

BOARD RETREAT MINUTES
PERPICH CENTER FOR ARTS EDUCATION
October 8, 2001

Present: Board Members present were Ellen Palmer, James Bowlus, Alex Boies, Sonja Peterson, Bob Brandt, Jane McWilliams, Penny Johnson, Tina Anderson Richards, Renee Jenson and Patty Anderson. Representing the agency were David O'Fallon, Mike Hiatt, Pam Paulson, Mark Youngstrom, Karen Charles, Mary Pietruszewski, Jonathan Howard, Bob Raiolo and Kathy Regalado.

Excused: Marjorie Savage and Mary Frances Skala

After light refreshments and coffee, interim chair Ellen Palmer called members to the table and convened the retreat at 9:05 a.m.

Executive Director's Report

Executive director David O'Fallon proposed an icebreaker: that we introduce ourselves and share something personal that nobody else present is aware of. He then discussed the Center's mission statement, "innovative public education centered in the arts" and fielded questions from board members. David stressed an emphasis on arts education as "a different way of knowing."

Board member French asked how the Center assesses teaching and learning. David offered that Mike Hiatt, PDI director and Pam Paulson, RAC director would answer that question during their presentations, but cited the success of the Annenberg partnership with the Minneapolis Public Schools. He added that schools around the state would want to work with us, if we have something of value to share.

Board member Brandt asked if the Center does comparisons to other schools with regard to college placements. David answered that some assessment is done and offered that Mark Youngstrom, director of Academic Programs for the AHS will address that issue.

Board member French asked if Arts High School students were held to different standards. David responded that the students follow the state's graduation standard requirements.

Board member Bowlus asked what the Center's role was in the Annenberg partnership. David responded that we took cash flow, Pam Paulson designed the research and PDI staff worked with teachers. David added that he also serves on the governing board for the local project.

David then gave an overhead presentation to the board and provided a handout entitled, "Environmental PEST" (Political, Economic, Social, Technology) and used the analogy to discuss the recent work of the Center:

- The Center's presence at the legislature and the time he spent there. He also acknowledged the work Bob Raiolo contributed.

then introduced Arts High School staff present.

Karen Charles, Director of Arts Programs, provided the board with an overview of art programs that the Center has to offer: music dance theater, visual arts, media and literary arts. She also provided information on how the school handles behavior and attendance issues, as well as updates on student activities and admissions.

Mark Youngstrom discussed academic programs of math, social studies, world languages, science and English. He offered that the AHS provides special education services, and that the guidance and counseling programs benefit students personally as well as postsecondary and career endeavors.

Mary Pietruszewski, Director of Residential Programs discussed residential programming. She also described school health and wellness services. AHS staff provided further information on current admissions recruitment efforts, including information meetings held at the Center, advertising used and the potential hiring of a new information officer. Activities of the school year were highlighted, including Dedication, Health and Wellness Day and Bagel Day. She added that staff explored new ways to conduct new student orientation.

Board member Brandt inquired about the requirements of staff to work in the dorm. Mary Pietruszewski answered that all dorm staff "have some background working with youth or are teachers."

Board member Bowlus asked what programming the Center offers students during the summer between their junior and senior years. Mark Youngstrom offered that internships were available for interested students. Board member Bowlus suggested that the internship program might provide an opportunity for board member involvement.

Jonathan Howard, AHS faculty representative for this meeting, reported the students' involvement the previous summer participating in the creation of an internship program called, "Radio K." Jonathan, music faculty for the AHS oversaw the program, which involved collaboration with the University of Minnesota. He highlighted that students were instrumental in designing the program in such a way that made it ongoing by building in a mechanism by which the last piece of the internship involves providing training to incoming interns.

Board member McWilliams raised the need to use resources throughout the state. Board member Peterson offered that her place of work, the Minnesota Regional Arts Council could be a resource.

Board member French asked if the school's population included any students with disabilities. Staff reported that there are two.

Jonathan Howard, AHS faculty representative concluded the AHS portion of the retreat by sharing the Arts High School's response to the September 11th tragedy. He described how the students, faculty and Center staff came together as an artistic community. A ceremony was held where students in collaboration with the maintenance

3. Galumph Interactive Theater \$5,000
Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Jane McWilliams seconded; the motion prevailed and the funding was approved.

Total funding for PASS approved: \$15,000

Request for funding for MN Arts & Schools As Partners (ASAP)

Mike Hiatt, PDI director, provided board members with an overview of the grant, and reported that Board member Patty Anderson participated on the grant review committee.

4. Dawson-Boyd School District \$5,000
Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Penny Johnson moved and Bob Tracy seconded; the motion prevailed and the funding was approved.

5. Kelliher School \$5,000
Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Jane McWilliams moved and Bob Brandt seconded; the motion prevailed and the funding was approved.

6. Morris Area High School \$5,000
Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Jane McWilliams moved and Sonia Peterson seconded; the motion prevailed and the funding was approved.

7. Parkers Prairie Public Schools \$5,000
Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. Ellen then recused herself from this vote, as Parkers Prairie is her hometown. Bob Brandt moved and Sonja Peterson seconded; the motion prevailed and the funding was approved.

8. Parkview Center School \$5,000
Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. Alex Boies recused herself from this vote, as she has worked with this school. Penny Johnson moved and Jane McWilliams seconded; the motion prevailed and the funding was approved.

Total funding for ASAP approved: \$25,000

Total Funding Approved for October 2001: \$40,000

Other Business

Interim board chair, Ellen Palmer called board members' attention to the draft of a committee roster in their packets, as proposed for board approval by the Executive

*Approved as amended
AO → SP (pg 7)*

*10/18/01
JCL*

BOARD MINUTES
LOLA AND RUDY PERPICH MINNESOTA CENTER FOR ARTS
EDUCATION

August 22, 2001

Present: Board Members present were Ellen Palmer, Marjorie Savage, Alex Boies, Mary Frances Skala, Bob Tracy, Mark French, Renee Jenson, Jane McWilliams, Sonja Peterson, Penny Johnson and James Bowlus. Lani Kawamura was present via speakerphone. Representing the agency were David O'Fallon, Beth Fratzke, Mike Hiatt, Pam Paulson, Mark Youngstrom, Karen Charles, Mary Sundet Jones, Dave Beaman and Kathy Regalado.

Excused: Bob Brandt, Tina Anderson-Richards and Patty Anderson.

Interim Board Chair Ellen Palmer's Welcome and Remarks

The meeting of the Board of Directors for the Perpich Center for Arts Education was convened on August 22, 2001 at 3:00 by the board Chair, Ellen at the Center in Golden Valley.

Ellen entertained a motion to approve the agenda for the current meeting. Marjorie Savage moved and Alex Boies seconded. The motion prevailed and the agenda was approved.

Ellen entertained a motion to approve the minutes from the last meeting. Marjorie Savage moved and Alex Boies seconded. The motion prevailed and the minutes were approved.

Executive Director's Update by Dr. David O'Fallon

Dr. O'Fallon reminded the board that the new school year for the Arts High School is upon us and that much preparation has been underway preparing for over 300 new and returning students. The Center's Professional Development Institute and division of Research, Assessment and Curriculum have had an active summer.

With the Legislative Audit behind us, and the report recently made public, David summarized the Audit process, report and our response for the board. Copies of the Center's response were distributed to board members.

David reported that he and Karen Charles had taken vacation time to travel to the Lincoln Center for the Performing Arts in New York to participate in a seminar on the Imagination. The discussion centered on the role of the imagination in an increasingly pressured school system.

Organizational growth and changes have also occurred over the summer. The Center, in collaboration with the Management Analysis Division of the Department of Administration, will embark on a process called Appreciative Inquiry. David briefed the board on this process. It

Request for PASS (PARTNERS: Arts & Schools for Students): second year, renewal funding
Barbara Cox, PDI staff, provided board members with an overview of the grant, application and committee review and recommendation process.

1. MPS/North High School \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Jane McWilliams seconded; the motion prevailed and the funding was approved.

2. MPS/Roosevelt High School \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Jane McWilliams seconded; the motion prevailed and the funding was approved.

3. MPS/South High School \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Marjorie Savage seconded; the motion prevailed and the funding was approved.

4. MPS/Southwest Team #1 \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Sonja Peterson seconded; the motion prevailed and the funding was approved.

5. MPS/Southwest Team #2 \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Jane McWilliams seconded; the motion prevailed and the funding was approved.

6. MPS/Work Opportunity Center \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Marjorie Savage seconded; the motion prevailed and the funding was approved.

7. SPSS/Central High School Team #1 \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Penny Johnson seconded; the motion prevailed and the funding was approved.

Seeing none, Renee Jenson moved and Mary Frances Skala seconded; the motion prevailed and the funding was approved.

15. Fergus Falls High School \$4,596.72

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Sonja Peterson seconded; the motion prevailed and the funding was approved.

16. St. Cloud Tech High School \$4,171.40

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Lani Kawamura seconded; the motion prevailed and the funding was approved.

Total funding for ACE Media approved: \$19,524.40

Request for ASAP (Arts & Schools As Partners) Second year, renewal funding

Mary Sundet Jones and Barbara Cox, PDI staff, provided board members with an overview of the grant, application and committee review and recommendation process.

17. Ivan Sand Alternative Middle/High School, Elk River \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Sonja Peterson seconded; the motion prevailed and the funding was approved.

18. Glencoe-Silver Lake Schools \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Jane McWilliams seconded; the motion prevailed and the funding was approved.

19. Nay Ah Shing Tribal School, Onamia \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Marjorie Savage seconded; the motion prevailed and the funding was approved.

20. Stages Theatre Company \$5,000.00

Action: Interim Board chair Ellen Palmer asked if any conflicts of interest existed with the prospective grantee and any board members present. There were no conflicts of interest. Seeing none, Renee Jenson moved and Jane McWilliams seconded; the motion prevailed and the funding was approved.

21. Paramount Arts District, St. Cloud \$5,000.00

Action: Jane McWilliams moved and Renee Jenson seconded that the Center support the development of this relationship. The motion prevailed and the proposal for the Sister School project with Haining High School is approved.

- Ellen announced that the date of the September Executive Committee of the PCAE board is changed to September 26, 2001 and will be held at the Center from 3:00 to 4:00 p.m.
- Ellen asked board members to turn their attention briefly to the newly proposed committee grid. She asked that members of programs and personnel remain for a brief meeting after the board meeting to lay some foundation for their upcoming work.

Johnson
Marjorie Savage moved and Penny Williams seconded to adjourn the meeting. The motion prevailed and the meeting was adjourned at 4:45 p.m.

Amended
10/8/01
John
Chesler

Perpich Center for Arts Education
FY2002 General Fund Balance
as of 10.5.01

*Presented to the
Board by Bob Raiolo
10/8/01 JCK*

Org#	Name	Original	Expended	Encumbered	Un-obligated
101	Payroll	\$5,014,000	\$722,100	\$4,291,900	\$0
<i>Administration-Bob Raiolo</i>					
102	Building Facilities	\$425,000	\$46,959	\$274,739	\$103,302
103	Health & Wellness	\$2,000	\$100	\$400	\$1,500
104	Information Services	\$40,000	\$5,423	\$22,033	\$12,544
105	Technology	\$125,000	\$22,306	\$31,141	\$71,553
106	Administration	\$349,000	\$81,113	\$103,958	\$163,929
107	Staff Development-Admin	\$5,000	\$0	\$406	\$4,594
108	Facility Repair	\$110,000	\$9,993	\$5,478	\$94,529
109	Postage, Printing, Copies	\$8,000	\$1,961	\$5,436	\$603
203	Dormitory	\$20,000	\$1,799	\$10,077	\$8,124
207	Staff Development-Dorm	\$8,000	\$390	\$0	\$7,610
Total		\$1,092,000	\$170,044	\$453,668	\$468,288
<i>PDI-Mike Hiatt</i>					
331	National Training	\$11,500	\$993	\$0	\$10,507
333	Postage & Copies	\$23,000	\$1,506	\$7,696	\$13,798
334	Special Initiatives	\$15,000	\$3,291	\$300	\$11,409
335	Staff Development	\$7,000	\$1,048	\$0	\$5,952
341	Dance Education	\$50,000	\$13,271	\$31,280	\$5,449
342	Theater Education (ACE)	\$7,500	\$112	\$78	\$7,310
343	Media Education	\$50,000	\$11,059	\$28,464	\$10,477
344	Arts Education Courses (FACS)	\$10,000	\$0	\$0	\$10,000
345	Music Education	\$10,000	\$92	\$500	\$9,408
346	Visual Arts Education	\$10,000	\$100	\$4,236	\$5,664
352	Minnesota Art Experience	\$175,000	\$58,731	\$30,580	\$85,689
354	Collaborations/Conferences	\$22,500	\$12,703	\$265	\$9,532
355	Multicultural Initiative	\$5,000	\$0	\$270	\$4,730
360	Partner Schools	\$245,000	\$158,400	\$30,250	\$56,350
361	ASAP Initiative	\$100,000	\$0	\$51,428	\$48,572
363	PASS	\$121,000	\$34,615	\$53,931	\$32,454
365	CAPP	\$83,000	\$27,000	\$13,497	\$42,503
370	Summer Institute	\$55,000	\$10,304	\$0	\$44,696
381	Printing	\$10,000	\$1,064	\$253	\$8,683
Total		\$1,010,500	\$334,289	\$253,028	\$423,183

Org#	Name	Original	Expended	Encumbered	Un-obligated
<i>Academic-Mark Youngstrom</i>					
408	Learning Resource Center	\$27,000	\$1,282	\$10,011	\$15,707
410	Communications	\$4,700	\$1,435	\$201	\$3,064
411	Mathematics	\$3,000	\$852	\$25	\$2,123
412	Science	\$4,700	\$544	\$0	\$4,156
413	Social Studies	\$2,000	\$485	\$659	\$856
414	World Languages	\$1,500	\$1,185	\$99	\$216
415	Substitute Teachers	\$8,000	\$600	\$4,692	\$2,708
416	Field Trips	\$7,800	\$0	\$7,800	\$0
417	College Scholarship Prgm	\$6,000	\$667	\$0	\$5,333
420	Postage, Printing, Copies	\$24,700	\$4,785	\$17,358	\$2,557
202	Counseling	\$7,000	\$1,535	\$641	\$4,824
206	Special Education	\$40,000	\$0	\$40,000	\$0
Total		\$136,400	\$13,370	\$81,486	\$41,544
<i>Arts-Karen Charles</i>					
401	Dance	\$7,500	\$0	\$0	\$7,500
402	Literary Arts	\$4,700	\$0	\$300	\$4,400
403	Media Arts	\$14,000	\$7,218	\$719	\$6,063
404	Theater	\$15,000	\$643	\$1,989	\$12,368
405	Visual Arts	\$28,000	\$2,810	\$7,915	\$17,275
406	Common Experience	\$4,600	\$1,775	\$600	\$2,225
407	Music	\$18,300	\$6,804	\$7,243	\$4,253
418	Program Development	\$20,000	\$3,135	\$1,223	\$15,642
419	Staff Development	\$28,000	\$2,043	\$4,741	\$21,216
201	Admissions	\$46,000	\$1,382	\$27,640	\$16,978
204	Postage, Printing, Copies	\$27,000	\$6,371	\$12,238	\$8,391
Total		\$213,100	\$32,181	\$64,608	\$116,311
<i>Research-Pam Paulson</i>					
501	Travel	\$4,000	\$355	\$0	\$3,645
502	Staff Development	\$5,000	\$245	\$180	\$4,575
503	Postage, Printing, Copies	\$5,000	\$667	\$3,293	\$1,040
504	Consulting Services	\$110,000	\$14,704	\$39,641	\$55,655
505	Research Grants	\$16,000	\$12,078	\$1,561	\$2,361
Total		\$140,000	\$28,049	\$44,675	\$67,276

Available	\$7,606,000	\$1,300,033	\$5,189,365	\$1,116,602
Residency Program-transfer to State Arts Board	\$75,000	\$75,000		\$0
Total	\$7,681,000	\$1,375,033	\$5,189,365	\$1,116,602

Perpich Center for Arts Education
FY2002 Revenue Summary as 10/5/2001

<u>Org#</u>	<u>Name</u>	<u>Balance Forward</u>	<u>Anticipated Receipts</u>	<u>Actual Receipts</u>	<u>Expended</u>	<u>Encumbered</u>	<u>Un-obligated</u>
0602	Miscellaneous	\$26,433	\$25,000	\$3,218	\$28,485	\$1,022	\$144
0603	Dance Performances	\$4,607	\$4,000	\$61	\$559	\$528	\$3,581
0604	Theater Performances	\$11,327	\$4,000	\$195	\$0	\$0	\$11,522
0605	Music Performances	\$2,805	\$5,000	\$36	\$407	\$60	\$2,374
0606	Technology	\$902	\$1,000	\$25	\$0	\$0	\$927
0701	Caps & Gowns	\$889	\$1,000	\$10	\$0	\$0	\$899
0702	Class Rings	\$33	\$3,000	\$0	\$0	\$0	\$33
0703	Yearbooks	\$0	\$14,000	\$646	\$0	\$0	\$646
0705	Announcements	\$3,594	\$4,000	\$41	\$0	\$0	\$3,635
0706	Van Transportation	\$7,968	\$3,000	\$92	\$0	\$0	\$8,060
0707	Space Rental	\$1,898	\$5,000	\$262	\$0	\$0	\$2,160
0801	Resource Materials	\$36,515	\$7,000	\$1,590	\$1,035	\$806	\$36,264
0802	Learning Resource Center	\$1,350	\$1,000	\$129	\$0	\$0	\$1,479
0803	Artist Education Institute	\$11,651	\$3,000	\$1,046	\$394	\$0	\$12,303
0804	Professional Development Courses	\$27,253	\$15,000	\$7,224	\$6,085	\$175	\$28,217
0901	Residential Fee	\$8,643	\$245,000	\$143,390	\$11,592	\$57,001	\$83,440
0902	Cafeteria	\$0	\$40,000	\$11,584	\$75	\$0	\$11,509
1201	Child Nutrition	\$0	\$5,000	\$0	\$0	\$0	\$0
1301	Damage Deposits	\$14,125	\$21,000	\$20,580	\$550	\$0	\$34,155
1302	Emergency Deposits	\$4,726	\$5,000	\$4,644	\$154	\$0	\$9,216
1303	Activity Fee	\$6,929	\$14,000	\$5,508	\$2,562	\$214	\$9,661
1305	Gala	\$1,006	\$7,000	\$11	\$0	\$0	\$1,017
1401	Tax Sheltered Annuities	\$0	\$35,000	\$10,480	\$10,472	\$0	\$8
1501	Student Assistance	\$2,911	\$2,000	\$33	\$0	\$0	\$2,944
1503	Statewide Study	\$17,685	\$1,000	\$205	\$0	\$0	\$17,890
1504	Arts & Education Partnership	\$39,343	\$40,000	\$2,853	\$3,233	\$12,688	\$26,275
1506	A Plus	\$14,784	\$750	\$171	\$400	\$400	\$14,155
1508	Capital Gift Fund	\$9,452	\$500	\$110	\$0	\$0	\$9,562
1509	PASS	\$270	\$50	\$4	\$0	\$0	\$274
1510	Annenberg Challenge	\$132,572	\$500,000	\$1,492	\$14,951	\$45,195	\$73,918
	Total	\$389,671	\$1,011,300	\$215,640	\$80,954	\$118,089	\$406,268

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development Institute
MEMORANDUM

Handwritten notes and signatures:
- Large signature: *David O'Fallon*
- Other signatures: *Michael Hiatt*, *Barbara Hackett Cox*, *Bob Raiolo*
- Date: *10.8.01*
- Initials: *by*

TO: David O'Fallon
Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: September 28, 2001

SUBJECT: Grant Request Summary: Partners: Arts and Schools for Students (PASS)

APPLICANTS: Metro Schools, in response to PCAE Request for Proposals

cc: Bob Raiolo
Director of Administration

Program Description

Partners: Arts and Schools for Students (PASS) builds partnerships among arts organizations, teachers, *secondary-level* schools, and students to provide real world interdisciplinary learning for high school aged youth as an integral part of their education. PASS has been making grants to school-arts partnerships since 1993.

During the course of the grant period, grantee teams will: 1) learn and develop partnering skills; 2) collaboratively plan and implement student learning experiences and professional development; and 3) document, assess, and communicate their work.

Application and Review Process

A request for proposals was sent to a seven county metro area targeted mailing list in Spring, 2001. Four applications were received.

These were reviewed by a panel on September 28, 2001, and ranked according to the following criteria:

1. Evidence of commitment to the partnership by all applicants;
2. Evidence that groundwork has been laid for partnership development in the school and/or community, giving this program a good chance for success;
3. Evidence of "fit" between school curricular goals and goals of this project;
4. Quality and clarity of the team's plan, including expectations the team holds for its students;
5. A clear means of measuring the results and successes of the plan
6. Metro-area geographical balance and a range of school/community sizes

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development Institute

MEMORANDUM

Approved
10.8.01
Hall

TO: David O'Fallon *[Signature]*
Executive Director

FROM: Michael Hiatt, Director *[Signature]*
Professional Development Institute

Mary Sundet Jones and Barbara Hackett Cox
Partnering Resources Coordinators

DATE: September 28, 2001

SUBJECT: Grant Request Summary: Minnesota Arts & Schools As Partners
(ASAP)

APPLICANTS: Schools across Minnesota, in response to PCAE Request for Proposals

cc: Bob Raiolo
Director of Administration

Program Description

The Minnesota Arts and Schools as Partners (ASAP) program began in FY2001 to support the development of collaborative partnerships focused on interdisciplinary learning. The ASAP program was designed to support and develop partnerships between schools and community arts resources, in order to expand the capability of schools to improve the quality of education for their students.

During the course of the grant period, grantee teams will: 1) learn and develop partnering skills; 2) collaboratively plan and implement student learning experiences and professional development; and 3) document, assess, and communicate their work.

Application and Review Process

A request for proposals was sent to a statewide targeted mailing list in Spring, 2001. Seven applications were received, from the following areas: Albert Lea, Dawson-Boyd, Kelliher, Morris, Morton, Parkers Prairie, and Roseville.

These were reviewed by a panel on September 28, 2001, and ranked according to the following criteria:

1. Evidence of commitment to the partnership development process by all applicant partners;
2. Evidence that groundwork has been laid for partnership development in the school and/or community, giving this program a good chance for success;
3. Evidence of "fit" between school curricular goals and goals of this project;
4. Quality and clarity of the team's plan, including expectations the team holds for its students;
5. A clear means of measuring the results and successes of the plan; and
6. State geographical balance, range of art forms, grade levels and school/community sizes.

Parkview Center School, Roseville

(In partnership with Minnesota Center for Book Arts)

*K-8 students and all staff at Parkview will experience
bookmaking and writing workshops developed to coordinate with
school curriculum.*

School Leg District 54A

School Cong District 4

MCBA Leg District 59B

MCBA Cong District 5

Total Requested

\$5,000

\$25,000

AB recused,
RJ - JMG

A, p, r, e

as "Acting" Committees

DRAFT

Perpich Center for Arts Education

UPDATED: September 26, 2001 (Exec Committee)

*10/8/01 Ref. moved
3rd Reg. Ex. F-2nd
Regalado*

COMMITTEE	CHAIR	MEMBERS	DUTIES	TERM	MEETINGS
EXECUTIVE Chair, Vice Chair, & Chairs of Finance, Programs, Personnel	Ellen Palmer	Marjorie Savage-V.C., Renee Jensen-finance, Mark French- personnel, Sonja Peterson-programs	1) Recommend standing, temporary, and task force Committee Membership 2) Meets with the E.D. to provide overview & policy 3) Meet with the Executive Director as necessary in discuss issues arising between regularly scheduled full board meetings	Consistent with term of office	Held at the call of the chair
FINANCE (4 to 6 members)	Renee Jensen (selected by Committee Members)	Patty Anderson, Jane McWilliams, Penny Johnson, Robert Tracy, Mary Frances Skala. Ellen Palmer- Ex officio	1) Reviews and recommends to the board agency budget 2) Reviews and recommends grants 3) Reviews monthly MAPS reports	Two years, usually appointed in even number years or as needed to fill vacancies	Meets a minimum of 4 times per year or as often as necessary
PERSONNEL (4-5 members)	Mark French (Chair selected by Committee Members)	Mark French, Lani Kawamura, Bob Brandt, Ellen Palmer, Renee Jensen	1) Conduct periodic review of the Executive Director based on DOER/state of MN guidelines 2) Offer salary recommendations to the board 3) In consultation with the Exc. Comm., establish procedures for Periodic reviews 4) Confer with the E.D. on other critical staffing issues	Two years, usually appointed in even number years or as needed to fill vacancies	As needed
Programs (4 to 6 members)	Sonja Peterson (Chair is selected by Committee Members)	Mark French, Sonja Peterson, James Bowlus, Marjorie Savage, Alex Boies, Tina Richards, Lani Kawamura	1) Collaborate with the E.D. in conducting periodic reviews of agency programs 2) Ascertain program direction, effectiveness, impact and compatibility with the Mission Statement 3) Collaborate with the E.D in reporting findings to the board	Two years, usually appointed in even number years or as needed to fill vacancies	As needed
Appeals (3 members)	(Chair is selected by Committee Members)		1) Meetings held in accordance with the requirements of state statute, administrative rule or agency policy	Appointed annually by the Chair (usually in November)	Meetings called by the Executive Director
Task Force	(Chair is appointed by the Executive Committee)		1) Committee formation is requested by the Executive Director, may include event planning and fund raising 2) Duties are defined in the request to the Exc. Committee for committee formation.	E.D. requests Exc. Comm. to nominate members which are voted upon by the full board at the next scheduled meeting	As requested

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development Institute

James R. Nobles, Legislative Auditor
Office of the Legislative Auditor
Room 140 Centennial Building
658 Cedar Street,
St. Paul, Minnesota 55155-1603

Dear Mr. Nobles:

Thank you for the opportunity to discuss your audit findings with the individuals in your office responsible for the audit of the Perpich Center for Arts Education. Your staff was extremely helpful and responsive to the Center's needs and questions during their time on-site. We very much appreciate their feedback on strategies to enhance the accountability of our fiscal systems and instructional programs. We will continue to work toward improvements in our processes. Following is the Center's response to the recently completed audit for the three years ending June 30, 2000.

1. Finding:

The Center for Arts Education did not properly account for state grant funds.

Recommendations:

The Center for Arts Education should return to the state's General Fund any unspent grant funds remaining from grants whose availability period has expired.

The Center should comply with the terms of all grant contracts, including completion of the required services within the grant availability period.

The Center should structure its accounting records to separately account for each grant award and identify related expenditures and any remaining cash balance.

Response:

As of June 30, 2001 all grants from CFL to the Center have expired. The un-obligated balance in these grants is \$94,651. In September the Department of Finance will process the fiscal year 2001 closing. At that time, this balance will cancel back to the general fund. In May, the Center returned \$52,729 of interest that these grants earned during this three-year period.

The Center has developed a 10-step grant award process (attached) which outlines the procedures to follow when a grant is applied for and received. New general fund appropriations with unique codes have been established to track individual CFL grants in the Center's general fund. CFL grants will no longer be accounted for in the Center's revolving fund. The PDI Grant Coordinator will revise her subsidiary accounting system to track funds by grants rather than fiscal year and reconcile to MAPS monthly with the assistant of the Administration Director. If needed, the Center will request an amendment to the grant for an extension period,

Note: During an Internal Audit by the Department of Finance in October 1998, the Center was instructed to place these grants in a special revenue fund, which has carry forward authority. During this past Legislative Audit we were instructed that this was not correct and that the money should be in a general fund account. The Center was following the instructions given by the Department of Finance.

Person Responsible: Bob Raiolo, Administration Director
Peggy Piepho, PDI Grant Coordinator
Implementation Date: Revised Accounting Structure @ Implemented
Return of unspent grant funds @ September 2001

2. Finding:

The Center did not always record board minutes accurately.

Recommendations:

The Center should ensure that the minutes of each board meeting accurately reflect board decisions and actions.

Response:

Past practice has been that the person taking the board minutes would type them up and distribute to board members and Center directors. In the future, the presenters of the information to assure accuracy in the data recorded will review a draft of the board minutes before final distribution. Also, the minutes from sub-committee that approves the grants will be attached to the full board minutes. The Center will append the board minutes in question with the grant review team's worksheet on the request/awarded grant amounts. The Center agrees that great care should be taken to reflect accurate information in board minutes.

Person Responsible: Kathy Regalado, Office & Admin Specialist Principal
Implementation Date: August 2001

3. Finding:

The Center did not adequately safeguard receipts.

Recommendations:

The Center should promptly record all checks on the check log and restrictively endorse the check when received.

Response:

By statute, a deposit is required when daily receipts total more than \$250. There are times when the Center's daily receipts are less than this. On these occasions the Center keeps these checks in a locked location until such time when receipts are greater than the required deposit amount. At that time, all checks are endorsed, a deposit prepared and recorded in the state's accounting system and funds are brought to the state depository. In the future, all check will be endorsed when they are received to ensure proper accounting and tracking by date of receipt. This will also restrict any unauthorized persons from attempting to cash any check made payable to the Center.

Person Responsible: Suzanne Bursh, Customer Services Specialist
Implementation Date: Implemented

4. Finding:

Many of the Center's staff did not have timely performances appraisals or currently updated positions descriptions.

Recommendations:

The Center should complete the employee performance appraisals on an annual basis.

The Center should update position descriptions every three years.

Response:

All supervisors will be accountable for completing performance evaluations on schedule for all of their employees. Karen Sandt has developed an annual review schedule based on anniversary dates. A policy has been written to assure that performance evaluations are completed in a timely manner. The Center will arrange training for all supervisors in performance appraisal and performance management. We will investigate new approaches to assessing our individual and collective performance, to make our work as effective as possible.

In order to assure that position descriptions are up to date, Karen Sandt will notify supervisors and directors of position descriptions in need of updating. Supervisors will have until October 1, 2001 to submit revised position descriptions to their supervisors for final approval. There are some supervisors with more than 20 employees to review. In these cases we ask that they try and process two per month. The position descriptions will then be reviewed and signed by the employee and filed by Karen.

Person Responsible: Karen Sandt, Personnel Officer
Implementation Date: On-Going

5. Finding:

The Center lacked control over its fixed assets.

Recommendations:

The Center should develop comprehensive fixed asset policies and procedures to ensure that it adequately safeguards and accounts for its investment in fixed assets.

Response:

The Center is currently developing policies and procedures to be used in conducting a physical inventory. After the policies and procedures are in place, the physical inventory will begin. The Buyer will conduct this with assistance from area directors to locate each asset in the Center's fixed asset inventory system (FAIS) and verify each asset personally.

With assistance from the Department of Corrections the Center is in the process of a security audit. The audit consists of ways to improve security such as cameras, re-keying and tighter policies and procedures regarding access to the facility after hours.

The Center has installed a card access system and camera to the administration building. The card system will allow management to program who has access to the building and when. This fall the entire administration building will be re-keyed with a high security key such as Medeco or ASSA that the manufacturer is authorized to copy only with written approval from the Center administration director. We will have a limited amount of master keys issues (less than 5) and employees will need to check out a master, if needed, and return by the end of the day.

Person Responsible: Marilyn Wahlstrom, Buyer
Bob Raiolo, Administration Director
Implementation Date: fall 2001

6. Finding:

The executive director did not appropriately update his economic interest statement.

Recommendations:

The executive director should submit a revised economic interest statement to the Campaign Finance and Public Disclosure Board.

Response:

The executive director has consulted with staff of the campaign finance board to ensure he understood terms and requirements of reporting. By September 30, 2001 an updated economic interest statement will be filed with the Campaign Finance and Public Disclosure Board.

Person Responsible: David O'Fallon, Executive Director

Implementation Date: September 2001

7. Finding:

The Center inappropriately paid per diem compensation to two board members.

Recommendation:

The Center should collect reimbursement from the remaining board member who improperly received per diem payments.

The Center should ensure that future board members are aware of per diem restrictions to full time employees of political subdivisions.

Response:

The Center will review the per diem law (M.S. 15.0575 Subd. 3 "...members who are full-time state employees or full-time employees of the political subdivisions of the state may not receive the daily payment...") with new board members to assure that non-eligible members do not receive a per diem. The Center has sent a letter to the former board member requesting reimbursement. If this does not produce the refund the Center will solicit assistance from the Revenue Recapture or the MN Collection Enterprise agencies.

Person Responsible: Kathy Regalado, Office & Admin Specialist Principal

Implementation Date: August 2001

8. Finding:

The accounting department reimbursed imprest cash accounts without requiring supporting documentation.

Recommendation:

The accounting staff should not reimburse the imprest cash account without reviewing supporting documentation for the disbursements.

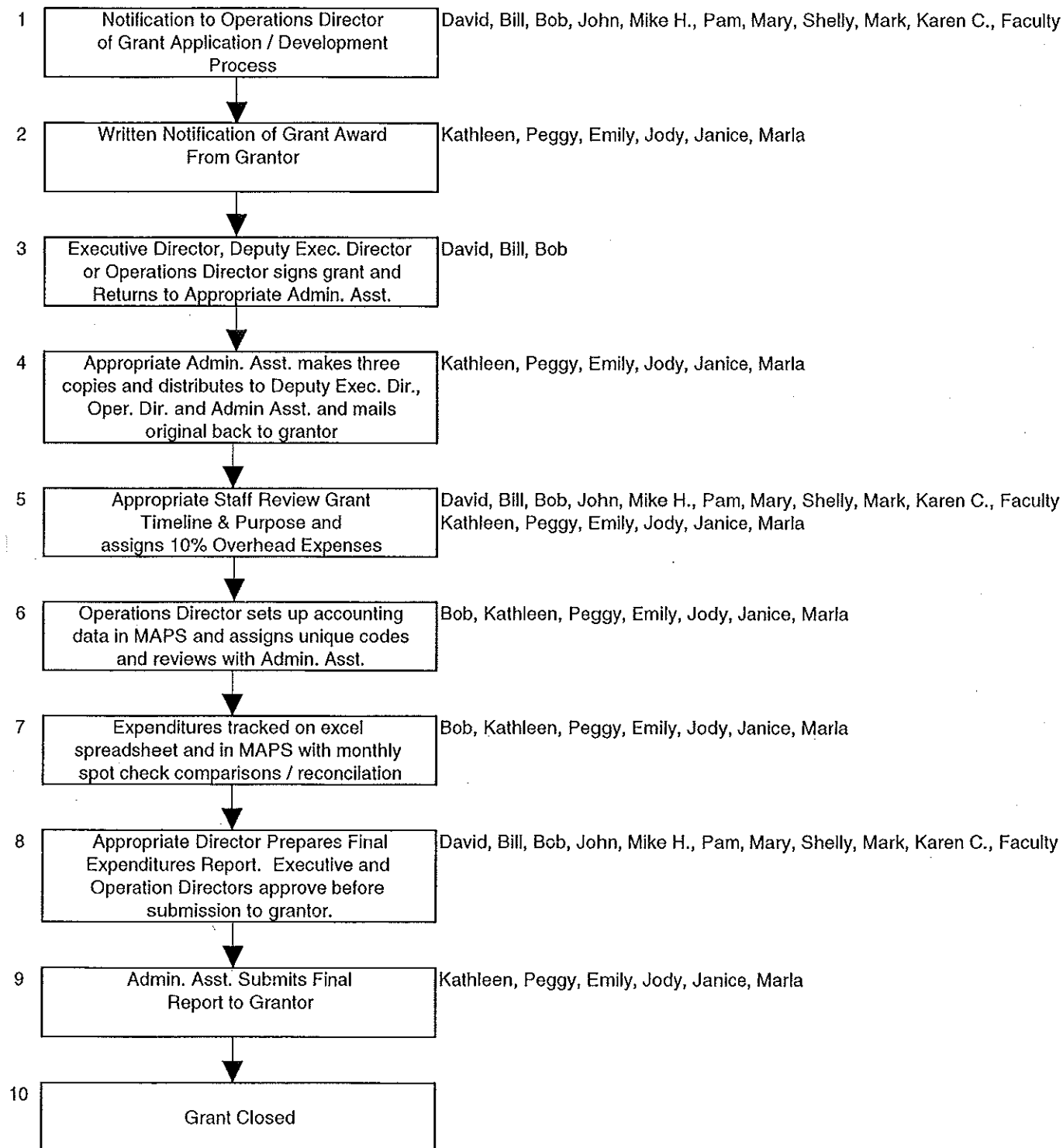
Response:

The Center has been extremely meticulous about having receipts attached to all imprest cash reimbursements. During the scope of this audit the Center has processed more than \$17,000 in imprest cash reimbursements. The missing documentation amounts to less than .01%. The administration director will verify that all receipts are present before approving reimbursements.

Person Responsible: Bob Raiolo, Administration Director

Implementation Date: Implemented

10-Step Grant Award Process



FY2002 BUDGET
as of 7/5/01

Approved
8/22/01
[Signature]

<u>Org. Unit</u>	<u>Fund</u>	<u>Name</u>	<u>Bal. Frwd.</u>	<u>Antic. Rcpts.</u>
0601 INT 200	Interest	\$13,627	\$0	
0602 MIS 200	Miscellaneous	\$9,858	\$25,001	
0603 DAN 200	Dance Performances	\$4,607	\$4,001	
0604 THT 200	Theater Performances	\$11,328	\$4,001	
0605 MUS 200	Music Performances	\$2,825	\$5,001	
0606 TEC 610	Technology	\$902	\$1,001	
0701 CAP 200	Caps & Gowns	\$889	\$1,001	
0702 RNG 200	Rings	\$33	\$3,001	
0703 YRB 200	Yearbooks	\$13,937	\$14,001	
0705 ANC 200	Announcements	\$3,594	\$4,001	
0706 VAN 200	Van Transportation	\$7,968	\$3,001	
0707 REN 200	Space Rental	\$1,895	\$5,001	
0801 PDI 200	Resource Materials	\$35,885	\$7,001	
0802 LRC 200	Learning Resource Center	\$1,127	\$1,001	
0803 AEI 200	Artist Education Institute	\$11,651	\$3,001	
0804 PDC 200	Professional Dev. Courses	\$27,241	\$7,001	
0901 RES 200	Residential Fee	\$8,475	\$245,001	
0902 CAF 200	Cafeteria	\$0	\$40,001	
1101 SED 300	Special Education	\$496	\$0	
1201 NUT 300	Child Nutrition	\$0	\$5,001	
1301 DDP 610	Damage Deposits	\$14,125	\$21,001	
1302 EDP 610	Emergency Deposits	\$4,726	\$5,001	
1303 AFR 610	Activity Fee	\$6,929	\$14,001	
1305 GAL 610	Gala	\$864	\$7,001	
1401 TSA 610	Tax Sheltered Annuities	\$0	\$35,001	
1501 GFT 690	Student Assistance	\$2,911	\$2,001	
1503 SWS 690	Statewide Study	\$17,685	\$1	
1504 SHP 690	MA&EP	\$38,624	\$4,001	
1506 AAA 690	A+	\$14,784	\$1	
1508 CGF 690	Capital Gift Fund	\$9,452	\$1	
1509 PAS 690	PASS	\$270	\$1	
1510 ABG 690	Annenberg	\$133,631	\$500,001	

OR BOARD APPROVAL 8.22.01

	<u>FY01 Original</u>	<u>FY02 Proposed</u>	<u>\$ Inc./ (Dec)</u>	<u>Notes</u>
0101 Salaries	\$4,581,000	\$5,014,000	\$433,000	1
<u>ADMINISTRATION</u>				
0102 Building Facilities	\$450,000	\$425,000	(\$25,000)	
0103 Health & Wellness	\$2,000	\$2,000		
0104 Information Services	\$45,000	\$40,000	(\$5,000)	
0105 Technology	\$150,000	\$125,000	(\$25,000)	
0106 Administration	\$400,000	\$350,000	(\$50,000)	
0107 Staff Development	\$6,000	\$5,000	(\$1,000)	
0108 Facility Repair	\$110,000	\$110,000		
0109 Postage, Printing, Copies	\$20,000	\$8,000	(\$12,000)	2
Total	\$1,183,000	\$1,065,000	(\$118,000)	-10%
<u>COUNSELING SERVICES</u>				
0201 Admissions	\$40,000	\$46,000	\$6,000	
0202 Counseling / Parent Information	\$7,000	\$7,000		
0203 Dormitory	\$20,000	\$20,000		
0204 Postage, Printing, Copies	\$42,000	\$27,000	(\$15,000)	2
0206 Special Education	\$37,000	\$40,000	\$3,000	
0207 Staff Development	\$10,000	\$8,000	(\$2,000)	
Total	\$156,000	\$148,000	(\$8,000)	-5%
<u>PDI</u>				
0331 National Training	\$9,500	\$11,500	\$2,000	
0333 Postage & Copies	\$30,000	\$23,000	(\$7,000)	2
0334 Special Initiatives	\$20,000	\$15,000	(\$5,000)	
0335 Staff Development	\$6,500	\$7,000	\$500	
0341 Dance Education	\$50,000	\$50,000		
0342 Theater Education (ACE)	\$10,000	\$7,500	(\$2,500)	
0343 Media Education	\$60,000	\$50,000	(\$10,000)	
0344 Arts Education Courses (FACS)	\$10,000	\$10,000		
0345 Music Education	\$10,000	\$10,000		
0346 Visual Arts Education	\$10,000	\$10,000		
0352 Minnesota Art Experience	\$225,000	\$175,000	(\$50,000)	
0354 Collaborations/Conferences	\$35,000	\$22,500	(\$12,500)	
0355 Multicultural Initiative	\$0	\$5,000	\$5,000	3
0360 Partner Schools (Whole/New)	\$260,000	\$245,000	(\$15,000)	
0361 ASAP Initiative	\$0	\$100,000	\$100,000	3
0363 PASS: Partners-Arts & Schools for Students	\$121,000	\$121,000		4
0365 CAPP: Comprehensive Arts Planning Program	\$83,000	\$83,000		
0370 Summer Institute	\$75,000	\$55,000	(\$20,000)	
0381 Printing	\$15,000	\$10,000	(\$5,000)	
0382 Assessment	\$1,500	\$0	(\$1,500)	
Total	\$1,031,500	\$1,010,500	(\$21,000)	-2%
<u>SCHOOL</u>				
0401 Dance	\$8,000	\$7,500	(\$500)	
0402 Literary Arts	\$5,000	\$4,700	(\$300)	
0403 Media Arts	\$15,000	\$14,000	(\$1,000)	
0404 Theater	\$16,000	\$15,000	(\$1,000)	
0405 Visual Arts	\$30,000	\$28,000	(\$2,000)	
0406 Common Experience	\$5,000	\$4,600	(\$400)	
0407 Music	\$28,000	\$17,300	(\$10,700)	5
0408 Learning Resource Center	\$29,000	\$27,000	(\$2,000)	
0410 Communications	\$5,000	\$4,700	(\$300)	
0411 Mathematics	\$3,000	\$3,000		

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development Institute

MEMORANDUM

TO: David O'Fallon
Executive Director

FROM: Michael Hiatt, Director *MH*
Professional Development Institute
Barbara Hackett Cox
Partnering Resources Coordinator

DATE: August 6, 2001

SUBJECT: Grant Request Summary

APPLICANTS: FY '01 Recipients of Partners: Arts & Schools for Students (PASS) Grants

cc: Robert Raiolo
Director of Administration

Approved 8/22/01

PROGRAM DESCRIPTION

Partners: Arts and Schools for Students (PASS) builds partnerships among arts organizations, teachers, *secondary-level* schools, and students to provide real world interdisciplinary learning for high school aged youth as an integral part of their education. PASS has been providing support to school-arts partnerships since 1993. All FY '01 grant recipients were invited to re-apply for continued funding in FY '02. Eleven of those partnerships re-applied, and are recommended for continued funding.

During the course of the grant period, PASS teams will: 1) continue to develop their partnering relationships; 2) collaboratively plan and implement student learning experiences and professional development; and 3) document, assess, and communicate their work.

APPLICATION AND REVIEW PROCESS

PASS sites were sent application materials in April 2001, with applications due June 1, 2001. Staff reviewed applications for completeness, and assured their successful completion of FY '01 grant requirements and goals. Three additional reviewers read and rated the applications, and recommended funding in all cases. The additional reviewers were:

Patty Anderson, Perpich Center for Arts Education, Board of Directors

Jack Becker, FORECAST Public Artworks (conflict of interest on one application)

Sharon DeMark, Ordway Center for the Performing Arts (conflict of interest on one application)

Criteria for successful review of these applications included:

1. Evidence of the partnership's successful completion of its goals from academic year 2000/01, as determined from reporting and documentation submitted in FY '01;
2. The clarity of the team's plan for FY '02, including the expectations the team holds for students;
3. A clear means of measuring the results and success of the plan for FY '02;
4. Evidence of "fit" between school curricular goals and goals of this project;
5. Quality and clarity of goals and objectives as indicated in the application;
6. Completeness and timely submission of the application.

We recommend that the Board approve the following requested amounts for the second year, renewal funding for these PASS sites.

6125 Olson Memorial Highway • Golden Valley, MN 55422


1.800.657.3515 • 612.591.4700 • FAX 612.591.4747

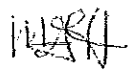
an agency of the state of Minnesota


PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development Institute

MEMO

To: David O'Fallon 
Executive Director

From: Michael Hiatt, Director 
Professional Development Institute

Dave Beaman 
Media Arts & Visual Arts Specialist

Date: August 6, 2001

Subject: Grant Request Summary

cc: Bob Raiolo
Director of Administration

Applicant(s): Year-2 School Sites, Arts Courses for Educators (ACE),
Media Arts Program, 2001-2002

PROGRAM DESCRIPTION

The purpose of ACE, Media Arts program is to establish Media Arts as an integral and important part of the curriculum of the schools of Minnesota.

Media Arts is a discipline which, like other academic subject areas, has its own content to be studied, understood and applied as part of a total education for life. Through Media Arts, students develop creative and critical thinking skills and become engaged in the technical, intellectual, aesthetic, historical, and social aspects of learning.

The ACE Media Arts program trains teams of teachers from Minnesota public schools in the use of Media Arts teaching and learning, with the goal of assisting all Minnesota students in every subject area. It features hands-on learning, coaching, and assistance from expert artist instructors.

The critical method that the Media Arts program employs to accomplish this purpose is to provide professional development opportunities on a long-term basis to teachers in selected schools across Minnesota. These opportunities include: attending a series of teacher workshops; site visits from artist instructors, and; participation in collaborative planning and implementation of a Media Arts curriculum with the advice and assistance of consulting instructors assigned to each school.

The purpose of the grants to schools is to enable schools to pay substitute teachers for the teachers from selected schools while they attend professional development workshops in the fall, winter, and early summer. The grants are for reimbursement of travel, meals and lodging for those teachers traveling to the workshops from outside the metro Twin Cities area. The grants will also cover substitute teacher costs for up to four days per teacher for on-site training by ACE Media Arts Instructors.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development Institute

*Approved
8/22/01
[Signature]*

TO: David O'Fallon
Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

Mary Sundet Jones and Barbara Hackett Cox
Partnering Resources Coordinators

DATE: August 6, 2001

SUBJECT: Grant Request Summary

APPLICANTS: FY01 Recipients of Minnesota Arts & Schools As Partners (ASAP) Grants

cc: Deputy Director

Program Description

The Minnesota Arts and Schools as Partners (ASAP) program began in FY2001 as a program to support the development of collaborative partnerships focused on interdisciplinary learning. Five partnerships received grants in FY01. These five were all invited to submit applications for renewal grants in FY02. All are recommended now for continued funding.

During the course of the grant period, grantee teams will: 1) continue to develop their partnering relationships; 2) collaboratively plan and implement student learning experiences and professional development; and 3) document, assess, and communicate their work.

Application and Review Process

The five sites were sent application materials in April, 2001, with applications due June 1, 2001. Staff reviewed applications for completeness, and assured their successful completion of FY01 grant requirements and goals. Three outside reviewers read and rated the applications, and recommended funding in all cases. Outside reviewers were:

Patty Anderson, PCAE Board of Directors
Jack Becker, FORECAST Public Artworks
Sharon DeMark, Ordway Center for the Performing Arts

Criteria for successful review of these applications included:

1. Evidence of the partnership's successful completion of its goals from academic year 2000/01, as determined from reporting and documentation submitted in FY01;
2. The clarity of the team's plan for FY02, including the expectations the team holds for students;
3. A clear means of measuring the results and success of the plan for FY02;
4. Evidence of "fit" between school curricular goals and goals of this project;
5. Quality and clarity of goals and objectives as indicated in the application;
6. Completeness and timely submission of the application.

PERPICH CENTER
ARTS EDUCATION
Arts High School • Professional Development Institute

David
Grec'd
5/22/01
for

Date: May 17, 2001

media To: David O'Fallon, Executive Director

From: Bill Clausen, Acting Deputy Executive Director

Re: Residency of Members of the Board of the Perpich Center for Arts Education

In a recent conversation, Beverly Bryant of the Office of Attorney General said that there is no state residency requirement for members of the board. Members who reside outside of Minnesota are still eligible to serve.

theater

music

visual

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Board Minutes January 23, 2002

Board Members

Present: Patty Anderson, Alex Boies, Jeb Bowlus, Mark French, Penny Johnson, Jane McWilliams, Ellen Palmer, Sonja Peterson, Marjorie Savage, Mary Frances Skala,

Absent: Tina Anderson, Robert Brandt, Renee Jenson, Lani Kawamura, Robert Tracy

Staff

Present: Karen Charles, Mike Hiatt, David O'Fallon, Sarah Parker, Pam Paulson, Bob Raiolo, Kathy Thurber, Mark Youngstrom

Chair Ellen Palmer called the board meeting to order at 3:00 p.m.

Approval of Agenda

Chair Ellen Palmer entertained a motion to approve the board agenda. Board member Jane McWilliams moved and board member Patty Anderson seconded to approve the January 23, 2002 agenda. The motion prevailed and the agenda was approved.

Approval of December 12, 2001 Minutes

Chair Ellen Palmer entertained a motion to approve the Minutes from the December 12, 2001 board meeting. Board member Penny Johnson moved and board member Sonja Peterson seconded a motion to approve the December 12, 2001 minutes. The motion prevailed and the minutes were approved.

Executive Director's Report

David O'Fallon, Executive Director, announced that the next Budget Task Force meeting would convene on February 12, 2002 at 3:30 p.m. He asked that any ideas or challenges for the meeting would be welcome if submitted in writing prior to the meeting. He stated the February 12 meeting would combine all input and generate discussion.

McKnight Foundation Grant

O'Fallon spoke of the \$2 million grant from the McKnight Foundation. These funds are to be used to implement the Arts for Academic Achievement program statewide, and not for just PCAE. He stated the reasons given for the grant include the work that has been demonstrated in the past by making a difference in arts education throughout the state by the Center, and that the McKnight Foundation feels we are investing in our children's future. He also emphasized how this grant allows us to reach out to other art programs in the state and make us a politically stronger three-part center. The foundation expects a report for each of the upcoming four years showing how the funds were spent. These reports are due November 1 of 2002, 2003, 2004, and 2005. A copy of the check and a letter were passed out to all board members showing further guidelines and congratulation (see attached).

O'Fallon also referenced the November 2002 Annenberg report "A Report to the Community" (see attached). David further stressed that the McKnight Foundation grant was restricted to the Arts for Academics Achievement project and its statewide implementation, and not for the Center's use more broadly. Also, that McKnight gave us this grant because of the work that PDI and RAC have produced. David also referenced the "Art Beat" magazine that further demonstrates the good work that PCAE does throughout the state (see attached).

Board member Jane McWilliams wanted to reiterate the importance of establishing an even better understanding of what we do at the Center and how we are committed to reaching all of Minnesota with our PDI and RAC programs.

Sarah Parker, Communications Director, was asked to address the McKnight foundation and DOE grants and their import. She spoke of the press releases that will be going out about our statewide work and her desire to keep the releases focused on what this will do for the Center. This provides a public validation of the work we do here, she noted. She stated that the release would go out in approximately a week to 10 days. She also stated that on February 6 there will be an event that will announce the Minneapolis Public Schools DOE grant money and what that will allow the schools involved to do. A summary sheet was distributed to the board (handout attached).

O'Fallon referred to the article from the Star and Tribune newspaper where Carol Johnson, Minneapolis Public Schools Superintendent, announced her anticipated \$30,0000 raise would be donated to the Arts in Academic Achievement program, and how that should show how strongly Ms. Johnson feels about the program.

Mike Hiatt and Pam Paulson, PDI and RAC Directors respectively, talked about the different grants and how they will be distributed through already established programs, including ASAP, BPN, ACE, ASAP, CAPP and Partner Programs. They hope after four years the Regional Best Practice Networks will have six

regional hubs. They handed out an overview entitled "Arts & Schools As Partners" and an outreach map of the PDI and RAC programs (see attached).

Finance Committee Report

Bob Raiolo, Administration Director, reviewed the financial handouts that showed the Center's most recent asset and earning information. Included was a \$20,000 phone reimbursement for schools from the federal government and the grants that the school has recently received. He also addressed the residential fees that are currently overdue and stated that a letter would be sent out to the parents to request payment. A copy of the "General Fund Balance and the "2002-2003 Supplemental Budget Recommendations" was distributed (see attached).

Budget Task Force Report

Board member Sonja Peterson discussed the Budget Task Force's effort to meet the anticipated 10% reduction and reiterated the main points of how the school would meet this goal. She said that the hope of the task force is to keep capacity in all major areas of responsibility of the Center. These are: to operate the Arts High School; to serve schools throughout the state through professional development, curriculum building and teacher education (PDI); to continually show how work in the arts improves learning, keeps kids in schools, and changes teaching (RAC). She said that there would be a one-pay period reduction for all SRSEA staff and members of administration with a salary about equal to or greater than the SRSEA contract average for Perpich; the dormitory will be closed every weekend; security and cleaning services will be reduced; repairs and upkeep will be delayed and some left undone; cuts to statewide services and support for schools.; no MAX grants given out to arts organizations; AEI program cut; cuts in part-time music, theater movement, English, RAC, security and maintenance, and resident hall coordinator staff members; a reduction in RAC and BPN; discontinued fund passing to the State Arts Board; pARTner Schools funding cuts; and a reduction in the nurses position to half-time. Sonja stated that the Task Force would welcome more input ahead of time to incorporate into future meetings.

Board member Marjorie Savage reported on the emergency PAC meeting called on December 21. She stated that a number of parents participated and showed concern over the budget cuts. A number of solutions were brought up for consideration including possible corporate funding, selling refreshments at performances, and participation in the Target donation program. She stated that the parents wanted to demonstrate support for the school by lobbying for the Center. David O'Fallon also met with parents informally on Monday, January 21.

O'Fallon talked about the Board's commitment to preserve all five areas of the school programs and keep all elements functioning. Chair Ellen Palmer reiterated the need for people to think both about the Arts High School and the mission to help arts education in schools throughout Minnesota. Board member Sonja Peterson reiterated how important and what a difficult task it was to keep the mission of the Center intact.

Department of Finance

O'Fallon then talked about how the Governor's Office might ask for a revision of the statutes and that the Department of Finance had asked him whether the Center is asked to do too much under the current statutes.

Legislative Process - Next Steps / Building Support

O'Fallon addressed the legislative process. He stated that there will be legislative hearings in February and that he would like to attend these with parents and students. A one page informational page will be written by Sarah Parker and distributed widely to teachers, parents, students, staff, alumni so that they will be prepared with important information given the opportunity to speak about the Perpich Center to legislators, media, etc., should the need arise.

Kathy Thurber, Deputy Director, talked about her eight years of experience as a City Council Member and about her two weeks of orientation at the Perpich Center. She has appreciated hearing people's concerns and encourages everyone to keep coming to her. She said that everyone needs to keep in mind the priorities and values of the institution as a whole. She then called for the start of a new task force to be called the "Legislative Resources Task Force", which would be made of key staff and board members, representatives of different bargaining units, admissions, etc., to develop materials for external communication with the Legislature, parents, and on the web, etc. The committee, besides developing these materials, would identify key people to testify in front of the Legislature if witnesses were allowed at the hearings. This group will also determine how to best disseminate information and news to parents and alumni.

PDI has already identified key people throughout the state and said that the people they have built partnerships with in the past do not even hesitate when asked if they can be called upon to talk to their legislators.

A discussion ensued about a possible grassroots campaign. It was suggested that Bob Tracy be a key person in the grassroots task force based on his previous experience and discussed possible members of the task force to include Jane McWilliams and Mark French.

Assistant Attorney General's Briefing

Bev Bryant, Assistant Attorney General, was introduced and discussed the Attorney General's statutes and responsibilities to state agencies and the public and then talked specifically about PCAE's statutes. The Attorney General (AG) is chief legal officer to state agencies. The AG is the chief legal officer to state agencies and cannot represent individual interests. The AG represents state agencies in litigation in court and has taken two adversarial positions for PCAE in the past. The AG assists with the rule making, statutes, etc. For clients, the AG provides statute interpretations, student issues guidance, and help with policies and procedures. The AG also represents the agency, staff, and board.

Bryant went on to talk about the Fiduciary duties of board members. She told them that they are holding a position of trust and that they have a duty of loyalty to the agency first and not to individual interests. With "duty of care" they need to make decisions based on the best interest of the organization and with "duty of obedience" they need to obey the laws of the organization they represent.

Bryant went over the powers of statutes of the board and programs in the statutes which might be out of date and whether or not they would like to revise the statutes for the Perpich Center and what that process entails. A copy of "Board Member's Handbook of Legal Issues" was given to board members.

Bryant discussed the Open Meeting Law and gave justifications for it. She talked about notice requirements for a public board meeting and how to open the meeting up to public comments. The board may also set aside time for a public hearing or public comment. The open meeting law is a legislative policy for the way the public can interact with board members during a board meeting. Minutes must be taken at the meeting and available for distribution within a reasonable amount of time. Public notice is required.

Bryant discussed closed meetings and when they are used and included such situations that involved an employee's conduct, abuse situations or something that would break the attorney/client privilege.

Discussion ensued in which board members had many questions regarding open versus closed meeting laws, the legal status of e-mail communications, and time-lines to keep paper records for public data. Bryant went on to talk about how to share information of non-public and public data and the Conflict of Interest Statute.

Other Business

Chair Ellen Palmer suggested that the board might be interested in viewing the video "John Carver on Board Covenants" and reviewing a handout that

accompanies it that discusses non-profit and corporate board procedures. Copies could not be distributed due to copyright laws.

Board member Jane McWilliams suggested that the agenda for the next meeting should include time for the public to be addressed during the meeting and wanted a conflict of interest policy statement to review.

Kathy Thurber asked if she might share two questions from parents in the audience. The first question asked was, "Should teachers be allowed to address the PAC?" The response was that was the PAC's business. The second question asked was, "Would the board hear from a teacher directly if a citizen requested it?" The response was that the board is about to review its administrative policies and procedures and it intends to communicate what public access would be allowed.

O'Fallon asked that board members review two items on budget cuts . One is a letter from a staff member and the other is a memo regarding proposed cuts. O'Fallon said that these would be addressed at the next budget meeting (copies of the letter and memo are attached).

The next meeting was set for February 12 at 2:30 p.m.

Chair, Ellen Palmer entertained a motion to adjourn the meeting. Board member Marjorie Savage moved and board member Sonja Peterson seconded the motion. The motion prevailed and the meeting was adjourned.

**PERPICH CENTER
ARTS EDUCATION**

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

List of Attachments

1/23/02 Board Meeting Minutes

Executive Director's Report

McKnight Grant Letter and Copy of Check

"A Report to the Community"

"Art Beat"

Quick Communications Update

Arts & Schools as Partners

Finance Committee Report

General Fund Balance

2002-2003 Supplemental Budget Recommendations

Other Business

Staff Letter

Proposed Cuts Memo

THE MCKNIGHT FOUNDATION

600 TCF Tower
121 South Eighth Street
Minneapolis,
Minnesota 55402
612-333-4220
612-332-3833 fax
info@mcknight.org

December 28, 2001

Grant No. 01-1507

Mr. David O'Fallon
Executive Director
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422

Dear David:

I am pleased to inform you that at their November 2001 meeting the directors of The McKnight Foundation approved a grant of \$2,000,000 to the Perpich Center for Arts Education. These funds are to be used to implement the Arts for Academic Achievement program statewide as described in your request to us.

A check for this amount is enclosed. These funds are to be spent over the next four years. We will need a report each of the upcoming four years showing how the funds were spent. Please submit these reports by November 1 of 2002, 2003, 2004, and 2005. In your reports, please address the following questions:

- What activities were supported by the grant? Did these differ from the proposed activities? If so, how?
- What were the results or outcomes of the program? Are these different from what was intended? How?
- What did you learn from the program that was useful in your other activities or that might be useful to other organizations?

Please include a financial statement showing all income and expenses for the program and explaining any major variances from the proposed budget. And, as available, send us a copy of your outside audits for the years covering this grant. If you have questions, please call Neal.

As we have learned in the Minneapolis schools, this effort can yield important and lasting results for both students and teachers. It is a pleasure to support the further implementation of this important program and we look forward to hearing about its impacts on education across the state. Best wishes in the year ahead.

Sincerely,


Rip Ranson
President

Enclosure

*We're delighted to be able to assist in
your work David. & look forward to
watching your progress.
Best wishes,
Rip*

Document #

Date

Description

Amount

Amount Paid

13230

12/28/01

\$2,000,000.00

\$2,000,000.00

12/28/01

\$2,000,000.00

\$2,000,000.00

ORIGINAL DOCUMENT PRINTED ON CHEMICAL REACTIVE PAPER WITH MICROPRINTED BORDER. SEE REVERSE SIDE FOR COMPLETE SECURITY FEATURES.

THE McKNIGHT FOUNDATION

600 TCF TOWER
121 SOUTH EIGHTH STREET
MINNEAPOLIS, MN 55402THE CHASE MANHATTAN BANK
NEW YORK, NY

1-2/210

43386

DATE

12/28/01

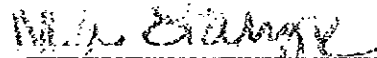
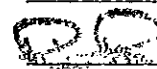
AMOUNT

\$2,000,000.00

Two Million Dollars And 00 Cents

PAY
TO THE
OF
ORPerpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley MN 55422

THE McKNIGHT FOUNDATION

AUTHORIZED SIGNATURE

THIS DOCUMENT CONTAINS HEAT SENSITIVE INK. TOUCH OR PRESS HERE. RED IMAGE DISAPPEARS WITH HEAT.
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Perpich Center for Arts Education

Roles and Responsibilities of Board Members

Presented by Beverly Bryant, Assistant Attorney General

January 16, 2002

I ROLE OF ATTORNEY GENERAL.

- A. By law - const., common law (court decisions) and statutory law, Attorney General is the Chief legal officer of the state.
- B. Attorney General's office represents and provides legal advice to over 100 state agencies, boards and commissions; Attorney General does not represent individual citizens.
- C. Legal representation generally falls into four areas:
 - 1. Investigations - generally refers to investigations by a licensing board, e.g., Board of Teaching or Nursing where there is a formal complaint and investigation procedure; there may also be internal investigations within an agency; PCAE has had internal investigations.
 - 2. Adversarial Proceedings - litigation before state and federal court and agencies and administrative agencies. Only two at PCAE in the past 2 1/2 years.
 - 3. Rule making - I will talk about this in conjunction with § 129C.10, subd. 4a. (2000).
 - 4. Client Advice - By far the largest area of representation for PCAE. Covers a wide variety of issues and may involve things such as statutory interpretation, contract drafting and review, data practices questions, review of policies and procedures for legal sufficiency, employment questions, etc. Because of the wide range of activities, I am considered a general counsel; I also represent other state agencies in addition to PCAE.
 - 5. As the Assistant Attorney General, I represent the Agency, both board and staff.

II. GENERAL FIDUCIARY DUTIES.

- A. Various kinds of boards have certain fiduciary duties, *e.g.*, nonprofit, corporate. Fiduciary simply means holding a position of trust for another's benefit; as board members you are governing the center for the benefit of the people of Minnesota.
- B. Commonly Recognized Duties
 - 1. Duty of loyalty - director must put the good of the organization first and avoid engaging in transactions for which a director would benefit.
 - 2. Duty of Care - director must carry out their duties in good faith, in a manner director reasonably believes to be in the best interest of the organization; examples include active participation, accurate record keeping, attending meetings and being generally familiar with the subject matter of the board. Standard is what a reasonably prudent person would do under the circumstances.
 - 3. Duty of Obedience - director must obey the laws which apply to their organization.

III. PERPICH CENTER FOR ARTS EDUCATION AN ENTITY CREATED BY MINNESOTA STATUTES SECTION 129C.10.

- A. The statute is very straightforward and sets forth the powers and duties of the board.
 - 1. Subd. 1 names the Board as the Governing Body of PCAE.
 - 2. Subd. 3 empowers the Board with all the power necessary for the care, management and control of PCAE and its real and personal property. The grant of authority is very broad.

Does not mean that the directors are required to manage the day to day activities of PCAE or act as Executive Director; does mean that board can act to ensure that others carry out those activities by delegating authority, exercising over-sight and review delegate's actions and ensuring that appropriate policies and procedures are in place.
 - 3. Subd. 3 further lists specific powers but the powers of the board are not limited to those specified. In other words, if in the board's judgment, it needs to undertake an action not listed, it may do so under its general grant of authority.
 - a. Among the specific powers granted to PCAE Board are power to:

- 1) Employ and discharge employees and contract for other services;
 - 2) Receive and award grant and set up a foundation;
 - 3) Establish evening, summer and continuing education program.
4. Board charged with duty to educate pupils with artistic talent by providing academic programs for 11th and 12th grade students; additional instruction for a 13th grade; several other programs for 9-12th grade students, artist mentor, regional and teacher education program. Concern expressed by some members there is noncompliance with some of these statutory requirements.
- a. Statute first enacted in 1985; language regarding summer arts programs, arts mentor regional programs added in 1989.
 - b. Fact that there may not be programs with those specific names does not necessarily mean there is non-compliance. Board must gather information sufficient to analyze compliance/noncompliance.
 - c. Questions to be asked-
 - Are there other programs presented by the center that provide same or similar services/educational experiences?
 - Was there a previous board determination that there are better and more efficient ways to deliver the programs?
 - Is the board unable to comply with the statute for other reasons, e.g., limited resources.
- B. Board must read and be familiar with its statute and how it operates.
1. Statute has been amended approximately 18 times, four of which were name changes from School and Resource Center for the Arts, to Minnesota Center for Arts Education, to Lola & Rudy Perpich Center for Arts Education and currently to Perpich Center for Arts Education.
 2. Statute not cast in stone, board may request legislative changes especially for language not revised for a number of years.
- C. Subd. 4 grants the board the authority to adopt rules for admission and discharge of pupils.

1. Rules can only be adopted by and in accordance with statutory authority.
2. Admission rules have been adopted and were amended two years ago; PCAE rules found Minnesota Rules chapter 3600.
3. To adopt additional rules, board must request authority from the legislature.
4. Rulemaking is a very technical and can be a drawn out process
 - must justify need and reasonableness of rule in a written statement;
 - specific notice requirements must be followed;
 - public hearing may be required before administrative law judge;
 - opportunity for public comment at each step;
 - must be approved by ALJ before they can be adopted.
5. Board's major responsibility is to decide what needs to be accomplished in the rule and in drafting statement of needs and reasonableness; board staff may be directed to do this but board must approve; notice, hearings etc. usually handled by staff and counsel.
6. PCAE is not an agency on the list of rules to be reviewed by legislature.
7. Board should still periodically review rules to determine if changes need to be made and ask for the authority to make changes.

III. OTHER STATUTES.

A. Open Meeting Law Minnesota Statutes Section 13D. 01.

1. Legislative policy in favor of openness in government.
 - a. Prevents actions being taken in secret where it is impossible for the public to be fully informed about board decisions or to detect undue influence.
 - b. Assures the public's right to be informed.
 - c. Gives the public the right to present its views to the board.
2. Requires all meetings of any board, committee or subcommittee to be open to public.

- a. Votes of board taken in such meetings must be recorded in a journal and open to the public.
 - b. Copy of any materials relating to agenda items prepared for or distributed to the board members must be available in the meeting room for inspection by the general public.
3. Types of meetings.

- a. Regular meetings - board must keep on file at its offices a schedule of all regular meetings. Notice to public if meeting is to be at different time or place ; same as for special meetings.
- b. Special meetings - board must post a written notice of time, place & purpose on board bulletin board or door; must be accessible to public; notice must be mailed to each person requesting it within three days of meeting; in lieu of mailing, may be published in state register, for three days before the meeting.
- c. Emergency meetings - If board deems that immediate action is necessary on issue, may make good faith effort to notify those who have requested it.
- d. Closed Meetings.

Limited number of circumstances in which meeting can be closed.
May be closed when discussing the following:

- ∞ Data that would identify the alleged victims or reporters of criminal sexual conduct, domestic abuse of mistreatment of minors or vulnerable adults.
- ∞ Active investigative data.
- ∞ Educational data, health data and other data that is not public under Minnesota data practices act.
- ∞ Preliminary consideration of allegations or charges against an individual subject to its authority; if discipline taken at later meetings, meeting must be open.
- ∞ Attorney client privilege, generally not in response for request for legal advice; usually in response to threatened or pending litigation.

4. Penalties for violation.

- a. Intentional violation - personal liability in form of civil penalty up to \$300.
- b. Three intentional violations will result in the individual being removed from the board.

B. Government Data Practices Act Minnesota Statutes chapter 13.

1. Legislative predisposition to all meetings being open; also predisposition that all government data is public. Minnesota Statutes Section 13.03 makes all data created maintained, stored, used or disseminated by a government agency public unless otherwise classified as nonpublic. Very technical area of law; statute amended many times. When in doubt ask; opinions available through Department of Administration.
2. Applies to state agencies, other political subdivision, *e.g.*, cities, counties school districts, boards, commission, other authorities created by law.
3. Disclosure of public data is to be made when requested by public; private or confidential data is not to be disclosed except in very limited circumstances, *e.g.*, with permission, court order; *see* specific classification of data for ability to access or disclose.
4. Three kinds of private data for board members to look out for:
 - a. Active investigative data - may be disclosed when no longer active;
 - b. Attorney-client privilege data (litigation) may be disclosed at conclusion of litigation;
 - c. Educational data - anything other than directory data (directory data may include name address, telephone number, date of birth, sports participation as designated by agency); limited disclosure *e.g.*, with consent or pursuant to a court order; general rule - be careful not to disclose anything that could identify a particular student except directory data.
5. Each state agency must designate a responsible authority who must prepare a public document containing the agency's name, title address, and a description of each category of data the agency maintains which contains private or confidential data on individuals, must establish procedures to assure that all data on individuals is accurate, complete and current for the purposes for which it was collected and must establish appropriate security

safeguards for data on individuals.

6. Penalties for violation of statute:

- a. Board that violates this statute liable for damages sustained, attorneys' fees & costs.
- b. For willful violations; board shall be liable for additional damages of between \$100-\$10, 000;

C. Conflicts of Interest - Minnesota Statutes Section 10A.07.

1. Applies to any public official who, in discharge of duties would be required to take an action or make a decision, which would substantially affect the officials or those of an associated business. Public official includes any member that has the power to adopt, amend or appeal rules or adjudicate contested cases.
2. Applies to PCAE Board.
3. When faced with a potential conflict, official must give notice by completing a conflict of interest form to board chair and Campaign Finance and Public Disclosure board and must not participate in the action causing the potential conflict. In the case of a decision, a member may not chair meeting, participate in any vote, or offer any motion on the matter giving rise to the conflict.
4. If time insufficient when learning of the conflict, notify chair person and file disclosure form within a week.

D. Board Liability. Board generally shielded from personal liability.

1. Tort Claims Act - Minnesota Statutes Section 3.763, subd. 3 (2000).

- a. Good faith immunity provides immunity for a loss caused by an act or omission of a state employee exercising due care in the execution of a valid statute or rule.
- b. Statutory discretionary immunity provides immunity for a loss caused by the performance or failure to perform a discretionary duty, whether or not discretion is abused; decision protected by discretionary immunity are those made upon planning level of conduct, *i.e.*, decisions such as those involving questions of public policy.

2. Common Law Immunity.

- a. Official immunity protects from personal liability a public official charged by law with the duties that call for exercise of judgment or discretion unless the official is guilty of a willful or malicious wrong.

E. Copies of Board of Director's Handbook of legal issues 2001 are available at table that contain more detailed information on topics discussed. I encourage you to read sections on open meeting law, data practices, ethics in government. I will be happy to answer any question or discuss any issue in greater detail. Thank you for your time and attention.

PERPICH CENTER
ARTS EDUCATION
Arts High School • Professional Development • Research
6125 Olson Memorial Hwy., Golden Valley, MN 55422

Special Executive Committee
Board Minutes
January 30, 2002

Board Members

Present: Robert Brandt, Mark French, Renee Jenson, Ellen Palmer, Sonja Peterson (phone), Marjorie Savage

Staff:

Present: David O'Fallon, Kathy Thurber

Chair Ellen Palmer called the board meeting to order at 3:00 p.m.

Executive Director Transition

Chair Ellen Palmer stated that the purpose of the meeting was to address the transition of Executive Director. She then invited David O'Fallon to speak on the need for a transitional executive director meeting and what date he is planning to leave the Center.

David O'Fallon explained that he had been approached by a search firm a couple of months ago and as a result has accepted a position with the McPhail Center as president. He stated that he had apprised Mark French and Ellen Palmer of this development during the initial contact to alert them of the situation. O'Fallon's proposed last day of employment is March 15, 2002. O'Fallon would like to use up vacation time before then, so his actual final day on site would be March 1, 2002. O'Fallon suggested that the board should decide on an Interim Executive Director quickly and then decide on a long-term process for selecting a permanent Executive Director for the Perpich Center. Ellen Palmer requested that O'Fallon provide a document of vacation hours available to him, which is approximately 180 hours. A copy of this document is attached.

Ellen Palmer stated that the full board needs to convene on the issue of appointing an Interim Director, as the Executive Committee does not have the necessary authority to make this decision. She then proposed that the schedule for the February 12th meeting would have to be changed to a full board meeting so that the issues previously scheduled for that meeting could be discussed in addition to the added discussion of appointing an Interim Director. She also

suggested that David gather information on possible candidates for the position of Interim Director and give to the board prior to February 12 to help the board make a decision.

Board member Sonja Peterson asked that the board have time to review information on different possible candidates and gather background on them and meet before the board meeting on the 12th. O'Fallon suggested that the Personnel Committee be responsible for gathering and reporting the Interim Director position candidates and information for review by the board.

Board member Mark French said that the Personnel Committee could be responsible for a large portion of looking into the processes and timeframes of looking for a permanent director as well as an Interim Director, with input from all board members. The board discussed coming up with all potential candidates for consideration and having sufficient time to review all information before appointing an Interim Director, and also having time to gather all data and background information before making that decision by February 12.

The board discussed the various bylaws that the board is under obligation in order to determine if it is the Executive or Personnel Committee who is responsible for giving a recommendation to the full board. The pertinent paragraphs from the bylaws were read by Kathy Thurber, Deputy Director, regarding the responsibilities of both the Personnel and Executive Committees (copy of bylaws attached). It was also determined that on the issue of open meetings, the Executive Committee could call a special meeting with three days notice for the purpose of discussing one agenda item at any time, but that the Executive Committee does not replace the official function of the full board.

Kathy Thurber addressed the board by saying that even though it was important to consider the bylaws and rules governing decision making, it was also important to recognize the current climate and situation. The board needs to make a decision quickly since O'Fallon will be leaving soon, and that it is important to create stability in the organization and that they move with speed regarding the position of Interim Director. Thurber further stated that she feels capable of accepting the responsibility of Interim Director.

O'Fallon said that if we look at the date of Feb. 12 as a target date for the board's recommendation for Interim Director, the role of the Personnel Committee is to give the board several options, including recommending a candidate from within and/or bringing candidates from the outside. O'Fallon then recommended that another meeting be scheduled prior to Feb. 12 in order to discuss the possible options for Interim Director. He addressed the need for continuing stability within the Center due to the budget reduction and that he should leave the decision making role for this position based on the fact that he would not have to live with the consequences of his decisions. Also, that as soon as an Interim Director is

appointed, he should immediately begin transferring decision making to that person.

Mark French stated that it would be beneficial to discuss with the Executive Director the needs and wants of an Interim Director. In addition, the other members of the Personnel Committee need to investigate all possible candidates and then come back with a recommendation to the board of several candidates.

Board member Bob Brandt stated that it was important to empower the Interim Director and that would be achieved by having the Interim Director be selected by choice. He said that it should be decided between at least two people so that it doesn't seem to be predetermined.

Ellen Palmer suggested that another option for Interim Director would be through a co-directorship, though rarely done. Ellen then summed up by stating that there needed to be a full board meeting on February 12, and that we need to have an additional meeting of both the Executive and Personnel Committees prior to February 12.

Board member Renee Jenson stated that she feels that the Personnel Committee should be charged with the responsibility of their committee and that they should handle the fact gathering for the Interim Director position. She also felt that Mark French should head the committee, and that the Personnel Committee should be charged with the process of selecting an interim as well as a permanent director. Then they need to make their recommendation to the full board. French agreed that he would be able to head up the Personnel Committee. The following motions were made:

Motion: The Executive Committee motioned to charge the Personnel Committee to establish a process for the selection of the Interim Director, and to bring to the Executive Committee and to the full board for review candidates for the Interim Director. Renee Jenson moved and Mark French seconded. The Executive Committee voted in favor and the motion carried.

Motion: The Executive Committee motioned to charge the Personnel Committee with setting up the process and timeline for identifying candidates for the permanent Executive Director position. Renee Jenson moved and Sonja Peterson seconded. The Executive Committee voted in favor and the motion carried.

Sonja Peterson supported the idea of the Personnel Committee using a search firm for the position of permanent director.

Bob Brandt asked Kathy Thurber to clarify if she was interested in the position of Interim Director. Kathy responded yes, but that she agreed that the process was important and that she was prepared to help in any way.

Ellen Palmer suggested that if there was anyone else in the Center who was interested in the position, that they should contact David and pass it along to the Personnel Committee. David then suggested that Mark French send him an e-mail that states the Personnel Committee will be in charge of selecting an Interim Director and that they would be interested in hearing if there are any other interested internal candidates. If so, the interested candidates should communicate directly with the Personnel Committee, and not feel obligated to go through David.

O'Fallon stated that he wanted to make the budget presentation to the Senate, but that the legislative issues will be falling on Kathy Thurber and the other directors, especially Mike Hiatt and Pam Paulson, to represent PDI and RAC. Bob Brandt said that it was the responsibility of the board to make sure that PDI was well represented. Ellen Palmer asked David to talk about the legislative meeting held earlier in the day. He said that it went well and that there was strong support and examples of the professional development outreach program to greater Minnesota. He noted that puts the Perpich Center in a politically stronger position.

It was requested that a Personnel Committee list be located and distributed to the board to confirm who is on the committee.

O'Fallon distributed "Letters from the Field", written by participants in the Annenberg Foundation who include teachers, artists, and other educators. The publication speaks about the work that the McKnight money is supporting - which is helping teachers teach and kids learn. O'Fallon then thanked Sally French who works in the Minneapolis schools for designing the publication. O'Fallon said that a public announcement of the McKnight grant would be coming out shortly.

A discussion ensued regarding whether there should be an executive meeting prior to the board meeting to discuss the items from the previous full board meeting. It was decided not to postpone those items. Further discussion of some of those items ensued, including whether the bylaws of the board would be passed through the Legislature. O'Fallon then referenced the CFL statutes paper (copy attached). The CFL revised and marked up the PCAE board's statutes. O'Fallon suggested that this might not be taken up by the Legislature due to the tight timeline on issues, but to be ready for it at any time if brought up before the House. Board members Bob Brandt and Mary Frances Skala will set up a future date to meet with the board to further review this issue.

A discussion was held on what items would be addressed at the next Executive Committee meeting, including open meeting laws and procedures that would allow input from the audience and to discuss further points of Assistant Attorney General Beverly Bryant's presentation to the board on February 23. Kathy

Thurber then offered her services as a resource on policies and procedures of open meetings, etc.

The next Executive Board meeting will be held on Wednesday, February 6 at 4:00 p.m. for the purpose of discussing policies and procedures for involvement of public discussion. The agenda will include:

1) Procedures for receiving public input

2) Personnel items

Other items for the agenda will be established by the end of the week.

Chair Ellen Palmer entertained a motion to adjourn the meeting. Board member Marjorie Savage moved and board member Renee Jenson seconded the motion. The motion prevailed and the meeting was adjourned.

To: David OFallon
From: Karen Sandt
Subject: Re: vacation time
CC: Ellen Palmer; Jules Darg
Date Sent: Wednesday, January 30, 2002 9:09 AM

the payroll on-line system shows a balance of 177.00 of vacation, and 610.00 of sick leave as of last accrual date which is 1/15/02.

>>> David OFallon 01/29/02 04:15PM >>>

Karen--can you consult the computer and see what hours the system says I have in both vacation and sick time as of end of last pay period? I have a stub at home--if I can find it. Thanks

MINNESOTA CENTER FOR ARTS EDUCATION

BYLAWS

1.1 RULES OF ORDER

All boards, councils, committees, task forces and similar agencies of the Minnesota Center for Arts Education, which are either advisory or decision-making agencies, but excluding all agencies operating under rules established pursuant to collective bargaining agreements, shall be governed by Robert's Rules of Order Newly Revised, with such exceptions and modifications thereto as are approved by two-thirds of those attending a regular meeting. Such agencies may also establish additional Rules of Order setting forth the powers, duties, and method of electing their officers and committees; provisions relating to a quorum, attendance, the setting of agenda, and the distribution of minutes; and other matters relating to the conduct of business.

1.2 THE MINNESOTA CENTER FOR ARTS EDUCATION

Subdivision 1. Membership--The management of the Minnesota Center for Arts Education is vested in a board of fifteen directors who shall constitute the Minnesota Center for Arts Education Board. The directors shall be appointed by the Governor, subject to the advice and consent of the Senate. At least one director shall be a resident of each congressional district.

The membership terms, compensation, removal of members and filling of vacancies on the Board shall be as provided in M.S. 15.0575.

Subd. 2. General Duties and Responsibilities--The duties and responsibilities of the Minnesota Center for Arts Education Board shall include the management, supervision, and control of the Minnesota Center for Arts Education and of all related property. Pursuant to Minnesota Statutes, the Minnesota Center for Arts Education may take any action it deems necessary or desirable to fulfill the duties and responsibilities imposed on it by law. Subject only to the limitations contained in applicable provisions of federal and state constitutions and statutes, the Minnesota Center for Arts Education Board has plenary power. The Executive Director of the Minnesota Center for Arts Education and all other agencies, employees, and students have only such power as granted to them by the Board or guaranteed them by federal or state law. Individuals or agencies assigned duties by the Board shall fulfill such duties in accordance with instructions given them by the Board or its designee. Failure to comply with such instructions shall render the offender liable to sanction. Any duly assigned power delegated by the Board may be assumed, reassigned, or redelegated by the Board. The Board shall approve all budget, facility, and statutory proposals to be sent to the Minnesota Legislature.

Subd. 3. Duties and Responsibilities--Within the limits necessary for the attainment of common objectives, it shall be the responsibility of the Board to encourage, support and facilitate the development of the Minnesota Center for Arts Education, an institution within the Minnesota educational system.

Subd. 4. Officers, Committees and Rules of Order

- (a) Chair--The Chair of the Board shall be chosen by ballot at the annual meeting in November of even-numbered years for a term of two years and to begin term of office at the close of the meeting. The Chair may serve no more than two consecutive two-year terms. He or she shall call and preside at all meetings of the Board.
- (b) Vice-Chair--The Vice-Chair shall be chosen by ballot at the annual meeting in November of even-numbered years for a term of two years and to begin term of office at the close of the meeting. The Vice-Chair may serve no more than two consecutive two-year terms. He or she shall call and preside at all meetings of the Board in the absence of the Chair.
- (c) Committees--In its Rules of Order, the Board may establish such permanent and temporary committees and task forces as it finds necessary or useful to the successful discharge of its duties. When a committee is established, the Board may designate the manner of its appointment. If the Board does not designate otherwise, committees shall be appointed by the Chair of the Board. Minutes of Board committee meetings shall be kept and shall be made available as provided in Board Rules of Order.

The following standing committees and task force are here established:

- (1) Finance Committee--The Finance Committee shall consist of not less than four and no more than six people, as recommended by the Executive Committee and approved by the Board. A Chair shall be selected by the committee members. Appointments shall usually be made in November of even numbered years, but may be made as needed to fill vacancies and/or to ensure committee functioning.

Duties of the Finance Committee: Reviews and recommends for approval all grants and the biennial budget. Reviews monthly Minnesota Accounting and Procurement System (MAPS) reports. The Committee shall meet at least four times a year and as often as it deems necessary to carry out its responsibility.

Meetings of the Finance Committee shall be open to all members of the Board and the general public except as otherwise expressly provided by statute. The Finance Committee may not exercise the official functions of the entire Board.

- (2) Personnel Committee--The Personnel Committee shall consist of not less than four and up to five members, recommended by the Executive Committee and approved by the Board. Appointments shall usually be made in November of even numbered years, but may be made as needed to fill vacancies and/or to ensure committee functioning.

The Personnel Committee shall conduct a periodic review of the Executive Director, and establish appropriate procedures to do so. It shall recommend any salary adjustments to the Board. The Personnel Committee, in consultation with the Executive Committee, shall establish a process for the periodic review of the Executive Director. It shall establish appropriate procedures and conduct the review. It may also confer with the Executive Director on other critical agency staffing issues.

Meetings of the Personnel Committee shall be open to all members of the Board and the general public except as otherwise expressly provided by statute. The Personnel Committee may not exercise the official functions of the entire Board.

- (3) Programs Committee--The Programs Committee shall consist of not less than four and no more than six people, as recommended by the executive committee and approved by the board. A Chair shall be selected by the committee members. Appointments shall be made in November of even numbered years, but may be made as needed to fill vacancies and/or to ensure committee functioning.

The Programs Committee will collaborate with the Executive Director to conduct periodic reviews of the major programs of the Center. Reviews will be conducted to ascertain program direction and compatibility with the Center's mission, and overall effectiveness and impact. In collaboration with the Executive Director, the Programs Committee will report to the board.

Meetings of the Programs Committee shall be open to all members of the Board and the general public except as otherwise expressly provided by statute. The Programs Committee may not exercise the official functions of the entire Board.

- (4) Executive Committee--The Executive Committee shall consist of the Chair and Vice-Chair of the Board and the Chairs of the Finance, Personnel and Programs Committees. Task Force Chairs may be appointed at the discretion of the Executive Committee. Terms of membership shall be consistent with the terms of office of the Chair, Vice-Chair, Committee Chairs. The Executive Committee will be chaired and convened by the Chairman of the Board.

The Executive Committee shall recommend membership on standing committees, temporary committees and task forces for board approval. The Executive Committee shall also meet with the Executive Director as necessary to discuss issues that arise between regularly scheduled board meetings. The Executive Committee will meet as often as needed to carry out its responsibility. Meetings of the Executive Committee are open to all board members and the general public except as otherwise expressly provided by statute. The Executive Committee may not exercise the official functions of the board.

- (5) Appeals Committee--The Appeals Committee shall consist of three members appointed in November annually by the Chair. A chair shall be selected by the committee members. The Executive Director shall appoint staff members as needed to serve as resources to the committee.

Meetings of the Appeals Committee will be called by the Executive Director in accordance with the requirements of state statute, administrative rule and agency policy.

- (6) Task Forces--When the Executive Director requests the appointment of a Board member or members to serve on a task force formed by him or her, the Executive Director shall make the request to the Executive Committee at least two weeks prior to a scheduled Board meeting. At the next scheduled meeting of the Board, the Executive Committee shall nominate individuals to serve on the task force(s). A majority vote of the full Board is necessary for assignment of a Board member to a task force.
- (d) Vacancies--When a committee or officer position is vacant, the Chair of the Board shall call a meeting of the Executive Committee as soon as possible after the vacancy has occurred. The Executive Committee shall determine nominations to present at the next full Board meeting and, upon approval by the Board, officer or committee vacancies shall be filled on a temporary basis until the November meeting.
- (e) Notice of Meetings and Agendas--The Administrative Assistant to the Executive Director shall prepare the Board meeting agendas at the direction of the Executive Director who shall develop the agenda in cooperation with the Board chair. Requests from other Board members or the general public to add items to the agenda shall be forwarded to the Executive Director for consideration. The Administrative Assistant shall distribute the agenda and notice of all regular and special meetings of the Board to members of the Board and other persons designated by the Board or by the Executive Director in accordance with the Minnesota Open Meeting Law.
- (f) Minutes--The agenda and minutes of the previous Board meeting shall be mailed no less than ten days prior to the regularly scheduled meeting. A copy of the minutes of each Board meeting and each Board committee meeting shall be placed on file within thirty (30) days of said meeting in the Executive Director's office and other persons or organizations designated by the Board, by the regulations, by Statutes, or by the Executive Director.
- (g) Meetings
- (1) Full Board--The full Board shall meet monthly unless otherwise determined by the Board. Meeting dates and times shall be determined by a majority of the Board.
- (2) Finance Committee--The Finance Committee shall meet at least quarterly and as often as needed unless otherwise determined by the committee. The Finance Committee has the authority to call special meetings at the call of its Chair.
- (3) Personnel Committee--The Personnel Committee shall meet monthly unless otherwise determined by the committee. The Personnel Committee has the authority to call special meetings at the call of its Chair.
- (4) Task Forces--The Task Force(s) shall meet monthly unless members determine otherwise. The Task Force(s) have the authority to call special meetings at the call of their Chair.
- (5) Executive Committee--The Executive Committee will meet at the call of its Chair.

(6) Special Meetings--Special meetings of the Board may be called by the Chair, the Executive Director, or a majority of the Board members in order to accomplish the work of the Board. Notice of special meetings shall be given as required by the Minnesota Open Meeting Law. Business of the special meetings shall be limited to that stated in the notice for a special meeting.

(h) Rules of Order--The generally accepted rules of parliamentary procedure for small legislative bodies and specifically Robert's Rules of Order Newly Revised shall govern Board deliberations. The Rules of Order shall not be adopted, amended, altered, repealed, or suspended except at a regular meeting of the Board at which two-thirds of all members are present and a majority of the complete Board shall vote in favor thereof.

Subd. 5. Appointment and Removal Power

(a) Executive Director--The Board shall appoint an Executive Director for the Minnesota Center for Arts Education, prescribe the Executive Director's duties, and establish the Executive Director's salary within statutory limits. The Board, through procedures established by the Personnel Committee, may also remove the Executive Director. The appointment of an Executive Director shall occur in accord with a procedure to be established by the Board when a vacancy in that position occurs. The Board may also appoint an acting Executive Director should a vacancy occur. The acting Executive Director shall serve until a permanent Executive Director assumes office.

The Executive Director shall serve as an ex-officio member of all committees.

(b) Other Administrative Officers--The Executive Director shall appoint the Center's Directors and other members of his or her executive staff. Before such appointments are made, the Executive Director shall confer with the members of the Executive Committee.

Subd. 6. Amendment of Bylaws--If a Board member wishes to amend the bylaws, a motion to consider an amendment may be made and voted on by the membership at that time. At the following Board meeting, the suggested amendment will be discussed and the membership shall vote to accept or reject it by eight affirmative votes. A special written notice of the proposed bylaw change shall be mailed to all Board members.

CFL Draft

**Substitute Revisions
for all K-12,
including Perpich Center**

SEC. 4. MINNESOTA STATUTES 2000, SECTION 127A.41,
SUBDIVISION 7, IS AMENDED TO READ:

Subd. 7. [SCHEDULE ADJUSTMENTS.] ~~(a) It is the intention of the legislature to encourage efficient and effective use of staff and facilities by districts. Districts are encouraged to consider both cost and energy saving measures.~~

~~(b) Any district operating a program pursuant to sections 124D.12 to 124D.127, 124D.128, or 124D.25 to 124D.29, or operating a commissioner-designated area learning center program under section 123A.09, or that otherwise receives the approval of the commissioner to operate its instructional program to avoid an aid reduction in any year, may adjust the annual school schedule for that program throughout the calendar year.~~

SEC. 5. [REPEALER.]

Minnesota Statutes 2000, 127A.41, subdivision 4, is repealed.

ARTICLE 18/11

PERPICH CENTER FOR ARTS EDUCATION

SECTION 1. MINNESOTA STATUTES 2000, SECTION 129C.10,
SUBDIVISION 3, IS AMENDED TO READ:

Subd. 3. [POWERS AND DUTIES OF BOARD.] (a) The board has the powers necessary for the care, management, and control of the Perpich center for arts education and all its real and personal property. The powers shall include, but are not limited to, those listed in this subdivision.

(b) The board may employ and discharge necessary employees, and ~~contract for other services~~ enter into contracts and agreements to ensure the efficient operation of the center for arts education.

(c) The board may receive and award grants. The board may establish a charitable foundation and accept, in trust or otherwise, any gift, grant, bequest, or devise for educational purposes and hold, manage, invest, and dispose of them and the proceeds and income of them according to the terms and conditions of the gift, grant, bequest, or devise and its acceptance. The board must adopt internal procedures to administer and monitor aids and grants.

~~(d) The board may establish or coordinate evening, continuing education, extension, and summer programs for teachers and pupils.~~

~~(e) The board may identify pupils who have artistic talent, either demonstrated or potential, in dance, literary arts, media arts, music, theater, and visual arts, or in more than one art form.~~

~~(f) The board must educate pupils with artistic talent by providing:~~

(1) an interdisciplinary academic and arts program for pupils in the 11th and 12th grades. The total number of pupils accepted under this clause ~~and clause (2)~~ shall not exceed 300;

~~(2) additional instruction to pupils for a 13th grade. Pupils eligible for this instruction are those enrolled in 12th grade who need extra instruction and who apply to the board, or pupils enrolled in the 12th grade who do not meet learner outcomes established by the board;~~

~~(3) intensive arts seminars for one or two weeks for pupils in grades 9, 10, 11, and 12;~~

~~(4) (3) summer arts institutes for pupils in grades 4, 7 to 12;~~

~~(5)~~ (4) artist mentor and extension programs in regional sites; and

~~(6)~~ (5) teacher education programs for indirect curriculum delivery.

~~(g) The board may determine the location for the Perpich center for arts education and any additional facilities related to the center, including the authority to lease a temporary facility.~~

~~(h)~~ (e) The board must plan for the enrollment of pupils on an equal basis from each congressional district.

~~(i) The board may establish task forces as needed to advise the board on policies and issues. The task forces expire as provided in section 15.059, subdivision 6.~~

~~(j) The board may request the commissioner of children, families, and learning for assistance and services.~~

~~(k) The board may enter into contracts with other public and private agencies and institutions for residential and building maintenance services if it determines that these services could be provided more efficiently and less expensively by a contractor than by the board itself. The board may also enter into contracts with public or private agencies and institutions, school districts or combinations of school districts, or service cooperatives to provide supplemental educational instruction and services.~~

~~(l) The board may provide or contract for services and programs by and for the center for arts education, including a store, operating in connection with the center, theatrical events, and other programs and services that, in the determination of the board, serve the purposes of the center.~~

~~(m)~~ (f) The board may provide for transportation of pupils to and from the center for arts education for all or part of the school year, as the board considers advisable and subject to its rules. Notwithstanding any other law to the contrary, and the board may charge a reasonable fee for transportation of pupils. Every driver providing transportation of pupils under this paragraph must possess all qualifications required by the commissioner of children, families, and learning. ~~The board may contract for furnishing authorized transportation under rules established by the commissioner of children, families, and learning and may purchase and furnish gasoline to a contract carrier for use in the performance of a contract with the board for transportation of pupils to and from the center for arts education. When transportation is provided, scheduling of routes, establishment of the location of bus stops, the manner and method of transportation, the control and discipline of pupils, and any other related matter is within the sole discretion, control, and management of the board.~~

~~(n)~~ (g) The board may provide room and board for its pupils. If the board provides room and board, it shall charge a reasonable fee for the room and board. The fee is not subject to chapter 14 and is not a prohibited fee according to sections 123B.34 to 123B.39.

~~(o)~~ (h) The board may establish and set fees for services and programs. If the board sets fees not authorized or prohibited by the Minnesota public school fee law, it may do so without complying with the requirements of section 123B.38.

~~(p)~~ (i) The board may apply for all competitive grants administered by agencies of the state and other government or nongovernment sources.

~~achieve comprehensive and efficient interconnectivity of school districts and libraries to higher education institutions, state agencies, other governmental units, agencies, and institutions throughout Minnesota. A school district may apply to the commissioner for a grant under subdivision 2, and a regional public library may apply under subdivision 3. (2002.01.01 adds language)~~
The Minnesota education telecommunications council established in Laws 1995, First Special Session chapter 3, article 12, section 7, shall establish priorities for awarding grants, making grant awards, and being responsible for the coordination of networks.

SEC. 4. MINNESOTA STATUTES 2000, SECTION 125B.20, SUBDIVISION 4, IS AMENDED TO READ:

Subd. 4. [AWARD OF GRANTS.] The council shall develop application forms and procedures for telecommunication access grants. The council shall select the grant recipient ~~and shall promptly notify any applicant that is found not to be~~ qualified. The commissioner shall make the grant payments directly to the school district or regional library system. At the request of the district or regional library system, the commissioner may make the grant payment directly to the coordinating organization.

Sec. 5. [REPEALER.]

Minnesota Statutes 2000, sections 125B.02 is repealed.

**ARTICLE 16/9
EDUCATION FUNDING**

None

**ARTICLE 17/10
STATE ADMINISTRATION OF EDUCATION**

SEC. 2. MINNESOTA STATUTES 2000, SECTION 127A.05, SUBDIVISION 3, IS AMENDED TO READ:

Subd. 3. [GENERAL SUPERVISION OVER PUBLIC SCHOOLS AND EDUCATIONAL AGENCIES.] The commissioner of children, families, and learning shall ~~adopt goals for and exercise general supervision over public schools and other public educational agencies in the state, classify and standardize public elementary and secondary schools, and prepare for them outlines and suggested courses of study. The commissioner shall develop a plan to attain the adopted goals.~~ The commissioner may recognize educational accrediting agencies for the sole purposes of sections 120A.22, 120A.24, and 120A.26.

SEC. 3. MINNESOTA STATUTES 2000, SECTION 127A.06, IS AMENDED TO READ:

127A.06 [RECOMMENDATIONS; BUDGET.]

~~The commissioner of children, families, and learning shall recommend to the governor and legislature such modification and unification of laws relating to the state system of education as shall make those laws more readily understood and more effective in execution.~~ The commissioner of children, families, and learning shall prepare a biennial education budget which shall be submitted to the governor and legislature, such budget to contain a complete statement of finances pertaining to the maintenance operations of the state department and to the distribution of state aid.

January 23, 2002

Quick Communications Update:

McKnight Grant: I am working with the public relations manager at the McKnight Foundation, writing and distributing a press release regarding the \$2 million grant we recently received. This release will be *very focused* in its message and the specific purpose of the funds. We will include an abbreviated report by CAREI highlighting programs such as ASAP. This supplemental information will help give people a better frame a reference as to the kinds of programs the McKnight money will be supporting. The release will be distributed statewide to media contacts within the next ten days, and to additional, targeted audiences within the next two – three weeks.

Department of Education Funds: We will be holding a press event on February 6th at the Powderhorn School to kick off / celebrate the funds being provided by the Department of Education to be used for a variety of arts education programs. The program, entitled “ Artful Teaching and Learning” will provide funding for programs at Powderhorn and Bannaker schools in Minneapolis, and Kelliher School (near Bemidji) and Jefferson School in St. Cloud.

At the press event, children from Sheridan School will give a performance - a sampling of programs in which the Powderhorn, Bannaker, Jefferson and Kelliher students will be participating. Carol Johnson and David O’Fallon, and possibly Kelliher Superintendent Diane Lehse, and Jefferson Principal Mary Connell (awaiting confirmation of both) will speak. I am responsible for all media relations outside the metro area and promoting the role for the Perpich Center in these programs.

Sarah Parker
Director of Communications

Arts & Schools As Partners Lessons from the Minnesota ASAP Project

Summary

By Linnette Werner, Ph.D.

The Minnesota Arts & Schools As Partners (ASAP) is a program designed to develop partnerships between schools and community arts resources in order to expand the capability of schools to use the arts and improve the quality of education for their students. The Minnesota ASAP grant evolved from three existing school and arts partnership programs in the Twin Cities: Minnesota Arts & Education Partnership (MA&EP); Partners: Arts & Schools for Students (PASS); and the Annenberg Challenge in Minneapolis: Arts for Academic Achievement (AAA). During the program's inaugural year, 2000-2001, five teams located in greater Minnesota received grant monies and support from a mentor (partnering consultant) to implement their unique arts partnership plans. These teams were expected to 1) learn and develop partnering skills; 2) collaboratively plan and implement student learning experiences and professional development; and 3) document, assess, and communicate their work with the ASAP Design Team.

This report outlines the effects that teachers, artists, and administrators observed during the course of the first grant period. The data come from end-of-the-year group interviews wherein each team presented and discussed findings from the year. Overall, four major areas were affected by the project: students, teachers, schools, and artists/arts organizations. The following is a brief summary of the findings from the first year of the project associated with each of these major areas.

Student-Level Effects

- ∞ **Engagement:** In some cases, student engagement and enthusiasm increased greatly, and students were more motivated to complete and turn in their work during the ASAP project than they were prior to the project. This unexpected engagement not only affected the students, but also energized participating teachers and artists as well.
- ∞ **Student Inclusion and Equity:** Disenfranchised learners were able to show sides of themselves to their classmates and teachers that otherwise might have remained hidden. Participants observed students "finding their place" in school through the arts experiences they received. The ASAP project helped to create a climate of equity in every lesson where each student was given equal access to both learning opportunities and successes.
- ∞ **Transference of Knowledge:** Teachers in the ASAP project found that many of the technical skills students learned transferred into other artistic and life areas. Teachers reported that students who were exposed to a specific artistic concept such as drawing or creating clay tiles were able to transfer these skills to similar tasks in the school day.
- ∞ **Connections to the Outside World:** ASAP helped make authentic connections between learning and the world outside of the classroom. ASAP teachers and artists found that students were better able to find the relevance in their learning experiences and make connections to their own lives in a more effective manner.

Teacher-level Effects

- ∞ **Curriculum Changes:** Many teachers were split as to whether the ASAP project was an *addition to* or a *vehicle for* teaching the curriculum they were already required to teach. Those teachers who felt ASAP was an addition thought that the project simply added to the long list of things they already "had to do." Those who felt it was a vehicle found that ASAP enhanced the way they taught existing curriculum and argued that if they viewed the project as an add-on they were missing the true benefits of teaching in an integrated manner.
- ∞ **Concept of Collaborations:** Many teachers changed their concepts of what a collaboration with an artist could be as well as how that partnership could take form within their classrooms. They felt that they were

Perpich Center for Arts Education
FY2002 General Fund Balance
as of 1.23.02

Org#	Name	Original	Expended	Encumbered	Un-obligated
101	Payroll	\$5,014,000	\$2,201,359	\$2,812,641	\$0
<i>Administration</i>					
102	Building Facilities	\$425,000	\$162,344	\$180,195	\$82,461
103	Health & Wellness	\$2,000	\$235	\$364	\$1,401
104	Communications/Marketing	\$40,000	\$23,434	\$9,741	\$6,825
105	Technology	\$125,000	\$39,412	\$25,103	\$60,485
106	Administration	\$345,000	\$157,512	\$57,817	\$129,671
107	Staff Development-Admin	\$5,000	\$406	\$0	\$4,594
108	Facility Repair	\$110,000	\$33,729	\$52,913	\$23,358
109	Postage, Printing, Copies	\$9,000	\$4,189	\$4,330	\$481
203	Dormitory	\$20,000	\$10,651	\$4,056	\$5,293
207	Staff Development-Dorm	\$8,000	\$758	\$0	\$7,242
Total		\$1,089,000	\$432,670	\$334,519	\$321,811
<i>PDI</i>					
331	National Training	\$11,500	\$993	\$0	\$10,507
333	Postage & Copies	\$23,000	\$7,764	\$4,624	\$10,612
334	Special Initiatives	\$15,000	\$3,692	\$5,000	\$6,308
335	Staff Development	\$7,000	\$1,618	\$0	\$5,382
341	Dance Education	\$50,000	\$25,948	\$23,493	\$559
342	Theater Education (ACE)	\$7,500	\$1,085	\$4,294	\$2,121
343	Media Education	\$50,000	\$24,241	\$15,754	\$10,005
344	Arts Education Courses (FACS)	\$10,000	\$141	\$0	\$9,859
345	Music Education	\$10,000	\$4,736	\$2,000	\$3,264
346	Visual Arts Education	\$10,000	\$2,067	\$5,500	\$2,433
352	Minnesota Art Experience	\$175,000	\$63,506	\$11,005	\$100,489
354	Collaborations/Conferences	\$22,500	\$13,068	\$175	\$9,257
355	Multicultural Initiative	\$5,000	\$453	\$964	\$3,583
360	Partner Schools	\$245,000	\$167,550	\$21,473	\$55,977
361	ASAP Initiative	\$100,000	\$50,319	\$30,956	\$18,725
363	PASS	\$121,000	\$89,563	\$14,464	\$16,973
365	CAPP	\$83,000	\$39,048	\$24,896	\$19,056
370	Summer Institute	\$55,000	\$12,076	\$2,499	\$40,425
381	Printing	\$10,000	\$2,748	\$237	\$7,015
Total		\$1,010,500	\$510,616	\$167,334	\$332,550

Org#	Name	Original	Expended	Encumbered	Un-obligated
<i>Academic</i>					
408	Learning Resource Center	\$27,000	\$10,892	\$6,832	\$9,276
410	Communications	\$4,700	\$2,102	\$161	\$2,437
411	Mathematics	\$3,000	\$878	\$0	\$2,122
412	Science	\$4,700	\$544	\$0	\$4,156
413	Social Studies	\$2,000	\$1,535	\$158	\$307
414	World Languages	\$1,500	\$1,185	\$0	\$315
415	Substitute Teachers	\$8,000	\$3,862	\$2,987	\$1,151
416	Field Trips	\$7,800	\$2,385	\$5,415	\$0
417	College Scholarship Prgm.	\$6,000	\$3,137	\$0	\$2,863
420	Postage, Printing, Copies	\$27,700	\$15,963	\$9,704	\$2,033
202	Counseling	\$7,000	\$3,666	\$315	\$3,019
206	Special Education	\$40,000	\$10,000	\$30,000	\$0
Total		\$139,400	\$56,149	\$55,572	\$27,679
<i>Arts</i>					
401	Dance	\$7,500	\$3,479	\$770	\$3,251
402	Literary Arts	\$4,700	\$396	\$675	\$3,629
403	Media Arts	\$14,000	\$9,226	\$1,047	\$3,727
404	Theater	\$15,000	\$9,400	\$3,502	\$2,098
405	Visual Arts	\$28,000	\$15,476	\$1,829	\$10,695
406	Common Experience	\$4,600	\$3,075	\$500	\$1,025
407	Music	\$18,300	\$11,082	\$4,358	\$2,860
418	Program Development	\$20,000	\$5,376	\$4,021	\$10,603
419	Staff Development	\$28,000	\$10,190	\$4,046	\$13,764
201	Admissions	\$46,000	\$20,487	\$24,301	\$1,212
204	Postage, Printing, Copies	\$27,000	\$16,511	\$5,783	\$4,706
Total		\$213,100	\$104,698	\$50,832	\$57,570
<i>Research</i>					
501	Travel	\$4,000	\$1,441	\$0	\$2,559
502	Staff Development	\$5,000	\$1,193	\$0	\$3,807
503	Postage, Printing, Copies	\$5,000	\$2,601	\$1,436	\$963
504	Best Practices Network	\$110,000	\$38,448	\$53,838	\$17,714
505	Research Grants	\$16,000	\$12,305	\$3,341	\$354
Total		\$140,000	\$55,988	\$58,615	\$25,397

Available	\$7,606,000	\$3,361,480	\$3,479,513	\$765,007
Residency Program-transfer to State Arts Board	\$75,000	\$75,000		\$0
Total	\$7,681,000	\$3,436,480	\$3,479,513	\$765,007

Perpich Center for Arts Education
FY2002 Revenue Summary as 1/23/2002

<u>Org#</u>	<u>Name</u>	<u>Balance Forward</u>	<u>Anticipated Receipts</u>	<u>Actual Receipts</u>	<u>Expended</u>	<u>Encumbered</u>	<u>Un-obligated</u>
0602	Miscellaneous *	\$26,433	\$25,000	\$20,378	\$28,247	\$231	\$18,333
0603	Dance Performances	\$4,607	\$4,000	\$1,310	\$1,099	\$0	\$4,818
0604	Theater Performances	\$11,345	\$4,000	\$3,005	\$0	\$0	\$14,350
0605	Music Performances	\$2,805	\$5,000	\$2,595	\$1,239	\$120	\$4,041
0606	Technology	\$902	\$1,000	\$33	\$0	\$0	\$935
0701	Caps & Gowns	\$889	\$1,000	\$18	\$0	\$0	\$907
0702	Class Rings	\$33	\$3,000	\$275	\$0	\$0	\$308
0703	Yearbooks	\$0	\$14,000	\$11,198	\$25	\$0	\$11,173
0705	Announcements	\$3,594	\$4,000	\$74	\$0	\$0	\$3,668
0706	Van Transportation	\$7,968	\$3,000	\$164	\$0	\$0	\$8,132
0707	Space Rental	\$1,898	\$5,000	\$663	\$100	\$0	\$2,461
0801	Resource Materials	\$36,627	\$9,500	\$9,683	\$3,866	\$5,591	\$36,853
0802	Learning Resource Center	\$1,554	\$1,000	\$560	\$24	\$26	\$2,064
0803	Artist Education Institute	\$11,651	\$3,000	\$1,156	\$394	\$0	\$12,413
0804	Professional Development Courses	\$27,263	\$15,000	\$7,998	\$6,260	\$371	\$28,630
0901	Residential Fee	\$22,761	\$245,000	\$205,926	\$101,087	\$126,552	\$1,048
0902	Cafeteria	\$0	\$40,000	\$23,999	\$22,338	\$16,787	(\$15,126)
1201	Child Nutrition	\$0	\$5,000	\$1	\$1	\$0	\$0
1301	Damage Deposits	\$14,125	\$21,000	\$21,546	\$1,475	\$0	\$34,196
1302	Emergency Deposits	\$4,726	\$5,000	\$5,158	\$542	\$0	\$9,342
1303	Activity Fee	\$7,121	\$14,000	\$5,630	\$5,439	\$196	\$7,116
1305	Gala	\$1,006	\$7,000	\$20	\$0	\$0	\$1,026
1401	Tax Sheltered Annuities	\$0	\$35,000	\$22,117	\$22,104	\$0	\$13
1501	Student Assistance	\$2,911	\$2,000	\$100	\$0	\$0	\$3,011
	Statewide Study	\$17,685	\$1,000	\$365	\$0	\$0	\$18,050
	Arts & Education Partnership	\$39,344	\$40,000	\$3,170	\$13,548	\$4,739	\$24,227
1506	A Plus	\$14,784	\$750	\$301	\$800	\$0	\$14,285
1508	Capital Gift Fund	\$9,452	\$500	\$195	\$0	\$0	\$9,647
1509	PASS	\$270	\$50	\$6	\$0	\$0	\$276
1510	Annenberg Foundation	\$132,573	\$500,000	\$2,516	\$32,714	\$29,293	\$73,082
1511	McKnight Foundation	\$0	\$2,000,000	\$2,000,000	\$0	\$0	\$2,000,000
	Total	\$404,327	\$3,013,800	\$2,350,160	\$241,302	\$183,906	\$2,329,279

* Basta Memorial \$5420; Turbenson Memorial \$1400

2002-03 Supplemental Budget Recommendations
(\$ in Thousands)

Agency: Perpich Center for Arts Education

<u>Current Budget</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>Total</u>	<u>FY 2004</u>	<u>FY 2005</u>	<u>Total</u>
General Fund Appropriations	\$7,681	\$7,816	\$15,497	\$7,816	\$7,816	\$15,632
Carry Forward	0	0	0	0	0	0
Total Current Budget	\$7,681	\$7,816	\$15,497	\$7,816	\$7,816	\$15,632
Recommended Change	\$(551)	\$(998)	\$(1,549)	\$(781)	\$(782)	\$(1,563)
Revised Budget	\$7,130	\$6,818	\$13,498	\$7,034	\$7,034	\$14,068
Percent Change			(10.0)%			(10.0)%

Agency Summary:

Reductions to the Perpich Center for Arts Education were made consistent with the 10 percent reductions in other agencies. The reductions maintain the balance between the Professional Development Institute and the Arts High School, while reducing the Research & Assessment component of the Center to core services.

<u>Change Item Description</u>	<u>FY 2002</u>	<u>FY 2003</u>	<u>FY 2004</u>	<u>FY 2005</u>
1. Administrative reductions	\$(335)	\$(252)	\$(181)	\$(182)

This recommendation holds open 2 vacant positions and delays facility maintenance and scheduled information technology upgrades. Two residence coordinator positions will be eliminated, resulting in closure of the dormitory on weekends. The receptionist will be reduced from full-time to half-time. (Total reduction is 4.5 FTE). The annual \$75,000 transfer to the State Arts Board has also been eliminated.

2. Professional Development Institute reductions	\$(185)	\$(349)	\$(300)	\$(300)
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This recommendation reduces a number of grant programs, such as the Minnesota Art Experience grants, reduces the number of schools, teams in schools, and partnerships between schools and arts/cultural organizations the Center supports. Reduces sharply the training, workshop and support services available to teachers using the arts for student achievement. Eliminate one part-time Ed Spec (0.5 FTE).

3. Arts High School reductions	\$(11)	\$(278)	\$(200)	\$(200)
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The primary reductions in this recommendation are staff-related. Two part-time music instructors, the theater movement instructor, a part-time English position and the director of the Learning Resource Center will be eliminated. The nurse will be reduced from three-quarter to half time. (Total reduction is 2.75 FTE). In order to limit the number of permanent staff reductions that would be required, one pay period would be eliminated from the teacher contract.

4. Research & Assessment reductions	\$(20)	\$(119)	\$(100)	\$(100)
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In addition to reductions in travel and staff development, one education specialist position will be eliminated (1.0 FTE), the Best Practices Network will be reduced, and research grants will be eliminated.

FY02-03 Biennium (dollars in 000's)				12/19/01
	FY02	FY03	Total	
Appropriation	\$7,681	\$7,816	\$15,497	
10% Reduction	\$768	\$782	\$1,550	
Projected Salary Increases		\$210	\$210	<i>Assumes Reduction of \$20,000 for Attrition</i>
	\$768	\$992	\$1,760	

FY04-05 Biennium (dollars in 000's)			
	FY04	FY05	Total
Appropriation	\$7,816	\$7,816	\$15,632
10% Reduction	\$782	\$782	\$1,564
Projected Salary Increases	\$245	\$260	\$505
	\$1,027	\$1,042	\$2,069

<u>Salary Options:</u>		<u>Average salaries based on projected FY03 levels:</u> (including all benefits)
One full pay period - All Employees 99	\$205,000	\$34,000 AFSCME - 9 month employee
One full pay period - SRSEA only 32	\$78,000	\$46,000 AFSCME - 12 month employee
One full pay period - 12 month employees 50	\$107,000	\$58,000 MAPE - 12 month employee
Two full pay period - 12 months employees 50	\$214,000	\$71,000 SRSEA - 10.5 month employee
		\$79,000 Middle Management (one is a 11 month employee)
		\$95,000 Managerial - 12 month employee

Org# Name	Both Years			Proposed Reduction	
	Original	Proposed	Reduced	FY02	FY03
	Biennium	Reduction	Biennium		
<i>Administrative Services</i>					
101 Salaries (27)	\$2,799,963	\$235,000	\$2,564,963	See Note 1 below	\$135,000 \$100,000
102 Building Facilities	\$850,000	\$120,000	\$730,000	Facility Maint. \$100K; Alpha/Beta Heat \$20K	\$50,000 \$70,000
103 Health & Wellness	\$4,000	\$0	\$4,000		
104 Information Services	\$80,000	\$20,000	\$60,000	Reduce Information Services	\$10,000 \$10,000
105 Technology	\$250,000	\$80,000	\$170,000	Application updates/staff system upgrades	\$40,000 \$40,000
106 Administration	\$690,000	\$150,000	\$540,000	Facility Operations/Emergencies	\$75,000 \$75,000
107 Staff Development-Admin	\$10,000	\$5,000	\$5,000	Reduce Staff Development 50%	\$2,500 \$2,500
108 Facility Repair	\$220,000	\$22,000	\$198,000	Separate Appropriation	\$11,000 \$11,000
109 Postage, Printing, Copies	\$18,000	\$0	\$18,000		
	\$4,921,963	\$632,000	\$4,289,963	Total	\$323,500 \$308,500
		12.8%			
<i>Student Support Programs</i>					
101 Salaries (11)	\$745,728	\$69,000	\$676,728	See Note 2 below	\$69,000
203 Dormitory	\$40,000	\$0	\$40,000		
207 Staff Development-Dorm	\$16,000	\$8,000	\$8,000	Reduce staff development 50%	\$4,000 \$4,000
202 Counseling	\$14,000	\$0	\$14,000		
206 Special Education	\$80,000	\$0	\$80,000		
201 Admissions	\$92,000	\$0	\$92,000		
204 Postage, Printing, Copies	\$54,000	\$14,000	\$40,000	Reduce Printing, Copies	\$7,000 \$7,000
	\$1,041,728	\$91,000	\$950,728	Total	\$11,000 \$80,000
		8.7%			
<i>PDI</i>					
101 Salaries (12)	\$1,174,587	\$49,000	\$1,125,587	Eliminate 1PT Ed Spec \$27K; 1 PP \$22K	\$49,000
331 National Training	\$23,000	\$15,000	\$8,000	Reduce National Training	\$10,000 \$5,000
333 Postage & Copies	\$46,000	\$0	\$46,000		
334 Special Initiatives	\$30,000	\$20,000	\$10,000	Reduce Special Initiatives	\$10,000 \$10,000
335 Staff Development	\$14,000	\$0	\$14,000		
341 Dance Education	\$100,000	\$0	\$100,000		
342 Theater Education (ACE)	\$15,000	\$0	\$15,000		
343 Media Education	\$100,000	\$0	\$100,000		
344 Arts Education Courses (FACS)	\$20,000	\$0	\$20,000		
345 Music Education	\$20,000	\$0	\$20,000		
346 Visual Arts Education	\$20,000	\$0	\$20,000		
352 Minnesota Art Experience	\$350,000	\$260,000	\$90,000	Eliminate MAX in 2nd Year - Support BPN	\$85,000 \$175,000
354 Collaborations/Conferences	\$45,000	\$20,000	\$25,000	Reduce Conferences & Collaborations	\$10,000 \$10,000
355 Multicultural Initiative	\$10,000	\$0	\$10,000		
360 Partner Schools	\$490,000	\$80,000	\$410,000	Reduce Partner Schools	\$40,000 \$40,000
361 ASAP Initiative	\$200,000	\$35,000	\$165,000	Reduce Arts & Schools as Partners	\$10,000 \$25,000
363 PASS	\$242,000	\$0	\$242,000		
365 CAPP	\$166,000	\$15,000	\$151,000	Cancel Alliance Contract	\$15,000
370 Summer Institute	\$110,000	\$40,000	\$70,000	Reduce Artist & Educator Institute	\$20,000 \$20,000
381 Printing	\$20,000	\$0	\$20,000		
Total	\$3,195,587	\$534,000	\$2,661,587	Total	\$185,000 \$349,000
		16.7%			
<i>AHS</i>					
101 Salaries (46)	\$5,068,507	\$240,919	\$4,827,588	See Note 3 below	\$240,919
401 Dance	\$15,000	\$0	\$15,000		
402 Literary Arts	\$9,400	\$0	\$9,400		
403 Media Arts	\$28,000	\$0	\$28,000		
404 Theater	\$30,000	\$0	\$30,000		

Org# Name	Both Years				Proposed Reduction	
	Original	Proposed	Reduced		FY02	FY03
	Biennium	Reduction	Biennium			
405 Visual Arts	\$56,000	\$0	\$56,000			
406 Common Experience	\$9,200	\$2,300	\$6,900	Reduce Common Experience		\$2,300
407 Music	\$36,600	\$0	\$36,600			
418 Program Development	\$40,000	\$10,000	\$30,000	Reduce program development		\$10,000
419 Staff Development	\$56,000	\$19,000	\$37,000	Reduce staff development	\$5,000	\$14,000
408 Learning Resource Center	\$54,000	\$0	\$54,000			
410 Communications	\$9,400	\$0	\$9,400			
411 Mathematics	\$6,000	\$0	\$6,000			
412 Science	\$9,400	\$0	\$9,400			
413 Social Studies	\$4,000	\$0	\$4,000			
414 World Languages	\$3,000	\$0	\$3,000			
415 Substitute Teachers	\$16,000	\$0	\$16,000			
416 Field Trips	\$15,600	\$0	\$15,600			
417 College Scholarship Prgm.	\$12,000	\$12,000	\$0	Eliminate College Scholarship Program	\$6,000	\$6,000
420 Postage, Printing, Copies	\$55,400	\$5,400	\$50,000	Reduce Printing, Copies		\$5,400
Total	\$5,533,507	\$289,619	\$5,243,888	Total	\$11,000	\$278,619
		5.2%				
RAC						
101 Salaries (3)	\$374,215	\$68,000	\$306,215	Eliminate Ed Spec \$59K; 1 PP \$9K		\$68,000
501 Travel	\$8,000	\$0	\$8,000			
502 Staff Development	\$10,000	\$0	\$10,000			
503 Postage, Printing, Copies	\$10,000	\$0	\$10,000			
504 Best Practices Network	\$220,000	\$55,000	\$165,000	Reduce to \$75K in second year	\$20,000	\$35,000
505 Research Grants	\$32,000	\$16,000	\$16,000	Eliminate Research Grants		\$16,000
Total	\$654,215	\$139,000	\$515,215	Total	\$20,000	\$119,000
		21.2%				
Transfer to State Arts Board	\$150,000	\$75,000	\$75,000			\$75,000
Total Budget	\$15,497,000	\$1,760,619	\$13,736,381	Total Proposed Cuts	\$550,500	\$1,210,119
		11.4%				

Other Cost Saving Ideas

Eliminate full time English Position \$72,000
Eliminate two part-time PDI Ed Spec 's \$54,000
Increase Activity fee \$50 * 300 \$15,000
Eliminate van service \$12,000
Increase residential fee \$100 * 110 \$11,000
Close the dorm on weekends \$8,500

Note 1

Eliminate SG & GMW \$100,000
Strike/Attrition Savings \$90,000
One Pay Period \$45,000

Note 2

Eliminate Two Residence Coordinator \$49K
Reduce Receptionist to half-time \$17K

Note 3

Eliminate 1/2 time English position \$20,824
Reduce RN to 1/2 time \$14,700
Restructure LRC position \$42,000
Eliminate one teachers pay period \$78,000

One Pay Period \$3,000

Eliminate two part time music instructor \$44,000
Eliminate Theater Movement \$13,395
One Pay Period non-teachers \$28,000

Memorandum

1.22.02

From: **Jim Marshall, director, LRC, Teacher, School Media Specialist.**

To: **PCAE Board of Directors**

Subject: **Proposed PCAE Budget Cuts/Elimination of "Very Senior LRC Person"**

Contrary to written statements, the proposed/submitted budget cuts **did** impact a full time faculty member, **me**. As indicated on my license, (attached) I am a **licensed Social Studies teacher grade 7-12, and a library media person licensed K-12. My licensure is current.**

Some quick history:

- a. I was hired **because** I was a school media specialist. I was hired **because** I had wider experience than "just" a K-12 school situation. I spent nearly 10 years, prior to the Perpich Center, at Hennepin Technical College as the media director on the South Campus starting when it first opened in 1972. I developed the initial library collection at HTC.
- b. The first Executive Director, Jim Undercofler and the director of the high school, Merrill Felger, understood the necessity for having a school media specialist managing the LRC. A person who is **first** a licensed teacher and beyond that a person with a MS degree in school library information media.
- c. I am the one responsible for the development of the initial collection of resources in 1989 and 1990. We now have well over 12,000 items in our collection.
- d. I have managed the steady growth of the collection of resources available to students and a much wider audience, over the past 12 plus years.
- e. I am the one who selected the Library of Congress system of collection classification used to identify our collection instead of the Dewey system found on all other high schools across the state. This decision gave our students and other patrons access to over 2 million titles in the state university system and beyond. I had to **FIRST** be a teacher to understand the incredible, positive impact this decision would have, over the years, on our students and the whole agency.
- f. I am the one responsible for the initial development of the audiovisual technology resources used in the high school and other parts of the agency.

Further, in the mid-1990's I collaborated on an in-depth study on the use of student video portfolios. A study encouraged by our executive director, as a potentially useful teaching, learning and assessment tool. This was done in collaboration with Dr. Beth Fratzke, communications instructor. My involvement in that project brought my training and skills as a **teacher AND a school media specialist**, to the project. The project lasted over 2 years.

Each fall I have taught our in-coming students in every art area, thus reaching **ALL** the new students, in the use and application of the resources in the LRC, and computer lab, that are here for their use.

RECORD OF ISSUANCE
STANDARD LICENSE

ISSUED TO: JAMES G MARSHALL
205 BIRNAMWOOD DRIVE
BURNSVILLE MN

55337

DATE OF ISSUANCE: 08/13/99

TO: JAMES G MARSHALL

FILE FOLDER NUMBER:167057

Inquiries should include the Name, License Type and File Folder Number of the licensee as listed on this license, and should be directed to the Personnel Licensing Section, 1500 Highway 36 W. Roseville, MN 55113-4266, or call (651)582-8691

FILE FOLDER NUMBER:167057

[illegible]

SERIAL NUMBER:412136

FUNCTION NUMBER	Renewal Conditions / Limitations / Comments
01	<p>AN APPLICATION TO RENEW A LICENSE MAY BE SUBMITTED ANY TIME AFTER JANUARY 1 IN THE YEAR OF EXPIRATION. YOU ARE RESPONSIBLE FOR THE FOLLOWING RENEWAL CONDITION(S) EVEN IF YOU DO NOT TEACH IN THIS LICENSURE PERIOD:</p> <p>RENEWAL OF LICENSE(S) WILL REQUIRE COMPLETION OF 125 CLOCK HOURS VERIFIED BY A MINNESOTA LOCAL CONTINUING EDUCATION COMMITTEE. IF YOU HAVE BEEN OR ARE CURRENTLY EMPLOYED BY A MINNESOTA DISTRICT, YOU MUST AFFILIATE WITH THE LOCAL COMMITTEE. IF YOU HAVE NEVER BEEN EMPLOYED IN A MINNESOTA DISTRICT AND YOUR LICENSE HAS LAPSED, YOU MAY RENEW YOUR LICENSE BY SENDING AN OFFICIAL TRANSCRIPT VERIFYING 12 QUARTER OR 8 SEMESTER CREDITS IN THE LICENSURE AREA OR IN GENERAL EDUCATION COURSES, THE CREDITS MUST HAVE BEEN EARNED DURING THE FIVE-YEAR PERIOD IMMEDIATELY PRECEDING RENEWAL.</p> <p>NOTE: IT IS THE APPLICANT'S RESPONSIBILITY TO EXAMINE THE LICENSE FOR ACCURACY AND TO HAVE OMISSIONS CORRECTED WITHIN ONE CALENDAR YEAR OF THE ISSUE DATE.</p>

Minnesota Statutes 2001

() 43A.046 Staff reductions.

In order to maximize delivery of services to the public, if layoffs of state employees are necessary, each agency with more than 50 full-time equivalent employees must reduce at least the same percentage of management and supervisory personnel as line and support personnel.

12/19/01 – Perpich Center for Arts Education

Proposed Cuts:

AFSCME:

5 of 36 employees – 13%

4.5 of 33 fte – 14%

MAPE:

2 of 19 employees – 11%

1.5 of 17.5 fte – 9 %

() **SRSEA:**

5 of 32 employees – 15%

2.75 of 26.75 – 10%

Managerial Plan - Commissioners Plan - Middle Management Association:

0 of 12 employees – 0%

0 of 12 fte – 0%

Additional considerations:

Since 8/1/2000, the Perpich Center has grown by the equivalent of 2 fte. In 2000, there were 10 employees employees listed in Managerial Plan, Commissioners Plan, and Middle Management Association and now there are 12 employees.

**PERPICH CENTER
FOR
ARTS EDUCATION**
Arts High School • Professional Development • Research
6125 Olson Memorial Hwy., Golden Valley, MN 55422

**Executive Committee Minutes
February 6, 2002**

Board Members

Present: Ellen Palmer (Chair), Bob Brandt, Mark French, Renee Jenson, Sonja Peterson (phone), Marjorie Savage

Staff Members

Present: David O'Fallon, Kathy Thurber

Chair Ellen Palmer called the meeting to order at 4:07 p.m.

Procedures for Public Testimony to the Board

The Executive Committee, with staff input, discussed various procedures and policy for public testimony at Board meetings. After discussion concluded, the following action was taken:

Board Member Bob Brandt moved that with regard to public input at PCAE Board meetings, the following be recommended:

- 1) Public input cards will be completed prior to the start of the meeting**
- 2) Public input cards will have instructions listed on them**
- 3) Each speaker will be limited to three minutes**
- 4) The topics will not be restricted**
- 5) Public input will be open to public and staff representatives**
- 6) The total time for public input allowed in the Board agenda will be limited to 30 minutes**
- 7) The order of the cards will be on a first come, first served basis**

Board member Marjorie Savage seconded the motion. The vote was unanimous, and the motion carried.

Referral to Personnel Committee

Discussion ensued regarding the personnel issues of Kathleen Regalado and Bob Raiolo, and the responsibility of the Personnel Committee. After discussion concluded, the following action was taken:

Board member Renee Jenson moved that the personnel issues of Kathleen Regalado and Bob Raiolo be referred to the Personnel Committee. Board member Bob Brandt seconded the motion. The vote was unanimous, and the motion carried.

Adjourn

A motion to adjourn the meeting was unanimous. Ellen Palmer adjourned the meeting at 5:20 p.m.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Personnel Committee Minutes February 6, 2002

Board Members

Present: Mark French (Chair), Bob Brandt, Renee Jenson, Ellen Palmer

Staff Members

Present: David O'Fallon, Kathy Thurber

Chair Mark French called the meeting to order at 5:30 p.m.

Procedures for Timeline for Selecting Interim Director

The Personnel Committee discussed the parameters of developing an expeditious search process for the Interim Director. Two potential candidates for the position of Interim Executive Director are David Flannery and Kathy Thurber (resumes attached). Discussion ensued whether additional candidates should be considered to create equal opportunity. It was decided that the position would be posted internally as well as externally, and the Board members would make recommendations from their own network. Mark French will collect all information regarding potential candidates for the Interim Director position and disseminate it to the Personnel Committee.

The Personnel committee discussed the pros and cons of allowing the Interim Executive Director to apply for the permanent Executive Director position. A consensus was reached that the Interim Executive Director would not be able to apply for the Permanent Executive Director position.

David O'Fallon offered to create a short paragraph listing the duties of the Interim Executive Director, and to contact the Department of Employee Relations (DOER) for posting the position and possibly acquiring a mobility assignment within the state. The Personnel Committee requested to see a copy of the position description for the Executive Director.

The next meeting of the Personnel Committee will be on February 12, 2000 at 2:00 p.m. to discuss when they will make their final recommendation to the Board.

Adjourn

A motion to adjourn the meeting was unanimous. Mark French adjourned the meeting at 6:15 p.m.

David Flannery

In a career in private and public schools spanning thirty-seven years, David has been a social studies and English teacher, a secondary school assistant principal, high school principal, assistant superintendent for Curriculum and Instruction and, for the last fourteen years, a school superintendent.

In these positions, David has had to deal with teacher strikes, negotiations with six different bargaining groups, school board relationships and development, curriculum assessment and development in all subject matter, and every imaginable personnel issue. Convinced that quality arts experiences add substance to every student's education, David has worked to include quality art experiences for all students and staff.

In addition, he has been responsible for creating, monitoring, and cutting \$55 million annual operating budgets. He has supervised school construction projects totaling more than \$100,000,000 and led the effort to garner voter support to make the projects possible.

Through the years, David has been an active leader in his community. He has served as president of the Elk River Rotary Club and of the Elk River Arts Council and as a member of other local Boards and Advisory Committees. David has traveled widely and been a serious, consistent student of education and life.

DAVID M. FLANNERY

Business Address
11905 198th Avenue NW
Elk River, Minnesota 55330
763-274-0180
dzflannery@aol.com

Home Address
11905 198th Avenue NW
Elk River, Minnesota 55330
763-441-3371

PROFESSIONAL EXPERIENCE

July 1987 * June 30, 2001
Superintendent of Schools
Elk River Area Schools
Elk River, Minnesota

Responsibility

Chief operating officer for a school district of more than 9,400 students, 1,000 employees and an operating budget of more than \$60,000,000.

Accomplishments

- ∞ Established and sustained a successful math, technology and science magnet school
- ∞ Established and sustained a successful alternative high school
- ∞ Organized and participated in a School Board development process that led to a more focused Board and a clear School Board/Management Team delineation
- ∞ Reorganized an administration team for better educational leadership
- ∞ Established a district negotiating climate that not only led to settlements that were fair but improved relationships between and among groups that made school improvement efforts possible
- ∞ Led an effort to focus on important, measurable outcomes that enabled district staff to analyze and improve student test results
- ∞ Using current research on class size, led a district effort to establish two new and small high schools to serve our students closer to their communities
- ∞ Led efforts to pass three straight operating levies and three school bond issues that provide resources and facilities for our growing school district; the last bond issue was the second largest passed by any community in Minnesota
- ∞ Helped with the design and programming for three new elementary schools, two junior highs and two new high schools
- ∞ Maintained balanced budgets for fourteen straight years while balancing the needs of program and staff

October 1984 * July 1987
Assistant Superintendent for Curriculum and Instruction
Elk River Area School District
Elk River, Minnesota

Reestablished a curriculum review process for all district k-12 curriculum and began a district-wide staff development process. It was during this period when all district schools joined the Minnesota effective schools effort and began systematic school improvement programs.

February 1981 * July 1984
Director of Secondary Education
The Lincoln County School District
Newport, Oregon

Responsible for eight small secondary schools spread out over 1,100 square mile school district on the Pacific coast included fifteen distinct communities including a small Indian Reservation.

June 1979 * July 1980
Graduate Student and Assistant
University of Wisconsin-Madison

Worked on projects for the Department of Educational Administration and completed the requirements for a Doctorate of Philosophy in Educational Administration

July 1973 * July 1979
Principal
Eden Prairie High School
Eden Prairie, Minnesota

July 1970 * July 1973
Assistant Principal
Franklin Junior High School
Minneapolis, Minnesota

July 1968 * July 1970
University Fellow and Intern Principal
University of Wisconsin-Madison
Central High School
Minneapolis, Minnesota

July 1966 * July 1968
Social Studies and English Teacher
Phillips Junior High School
Minneapolis, Minnesota

July 1962 * July 1966
Social Studies and English Teacher
Hill and DeLaSalle High Schools
St. Paul and Minneapolis, Minnesota

EDUCATION

1980
Doctor of Philosophy * Educational Administration
University of Wisconsin-Madison

1969
Masters of Science * Education Administration
University of Wisconsin-Madison

1963
Bachelor of Arts - History
Saint Mary's (College) University
Winona, Minnesota

In addition, over the years I have participated in countless seminars, workshops and conferences which have contributed greatly to the development of the skills and knowledge necessary to provide effective leadership for school improvement.

PROFESSIONAL GOAL

I am committed to using the skills, often hard-earned, and experiences I gained over the last thirty-four years for school improvement. I want to focus my energy on finding ways to bring the best research available to schools and school staff for the improvement of public education.

KATHY THURBER
3131 17th Avenue South
Minneapolis, MN 55407
(612) 729-4103 kftmpls@aol.com

An experienced civic leader accomplished in intergovernmental relations, strategic planning, advocacy, project development, and program funding. Expert in building complex collaborations and resolving contentious issues through mediation and facilitation. Academic achievements include advanced degree and post-graduate work in the Arts and Humanities, and a fellowship in Public Affairs.

Minneapolis City Council Member, 9th Ward (1993 - Present)

- Chair, Intergovernmental Relations Committee, includes forging partnerships with other governmental agencies and lobbying at the State Legislature
- Committee Member Ways and Means, Public Safety & Regulatory Services; Board Member Minneapolis Community Development Agency, includes developing the city's budget and judgments about allocating resources
- Chair, Hennepin County Criminal Justice Coordinating Committee, developing coordinated strategies among City and County agencies to improve operation of the criminal justice system

Major Initiatives:

- Midtown YWCA: a major public/private partnership located on East Lake Street, funded with a \$21 million capital campaign
- LRT: several related projects, community relations, and lobbying to promote the development of Light Rail Transit in the Hiawatha Corridor and facilitate related economic development and structural revitalization along East Lake Street
- Hennepin-Powderhorn Partners: a model program to decentralize and coordinate government services more effectively in neighborhoods
- Hennepin County Community Court and The Powderhorn Restorative Justice Project: two model programs to decentralize functions of the criminal justice system and root them in the community
- Housing Works Coalition: a statewide lobbying effort resulting in \$75 million for affordable housing (bill pending)
- Hiawatha Clean & Green Project: a community and business coalition to clean up the rail yards north of Lake Street

Minneapolis Park & Recreation Board, At-Large Commissioner (1989-1993)

- Vice President of the Board
- Chair, Recreation Committee

Major Initiatives:

- "City Children's Nutcracker," now in its 10th year, an innovative public/private collaboration that brings professional ballet instruction into City parks, and puts neighborhood children in a major professional production at the Historic State Theatre
- "The Girl's Initiative," now the Girls Program, a major policy shift that reached out to girls and women, focused on their needs, and created new programming resources for them within the park system

Other Experience, Writing & Editing for Print and Broadcast

Managing paralegal staff and monitoring Federal legislative and regulatory affairs for Washington, D.C. law firm representing utilities; technical articles for Engineering Times magazine; administrative experience in university offices at American and Catholic Universities, Washington, D.C.; Star-Tribune opinion pieces; political campaign literature; community newsletters; neighborhood newspapers; graduate level research papers; drafting legislation as well as legislative testimony and reports; editing scripts for documentaries and videos.

Education

B.A., School of International Service, American University, Washington, D.C.
M.F.A., Theatre, Catholic University of America, Washington, D.C.
Graduate Studies in English Literature, University of Minnesota
Mondale Fellow, Humphrey Institute of Public Affairs, University of Minnesota

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Budget Task Force Minutes February 12, 2002

Board Members

Present: Sonja Peterson (Chair), Patty Anderson, Jeb Bowlus, Renee Jenson, Jane McWilliams, Ellen Palmer

Staff Members

Present: David O'Fallon, Mark Youngstrom

Chair Sonja Peterson called the meeting to order at 2:05 p.m.

Public Input - Consideration of Plans from Staff and Public

The floor was opened for public input, and several parents and students spoke to the Board on the positive impact that the arts high school has made on their lives and their concerns over the negative impact that budget reductions would have on the school. (Attachments).

Union representative Jonathan Howard (SCEA) spoke on behalf of the teachers union to ask the Board to consider the value and experience the teachers bring to the arts high school and to consider reducing the budget through operating costs rather than by eliminating faculty positions. (Attachment)

Union representative Dave Beaman (MAPE) spoke on behalf of his union. He also added that the memo that was submitted to the Board relating to the position of MAPE was sent in spirit of support of all MAPE members, but does not necessarily represent the opinion of the whole group. (Attachment)

Discussion of Options and Plans to Meet 10%

Mark Youngstrom, discussed the background and reasons for forming the Internal Budget Working Group (IBWG).

David O'Fallon read letters from out-state teachers regarding the positive impact that the PDI and RAC programs have had on their students. O'Fallon stated that these letters demonstrate the importance that the Professional Development Institute (PDI) and Research and Assessment (RAC) have on out-state programs and how that makes the Center politically more viable in the Legislature. (Attachments).

Discussion was held regarding the legislative calendar and what impact that would make on the timelines for the IBWG and the Budget Task Force, what legislative procedures may need to be created in order to represent the Center at the Legislature, and how the public could demonstrate support of the Center at the Legislature.

Adjourn

A motion of adjourn the meeting was unanimous. Sonja Peterson adjourned the meeting at 5:55 p.m.

Dear PCAE Board Members, Dr. David O'Fallon, and Kathy Thurber,

We are requesting that Janet Spatafore, Jeannie Reichel, and Jack Zipes, citizens of the State of Minnesota, be allowed under the State Open Meeting Law (as the assistant attorney general explained at the January 23rd board meeting) to speak at the Feb. 12th PCAE Board meeting. Janet would like to read this letter and the other enclosed letter at the meeting. She would also merely like to point out the 2 sheets with alternative ideas for budget cuts. She will not go through the sheets. Jeannie would like to give a brief story of how the school has affected her child. Jack will read a brief letter regarding the effect of the proposed cut of the student support programs receptionist, and wishes to ask a question regarding the process, time-line, and parent input in hiring a new executive director. Each would limit their time to 2-3 minutes. Although we will not know the exact percentage cut until later this spring, we think it is wise to be prepared for 10%, even though it is a huge cut to such a small agency. From talking to Rep. Alice Seagren in early January, we realize the budget proposal sent to the state is not set in stone and may be altered. We believe it is essential that we, your constituent citizens from different areas of the state who care about the entire state, give you our input early on.

Rep. Seagren was asked if the budget cut proposal would "fly" without any personnel cuts, only program cuts, and she said yes. We believe personnel cuts to those involved with students (teachers, dorm personnel, secretary, nurse), would be devastating to the school and its students. We believe any business or enterprise should cut programs before personnel.

Here are some ideas we came up with regarding the budget. Utilizing these cuts would eliminate the need to lay off any PCAE current employee (including the .5 PDI Ed Spec @ \$27K). (See numbers written to the left of your proposed reduction columns). Assumed in this budget would be that the ITS 1 vacant position would not be filled and Nicola Johnson's position in RAC (currently vacated) would not be filled.

One question we would like to have answered at the meeting is that the copy of the 12/19/01 budget proposal we received includes a pay period cut for all areas of PCAE, and the copy sent into the state only includes a pay period cut for the teachers.

We would also like to request that you allow some amount of time at all subcommittee and full board meetings for the public and teachers to speak. Open communication is essential for the success of any organization. Please email craig.spatafore@deluxe.com with your response. Thank you very much.

Sincerely,

Janet Spatafore	Karen Matthes
Craig Spatafore	Jack Zipes
Tom Johnson	Carol Dines
Jeannie Reichel	

cc: Mark Youngstrom, Karen Charles, Mary Pietruszewski

Dear PCAE Board Members, Dr. David O'Fallon, and Kathy Thurber,

After talking to parents who attended the Board meeting on Jan. 23, it became clear to us that we should be very concerned about the future of the AHS, which is very near and dear to us. We know the school works, and is a model to the state and the country. We are concerned about the philosophy and direction the board seems to be taking regarding the AHS. It appears to us that more and more grants and resources are being put into the PDI and RAC, and that these two components of PCAE are more important and valued more than the AHS.

It was pretty disheartening to sit and listen to the PDI staff and board members celebrate a 2 million-dollar grant, when parents and teachers were asking to be able to speak in support of the school and its students. When we say students, we mean students from the entire state. This school is for all taxpayers. The opportunity to attend is available for the whole state. The students who graduate make a difference not only in our state, but nationally.

This school cannot have a bond referendum to raise additional funds, as can other school districts. Even though the McKnight Foundation grant is very specific, it is serving the needs of students outside the AHS. Since these non-AHS students are gaining from the 2 million-dollar grant, could not more money be cut from the PDI budget instead of the erosive cuts proposed for the AHS?

In closing, a reminder that it is the Arts High School counselors, teachers, administrators, and staff who make the difference in students' lives, not the beautiful new building or performance center. We have a gem, a real treasure here in Golden Valley. The teachers are not only teachers, but also counselors and mentors. Please appreciate these wonderful, expert, caring people. When wonderful people are appreciated, they are motivated to do even more wonderful things. Thank you.

Sincerely,

Janet Spatafore
Craig Spatafore

cc: Mark Youngstrom, Karen Charles, Mary Pietruszewski

rg# Name	Both Years			Proposed Reduction	
	Original	Proposed	Reduced	FY02	FY03
	Biennium	Reduction	Biennium		
Administrative Services					
101 Salaries (27)	\$2,799,963	\$235,000	\$2,564,963 See Note 1 below	\$135,000	\$100,000
102 Building Facilities	\$850,000	\$120,000	\$730,000 Facility Maint. \$100K; Alpha/Beta Heat \$20K.	\$50,000	\$70,000
103 Health & Wellness	\$4,000	\$0	\$4,000		
104 Information Services	\$80,000	\$20,000	\$60,000 Reduce Information Services	\$10,000	\$10,000
105 Technology	\$250,000	\$80,000	\$170,000 Application updates/staff system upgrades	\$40,000	\$40,000
106 Administration	\$690,000	\$150,000	\$540,000 Facility Operations/Emergencies	\$75,000	\$75,000
107 Staff Development-Admin	\$10,000	\$5,000	\$5,000 Reduce Staff Development 50%	\$2,500	\$2,500
108 Facility Repair	\$220,000	\$22,000	\$198,000 Separate Appropriation	\$11,000	\$11,000
109 Postage, Printing, Copies	\$18,000	3600 \$0	\$18,000		
	\$4,921,963	\$632,000	\$4,289,963 Total	\$323,500	\$308,500
		12.8%			
Student Support Programs					
101 Salaries (11)	\$745,728	\$69,000	\$676,728 See Note 2 below		\$69,000
203 Dormitory	\$40,000	\$0	\$40,000		
207 Staff Development-Dorm	\$16,000	\$8,000	\$8,000 Reduce staff development 50%	\$4,000	\$4,000
202 Counseling	\$14,000	\$0	\$14,000		
206 Special Education	\$80,000	\$0	\$80,000		
201 Admissions	\$92,000	18,400 \$0	\$92,000		
204 Postage, Printing, Copies	\$54,000	\$14,000	\$40,000 Reduce Printing, Copies	\$7,000	\$7,000
	\$1,041,728	\$91,000	\$950,728 Total	\$11,000	\$80,000
		8.7%			
PDI					
101 Salaries (12)	\$1,174,587	\$49,000	\$1,125,587 Eliminate 1PT Ed Spec \$27K; 1 PP \$22K.		\$49,000
331 National Training	\$23,000	\$15,000	\$8,000 Reduce National Training	\$10,000	\$5,000
333 Postage & Copies	\$46,000	4,600 \$0	\$46,000		
334 Special Initiatives	\$30,000	\$20,000	\$10,000 Reduce Special Initiatives	\$10,000	\$10,000
335 Staff Development	\$14,000	7,000 \$0	\$14,000		
341 Dance Education	\$100,000	10,000 \$0	\$100,000		
342 Theater Education (ACE)	\$15,000	1,500 \$0	\$15,000		
343 Media Education	\$100,000	10,000 \$0	\$100,000		
344 Arts Education Courses (FACS)	\$20,000	2,000 \$0	\$20,000		
345 Music Education	\$20,000	2,000 \$0	\$20,000		
346 Visual Arts Education	\$20,000	2,000 \$0	\$20,000		
352 Minnesota Art Experience	\$350,000	\$260,000	\$90,000 Eliminate MAX in 2nd Year - Support BPN	\$85,000	\$175,000
354 Collaborations/Conferences	\$45,000	\$20,000	\$25,000 Reduce Conferences & Collaborations.	\$10,000	\$10,000
355 Multicultural Initiative	\$10,000	1,000 \$0	\$10,000		
360 Partner Schools	\$490,000	\$80,000	\$410,000 Reduce Partner Schools	\$40,000	\$40,000
361 ASAP Initiative	\$200,000	\$35,000	\$165,000 Reduce Arts & Schools as Partners	\$10,000	\$25,000
363 PASS	\$242,000	48,400 \$0	\$242,000		
365 CAPP	\$166,000	\$15,000	\$151,000 Cancel Alliance Contract		\$15,000
370 Summer Institute	\$110,000	\$40,000	\$70,000 Reduce Artist & Educator Institute	\$20,000	\$20,000
381 Printing	\$20,000	2000 \$0	\$20,000		
Total	\$3,195,587	\$534,000	\$2,661,587 Total	\$185,000	\$349,000
		16.7%			
AHS					
01 Salaries (46)	\$5,068,507	\$240,919	\$4,827,588 See Note 3 below		\$240,919
01 Dance	\$15,000	3,000 \$0	\$15,000		
02 Literary Arts	\$9,400	1,880 \$0	\$9,400		
03 Media Arts	\$28,000	5,600 \$0	\$28,000		
04 Theater	\$30,000	6,000 \$0	\$30,000		

Name	Both Years			Proposed Reduction	
	Original	Proposed	Reduced	FY02	FY03
	Biennium	Reduction	Biennium		
Visual Arts	\$56,000	11,200 \$0	\$56,000		
Common Experience	\$9,200	\$2,300	\$6,900	Reduce Common Experience	\$2,300
Music	\$36,600	7,320 \$0	\$36,600		
Program Development	\$40,000	\$10,000	\$30,000	Reduce program development	\$10,000
Staff Development	\$56,000	\$19,000	\$37,000	Reduce staff development	\$5,000
Learning Resource Center	\$54,000	10,800 \$0	\$54,000		
Communications	\$9,400	1,880 \$0	\$9,400		
Mathematics	\$6,000	1,200 \$0	\$6,000		
Science	\$9,400	1,880 \$0	\$9,400		
Social Studies	\$4,000	800 \$0	\$4,000		
World Languages	\$3,000	600 \$0	\$3,000		
Substitute Teachers	\$16,000	\$0	\$16,000		
Field Trips	\$15,600	3,120 \$0	\$15,600		
College Scholarship Prgm.	\$12,000	\$12,000	\$0	Eliminate College Scholarship Program	\$6,000
Postage, Printing, Copies	\$55,400	\$5,400	\$50,000	Reduce Printing, Copies	\$5,400
Total	\$5,533,507	\$289,619 5.2%	\$5,243,888	Total	\$11,000

RAC					
Salaries (3)	\$374,215	\$68,000	\$306,215	Eliminate Ed Spec \$59K; 1 PP \$9K	\$68,000
Travel	\$8,000	4,000 \$0	\$8,000		
Staff Development	\$10,000	5,000 \$0	\$10,000		
Postage, Printing, Copies	\$10,000	5,000 \$0	\$10,000		
Best Practices Network	\$220,000	\$55,000	\$165,000	Reduce to \$75K in second year	\$20,000
Research Grants	\$32,000	\$16,000	\$16,000	Eliminate Research Grants	\$16,000
Total	\$654,215	\$139,000 21.2%	\$515,215	Total	\$20,000

Transfer to State Arts Board	\$150,000	\$75,000	\$75,000		\$75,000
Total Budget	\$15,497,000	\$1,760,619 11.4%	\$13,736,381	Total Proposed Cuts	\$550,500

Other Cost Saving Ideas

Eliminate full time English Position	\$72,000
Eliminate two part-time PDI Ed Spec 's	\$54,000
Increase Activity fee \$50 * 300	\$15,000
Eliminate van service	\$12,000
Increase residential fee \$100 * 110	\$11,000
Close the dorm on weekends	\$8,500

Note 1

Eliminate SG & GMW \$100,000
Strike/Attrition Savings \$90,000
One Pay Period \$45,000

Note 2

Eliminate Two Residence Coordinator \$49K same
Reduce Receptionist to half-time \$17K same

Note 3

Eliminate 1/2 time English position \$20,824 same
Reduce RN to 1/2 time \$14,700 same
Restructure LRC position \$42,000 same
Eliminate one teachers pay period \$78,000 same

One Pay Period \$3,000 ?

Eliminate two part time music instructor \$44,000 same
Eliminate Theater Movement \$13,395 same
One Pay Period non-teachers \$28,000

$$\begin{array}{r}
 = 's 200,919 \\
 + 27,000 - pt PDI Ed Spec. \\
 \hline
 \$ 227,919
 \end{array}$$

February 8, 2002

To: David O'Fallon
Karen Charles
Mark Youngstrom
Board of Directors

Hi, my name is Marcie Schulz and I'm a student here at Perpich. I would like to request a time slot during the board meeting next Tuesday, in which I would like to present this letter to the Board. I have chosen a few other student representatives to accompany me while I read the letter. I will be doing most of the talking, and the others are there to help answer any questions. Please let me know if this request is possible. You can e-mail me at: marcieschulz@hotmail.com , or call me at 763-557-7172. Thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Marcie Schulz". The signature is fluid and stylized, with the first and last names clearly legible.

Marcie Schulz

January 30, 2002

To: Dr. David O'Fallon
Karen Charles
Mark Youngstrom
Members of the PCAE Boards

Hi! My name is Marcie, and I am a music student at Perpich Center for the Arts Education. Thanks to the awesome program, I've had the opportunity of being motivated in both my academic classes and music classes, gaining a respective amount of knowledge in the short time. In the two years at my old highschool, I did not learn nearly as much as I have already in one semester.

I understand that the position in which you guys are in is a very hard one. If I've heard properly, there is the possibility of the dismissal of two of our music instructors. On behalf of the students (both current and perspective), I beg of you to reconsider.

Both Mr. James Allen and Dr. Chris Granias are excellent teachers and advisers, and it is important to maintain their positions in our program, for a number of reasons. First, they add to the inimitability of the Arts Program. All five of the music teachers come from different backgrounds and experiences, which adds to the uniqueness of the curriculum. Jan Hutton is very experienced with voice. Janika Vandervelde teaches students about ear training. James Allen really knows his stuff about Jazz and Blues guitar. Dr. G. knows so much about culture in music and in improvisation. Jonathan is definitely the one to ask about recording stuff. The point is, by taking away even one of these teachers, the program becomes unbalanced. The Arts High School Music Program is designed to assist different students with different interests. We need ALL of our teachers to do that.

Second, they help facilitate in the development of the students musical growth in the seminars offered. They provide knowledge in different instruments, techniques, varied forms and genres, experience, etc. I took a jazz seminar and a beginning guitar

Sign below to petition against the dismissal of James Allen and Dr. G. Add comments and ideas of what they could cut, instead of our teachers!

Name	Comments
1. Marale Schuly	class progress and sizes would be severely negatively affected
2. Murline Hoken	we love our teachers - we also already have large classes
3. Jessie Keith	
4. Ben Khan	This program is already strapped as it is and high in demand. The tax cuts last year could have left us in a bind. We need you!
5. Paul Dore	
6. Sean Hts	JAMES - YOU'RE THE COOLEST!
7. Ellie Hawthorn	please cut the computer budget not teachers
8. Pat Allen	I haven't taken Dr. G's World Music class yet, I'd really like to
9. Vinny Whitaker	He's an engaging teacher
10. ELLIOTT ODENDATH	ART HISTORY IS ESSENTIAL.
11. Kevin Fennel	MUSIC RULES!!!
12. Robriel Romero	Dr. G gave me the best seminar I have had. MUSIC NEEDS MORE support, not LESS!!
13. Peter Burghardt	Music is almost as important as Lit so it is pretty important
14. Lizzy	I need to take guitar class
15. Jeffrey Whitman	
16. Megan Curtis	Dr. G. is essential to the music program, James Allen is an essential teacher.
17. Guy Peterson	Dr. G. is a music genius - big loss!
18. Tara Blaton	I need guitar lessons! James is the best!
19. Shane Tward	Crikey?
20. Ben Paparquist	
21. Emily L. Giltson	James is one of the most supportive teachers I've ever had. Don't let such a talented teacher go!
22. Cassidy D	Reconsider - perhaps other options?
23. David Jones	Dr. G brings important balance to the music program
24. Bryn Genday	WE NEED G & JAMES!!
25. Andy Anderson	MUSIC IS AN IMPORTANT PART OF LIFE TO STUDENTS HERE!
26. Jeff Nielsen	G & James are an excellent addition to the music program
27. Michele Moon	I have learned so much from both of them, it would be a huge loss for the music dept
28. Parker Anderson	Dr. G is a brilliant man and music would be less w/o him
29. Julia Blessing	we need Dr.'s!

Name	Comments
30. Peter Blomgren	The dismissal of these teachers would severely inhibit our learning environment in our Music program
31. Holly Kalaminski	
32. Lauren Cotton	
33. Lauren Koenig	damn right,
34. Chris L. Arelund	We need all music teachers possible!!
35. Cindy Hykes	What would we do without them?!
36. Nate Linn	
37. Jennifer Millar	Don't cut our fine teachers
38. PETER McNARY	DR. GRAFFAS IS A CRITICAL MEMBER OF OUR MUSICAL FAMILY. HE ALSO KNOWS COOL PEOPLE FOR COMMON EX!
39. Adam Martin	I learned a lot about music & guitar in his begging guitar class. He's
40. Sophia Becker	Dr. G has taken the extra time to aid me with my music credit in this school. Can't a real
41. Adam Teale	Dr. G has shown me more in the music program than I could have ever learned from a good teacher
42. Joey Johnson	Dr. G helped me when I was lost. I'm a school teacher now. I would have been a horrible teacher
43. Madeline Nolan	Dr. G helped me when I was lost. I'm a school teacher now. I would have been a horrible teacher
44. Greg Maravakis	We Need Dr. G!
45. Joseph Dylan Melis	Oh!
46. Jeff Kuntz	BAM!
47. Ryan Warkentin	I don't think the program would function as efficiently
48. Dylan Gouert	Oh God Oh God Oh God
49. Col Z.	G. is GREEK
50. Tyler Blanski	They're influential
51. Kadeem Malikathell	& is cool + you
52. Ted Johnson	
53. [unclear]	They are an integral part of the music community
54. [unclear]	Dr. G is a wonderful teacher. We need him!
55. Max Wallin	if GooJ goes, I go
56. Kendra Locks	Guitar students come to learn guitar. We need James!
57. Emilia Fenton	Dr. G is the man
58. Travis Tishler	We like them please reconsider
59. Tina Jensen	<u><u><u>I NEED THEM!</u></u></u>

because the class sizes would increase so,

COOL PEOPLE FOR COMMON EX! Guitar class, etc! Can't a real good teacher be a real good teacher?

as efficiently

We need him!

60.	Veronica Sirotin	
61.	Ashley Coblenz	we need our valuable music teachers!
62.	Emily Johnson	Keep Gr + James!
63.	Wendy	
64.	Kelly Martin	
65.	Katy Bernstrom	These 2 teachers are some of the best I've had. Please don't
66.	MS	
67.	Conn Leron	Do not cut them, they are very exceptional teachers
68.	Roe Pressley	The school wouldn't be the same w/o them!
69.	Mike Bechta	Dr. Grand James contribute a lot to my learning experience
70.	ERIC MAIL	HELP!!
71.	Lia Uhl	We need our teachers! they're so great.
72.	Joe Davis	We need them!
73.	Billy Nelson	our classes need to be specialized to our interests - how will you handle this situation
74.	John	classes would be way to big - we would miss out of a lot of information that we can't get at a high school level (world music) -
75.	Nathan Paul	no one for guitar players - can't accommodate everyone's needs
76.		
77.	John Zylch	They're not getting cut! as many
78.	Michael Seemad	they're worth it!
79.		
80.		
81.		
82.		
83.		
84.		
85.		
86.		
87.		
88.		
89.		

ji!

w/o them!

learning experience

February 6, 2002

Board of Directors
Perpich Center for Arts Education

Dear board members,

On behalf of the SRSEA union members, I would like to request time to speak at the Budget Task Force meeting of February 12. Our union was informed that proposals could be presented concerning the upcoming budget reductions at that meeting. I respectfully request time to make a presentation in this matter. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathan Howard". The signature is fluid and cursive, with a large initial "J" and "H".

Jonathan Howard
SRSEA Advocacy Team Member

SRSEA PROPOSAL FOR BUDGET REDUCTIONS

1. Preserve all full and part-time positions.
2. Maintain all pay periods at their present levels.
3. Absorb proposed budget cuts out of operating budgets.

P.C.A.E. General Fund Appropriation	\$ 15,497,000
Salaries	\$ 10,163,000
Operating Budgets	\$ 5,334,000
With 10% cut reduce operating budgets by 29%	(\$1,550,000)
With 5% cut reduce operating budgets by 14.5%	(\$775,000)

4. Attached is a SRSEA salary report which verifies the correct average annual salary and average annual total compensation for SRSEA members.
5. Please find the attached memorandum regarding Minnesota statute regarding staff reductions.

SRSEA SALARIES
FOR ACADEMIC YR 01-02
WITH CONTRACT SETTLEMENT INCREASE

Number of Teachers	Teacher Placement	Salary 01/02 Year	Insurance Cost	FICA	Retirement	Total Compensation	Total Com x # of Teachers	Salary x # of Teachers
1	Lane 2 Step 2	\$ 33,151	\$ 5,100	\$ 2,536	\$ 2,201	\$ 42,988	42,988	\$ 33,151
4	Lane 2 Step 10	45,070	5,100	3,448	2,993	56,611	226,442	180,280
1	Lane 3 Step 7	42,834	5,100	3,277	2,844	54,055	54,055	42,834
1	Lane 4 Step 6	43,629	5,100	3,338	2,897	54,964	54,964	43,629
1	Lane 5 Step 10	51,796	5,100	3,962	3,439	64,298	64,298	51,796
1	Lane 6 Step 1	39,896	5,100	3,052	2,649	50,697	50,697	39,896
1	Lane 6 Step 5	45,827	5,100	3,506	3,043	57,476	57,476	45,827
1	Lane 6 Step 6	47,361	5,100	3,623	3,145	59,229	59,229	47,361
1	Lane 6 Step 8	40,336	5,100	3,086	2,678	51,200	51,200	40,336
13	Lane 6 Step 11	56,194	5,100	4,299	3,731	69,324	901,214	730,522
1	Lane 7 Step 9	53,274	5,100	4,075	3,537	65,987	65,987	53,274
1	Lane 7 Step 11	56,989	5,100	4,360	3,784	70,233	70,233	56,989
1	Lane 8 Step 9	54,789	5,100	4,191	3,638	67,718	67,718	54,789
3	Lane 8 Step 11	58,430	5,100	4,470	3,880	71,880	215,639	175,290
2	Lane 9 Step 11	60,019	5,100	4,591	3,985	73,696	147,391	120,038
33							\$ 2,129,530	\$ 1,716,012
	Average Teacher Salary Is		\$ 52,000					
	Average Teacher Compensation is		\$ 64,531					

Minnesota Statutes 2001

43A.046 Staff reductions.

In order to maximize delivery of services to the public, if layoffs of state employees are necessary, each agency with more than 50 full-time equivalent employees must reduce at least the same percentage of management and supervisory personnel as line and support personnel.

12/19/01 – Perpich Center for Arts Education

Proposed Cuts:

AFSCME:

5 of 36 employees – 13%

4.5 of 33 fte – 14%

MAPE:

2 of 19 employees – 11%

1.5 of 17.5 fte – 9 %

SRSEA:

5 of 32 employees – 15%

2.75 of 26.75 – 10%

Managerial Plan - Commissioners Plan - Middle Management Association:

0 of 12 employees – 0%

0 of 12 fte – 0%

Additional considerations:

Since 8/1/2000, the Perpich Center has grown by the equivalent of 2 fte. In 2000, there were 10 employees employees listed in Managerial Plan, Commissioners Plan, and Middle Management Association and now there are 12 employees.

February 7, 2002

Sonja Peterson
Chair, Budget Task Force
Perpich Center for Arts Education Board
6125 Olson Memorial Hwy.
Golden Valley, MN 55422

Dear Sonja Peterson,

As members of the Minnesota Association of Professional Employees (MAPE), we maintain, as stated in our previous letter to the entire Board (December 18, 2001), that there are other ways to cut the agency's operating budget without reducing or eliminating the positions of employees. Therefore, we recommend that the Board consider the following requests:

- retention of the part time (.5) Education Specialist position (\$27,000)
- no pay period cuts for MAPE employees *

A suggestion we have for the Board to consider would be to investigate the possibility of our agency using the interest income from the 2 million dollar McKnight Foundation grant recently awarded the Center to offset some of the budget cuts we are facing. Although, interest rates are low, one local credit union (Affinity Plus) is offering a money market rate of 2.8% with a minimum deposit of \$10,000. In one year's time at this 2.8% rate, 2 million dollars would yield \$42,000 in interest income. Obviously, the entire 2 million will not be in the bank for the 3-5 years of its existence, but whatever the amount may be, we would like to know if the McKnight Foundation will allow the agency to spend this interest income apart from the grant's intention? If yes, could these funds be dispersed to other parts of the agency where needed?

Thank you for the opportunity you have given us as the Chair for the Budget Task Force to provide this input for Board consideration.

Sincerely,



Dave Beaman and Jeanne Iverson, MAPE representatives

* The Board passed a motion at the December meeting to not cut any pay periods of employees who are below the teacher mid-range salary and benefits (\$71,000).

cc: Karen Charles, Mike Hiatt, Jonathan Howard, David O'Fallon, Pam Paulson, Mary Pietruszewski, Bob Raiolo, Jacob Roth, Kathy Thurber, Mark Youngstom

Perpich Center for Arts Education
January 30, 2002
K-12 House Education Finance

Testimony by Roger Mahn, Literary Arts and Theater teacher
Wayzata High School

My experience working with the Perpich Center for Arts Education (PCAE) is in the Minnesota Arts Best Practice Network, coordinated by Research, Assessment & Curriculum at PCAE:

1. I taught for thirty years before joining the Arts Best Practice Network. I was a good teacher – I am now a better teacher because of my work with the facilitators at PCAE.
 - My classroom has changed and student learning increased.
 - My expectations of students became clearer because of our intense focus on assessment and student achievement in the Best Practice Network.
 - The analytical, research-based approach we experience in the Arts Best Practice Network changed the way I teach by asking me to collect and use data about each of my students. This inquiry into teaching and learning informs my instruction and improves the quality of each student's work.
2. Teachers in my school visit my classroom to see how to weave the graduation standards into their classes based on my work in Best Practice. Conversations are shifting toward the quality of student work rather than simply about grades and why they were given.
3. As I share the work from the Arts Best Practice Network with teachers outside my school district they constantly say, "I wish I could have the training you receive!"
4. From my experience in the Arts Best Practice Network I am much more confident about how to teach the artistic processes of creating and responding and I have the privilege of watching students become excited about learning and art every day.

Support for the Perpich Center for Arts Education

Submitted by Rose Heim, art teacher at Kelliher School

I am the art teacher at the Kelliher School, which is located 50 miles south of the Canadian border and 50 miles north of Bemidji. There are 270 students, K-12, in the district and it spans a 750 square mile area.

The Essential points I will share with you are:

- We have been involved, as a school, with the Perpich Center in a series of programs over an extended period of time, which has allowed us to grow and develop as both a school and a community.
- They have provided practical professional development that has allowed our teachers to not only develop new teaching skills but to take and incorporate new teaching strategies on their own well after the program was finished.
- It has had a ripple effect not only in our school and community but also to neighboring communities as well.
- Our connection to Perpich Center programs has allowed us to put the arts at the core of learning for every student in our community.

I have been involved with the Perpich Center (PCAE) since the mid 1980's. To start with I attended various professional development workshops that included interdisciplinary curriculum, media arts curriculum, grant writing, accessing the PCAE Learning Resource Center, and community arts development. These workshops opened my eyes to possibilities I never knew existed. I became determined to provide the best arts education I could to the students in Kelliher using the information I gathered.

The next step was to organize our school and community through the Comprehensive Arts Planning Program (CAPP), which started in 1990. This process mobilized fifteen administrators, school board members, arts teacher, non-arts teachers, parents, community members, and students. The group arrived at a plan that fit the needs of our school/community and today, they continue to build, expand, and explore learning opportunities for students.

The CAPP Committee began writing grants to bring artists to the school. These arts experiences expanded to include the community in a deep and meaningful way. The projects turned into initiatives such as Open Doors (1993-96), funded through PCAE and several local organizations, which focused on developing an ongoing commitment in the school and community to quality theater production and integrated and interdisciplinary theater curriculum. There was a different theme for each year, which consisted of "Who Am I?", "Who Are We?", and "Where Are We Going?" Each theme tied closely to community identity and a school/community/artist partnership model emerged that is currently being implemented in other schools in the region.

Kelliher is currently moving, once again, toward stronger, more meaningful and more effective learning for students. A year and a half ago we participated the PCAE Whole School/New School Planning Process, which allowed us to explore the feasibility of increasing student learning in core curriculum areas through arts infused and interdisciplinary curriculum. We are currently conducting a pilot of Studio, which resulted from that process. The goal of Studio is for students to be able to plan, make decisions, follow through, reach their goal, alone, and with their community through arts infused and interdisciplinary curriculum. The Studio framework can be used in any curriculum area. Each Studio class is taught by teaching partners that include a teacher, a community member, and an artist. In addition, each student has a support network that includes a staff sponsor, a community sponsor, and their parents. Studio creates an in-depth learning environment that promotes excellence while teaching

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Special Meeting of the Board Minutes February 12, 2002

Board Members

Present: Ellen Palmer (Chair), Patty Anderson, Alex Boies, Jeb Bowlus, Bob Brandt, Mark French, Renee Jenson, Penny Johnson, Jane McWilliams, Sonja Peterson, Marjorie Savage, Bob Tracy

Staff Member

Present: David O'Fallon

Chair Ellen Palmer called the meeting to order at 3:10 p.m.

Personnel Committee Update – Mark French (Chair)

Board member Mark French reviewed the Personnel Committee's recent progress on the search for the Interim Executive Director and permanent Executive Director. The Personnel Committee will hold a closed meeting on February 19, 2002 to review potential candidates for the position of Interim Director, and a closed meeting on February 26 to interview candidate finalists. The Personnel Committee will then bring a recommendation to the Board on March 1. The target date for the completion of the search process for the permanent Executive Director is July 1, 2002, if the right candidate is found. The Committee will also review the financial implications of conducting a search for a permanent Executive Director and seek input from all stakeholders into the characteristics and qualifications that is sought in a candidate, possibly through public forums. (Attachment)

Motion to Formally Accept David O'Fallon's Resignation (Attachment)

Board member Marjorie Savage moved to formally accept the letter of resignation from Dr. David O'Fallon. Board member Bob Brandt seconded the motion. The vote was unanimous, and the motion carried.

Ellen Palmer thanked David O'Fallon for his contribution to the Perpich Center.

Motion for Preparation for New Permanent Executive Director

The Board discussed what preparation needed to be completed prior to the arrival of a new Executive Director. After discussion, the following motion was made:

Board member Renee Jenson moved to assign the financial review to the Financial Committee and assign the process review to the Bylaws Task Force in preparation for the Executive Director's arrival. Board member Mark French seconded the motion. The vote was unanimous, and the motion carried.

Motion for Review of All Contracts

The Board discussed the need to review all current contracts within the Center to determine any conflict of interest with possible applications for the position of Executive Director, and to determine a timeline. After discussion the following motion was made:

Board member Marjorie Savage moved to review a determined number of contracts to be decided in the future. Board member Renee Jenson seconded the motion. The vote was unanimous, and the motion carried.

Motion for Review of Financial Allocations for Contracts – Funding for National Search Agents

The Board discussed the various options available for conducting a search for the position of permanent Executive Director, and the possible costs associated with each option. Further discussion ensued regarding which committee would be responsible for determining the allocation of funds and salary for the Executive Director position. After discussion, the following motion was made:

Board member Marjorie Savage moved that Mark French, on behalf of the Personnel Committee and Renee Jenson on behalf of the Finance Committee in conjunction with appropriate staff, would look into the possibility of financial allocations for conducting a search for the Executive Director position. Board member Jane McWilliams seconded the motion. The vote was unanimous, and the motion carried.

Update on Board Meeting Notification Process

The Board discussed current Board notification processes, including procedures currently in use, and the possibility of incorporating additional processes of notification of Board meetings to reach a broader public base. Creating public access to Board member contact information, including names and e-mail addresses was also discussed.

Recommendations for Public Input Procedures for Board Meetings

The Board discussed the Executive Committee's recommendation to the board on public input procedures. After discussion, the following motion was made:

Board member Jane McWilliams moved to agree by consensus to establish procedures for public input including:

- ♦ A three-minute time limit for each speaker
- ♦ A 30-minute time period for public input would be allowed at each Board meeting, but could be extended by a two-thirds vote of the Board
- ♦ A draft of the procedures would be available for use at the next Board meeting
- ♦ The speakers will be on a first come, first served basis
- ♦ The public includes everyone
- ♦ Public input cards are to be turned in to the Board Chair prior to the start of the meeting

Board member Bob Brandt seconded the motion. The vote was unanimous, and the motion carried.

Update on Staff Evaluations and Job Descriptions

The Board discussed how the Perpich Center is currently behind in the process of the state mandate that job reviews need to be completed annually and that position descriptions need to be updated every three years. Options were considered on how to update this process, including making staff evaluations and position descriptions a regular Board agenda item.

Adjourn

Board member Renee Jenson moved to adjourn the meeting. Board member Penny Johnson seconded the motion. The vote was unanimous, and the motion carried. Ellen Palmer adjourned the meeting at 5:10 p.m.

PCAE Board Personnel Committee Update

Prior to Wednesday, February 6	Received input from David O'Fallon on two potential candidates
Wednesday, February 6	Executive Committee Meeting <ul style="list-style-type: none">• charged the Personnel Committee with being the point group for further personnel issues for the PCAE
Wednesday, February 6	Personnel Committee Meeting <ul style="list-style-type: none">• wanted broader pool of candidates• determined that interim ED would not be a candidate for the permanent ED position• requested a position description• description would be posted internally• position would be posted in outside resources• board members would recruit candidates• Personnel Committee would narrow field to two candidates to interview• final candidates would be interviewed by Personnel Committee• goal to have an interim director in place by <hr/>
Tuesday, February 12	Personnel Committee Meeting
Tuesday, February 12	PCAE Board Meeting

PERPICH CENTER
ARTS EDUCATION
Arts High School • Professional Development Institute

8 February, 2002

Chair Ellen Palmer and Board of the Perpich Center for Arts Education
6125 Olson Highway
Golden Valley, Minnesota

Dear Chair Palmer and Members:

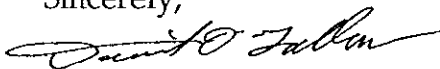
It is with very mixed feelings that I confirm here my resignation as executive director of the Perpich Center, communicated to you some weeks ago via email. While we have accomplished a great deal in the past six years there is still a great deal to do. With your leadership and the strong staff in place I know that the Perpich Center will continue to grow and to serve students, teachers and artist-educators across the state.

Please accept my resignation effective 15 March, 2002. I intend to take available vacation time and no longer be in the Center after 1 March, 2002.

This short timeline is regrettable but an opportunity has come that must be taken. I leave to become president of MacPhail Center. Even though the timeline is short, it offers you the chance to reflect upon where the Perpich Center has been and where you will now direct it. Since MacPhail Center is only a few minutes away, I stand ready to assist you with information in any way you think appropriate, especially as you work through the challenges of the next few months.

Please accept my thanks for your support over these past years, and my best wishes for continued success.

Sincerely,



David O'Fallon, Ph.D.
Executive Director

Cc: Karen Sandt

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ARTS EDUCATION**

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**Bylaws Task Force Meeting Minutes
February 12, 2002**

Board Members

Present: Bob Brandt (Chair), Marjorie Savage

Excused: Mary Frances Skala

Staff Members

Present: Kathy Thurber, Linda Stowe

Chair Bob Brandt called the meeting to order at 4:30 p.m.

Bylaws Committee Convenes

The Bylaws Task Force discussed the following changes to the PCAE bylaws:

Correcting the Center's name as it appears in the bylaws to the current name (Perpich Center for Arts Education).

Changing the annual meeting and election of officer's schedule. Also defining organizing, and publishing meeting schedules.

Reorganizing committee and task force structure based on need and to avoid duplication of responsibilities.

Board member attendance and consequences of unexcused absences.

Use of Robert's Rules for recording meeting minutes versus note taking, and whether to use electronic recording in Board meetings. Also, where to post the minutes and tape recordings for public access.

How amendments should be made to the bylaws.

Adjourn

A motion to adjourn the meeting was unanimous. Bob Brandt adjourned the meeting at 4:50 p.m.

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ARTS EDUCATION**

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**Special Board Meeting Minutes
March 1, 2002**

Board Members

Present: Bob Brandt, Jeb Bowlus, Mark French, Renee Jenson, Jane McWilliams, Ellen Palmer, Sonja Peterson, Marjorie Savage, Mary Frances Skala, Bob Tracy, Patty Anderson (phone)

Absent: Tina Richards Anderson, Alex Boies, Penny Johnson, Lani Kawamura

Chair Ellen Palmer called the meeting to order at 3:10 p.m.

1) Approve Agenda

Board member Mark French moved to approve the agenda. Board member Renee Jenson seconded the motion. The vote was unanimous, and the motion carried.

2) Report and Recommendation of Personnel Committee for Interim Director Appointment (Handouts) - Mark French

The Personnel Committee developed and completed a process for reviewing resumes and interviewing potential candidates for the position of Interim Executive Director, and the following action was taken.

Board member Mark French moved that the Board of Directors of the Perpich Center for Arts Education appoint Catherine Jordan an Interim Executive Director, and in the event that Ms. Jordan is unable to accept the position, that David Flannery be appointed as Interim Executive Director. This action will be contingent upon final approval by the State. Board member Renee Jenson seconded the motion. The vote was unanimous, and the motion carried.

Chair Ellen Palmer clarified the motion by stating that it was contingent upon the approval of the State because of a law passed earlier this week (2002 Minnesota

Laws, Chapter 220) that somewhat constrains the Center's ability to immediately hire and requires an approval process. The Board discussed the Personnel Committee's selection process and the appointed Interim Executive Directors' resumes.

3) Budget Task Force Update (Handouts)- Sonja Peterson

The Budget Task Force met on February 12 and heard from members of the public. An Internal Budget Working Group has been formed at the Center and includes program directors and representatives from all bargaining groups. The Internal Budget Working Group (IBWG) will make their presentation of proposed ideas for budget cuts to the Budget Task Force on April 17 at 3:00 p.m.

Chair Ellen Palmer asked the Board to review the support letters that the Center has received from the public.

3) Bylaws/Statute Committee Update - Bob Brandt

The Bylaws Committee met on February 12 and discussed possible changes to the Center's bylaws which will be discussed further at the next meeting of the Bylaws Committee on April 17 at 2:00 p.m.

The next board meeting is scheduled for March 20, 2002 at 3:00 p.m.

Adjourn

Board member Marjorie Savage moved to adjourn the meeting. Board member Sonja Peterson seconded the motion. The vote was unanimous, and the motion carried. The meeting was adjourned at 3:35 p.m.

**PERPICH CENTER
ARTS EDUCATION**

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**Board Meeting Minutes
March 1, 2002**

Attachments List

- 1) Resume of Catherine Jordan
- 2) Resume of David Flannery
- 3) Candidate Interview Questions
- 4) Support Letters for PCAE

Catherine Victoria Jordan
3232 Harriet Avenue South
Minneapolis, Minnesota 55408

Phone: 612/823-6257
Fax: 612/823-2637
Email: jorda021@tc.umn.edu

Summary: Entrepreneurial executive with successful experience founding and leading non-profit organizations. Excels in managing start-up and other situations that demand risk-taking and innovative leadership. Results-oriented fund raiser, public speaker, strategic planner, community organizer, educator and media producer. Knowledgeable in many aspects of organizational development and management.

Job Objective: Seeking an executive position in a creative organization that values learning, social justice, empowerment, diversity and sustainability.

Professional Experience:

Vice President and Program Director

Blacklock Nature Sanctuary, Moose Lake, Minnesota

1996 - present

Developed and manage an Artist Fellowship Program for Minnesota visual, literary and performing artists; raise fellowship funds, manage the selection process. Currently, assisting the Sanctuary in its capital campaign to purchase 2000 feet of lakeshore on Lake Superior for a second program site.

Interim Executive Director

Circus Juventas, half-time, 2000-2001

Created non-profit organizational infrastructure for a youth circus arts training school by: coaching to co-founders in management processes, supervising fund raising and financial planning consultants, hiring administrative staff, overseeing design and implementation of financial, information, marketing, communications, fund raising & reporting systems.

Interim Chief Executive Officer

Girl Scout Council of Greater Minneapolis, half-time, 2000-2001

Provided continuity and leadership for a Girl Scout Council that serves 20,500 girls and nearly 8,000 adult volunteers in eight counties with an annual operating budget of \$5.5 million and a staff of 80 full and part-time employees. Stabilized fund raising efforts, improved staff morale.

Founder, President/CEO and Artistic Director

Culture Incorporated, Saint Paul, Minnesota

1996 - 2000

Founded Culture Incorporated as a home for the annual *Capital New Year* arts festival in Saint Paul. Raised income and produced four successful festivals attracting 25,000-40,000 audience members to downtown Saint Paul to celebrate the New Year in an alcohol-free atmosphere. Selected all artistic talent and designed marketing and out-reach activities. The festival was underwritten by more than 30 corporations and foundations. Closed the organization's 2000 fiscal year with a balanced budget of \$1,069,000. Kept event ticket prices affordable (\$8-\$10) to attract families.

President/CEO**United Arts Council, Saint Paul, Minnesota****1991 - 1996**

Resurrected the United Arts Council in fiscal year 1991. Retired the accumulated debt of \$160,000 by FY93. Raised an average of \$1.5 million for annual arts fund drive and special projects each year. Managed staff of 10. Collaborated on a corporate diversity program using the arts. Organized Saint Paul arts organizations into a cultural district. Worked with neighborhoods and the Saint Paul Convention Center to pass bonding legislation for a 1/2-cent sales tax, of which 10 percent was allocated to cultural infrastructure and operating support for 30 years.

Co-Founder and Executive Director**Peer Education Health Resources, Twin Cities, Minnesota****1986 -1991 and 1978 -1981**

Co-founded this non-profit health education organization dedicated to a peer approach to sexuality education and drug abuse prevention primarily for youth ages 12 to 20 and their parents. Produced *All Of Us And AIDS*, a 30-minute award-winning videotape for teenagers on AIDS prevention. Co-founder of the Teen Age Health Consultant (TAHC) program, one of the first national peer education programs.

Project Coordinator**American Lung Association of Hennepin County / The Minneapolis Urban Coalition****1989 - 1990**

Worked with community-based advisory committee to design and implement all strategies for the *Body Guards*, a smoking prevention campaign for youth of color. Recruited African, Asian, Hispanic and Native American youth into this peer program. Created training methods, educational materials and a smoke free message contest. Supervised the development of rap songs to promote smoke free messages.

Executive Director**Women's Art Registry of Minnesota (WARM Art Gallery), Minneapolis****1981 - 1986**

Managed exhibition space and educational programs for one of the first women's art galleries in the United States. Quadrupled annual budget. Computerized management and fund raising functions. Increased programs to include The WARM Mentor Program, the Master Printer Invitational, *Collectors and Art by Women* exhibition.

Arts and Education Consultant/Project Coordinator

- **Perpich Center for Arts Education, Golden Valley, Minnesota, 1999**

Developed case statement materials for public portion of capital campaign for new high school building. Coordinated planning and implemented new building opening events.

- **Pillsbury United Neighborhood Services, Family Advocacy Network Systems, 1988 - 1991**

Staffed an agency committee and co-authored a proposal to create a long-term support project for vulnerable 6th graders who live in poverty. A \$900,000 proposal was funded by the McKnight Foundation to assist these children in graduating from high school without becoming parents or becoming chemically dependent. Provided on-going program evaluation services.

- **Arts Over AIDS, Coordinator, Minneapolis, Minnesota, 1988 - 1991**
Coordinated volunteer Artist Task Force to implement community-wide HIV/AIDS educational programs, produced 25-minute videotape on activities, managed accounts and fund raising.
- **Northwest Area Foundation, Grant Reviewer, Saint Paul, Minnesota, 1987 - 1991**
Reviewed all Minnesota requests for funding in the arts for this regional foundation; recommended proposals for \$1 million in arts funding; researched an arts funding strategy during the Foundation's reorganization of its arts funding priorities.
- **Sauk Centre Correctional Facility, Sauk Centre, MN, Educator, 1989**
Provided HIV/AIDS training for 100-member staff of juvenile corrections facility; created individualized HIV/AIDS curriculum for incarcerated adolescent offenders.
- **Minnesota AIDS Project (MAP), Project Coordinator, 1987 - 1988**
Youth Planner for AIDS Awareness Week, April 1988. Coordinated Department of Education, KARE-11 TV, MAP, Illusion Theatre, and community organizations' efforts to design and implement a three week series of events and broadcasts aimed at developing HIV/AIDS awareness among young people and parents. Collaborated with the Star Tribune's Newspapers in Education program to develop educational materials and KARE 11 TV to publicize campaign. Launched AIDS Awareness Week with a concert at First Avenue.
- **Center for Youth Development and Research, Project Coordinator, 1977 - 1978**
Project Coordinator for the Adult/Youth Collaboration Program - a pilot study to test communication strategies for improving conditions for youth in rural communities located near large metropolitan areas.
- **Minneapolis Central High School, High School Teacher, 1974 - 1975**
Authored ESEA Title III federal grant and co-authored *Human Liberation* course to increase student understanding of racism, sexism and human sexuality; using photography, interviewing and video techniques. Taught human sexuality, sex roles, video production for 9th-12th graders.

EDUCATION

- Postgraduate work, University of Minnesota, 1979 - 1980. Speech Communications.
- Master of Arts, Law and Human Services, Antioch University, Yellow Springs, Ohio, 1979.
- Bachelor of Arts, Education, Antioch College, Yellow Springs, Ohio, 1972.
Minnesota certification in elementary teaching.

PROFESSIONAL RECOGNITION

- Twin Cities Mayoral Proclamation, 1996
- Minnesota Maverick Award, 1990
- British-American Project, Leadership Fellow, John Hopkins School of International Studies, 1989
- Gold Medal, International Film and Video Festival of New York, 1988

Catherine Jordan
3232 Harriet Avenue South
Minneapolis, MN 55408
612/823-6257
Fax: 612/823-2637
Email: jorda021@tc.umn.edu

February 14, 2002

Karen Sandt
Personnel Officer
Perpich Center for Arts Education
Via email: karen.sandt@pcae.k12.mn.us

Dear Ms. Sandt:

I am writing to submit my name as a candidate for the Perpich Center's Interim Executive Director. I am a skilled administrator with extensive knowledge and practice leading non-profit arts and human service organizations on a permanent and interim basis. I also have a deep commitment to education and have developed and implemented educational programs at the high school and college level over a number of years.

I recently completed two assignments as Interim Director. I was the Interim CEO for Girl Scout Council of Greater Minneapolis, a \$5 million non-profit organization with 80 staff members, three camps and two administrative offices, that serves 20,000 girls. I was also the Interim Executive Director for Circus Juventas where I created the infrastructure and management systems for a new "big top" circus school with an anticipated enrollment of 500 young people in its circus arts program. Both of these experiences honed my expertise in managing complex environments and working as part of a leadership team to assist in setting and implementing priorities.

Through my previous experience as the President and CEO of the United Arts Council and other arts and education organizations I have developed professional skills in program administration, personnel, budgeting and operations. I also have played a significant role in passing State bonding legislation for a 1/2-cent sales tax in Saint Paul, of which 10 percent was allocated to cultural infrastructure and operating support for 30 years.

I am an optimistic and creative leader who enjoys the process of building a positive culture for staff and constituents. I work to build opportunities for collaboration and cooperation whenever possible.

I gained first-hand experience with the Perpich Center for Arts Education when I worked on the 1999 opening ceremonies for the school's new instructional wing and prepared case study materials for its capital campaign. During that year-long contract, I worked directly with David O'Fallon, administrative staff and arts faculty. I believe in the mission and goals of the Perpich Center for Arts Education and I would be honored to serve as its Interim Executive Director.

I look forward to meeting with you and the Board selection committee to discuss my credentials and the position in greater detail.

Sincerely yours,

Catherine Jordan

David Flannery

In a career in private and public schools spanning thirty-seven years, David has been a social studies and English teacher, a secondary school assistant principal, high school principal, assistant superintendent for Curriculum and Instruction and, for the last fourteen years, a school superintendent.

In these positions, David has had to deal with teacher strikes, negotiations with six different bargaining groups, school board relationships and development, curriculum assessment and development in all subject matter, and every imaginable personnel issue. Convinced that quality arts experiences add substance to every student's education, David has worked to include quality art experiences for all students and staff.

In addition, he has been responsible for creating, monitoring, and cutting \$55 million annual operating budgets. He has supervised school construction projects totaling more than \$100,000,000 and led the effort to garner voter support to make the projects possible.

Through the years, David has been an active leader in his community. He has served as president of the Elk River Rotary Club and of the Elk River Arts Council and as a member of other local Boards and Advisory Committees. David has traveled widely and been a serious, consistent student of education and life.

DAVID M. FLANNERY

Business Address

11905 198th Avenue NW
Elk River, Minnesota 55330
763-274-0180
dzflannery@aol.com

Home Address

11905 198th Avenue NW
Elk River, Minnesota 55330
763-441-3371

PROFESSIONAL EXPERIENCE

July 1987 * June 30, 2001
Superintendent of Schools
Elk River Area Schools
Elk River, Minnesota

Responsibility

Chief operating officer for a school district of more than 9,400 students, 1,000 employees and an operating budget of more than \$60,000,000.

Accomplishments

- ∞ Established and sustained a successful math, technology and science magnet school
- ∞ Established and sustained a successful alternative high school
- ∞ Organized and participated in a School Board development process that led to a more focused Board and a clear School Board/Management Team delineation
- ∞ Reorganized an administration team for better educational leadership
- ∞ Established a district negotiating climate that not only led to settlements that were fair but improved relationships between and among groups that made school improvement efforts possible
- ∞ Led an effort to focus on important, measurable outcomes that enabled district staff to analyze and improve student test results
- ∞ Using current research on class size, led a district effort to establish two new and small high schools to serve our students closer to their communities
- ∞ Led efforts to pass three straight operating levies and three school bond issues that provide resources and facilities for our growing school district; the last bond issue was the second largest passed by any community in Minnesota
- ∞ Helped with the design and programming for three new elementary schools, two junior highs and two new high schools
- ∞ Maintained balanced budgets for fourteen straight years while balancing the needs of program and staff

October 1984 * July 1987

Assistant Superintendent for Curriculum and Instruction
Elk River Area School District
Elk River, Minnesota

Reestablished a curriculum review process for all district k-12 curriculum and began a district-wide staff development process. It was during this period when all district schools joined the Minnesota effective schools effort and began systematic school improvement programs.

February 1981 * July 1984

Director of Secondary Education
The Lincoln County School District
Newport, Oregon

Responsible for eight small secondary schools spread out over 1,100 square mile school district on the Pacific coast included fifteen distinct communities including a small Indian Reservation.

June 1979 * July 1980
Graduate Student and Assistant
University of Wisconsin-Madison

Worked on projects for the Department of Educational Administration and completed the requirements for a Doctorate of Philosophy in Educational Administration

July 1973 * July 1979
Principal
Eden Prairie High School
Eden Prairie, Minnesota

July 1970 * July 1973
Assistant Principal
Franklin Junior High School
Minneapolis, Minnesota

July 1968 * July 1970
University Fellow and Intern Principal
University of Wisconsin-Madison
Central High School
Minneapolis, Minnesota

July 1966 * July 1968
Social Studies and English Teacher
Phillips Junior High School
Minneapolis, Minnesota

July 1962 * July 1966
Social Studies and English Teacher
Hill and DeLaSalle High Schools
St. Paul and Minneapolis, Minnesota

EDUCATION

1980
Doctor of Philosophy * Educational Administration
University of Wisconsin-Madison

1969
Masters of Science * Education Administration
University of Wisconsin-Madison

1963
Bachelor of Arts - History
Saint Mary's (College) University
Winona, Minnesota

In addition, over the years I have participated in countless seminars, workshops and conferences which have contributed greatly to the development of the skills and knowledge necessary to provide effective leadership for school improvement.

PROFESSIONAL GOAL

I am committed to using the skills, often hard-earned, and experiences I gained over the last thirty-four years for school improvement. I want to focus my energy on finding ways to bring the best research available to schools and school staff for the improvement of public education.

Candidate:

Interviewer:

Date:

1. Please describe your background and experiences that would serve you in your role as Interim Executive Director of the Perpich Center for Arts Education.
2. A senior staff member is having difficulty with the transition from the past Executive Director to the Interim Executive Director. What would be your plan to help this person through this transition?
3. Please describe your philosophy as to what the role of an Interim Executive Director should be.
4. What role would you like the Board of Directors to play during your tenure as Interim Executive Director?
5. We are looking for an Interim Executive Director to serve until July 1, 2002. What would be your goals for that time period?

6. Have you ever worked with the State Legislature and if so, in what capacity?
7. Understanding that the Board wishes to involve staff, students, parents, and the entire community in the search for the Permanent Executive Director, how will you be able to help the Board and the Center in its work to find a Permanent Executive Director?
8. Being the Interim Executive Director of the Perpich Center for Arts Education is a very challenging position. What qualities or skills do you have that will help you face the challenges of this position?
9. Although the Perpich Center for Arts Education is a state agency, it is very much in the national spotlight. You may be called upon to be a national spokesperson for the Perpich Center for Arts Education on occasion. What are your experiences in dealing with the media or serving as a spokesperson for a large organization?
10. Please describe the organizations in which you have served as a supervisor of employees. Tell us the number of employees involved and your responsibilities as their supervisor.
11. Please share three things about yourself that would be important for the Board to consider in bringing you on as the Interim Executive Director?

- (
12. Is there anything else that you would like to tell us or do you have any questions for us?
- (
- (

Support Letters for:
Perpich Center for Arts
Education

Support for the Perpich Center for Arts Education

Submitted by Rose Helm, art teacher at Kelliher School

I am the art teacher at the Kelliher School, which is located 50 miles south of the Canadian border and 50 miles north of Bemidji. There are 270 students, K-12, in the district and it spans a 750 square mile area.

The Essential points I will share with you are:

- We have been involved, as a school, with the Perpich Center in a series of programs over an extended period of time, which has allowed us to grow and develop as both a school and a community.
- They have provided practical professional development that has allowed our teachers to not only develop new teaching skills but to take and incorporate new teaching strategies on their own well after the program was finished.
- It has had a ripple effect not only in our school and community but also to neighboring communities as well.
- Our connection to Perpich Center programs has allowed us to put the arts at the core of learning for every student in our community.

I have been involved with the Perpich Center (PCAE) since the mid 1980's. To start with I attended various professional development workshops that included interdisciplinary curriculum, media arts curriculum, grant writing, accessing the PCAE Learning Resource Center, and community arts development. These workshops opened my eyes to possibilities I never knew existed. I became determined to provide the best arts education I could to the students in Kelliher using the information I gathered.

The next step was to organize our school and community through the Comprehensive Arts Planning Program (CAPP), which started in 1990. This process mobilized fifteen administrators, school board members, arts teacher, non-arts teachers, parents, community members, and students. The group arrived at a plan that fit the needs of our school/community and today, they continue to build, expand, and explore learning opportunities for students.

The CAPP Committee began writing grants to bring artists to the school. These arts experiences expanded to include the community in a deep and meaningful way. The projects turned into initiatives such as Open Doors (1993-96), funded through PCAE and several local organizations, which focused on developing an ongoing commitment in the school and community to quality theater production and integrated and interdisciplinary theater curriculum. There was a different theme for each year, which consisted of "Who Am I?", "Who Are We?", and "Where Are We Going?" Each theme tied closely to community identity and a school/community/artist partnership model emerged that is currently being implemented in other schools in the region.

Kelliher is currently moving, once again, toward stronger, more meaningful and more effective learning for students. A year and a half ago we participated the PCAE Whole School/New School Planning Process, which allowed us to explore the feasibility of increasing student learning in core curriculum areas through arts infused and interdisciplinary curriculum. We are currently conducting a pilot of Studio, which resulted from that process. The goal of Studio is for students to be able to plan, make decisions, follow through, reach their goal, alone, and with their community through arts infused and interdisciplinary curriculum. The Studio framework can be used in any curriculum area. Each Studio class is taught by teaching partners that include a teacher, a community member, and an artist. In addition, each student has a support network that includes a staff sponsor, a community sponsor, and their parents. Studio creates an in-depth learning environment that promotes excellence while teaching

Perpich Center for Arts Education
January 30, 2002
K-12 House Education Finance

Testimony by Roger Mahn, Literary Arts and Theater teacher
Wayzata High School

My experience working with the Perpich Center for Arts Education (PCAE) is in the Minnesota Arts Best Practice Network, coordinated by Research, Assessment & Curriculum at PCAE:

1. I taught for thirty years before joining the Arts Best Practice Network. I was a good teacher – I am now a better teacher because of my work with the facilitators at PCAE.
 - My classroom has changed and student learning increased.
 - My expectations of students became clearer because of our intense focus on assessment and student achievement in the Best Practice Network.
 - The analytical, research-based approach we experience in the Arts Best Practice Network changed the way I teach by asking me to collect and use data about each of my students. This inquiry into teaching and learning informs my instruction and improves the quality of each student's work.
2. Teachers in my school visit my classroom to see how to weave the graduation standards into their classes based on my work in Best Practice. Conversations are shifting toward the quality of student work rather than simply about grades and why they were given.
3. As I share the work from the Arts Best Practice Network with teachers outside my school district they constantly say, "I wish I could have the training you receive!"
4. From my experience in the Arts Best Practice Network I am much more confident about how to teach the artistic processes of creating and responding and I have the privilege of watching students become excited about learning and art every day.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Executive Committee Minutes March 11, 2002

Board Members

Present: Ellen Palmer (Chair), Bob Brandt, Mark French, Renee Jenson, Sonja Peterson (phone), Marjorie Savage

Staff Members

Present: David O'Fallon, Kathy Thurber

Marjorie Savage acted as Chair in lieu of Ellen Palmer due to a sore throat. Marjorie Savage called the meeting to order at 9:05 a.m.

Transition Planning with Deputy Director Kathy Thurber

The Board discussed the reasons this meeting was now an open meeting versus a closed meeting and the limitations of what could be discussed in an open meeting.

Mark French reviewed the steps that led to calling this meeting in order to determine transition planning for the hiring of an Interim Executive Director due to the state hiring freeze issued on March 1, 2002. The Board discussed the options that were available to them in order to secure an exemption for hiring an Interim Executive Director. After discussion the following two motions were made:

Board member Renee Jenson moved to direct Deputy Director Kathy Thurber to create a letter to Cheryl Savage in the Governor's Office and send a delegation from the Board to represent the letter, or follow whatever process required to secure a waiver for the Interim Executive Director and Permanent Executive Director positions. Board member Mark French seconded the motion. The vote was unanimous, and the motion carried.

Board member Renee Jenson moved to direct Deputy Director Kathy Thurber to make the previous motion and securing contract waivers a top priority. Board member Mark French seconded the motion. The vote was unanimous, and the motion carried.

Discussion ensued regarding Deputy Director Kathy Thurber's public support in the hiring of an Interim Executive Director. Thurber stated that she would support this action. After further discussion, the following motion was made:

Board member Renee Jenson moved to have the Personnel Committee hold a closed meeting on Thursday, March 14, 2002 at 3:00 p.m. to discuss the performance evaluation of the Deputy Director. Board member Mark French seconded the motion. The vote was unanimous, and the motion carried.

Budget Implications with Deputy Director Kathy Thurber

The next meeting of the Budget Task Force will be held on April 17, 2002. This will be the last meeting that the Budget Task Force will take input under consideration.

The Board discussed the process for securing contract waivers for the Center.

The Board requested a copy of the following items: annual report, contract waivers for admissions and substitute teachers, and the travel waiver criteria created by Kathy Thurber.

Transition Planning with PCAE Directors

The Board invited input from the PCAE directors regarding the hiring of an interim Executive Director. The directors stated that they were concerned about taking such an action under the current budget situation and the cost to the Center. The directors volunteered to take on additional responsibilities in order to offset the need to hire an Interim Director prior to hiring a permanent Executive Director, and suggested that David Flannery be brought on as a consultant on a contract basis instead of full-time with significant cost savings to the Center. The directors also stated that they were interested in developing a process of greater collaboration between the Executive Director and Center directors.

The Board and staff held discussion on the ways the Center was currently managing priorities and working on the Legislative process. Following discussion, the Board made the following motion:

Board member Ellen Palmer moved to direct Deputy Director Kathy Thurber to develop a plan to handle legislature responsibilities, including contracts. Board member Renee Jensen seconded the motion. The vote was unanimous, and the motion carried.

Discussion was held regarding the responsibilities of the Deputy Director, including developing policy issues. The Board requested a copy of the Deputy Director's position description.

Security issues and management systems were addressed. The Board requested a copy of the security report that was filed with the Center in the fall of 2001 and asked Elmore James to prepare a memo regarding increasing better management systems for the Center.

The Board notice process was addressed and Ellen Palmer requested that Kathy Thurber legally authorize any Board notice prior to publishing, and that the definitive Board agenda will be decided by the Board Chair. The Board also requested that any communication with the Attorney General's office that represents the Board be sent through the Board Chair. Further discussion ensued regarding communication procedures with the Board and making changes to existing Bylaws.

Adjourn

Board member Sonja Peterson moved to adjourn the meeting. Board member Ellen Palmer seconded the motion. The vote was unanimous, and the motion carried. The meeting was adjourned at 11:20 a.m.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Board Meeting Minutes March 20, 2002

Board Members

Present: Patty Anderson, Alex Boies, Jeb Bowlus, Mark French, Renee Jenson, Jane McWilliams, Ellen Palmer, Sonya Peterson, Marjorie Savage, Mary Frances Skala

Absent:

Tina Richards Anderson, Bob Brandt, Patty Johnson, Lani Kawamura, Bob Tracy

Staff Members

Present:

Karen Charles, Bev DeVos, Mike Hiatt, Elmore James, Sarah Parker, Kathy Thurber, Mark Youngstrom

Absent:

Pam Paulson

Chair Ellen Palmer called the meeting to order at 3:10 p.m.

1) Approve Agenda

Board member Sonja Peterson moved to approve the agenda with the addition of Approving Interim Director under Other Business. Board member Renee Jenson seconded the motion. The vote was unanimous, and the motion carried.

2) Finance Committee Report - Elmore James (Handouts)

The appropriation of the budget has been reduced by \$250,000 for fiscal year 2002 and \$500,000 for fiscal year 2003. The Center, in addition to other agencies, was instructed to further reduce the budget based on the current Budget bill that came out of the Legislature and went into effect March 1st. That bill also put a moratorium on professional technical contracts and instituted a hiring freeze. These items are put into effect through June 2003, at the conclusion of the current biennium budget. The Center did request and receive waivers for contracts.

3) Set Fees for Academic Year 2002-2003 - Mary Pietruszewski (Handout)

Board members and staff discussed how the proposed increase in academic fees for Academic Year 2002-2003 were initially determined and reviewed suggestions. After discussion concluded, the following action was taken:

Board member Jane McWilliams moved to approve the proposed fee changes for the 2002-2003 school year. Board member Marjorie Savage seconded the motion. The vote was unanimous, and the motion carried.

4) Legislative Budget Update - Kathy Thurber (Handouts)

A Bill has been created in the Legislature to clean up redundant statutory language in various statutes, including the Perpich Center's. The Bill will be called up to be voted on at any time, and the current language in the Repealer Bill needs to be clarified before being sent to the Legislature. Board members and staff discussed the language changes to the Repealer Bill re: PCAE Statute. The main points to come out of the discussion were to delete the 13th year, the arts areas stay in that are now attempted to be deleted, and that the additional language that may or may not be changed deals with mandatory/must requirements. After discussion concluded, the following action was taken:

Board member Marjorie Savage moved to create a sub-committee comprised of Board members Jeb Bowlus, Mary Frances Skala, and Jane McWilliams to review and clarify the language of the Repealer Bill re: PCAE Statute, lines 44.28; 44.32; 45.6; and 45.8 and send to Kathy Thurber for submission to the Legislature. Board member Sonja Peterson seconded the motion. The vote was unanimous, and the motion carried.

The Internal Budget Working Group is working well together and will submit a proposed budget to the Budget Task Force on April 17.

5) Personnel Committee Update - Mark French

David Flannery was welcomed as Interim Executive Director. Mark French reviewed the process that the Personnel Committee undertook to select an Interim Executive Director at the Center. The Personnel Committee does not have permission from the State to pursue a Permanent Executive Director due to the hiring freeze, and is not pursuing a Permanent Executive Director at this time. The Interim Executive Director position may remain in place until July 2003. The Center acquired approval for hiring an Interim Executive Director, and the motion follows:

Board member Mark French moved that the PCAE Board appoint David Flannery as Interim Executive Director for the Perpich Center for Arts Education, for a term to commence Thursday, March 21, 2002 through June 30, 2002. The Interim Executive Director position timeframe will be reviewed at that time with the possibility of extending the term. Board member Mary Frances Skala seconded the motion. The vote was unanimous, and the motion carried.

6) Bylaw Revision Update

In Board member Bob Brandt's absence, no update was given. The next meeting of the Bylaws Committee will be held on April 17, 2002.

7) Budget Committee Update - Sonja Peterson

The Internal budget Working Group (IBWG) will present their budget recommendations at the next Budget Task Force meeting on April 17. The Budget Task Force will set their next meeting date at that time.

8) Time for Public Input

Faculty member Jonathan Howard thanked the Board for creating an open time platform and opening up the line of communication between the Board and the Center.

9) Staff Evaluations and Position Descriptions Update - Karen Charles and Mark Youngstrom (Handouts)

Staff evaluations are currently in the process of being updated for the arts high school faculty, and steps are being taken to update the current faculty position description with a completion goal of the end of the fiscal year.

10) Communications Update - Sarah Parker (Handout)

Sarah Parker met with faculty to give them an overview of the communications department, how it has evolved, and the recruiting effort for the arts high school. Sarah is looking into possibly contracting an outside firm to assist with the development of the Center's identity package due to the current workload of the communications department. The Center's out-state presence is continuing to be developed.

11) Admissions Update - Bev DeVos

The admissions department is currently reviewing applicants for the arts high school 2002-2003 academic year. The number of applications remain consistent with last years numbers and with the music program having the greatest number of applications. A detailed report will be given at the next full Board meeting in May.

12) PDI & RAC: McKnight Grant - Mike Hiatt (Handout)

The state-wide outreach program continues to be very busy. Mike read the status report on the McKnight grant from the attached handout. The state-wide best practice program has identified two sites in Wilmar and Bemidji to develop next year. The Minnesota Retreat for the Arts will be held in August 2002 which will be hosted by the Center at the FAIR school in Robbinsdale. The RFP to execute the research portion of the McKnight Grant on a state-wide process is on hold until a waiver can be acquired.

13) Board Calendar

Board members discussed the possibility of scheduling out-state Board meetings for this calendar year. David Flannery will work with staff to determine possible dates and make recommendations to the board at the next meeting.

14) Other Business

Board members discussed absenteeism among board members. Draft letters to be sent to absent Board members will be reviewed by the Executive Committee at the next Board meeting.

Board Member Alex Boies offered to give a slide presentation on her arts-based occupation to the arts high school.

15) Adjourn

A motion to adjourn the board meeting was unanimous. The meeting was adjourned at 5:20 p.m.

**PERPICH CENTER
ARTS EDUCATION**

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

**Board Meeting Minutes
March 20, 2002**

Attachments List

- 1) Fiscal Year 2002 General Fund Balance and Revenue Summary- Elmore James
- 2) Residence Hall Fee Increase Recommendations - Mary Pietruszewski
- 3) Memo on Summary of Comments Received Regarding S.F. 3187/H.F. 3317 - Kathy Thurber
- 4) Kathy Thurber E-Mail re: Finalized Repealer Language
- 5) Performance Review Schedule - Karen Charles
- 6) Performance Review Update - Mark Youngstrom
- 7) Preliminary Communications Plan - Sarah Parker
- 8) Status Report on the McKnight Grant - Mike Hiatt

Perpich Center for Arts Education
FY2002 General Fund Balance
as of 3.20.02

Org#	Name	Original	Expended	Encumbered	Un-obligated
101	Payroll	\$5,014,000	\$3,037,101	\$1,966,946	\$9,953
<i>Administration</i>					
102	Building Facilities	\$425,000	\$221,484	\$134,707	\$68,809
103	Health & Wellness	\$2,000	\$723	\$1,239	\$38
104	Communications/Marketing	\$40,000	\$34,428	\$4,541	\$1,031
105	Technology	\$125,000	\$52,045	\$17,780	\$55,175
106	Administration	\$345,000	\$185,496	\$52,866	\$106,638
107	Staff Development-Admin	\$5,000	\$406	\$0	\$4,594
108	Facility Repair	\$110,000	\$40,453	\$49,752	\$19,795
109	Postage, Printing, Copies	\$9,000	\$6,302	\$2,583	\$115
203	Dormitory	\$20,000	\$12,913	\$3,727	\$3,360
207	Staff Development-Dorm	\$8,000	\$670	\$0	\$7,330
	Total	\$1,089,000	\$554,920	\$267,195	\$266,885
<i>PDI</i>					
331	National Training	\$11,500	\$993	\$0	\$10,507
333	Postage & Copies	\$23,000	\$10,558	\$2,019	\$10,423
334	Special Initiatives	\$15,000	\$3,692	\$5,000	\$6,308
335	Staff Development	\$7,000	\$1,683	\$0	\$5,317
341	Dance Education	\$50,000	\$34,065	\$15,764	\$171
342	Theater Education (ACE)	\$7,500	\$1,228	\$5,790	\$482
343	Media Education	\$50,000	\$28,054	\$12,331	\$9,615
344	Arts Education Courses (FACS)	\$10,000	\$793	\$0	\$9,207
345	Music Education	\$10,000	\$6,614	\$0	\$3,386
346	Visual Arts Education	\$10,000	\$3,149	\$4,500	\$2,351
352	Minnesota Art Experience	\$175,000	\$65,385	\$8,850	\$100,765
354	Collaborations/Conferences	\$22,500	\$13,068	\$175	\$9,257
355	Multicultural Initiative	\$5,000	\$1,418	\$0	\$3,582
360	Partner Schools	\$245,000	\$167,649	\$20,474	\$56,877
361	ASAP Initiative	\$100,000	\$57,954	\$24,806	\$17,240
363	PASS	\$121,000	\$107,961	\$7,619	\$5,420
365	CAPP	\$83,000	\$45,065	\$18,880	\$19,055
370	Summer Institute	\$55,000	\$13,525	\$1,050	\$40,425
381	Printing	\$10,000	\$3,726	\$272	\$6,002
	Total	\$1,010,500	\$566,580	\$127,530	\$316,390

Org#	Name	Original	Expended	Encumbered	Un-obligated
<i>Academic</i>					
408	Learning Resource Center	\$27,000	\$13,324	\$5,295	\$8,381
410	Communications	\$4,700	\$2,511	\$161	\$2,028
411	Mathematics	\$3,000	\$1,157	\$0	\$1,843
412	Science	\$4,700	\$641	\$300	\$3,759
413	Social Studies	\$2,000	\$1,577	\$129	\$294
414	World Languages	\$1,500	\$1,185	\$0	\$315
415	Substitute Teachers	\$8,000	\$6,175	\$1,750	\$75
416	Field Trips	\$7,800	\$2,798	\$5,003	-\$1
417	College Scholarship Prgm.	\$6,000	\$3,138	\$0	\$2,862
420	Postage, Printing, Copies	\$27,700	\$22,198	\$4,075	\$1,427
202	Counseling	\$7,000	\$4,177	\$331	\$2,492
206	Special Education	\$40,000	\$10,000	\$30,000	\$0
	Total	\$139,400	\$68,881	\$47,044	\$23,475
<i>Arts</i>					
401	Dance	\$7,500	\$3,976	\$1,158	\$2,366
402	Literary Arts	\$4,700	\$771	\$1,050	\$2,879
403	Media Arts	\$14,000	\$11,836	\$1,308	\$856
404	Theater	\$15,000	\$11,986	\$2,900	\$114
405	Visual Arts	\$28,000	\$17,852	\$6,526	\$3,622
406	Common Experience	\$4,600	\$3,575	\$0	\$1,025
407	Music	\$18,300	\$13,848	\$3,921	\$531
418	Program Development	\$20,000	\$10,098	\$2,111	\$7,791
419	Staff Development	\$28,000	\$13,953	\$1,830	\$12,217
201	Admissions	\$46,000	\$23,657	\$22,896	-\$553
204	Postage, Printing, Copies	\$27,000	\$20,457	\$3,134	\$3,409
	Total	\$213,100	\$132,009	\$46,834	\$34,257
<i>Research</i>					
501	Travel	\$4,000	\$1,538	\$0	\$2,462
502	Staff Development	\$5,000	\$1,726	\$0	\$3,274
503	Postage, Printing, Copies	\$5,000	\$3,160	\$878	\$962
504	Best Practices Network	\$110,000	\$66,990	\$35,744	\$7,266
505	Research Grants	\$16,000	\$12,954	\$1,648	\$1,398
	Total	\$140,000	\$86,368	\$38,270	\$15,362

Available	\$7,606,000	\$4,445,859	\$2,493,819	\$666,322
Residency Program-transfer to State Arts Board	\$75,000	\$75,000		\$0
Total	\$7,681,000	\$4,520,859	\$2,493,819	\$666,322

5000 CFL Grant #1	\$35,000	\$0	\$0	\$35,000
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**Perpich Center for Arts Education
FY2002 Revenue Summary as 3/20/2002**

<u>Org#</u>	<u>Name</u>	<u>Balance Forward</u>	<u>Anticipated Receipts</u>	<u>Actual Receipts</u>	<u>Expended</u>	<u>Encumbered</u>	<u>Un-obligated</u>
0602	Miscellaneous *	\$26,433	\$25,000	\$21,544	\$28,692	\$2,478	\$19,285
0603	Dance Performances	\$4,607	\$4,000	\$1,519	\$1,265	\$0	\$4,861
0604	Theater Performances	\$11,345	\$4,000	\$3,224	\$578	\$2,819	\$11,172
0605	Music Performances	\$2,805	\$5,000	\$5,075	\$5,118	\$0	\$2,762
0606	Technology	\$902	\$1,000	\$147	\$0	\$0	\$1,049
0701	Caps & Gowns	\$889	\$1,000	\$23	\$0	\$0	\$912
0702	Class Rings	\$33	\$3,000	\$1,488	\$794		\$727
0703	Yearbooks	\$0	\$14,000	\$11,676	\$25	\$0	\$11,651
0705	Announcements	\$3,594	\$4,000	\$92	\$0	\$0	\$3,686
0706	Van Transportation	\$7,968	\$3,000	\$545	\$0	\$0	\$8,513
0707	Space Rental	\$1,898	\$5,000	\$1,181	\$100	\$0	\$2,979
0801	Resource Materials	\$36,627	\$15,500	\$13,270	\$5,688	\$5,138	\$39,071
0802	Learning Resource Center	\$1,554	\$1,000	\$716	\$51	\$97	\$2,122
0803	Artist Education Institute	\$11,651	\$3,000	\$1,218	\$0	\$394	\$12,475
0804	Professional Development Courses	\$27,263	\$7,000	\$8,313	\$6,305	\$371	\$28,900
0901	Residential Fee	\$22,761	\$245,000	\$249,530	\$135,765	\$94,122	\$42,404
0902	Cafeteria	\$0	\$40,000	\$30,857	\$24,554	\$14,613	(\$8,310)
1201	Child Nutrition	\$0	\$5,000	\$1	\$1	\$4,999	(\$4,999)
1301	Damage Deposits	\$14,125	\$21,000	\$22,382	\$1,890	\$0	\$34,617
1302	Emergency Deposits	\$4,726	\$5,000	\$5,354	\$734	\$0	\$9,346
1303	Activity Fee	\$7,121	\$14,000	\$5,716	\$8,862	\$1,395	\$2,580
1305	Gala	\$1,006	\$7,000	\$725	\$0	\$0	\$1,731
1401	Tax Sheltered Annuities	\$0	\$35,000	\$29,499	\$29,484	\$0	\$15
1501	Student Assistance	\$2,911	\$2,000	\$115	\$0	\$0	\$3,026
1504	Statewide Study	\$17,685	\$1	\$455	\$0	\$0	\$18,140
1504	Arts & Education Partnership	\$39,344	\$40,000	\$3,322	\$15,118	\$3,659	\$23,889
1506	A Plus	\$14,784	\$1	\$372	\$800	\$0	\$14,356
1508	Capital Gift Fund	\$9,452	\$1	\$243	\$0	\$0	\$9,695
1509	PASS	\$270	\$1	\$8	\$0	\$0	\$278
1510	Annenberg Foundation	\$132,573	\$2,557,751	\$2,070,220	\$44,643	\$66,901	\$2,091,249
1511	McKnight Foundation - PDI	\$0	\$1,000,000	\$1,000,000			\$1,000,000
1512	McKnight Foundation - RAC	\$0	\$1,000,000	\$1,000,000			\$1,000,000
	Total	\$404,327	\$5,067,255	\$4,488,830	\$310,467	\$196,986	\$4,388,182

* Basta Memorial \$5420; Turbenson Memorial \$1400

Fee Increase Recommendations

Submitted by Mary Pietruszewski, Residence Hall Director

March 2002

PROPOSED CHANGES

- Residential Fee:** Minimal increase of \$50, bringing residential fee to \$2,150.
- Activity Fee:** Charge every PCAE student (resident and commuter) a \$100 activity fee.
This would be a \$50 activity fee increase for returning residents.
For new students, do not convert current \$50 acceptance fee to activity account.
- Medical Fee:** No increase.
- Maintenance Fee:** No increase in fee amount paid, but decrease refundable amount from \$100 to \$50.

Cost increase to returning students would be \$150 total (\$50 increase to residential fee; \$50 increase to activity; plus \$50 less refundable). Families may apply for reduced fees by completing a Reduced Student Fee Application to the accounting office. Twenty families qualified for free or reduced residential fees in 2001-02.

Fee Structure				
Type of Fee	<u>99-00</u>	<u>00-01</u>	<u>01-02</u>	<u>02-03</u>
Residential	1,600	1,800	2,100	2,150
Activity	50	50	50	100
Medical	50	50	50	50
Maintenance	175	175 (\$125 refundable)	200 (\$100 refundable)	200 (\$50 refundable)
Total	1,875	2,075	2,400	2,500

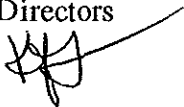
NOTES:

Revenues generated based on 310 students (150 resident; 160 commuters) for 2002-2003. Amount collected is based upon collection of full fees from only 75% of students (or 232 students).

HISTORY OF RESIDENTIAL FEES								
	01-02	00-01	99-00	98-99	97-98	96-97	95-96	94-95
Activity	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
Medical	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
Maintenance	\$ 200.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 150.00	\$ 150.00	\$ 150.00
Residential	\$ 2,100.00	\$ 1,800.00	\$ 1,600.00	\$ 1,450.00	\$ 1,350.00	\$ 1,250.00	\$ 1,150.00	\$ 1,050.00
TOTAL	\$ 2,400.00	\$ 2,075.00	\$ 1,875.00	\$ 1,725.00	\$ 1,625.00	\$ 1,500.00	\$ 1,400.00	\$ 1,300.00
	(+325)	(+200)	(+150)	(+150)	(+100)	(+125)	(+100)	(+100)

HISTORY OF ELIGIBLE FREE AND REDUCED FEES STUDENTS					
	FREE	REDUCED	TOTAL		
1997-98	18	21	39	(28 residents/11 commuters)	
1998-99	15	19	34	(20 residents/14 commuters)	
1999-2000	15	13	28	(22 residents/6 commuters)	
2000-01	12	11	23	(18 residents/5 commuters)	
2001-02	15	18	33	(20 residents/13 commuters)	

MEMORANDUM

TO: Ellen Palmer, Chair
PCAE Board of Directors
FROM: Kathy Thurber 
Deputy Director
DATE: March 19, 2002
RE: Summary of Comments received regarding S.F. 3187/H.F. 3317

I've been advised by both Senators Martha Robertson and Larry Pogemiller (through Fiscal Analyst Eric Nauman) that there's no intention to change the Board's or the Staff's authority or programs except in the area of extending the age group we can serve to 7th grade from 9th, for some of our extension or summer programs. Otherwise, the Legislators believe our powers are implicit in the language that remains after the amendments.

I've attached copies of the e-mail comments I received from Board Members and Directors regarding the above "Repealer" bill and a copy of the bill itself for your review. The most common concern, which I share, is to preserve the identification of the six art areas in the PCAE Statute.

Otherwise, there were questions about the need for the 13th grade. Mark Youngstrom, commented that he didn't think the language "needs to be in there." Some questioned the elimination of language regarding summer, evening, and other kinds of activities, worried that flexibility might be restricted. But language remains that authorizes such activities as extension and summer programs.

There was a concern about protecting the Center's admissions authority, but the proposed amendments do not affect the Board's admissions rules, which would not be changed or eliminated by this action.

A question was raised about the Board's authority to determine the location of the school and additional facilities. These powers are not undermined or eliminated by the proposed amendments.

There was a concern that we might want to retain the language regarding the opportunity to request the Commissioner of CFL for assistance. Again, the advice is that we need no specific enabling language to do this.

The Senators are standing by, willing to make amendments on the floor based on your recommendations.

44.12 personal property. The powers shall include, but are not
44.13 limited to, those listed in this subdivision.

44.14 (b) The board may employ and discharge necessary employees,
44.15 and contract for other services to ensure the efficient
44.16 operation of the center for arts education.

44.17 (c) The board may receive and award grants. The board may
44.18 establish a charitable foundation and accept, in trust or
44.19 otherwise, any gift, grant, bequest, or devise for educational
44.20 purposes and hold, manage, invest, and dispose of them and the
44.21 proceeds and income of them according to the terms and
44.22 conditions of the gift, grant, bequest, or devise and its
44.23 acceptance. The board must adopt internal procedures to
44.24 administer and monitor aids and grants.

44.25 ~~(d) The board may establish or coordinate evening,~~
44.26 ~~continuing education, extension, and summer programs for~~
44.27 ~~teachers and pupils.~~

44.28 ~~(e) The board may identify pupils who have artistic talent,~~
44.29 ~~either demonstrated or potential, in dance, literary arts, media~~
44.30 ~~arts, music, theater, and visual arts, or in more than one art~~
44.31 ~~form.~~

44.32 ~~(f)~~ The board must educate pupils with artistic talent by
44.33 providing:

44.34 (1) an interdisciplinary academic and arts program for
44.35 pupils in the 11th and 12th grades. The total number of pupils
44.36 accepted under this clause and clause (2) shall not exceed 310;

45.1 ~~(2) additional instruction to pupils for a 13th grade.~~
45.2 ~~Pupils eligible for this instruction are those enrolled in 12th~~
45.3 ~~grade who need extra instruction and who apply to the board, or~~
45.4 ~~pupils enrolled in the 12th grade who do not meet learner~~
45.5 ~~outcomes established by the board;~~

45.6 ~~(3) intensive arts seminars for one or two weeks for pupils~~
45.7 ~~in grades 9 7 to 12;~~

45.8 ~~(4) (3) summer arts institutes for pupils in grades 9 7 to~~
45.9 ~~12;~~

45.10 ~~(5) artist mentor and (4) extension programs in regional~~
45.11 ~~sites; and~~

45.12 ~~(6) (5) teacher education programs for indirect curriculum~~
45.13 ~~delivery.~~

45.14 ~~(g) The board may determine the location for the Perpich~~
45.15 ~~center for arts education and any additional facilities related~~
45.16 ~~to the center, including the authority to lease a temporary~~
45.17 ~~facility.~~

45.18 ~~(h) (e)~~ The board must plan for the enrollment of pupils on
45.19 an equal basis from each congressional district.

45.20 ~~(i) The board may establish task forces as needed to advise~~
45.21 ~~the board on policies and issues. The task forces expire as~~
45.22 ~~provided in section 15.059, subdivision 6.~~

45.23 ~~(j) The board may request the commissioner of children,~~
45.24 ~~families, and learning for assistance and services.~~

45.25 ~~(k) (f)~~ The board may enter into contracts with other
45.26 public and private agencies and institutions for residential and
45.27 building maintenance services if it determines that these
45.28 services could be provided more efficiently and less expensively
45.29 by a contractor than by the board itself. The board may also
45.30 enter into contracts with public or private agencies and
45.31 institutions, school districts or combinations of school
45.32 districts, or service cooperatives to provide supplemental
45.33 educational instruction and services.

45.34 ~~(l) (g)~~ The board may provide or contract for services and
45.35 programs by and for the center for arts education, including a
45.36 store, operating in connection with the center; theatrical
46.1 events; and other programs and services that, in the
46.2 determination of the board, serve the purposes of the center.

46.3 ~~(m) (h)~~ The board may provide for transportation of pupils
46.4 to and from the center for arts education for all or part of the
46.5 school year, as the board considers advisable and subject to its

To: Karen Charles; Mark Youngstrom; Michael Hiatt; Pam Paulson
From: Kathy Thurber
Subject: About S.F. 3187 & H.F. 3317 - URGENT
CC:

Eric Nauman, fiscal analyst for the Education Budget Committee, called me back on behalf of Senator Pogemiller. What he told me rings some bells from earlier in the Session. This bill is the "Repealer" Bill that Senator Pogemiller started about 4 years ago with the goal of cleaning up unnecessary and redundant statutory language. There is no intention to change or eliminate any of the Board's powers, missions, or programs.

In other words, things are stricken that they feel are already implicit in the language that is left in the statute. We don't need explicit language to allow us to have summer programs, for example. We're supposed to do regional extension programs and summer arts institutes in another part of the statute that still stands.

URGENT: This bill stands ready to be voted on at any time, so if we have issues, we need to get to Eric a.s.a.p. and Senator Pogemiller will amend it on the floor. Areas that I share your concerns about still are:

(e) - where the arts areas are identified
I think we want that to stay in

(f) - do we need the 13th grade provision? I'm not familiar with that - this would eliminate it

I'll put copies of the language in Mark & Karen's mailboxes and fax it to the Board Chair for her review. Please let me know your thoughts on whether we need to press for change on the above e and f or anything else that's currently stricken.

To: Ellen Palmer
From: Kathy Thurber
Subject: URGENT - "Repealer" Bill amending PCAE Statute
CC: Elmore James; Jules Darg; Karen Charles; Mark Youngstrom; Mary Pietruszewski; Michael

Ellen,
I've attached my e-mail to the Center Directors for your information and comment. If you want to pass it on to the rest of the Board, please do, or let me know and I will. Perhaps, David talked with you about this bill earlier in the session. I recall that he did some work on it, and I believe he decided it was not problematical. This language has apparently been circulating for three or more years. Anyway, Mike Hiatt and Pam Paulson brought it to my attention again this afternoon, and I learned from several sources including Senator Pogemiller, Senator Robertson, and Eric Nauman, the fiscal analyst for the bill, that there is no intention to curtail or delete any of the Board's or the Center's authority or programs. It's at that point where it could be voted on at any time, however, and Sen. Pogemiller offered to make amendments if there's anything we really think is harmful.

My memo to the directors invites review and comment with a focus on a couple of sections that I thought raised a little question in my mind. If you have trouble locating the bill on the web, we can fax you the hard copy. It's Article 9.

To: Pam Paulson
From: Kathy Thurber
Subject: Re: URGENT - "Repealer" Bill amending PCAE Statute
CC:

Thanks, Pam. This is helpful.

>>> Pam Paulson - 3/13/02 4:59 PM >>>

Kathy,

- I think we need to keep the arts areas in the language of 46.3 e.
 - I agree with Mike that it may be helpful to list some particulars about the outreach - evening, extension, summer, etc. in 45.36 d to be sure those things are acknowledged in our scope of responsibilities
 - I would prefer to maintain the opportunity to request the commissioner of CFL for assistance as it is critical that we collaborate and this language has been useful to secure grants from CFL. 46.34 j
- Otherwise I think the other things can go.

>>> Kathy Thurber - 3/13/02 2:21 PM >>>

Ellen,

I've attached my e-mail to the Center Directors for your information and comment. If you want to pass it on to the rest of the Board, please do, or let me know and I will. Perhaps, David talked with you about this bill earlier in the session. I recall that he did some work on it, and I believe he decided it was not problematical. This language has apparently been circulating for three or more years. Anyway, Mike Hiatt and Pam Paulson brought it to my attention again this afternoon, and I learned from several sources including Senator Pogemiller, Senator Robertson, and Eric Nauman, the fiscal analyst for the bill, that there is no intention to curtail or delete any of the Board's or the Center's authority or programs. It's at that point where it could be voted on at any time, however, and Sen. Pogemiller offered to make amendments if there's anything we really think is harmful.

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To: Ellen Palmer ; PCAE:mbsavage@[attbi.com]
From: Kathy Thurber
Subject: Re: Fw: S.F. 3187 and H.F. 3317 - Here's the text of the attachmentyou couldn't open
CC: Kathy Thurber ; Renee Jenson ; Mary Frances Skala ; Bob Brandt ; Bob Brandt ; Mark French ;

Thanks. I'm gathering the comments as they come in to give to the Chair for a coordinated response.

>>> <mbsavage@attbi.com> - 3/13/02 2:11 PM >>>
I would like Mark Youngstrom's thoughts on the 13th Grade. As I recall, the statute now says that we "must" provide a 13th grade for students who have not completed their graduation requirements (and I think there might be something about limited reasons for their inability to complete--Sorry, I don't have the statutes in front of me at the moment, so I'm trying to rely on memory). My personal view is that the "must" could be replaced by "may" so that we can provide it when there's a good reason.

David O'Fallon said we provided a 13th year for some students early in the history of the school; one of the teachers indicated that we have continued to allow students to complete requirements after their second year under some circumstances, and I just want to make sure that when there is good reason (illness, a particularly challenging senior project, etc.), we can still make that accommodation. I think Mark Youngstrom would have the best view on this one.

Marjorie

> Board Members please review Senate & House files. Bob didn't the ByLaws
> committee have a copy of this, Bob? Mary Frances and Bob if the two of you
> could discuss this, it would be very helpful.
> Please get back to me when possible (I'll be available only on the cel phone
> 612-325-1894 after 4:15 p.m.)
> Kathy had left the center but can be reached at home at (763)729-4103.

>
> Thank You!
> Ellen

>
>

> ----- Original Message -----

> From: "Kathy Thurber" <Kathy.Thurber@pcae.k12.mn.us>
> To: <gepalmer@midwestinfo.net>
> Cc: "Jules Darg" <Jules#032#Darg.PCAE_PO.PCAE@emperor>
> Sent: Wednesday, March 13, 2002 5:14 PM
> Subject: S.F. 3187 and H.F. 3317 - Here's the text of the attachmentyou
> couldn't open

>
>

To: Karen Charles
From: Kathy Thurber
Subject: Re: About S.F. 3187 & H.F. 3317 - URGENT
CC:

thanks, Karen. Somewhere around lines 46.17 you'll see "intensive arts seminars for pupils in grades 7 to 12" and below that "summer arts institutes for pupils in grades 7 to 12" So, I think the summer potential is covered. I think we're all coming to the conclusion that it would be good to maintain the identification of the 6 arts areas. I'm gathering all these comments for the Chair, and awaiting her direction on how to proceed with the Senators.

>>> Karen Charles - 3/15/02 7:00 AM >>>

I have the same concerns as Mary, Mike, Pam and Mark. I have not read entirely but I would need to see where explicit mention of summer activities is spoken of elsewhere. Additionally, the statement specifying the 6 arts areas always did say may so it was never a requirement. However, I think explicitly listing the focus of the school is crucial to us being able to maintain all six art areas, otherwise this could easily be changed. Those are all of my current thoughts.

<<< Kathy Thurber 3/13 1:57p >>>

Eric Nauman, fiscal analyst for the Education Budget Committee, called me back on behalf of Senator Pogemiller. What he told me rings some bells from earlier in the Session. This bill is the "Repealer" Bill that Senator Pogemiller started about 4 years ago with the goal of cleaning up unnecessary and redundant statutory language. There is no intention to change or eliminate any of the Board's powers, missions, or programs.

In other words, things are stricken that they feel are already implicit in the language that is left in the statute. We don't need explicit language to allow us to have summer programs, for example. We're supposed to do regional extension programs and summer arts institutes in another part of the statute that still stands.

URGENT: This bill stands ready to be voted on at any time, so if we have issues, we need to get to Eric a.s.a.p. and Senator Pogemiller will amend it on the floor. Areas that I share your concerns about still are:

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I think we want that to stay in

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I'll put copies of the language in Mark & Karen's mailboxes and fax it to the Board Chair for her review. Please let me know your thoughts on whether we need to press for change on the above e and f or anything else that's currently stricken.

To: Eric Nauman
From: Kathy Thurber
Subject: URGENT - Repealer Language for PERPICH CENTER FOR ARTS ED
CC: PCAE:sen.larry.pogemiller@senate.leg.mn.us;
Date Sent: Thursday, March 21, 2002 3:52 PM

Eric,

The PCAE Board reviewed the language yesterday and approved the following changes for Senator Pogemiller's consideration. I'm passing this on to Senator Martha Robertson as well. Please let me know if this is acceptable, and if anything else is needed from my end. Thanks for your help. My phone number is (763)591-4717.

Please note also that the Board has appointed David Flannery Interim Executive Director of the Perpich Center. I believe Senator Pogemiller is acquainted with him. The State approved the hire in view of the fact that the Board had already acted to make the appointment when the hiring freeze went into effect. We're happy to have David. He's a former superintendent of Elk River Schools with experience consulting for the Center and has participated in some of our staff development programs.

45.36 (d) The board must educate pupils with artistic talent in dance, literary arts, media arts, music, theater, and visual arts by providing:

(1) an interdisciplinary academic and arts program for pupils in the 11th and 12 grades. The total number of pupils accepted under this clause and clause (2) shall not exceed 310; and

(2) extension programs in regional sites for pupils in grades 7 to 12 and for teachers.

Performance Review Schedule employees supervised by Karen Charles

<u>Name</u>	<u>Scheduled Date</u>	<u>Time</u>	<u>Status</u>
Scott Bigger	1/15/02	8:30	Completed
Letha Clinton	12/31/01	9:00	Completed
Bev DeVos	8/13/02		
Craig Farmer	2/27/02	9:30	Completed
Mary Harding	3/19/02	9:30	Completed
Jonathan Howard	3/21/02	8:30	
Janice Hunton	4/4/02	9:00	
Bill Jeter	4/8/02	9:30	
Tom Kanthak	4/8/02	9:30	
Karen Monson	4/9/02	9:30	
Barbara Morin	4/9/02	10:30	
Nancy Norwood	4/8/02	8:30	
Tory Peterson	4/10/02	9:00	
James Allen	4/11/02	10:00	
Risa Cohen	4/11/02	3:00	
John Colburn	4/15/02	3:30	
Chris Granias	4/12/02	3:30	
Shannon Hannigan	4/16/02	3:30	
Tom Schroeder	4/9/02	12:15	
Janika Vandervelde	4/10/02	4:00	

To: PCAE Board

Fr: Mark Youngstrom, Director of Academic Programs

Re: Performance Review/Position Description Update

Da: March 20, 2002

My supervision responsibilities include: 13 academic teachers (10 fulltime; 3 parttime), 4 student support staff, and 3 Learning Resource Center (LRC) staff (2 fulltime and 1 parttime; within the LRC, Jim Marshall directly supervises the other two employees and is responsible for their performance reviews) and one administrative assistant.

Total staff: 21

Performance Reviews

- 5 have been completed
- 4 are currently scheduled
- The rest will be completed by the end of this fiscal year. 5 of these people I have not supervised before, and I need to schedule their performance reviews later in the year. One of my staff is retiring and another person is planning to resign at the end of the year.

Observations

- So far this year, I have completed formal classroom observations of 11 of the 13 teachers I supervise. I will be observing the other two in April. The observations form an important part of the performance review process.

Faculty Position Description

- We plan to complete an update of this position description by the end of the fiscal year. Kathy Thurber, Karen Charles, and I met with Judy Pearson of the Department of Employee Relations last week to review the current position description and seek ideas for making revisions.

March 1, 2002

Preliminary Communications Plan (2002 – 2003)

Over the years a number of marketing/advertising activities have been put in place to promote the Arts High School. I am confident we can take many of these existing programs that are working well, fine tune others, and create a number of new opportunities, in an effort to build a new, highly targeted, more effective marketing strategy. In the 2002-2003 school year you will see some changes in how the school is promoted. The outcome of these efforts should be greater awareness of the Arts High School resulting in a larger, more diverse applicant pool.

Internal Marketing Tools:

Visual Identity:

Situation "Brand awareness" is critical. Over the past years the Perpich Center has gone through numerous name changes and various "identity marks" (logos). This has resulted in a disjointed look and feel in printed materials, advertisements, letterhead, website, etc. for the Center. In building an image and creating awareness of your "product," consistency is crucial.

- ◆ **Action Taken:** Over the next two months, I will be working with Jacob and an outside firm to develop a new logo, and a new "family" strategy for all printed materials, advertisements, and website design. We will develop a system for feedback from staff, the board, faculty members, and other stakeholders in the selection of this visual identity program. It is expected the first piece in which we will implement the program will be the admission materials created this spring/summer. Jacob is also actively researching information on a variety of arts high schools, public and private, from around the country. We are asking for samples of marketing/admissions materials to be sent to us, and will use these materials to get a sense of how we fit into the market.

Website:

Situation: The website is a very powerful marketing tool and is a primary marketing and communication mechanism for effectively and affordably disseminating information. The Perpich Center website could be used much more effectively.

- ◆ **Action Taken:** I am working closely with John on a refresh of the entire site. This is being done in two phases. The first is to create an initial "template" that is clean, easy to read, attractive, informative, and reflects the environment of the Perpich Center. We have made good progress in my first few months at the Center. Over the next few months you will see the site completely re-worked, new photos added, and the layout restructured for easier navigation. The Arts High School section is a critical part of the website and we will be working with all Arts High School departments to upgrade their sections. We will also be working with Bev to explore the best ways to use the website for admissions information.

The second phase of the site will require another refresh of the site that will implement the new "visual identity" that will be in place by early fall 2002. Jacob's research also includes website designs and content. This information will be helpful as we continue to evolve our website.

In addition: I am working with the PR / Communications Directors of the Walker, the Minneapolis Institute of Arts, the Minneapolis Public Schools, the McKnight Foundation, and others to build a "coalition" of public relations managers focused on creating greater awareness of the issues of arts and education. Am also exploring other joint venture opportunities with colleagues out in the field.

◆ **More Targeted Strategy for Paid Advertising:**

In the past, the paid advertising has been placed in a wide variety of media. I will be working to create more strategic placement of ads, and try to do this in conjunction with editorial coverage that we can generate. I am working very closely with Bev DeVos to determine targeted areas within our community, and round the state, for placement of ads (and editorial coverage) regarding information sessions at the Arts High School. Instead of hitting all the small town papers with numerous ads, we will be identifying key regions, and I will work with the primary publications of those regions to get coverage, and place paid advertising. The number of ads will depend on the budget. "Doing more with less" is a mantra that applies here.

◆ **Increased / Targeted Distribution of Admissions:**

Over the years, Bev has developed a very comprehensive mailing list. Several times a year post cards are sent to targeted audiences such as dance instructors, school counselors, high school media arts, visual arts theater departments, and many other mailing lists. These post cards are all used to promote interest in the arts high school and encourage people to attend the information sessions. Through Bev's office we have also distributed a large quantity of informational posters, letters of introduction and admissions materials. Bev and I will be working together to look more closely at these mailing lists and explore new options. We will want your input, ideas, and assistance as we explore these new avenues.

Recruitment Overview: As has been discussed, the issue of recruitment is complex. Over the next year the communications department will focus a great deal of effort in promoting the school, and bringing greater awareness to the stories of our students. We will have a consistent identity in our materials, a strategic marketing plan, critical communication tools in place, and more efficient, effective methods of promotion. As a result, we should expect to see an increase in awareness of our programs and an increase in interest in attending the school. All of this work is part of creating a necessary foundation for the future.

We will be looking to the Board, the new executive director, the deputy director, parents, students, faculty, staff, and other stakeholders of the Arts High School for leadership on the "big picture" aspect of recruitment. Topics such as the prevailing mission and vision for the Arts High School; application / acceptance ratios; transportation for our students metro and statewide; assuring success of students from diverse populations; amenities offered, curriculum criteria; and allocation of financial resources are just a few of the many issues that need to be addressed as we move forward into the next decade. Your ideas and input will play a crucial role as the organization explores these topics.

We are very open to ideas that you may have. In addition here are some ideas to consider:

- ◆ **Student Traveling Troupe:** students could give performances at other schools about life at the arts high school.
- ◆ **Alumni Gala:** a weekend of alumni events, performances, gallery showing and sale, invite a well-known, accomplished alumni to speak.
- ◆ **Explore additional, targeted mailing lists to potential students:** review a variety of organizations, etc. to determine if there might be other avenues to disperse information
- ◆ **Expand relationships with outside groups such as the Broadway Series, the MN Orchestra, the MN Center for Book Arts, etc. :** seek ways to build relationships with established arts organizations and tap into their existing memberships and community connections to spread the word about the school

Perpich Center for Arts Education
Status Report on the McKnight Grant

March 20, 2002

The following actions have been taken to date in regards to the McKnight Grant, which was awarded to the Center by the McKnight Foundation in December, 2001. This effort will build upon the work of the Minneapolis School District Arts for Academic Achievement program (Annenberg), Partners: Arts and Schools for Students (PASS), Minnesota Arts & Education Partnership (MA&EP), and the Minnesota Arts Best Practice Network.

- Applications have mailed to prospective applicants and posted on the website for interested participants to download. Application deadline is June 10 and selection will brought the PCAE Board in the August board meeting.
- Information meetings have been scheduled around the state to take place from early April through mid-May. These meetings will share information regarding all aspects of the initiative especially the ASAP program and the Regional Best Practices program. Sites will include: Rochester, Fergus Falls, Grand Rapids, Golden Valley and Duluth. Additional meetings may be added as necessary.
- Pam Paulson has identified two potential sites for Regional Best Practice Network for the coming school year. Those are tentatively planned for Willmar and Bemidji. Necessary planning and implementation work is now underway to institute those sites.
- Arrangements for the Minnesota Retreat for the Arts are taking shape. This summer professional development opportunity for educators and teaching artists is a direct outgrowth of the Urban Retreat for the Arts (URFTA). The FAIR School in Robinsdale will be the host site on August 13-14.
- Pam Paulson has prepared a Request for Proposal to identify interested parties to execute the research portion of the grant which will hopefully provide us significant information regarding the impact of this initiative on Minnesota schools. We are presently waiting for a grant waiver to initiate this contract.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Finance Committee Meeting Minutes March 20, 2002

Board Members

Present: Renee Jenson (Chair), Ellen Palmer, Jane McWilliams, Sonja Peterson, Mary Frances Skala

Absent: Patty Anderson, Bob Tracy

Staff Members

Present: David Flannery, Kathy Thurber, Elmore James, Linda Stowe

Chair Renee Jenson called the meeting to order at 2:05 p.m.

Finance Committee Convenes

Elmore James, Interim Administrative Management Director, introduced himself to the Finance Committee and gave a brief account of his professional background. The Committee then reviewed with James procedures used in previous Finance Committee meetings and what types of reports they would like to see in future meetings.

James reviewed the general fund report (see attached). Discussion ensued regarding the report, and also discussed possibly using an alternative accounting system (Information Access System) that would provide more efficient and concise reports. The committee discussed the pros and cons of each system, including cost and training involved.

James reviewed the legislative budget cuts for the Center. The appropriation of the budget has been reduced by \$250,000 for fiscal year 2002 (FY 02) and \$500,000 for fiscal year 2003 (FY 03). The Center, in addition to other agencies, was instructed to further reduce the budget based on the current Budget bill that came out of the Legislature and went into effect March 1st. That bill also put a moratorium on professional technical contracts and instituted a hiring freeze. These items are put into effect through June 2003, at the conclusion of the current biennium budget. The Center did request and receive waivers for contracts. The Finance Committee discussed the implications of these budget cuts on FY 02 as well as FY 03.

The Finance Committee discussed the cost incurred for each Board member attending a Board or committee meeting at the Center.

Adjourn

A motion to adjourn the meeting unanimous. Renee Jenson adjourned the meeting at 2:55 p.m.

Perpich Center for Arts Education
FY2002 General Fund Balance
as of 3.20.02

Org#	Name	Original	Expended	Encumbered	Un-obligated
101	Payroll	\$5,014,000	\$3,037,101	\$1,966,946	\$9,953
	<i>Administration</i>				
102	Building Facilities	\$425,000	\$221,484	\$134,707	\$68,809
103	Health & Wellness	\$2,000	\$723	\$1,239	\$38
104	Communications/Marketing	\$40,000	\$34,428	\$4,541	\$1,031
105	Technology	\$125,000	\$52,045	\$17,780	\$55,175
106	Administration	\$345,000	\$185,496	\$52,866	\$106,638
107	Staff Development-Admin	\$5,000	\$406	\$0	\$4,594
108	Facility Repair	\$110,000	\$40,453	\$49,752	\$19,795
109	Postage, Printing, Copies	\$9,000	\$6,302	\$2,583	\$115
203	Dormitory	\$20,000	\$12,913	\$3,727	\$3,360
207	Staff Development-Dorm	\$8,000	\$670	\$0	\$7,330
	Total	\$1,089,000	\$554,920	\$267,195	\$266,885
	<i>PDI</i>				
331	National Training	\$11,500	\$993	\$0	\$10,507
333	Postage & Copies	\$23,000	\$10,558	\$2,019	\$10,423
334	Special Initiatives	\$15,000	\$3,692	\$5,000	\$6,308
335	Staff Development	\$7,000	\$1,683	\$0	\$5,317
341	Dance Education	\$50,000	\$34,065	\$15,764	\$171
342	Theater Education (ACE)	\$7,500	\$1,228	\$5,790	\$482
343	Media Education	\$50,000	\$28,054	\$12,331	\$9,615
344	Arts Education Courses (FACS)	\$10,000	\$793	\$0	\$9,207
345	Music Education	\$10,000	\$6,614	\$0	\$3,386
346	Visual Arts Education	\$10,000	\$3,149	\$4,500	\$2,351
352	Minnesota Art Experience	\$175,000	\$65,385	\$8,850	\$100,765
354	Collaborations/Conferences	\$22,500	\$13,068	\$175	\$9,257
355	Multicultural Initiative	\$5,000	\$1,418	\$0	\$3,582
360	Partner Schools	\$245,000	\$167,649	\$20,474	\$56,877
361	ASAP Initiative	\$100,000	\$57,954	\$24,806	\$17,240
363	PASS	\$121,000	\$107,961	\$7,619	\$5,420
365	CAPP	\$83,000	\$45,065	\$18,880	\$19,055
370	Summer Institute	\$55,000	\$13,525	\$1,050	\$40,425
381	Printing	\$10,000	\$3,726	\$272	\$6,002
	Total	\$1,010,500	\$566,580	\$127,530	\$316,390

Org#	Name	Original	Expended	Encumbered	Un-obligated
	<i>Academic</i>				
408	Learning Resource Center	\$27,000	\$13,324	\$5,295	\$8,381
410	Communications	\$4,700	\$2,511	\$161	\$2,028
411	Mathematics	\$3,000	\$1,157	\$0	\$1,843
412	Science	\$4,700	\$641	\$300	\$3,759
413	Social Studies	\$2,000	\$1,577	\$129	\$294
414	World Languages	\$1,500	\$1,185	\$0	\$315
415	Substitute Teachers	\$8,000	\$6,175	\$1,750	\$75
416	Field Trips	\$7,800	\$2,798	\$5,003	-\$1
417	College Scholarship Prgm.	\$6,000	\$3,138	\$0	\$2,862
420	Postage, Printing, Copies	\$27,700	\$22,198	\$4,075	\$1,427
202	Counseling	\$7,000	\$4,177	\$331	\$2,492
206	Special Education	\$40,000	\$10,000	\$30,000	\$0
	Total	\$139,400	\$68,881	\$47,044	\$23,475
	<i>Arts</i>				
401	Dance	\$7,500	\$3,976	\$1,158	\$2,366
402	Literary Arts	\$4,700	\$771	\$1,050	\$2,879
403	Media Arts	\$14,000	\$11,836	\$1,308	\$856
404	Theater	\$15,000	\$11,986	\$2,900	\$114
405	Visual Arts	\$28,000	\$17,852	\$6,526	\$3,622
406	Common Experience	\$4,600	\$3,575	\$0	\$1,025
407	Music	\$18,300	\$13,848	\$3,921	\$531
418	Program Development	\$20,000	\$10,098	\$2,111	\$7,791
419	Staff Development	\$28,000	\$13,953	\$1,830	\$12,217
201	Admissions	\$46,000	\$23,657	\$22,896	-\$553
204	Postage, Printing, Copies	\$27,000	\$20,457	\$3,134	\$3,409
	Total	\$213,100	\$132,009	\$46,834	\$34,257
	<i>Research</i>				
501	Travel	\$4,000	\$1,538	\$0	\$2,462
502	Staff Development	\$5,000	\$1,726	\$0	\$3,274
503	Postage, Printing, Copies	\$5,000	\$3,160	\$878	\$962
504	Best Practices Network	\$110,000	\$66,990	\$35,744	\$7,266
505	Research Grants	\$16,000	\$12,954	\$1,648	\$1,398
	Total	\$140,000	\$86,368	\$38,270	\$15,362

Available	\$7,606,000	\$4,445,859	\$2,493,819	\$666,322
Residency Program-transfer to State Arts Board	\$75,000	\$75,000		\$0
Total	\$7,681,000	\$4,520,859	\$2,493,819	\$666,322

5000 CFL Grant #1	\$35,000	\$0	\$0	\$35,000
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Perpich Center for Arts Education
FY2002 Revenue Summary as 3/20/2002

<u>Org#</u>	<u>Name</u>	<u>Balance Forward</u>	<u>Anticipated Receipts</u>	<u>Actual Receipts</u>	<u>Expended</u>	<u>Encumbered</u>	<u>Un-obligated</u>
0602	Miscellaneous *	\$26,433	\$25,000	\$21,544	\$28,692	\$2,478	\$19,285
0603	Dance Performances	\$4,607	\$4,000	\$1,519	\$1,265	\$0	\$4,861
0604	Theater Performances	\$11,345	\$4,000	\$3,224	\$578	\$2,819	\$11,172
0605	Music Performances	\$2,805	\$5,000	\$5,075	\$5,118	\$0	\$2,762
0606	Technology	\$902	\$1,000	\$147	\$0	\$0	\$1,049
0701	Caps & Gowns	\$889	\$1,000	\$23	\$0	\$0	\$912
0702	Class Rings	\$33	\$3,000	\$1,488	\$794		\$727
0703	Yearbooks	\$0	\$14,000	\$11,676	\$25	\$0	\$11,651
0705	Announcements	\$3,594	\$4,000	\$92	\$0	\$0	\$3,686
0706	Van Transportation	\$7,968	\$3,000	\$545	\$0	\$0	\$8,513
0707	Space Rental	\$1,898	\$5,000	\$1,181	\$100	\$0	\$2,979
0801	Resource Materials	\$36,627	\$15,500	\$13,270	\$5,688	\$5,138	\$39,071
0802	Learning Resource Center	\$1,554	\$1,000	\$716	\$51	\$97	\$2,122
0803	Artist Education Institute	\$11,651	\$3,000	\$1,218	\$0	\$394	\$12,475
0804	Professional Development Courses	\$27,263	\$7,000	\$8,313	\$6,305	\$371	\$28,900
0901	Residential Fee	\$22,761	\$245,000	\$249,530	\$135,765	\$94,122	\$42,404
0902	Cafeteria	\$0	\$40,000	\$30,857	\$24,554	\$14,613	(\$8,310)
1201	Child Nutrition	\$0	\$5,000	\$1	\$1	\$4,999	(\$4,999)
1301	Damage Deposits	\$14,125	\$21,000	\$22,382	\$1,890	\$0	\$34,617
1302	Emergency Deposits	\$4,726	\$5,000	\$5,354	\$734	\$0	\$9,346
1303	Activity Fee	\$7,121	\$14,000	\$5,716	\$8,862	\$1,395	\$2,580
1305	Gala	\$1,006	\$7,000	\$725	\$0	\$0	\$1,731
1401	Tax Sheltered Annuities	\$0	\$35,000	\$29,499	\$29,484	\$0	\$15
1501	Student Assistance	\$2,911	\$2,000	\$115	\$0	\$0	\$3,026
	Statewide Study	\$17,685	\$1	\$455	\$0	\$0	\$18,140
1504	Arts & Education Partnership	\$39,344	\$40,000	\$3,322	\$15,118	\$3,659	\$23,889
1506	A Plus	\$14,784	\$1	\$372	\$800	\$0	\$14,356
1508	Capital Gift Fund	\$9,452	\$1	\$243	\$0	\$0	\$9,695
1509	PASS	\$270	\$1	\$8	\$0	\$0	\$278
1510	Annenberg Foundation	\$132,573	\$2,557,751	\$2,070,220	\$44,643	\$66,901	\$2,091,249
1511	McKnight Foundation - PDI	\$0	\$1,000,000	\$1,000,000			\$1,000,000
1512	McKnight Foundation - RAC	\$0	\$1,000,000	\$1,000,000			\$1,000,000
	Total	\$404,327	\$5,067,255	\$4,488,830	\$310,467	\$196,986	\$4,388,182

* Basta Memorial \$5420; Turbenson Memorial \$1400

**PERPICH CENTER
ARTS EDUCATION**

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

**Personnel Committee Meeting Minutes
March 28, 2002**

Present: Bob Brandt, Mark French, Renee Jenson, Ellen Palmer, David Flannery, Kathy Thurber

CLOSED MEETING

Chair, Mark French convened the meeting at 3:20 p.m.

Personnel Committee Performance Review for Deputy Director, Kathy Thurber

During the meeting, Committee Members shared their views of Kathy Thurber's performance. Kathy provided her perspective on her tenure at the Center.

Following this discussion and a focus on ideas for moving forward, Chair French adjourned the meeting at 4:19 p.m.

Notes prepared for closed meeting by David Flannery.

OPEN MEETING

Chair, Mark French convened the meeting at 4:25 p.m.

The following directives came out of the Personnel Committee discussion and require action in the open meeting:

Motion:

- 1) Ellen Palmer moved that the Personnel Committee charge the Interim Executive Director, David Flannery with developing a Deputy Director job description for review of the Personnel Committee on April 4, 2002 at 2:00 p.m. This will be done in an open meeting. Bob Brandt seconded the motion.

The vote was unanimous, the motion passed.

Motion:

- 2) Bob Brandt moved that the Personnel Committee establish a three-month review period of the Deputy Director to commence on the date of the signing of the job description and directs the Interim Executive Director to perform a formal performance review of the Deputy Director at the end of the three-month review period. Renee Jenson seconded the motion.

The vote was unanimous, the motion passed.

Transition Planning for Interim Executive Director, Deputy Director and other PCAE Staff Members

Members discussed how the Board could develop procedures that would assist them in communication with the Center and other Board members.

Process for Hiring Permanent Executive Director for the PCAE

Members discussed steps that could and should be taken regarding the search for a Permanent Executive Director.

Meeting was adjourned at 5:17 p.m.

**PERPICH CENTER
ARTS EDUCATION**

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6125 Olson Memorial Hwy., Golden Valley, MN 55422

**Personnel Committee Meeting Minutes
April 4, 2002**

Present:

Board Members: Bob Brandt, Renee Jenson, Ellen Palmer

Absent:

Mark French

Chair, Ellen Palmer, in the absence of Mark French, convened the meeting at 3:05 p.m.

Approval of Minutes

Board member Bob Brandt moved to approve the Personnel Committee meeting minutes from March 28, 2002. Board Member Renee Jenson seconded the motion. The vote was unanimous, and the motion carried.

Review of the Position Description of the Deputy Director

Interim Executive Director, David Flannery discussed the process of developing an updated Deputy Director's position description which involved reviewing the position descriptions for the Executive Director, Deputy Director, and the Administrative Management Director. It was noted that Deputy Director, Kathy Thurber and Interim Administrative Management Director, Elmore James had an opportunity to participate and provide input on this process. Flannery reviewed the Deputy Director's position description with the Board.

After the Board held discussion on the position description, the following motion was made:

Board member Bob Brandt moved that the Personnel Committee is to meet on Thursday, April 11, 2002 at 2:00 p.m. to review a second draft of the Deputy Director's position description. Board member Renee Jenson seconded the motion. The vote was unanimous, and the motion carried.

The meeting was adjourned at 2:45 p.m.

**PERPICH CENTER
ARTS EDUCATION**

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

**Personnel Committee Meeting Minutes
April 11, 2002**

Present:

Board Members: Bob Brandt, Mark French, Renee Jenson, Ellen Palmer

Staff:

David Flannery, Kathy Thurber, Elmore James

Chair, Mark French convened the meeting at 2:00 p.m.

Approval of Minutes

Ellen Palmer asked that the minutes be amended to reflect the fact that she convened the meeting in the absence of the Chair, Mark French. **Board member Bob Brandt moved to approve the Personnel Committee meeting minutes from March 28, 2002. Board Member Renee Jenson seconded the motion to accept the minutes with the suggested amendment. The vote was unanimous, and the motion carried.**

Second Review of Deputy Director Position Description

Personnel committee members discussed the Position Description and suggested that David Flannery be the one to discuss it with DOER. Flannery indicated that he would take this Position Description and one for the Administration Director to a DOER representative to make sure that everything was appropriate and the forms met state expectations.

The next step will be to follow the earlier Personnel Committee prior resolution which called for a performance review.

Bob Brandt expressed his appreciation to Chair French for the work he has done as Chair and the manner in which he carried out his responsibilities. Directors Palmer and Jensen concurred.

Bob Brandt moved and Ellen Palmer seconded a motion to adjourn at 2:17 p.m. Motion passed unanimously.

Minutes prepared by David Flannery.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Budget Task Force Minutes April 17, 2002

Board Members

Present: Patty Anderson, Alex Boies, Jeb Bowlus, Renee Jenson, Penny Johnson, Jane McWilliams, Ellen Palmer, Marjorie Savage

Excused: Sonja Peterson

Staff Members

Present: David Flannery, Kathy Thurber, Elsie Martin (Consultant)

Board member Patty Anderson, who was asked to sit in as Budget Task Force Chair for Sonja Peterson, called the meeting to order at 3:15 p.m.

Approval of Agenda

The Budget Task Force unanimously approved the agenda for the Budget Task Force for April 17, 2002.

Report from the Parent Advisory Council

PAC Co-Chair Bruce Johnson reviewed the Parent Advisory Council's budget recommendations for the Perpich Center (see attachment). The Board discussed the PAC budget recommendations following the review.

Report from the Internal Budget Working Group

Kathy Thurber and Elsie Martin introduced the process and procedures that the Internal Budget Working Group developed to create an objectives hierarchy for the Perpich Center. Following the introduction, they presented the IBWG material (see attachment). Following the presentation, discussion ensued how decisions for budget cuts to the Center were made.

Public Input Session

Staff members Jim Marshall and Jeanne Inverson spoke on behalf of the LRC regarding budget reductions (see attachment).

Jeanne Iverson, MAPE representative, thanked Kathy Thurber and Elsie Martin for organizing the IBWG.

Staff member Mary Sundet Jones read from a letter on budget recommendations (see attachment)

SRSEA representative Jonathan Howard read from a handout clarifying line items in the IBWG handout (see attachment).

Staff member Diane Aldis read from a letter that was distributed to the Board regarding budget recommendations (see attachment).

Discuss Process and Timeline

David Flannery recommended to the Board a process by which the Board would develop their own objectives hierarchy with the same methodology that the IBWG used with the assistance of Elsie Martin. This information would then be combined with the work of the IBWG to finalize a budget recommendation to the Legislature. Following this recommendation, the Board discussed developing a mission statement and objectives hierarchy for the Center.

Adjourn

Board member Jane McWilliams moved to adjourn the meeting. Board member Penny Johnson seconded the motion. The vote was unanimous, and the motion carried. Patty Anderson adjourned the meeting at 5:20 p.m.

To: PCAE Board Budget Taskforce

CC: Cathy Thurber, David Flannery

From: PAC Budget Committee

Date: 4/11/02

Re: PAC Budget Committee Recommendations

Attachments: 1) PCAE Budget With Recommendations Included

Active members of Committee

Carol Dines

Deb Dischinger

Bruce Johnson

Annie Olson

Barbara Olson

Alice Mall

Ed Mall

Jeannie Reichel

Janet Spatafore

Sue Welna

SUMMARY

These recommendations are based on changes from the Board approved set of cuts dated 12/19/01. The goal for the committee was to identify alternate budget cuts to eliminate the need to lay-off staff which directly impact AHS students with the highest priority being places on teaching/dorm staff. The committee has a general recommendation and a set of specific recommendations relative to changes in the budget cuts.

The general recommendation is that PDI and RAC accept a larger percentage of the PCAE cut than is currently planned. The basis for this is that PDI and RAC collectively have seen a large increase in budget over the past 4 years when compared to the AHS.

Additional budget cuts were identified that more than offset the additional funds necessary to avoid teaching/dorm staff layoffs and the reduction in hours for the receptionist and nurse. A summary of the specific recommendations is shown in Table 1. In addition to meeting our goal, we identified \$95,000 in additional cuts.

RECOMMENDATION SUMMARY
TABLE 1

PCAE DEPARTMENT	BOARD APPROVED BUDGET CUTS	PAC BUDGET COMMITTEE RECOMMENDATION
Administration	\$632,000 (12.8%)	\$743,500 (15.1%)
Student Support	\$91,000 (8.7%)	\$45,744 (4.4%)
Arts High School	\$289,619 (5.2%)	\$306,646 (5.5%)
PDI	\$534,000 (16.7%)	\$541,000 (16.9%)
RAC	\$139,000 (21.3%)	\$144,000 (22.0%)
State Arts Board	\$75,000	\$75,000
Total	\$1,760,619 (11.4%)	\$1,855,890 (12.0%)

COMMITTEE PROCESS

As stated earlier, the committee started with the Board approved budget cuts that were dated December 19th 2001. Based on the committee's review of this document, the following cuts were identified as a priority to get reinstated in the budget:

1. Avoid layoff of part time music instructors.
2. Avoid the elimination of theatre movement.
3. Avoid elimination of 2 part time resident coordinators.
4. Avoid cutting receptionist to half time.
5. Avoid reducing RN hours from _ time.

The committee then reviewed all budget line items in conjunction with the actual spending by line item, which was as of March 20th, 2002. From this review and over several meetings, a set of additional cuts was identified. We did not specifically review the PDI and RAC line items, as we did not have sufficient knowledge to assess their impact. We did note that staff development funding was not treated in a consistent manner in the different PCAE areas. As a result, some cuts in this area are identified for PDI and RAC.

COMMITTEE RECOMMENDATIONS**PDI/RAC**

PDI, RAC and Administration have all seen significant growth in program funding and headcount over the last several years when compared to the AHS (See Table 2). This is partially understandable in that the AHS mission and student population have not significantly changed where the scope of PDI and RAC have significantly grown – which is a good thing for PCAE and the state of Minnesota. Excessive AHS cuts would result in a significant reduction in their scope when has remained stable over the past several years, where larger PDI/RAC cuts would reduce their mission to where it was a few years ago.

As the overall PCAE budget grows you would also expect to see an increase in Administration. Though Administration program dollars have grown at a rate even larger than PDI/RAC, as a percentage of the overall budget Administration has not changed (14.2%). The new building at PCAE also contributes to the increase in Administration funding.

**COMPARISON OF GROWTH
TABLE 2**

PCAE AREA	PROGRAM FUNDING 1998 - 2002	STAFFING (fte) 1996 - 2002
AHS	-2.2%	+10%
PDI/RAC	+26.2%	+26.3%
ADMIN	+38.6%	+25.5%

BUDGET ITEMS

Following the committee process described above, we identified a list of additional cuts shown in the upper portion of Table 3. Below these are the staffing cuts and reductions in hours that we would like put back in the budget. All entries are clearly identified by Organizational # and year. Two additional sources for funding increase were also identified; increase dorm fees and a student activity fee. These were not included in the summary section, but are preferred over the staffing reductions. To allow a direct comparison of the Board Approved Budget Cuts with our recommendations we incorporated our recommendations into the 12-19-01 plans and included it as Attachment 1 to the report.

April 10, 2002

Though any cut is a hardship, Table 2 includes a priority column. The intent here is that if all the cuts are not necessary, those cuts ranked low should be put back in first.

Additional clarification for some of the entries is provided as follows:

- Org. # 201 (Admissions) – The cut in this area assumes that few parent information sessions could be held during the year and that scheduling of auditions could be done in a manner that would avoid overtime.
- Art/Academic Program FY02 cuts – To determine cuts in these areas we looked at the unobligated funding as of 3/20/02 and subtracted those cuts already included in the Board Approved Cuts dated 12/19/01. 20% of the remaining balance was left to cover the remainder of the year with 80% identified as the FY02 cut.
- We became aware of a potential savings for postage. Outside companies are available to perform processing of mail for the postal system that can provide an overall savings to PCAE. We recommend this be investigated.
- Much discussion occurred regarding the LRC. Our recommendation of not replacing the head of the LRC was difficult. Their remains funding of approximately 18,000 that can be used for upgrading existing employees taking on more responsibility and/or hiring temporaries to help with peak work. We prioritized this a medium with the idea that some additional cuts were justified but we were mixed on the amount.
- Staff Development – To be consistent our high priority recommendation was that all departments take a 50% cut. We feel that training is an important aspect of any job. For this reason the cut from 50 to 100% was put at a low priority.

In conclusion, we would like to thank the PCAE Board Budget Task Force for the opportunity to provide these recommendations and respectfully request that you seriously consider them. We look forward to meeting with you on the 17th. If you have any questions, feel free to contact any of the PAC Budget Committee members.

Bruce Johnson

Respectfully Submitted,
Bruce Johnson (PAC Co-Chair)

**RECOMMENDED CHANGES FROM 12/19/01 BUDGET
TABLE 3**

Org. #	Name	Amount	Notes	FY02	FY03	Priority
NEW CUTS						
101	Payroll - Administration	\$10,000	Replace vacant Finance Director with Finance Officer. This eliminates one Director position - Good PR.		\$10,000	High
101	Payroll - Administration	\$49,000	Don't fill ITS 1 opening.	\$24,500	\$24,500	High
106	Administration	\$50,000	Additional cut due to spending well below plan.	\$25,000	\$25,000	High
201	Admissions	\$9,200	20% 03 cut. Fewer information sessions. Avoid OT.		\$9,200	High
202	Counseling	\$700	10% cut in 03.		\$700	High
203, 207	Dormitory & Staff Dev.	\$2,800	10% cut in 02. Unobligated as of 3/20 was \$10,690.	\$2,800		High
203	Dormitory	\$2,000	10% cut in 03.		\$2,000	High
335	Staff Development - PDI	\$3,500	Cut in 03 to be consistent with all Staff Development		\$3,500	High
See Note	Art Programs	\$21,121	Org. #'s 401-407, 418-419. Unobligated as of 3/20 was \$31,401. Cut=(unobligated-previous cuts) x 80%	\$21,121		High
See Note	Academic Programs	\$13,980	Org. #'s 408, 410-417, 420, 202 Unobligated as of 3/20 was \$23,475. Cut=(unobligated-previous cuts)x80%.	\$13,980		High
408	Learning Resource Center	\$6,750	25% cut in 03.		\$6,750	High
420	Postage/Printing/Copies	\$5,400	Increase 03 cut from 10% to 20%. Investigate outside company to process mail for postal system.		\$5,400	High
502	Staff Development - RAC	\$2,500	Cut in 03 to be consistent with all Staff Development		\$2,500	High
101	Payroll - AHS	\$18,000	Don't replace head of LRC. Use remaining \$18,000 to upgrade existing positions/hire temp's.		\$18,000	Medium
See Note	Art Programs	\$8,750	10% cut in 03 for Org. #'s 401-405 and 407.		\$8,750	Medium
410-414	Academic Programs	\$2,385	15% cut in 03.		\$2,385	Medium
416	Field Trips	\$780	10% cut in 03.		\$780	Medium
207	Staff Development Dorm	\$4,000	Increase 03 cut from 50% to 100%		\$4,000	Low
419	Staff Development - AHS	\$14,000	Increase 03 cut from 50% to 100%		\$14,000	Low
107	Staff Dev. - Admin	\$2,500	Increase 03 cut from 50% to 100%		\$2,500	Low
335	Staff Development - PDI	\$3,500	Increase 03 cut from 50% to 100%		\$3,500	Low
502	Staff Development - RAC	\$2,500	Increase 03 cut from 50% to 100%		\$2,500	Low
		\$233,366		\$87,401	\$145,965	
ADD BACK						
101	Payroll - AHS	\$44,000	Keep PT Music instructors		\$44,000	High
101	Payroll - AHS	\$13,395	Keep theater movement		\$13,395	High
101	Payroll - Student Support	\$49,000	Don't eliminate 2 resident coordinators		\$49,000	High
101	Payroll - Student Support	\$17,000	Don't cut receptionist to half time		\$17,000	Medium
101	Payroll - AHS	\$14,700	Keep RN at 3/4 time		\$14,700	Medium
		\$138,095			\$138,095	
NOT INCLUDED						
N/A	Dorm Fee	\$15,000	\$100/Yr Increase in Dorm Fees x 150 Students		\$15,000	Low
N/A	Student Activity Fee	\$15,000	\$50/Yr Art area activity Fee x 300 Students		\$15,000	Low

PCAE BUDGET WITH RECOMMENDATIONS INCLUDED
ATTACHMENT 1 (Page 1 of 3)

Org. #	Name	Original Biennium	Proposed Reduction	Reduced Biennium	Notes	FY02 Reduction	FY03 Reduction
Administration							
101	Payroll - Administration	\$2,799,963	\$294,000	\$2,505,963	See Note 1, Chan	\$159,500	\$134,500
102	Building Facilities	\$850,000	\$120,000	\$730,000		\$50,000	\$70,000
103	Health & Wellness	\$4,000	\$0	\$4,000			
104	Comm./Marketing	\$80,000	\$20,000	\$60,000		\$10,000	\$10,000
105	Technology	\$250,000	\$80,000	\$170,000		\$40,000	\$40,000
106	Administration	\$690,000	\$200,000	\$490,000	Changed	\$100,000	\$100,000
107	Staff Dev. - Admin	\$10,000	\$7,500	\$2,500	Changed	\$2,500	\$5,000
108	Facility Repair	\$220,000	\$22,000	\$198,000		\$11,000	\$11,000
109	Post/Printing/Copy	\$18,000	\$0	\$18,000			
		\$4,921,963	\$743,500	\$4,178,463		\$373,000	\$370,500
			15.11%				
Student Support							
101	Payroll - Student Support	\$745,728	\$3,000	\$742,728	See Note 2 Changed		\$3,000
203	Dormitory	\$40,000	\$3,000	\$37,000	Changed	\$1,000	\$2,000
207	Staff Dev. - Dorm	\$16,000	\$13,800	\$2,200	Changed	\$5,800	\$8,000
202	Counseling	\$14,000	\$2,744	\$11,256	Changed	\$2,044	\$700
206	Special Education	\$80,000	\$0	\$80,000			
201	Admissions	\$92,000	\$9,200	\$82,800	Changed		\$9,200
204	Postage/Printing/Copies	\$54,000	\$14,000	\$40,000		\$7,000	\$7,000
		\$1,041,728	\$45,744	\$995,984		\$15,844	\$29,900
			4.39%				
PDI							
101	Payroll	\$1,174,587	\$49,000	\$1,125,587			\$49,000
331	National Training	\$23,000	\$15,000	\$8,000		\$10,000	\$5,000
333	Postage & Copies	\$46,000	\$0	\$46,000			
334	Special Initiatives	\$30,000	\$20,000	\$10,000		\$10,000	\$10,000
335	Staff Development	\$14,000	\$7,000	\$7,000	Changed		\$7,000
341	Dance Education	\$100,000	\$0	\$100,000			
342	Theater Ed. (ACE)	\$15,000	\$0	\$15,000			
343	Media Education	\$100,000	\$0	\$100,000			
344	Arts Ed. Courses (FACS)	\$20,000	\$0	\$20,000			
345	Music Education	\$20,000	\$0	\$20,000			
346	Visual Arts Ed.	\$20,000	\$0	\$20,000			

PCAE BUDGET WITH RECOMMENDATIONS INCLUDED
ATTACHMENT 1 (Page 2 of 3)

Org. #	Name	Original Biennium	Proposed Reduction	Reduced Biennium	Notes	FY02 Reduction	FY03 Reduction
PDI							
352	Minn. Art Experience	\$350,000	\$260,000	\$90,000		\$85,000	\$175,000
354	Collaborations/Conf.	\$45,000	\$20,000	\$25,000		\$10,000	\$10,000
355	Multicultural Initiatives	\$10,000	\$0	\$10,000			
360	Partner Schools	\$490,000	\$80,000	\$410,000		\$40,000	\$40,000
361	ASAP Initiative	\$200,000	\$35,000	\$165,000		\$10,000	\$25,000
363	PASS	\$242,000	\$0	\$242,000			
365	CAPP	\$166,000	\$15,000	\$151,000			\$15,000
370	Summer Institute	\$110,000	\$40,000	\$70,000		\$20,000	\$20,000
381	Printing	\$20,000	\$0	\$20,000			
		\$3,195,587	\$541,000	\$2,654,587		\$185,000	\$356,000
			16.93%				
AHS							
101	Payroll Academic/Arts	\$5,068,507	\$186,824	\$4,881,683	See Note 3 Changed		\$186,824
401	Dance	\$15,000	\$2,643	\$12,357	Changed	\$1,893	\$750
402	Literary Arts	\$9,400	\$2,773	\$6,627	Changed	\$2,303	\$470
403	Media Arts	\$28,000	\$2,085	\$25,915	Changed	\$685	\$1,400
404	Theater	\$30,000	\$1,591	\$28,409	Changed	\$91	\$1,500
405	Visual Arts	\$56,000	\$5,698	\$50,302	Changed	\$2,898	\$2,800
406	Common Experience	\$9,200	\$3,120	\$6,080	Changed	\$820	\$2,300
407	Music	\$36,600	\$2,255	\$34,345	Changed	\$425	\$1,830
418	Program Development	\$40,000	\$16,232	\$23,768	Changed	\$6,232	\$10,000
419	Staff Development	\$56,000	\$38,774	\$17,226	Changed	\$10,774	\$28,000
408	Learning Resource Center	\$54,000	\$13,755	\$40,245	Changed	\$7,005	\$6,750
410	Communications	\$9,400	\$2,377	\$7,023	Changed	\$1,672	\$705
411	Mathematics	\$6,000	\$1,974	\$4,026	Changed	\$1,524	\$450
412	Science	\$9,400	\$3,862	\$5,538	Changed	\$3,157	\$705
413	Social Studies	\$4,000	\$535	\$3,465	Changed	\$235	\$300
414	World Languages	\$3,000	\$477	\$2,523	Changed	\$252	\$225

PCAE BUDGET WITH RECOMMENDATIONS INCLUDED

ATTACHMENT 1 (Page 3 of 3)

Org. #	Name	Original Biennium	Proposed Reduction	Reduced Biennium	Notes	FY02 Reduction	FY03 Reduction
AHS							
415	Substitute Teachers	\$16,000	\$60	\$15,940	Changed	\$60	
416	Field Trips	\$15,600	\$780	\$14,820	Changed		\$780
417	College Scholarship Pgm.	\$12,000	\$8,862	\$3,138	Changed	\$2,862	\$6,000
420	Postage/Printing/Copies	\$55,400	\$11,969	\$43,431	Changed	\$1,169	\$10,800
		\$5,533,507	\$306,646	\$5,226,861		\$44,057	\$262,589
			5.54%				
Research							
101	Payroll - RAC	\$374,215	\$68,000	\$306,215			\$68,000
501	Travel	\$8,000	\$0	\$8,000			
502	Staff Development	\$10,000	\$5,000	\$5,000	Changed		\$5,000
503	Postage/Printing/Copies	\$10,000	\$0	\$10,000			
504	Best Practices Network	\$220,000	\$55,000	\$165,000		\$20,000	\$35,000
505	Research Grants	\$32,000	\$16,000	\$16,000			\$16,000
		\$654,215	\$144,000	\$510,215		\$20,000	\$124,000
			22.01%				
	Transfer to State Arts Board	\$150,000	\$75,000	\$75,000			\$75,000
	Total	\$15,497,000	\$1,855,890	\$13,641,110		\$637,901	\$1,217,989
			11.98%				
NOTE 1:	Eliminate SG & GMW \$100,000 Strike/Attrition Savings \$90,000 One Pay Period \$45,000 Change Financial Director to Officer - \$10,000 Eliminate vacant ITS 1 position - \$49,000			NOTE 2:	One Pay Period \$3,000		
NOTE 3:	Eliminate 1/2 time English position \$20,824 Restructure LRC position \$42,000 Eliminate 1 teachers pay period \$78,000			Don't replace head of LRU \$18,000 One pay period non-teachers \$28,000			

**Internal Budget
Working Group (IBWG)
Slides**

April 17, 2002

Perpich Center for Arts Education Strategies for the 2002-2003 Operating Budget

Internal Budget Working Group
Report to Board of Directors
April 17, 2002

Presenters: Kathy Thurber, Dep. Director & Elsie Martin, Facilitator

Why did we create an Internal Budget Working Group?

- December 19th budget
- Lots of groups were preparing independent proposals
 - Parents, teachers, individuals, & students
- We saw need for stakeholders to come together
- We needed a methodology
 - Elsie Martin, Facilitator

Working Group Membership

- Kathy Thurber
- Karen Charles
- Mark Youngstrom
- Mike Hiatt
- Pam Paulson
- Sarah Parker
- Elmore James
- MMA - Mary Pietruszewski & John Engel
- AFSCME - Wendy Thoren & Jacob Roth
- SRSEA - Beth Fratzke & Craig Farmer/Jonathan Howard
- MAPE - Jeanne Iverson & Dave Beaman

3

Goal: Reach consensus

- Come forward as an agency with what is important to preserve
- Identify & acknowledge as much common ground as possible on budget issues, values, & priorities across the organization
- Build trust among all the Center's stakeholders
- Clarify communication and working relationships
- If possible, provide a full budget with real numbers
- If we cannot reach consensus on one recommendation, propose a list of alternatives

4

Methodology

Multi-Objective Decision Analysis

- A framework that is an **aid** to the decision making process
 - used in corporate settings (NSP/Xcel Energy)
 - used at other schools
 - adapted to PCAE's specific set of issues
- A means for facilitating group decisions and building consensus
- A way to explain and defend our choices

5

When is a decision **aid** useful?

- Decision is complex
- Process is controversial and feels inefficient
- Participants complain that we do not have a "level playing field"
- Priorities are not directly linked to long-term strategic goals
- Some stakeholders are dissatisfied and feel underrepresented

6

It is a multi-step process, breaking a big decision into smaller pieces

- | | |
|---|--|
| <ul style="list-style-type: none"> • Logically combines different types of decisions <ul style="list-style-type: none"> – Policy makers decide what is important – Technical experts determine what we can do | <ol style="list-style-type: none"> 1 Specify decision objectives 2 Assess relative importance, or weight, of each objective 3 Identify alternatives and assess their impact on objectives 4 Rank alternatives based on cost, effectiveness of action and cost of delay |
|---|--|

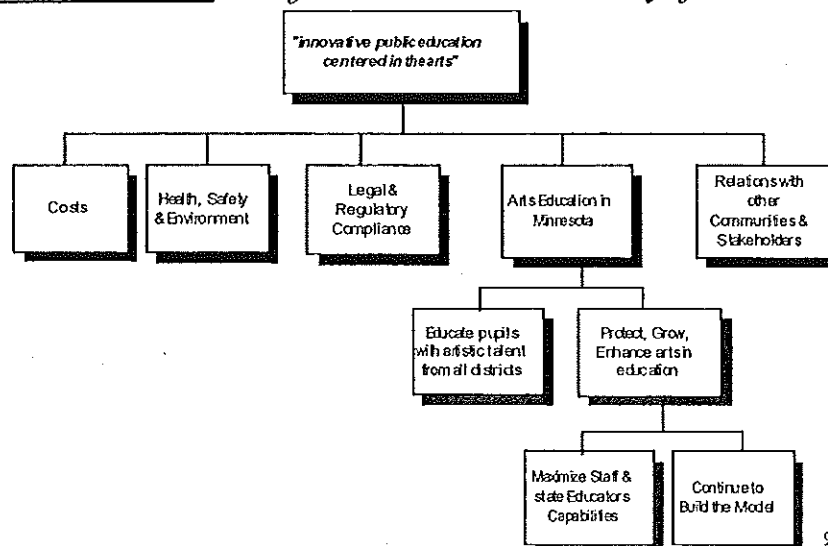
7

What are good objectives? Key Principles for Objectives Hierarchy

- | | |
|--|---|
| <ul style="list-style-type: none"> • Comprehensive • Fundamental • Relevant • Well-defined | <ul style="list-style-type: none"> • Non-redundant, no overlap • Measurable • Independent • Minimal in number |
|--|---|

8

Consensus: objectives hierarchy for PCAE



9

Dec. 19, 2001 Budget
Approved by PCAE Board

- Strategy A - Maintain balance between Professional Development Institute and Arts High School while reducing Research and Assessment to core services

10

Consensus: Preserve people & salaries

Alternative approaches to budget cuts:

- Strategy B - Preserve people and salaries except through voluntary reductions and attrition
- Strategy C - Preserve people and salaries; preserve services across agency by reducing impacts to statewide programs

11

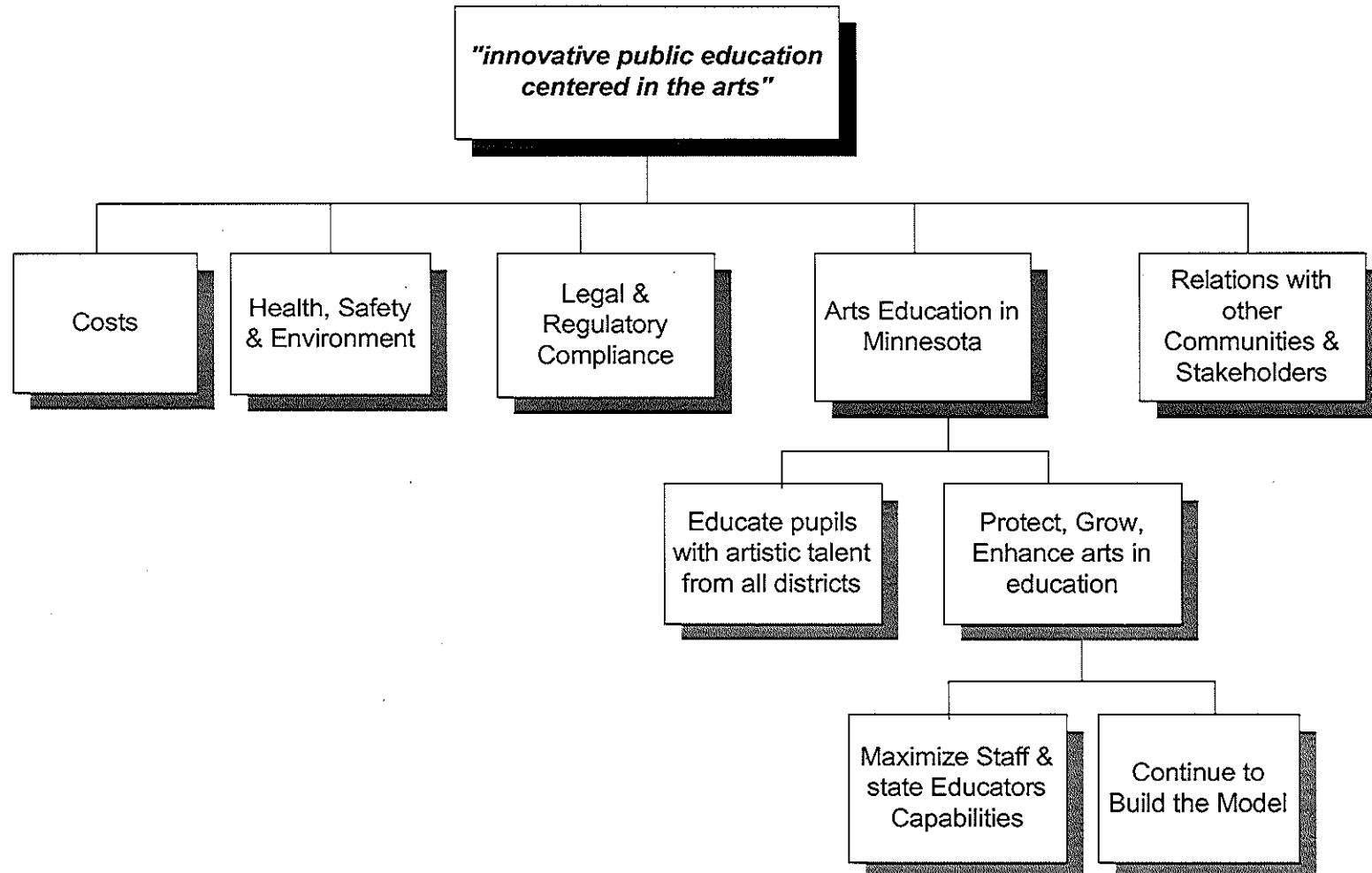
Perpich Center for Arts Education Strategies for the 2002-2003 Operating Budget

Internal Budget Working Group

Report to Board of Directors

April 17, 2002

Objectives Hierarchy
Perpich Center for Arts Education



**PERPICH CENTER FOR ARTS EDUCATION
GENERAL FUND APPROPRIATION
FISCAL YEARS 2002- 2003**

	<u>Original Appropriation</u>	<u>Reduced Appropriation *</u>
Biennial Budget	\$15,497,000	\$14,747,000
Strategy A	(\$1,549,000) (10.0%)	(\$1,549,000) (10.5%)
Strategy B	(\$1,144,000) (7.4%)	(\$1,144,000) (7.8%)
Strategy C	(\$949,000) (6.1%)	(\$949,000) (6.4%)

* *Laws of 2002, Chapter 220 reduced PCAE s appropriation by \$750,000 (4.8%).*

Strategy Table — PCAE Operating Budget for 2002-2003

Administrative Services	Student Support Programs	Arts High School	Professional Development Institute	Research & Assessment Center
Hold open 2 vacant positions, delay facility maintenance and scheduled I/T upgrades. Eliminate \$75,000 transfer to State Arts Board.	Eliminate 2 residence coordinator positions, resulting in closure of dormitory on weekends. Reduce receptionist from full to half time.	Reduce 2 pt music instructors, theater movement instructor, pt English position. Eliminate director of LRC. Reduce nurse from _ to _ time (To 2.75 FTE). Eliminate 1 pay period from teacher contract.	Reduce no. of grant programs. Reduce no. of schools, teams in schools and partnerships between schools and arts/cultural organizations. Reduce training, workshops and support services available to teachers using arts for student achievement. Eliminate 5 FTE Ed Spec.	Reduce RAC to core services. Reduce travel and staff development, eliminate 1.0 FTE education specialist position, reduce Best Practices Network, eliminate research grants.
Maintain current vacancies in I/T. Make voluntary reductions from FT to part-time. Increase efficiencies in purchasing & advertising. Postpone I/T upgrades. Reduce building services for physical plant. (\$200,000 - \$400,000)	Maintain current reduced services for Cleaning, Maintenance and Security (includes overtime). Keep dorm open on weekends. Maintain van transportation. (\$43,000)	Cut program budget. Restructure LRC. Make voluntary program reductions. (\$172,000)	Suspend MAX program pending evaluation. Reduce ASAP. Reduce CAPP. Reduce AEI. (\$338,000)	Reduce RAC to core services. Eliminate AERG. Shrink statewide Best Practices to half. Establish regional Best Practices Network. Eliminate 1 FTE vacancy. (\$132,000)
All of above except restore I/T upgrades.	Maintain current reduced services. Close dorm on some additional weekends. Make voluntary salary reductions but no cuts in positions. (\$66,000)	Cut program budgets. Restructure LRC but add _ FTE. Make voluntary program reductions.	Reduce MAX program but allow a minimum presence statewide. Reduce ASAP. Reduce CAPP. (\$245,000)	Add back RAC position. (\$71,000)
				Add back RAC position. Fund AERG at some level. (\$63,000)

Strategy A: Maintain balance between PDI and AHS while reducing RAC to core services. (12/19/01 PCAE Board Approved)

Strategy B: Preserve people and salaries except through voluntary reductions and attrition.

Strategy C: Preserve people and salaries; preserve services across agency by reducing impacts to statewide programs.

Strategy A: Maintain balance between PDI and AHS while reducing RAC to core services. (12/19/01 PCAE Board Approved)

Strategy Table — PCAE Operating Budget for 2002-2003

Administrative Services	Student Support Programs	Arts High School	Professional Development Institute	Research & Assessment Center
Hold open 2 vacant positions, delay facility maintenance and scheduled I/T upgrades. Eliminate \$75,000 transfer to State Arts Board.	Eliminate 2 residence coordinator positions, resulting in closure of dormitory on weekends. Reduce receptionist from full to half-time.	Reduce 2 pt music instructors, theater movement instructor, pt English position. Eliminate director of LRC. Reduce nurse from _ to _ time (Tot 2.75 FTE). Eliminate 1 pay period from teacher contract.	Reduce no. of grant programs. Reduce no. of schools, teams in schools and partnerships between schools and arts/cultural organizations. Reduce training, workshops and support services available to teachers using arts for student achievement. Eliminate .5 FTE Ed Spec.	Reduce RAC to core services. Reduce travel and staff development, eliminate 1.0 FTE education specialist position, reduce Best Practices Network, eliminate research grants.
Salaries \$100,000	Salaries \$69,000	Salaries \$241,000	Salaries \$ 49,000	Salaries \$68,000
Bldg Facilities \$120,000		Programs \$ 43,000	MAX \$260,000	BPN \$55,000
Info Tech \$ 80,000		Communications \$ 5,000	Partner Schools \$ 80,000	Research Grants \$16,000
Bldg Mainten. \$143,000			Summer Inst. \$ 40,000	
Arts Board \$ 75,000			ASAP \$ 35,000	
			Conf & Collab. \$ 20,000	
			Special Initiatives \$ 20,000	
			CAPP \$ 15,000	
			Natl Training \$ 15,000	
Total Reduction \$518,000	Total Reduction \$69,000	Total Reduction \$289,000	Total Reduction \$534,000	Total Reduction \$139,000

TOTAL REDUCTION FOR STRATEGY A: \$ 1,549,000

Strategy B: Preserve people and salaries except through voluntary reductions and attrition.

Strategy Table — PCAE Operating Budget for 2002-2003

Administrative Services	Student Support Programs	Arts High School	Professional Development Institute	Research & Assessment Center
Maintain current vacancies in I/T. Make voluntary reductions from FT to part-time. Increase efficiencies in purchasing & advertising. Postpone I/T upgrades. Reduce building services for physical plant.	Maintain current reduces services for Cleaning, Maintenance and Security (includes overtime). Keep dorm open on weekends. Maintain van transportation.	Cut program budgets. Restructure LRC. Make voluntary program reductions.	Suspend MAX program pending evaluation. Reduce ASAP. Reduce CAPP. Reduce AEI.	Reduce RAC to core services. Eliminate AERG. Shrink statewide Best Practices to half. Establish regional Best Practices network. Eliminate 1 FTE vacancy. (\$132,000)
Salaries \$148,000	Salaries \$35,000	Salaries \$ 56,000	MAX \$260,000	Salaries \$68,000
Sal Voluntary \$16,000	Staff Development \$ 6,000	Program \$116,000	ASAP \$30,000	Best Practices and
Info Tech \$60,000			AEI \$33,000	AERG \$64,000
Bldg Facilities \$120,000			CAPP \$15,000	
Communications \$20,000				
Bldg Maintenance \$22,000				
Arts Board \$75,000				
Total Reduction \$461,000	Total Reduction \$41,000	Total Reduction \$172,000	Total Reduction \$338,000	Total Reduction \$132,000

TOTAL REDUCTION FOR STRATEGY B: \$1,144,000

Strategy C: Preserve people and salaries; preserve services across agency by reducing impacts to statewide programs.

Strategy Table — PCAE Operating Budget for 2002-2003

Administrative Services	Student Support Programs	Arts High School	Professional Development Institute	Research & Assessment Center
Maintain current vacancies in I/T. Make voluntary reductions from FT to part-time. Increase efficiencies in purchasing & advertising. Postpone I/T upgrades. Reduce building services for physical plant.	Maintain current reduces services for Cleaning, Maintenance and Security (includes overtime). Keep dorm open on weekends. Maintain van transportation.	Cut program budgets. Restructure LRC but add _ FTE. Make voluntary program reductions.	Reduce MAX program but allow a minimum presence statewide. Reduce ASAP. Reduce CAPP.	Add back RAC position. Fund AERG at some level.
Total Reduction \$461,000	Total Reduction \$43,000	Total Reduction \$136,000	Total Reduction \$245,000	Total Reduction \$64,000

TOTAL REDUCTION FOR STRATEGY C: \$949,000

LRC Restructure / Staff Reduction

FY 2003; School Year 2002-2003

PUBLIC SERVICE

1. Extended hours 3 evenings a week reduced (or even eliminated)
2. May need to hire substitutes or close LRC when remaining personnel are ill, out for meetings, training, or personal reasons.
3. Public relations activities (tours and visits) may need to be limited.

ADMINISTRATION - time may need to be limited in these areas

1. Administrative level interaction with other areas of the agency (RAC, PDI, AHS, Administration) as well as library network groups (CALCO, MLA, MEMO, MINITEX, PALS)
2. Overall program planning - short and long term

CURRICULUM and INSTRUCTION

1. May reduce the time available to deliver instruction in the use of LRC resources
 - Pathfinder instruction/orientation (PCAE students)
 - individual class research visits (PCAE faculty and students)
 - production of educational materials as teacher resources (PCAE faculty and teachers around the state)
2. Spring Term Course - One less .5 class (Life Skills 101)
3. Collection development activities may need to be limited
 - inventory
 - weeding
 - new materials selection

If the LRC is left short staffed and with decreased budget into the 2003-2004 school year, the impact will reach deeply.

1. Reference Service - may mean reducing time available various LRC clientele (students, staff, LRC members, and general public)
2. Lack of professional development training time will begin to effect services.
3. Collection usefulness may erode because of decreased acquisition of resources (print, non-print, and technology)

TO: Ellen Palmer
Sonja Peterson

CC: David Flannery

FROM: Mary Sundet Jones
PDI, Partnering Resources Coordinator

DATE: April 17, 2002

I want to thank you, and the rest of the Perpich Center's board, for the many hours you have given to this agency in these past months. It is clear that you want the best for this agency, and care about making good decisions in a difficult time.

I also respect the process that we as staff have in place, and have generally felt that my voice is best heard through the appropriate channels; that is, I am freely able to discuss my thoughts and concerns with my colleagues and supervisor. In turn, my supervisor listens well, respects the input we give, and communicates clearly with his staff about how he is representing that input in director meetings and with the board. It seems to me that this is a fair process, and it works because there is two-way trust and respect between my supervisor and me.

In addition, I feel strongly that, while my union and others have a right to be heard, the agency's budgeting cannot and should not respond *only* to these voices. I am the sole breadwinner for my family, and my job is not one that would allow for easy transition to another workplace. I also love the work I do at the Perpich Center, and that is in large part due to the incredibly gifted colleagues that I find here, across the whole agency. That being said, though, I would think much less of this agency if its decisions were made based on anything other than its stated mission: to provide innovative public education services centered in the arts to *Minnesota* students and *teachers in the K-12 system*.

In the last several months, I have been troubled by a growing sense that squeaky wheels are getting the grease, and those of us who rely on an appropriate process and attention to the whole mission have been given less and less consideration. Emotionally charged pleas from staff and parents have been heard again and again. As a parent and an advocate for arts education, I absolutely understand the basis for these emotions, and I certainly know that these voices have a right to be heard. My concern, though, is that you as board members are left with a somewhat skewed image of the needs and priorities of this agency.

A statement that has been made many times is "cut programs, not people." I could not disagree more. Not that I am saying you should cut people and save programs. Both answers are just too simplistic, and they set "people" and "programs" up as somehow in opposition to one another. They can't be separated. My fear is that "cut programs" is a code phrase for "cut PDI and RAC programs." In my reading of the budget proposals that are being presented to you, I see enormous cuts made to PDI and RAC programs that will – I have absolutely no

Arts High School Budget Reductions
Beth Fratzke and Jonathan Howard, SRSEA

Proposed Cuts in Strategy B

FY 2002 Program Budgets

from Academics	9,940	(10%)	currently Un-obligated = 23,475
from Arts	21,310	(10%)	currently Un-obligated = 34,257
<i>SUB-TOTAL</i>	<i>\$31,250</i>	<i>(10% of total 2002 Program Budgets)</i>	

FY 2003 Program Budgets

201 Admissions	4,600	(10%)	
202 Counseling	700	(10%)	
204 Postage	5,400	(20%)	
401-405, 407 Arts	8,600	(10%)	
406 ComEx	2,300	(50%)	
408 LRC	6,750	(25%)	
410-414 Academics	2,400	(15%)	
416 Field Trips	3,900	(50%)	
417 College Sch.	6,000	(100%)	
418 Prog. Dev.	10,000	(50%)	
419 Staff Dev.	28,000	(100%)	
420 Postage, etc.	5,400	(20%)	
<i>SUB-TOTAL</i>	<i>\$84,050</i>	<i>(35% cut of total 2003 Program Budgets)</i>	

FY 2003 Salaries Savings

LRC Reorganization	36,000
.5 English Position	20,800
<i>SUB-TOTAL</i>	<i>\$56,800</i>

TOTAL **\$172,100**

Date: April 15, 2002

Memo to: David Flannery
Ellen Palmer
Sonja Peterson

From: Diane Aldis *DA*
PDI / Dance & Theater Education Specialist

Re: Budget revisions

CC: Michael Hiatt

First of all, I want to thank each of you and the Board members for your committed and thoughtful work on the budget. I deeply appreciate your responsive leadership in this difficult task.

I probably represent a unique view of the proposed budget revisions because I'm not only a staff member in PDI, but am also married to an AHS faculty member (Tom Kanthak) and am also the parent of a 4th grader in the suburban public schools. I am in awe of the incredible work going on in the Arts High School, but I also care deeply about arts education opportunities for my son and for students in all the grades in districts across Minnesota.

I was very moved by the testimonials of parents of students currently attending the Arts High School. Each of us as parents wants the best for our child. The Arts High School is clearly the best choice for the 300 or so students who are talented and lucky enough to be here. Perhaps because I'm out in the field, though, I also hear from many other parents who also want superb arts education opportunities for their children as well -- but their children are in grades K-10 or perhaps their child is an 11th grader who wants to do theater, but doesn't want to miss out on the track team or is maybe needed to help out at home on the farm. Those students depend on the arts programs in their own school districts. Please keep those parents and students in mind as well.

As I look at the overall proposed revisions, two areas in particular concern me:

(1) Temporary vs. long term budget realignments: The strategies of postponing IT upgrades, maintaining current vacancies and reduction of statewide MAX programs are temporary adjustments that will help during the current biennium. These are interim solutions to what I suspect is a long term problem.

If we expect to have full funding *plus some* restored during the next legislative session, then the temporary solution works --- if not, we need to look at ongoing

budget realignments during this biennium that reflect the realistic long term view. What we have now looks like "no staff" reductions on paper, but in the long run, I think it will result in staff cuts particularly as PDI and RAC programs are so drastically reduced.

(2) Statewide impact: The overall cuts proposed in Strategies A-B-C do not preserve services across the agency; in fact, they represent significant debilitating impacts on statewide programming and services to teachers, students and schools throughout greater Minnesota as well as in the metro area.

Obviously, I don't want to see anyone's position or program cut, but I think some cuts across the agency are going to be inevitable in a long term revised budget. This is the painful reality we're seeing in schools across Minnesota and in my son's own school district. As a parent and as someone who works with schools across the state, I continue to reflect on the core of our mission, which I see as a statewide imperative to support K-12 arts education for pupils across Minnesota. This of course means supporting the Arts High School, but also very much means supporting students and teachers in Hopkins and Red Lake Falls and Grand Marais and Morris.

The work we do in those communities is so necessary. Here's a recent email from a teacher in the ACE Dance program (which serves the Kelliher, Glenwood-Starbuck, Hopkins, Minneapolis and Wrenshall school districts). This is just one example of the impact we have on schools and communities through our statewide programs:

From: "Shirley Hanson" <SHanson@minnewaska.k12.mn.us>

To: <diane.aldis.pcae.k12.mn.us >

Subject: hi

Date: Fri, 12 Apr 2002 09:59:03 -0500

I thought I should tell you something really cool. Since I have been doing so much dance in school this year, the local churches in Glenwood have gotten together and are renting the ballroom in Glenwood. They are having the kids teach the dances we have been working on to the adults. They told me that their kids have been coming home so excited about the dancing that they wanted to use it as an "inter-generational" event in the church. They are even getting a "live" band!! I thought you would enjoy hearing the news : =). Thanks for the card that all of you sent to me. It was a real "day brightner" and your caring really means a lot to me. See you next weekend. Shirley

In closing, I want to again thank you for your work on behalf of the Center.

**PERPICH CENTER
ARTS EDUCATION**

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

**Bylaws Task Force Meeting Minutes
April 17, 2002**

Board Members

Present: Bob Brandt, Renee Jenson, Marjorie Savage, Mary Frances Skala

Staff

Present: David Flannery

Chair, Bob Brandt called the meeting to order at 2:15 p.m.

1) Continue Discussion of Bylaws

The Bylaws Committee discussed whether Robert's Rules should be used in the Bylaws process, or if the Board should create an alternative structure to follow. Board member Mary Frances Skala volunteered to review the current PCAE bylaws and make suggestions and changes, which will be delivered to the Bylaws Committee for their review. There was also discussion in whether all three components that comprise the Center should be put under the concept of one umbrella in the Bylaws. The Bylaws Committee will also review the current mission statement.

The Bylaws Committee is looking at creating new committees, including a Board Development Committee. They also discussed whether there is a need for a Personnel Committee, or if all personnel items should be directly referred to the Executive Committee. They are also reviewing whether an Appeals Committee could be developed for student expulsion reviews, and whether this would be a rotating committee.

The current Board meeting schedule will be reviewed, with the possibility of scheduling monthly Board meetings, except for summer, so that the committees are able to become greater working sources. The Bylaws Committee is also looking at setting an annual working meeting instead of every two years.

The Bylaws Committee unanimously convened the meeting at 3:10 p.m.

PERPICH CENTER
ARTS EDUCATION
Arts High School • Professional Development • Research
6125 Olson Memorial Hwy., Golden Valley, MN 55422

Executive Committee Minutes
April 17, 2002

Board Members

Present: Ellen Palmer (Chair), Patty Anderson, Bob Brandt, Renee Jenson, Penny Johnson, Marjorie Savage

Staff Members

Present: David Flannery, Kathy Thurber

Chair Ellen Palmer called the meeting to order at 5:20 p.m.

Approval of Agenda

Board Member Bob Brandt moved to approve the Board agenda for April 17, 2002. Marjorie Savage seconded the motion. The vote was unanimous, and the motion carried.

Board Meeting Schedule

• **Change Date of May Board Meeting**

The Board discussed changing the next Board meeting date from May 15 to May 23, 2002 to accommodate David Flannery's absence due to previous vacation plans. After discussion, the following motion was made:

Board member Bob Brandt moved to change the May 15, 2002 Board meeting to May 23, 2002. Renee Jenson seconded the motion. The vote was unanimous, and the motion carried.

• **Board Work Session**

The Board discussed setting a Board work session in combination with the Center's FAIR School activity day to be held on August 14, 2002. After further discussion, the following motion was made:

Board member Renee Jenson moved to change the August 21, 2002 Board meeting to August 14, 2002. Board member Bob Brandt seconded the motion. The vote was unanimous, and the motion carried.

- **Out-State Meetings**

The Board discussed the possibility of holding an out-state Board meeting in Fergus Falls in conjunction with the previously planned Board fall retreat to be held on October 21, 2002.

New Officers

- **Selection of Board Chair**

The Board discussed the timeline for interim officers and revising the bylaws to reflect officer transition. The Board requested that current Board terms be verified.

Bylaws Task Force Update - Bob Brandt

Chair Bob Brandt gave the Executive Committee a Bylaws Task Force update.

Budget Task Force Update - Patty Anderson

- **Operating Budget Process and Timeline**

Board member Patty Anderson gave the Executive Committee a Budget Task Force Update.

Discussion followed the update regarding forming a "Committee of the Whole" Board meeting to define a mission and objectives for the Center. After discussion, the following motion was made:

Board member Bob Brandt moved to set two Committee of the Whole meetings to discuss mission objectives on April 22, 2002 and April 29, 2002 from 6:00 to 9:00 p.m. Board member Marjorie Savage seconded the motion. The vote was unanimous, and the motion carried.

Board Member/Staff Communications

- **Communications Policy**

David Flannery will work on procedures for communication between Center staff and the Board.

Adjourn

The Executive Committee unanimously convened the meeting at 6:30 p.m.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Committee of the Whole Meeting Minutes April 22, 2002

Present:

Board Members: Ellen Palmer, Sonja Peterson Penny Johnson, Bob Brandt, Mark French, Marjorie Savage, Renee Jensen, and Jeb Bowlus

Others:

David Flannery, Pam Paulson, Mark Youngstrom and Elsie Martin

Chair, Ellen Palmer convened the meeting at 6:05 p.m.

David thanked the Board Members for their willingness and the sacrifices it took to meet on short notice to tackle this important Budget Process. He listed the goals for the process which included:

1. Gaining clarity around mission and priorities from the Board for the Interim Executive Director to use in developing a budget for 2002/03.
2. Generate more strategies, including some that might involve the reduction of staff and programs.
3. Prepare for the next biennium budget at the legislature - building a solid platform that can be used for either reducing budget or adding.

Pam Paulson provided copies of mission statements that had been created and approved in the past. Ellen provided a more up-to-date version of the governing legislation.

Elsie introduced herself and the process that we would be using. It is the same process used by the internal working group.

Elsie then led us in brainstorming a list of Center objectives, stakeholders and helped the Board develop an Objectives hierarchy.

After some discussion, the Board decided to continue to try to set objective priorities at the next Meeting of the Committee as a Whole, Monday, April 29 at 6:00 p.m. in the Glass Box in Gaia. A complete listing of objectives, stakeholders and the hierarchy is attached in the Meeting notes prepared by Elsie Martin.

Ellen Palmer adjourned the meeting at 8:53 p.m.

Prepared by David Flannery.

Develop Mission Objectives for Perpich Center for Arts Education
Committee of the Whole
DRAFT Meeting Notes for Monday, April 22, 2002

Attendees: Jeb Bowlus, Bob Brandt, David Flannery, Mark French, Renee Jenson, Penny Johnson, Ellen Palmer, Sonja Peterson, Marjorie Savage
Guests: Pam Paulson, Mark Youngstrom
Facilitator: Elsie Martin

Meeting purpose

1. Develop a comprehensive list of objectives and structure them into a hierarchy.
2. Gain an understanding of each others "wants" for the agency.

Goals for effort

1. Gain clarity around mission and priorities from the Board of Directors for the Executive Director to use in developing a budget.
2. Generate more alternatives than Strategies B and C, including some that might eliminate staffing and programs.
3. Be ready when the legislature convenes in January 2003 so that we are clear on how we spend every dollar and so that we have a solid platform to add funding or make additional cuts.

Scope of decision

1. 2002-2003 operating budget of PCAE
2. Grants and designated funds

Ground Rules

1. Will use caucus structure if needed
2. Be respectful
3. One conversation at a time
4. Listen!

Comprehensive list of objectives for Center

Offer resources statewide

Provide quality education to students here

Provide staff development and training for teachers outside AHS statewide

Provide direct experiences and interactions with artists statewide

Serve 310 11-12 grade students at AHS

Utilize artists as resources statewide

Be innovative and model state-of-art education

Uphold the statute

Have a research orientation

Provide examples of inter-disciplinary education

Provide quality arts experiences throughout the state

Have dollars and grants available to districts
Support role and outreach
Have a statewide focus
Value an intensive arts experience
Promote visibility and market the 3 components
Validate and promote students' interest in the arts
Integrate arts with other disciplines
Develop, test and distribute arts curriculum
Provide materials statewide (art education, resources, curriculum models) in print and non-print format
Provide quality learning environment for residential students
Provide a safe, healthy environment for all students and staff inside and outside classroom
Provide a good environment and community atmosphere in the dorm
Support a community that is respectful, tolerate no harassing
Teach civility and diversity
Make a commitment to diversity
Provide all staff with personal and professional growth
Pay a living wage
Meet statewide legislative budget requirements
Provide a quality education, meet state grad standards
Prepare AHS students for life beyond high school, e.g., careers and college
Be good neighbors in Golden Valley
Offer sufficient out state services
Be fair to out state students and educators
Be a strong national model
Be innovative in art disciplines
Be responsible tax users
Expand funding sources
Have multiple funding sources
Establish a foundation
Provide a standard for what is art
Teach critical study
Be a network and resource for AHS graduates
Track success and failures of graduates and gauge what made a difference
Know what makes a long-term difference
Impact teacher training
Partner with parents in support of students
Assess our current and future programs
Promote assessment state-wide
Be effective grant writers
Nurture out-of-box thinking for the center
Be innovative administrators
Maintain our facilities
Be accountable to legislature and live up to our statutory responsibilities

Stakeholders

AHS students
K-12 students statewide
13-16 students statewide
Student teachers
AHS teachers
Teachers statewide
Parents
Tax payers
Legislature
Staff at Center
Employers
Governor of Minnesota
Community of Golden Valley
Artists
Alumni of AHS
School administrators statewide
Board members
Communities throughout state
Community arts councils
Higher education
National art community
National educators
Potential funders
Existing funders
Contractors
Arts organizations, e.g., theaters, Arts Alliance, museums
Twin Cities business partners
Other school districts statewide
Media and public relations

Objectives Hierarchy (boxes)

(Note: they are **not** listed in order of importance **nor** are they weighted equally)

"innovative public education centered in the arts"

1. Financial Impact
2. Health, Safety & Environment
3. Uphold Statute & Laws
4. Arts Education in Minnesota, Statewide
 - a. Growth of Center Staff
 - b. AHS Students
 - c. non-AHS Students
 - d. non-AHS Teacher Capabilities

5. Be an Innovative Model
6. Relations with External Stakeholders

Key Principles for Objectives Hierarchy

1. Comprehensive
2. Fundamental
3. Relevant
4. Well-defined
5. Non-redundant, no overlap
6. Measurable
7. Independent
8. Minimal in number

Next Steps

1. Type and distribute notes from this meeting by Wednesday, April 24.
2. Meet next Monday, April 29 to provide David Flannery with guidance for developing a May 23 budget. Agenda is as follows:
 - a. Look at objectives hierarchy (boxes) again. Are the boxes the right fundamental objectives and are they organized properly?
 - b. Gain agreement on what is in each box. In other words, clarify the meaning of each box.
 - c. Rank the boxes, first as individuals and then as a committee. Be very clear about why they are ranked accordingly.

DRAFT

Grouping of "Wants" in order to further define fundamental objectives (boxes)

Boxes		"Wants"
Financial Impact	non-AHS Teacher Capabilities	Have dollars and grants available to districts
Financial Impact		Be responsible tax users
Financial Impact		Expand funding sources
Financial Impact		Have multiple funding sources
Financial Impact		Establish a foundation
Financial Impact		Be effective grant writers
Health, Safety & Environment		Provide a safe, healthy environment for all students and staff inside and outside classroom
Health, Safety & Environment		Provide a good environment and community atmosphere in the dorm
Health, Safety & Environment		Support a community that is respectful, tolerate no harassing
Health, Safety & Environment		Teach civility and diversity
Health, Safety & Environment		Make a commitment to diversity
Health, Safety & Environment		Maintain our facilities
Uphold Statute & Laws		Uphold the statute
Uphold Statute & Laws	Financial Impact	Meet statewide legislative budget requirements
Uphold Statute & Laws	Financial Impact	Be accountable to legislature and live up to our statutory responsibilities
Growth of Center Staff		Provide all staff with personal and professional growth
Growth of Center Staff	Financial Impact	Pay a living wage
Growth of Center Staff	non-AHS Teacher Capabilities	Impact teacher training
Growth of Center Staff	non-AHS Teacher Capabilities	Provide examples of inter-disciplinary education
AHS Students		Provide quality education to students

		here at AHS
AHS Students		Serve 310 11-12 grade students at AHS
AHS Students		Value an intensive arts experience
AHS Students		Prepare AHS students for life beyond high school, e.g., careers and college
AHS Students		Be a network and resource for AHS graduates
AHS Students		Partner with parents in support of students
AHS Students	Health, Safety & Environment	Provide quality learning environment for residential students
AHS Students	Innovative Model	Track success and failures of graduates and gauge what made a difference
AHS Students	Innovative Model	Know what makes a long-term difference
AHS Students	non-AHS Students	Validate and promote students' interest in the arts
AHS Students	non-AHS Students	Teach critical study
AHS Students	Uphold Statute & Laws	Provide a quality education, meet state grad standards
non-AHS Students		Be fair to non-AHS out state students
non-AHS Teacher Capabilities		Promote assessment state-wide
non-AHS Teacher Capabilities		Distribute arts curriculum
non-AHS Teacher Capabilities		Offer resources statewide
non-AHS Teacher Capabilities		Support role and out reach
non-AHS Teacher Capabilities		Provide staff development and training for teachers outside AHS statewide
non-AHS Teacher Capabilities		Provide materials statewide (art education, resources, curriculum models) in print and non-print format
non-AHS Teacher Capabilities		Be fair to out state educators
non-AHS Teacher Capabilities	AHS & non-AHS Students	Provide direct experiences and interactions with artists statewide
non-AHS Teacher Capabilities	AHS & non-AHS Students	Utilize artists as resources statewide

non-AHS Teacher Capabilities	AHS & non-AHS Students	Provide quality arts experiences throughout the state
non-AHS Teacher Capabilities	AHS & non-AHS Students	Have a statewide focus
non-AHS Teacher Capabilities	non-AHS Students	Offer sufficient out state services
Innovative Model		Be innovative and model state-of-art education
Innovative Model		Have a research orientation
Innovative Model		Integrate arts with other disciplines
Innovative Model		Be a strong national model
Innovative Model		Be innovative in art disciplines
Innovative Model		Provide a standard for what is art
Innovative Model		Assess our current and future programs
Innovative Model		Nurture out-of-box thinking for the center
Innovative Model		Be innovative administrators
Innovative Model		Develop and test arts curriculum
Relations with External Stakeholders		Promote visibility and market the 3 components
Relations with External Stakeholders		Be good neighbors in Golden Valley

Committee of the Whole Meeting Minutes **April 29, 2002**

Present: Board Members: Ellen Palmer, Sonja Peterson, Penny Johnson, Bob Brandt, Mark French, Renee Jensen, Jeb Bowlus, Patricia Anderson, Alex Boies

Others: David Flannery, Pam Paulson, Elsie Martin

Chair, Ellen Palmer convened the meeting at 6:05 p.m.

Budget Target

David again thanked the Board members for their commitment to the process. He then discussed the budget target that he believes is reasonable. He is preparing a 2002/2003 operating budget proposal that cuts the budget for the biennium by 10% and is focused on the Board's priorities.

The reduction is made more difficult because the lion's share of the cut needs to come in 2002/2003. David estimates that we will cut the 2001/2002 budget by 4.5%, making it necessary to cut the 2002/2003 budget by 15.3 %. Additional underspending in 2001/2002 will reduce the amount we need to cut from next year's budget.

Center Objective Priorities

Elsie led the group through a process of verifying the content of our objective domains. Did we, in other words, know what was in each box and did we, as a group, agree. Each member present, Pam and David identified our two highest priorities. After an extensive discussion of why we ranked objectives the way we did, everyone was given a chance to change their votes. Finally, the group agreed that its top three objectives were: the innovative model, non-AHS students and AHS students.

Attached is a summary sheet for the budget target, and Elsie's notes, which are very complete.

Next Steps

David described a process that involves the Internal Working Group. He will ask them to identify the activities that can and can't happen at different funding levels. Each area (Professional Development Institute, Arts High School, etc.) will be asked to do this at a 20% decrease and move forward in 10% increments until they reach a budget level 20% over the current budget. David will then use this data, plus the Board's priorities to put together a budget proposal that cuts the biennium operating budget by 10%. This will be brought to the Board on May 23.

Other

Ellen Palmer expressed the need for the Executive Committee to meet at 1 p.m. on May 23 to discuss the issue of Board Officers.

Ellen Palmer adjourned the meeting at 9 p.m.

Minutes prepared by David Flannery.

**Develop Mission Objectives for Perpich Center for Arts Education
Committee of the Whole
DRAFT Meeting Notes for Monday, April 29, 2002**

Attendees: Patty Anderson, Alex Boies, Jeb Bowlus, Bob Brandt, David Flannery, Mark French, Renee Jenson, Penny Johnson, Ellen Palmer, Sonja Peterson
Guest: Pam Paulson
Facilitator: Elsie Martin

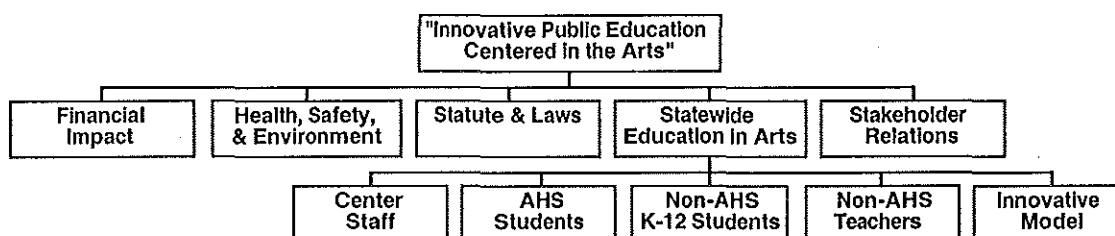
Meeting purpose

- Review and revise objectives hierarchy, clarifying meaning of each box (fundamental objective).
- Gain consensus on priorities for the Executive Director to use in developing a budget.

Funding Outlook See other document provided by David Flannery.

DRAFT objectives hierarchy

PCAE Mission Objectives for 2002-2003 Budget



First ranking of boxes as individuals

Individuals	Top Priority	Second Priority
#1	Financial Impact	Statutes & Laws
#2	Innovative Model	AHS Students
#3	Innovative Model	Non-AHS Teachers
#4	Health, Safety & Environment	Innovative Model
#5	Center Staff	AHS Students
#6	Financial Impact	Non-AHS Teachers
#7	AHS Students	Statutes & Laws
#8	Non-AHS Students	Statutes & Laws
#9	Non-AHS Students	AHS Students
#10	Innovative Model	Stakeholder Relations
#11	AHS Students	Non-AHS Teachers

Discussion on what makes this objective MOST important to me

Financial Impact

- Our need to stay in business
- In order to lessen our dependence on whims of legislature, we need to develop other funding sources (anywhere). We are very vulnerable.

Health, Safety & Environment

- Diversity (geographic, cultural, racial, sexual, economic)
- Dorm
- Good community
- Responsibility for inclusion. Make sure thread goes through everything

Statue & Laws

- Need to comply
- Meet the budget
- It is how we succeed as a state agency, we must have a state mandate
- Use non-legislative funding for new, innovative modeling. Then take programs back to state for ongoing funding.

Center Staff

- We must have quality center people to do what we have to do.

AHS Students

- We are here because we produce for kids
- It is why the school exists, for the students
- Make sure there is an alternative for students in Minnesota
- Provide quality education for students
- Fulfill our mission, it creates the model
- It is the vehicle, the model, for innovation through our interdisciplinary work. It happens here! Students really put out.
- Students are drawn from throughout the state

Non-AHS K-12 Students

- We must reach out state, non-AHS students. Enlarge our access throughout the state.
- It's all about nurturing arts-talented students throughout the state
- Direct services to students out state have impacts that are life-long. That is what we are about

Non-AHS Teachers

- It is the leveraging effect
- Get our resources out statewide and develop teachers
- We can never get to all Minnesota students. I saw teachers inspired by this agency
- We are here because we produce for teachers.

Innovative Model

- It is promoting the whole idea
- It is the spiritual essence of our mission
- We need to be the innovative model

- Our mindset is that we are ahead of the curve
- Innovation crosses both the arts and education and increases our effectiveness
- We are the only one in the country with an arts high school, professional development and a research arm.
- We support today's knowledge-based society. We model and do innovation.

Stakeholder Relations

- How quickly the tide can change. We must continually educate the legislature.
- Legislation is risky and fragile. It needs care.
- This increases our visibility.

Re-ranking of boxes as a committee

Individuals	Top Priority	Second Priority
#1	Innovative Model	Center Staff
#2	Innovative Model	AHS Students
#3	Innovative Model	Non-AHS Students
#4	Innovative Model	Non-AHS Students
#5	Innovative Model	Non-AHS Students
#6	Financial Impact	Non- AHS Teachers
#7	Innovative Model	AHS Students
#8	Non-AHS Students	Statutes and Laws
#9	Innovative Model	Non-AHS Students
#10	Innovative Model	Stakeholder Relations
#11	AHS Students	Non-AHS Teachers

Summary of Board Priorities

Focus on Innovation Models and Students (Statewide and at AHS).

- 1) **Innovative Model**
 - Be innovative and model state-of-art education
 - Integrate arts with other disciplines
 - Develop and test arts curriculum
 - Others (See comments above and in notes from April 22 Committee of the Whole meeting)
- 2) **Non-AHS Students**
 - Be fair to non-AHS students
 - Provide examples of inter-disciplinary education
 - Provide direct experiences and interactions with artists statewide
 - Others (See comments above and in notes from April 22 Committee of the Whole meeting)
- 3) **Arts High School Students**
 - Prepare for life
 - Know what makes a difference

- Provide quality academic education centered in the arts
- Others (See comments above and in notes from April 22 Committee of the Whole meeting)

PCAE Board's Themes for developing 2002-03 Budget

- 1) Create a balance between serving AHS Students and Non-AHS Students.
- 2) Use artists in all major Center activities.
- 3) Commit to diversity.
- 4) Create a balance between direct service for teachers and students (Non-AHS).
- 5) Assess impact of our outreach to students and teachers.
- 6) Be fiscally and legally responsible. Meet the spirit and letter of the law.

Next Steps

1. Develop alternative funding scenarios for each area of the Center, including some that might eliminate staffing and programs, by May 21.	Internal Working Group and others
2. Present a preliminary 2002 – 2003 Budget to the Board of Directors at May 23 meeting.	David Flannery
3. Draft a proposal for using the multi-objective decision analysis methodology to help develop the Center's 2004 – 2005 Budget over the summer. We must be ready when the legislature convenes in January 2003. We must be clear on how we spend every dollar and have a solid platform to add funding or make additional cuts.	Elsie Martin

Proposed Biennium Reduction : 10%					
FY 02	\$7,681,000				
FY 03	\$7,816,000				
Biennium	\$15, 497,000				
	FY 02	FY 03	Total		
10% Cut			\$1,549,700		
Underspending	\$100,000*		\$1,449,000		
02 Appropriations	\$250,000		\$1,199,700		
03 Appropriations		\$500,000	\$699,700		
03 Additional Cut		\$699,700			
Total	\$350,000	\$1,199,700		\$1,549,700	
Percent by FY	4.50%	15.30%			
* If we can save more in FY 02, the cut in FY 03 would be less					

29-Apr-02

Rationale for a 10% Biennium Budget Reduction

1. The Governor recommended that we cut our operating budget by 10% back in early December 2001. Nothing has changed for him.
2. Officials at the Department of Finance are recommending that we prepare for cuts of up to 10% to meet our "share" of the cuts the Governor was directed to make in Chapter 220 of the Budget Reconciliation Law. In Chapter 220, the Governor was directed to save \$35,000,000 in agency spending and \$40,000,000 in contract freezes.
3. In the same Budget Reconciliation Law, the PCAE Operating Budget for the Biennium was reduced by \$750,000. The Senate has subsequently voted to restore this amount, the House of Representatives has not acted. The matter is in the hands of a Conference Committee.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Personnel Committee Meeting Minutes April 29, 2002

Present:

Board Members: Bob Brandt, Mark French, Renee Jensen, Ellen Palmer

Staff: David Flannery

Mark French convened the meeting at 4:42 p.m.

Ellen Palmer moved and Bob Brandt seconded a motion to accept the agenda with the addition of an Executive Director's report. Passed unanimously.

Director Report

David Flannery reported that the Administrative Law Judge ruled in the Kathy Regalado appeal. She ruled in favor of the Center by denying Ms. Regalado's request for a hearing concerning her discharge from employment at the Perpich Center. Ms. Regalado has the right to appeal.

Executive Director Search

Committee members discussed the process and timeline for a search for the permanent Executive Director. Consensus seemed to advise waiting until the legislative session is over before seeking a waiver to post and fill the position. There was also consensus for bringing in a consultant from a search firm to help the Board think through the steps and the amount of help they would want. David will follow up by calling a principal from Franchot – Cohen. It was hoped that something could be arranged to follow the May 23rd Meeting of the Full Board.

Interim Director Benefits

Since it appears that David will be with the Center through September, he has asked to Board to take the necessary steps to see that he receives benefits. He is most interested in earning vacation time and sick leave.

Bob Brandt moved and Ellen seconded a motion to recommend that the Full Board change David's date of hiring from March 21 through June 30 to March 21, 2002 through September 21, 2002. Passed unanimously. This action will take care of the matter. David reported that he renewed David O'Fallon's membership in the Minnesota Association of Curriculum Development in his name and planned to join the Minnesota Association of School Administrators, an association of superintendents and directors of curriculum and special education. He believes that the connection would be good for the Center.

Mark French convened the meeting at 5:38 p.m.

Minutes prepared by David Flannery

**PERPICH CENTER
ARTS EDUCATION**

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

**Board Meeting Minutes
May 23, 2002**

I. CALL MEETING TO ORDER

Chair Ellen Palmer called the meeting to order at 3:15 p.m.

II. ROLL CALL

Present: Patty Anderson, Alex Boies, Jeb Bowlus, Bob Brandt, Mark French, Renee Jenson, Penny Johnson, Jane McWilliams, Ellen Palmer, Tina Anderson Richards, David Flannery

Absent:

Lani Kawamura, Sonja Peterson, Marjorie Savage, Mary Frances Skala, Bob Tracy

III. APPROVE AGENDA

Board member Bob Brandt moved to approve the agenda. Board member Jane McWilliams seconded the motion. The motion carried unanimously.

IV. CONSIDERATION AND APPROVAL OF MINUTES

Chair Ellen Palmer referred to the packet of minutes and asked that the Board members review them prior to the June 19 Board meeting.

V. NATIONAL SEARCH OPTIONS - DOUG FRANCHOT

Doug Franchot, from Franchot, Cohen & Associates, a search firm, spoke to the Board regarding the search committee process. Mr. Franchot presented the various options available to the Board for the search process for the Executive Director and discussed the pros and cons of each.

VI. MAY 23, 2002 DAVID FLANNERY LETTER TO LEGISLATIVE AUDITOR

David Flannery presented a draft policy for settlements for vacation leave and separation and a draft policy for settlements for departing employees for the Boards consideration. The policies were in response to the Legislative Auditor's letter of April 2, 2002. The draft policies will be put on the consent calendar for the Board meeting on June 19, 2002.

VII. REPORTS

A. Chair's Report

Ellen Palmer reported that the Executive Committee discussed candidates for the Board positions of Chair and Vice Chair. The Committee recommended that Board member Sonja Peterson be appointed Interim Chair, and Board member Bob Brandt be appointed Interim Vice Chair. The following motion was made:

Board member Renee Jenson moved to accept the motion to approve Sonja Peterson as Interim Chair and Board Member Bob Brandt as Interim Vice-Chair effective June 8, 2002. Board member Jane McWilliams seconded the motion. The motion carried unanimously.

B. Finance Committee Report

Renee Jenson reported on the Finance Committee discussion on recent grants and recommended the Board accept a grant to RAC from the Minnesota Department of Children, Families, & Learning, and accept a grant to PDI from the Marshall Field's Foundation for \$25,000. Mike Hiatt provided additional information, and the following motions were made:

Board member Renee Jenson moved that the PCAE Board accept a grant for \$35,000 from the Minnesota Department of Children, Families & Learning. Board member Penny Johnson seconded the motion . The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board accept a grant for \$25,000 from the Marshall Field's Foundation. Board member Bob Brandt seconded the motion. The motion carried unanimously.

Renee Jenson also recommended that the following ACE Theater and Dance Grants be awarded for Fiscal Year 2003, and the following motions were made:

Board member Renee Jenson moved that the PCAE Board award an ACE Theater Program Grant to Southwest Middle School in Albert Lea, Minnesota for \$3350. Board member Penny Johnson seconded the motion . The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Theater Program Grant to Dayton's Bluff Elementary in St. Paul, Minnesota for \$1760. Board member Tina Anderson Richards seconded the motion. The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Theater Program Grant to Powderhorn Community School in Minneapolis, Minnesota for \$2480. Board member Jane McWilliams seconded the motion. The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Theater Program Grant to Morris School District in Minnesota for \$3960. Board member Alex Boies seconded the motion. The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Theater Program Grant to J.A. Hughes Elementary in Red Lake Falls, Minnesota for \$3940. Board member Alex Boies seconded the motion. The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Dance Program Grant to Hopkins School District in Minnesota for \$2400. Board member Bob Brandt seconded the motion. The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Dance Program Grant to Whittier Community School in Minneapolis, Minnesota for \$2480. Board member Alex Boies seconded the motion. The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Dance Program Grant to Minnewaska Area School District in Minnesota for \$3605. Board member Jane McWilliams seconded the motion. The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Dance Program Grant to Kelliher Public School District in Minnesota for \$4100. Board member Alex Boies seconded the motion. The motion carried unanimously.

Board member Renee Jenson moved that the PCAE Board award an ACE Dance Program Grant to Wrenshall School District in Minnesota for \$3945. Board member Bob Brandt seconded the motion. The motion carried unanimously.

Elmore James presented a financial summary of the Financial Committee meeting to the Full Board (see attached).

C. Personnel Committee Report

Mark French reported that the Personnel Committee is undertaking the search process for the permanent Executive Director. The Committee asked David Flannery to review the funds available for the search process and to review the hiring freeze guidelines. The Committee plans to meet prior to the June 19 Board meeting to bring a recommendation to the Board on a timeline for continuing the search process.

D. Budget Task Force Report

David Flannery reported on our legislative success. Thanks to the good advice and timely motions of Senator Martha Robertson, the lobbying efforts of key staff, the good work done over the years at PCAE that results in good reception at the legislature and, most important, plain good luck, our original appropriation was restored. The \$750,000 that was cut from our budget by law was put back in the final budget balancing law.

This, together with some underspending, means that instead of reducing the 2002/2003 budget by \$1.5 million, David Flannery will recommend reductions totaling \$651,670. This is an 8% reduction and is made to prepare for a worst case cut of 10% or a best case cut of 5%. The 8% reduction now makes it easier to reduce the budget further if necessary, or to put back staff or programs if the actual cuts are less.

David Flannery distributed attachments that listed budget assumptions and a listing of how much and what percent each area of the agency would be expected to cut and how much represented staff and how much program. The handouts are attached.

Unless there are new developments or revelations between May 23 and June 19, 2002, the Interim Executive Director will recommend that the Board adopt a budget that includes revenues of \$7,464,332 and expenditures of \$7,494,188 for Fiscal Year 03.

E. Bylaws Task Force Report

Bob Brandt reported that the Bylaws Task Force will meet on June 6, 2002 to consider current working drafts for presentation to the Board at the June 19, 2002 meeting.

F. Sister City Proposal Report

Beth Fratzke reported on the work that has been developed between the Arts High School and Haining High School in China (see attachment). After discussion, Flannery stated that he would create a formal resolution pertaining to this partnership to bring to the Board at the June 19 meeting. There will be an effort to spell out what activities these would support and the financial and educational impact of each.

G. Faculty Position Description Report

Mark Youngstrom reported the challenges that the faculty and staff are facing in the development of a faculty position description, including balancing the workload between the AHS students and greater Minnesota students, and equitability between faculty job responsibilities. Meetings are still in progress, and a finalized position description will be completed by the end of the fiscal year.

VIII. PERSONNEL

A. Resolution for Change in Interim Executive Director Tenure

David Flannery requested that the Board extend his tenure through September 21, 2002 so that he will be eligible for benefits and to meet the needs of the Center. The following motion was made:

Board member Bob Brandt moved that David Flannery's tenure as Interim Executive Director of the Perpich Center for Arts Education be extended through September 21, 2002. Board member Patty Anderson seconded the motion. The vote was unanimous.

B. Resolution to Change Delegation Authority to Interim Executive Director

After some discussion of the draft, David Flannery agreed to check with the attorney general's office and create an alternate resolution that meets the Board's concerns and his needs.

C. Resolution to Accept Letters of Resignation from Karen Charles and Sarah Parker

David Flannery requested that the Board accept the resignation of Karen Charles and Sarah Parker, and the following motions were made:

Board member Alex Boies moved to accept the resignation of Karen Charles. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Alex Boies moved to accept the resignation of Sarah Parker. Board Member Penny Johnson seconded. The vote was unanimous.

IX. NEW BUSINESS

A. Out-State Meeting October, 2002

David Flannery proposed that the out-state Board meeting scheduled for October be held in Fergus Falls. Board member Sonja Peterson will host the event which will be discussed on June 19 (see attached).

B. Full Board Meeting June 19, 2002

David Flannery requested that the Board schedule a Full Board meeting for June 19, 2002 to approve budget recommendations for the Legislature. The following motion was made:

Board member Alex Boies moved that a Full Board meeting be scheduled for June 19, 2002 at 3:00 p.m. Board member Patty Anderson seconded. The vote was unanimous.

X. ADJOURN

Board member Bob Brandt moved to adjourn the meeting. Board member Alex Boies seconded the motion. All in favor, and the motion carried. The vote was unanimous.

FY2002

Year to Date

As Of 5/23/02

\$7,681,000	Original Appropriation
- 75,000	To Arts Board
- 250,000	Reduced
+35,000	CFL Grant
<hr/>	
7,391,000	
-5,802,647	Expenditures
-1,038,688	Encumbered
<hr/>	
549,665	Available for spending
+250,000	Add Back
<hr/>	
\$799,665	

Operating Assumptions

- 1) No layoffs done solely for budget reductions. If there are to be layoffs, they will be limited and the result of a judgment that the functions can be handled in a different way or for streamlining purposes.
- 2) Reduction decisions do reflect Board priorities - **Innovation and Direct Service to Students.**
- 3) The work that was started for budget reductions will continue as a vehicle for preparing for the 04-05 biennium budget process and as a means of identifying important mission-driven functions.
- 4) The administration will take the necessary steps to engage Elsie Martin as a consultant to continue the budget work that was begun in March.

Preliminary Recommendations

	Percent	Staff	Program	Total
Administration	40%	\$120,000	\$130,000	\$250,000
Arts High School	27%	\$100,000	\$70,000	\$170,000
LRC	6%	\$41,000		\$41,000
Student Support	3%	\$10,000	\$10,000	\$20,000
Professional Development Institute	16%		\$100,000	\$100,000
Research and Curriculum	8%	\$40,000	\$10,000	\$50,000
Total		\$311,000	\$320,000	\$631,000

FY 03 Operating Budget Recommendations

1. I will recommend a \$651,670 cut from the anticipated budget expenditures and the projected revenues to account for salary increases and the expected cut to our budget because we are a state agency.
2. Without cuts and with the restoration of the biennium allocation, the FY 03 operating budget would include:
Revenue \$8,116,000 (appropriation plus \$300,000 under spending)
Expenditures \$8,145,000
I will recommend that the Board Adopt an FY 03 operating budget that Includes:
Revenue \$7,464,332
Expenditures \$7,494,188
3. The proposed budget will include an amount to cover the cost of the Executive Director search.

Note: the 8% reduction is between what I believe is the best case and worst case Possibilities of 5% and 10%,

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MEMORANDUM

TO: Ellen Palmer, Chair
PCAIE Board

FROM: Kathy Thurber, Deputy Director

DATE: May 15, 2002

RE: Proposed "Sister School" Partnership with Haining High School,
Haining, China

Faculty Member Beth Fratzke will give a presentation on her experience in China and the history of this proposal. In a number of conversations with the Administration, she has outlined some ideas for developing this concept into a formal partnership. If the Board supports further development, we will work with the staff to see that any relationship has clear advantages for our students and staff while not committing any resources that are needed elsewhere to meet our mission and obligations to the State of Minnesota.

We ask the Board to consider Ms. Fratzke's proposal and to direct Staff to work with her and our counterparts in China to develop a formal partnership. Upon Board instruction, we would convene a Committee to design ways that a partnership can benefit the Perpich Center. The Executive Director has already sent an e-mail to the principal of the Haining High School asking him to detail the expectations of his institutional community. We would present a detailed recommendation to you early next fall.

Financial Management System

Home | PHL

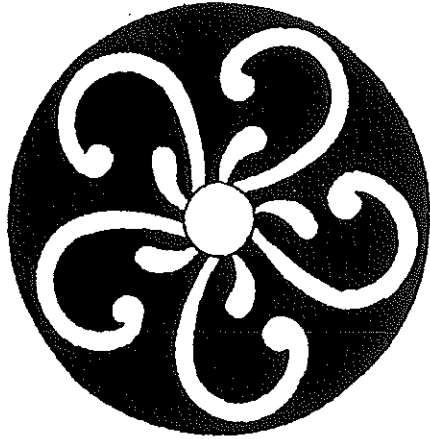
Favorites | Main Menu > Commitment Control > Review Budget Activities > Budget Details

Ledger

Business Unit: IN001 Ledger: KK_REV_RCG

BUDGET DETAILS											
Fund	Fin DeptID	AppropriD	Account	Budget Period	Fiscal Year	Accounting Period	Base Amount	Base Currency	Transaction Amount	Currency	Last Update Date
2000	E2532150	E25AHF0	553090	2012	2012	7	1450.00	USD	1450.00	USD	01/23/2012 4:37
2000	E2532150	E25AHF0	553090	2012	2012	9	700.00	USD	700.00	USD	03/12/2012 10:0

OK



The Arts High School
and
Haining High School

Sister School Partnership
Proposal

Haining Senior High School is a Provincial-Level Key School located in Zhejiang Province, the People's Republic of China. The school is a base for education research with the Literature and Art College of East China Teachers' University and other colleges and universities. It has a strong backing for scientific and academic research and a strong record of academic excellence. Haining High School has sponsored English Language Village since 1999 and invited foreign teachers to lecture.

Letter of Mutual Understanding signed June 18, 2001 :

**This document constitutes mutual understanding
of shared goals by which we can develop
a Sister School Partnership**

Shared Goals:

1. explore the nature and role of creativity in our education settings
2. exchange communications ex: school news report (Internet, Artery etc.)
3. develop a multicultural understanding about the Chinese/American education systems within the context of our respective schools
4. develop and share information about curriculum, support programs, teaching methods and performance based assessment methods.
5. develop education research project(s)
6. explore teacher(s) and student(s) exchanges

Haining Representatives:

Mr. Xianming Xuan, Principal of Haining High School (one of three)

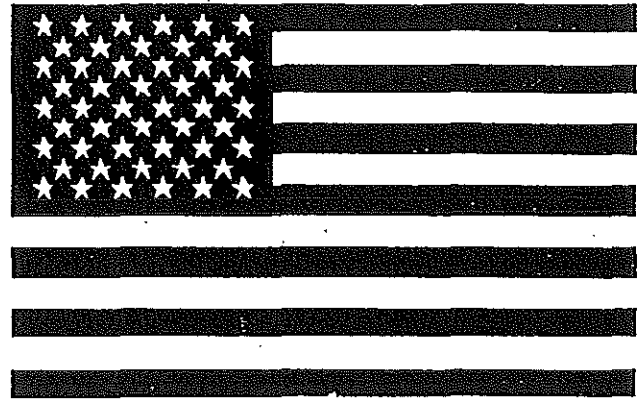
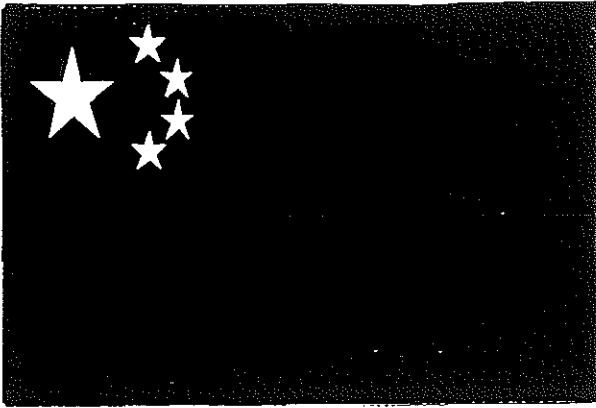
Mr. Jainzhong Ma, head of Haining Education Branch

Mr. Jiang, physics teacher, Haining High School

Executive Board approved the Letter of Understanding and supported the Sister School Partnership. (Oct. 2001)

April 2002: Visit to Arts High School: Clara Kin and Kathy

Saining High School
and the
Perpich Center for Arts Education



*This document constitutes a mutual understanding of
shared goals by which we can develop a Sister
School Partnership.*

*Signed this 18th day of June, 2001, at the Perpich
Center for Arts Education, Golden Valley, MN.*

A handwritten signature in cursive script, appearing to read "J. M. Lee".

A handwritten signature in cursive script, appearing to read "Dante O. Fallon".



INTRODUCTION

Haining Senior High School, based on the senior section of No.1 Middle School of Haining in 1993, is located in the place famous for the world-wonder - QianJiang Tides. It is now a first-class key middle school and a civilized unit in Zhejiang Province.

Haining has green hills, rushing waves as its unique geographical feature, and has had a great many celebrities since ancient times, such as Li Shanlan, Wang Guowei, Jiang Baili, Xu Zhimu, Qian Zhongshu, Shan Hong, Xu Guozhang, Xu Bangda, Jin Yong, etc, to name only a few. In 1916, Mr Sun Yat-sen, together with his wife, Shong Qinlin, came to Haining to appreciate the tides and then wrote the encouraging inscription "Make great strides like tidal waves" for Haining Business School (Grade B), the predecessor of Haining Senior High School, which was set up in 1912, just in the prime of the Old Democratic Revolution of China.

At the beginning of the 1990's, China began to carry out still further reforms and the open policy. Haining seized the opportunity and set up this senior high school, which not only opened a new era in senior school education of Haining, but also played an exemplary role in new high-school construction in Zhejiang Province.

Guided by the late senior leader Deng Xiaoping's instruction "Training the students for the modern world, for the future and for the four modernizations", the school is now making efforts to deepen the reform in the school education with the purpose of carrying out quality education and training the students into talents with creativity as its core. So far, remarkable progress has been made in many aspects, especially in cultural construction and in modern educational instruments application.

The school has a capacity of 30 classes in elegant surroundings with advanced facilities and installations such as 2 language labs, one computer classroom, a lecture hall, a movie studio, an astronomical observation spot, a cable TV system and a schoolyard computer net. The library donated by Mr Zha Jiming, a famous Hong Kong entrepreneur has over 78000 books together with more than 200 kinds of journals and magazines, among which about 12000 precious books were donated by Mr Hu Sichang, the late famous expert on "Red Mansion".

The application of modern educational instruments like CAI is one of the distinctive features of the school. Teachers make use of self-made courseware to give sample classes for municipal and provincial CAI training course. In 1998 - 1999, the school won 3 first prizes, 1 second prize and 2 third prizes in the provincial Courseware Competition in Zhejiang.

The school pays great attention to the development of the students' potentiality, personality, psychological quality and ideological level while cultivating their cultural quality by means of colourful and interesting after-class activities. For example, Ziwu Chinese Literature Club is chosen as one of the excellent literature units in China. The works of Chaoyan Painting & Calligraphy Group won national prizes time and again; World Knowledge Group, which is now noticed by "World Knowledge" magazine and other units concerned, cultivates students' patriotism.

The aim of education in the school - Pioneer of quality-directed education, model in ethics, base for educational research, cradle for talents.

So focus on Haining Senior High School in the new century.



校领导在研究教学工作
Headmasters Are Discussing

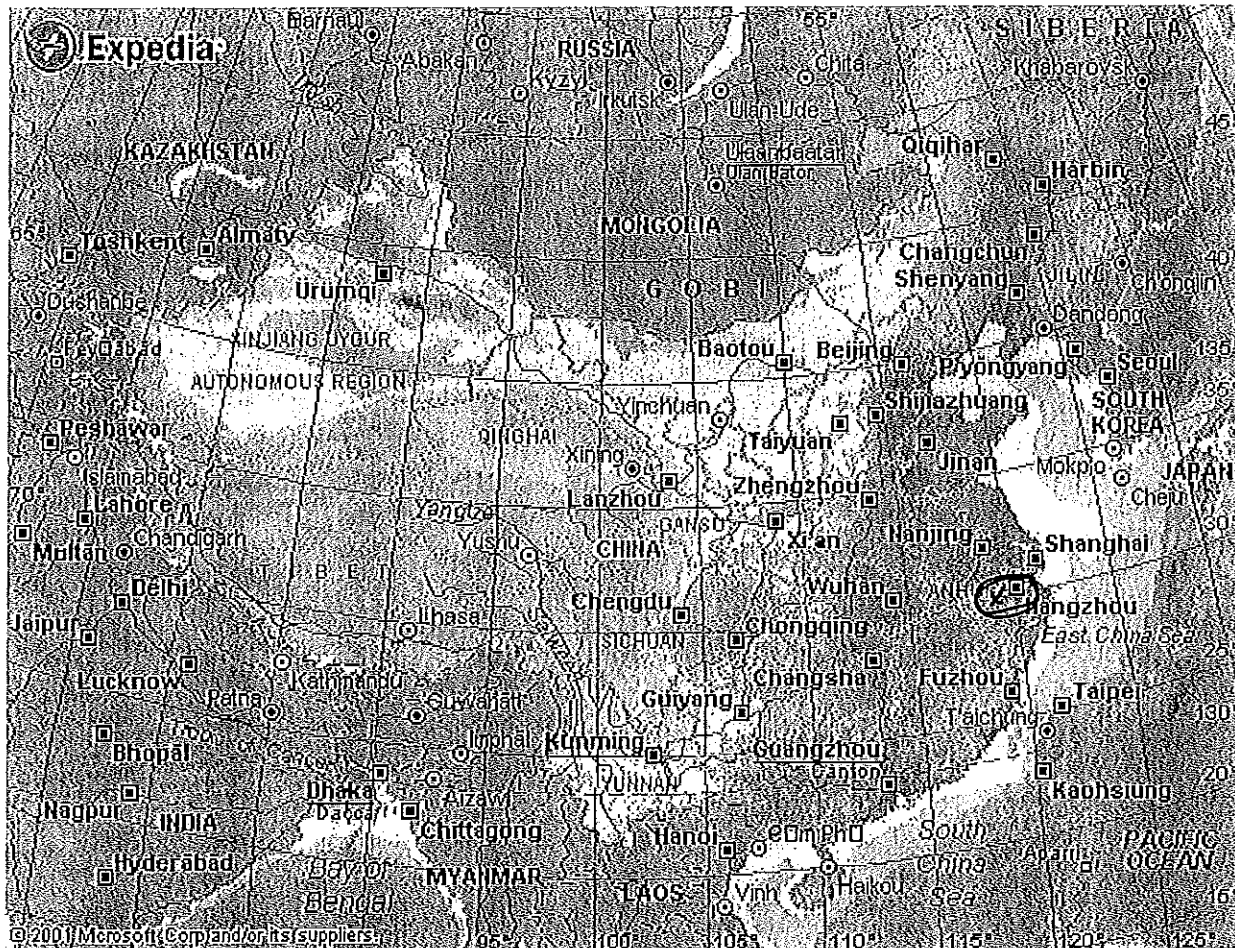


- 1 紫薇文学社在举办文学沙龙
- 2 美术教师、画家杨涤江老师在指导“潮韵书画社”同学作画
- 3 航模小组在试飞

1. "Ziwei Chinese Literature Club" Having a Literature Salon.
2. Yang Dijiang, Art Teacher & Painter, Instructing Members of "Chaoyun Painting & Calligraphy Group".
3. Test Flights by Model Airplane Group.

China Map: Country View

China map showing the Peoples Republic of China, major provinces, major regions and major cities.



Zhejiang Province Map

Zhejiang Map. Regional map showing borders, major cities and highways. Cities include Hangzhou, Huzhou, Jiaxing, Jinhua, Luoyang, Ningbo, Quzhou, Sanmen, Wenzhou, Yuyao and Zhuxi.



Hotels in Zhejiang, People's Republic of China

Hyatt Regency Hangzhou

Opening Late 2001 (Hangzhou)

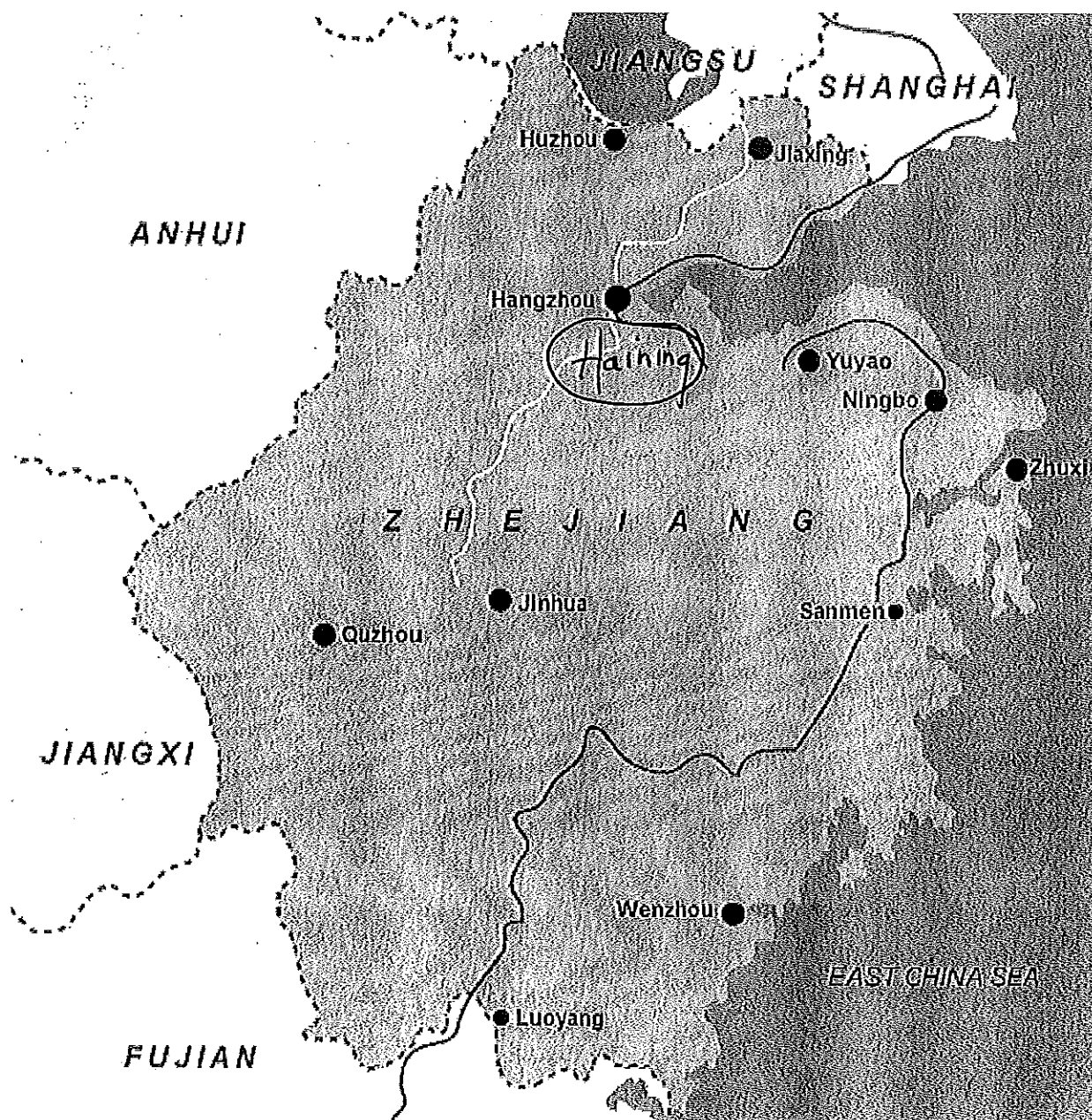
[Hotel Information](#) : [Reservations](#) : [Photos](#) : [Location Map](#)

Holiday Inn Hangzhou (Hangzhou)

[Hotel Information](#) : [Reservations](#)



[Holiday Inn Hangzhou](#)
Hangzhou, Zhejiang



>Subject: School Life by Ye Wei

>Date: Sat, 18 May 2002 23:10:06 +0800

>

The life in our school is very interesting and busy.

All the students here get up early every morning except Sunday, and

>we must get in the classroom before 7 o'clock. So we have only one day

>to rest every week. Then we have 15 minutes for reading test about

>Chinese and English. Some students like it, because they can not only

>do some reading, but also have a short rest or get ready for the quiz

>before lessons. If somebody wants to make a great progress, he will do

>a lot of homework till so late in the evening that they won't have enough

>time to sleep. Now you can see, the 15 minutes is important for them.

> After the 15 minutes, we just go out to the playground and do the

>morning exercise together. That are quite a lot of people there. How

>wonderfull! But it often rains here. If the rain comes, we will do it

>inside the classroom.

We have eight lessons every school day. Four of them are in th

>morning, and the others are in the afternoon. And I have 12 different

>kinds of subjects. There are Chinese, English, Maths, Physics, Chemistry,

>History, Politics, Computer, P.E, Geography, Craft and Art. But different

>grades have different lessons. The teachers here only teach one

>subject a person. From 7:30 to 11:10, we have 4 classes. Each class lasts 45

>minutes. we have 10 -minute break between the classes. The classes

>are important and interesting. Few of the students are late for school

>sometimes. But he won't be so late. He can come before the first class.

At noon we have 2 hours for lunch break. I usually do some

homework, then may take the rest of time to go to sleep. After half a day's study, I

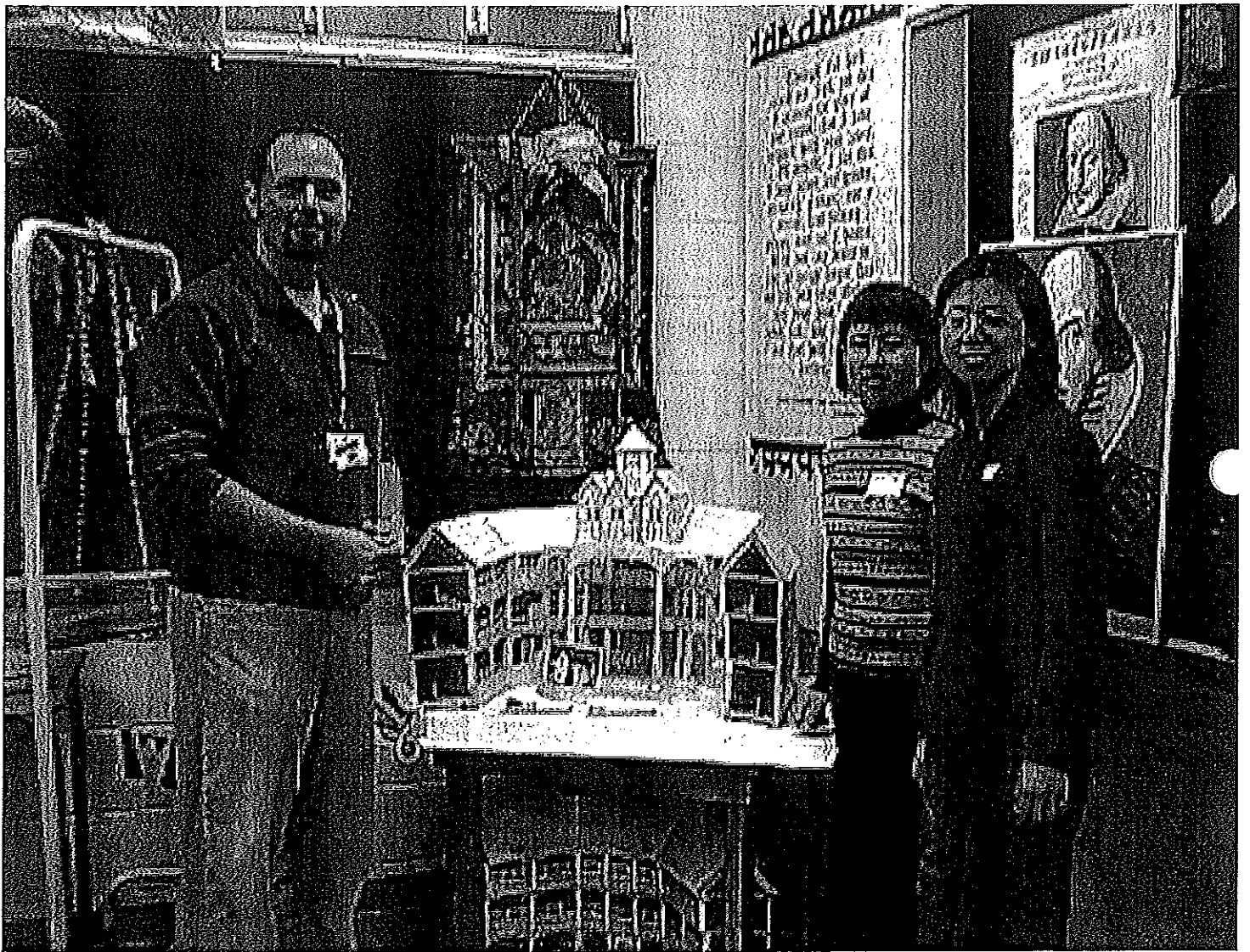
feel too tired to go on working. In the afternoon, we also have 4 other classes

from 13:40 to 5:10. And we have 2 hours for ourselves. The students all get very

well with the teachers. And the teacher are all very kind and friendly. The whole

school is full of Love!

> (Ye Wei)







May 1, 2002

David Flannery
Executive Director
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422

Dear David:

I'm delighted that the PCAE Board is considering a retreat in possible schedule for the board's consideration and/or revision, w to socialize, see arts attractions in the area and also do some seri

1st day Everyone drive to Fergus Falls, which should be attired in be October.

(I can provide a list of motels in the area.)

5:00 p.m. Wine and cheese reception at Sonja's newly renova Lake.

6:00 p.m. Visit the "Art of the Lakes" Gallery in Battle Lak
artists

*purchased a building on the main street of Battle Lak
They are an all-volunteer nonprofit arts organization
numerous painting workshops, runs the gallery year-r
some wonderful work in the schools (CAPP) and with*

6:30 p.m. Have dinner at a local restaurant.

8:00 p.m. Possibly attend a performance or arts event in the are

2nd day 8:30 * 1:00 p.m. Strategic Planning retreat

*This would take place in the meeting room of the Lak
which*

*is located in an old hotel building (on the Natl. Reg
with two balconies overlooking the "falls" of Fergus*

Noon lunch * could be catered to our meeting room.

Afternoon * Sometime in the afternoon we could tour the Fei Arts facility. (one block walk from the Lake Region A group was successful in a \$1.5 million capital campa totally renovated an old theater building. It is a per; exhibit space in the lobby. They are very active with other community groups in providing the arts to the c for you to get a "taste" of the local CAPP group acti Dance Studio or other arts organizations.

Perhaps the Board could discuss their preference for week da
Would they rather come on a Thursday/Friday, a Monday/Tuesday
at their peak during the first half of October. We can work aroun

Two performances that are definitely scheduled to date for O

Mon, October 14th: The "Brassissimo Vienna" quintet (from Eurc
concert in Fergus Falls. This is a Fergus Falls Concert Ass
subscription series, but they will be happy to let us obtain

Thur, October 17th: the "Riders in the Sky" will perform at the
Falls. They are great entertainers and musicians in the vei
Purple Sage.

Not classical music, but fun entertainment. (This is during
with anyone.)

There will be more events scheduled for the month, but these
that I have info on now.

We look forward to hosting you all and showing you the area

Sincerely,

Sonja Peterson
Executive Director

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Executive Committee Meeting Minutes
May 23, 2002

I. Call Meeting to Order

Chair Ellen Palmer called the meeting to order at 1:15 p.m.

II. Roll Call

Present: Ellen Palmer (Chair), Bob Brandt, Mark French, Marjorie Savage, David Flannery

Absent: Renee Jenson, Sonja Peterson

Also, Board member Penny Johnson joined the group.

III. New Business

Interim Officers

A discussion took place on the topic of why we need interim officers and how we can, as a Board, get back to electing officers at a regularly scheduled, annual organizational meeting. Following the discussion:

Board member Bob Brandt moved to recommend that the full Board appoint Sonja Peterson to be the Interim Board Chair effective June 8, 2002. Board member Marjorie Savage seconded the motion. All in favor, and the motion carried.

Board member Marjorie Savage moved to recommend that the full Board appoint Board member Bob Brandt to be the Interim Vice Chair effective June 8, 2002. Board member Mark French seconded the motion. All in favor, and the motion carried.

There was a request for PCAE's organization chart. David Flannery said that this would be sent out in the next mailing to all Board members.

V. Adjourn

Board member Bob Brandt moved to adjourn the meeting. Board member Marjorie Savage seconded the motion. The vote was unanimous, and the motion carried. The meeting was adjourned at 2:00 p.m.

Minutes prepared by David Flannery
May 30, 2002

**PERPICH CENTER
ARTS EDUCATION**

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**Finance Committee Meeting Minutes
May 23, 2002**

I. Call Meeting to Order

Committee Chair Renee Jenson called the meeting to order at 2:11 p.m.

II. Roll Call

Present: Renee Jenson (Committee Chair), Patty Anderson, Penny Johnson, Jane McWilliams, Ellen Palmer, David Flannery, Kathy Thurber, Elmore James

Absent:

Lani Kawamura, Mary Frances Skala, Bob Tracy

III. Approve Agenda

Board member Ellen Palmer moved to approve the agenda. Board member Penny Johnson seconded the motion. The vote was unanimous, and the motion carried.

IV. Report on Administrative Management/Overview - Kathy Thurber

Kathy Thurber provided the Board with an update of the activities and actions of the Internal Working Group.

Elmore James presented a financial summary that showed an unspent operating balance as of May 23, 2002 of \$799,655.00. James mentioned several capital projects including the roof repair and the pond spill-off issue as areas that will impact the balance.

Mike Hiatt and Diane Aldis reported on the ACE theater and dance grant process and recommended that the Finance Committee recommend awarding the following grants:

Board member Ellen Palmer moved to award theater grants to Southwest Middle School for \$3350, Dayton's Bluff Elementary for \$1760, Powderhorn Community School for \$2480, Morris School District for \$3960, and J.A. Hughes Elementary for \$3940. Board member Penny Johnson seconded the motion. All in favor, and the motion carried.

Board member Ellen Palmer moved to award dance grants to Hopkins School District for \$2400, Whittier Community School for \$2480, Minnewaska Area Scholl District for \$3605, Kelliher Public School District for \$4100, and Wrenshall School District for

\$3945. Board member Jane McWilliams seconded the motion. All in favor, and the motion carried.

All ACE grants were awarded for the 2002-2003 school year.

Committee Chair, Renee Jensen will also recommend that the Full Board accept two grants, one from the Department of Children Families and Learning for \$35,000, and the other for \$25,000 from the Marshall Field's Foundation.

V. Adjourn

Board member Penny Johnson moved to adjourn the meeting. Board member Jane McWilliams seconded the motion. The vote was unanimous, and the motion carried. The meeting was adjourned at 3:10 p.m.

Minutes prepared by David Flannery
May 30, 2002

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education award ACE Dance Program Grants to the schools listed below in the amounts specific for the Fiscal Year 2003.

Hopkins School District	\$2400.
Whittier Community School, Mpls.	2480.
Minnewaska Area School District	3605.
Kelliher Public School District	4100.
Wrenshall School District	3945.

TOTAL ***\$16,530.***

Adopted this _____ day of _____, 2002

Signed: _____, Chair

MEMORANDUM

TO: Renee Jenson, Finance Committee Chair

FROM: Kathy Thurber, Deputy Director

DATE: May 23, 2002

RE: Finance Committee Update 5/23/02

Internal Budget Working Group Teams

- David asked us to work in teams and make 20% cuts in each of our areas
- I met with Directors and Managers, outlined the product we wanted to produce. Teams worked hard and well. In the end, they seemed to feel good about the process and the product. Elmore and I worked with individuals and team leaders to provide whatever they needed from Administration. I set the deadlines for drafts and updates, and everyone followed through.
- We consulted with Elsie briefly about the approach we were taking. I supervised the process, and Elsie came back at the end, and helped assemble the final product in a form that would be most useful for the Executive Director.
- We identified functions, FTE's, and non-personnel costs in each area. In other words, we created a profile of the functions and the costs associated with each function or area in a way that they are not usually arrayed. All salaries are in one account (101), for instance. We broke that apart to get an idea of the different kinds of costs in each area, and the total expenditure to do the work in each area.
- Teams were "fluid" in that individuals sat in on discussions that had significant overlap. Parents worked with the AHS Team. The RAC team included people that Pam works with who use the services and are familiar with RAC
- In Admin. we were looking to make substantial cuts. It was not easy to isolate costs. In communications, for example, through a tedious process involving review of individual PO's, we learned a great deal about expenditures, and

also a great deal about how we need to change our way of tracking spending, and the need to improve the ease of data manipulation and retrieval. This is something we will be reporting on to this committee in more detail in the months ahead.

- David was pleased with the report. It helped him get a quick handle on a complex set of data and variables. It will be helpful, I think, not only for this budget, but for strategic planning and the next biennium. The fundamentals of the organization's work and needs have become more accessible and clear as a result.

FY2002

Year to Date

As Of 5/23/02

\$7,681,000	Original Appropriation
- 75,000	To Arts Board
- 250,000	Reduced
+35,000	CFL Grant
<hr/>	
7,391,000	
-5,802,647	Expenditures
-1,038,688	Encumbered
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549,665	Available for spending
+250,000	Add Back
<hr/>	
\$799,665	

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Bylaws Task Force Meeting Minutes
June 6, 2002

I. CALL MEETING TO ORDER

Chair, Bob Brandt called the meeting to order at 2:45 p.m.

II. ROLL CALL

Present: Bob Brandt, Marjorie Savage, Mary Frances Skala, Ellen Palmer, David Flannery

III. APPROVAL OF AGENDA

Board member Marjorie Savage moved to approve the agenda for June 6, 2002. Board member Ellen Palmer seconded the motion. The motion carried unanimously.

IV. DISCUSSION AND REVIEW OF PROPOSED CHANGES

Bob Brandt thanked Mary Frances Skala for creating a working PCAE bylaws draft.

The Bylaws Task Force discussed various sections of the working bylaws draft including definitions, rules of order, applicable statutes, board duties and responsibilities, general and standing committees, agendas, notice of meetings, and scheduling of annual meetings.

Mary Frances Skala will finalize a second draft of the PCAE bylaws based on today's discussion. The Bylaws Task Force will meet on June 19, 2002 at 5:00 p.m. for the purpose of reviewing the second draft. The approved draft may be sent to Assistant Attorney General Beverly Bryant for review prior to bringing it to the full Board for approval.

V. ADJOURN

Bob Brandt adjourned the meeting at 4:10 p.m.

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Personnel Committee Meeting Minutes
June 13, 2002

B. Call Meeting to Order

Committee Chair, Mark French called the meeting to order at 4:10 p.m.

II. Roll Call

Present: Mark French , Bob Brandt, Renee Jenson, Ellen Palmer, David Flannery

III. Approve Agenda

Board member Renee Jenson moved to approve the minutes with two additions: a discussion of the status of Kathy Thurber's performance review and a request to accept other public experience for calculating David Flannery's vacation time. Board member Ellen Palmer seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

Board member Renee Jenson moved to approve the Personnel Committee Minutes from February 6, 2002, February 12, 2002, April 11, 2002, and April 29, 2002. Board member Ellen Palmer seconded the motion. The vote was unanimous.

V. Executive Search

David Flannery reported on a conversation he had with the Department of Employee Relations staff clarifying Commissioner Julien Carter's memorandum of May 20, 2002. This memorandum documents the fact that the Governor has delegated his power to grant hiring exceptions to appointing authorities and Boards. This means that this Board can declare the Executive Director does essential work, is required by law and can be filled by a "new hire." The committee members asked that David prepare such a resolution for consideration by the full Board.

A. Timeline

After extensive discussion of the pros and cons of either a January 1, 2003 or a July 1, 2003 beginning date for the new Executive Director, the following motion was made:

Board member Ellen Palmer moved to recommend that the full Board set March 31, 2003 as the date when an Executive Director will be identified. Board member Bob Brandt seconded the motion. The vote was unanimous.

If the motion is approved, a new Executive Director would be identified by the end of March and begin working at the Center by July 1, 2003.

B. The Use of Consultants in the Search Process

After discussion about how a consultant could be helpful and identified, the following motion was made:

Board member Bob Brandt moved to recommend that the full Board authorize the Personnel Committee to prepare a Request for Proposal (RFP) for consultant help and establish a process to screen consultant applicants. Board member Ellen Palmer seconded the motion. The vote was unanimous.

If this motion is approved, the Personnel Committee will meet in July to prepare an RFP.

Board Member Renee Jenson moved to set the next Personnel Committee meeting for 3:30 p.m. on July 15 in the Visitor's Center. Board member Mark French seconded the motion. The vote was unanimous.

VI. Other Business

A. Deputy Director Performance Review

David distributed a letter he sent to the Deputy Director which spells out goals for focus during the review, the timeline and some expectations.

B. David Flannery's Request for Work Experience Credit

In order to earn vacation at a rate of 8 hours every two weeks, rather than 6 hours, the Board would have to accept his other public experience. The members discussed this request in the context of the search timeline and made the following motion:

Board member Bob Brandt moved to recommend that the full Board accept David's public service experience with the Elk River Area Schools and extend his contract to June 30, 2003 or when the new Executive Director begins, whichever comes first. Board member Ellen Palmer seconded the motion. The vote was unanimous.

VII. Adjourn

Mark French adjourned the meeting at 5:40 p.m.

Minutes prepared by David Flannery
June 17, 2002

PERPICH CENTER ARTS EDUCATION

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Board Meeting Minutes June 19, 2002

I. CALL MEETING TO ORDER

Chair Sonja Peterson called the meeting to order at 3:10 p.m.

II. ROLL CALL

Present: Sonja Peterson, Patty Anderson, Bob Brandt, Renee Jenson, Penny Johnson, Jane McWilliams, Ellen Palmer, Marjorie Savage, Mary Frances Skala, David Flannery

Absent:

Tina Richards Anderson, Alex Boies, Jeb Bowlus, Mark French, Lani Kawamura, Bob Tracy

III. CONSIDERATION AND APPROVAL OF MINUTES

Board member Bob Brandt moved to approve the following Board Minutes. Board member Renee Jenson seconded the motion. The motion carried unanimously.

- A. Regular Meeting of January 23, 2002; B-1/6
- B. Regular Meeting of March 1, 2002; B-9/10
- C. Special Meeting of February 12, 2002; B-7/8
- D. Regular Meeting of March 20, 2002; B-11/14
- E. Committee of the Whole of April 22, 2002; B-15
- F. Committee of the Whole of April 29, 2002; B-16
- G. Regular Meeting of May 23, 2002; B-17/21

IV. REPORTS

A. Chair's Report

Sonja Peterson reported that the Executive Committee discussed the possibility of an out-state meeting for October 21-22 in Fergus Falls. The content of the meeting would include one that is Board-centered and possibly uses a facilitator. The Executive Committee also discussed the reorganization and membership of Board committees.

B. Finance Committee Report

Committee Chair Renee Jenson reported that the Finance Committee recommended two grants for approval which will be presented later in the meeting. Elmore James reported that he will present the operating results of FY 2002 and compare them with the accepted budget for FY 2003 at the August 2002 Board meeting.

C. Bylaws Committee Report

Committee Chair Bob Brandt thanked Mary Frances Skala for all her hard work on the PCAE bylaws draft. The Bylaws Committee hopes to have a final draft of the PACE bylaws for approval at the August Board meeting. The Bylaws Committee is looking at how many out-state meetings there should be in a year, creating a Board Development Committee, creating an Appeals Committee. The Bylaws Committee will also recommend that the committees meet at least four times a year.

D. Executive Director's Report

David Flannery reported that we are using a new format for Board agendas and discussed the layout. The next full Board meeting is set for August 14 which will focus on the Bylaws Committee recommendations. David asked that the Board supply contact information for the PCAE website. Two McKnight documents were distributed by Mike Hiatt for the Board's review. David also reported on the video incident at the graduation ceremony and what steps the Arts High School is taking to deal with the matter.

V. CONSENT CALENDAR

A. Policy on Vacation Leave and Separation and Policy on Settlements for Departing Employees (policies attached).

Board member Ellen Palmer moved to adopt the items on the consent calendar. Board member Renee Jenson seconded the motion. The vote was unanimous.

VI. OLD BUSINESS

A. Personnel Committee Recommendations

The Personnel Committee discussed their reasons for establishing these resolutions. After discussion, the following motions were made:

Board member Bob Brandt moved that the PCAE Board declare that the Executive Director Position qualifies as an exception to the state hiring freeze under Exception 5. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Ellen Palmer moved that the PCAE Board establish a goal of identifying the new Executive Director by March 31, 2003, with the person to start sometime before July 1, 2003. Board member Penny Johnson seconded the motion. The vote was unanimous.

Board member Bob Brandt moved that the PCAE Board accept David Flannery's public service as Assistant Superintendent for Curriculum and Instruction and Superintendent of Schools in Independent School District 728, the Elk River Area Schools, and to extend his contract through June 30, 2003 or at the starting date of the Executive Director, whichever comes first. Board member Marjorie Savage seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to have the PCAE Board direct the Interim Executive Director and the Personnel Committee to develop and publish a RFP and, for consultant services, seek a waiver to the contract moratorium allowing a contract with a search firm. Board member Ellen Palmer seconded the motion. The vote was unanimous.

B. 2002/2003 PCAE Operating Budget

David Flannery referred to the handouts outlining the FY 02/03 Operating Budget (see attached). After discussion, the following motion was made:

Board member Jane McWilliams moved that the PCAE Board adopt a 2002/2003 PCAE Operating Budget with revenue of \$7,489,000 and expenditures of \$7,484,858. Board member Mary Frances Skala seconded the motion. The vote was unanimous.

This motion effectively reduced the available revenue by 8% or \$661,000.

VII. PERSONNEL

A. Sabbatical

Board member Ellen Palmer moved that the PCAE Board approve a sabbatical leave for Beth Fratzke for the 2002/2003 School Year consistent with all provisions of the master agreement. Board member Penny Johnson seconded the motion. The vote was unanimous.

B. Leave of Absence

Board member Ellen Palmer moved that the PCAE Board approve a leave of absence for Jenny Zanner for the first semester of the 2002/2003 school year consistent with all provisions of master agreement. Board member Penny Johnson seconded the motion. The vote was unanimous.

VIII. NEW BUSINESS

A. October Board Retreat

After extensive discussion, the Board decided to hold the out-state meeting in Fergus Falls on September 18, 2002 and to set the annual Board Retreat in Minneapolis the evening of October 21 and the morning of October 22, 2002. The Executive Committee will prepare the agendas and develop processes for the meeting.

B. Grant Approvals

Renee Jenson reported on the Finance Committee discussion on recent grants and recommended the Board award grants to the St. Paul Public Schools and the Guthrie Theater for FY 2003. Mike Hiatt provided additional information, and the following motions were made:

Board member Renee Jenson moved that the PCAE Board award a grant to the St. Paul Public Schools in the amount of \$5,000.00. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Bob Brandt moved that the PCAE Board award a grant to the Guthrie Theater in the amount of \$5,000.00 with the provision that the Program Committee develop a formalized policy for future grants. Board member Jane McWilliams seconded the motion. The vote carried 5 to 4 with Board members Bob Brandt, Jane McWilliams, Renee Jenson, Patty Anderson, and Penny Johnson voting for, and Board members Ellen Palmer, Mary Frances Skala, Marjorie Savage, and Sonja Peterson voting against.

C. Budget Process Proposal from Myers Martin Consulting, LLC

Board member _____ moved to recommend the Board authorize the administration to enter into a contract with Myers Martin to assist in preparing the budget for the next biennium. Board member _____ seconded the motion. The vote was unanimous.

Elsie Martin will be the principal consultant and the contract will not exceed \$5,000.

IX. Information and Decisions

A. Information

X. Other Items

XI. Adjourn

Chair, Sonja Peterson adjourned the meeting at 5:05 p.m.

DRAFT

Policy on Vacation Leave and Separation

In order to ensure compliance with state policy and to avoid additional costs in benefits, it shall be policy of the Perpich Center for Arts Education Board to direct the Executive Director to put in place and implement procedures which will prevent departing employees from "running out" their vacation time on the state payroll after their last actual day of work.

Adopted by the PCAE Board
May xx, 2003

Procedures on Vacation Leave and Separation

Supervisors are directed to work with departing employees to make sure that the last day of work does not include running out vacation time. For example, the last day of work for an employee departing with two weeks of accrued vacation would be April 1 with a payout to follow for the vacation days and not April 15 as the last employment day with April 1 being the last working day.

To do the latter would violate state policy and result in increased benefit costs. It may also result in paying off vacation hours in excess of the accumulation limits authorized by various contracts and plans.

Approved by the Interim Director
May 3, 2002

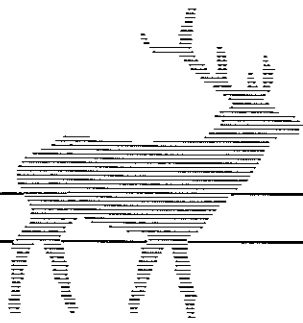
adopted 6/19/02

DRAFT

Policy on Settlements for Departing Employees

In order to protect the Center from legal and financial liability, the Perpich Center for Arts Education Board requires the Executive Director to commit the settlement to writing, and to obtain written comment on the settlement from the appropriate representatives of the Attorney General's Office and the Department of Employee Relations. The agreement and comments need to be in place and available for the Board's review before the settlement is considered final.

Adopted 6/19/02



Independent School District 728

ADMINISTRATION OFFICES

327 King Avenue
Elk River, MN 55330

DR. ALAN JENSEN
Superintendent of Schools

(763) 241-3400 Fax (763) 241-3407

June 13, 2002

Ms Sonja Peterson
Chair of Board of Directors
6125 Olson Memorial Highway
Minneapolis, 55422

Dear Ms Peterson:

This letter is to verify the dates of employment of the Elk River Area School District for Dr. David Flannery. Dr. Flannery was employed by the School District as Assistant Superintendent for Curriculum and Instruction and as Superintendent of Schools from 1984 to 2001. If you have any questions, please call me at 763-241-3418. Thank you.

Sincerely,

Londa Chambers
Administrative Assistant
Superintendent's Office

2002 - 2003 Operating Budget Parameters				
	Revenue		Expenditures	
State Support '03	\$7,816,000		\$8,145,858	
Carry Over	\$334,000			
Total	\$8,150,000			
Budget Reduction Goal	\$661,000		\$661,000	
Total	\$7,489,000		\$7,484,858	

Priorities for Put Backs

- 1) Arts High School
- 2) Student Support
- 3) RAC

Preliminary Recommendations Fiscal Year 2003

	Allocation	Percent of Revenue	Staff	Program	Total	Percent of Allocation	Percent of Reduction
Administration	\$2,444,110	30%	\$120,000	\$130,000	\$250,000	10.20%	38%
Arts High School	\$2,853,338	35%	\$100,000	\$50,000	\$150,000	5.25%	23%
LRC	\$197,122	2%	\$41,000	N/A	\$41,000	20.80%	6%
Student Support	\$599,290	7%	\$10,000	\$10,000	\$20,000	3.30%	3%
Professional Development Institute	\$1,648,703	20%	N/A	\$150,000	\$150,000	9%	23%
Research and Curriculum	\$403,295	5%	\$40,000	\$10,000	\$50,000	12.40%	8%
Total	\$8,145,858	99%	\$311,000	\$350,000	\$661,000		

To: David Flannery; Mark Youngstrom

From: Beth Fratzke

Subject: Sabbatical Leave, Article 17E (p.18)

I am requesting a sabbatical leave for the 2002-2003 school year. The purpose of the sabbatical leave is to secure teaching/learning experience that will better prepare me to carry out my teaching assignments.

Sabbatical description:

I will teach English to Chinese students who are majoring in English at X'ian Jiaotong University in X'ian, China. I also plan to study Chinese at Jiaotong University with other foreign students. Being in X'ian, the birthplace of Chinese civilization, gives me the opportunity to conduct academic research to support my Chinese literature class. In addition, I would propose visiting/teaching at Haining High School during the month-long college winter break from mid-January to mid-February during which time I would work the administration and staff on developing the Sisterschool partnership program.

Both of these experiences support a number of school/agency goals:

- a. develop learning experiences for Chinese literature and debate/speech
- b. assume a leadership role in the Sister School Partnership
- c. plan and participate in my own professional development opportunity
- d. assume school and agencywide responsibilities to share my experience through staff presentations, articles and meetings.

To: Mark Youngstrom
From: Jenny Zanner
C.C.: David Flannery

Date: 29 May, 2002
RE: Request for leave of absence

This letter is my request for an unpaid leave of absence for the purpose of professional development. The leave will take place fall semester 2002-03, from the first day on contract in August 2002 (yet to be determined by administration), through 16 January 2003.

I am starting a non-profit production group with three other radio producers to support our documentary work. This time will allow me to devote a semester's worth of my full attention to developing the work of this group, and to the two documentaries for which I will be seeking support. A major component of what I have had to offer the Arts High School as a teacher is my ability to teach research and production techniques for many kinds of documentary work. The time spent in this leave would further develop my connections to the world of documentary, connections which I have always been enthusiastic in sharing as a teacher here. Granting this leave will also support the stated goal of the Board of Directors in maintaining a commitment to staff the Center with working artists.

Yesterday I finally received notice that the Fulbright Teacher Exchange was not able to match me with a partner. Since I was already approved for a leave with pay for the 2002-2003 school year pending the Fulbright exchange, I anticipate that this current request for an unpaid leave lasting one semester will not be a problem.

Thank you,



Jenny Zanner

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education a grant to the Saint Paul Public Schools in the amount of \$5,000.00, specific for Fiscal Year 2003.

TOTAL *5,000.*

Adopted this _____ day of _____, 2002

Signed: _____, Chair

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

DATE: June 6, 2002

SUBJECT: Grant Request Summary

APPLICANT: St. Paul Public Schools - Marshall Field's Grant program

cc: Kathy Thurber
Deputy Director

Project Description

Saint Paul Public Schools, in conjunction with the District Arts Coordinator, Coordinator of Gifted and Talented and the Arts, and the Arts in Education Task Force, requests \$5,000 from the Perpich Center for Arts Education to support an assessment project costing \$30,000. A request for \$25,000 to achieve the entire project is pending with a company foundation.

Through the assessment project, Saint Paul Public Schools will collect and analyze quantitative and qualitative district data that records the current status of the arts in Saint Paul Public Schools. They will identify and report on the strengths and weaknesses of each elementary, middle school, junior high and high school in providing a solid education in the arts to every child in the Saint Paul Public Schools, as well as the schools' means and methods in meeting State Arts Standards. They will highlight exemplars of Standards-based arts education to inform the community and assist schools in understanding the various ways Standards can be addressed.

Budget

All funds for this grant are private funds, provided to the Perpich Center for Arts Education by a grant received from Marshall Field's a division of the Target Corporation.

We recommend that the PCAE Board of Directors approve the following requested amount:

St. Paul Public Schools	\$5,000
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Saint Paul Public Schools

L I F E L O N G L E A R N I N G

District 625

360 Colborne Street
Saint Paul, MN 55102-3299

Office Of The Director Of Curriculum

Telephone: (651) 767-8353
Fax: (651) 221-1488
E-Mail: renie.willard@spps.org

February 4, 2002

Dr. David O'Fallon
Executive Director
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422

Dear David:

Thank you for meeting with Margaret Hasse and me to explore future relationships between Perpich Center and Saint Paul Public Schools.

Since that meeting a week ago Thursday, the big news has been made public that you have been appointed as President of MacPhail Center for the Arts. Congratulations to you and MacPhail, which is fortunate to have you. Saint Paul Public Schools will be eager to have MacPhail continue to be involved with our schools in the years ahead.

We're disappointed not to have you at the Perpich Center helm to help fulfill some of the longer-term, large-scale partnership ideas in Saint Paul, which we have been discussing. However, we trust that, when your predecessor is appointed, he or she will also be an advocate for the Center's role in arts in urban education and in funding partnerships.

David, we promised to present you with a thumbnail sketch of several initiatives to pursue together. Given the new developments in your work life, moving forward on large initiatives with Perpich Center will need to wait until the transition has occurred. Thus, we are not presenting you with those descriptions now.

We do hope that you will, even in this time of transition, move ahead with a smaller venture that we discussed. You were very positive about the possibility of Perpich Center granting Saint Paul Public Schools money toward a district-wide arts education assessment. The assessment will give us a baseline, on which we can carefully build, and gauge our impact over time. A \$5,000 grant to Saint Paul Public Schools will also help attract other grant money toward the \$30,000 goal of the assessment project.

Attached is a 3-page project description and request. Please let us know the status of this request and if we can provide other information.

Sincerely,

Renie Willard, Curriculum Director
Saint Paul Public Schools

P.S. The arts mentorship project in downtown Saint Paul to which we referred, but couldn't name, is *Art Works*. Margaret tells me that COMPAS sponsors it, and will again this next summer, with even more students involved.

**PROPOSAL TO PERPICH CENTER FOR ARTS EDUCATION
FROM SAINT PAUL PUBLIC SCHOOLS
FOR BASELINE ASSESSMENT PROJECT – THE STATE OF ARTS
IN SAINT PAUL PUBLIC SCHOOLS**

DATE: FEBRUARY 4, 2002

AMOUNT: \$5,000

Overview

Saint Paul Public Schools, in conjunction with the District Arts Coordinator, Coordinator of Gifted and Talented and the Arts, and the Arts in Education Task Force, requests \$5,000 from the Perpich Center for Arts Education to support an assessment project costing \$30,000. A request for \$25,000 to achieve the entire project budget is pending with a company foundation.

Through the assessment project, Saint Paul Public Schools will collect and analyze quantitative and qualitative district data that records the current status of the arts in Saint Paul Public Schools. We will identify and report on the strengths and weaknesses of each elementary, middle school, junior high and high school in providing a solid education in the arts to every child in the Saint Paul Public Schools, as well as the schools' means and methods in meeting State Arts Standards. We will highlight exemplars of Standards-based arts education to inform the community and assist schools in understanding the various ways Standards can be addressed.

Timeframe

The proposed timeframe of the project is March 1, 2002 - June 30, 2003.

Value Added

The project will increase our knowledge base about arts education in the Saint Paul Public Schools and provide a baseline against which we can measure future advancements. The project will distribute results to inform the district and its community about the project's findings. Schools, principals, curriculum directors, site councils and parents/guardians can learn about the state of the arts in each school and about arts partnerships and resources being used, such as business, professional groups, arts agencies and organizations, arts exposure programs, artists in residence, and community support related to arts. Readers will also learn about the distribution of arts specialists in the schools. They will become aware of – and, we hope, inspired by – the exciting work of some Saint Paul Public Schools classroom teachers to integrate arts education, often in conjunction with specialists and artists working in partnership with schools.

Alignment with Need

Gathering quantitative data and other information about the arts through this project is especially timely. Since 1999, the Saint Paul Arts in Education Task Force, in conjunction with staff of the Saint Paul Public Schools, has worked to support existing programs and strengthen arts education throughout the district. This ad hoc volunteer group has a very big mission to formulate a district wide arts plan for Saint Paul Public Schools. Data gathered and reported would aid the Task Force in its work to increase and strengthen arts education in the Saint Paul Public Schools. We expect the data will show a range of arts education programs including pockets of excellence in arts education as well as places where the arts are minimally addressed and in need of further development.

During 2001-2002, Saint Paul Public School teachers are responsible for reporting to the district and parents/guardians on students' progress in meeting the State Arts Standards. The need to understand conditions, and to inform and support schools in arts education has increased in urgency due to budget conditions. Schools are between a rock and a hard place: most realize the necessity of addressing all State requirements, including in the arts, but they have fewer resources to accomplish what they need to do.

We know from talking with arts educators and community arts resources providing services to Saint Paul Public Schools, that there are many creative, cost-effective ways to enable students to meet the Standards and for schools to ensure a high quality arts education program. We plan to expand on our quantitative State of the Arts findings to describe qualitative examples of methods of meeting the arts standards so that schools can take heart and move ahead on arts education enhancements even without significant new investment of money.

Support for Advancement

We would like to assess and document the state of Saint Paul arts education for a second reason: showing that Saint Paul Public Schools values excellence is an important leadership role for the district, and can serve to fortify the people who work on these programs.

The information resulting from this project will be disseminated to all schools. The data and exemplars in a printed form will also be useful in the years ahead as part of the District Arts Coordinator's technical assistance portfolio.

Analyzing, understanding and publishing the State of the Arts in Saint Paul data and information about arts education in Saint Paul will complement the work of the District and Arts Task Force not only in planning, but also in development of funding resources. We predict data will demonstrate the need for more consistent arts education of Saint Paul Public School students and will also demonstrate models that can be replicated.

We believe that this project also offers inexpensive opportunities for public information about the district, school staffing patterns, and curriculum-based arts programs. It will serve to promote the value of the arts as an essential education endeavor.

Project Design

The State of Arts project will unfold in four stages. Advice and assistance from our district testing and assessment division will be critical to success.

First, we will augment the data collected in the fall of 2001 from arts educators as part of the arts planning process to assure 100% participation from our 70 schools. We will re-contact the arts educators in 19 schools not currently represented, and help them complete the initial survey. As part of the data collection process, we will create and apply a survey instrument for principals, curriculum directors and/or chairs of site-based councils. Finally, we will obtain and cross-reference additional information from other sources, including arts organizations partnering in the Saint Paul Schools, and district records on numbers of arts personnel and course offerings.

In the second stage of the project, we will analyze the data. As part of the data analysis, we will obtain testing records and compare the change in student achievement levels on the MAT 7 tests in our four arts-based schools to district-wide achievement change.

Third, from the information collected and analyzed, we will identify needs and also exemplary programs where the Arts Standards are being met. We will select 8 – 10 programs across the

range of student ages and arts forms to demonstrate the diverse ways Saint Paul Schools and educators are meeting standards. The models will include student achievement of the standards through curriculum provided by arts specialists, as well as interdisciplinary programs and partnerships where artists and classroom teachers play supportive roles.

Fourth, we will share with schools and the public what we have learned. We will publish a report on State of Arts Education in Saint Paul which will provide individual arts profiles of schools, district trends, as well information about student achievement comparisons. It will also include in-depth descriptions of exemplary Standards-based arts education in Saint Paul. We will also describe and present information about models through a video production that can support staff development in the future.

Project Cost Projections:

Project Budget

Expense

Consultants

- Coordination, Data collection and analysis \$8,500
- Writer \$4,500

District Testing and Assessment \$2,000

Printing and Dissemination \$5,000

Misc. costs, such as photo reproduction \$2,000

Video documentation \$5,000

Overhead \$3,000

Total: \$30,000

Income

We anticipate a \$5,000 grant from Perpich Center, and a \$25,000 grant from a Saint Paul company.

District In-Kind:

District Arts Coordinator

- Manage survey distribution and collection process
- Reapply arts educator survey to 100% participation
- Support data collection process

Arts Task Force – donated in-kind

- Advise on process
- Review recommendations on Standards exemplars

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education authorize a grant to the Guthrie Theater Company in the amount of \$5,000.00, specific for Fiscal Year 2003.

TOTAL *\$ 5,000.00*

Adopted this _____ day of _____, 2002

Signed: _____, Chair

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

DATE: June 6, 2002

SUBJECT: Grant Request Summary

APPLICANT: Guthrie Theater Company – Summer Education Conference

cc: Kathy Thurber
Deputy Director

Program Description

For the past fifteen year's the Guthrie Theater Company has sponsored a Summer Education Institute for teachers and students from all across Minnesota. This year's conference entitled *Creating New Work: Playwriting and Performing* will afford teachers and students the opportunity to explore the creation of New Work and bring some of that work to life. Educators will work with members of Young Playwrights, Inc. from New York, an organization founded by Stephen Sondheim, which provides training for educators on using playwriting in the classroom. Students will take part in workshops with local professional playwrights in a variety of areas. The weekend will conclude readings by students of four new one-act plays commissioned by the Guthrie. All participants will also have the opportunity to see the world-premiere of Arthur Miller's new play *Resurrection Blues*.

The Guthrie Theater company requests \$5,000 for support of this Summer Education Institute. The funding from the Perpich Center will help underwrite the fees for Young Playwrights, Inc., which helps educators integrate playwriting into day to day classroom work. Upon completion of this workshop, teachers will leave with a model playwriting curriculum and detailed lesson plans that they will be able to use back at their schools.

Budget

All funds for this grant are State funds coming from the Professional Development Institute Budget.

We recommend that the PCAE Board of Directors approve the following requested amount:

Guthrie Theater Company

\$5,000



Joe Dowling, Artistic Director
Susan B. Trapnell, Managing Director

May 6, 2002

Ms. Kathy Thurber
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422

Dear Ms. Thurber:

I understand that you and Sheila Livingston have had a conversation about how the Perpich Center for Arts Education could participate in our 15th annual Guthrie Summer Education Conference. Sheila and I first met with David O'Fallon in December 2001 regarding the change in MAX funding for this year. At that time he told us that the Perpich Center would be able to provide a contract grant to support artists fees for the Conference, which he reaffirmed before he left.

Please consider this a formal request to the Perpich Center for a grant of \$5,000 for support of this year's Summer Education Conference. A grant from the Perpich Center would underwrite artist fees for Young Playwrights, Inc., a nationally-acclaimed program founded by Stephen Sondheim designed to provide educators with a blueprint for integrating playwriting into day-to-day classroom work, as well as travel and accommodation (they are based out of New York). Three artists from Young Playwrights will be leading the teacher workshops for the Conference, which will take place all day on Friday, August 2 and Saturday, August 3, 2002. Teachers will leave the weekend with a model playwriting curriculum and detailed lesson plans that they will be able to use back at their schools.

Plans for this year's Conference, *Creating New Work: Playwriting and Performing*, are proceeding very smoothly. As the Guthrie expands its focus and works toward becoming a home for playwrights and the development of new work, we are thrilled to be able to share this exciting new direction with students and teachers throughout the state. We have gathered a stellar team of local and national playwrights and artists to work with them and I'm pleased to report that registration is going strong with more than 20 school teams already registered. This promises to be our best Conference yet and we'd like the Perpich Center to be a part of it.

Please let me know if there is any additional material you need from me in order to move forward with this request. I can be reached at 612.313.0507. Thank you so much for the Perpich Center's long-standing partnership with and support of the Guthrie Theater.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Kristen Swanson'.

Kristen Swanson
Associate Director of Institutional Gifts




Guthrie Theater
725 Vineland Place
Minneapolis, MN 55403
www.guthrietheater.org

**Fifteenth Annual
Summer Education
Conference Information**

**Creating New Work:
Playwriting and Performing**

**15th Annual Summer
Education Conference
at the Guthrie Theater
August 1-4, 2002**

 Guthrie Theater



Dear Educator,

It is with enormous pleasure that I invite you and your students to our 15th annual summer

education conference, *Creating New Work: Playwriting and Performing*. This conference will afford you and your students the opportunity to explore the creation of new work and bring some of that work to life.

Educators will work with members of Young Playwrights, Inc. from New York, an organization founded by Stephen Sondheim which provides training for educators on using playwriting in the classroom. Students will take part in workshops with local professional playwrights in a variety of areas. The weekend will culminate with readings by students of four new one-act plays commissioned by the Guthrie.

I am also very pleased that you will see the world-premiere of Arthur Miller's new play *Resurrection Blues*. The Guthrie is honored to be presenting a new work by America's leading playwright. How appropriate it is that you will be part of a playwriting conference at that time.

I hope that you and your students will be able to join us for this wonderful weekend!

Sincerely,

Joe Dowling
Artistic Director

cover photo by T. Charles Erickson

Jon Jory will direct the upcoming Guthrie production of *Children of Boys* by Jane Martin. For 31 years, Jory served as producing director at Actors Theatre of Louisville, where he founded the Humana Festival of New American Plays in 1976. He is also the founding artistic director of Long Wharf Theatre in New Haven, Connecticut. Jory has devoted his energy to excellence in all facets of production, especially to the encouragement of new writers and the production of new American plays.

Guest Workshop Leaders

Young Playwrights, Inc. is an organization founded by Stephen Sondheim headquartered in New York. This nationally-acclaimed program is designed to provide educators with a blueprint for integrating playwriting into day-to-day classroom work. They also sponsor the Young Playwright's Festival, a national playwriting competition for young people. This Festival gives young writers the opportunity pour their creativity onto a real Off-Broadway stage.

In Performance

Resurrection Blues by Arthur Miller will have its world premiere at the Guthrie Theater.

Long years of political and economic turmoil have ravaged an unnamed country, now under the control of a repressive military regime. A charismatic young revolutionary, lionized by his devoted followers and demonized by supporters of the totalitarian government, creates a national stir, further threatening the country's stability. Once captured, the chief of state sells exclusive broadcast rights to the young man's execution - by crucifixion - to an American television network.

In *Resurrection Blues* Miller brilliantly satirizes misguided global politics and the predatory nature of a media-saturated culture. At once genuinely poetic, humorous and thought-provoking, the play confirms Arthur Miller's reputation as an insightful writer who does not shy away from dramatizing controversial ethical dilemmas.

For Educators

Educators will take part in workshops conducted by Young Playwrights, Inc. Building on a foundation of improvisational exercises and collaborative writing, the workshops will offer teachers new methods to enhance students' cognitive abilities, including analytical/critical thinking, conflict resolution, comprehension of cause and effect and cooperative problem solving. Educators will write a monologue and a scene and will be encouraged to begin their own plays. Educators will leave the weekend with a model playwriting curriculum and detailed lesson plans.

For Students

Students will select seven workshops from 13 offerings that provide a variety of approaches to writing, performing, viewing, critiquing and experimenting with new plays. Working with professional playwrights and directors from the Twin Cities, students can participate in workshops that focus on writing monologues for auditions and solo performance, scripts for musical theater, site specific projects, phone plays, ten-minute plays, puppet/object theater and creating new works through actor improvisation. Students will also have an opportunity to rehearse new one-act plays commissioned by the Guthrie Theater specifically for production by interested high schools for the Minnesota State High School League One-Act Play Festival.

School Year 2002/2003

In addition to seeing *Resurrection Blues*, participating schools will receive 50 tickets to bring students back to either:

The Comedy of Errors by William Shakespeare
Mrs. Warren's Profession by George Bernard Shaw
Six Degrees of Separation by John Guare
Three Sisters by Anton Chekhov

Ticket reservation information will be included with confirmation packets. Tickets will be issued on a first-come, first-served basis and are subject to availability.

At this time, all events take place at the hotel unless noted otherwise

Thursday, August 1, 2002

4:00-5:00pm Team/Participant Check-in at hotel
6:00-8:00pm Keynote address by Jon Jory
followed by welcome dinner

Friday, August 2, 2002

Breakfast on your own

9:00am-Noon Workshops
Noon-1:00pm Lunch
1:00-4:00pm Workshops
4:00-5:45pm Free Time
5:45-6:30pm Dinner
7:30pm Attend Final Dress Rehearsal
of *Resurrection Blues* by Arthur Miller
directed by David Esbjornson

Saturday, August 3, 2002

Breakfast on your own

9:00am-Noon Workshops
Noon-1:00pm Lunch
1:00-4:00pm Workshops
Rest of afternoon, dinner and evening on your own

Sunday, August 4, 2002

Breakfast on your own

10:00am-12:30pm Play Readings
followed by group photo

...Register, you team, complete the adjacent form and return the form with full payment to the Summer Conference Registrar, Guthrie Theater, 725 Vineland Place, Minneapolis, MN 55403

Who Can Participate

The Summer Conference (formerly MAX) is open to Minnesota high schools only. Teams may be comprised of students in grades 10-12, high school teachers, administrators and parents. Up to six individuals from each school may participate with at least one participant (no more than 2) being a teacher/adult and at least one participant being a student.

Capacity is limited and registrations will be taken on a first-come, first-served basis, with additional participants being placed on a waiting list. Participants must register as a team with one adult individual designated as the contact person/Guthrie liaison at each school.

Cost

Registration for the conference is \$150 per person*. This fee includes three nights hotel accommodations, all conference materials, tickets to a performance and selected meals as listed on the schedule. Participant cost has been kept to a minimum due to the combined support of the Blandin Foundation, the Guthrie Theater, and the Perpich Center for Arts Education. In order to keep costs at a minimum, we ask each team to be prepared to provide their own transportation to all events.

**Refunds of 50% will be issued on cancellations received by June 14, 2002. No refund will be made after June 14.*

Accommodations

Participants will be housed at the Sheraton Minneapolis West Hotel (formerly the Ramada Plaza) which is a 10-minute drive from the Guthrie. All rooms are based on double occupancy which may result in individuals from different schools being placed together. This is a residential program; all participants are required to stay at the hotel.

Please note: funding provides for lodging for Thursday, August 1, Friday, August 2, and Saturday, August 3 only.

School: _____

School Address: _____

School Phone: _____

Participant information: Please provide summer mailing address. This will ensure that all conference materials are received by participants in a timely manner.

Contact/Participant #1 (contact person must be an adult who accompanies team to conference)

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / Teacher (contact needs to be a teacher/adult)

Participant #2:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Participant #3:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Participant #4:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Participant #5:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Participant #6:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Registration Fees: _____ # team members x \$150 = _____

Payment Policy: Check or money order made payable to the Guthrie Theater. *No purchase orders accepted.* Mail registrations to: Summer Conference Registrar, Guthrie Theater, 725 Vineland Place, Minneapolis, MN 55403

PERPICH CENTER
ARTS EDUCATION
Arts High School • Professional Development • Research
6125 Olson Memorial Hwy., Golden Valley, MN 55422

Bylaws Task Force Meeting Minutes
June 19, 2002

III. CALL MEETING TO ORDER

Chair, Bob Brandt called the meeting to order at 5:10 p.m.

IV. ROLL CALL

Present: Bob Brandt, Marjorie Savage, Mary Frances Skala, Sonja Peterson, David Flannery

V. DISCUSSION AND REVIEW OF PROPOSED CHANGES

The Bylaws Committee reviewed the second draft of the bylaws prepared by Mary Frances Skala. The Committee discussed various sections of the draft including reviewing the roles of various committees. The Committee also discussed the parent advisory group, the Board agenda, monthly meetings, and out-state meetings.

Mary Frances Skala will create a final draft based on the discussion and will e-mail a copy to all Board members for their review prior to the August 14 Board meeting where the Bylaws Committee will present the final draft for Board approval.

V. ADJOURN

Bob Brandt adjourned the meeting at 5:45 p.m.

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Executive Committee Meeting Minutes
June 19, 2002

I. Call Meeting to Order

Committee Chair, Sonja Peterson called the meeting to order at 2:05 p.m.

II. Roll Call

Present: Sonja Peterson (Chair), Bob Brandt, Renee Jenson, Ellen Palmer, Marjorie Savage, David Flannery

Absent: Mark French

III. New Business

Most of the discussion focused on the fall retreat. Committee members felt that the meeting needed to be planned and organized by the Board and needs to have an active role for the Board.

The members will recommend topics for the Board retreat that include work on clarifying the mission, preparation for the director search and team building.

The status of the program committee and appointments to other committees will wait until the Board acts on the revised bylaws. Appointments will follow that action.

IV. Adjourn

Sonja Peterson adjourned the meeting at 2:55 p.m.

Minutes prepared by David Flannery
June 20, 2002

Dear Representatives and Senators,

This is a copy my testimony that I was going to present at the House K-12 Education Finance Committee meeting that was held on Jan.30 at 10:15. I did not get the opportunity because parent testimony was halted due to time constraints.

My name is Janet Spatafore and my son graduated from the Arts High School (part of the Perpich Center for Arts Education) last year. He was in the music program. I believe this school is a gem, a treasure, and this is how I describe it to my friends and relatives. My son is bright and would have done okay academically at his neighborhood school, but would have hated it. We could see this building in the 10th grade. An atmosphere of many unhappy teachers, high school cliques, and students putting down other students really bothered him.

A few weeks into the school year at the Arts High School, Jeff told me, "Mom, I not only like school, I love it." He came home late every day, hanging around the dorm or working on or composing music into the evening at school. He talked at length about how the students respected each other for their differences. I remember thinking that I wish every student could have this kind of school experience. What makes the Arts High School unique is the quality of the staff there. My son is very perceptive about people. He loved all of his teachers and could tell they were dedicated to students and to making a difference in their lives. I believe every teacher in that school is not just a teacher, but a counselor and a mentor. This goes for the entire staff. My son calls the counselor "mother of the school". She knows every student by name.

Shortly before graduation, Jeff told me that he felt "so fulfilled in life". I remember thinking how could a child of 18 have this feeling already. I believe we owe it all to the Arts High School. It has made all the difference in his life. His academic teachers instilled a passion for learning, and his music teachers have not only given him skills, but also helped him to develop his confidence and realize his dreams.

Jeff and 3 other music students of the school joined up early in the year and formed a band, "Linus". These are 4 bright and creative kids who compose their own music. They won the title of best "Twin Cities High School Rock Band" last year, and have been playing professionally for over a year. They have released their first CD, and it is available in Twin Cities music stores.

The kids are in it for the long haul. All 4 decided to attend local colleges near each other. They practice diligently and play shows on the weekends. Before graduating Jeff said to me, "We never would have formed this band if it weren't for the Arts High School". He is eternally grateful as we his parents are. The other parents of the band feel the same way as my husband and me. The seven of us have formed a wonderful friendship.

I know all of these things because I was leader of the parent's group at school and was very involved in volunteering. I got to know most of the staff and many students and parents.

This school not only impacts the students for their whole lives, but also impacts our whole state and its culture because they share their knowledge and talents with the entire community. My son has a good friend Andre Samples who graduated from the school several years ago. He is a gifted actor and performs professionally in the Twin Cities.

It is for these reasons that I implore you to not recommend a 10% cut for the Perpich Center for Arts Education. It is a small state agency with a small staff and student population. A 10% cut and layoffs of teachers and other school personnel would be devastating to the school. Thank you very much.

Sincerely,



cc: PCAE Board Members, Dr. O'Fallon, Mark Youngstrom, Karen Charles, Mary Pietruszewski

To: Dr. David O'Fallon, Executive Director

From: Elizabeth Johnson, Guidance Counselor

Date: January 16, 2002

RE: Student Support Services Receptionist Position

It has come to my attention that, despite our department's adamant advocacy to the contrary, the intention to cut Pattie Peterson from full-time to half-time remains alive. I cannot express the degree to which this is disturbing to me. I have been frank with you (in writing) about my concerns regarding administrative decisions and their affects on student support and advocacy. The decision to reduce Ms. Peterson's position to half-time highlights and underscores either the lack of understanding or concern for student needs at this school.

The paltry savings effected by that change is in no way equal the loss we face in losing her. I have heard you speak repeatedly and publicly about creating safe havens for art to flourish and grow. No one individual does more to create that safe atmosphere here at the Arts High than Pattie Peterson.

She is the first person students and parents meet. She creates an unparalleled atmosphere of fun and acceptance and handles a myriad of situations with an adeptness that few possess. The other day, I heard her end of a phone call with a concerned parent. She was discrete and revealed nothing of the content of the call, but was simultaneously supportive of the parent and the student. After she hung up the phone, she immediately saw to a student need. She is that way each minute of every day and provides us with a service wildly better than for which she is currently paid.

I have no doubt that if I were to create a petition on her behalf that I would have the signature of every student and most the parents. Ms. Peterson would be very uncomfortable with that action and it would only serve to upset students. Yet, I fear we may lose her if we cut her to half time as economic realities may prevent her continuing here. How could we expect something else of her? If that reality occurs we will have lost a truly outstanding asset for a small amount of savings which could likely be recouped with more conservative photocopy practices.

I have heard it said that our department (Student Support Services) is largely being spared because of cuts taken last year. However, when I look at direct non-teaching

services to students, I count 2.75 positions lost. 2 dorm coordinators, .25 nurse and .5 receptionist. All of these are relatively low paying positions with tremendous impact on the quality of student life here. Additionally last year, we lost the director of our department and a guidance counselor. What conclusions do you suggest I draw from these decisions?

I have counted 4 positions (agency-wide) that have been added in the last 2 months (1 of these is grant funded) with a cost to the agency that I estimate to be approximately \$250,000 per year of the biennium. I am not interested in arguing the relative merits of these positions nor the qualifications of those assuming those positions which I am certain are outstanding, however, decisions to cut low paid, direct service to student employees while making new hires is distressing to me.

The Arts High School is an institution with a growing national reputation among post-secondary institutions. We have this reputation because we have created a challenging and supportive environment for our students. You are correct when you speak publicly of the need for such places and daily, we demonstrate the wonders that can occur in such an atmosphere. I don't know how that can be sustained without the hard work of key people like Pattie Peterson.

cc: Mark Youngstron, Karen Charles

**PERPICH CENTER
ARTS EDUCATION**

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

**Finance Committee Meeting Minutes
June 19, 2002**

I. Call Meeting to Order

Committee Chair Renee Jenson called the meeting to order at 2:30 p.m.

II. Roll Call

Present: Renee Jenson (Committee Chair), Patty Anderson, Penny Johnson, Jane McWilliams, Kathy Thurber, Elmore James, Mike Hiatt

Absent:

Lani Kawamura, Ellen Palmer, Mary Frances Skala, Bob Tracy

III. New Business

A. Grant to the St. Paul Public Schools, \$5,000

Mike Hiatt presented background and details of the grant and recommended approval. Staff recommends granting the request for FY '03 funding through the Marshall Field grant. This is an assessment and analysis project for the school district to identify arts education needs. After discussion, the following motion was made:

Board member Penny Johnson moved to recommend that the Board for the Perpich Center for Arts Education award a grant to the St. Paul Public Schools in the amount of \$5,000 for Fiscal Year 2003. Board member Jane McWilliams seconded the motion. The vote was unanimous.

B. Grant to the Guthrie Theater Company, \$5,000

Grant for Guthrie Theater Summer Education Institute to help underwrite fees for Young Playwrights, Inc. which helps educators integrate playwriting curriculum into their lesson plans and works directly with students from all over the state. Mike Hiatt presented the history of this program and the MAX grants. Since MAX is in temporary suspension, suggested source is General Arts Education funds. Staff recommended approval. After discussion, the following motion was made:

Board member Jane McWilliams moved to recommend that the Board for the Perpich Center for Arts Education award a grant to the Guthrie Theater Company in the amount of \$5,000 for Fiscal Year 2003. Board member Patty Anderson seconded the motion. The vote was unanimous.

IV. Other

Elmore James updated the Board on end-of-year budget activities and will bring to the Finance Committee and the Board a comparison of final FY 2002 and approved FY 2003 budgets at the August 14 Board meeting. Committee members asked that they receive the materials in advance of the meeting.

V. Adjourn

Renee Jenson adjourned the meeting at 2:55 p.m.

Notes prepared by Kathy Thurber
June, 19, 2002

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

DATE: June 6, 2002

SUBJECT: Grant Request Summary

APPLICANT: St. Paul Public Schools - Marshall Field's Grant program

cc: Kathy Thurber
Deputy Director

Project Description

Saint Paul Public Schools, in conjunction with the District Arts Coordinator, Coordinator of Gifted and Talented and the Arts, and the Arts in Education Task Force, requests \$5,000 from the Perpich Center for Arts Education to support an assessment project costing \$30,000. A request for \$25,000 to achieve the entire project is pending with a company foundation.

Through the assessment project, Saint Paul Public Schools will collect and analyze quantitative and qualitative district data that records the current status of the arts in Saint Paul Public Schools. They will identify and report on the strengths and weaknesses of each elementary, middle school, junior high and high school in providing a solid education in the arts to every child in the Saint Paul Public Schools, as well as the schools' means and methods in meeting State Arts Standards. They will highlight exemplars of Standards-based arts education to inform the community and assist schools in understanding the various ways Standards can be addressed.

Budget

All funds for this grant are private funds, provided to the Perpich Center for Arts Education by a grant received from Marshall Field's a division of the Target Corporation.

We recommend that the PCAE Board of Directors approve the following requested amount:

St. Paul Public Schools	\$5,000
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Saint Paul Public Schools

L I F E L O N G L E A R N I N G

District 625

360 Colborne Street
Saint Paul, MN 55102-3299

Office Of The Director Of Curriculum

Telephone: (651) 767-8353
Fax: (651) 221-1488
E-Mail: renie.willard@spps.org

February 4, 2002

Dr. David O'Fallon
Executive Director
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422

Dear David:

Thank you for meeting with Margaret Hasse and me to explore future relationships between Perpich Center and Saint Paul Public Schools.

Since that meeting a week ago Thursday, the big news has been made public that you have been appointed as President of MacPhail Center for the Arts. Congratulations to you and MacPhail, which is fortunate to have you. Saint Paul Public Schools will be eager to have MacPhail continue to be involved with our schools in the years ahead.

We're disappointed not to have you at the Perpich Center helm to help fulfill some of the longer-term, large-scale partnership ideas in Saint Paul, which we have been discussing. However, we trust that, when your predecessor is appointed, he or she will also be an advocate for the Center's role in arts in urban education and in funding partnerships.

David, we promised to present you with a thumbnail sketch of several initiatives to pursue together. Given the new developments in your work life, moving forward on large initiatives with Perpich Center will need to wait until the transition has occurred. Thus, we are not presenting you with those descriptions now.

We do hope that you will, even in this time of transition, move ahead with a smaller venture that we discussed. You were very positive about the possibility of Perpich Center granting Saint Paul Public Schools money toward a district-wide arts education assessment. The assessment will give us a baseline, on which we can carefully build, and gauge our impact over time. A \$5,000 grant to Saint Paul Public Schools will also help attract other grant money toward the \$30,000 goal of the assessment project.

Attached is a 3-page project description and request. Please let us know the status of this request and if we can provide other information.

Sincerely,

Renie Willard, Curriculum Director
Saint Paul Public Schools

P.S. The arts mentorship project in downtown Saint Paul to which we referred, but couldn't name, is *Art Works*. Margaret tells me that COMPAS sponsors it, and will again this next summer, with even more students involved.

**PROPOSAL TO PERPICH CENTER FOR ARTS EDUCATION
FROM SAINT PAUL PUBLIC SCHOOLS
FOR BASELINE ASSESSMENT PROJECT – THE STATE OF ARTS
IN SAINT PAUL PUBLIC SCHOOLS**

DATE: FEBRUARY 4, 2002

AMOUNT: \$5,000

Overview

Saint Paul Public Schools, in conjunction with the District Arts Coordinator, Coordinator of Gifted and Talented and the Arts, and the Arts in Education Task Force, requests \$5,000 from the Perpich Center for Arts Education to support an assessment project costing \$30,000. A request for \$25,000 to achieve the entire project budget is pending with a company foundation.

Through the assessment project, Saint Paul Public Schools will collect and analyze quantitative and qualitative district data that records the current status of the arts in Saint Paul Public Schools. We will identify and report on the strengths and weaknesses of each elementary, middle school, junior high and high school in providing a solid education in the arts to every child in the Saint Paul Public Schools, as well as the schools' means and methods in meeting State Arts Standards. We will highlight exemplars of Standards-based arts education to inform the community and assist schools in understanding the various ways Standards can be addressed.

Timeframe

The proposed timeframe of the project is March 1, 2002 - June 30, 2003.

Value Added

The project will increase our knowledge base about arts education in the Saint Paul Public Schools and provide a baseline against which we can measure future advancements. The project will distribute results to inform the district and its community about the project's findings. Schools, principals, curriculum directors, site councils and parents/guardians can learn about the state of the arts in each school and about arts partnerships and resources being used, such as business, professional groups, arts agencies and organizations, arts exposure programs, artists in residence, and community support related to arts. Readers will also learn about the distribution of arts specialists in the schools. They will become aware of – and, we hope, inspired by – the exciting work of some Saint Paul Public Schools classroom teachers to integrate arts education, often in conjunction with specialists and artists working in partnership with schools.

Alignment with Need

Gathering quantitative data and other information about the arts through this project is especially timely. Since 1999, the Saint Paul Arts in Education Task Force, in conjunction with staff of the Saint Paul Public Schools, has worked to support existing programs and strengthen arts education throughout the district. This ad hoc volunteer group has a very big mission to formulate a district wide arts plan for Saint Paul Public Schools. Data gathered and reported would aid the Task Force in its work to increase and strengthen arts education in the Saint Paul Public Schools. We expect the data will show a range of arts education programs including pockets of excellence in arts education as well as places where the arts are minimally addressed and in need of further development.

During 2001-2002, Saint Paul Public School teachers are responsible for reporting to the district and parents/guardians on students' progress in meeting the State Arts Standards. The need to understand conditions, and to inform and support schools in arts education has increased in urgency due to budget conditions. Schools are between a rock and a hard place: most realize the necessity of addressing all State requirements, including in the arts, but they have fewer resources to accomplish what they need to do.

We know from talking with arts educators and community arts resources providing services to Saint Paul Public Schools, that there are many creative, cost-effective ways to enable students to meet the Standards and for schools to ensure a high quality arts education program. We plan to expand on our quantitative State of the Arts findings to describe qualitative examples of methods of meeting the arts standards so that schools can take heart and move ahead on arts education enhancements even without significant new investment of money.

Support for Advancement

We would like to assess and document the state of Saint Paul arts education for a second reason: showing that Saint Paul Public Schools values excellence is an important leadership role for the district, and can serve to fortify the people who work on these programs.

The information resulting from this project will be disseminated to all schools. The data and exemplars in a printed form will also be useful in the years ahead as part of the District Arts Coordinator's technical assistance portfolio.

Analyzing, understanding and publishing the State of the Arts in Saint Paul data and information about arts education in Saint Paul will complement the work of the District and Arts Task Force not only in planning, but also in development of funding resources. We predict data will demonstrate the need for more consistent arts education of Saint Paul Public School students and will also demonstrate models that can be replicated.

We believe that this project also offers inexpensive opportunities for public information about the district, school staffing patterns, and curriculum-based arts programs. It will serve to promote the value of the arts as an essential education endeavor.

Project Design

The State of Arts project will unfold in four stages. Advice and assistance from our district testing and assessment division will be critical to success.

First, we will augment the data collected in the fall of 2001 from arts educators as part of the arts planning process to assure 100% participation from our 70 schools. We will re-contact the arts educators in 19 schools not currently represented, and help them complete the initial survey. As part of the data collection process, we will create and apply a survey instrument for principals, curriculum directors and/or chairs of site-based councils. Finally, we will obtain and cross-reference additional information from other sources, including arts organizations partnering in the Saint Paul Schools, and district records on numbers of arts personnel and course offerings.

In the second stage of the project, we will analyze the data. As part of the data analysis, we will obtain testing records and compare the change in student achievement levels on the MAT 7 tests in our four arts-based schools to district-wide achievement change.

Third, from the information collected and analyzed, we will identify needs and also exemplary programs where the Arts Standards are being met. We will select 8 – 10 programs across the

range of student ages and arts forms to demonstrate the diverse ways Saint Paul Schools and educators are meeting standards. The models will include student achievement of the standards through curriculum provided by arts specialists, as well as interdisciplinary programs and partnerships where artists and classroom teachers play supportive roles.

Fourth, we will share with schools and the public what we have learned. We will publish a report on State of Arts Education in Saint Paul which will provide individual arts profiles of schools, district trends, as well information about student achievement comparisons. It will also include in-depth descriptions of exemplary Standards-based arts education in Saint Paul. We will also describe and present information about models through a video production that can support staff development in the future.

Project Cost Projections:

Project Budget

Expense

Consultants

- Coordination, Data collection and analysis \$8,500
- Writer \$4,500

District Testing and Assessment \$2,000

Printing and Dissemination \$5,000

Misc. costs, such as photo reproduction \$2,000

Video documentation \$5,000

Overhead \$3,000

Total: \$30,000

Income

We anticipate a \$5,000 grant from Perpich Center, and a \$25,000 grant from a Saint Paul company.

District In-Kind:

District Arts Coordinator

- Manage survey distribution and collection process
- Reapply arts educator survey to 100% participation
- Support data collection process

Arts Task Force – donated in-kind

- Advise on process
- Review recommendations on Standards exemplars

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education a grant to the Saint Paul Public Schools in the amount of \$5,000.00, specific for Fiscal Year 2003.

TOTAL *5,000.*

Adopted this _____ day of _____, 2002

Signed: _____, Chair

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

DATE: June 6, 2002

SUBJECT: Grant Request Summary

APPLICANT: Guthrie Theater Company – Summer Education Conference

cc: Kathy Thurber
Deputy Director

Program Description

For the past fifteen year's the Guthrie Theater Company has sponsored a Summer Education Institute for teachers and students from all across Minnesota. This year's conference entitled *Creating New Work: Playwriting and Performing* will afford teachers and students the opportunity to explore the creation of New Work and bring some of that work to life. Educators will work with members of Young Playwrights, Inc. from New York, an organization founded by Stephen Sondheim, which provides training for educators on using playwriting in the classroom. Students will take part in workshops with local professional playwrights in a variety of areas. The weekend will conclude readings by students of four new one-act plays commissioned by the Guthrie. All participants will also have the opportunity to see the world-premiere of Arthur Miller's new play *Resurrection Blues*.

The Guthrie Theater company requests \$5,000 for support of this Summer Education Institute. The funding from the Perpich Center will help underwrite the fees for Young Playwrights, Inc., which helps educators integrate playwriting into day to day classroom work. Upon completion of this workshop, teachers will leave with a model playwriting curriculum and detailed lesson plans that they will be able to use back at their schools.

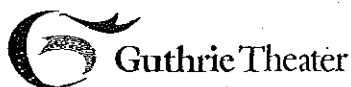
Budget

All funds for this grant are State funds coming from the Professional Development Institute Budget.

We recommend that the PCAE Board of Directors approve the following requested amount:

Guthrie Theater Company

\$5,000



Joe Dowling, Artistic Director
Susan B. Trapnell, Managing Director

May 6, 2002

Ms. Kathy Thurber
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422

Dear Ms. Thurber:

I understand that you and Sheila Livingston have had a conversation about how the Perpich Center for Arts Education could participate in our 15th annual Guthrie Summer Education Conference. Sheila and I first met with David O'Fallon in December 2001 regarding the change in MAX funding for this year. At that time he told us that the Perpich Center would be able to provide a contract grant to support artists fees for the Conference, which he reaffirmed before he left.

Please consider this a formal request to the Perpich Center for a grant of \$5,000 for support of this year's Summer Education Conference. A grant from the Perpich Center would underwrite artist fees for Young Playwrights, Inc., a nationally-acclaimed program founded by Stephen Sondheim designed to provide educators with a blueprint for integrating playwriting into day-to-day classroom work, as well as travel and accommodation (they are based out of New York). Three artists from Young Playwrights will be leading the teacher workshops for the Conference, which will take place all day on Friday, August 2 and Saturday, August 3, 2002. Teachers will leave the weekend with a model playwriting curriculum and detailed lesson plans that they will be able to use back at their schools.

Plans for this year's Conference, *Creating New Work: Playwriting and Performing*, are proceeding very smoothly. As the Guthrie expands its focus and works toward becoming a home for playwrights and the development of new work, we are thrilled to be able to share this exciting new direction with students and teachers throughout the state. We have gathered a stellar team of local and national playwrights and artists to work with them and I'm pleased to report that registration is going strong with more than 20 school teams already registered. This promises to be our best Conference yet and we'd like the Perpich Center to be a part of it.

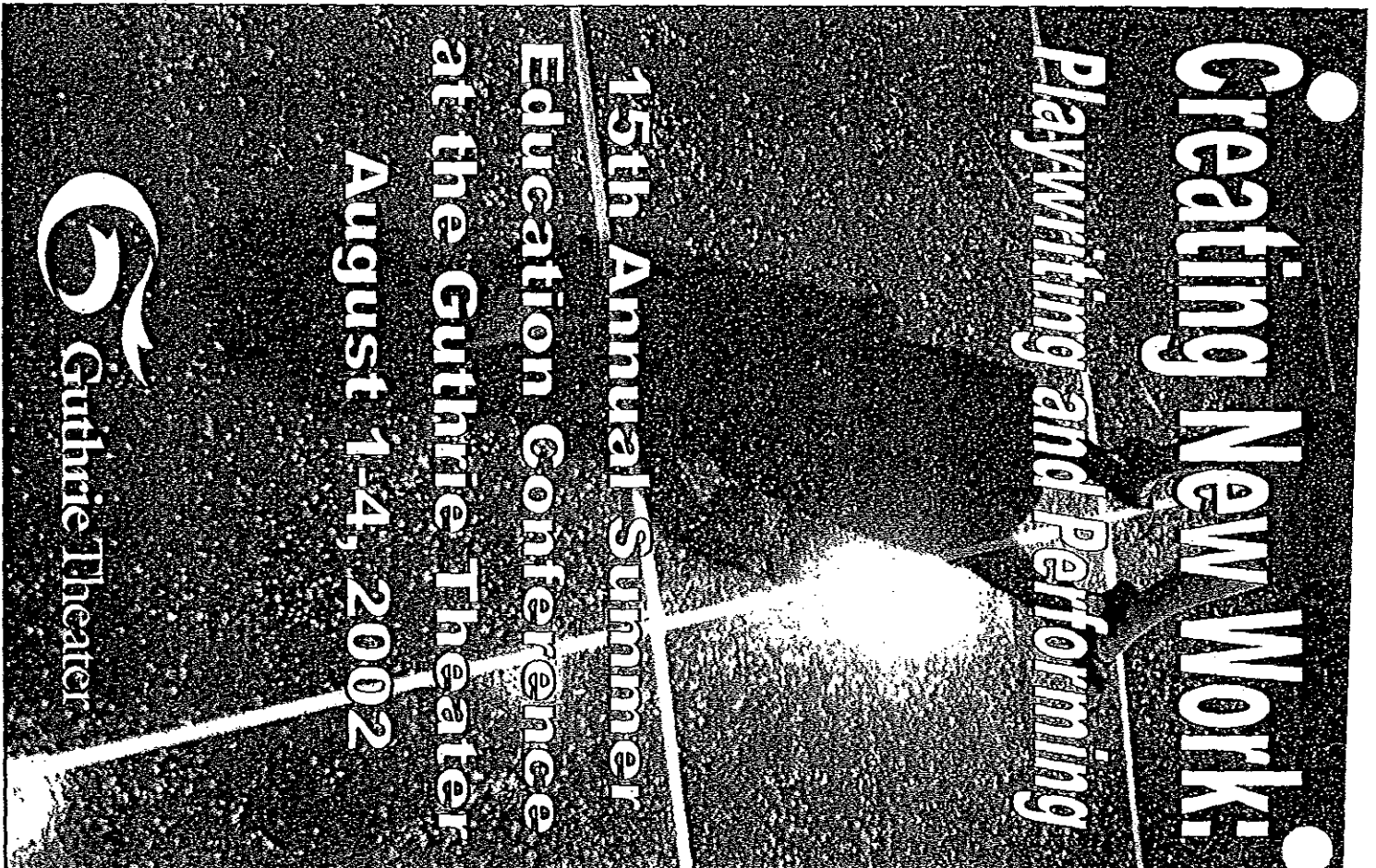
Please let me know if there is any additional material you need from me in order to move forward with this request. I can be reached at 612.313.0507. Thank you so much for the Perpich Center's long-standing partnership with and support of the Guthrie Theater.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Kristen Swanson'.


Kristen Swanson
Associate Director of Institutional Gifts

**Fifteenth Annual
Summer Education
Conference Information**



**Creating New Work:
Playwriting and Performing**

**15th Annual Summer
Education Conference
at the Guthrie Theater
August 1-4, 2002**

 Guthrie Theater



Dear Educator,

It is with enormous pleasure that I invite you and your students to our 15th annual summer conference, *Creating New Work: Playwriting and Performing*. This conference will afford you and your students the opportunity to be part of the creation of new work and bring some of that work to life.

Participants will work with members of Young Playwrights, Inc. from New York, an organization founded by Stephen Sondheim which provides training for educators on using playwriting in the classroom. Students will participate in workshops with local professional playwrights in a variety of formats. The weekend will culminate with readings by students of four new plays commissioned by the Guthrie.

I am also very pleased that you will see the world-premiere of Arthur Miller's play *Resurrection Blues*. The Guthrie is honored to be presenting a new work by America's leading playwright. How appropriate it is that this will be part of a playwriting conference at that time.

I hope that you and your students will be able to join us for this wonderful weekend!

Sincerely,

Playwriting
Executive Director

Photo by T. Charles Erickson

John Jory will direct the upcoming Guthrie production of *Good B* by Jane Martin. For 31 years, Jory served as producing director at Actors Theatre of Louisville, where he founded the Humana Festival of New American Plays in 1976. He is also the founding artistic director of Long Wharf Theatre in New Haven, Connecticut. Jory has devoted his energy to excellence in all facets of production, especially to the encouragement of new writers and the production of new American plays.

Guest Workshop Leaders

Young Playwrights, Inc. is an organization founded by Stephen Sondheim headquartered in New York. This nationally-acclaimed program is designed to provide educators with a blueprint for integrating playwriting into day-to-day classroom work. They also sponsor the Young Playwright's Festival, a national playwriting competition for young people. This Festival gives young writers the opportunity to pour their creativity onto a real Off-Broadway stage.

In Performance

Resurrection Blues by Arthur Miller will have its world premiere at the Guthrie Theater.

Long years of political and economic turmoil have ravaged an unnamed country, now under the control of a repressive military regime. A charismatic young revolutionary, lionized by his devoted followers and demonized by supporters of the totalitarian government, creates a national stir, further threatening the country's stability. Once captured, the chief of state sells exclusive broadcast rights to the young man's execution - by crucifixion - to an American television network.

In *Resurrection Blues* Miller brilliantly satirizes misguided global politics and the predatory nature of a media-saturated culture. At once genuinely poetic, humorous and thought-provoking, the play confirms Arthur Miller's reputation as an insightful writer who does not shy away from dramatizing controversial ethical dilemmas.

Educators

Educators will take part in workshops conducted by Young Playwrights, building on a foundation of improvisational exercises and collaborating. During the workshops, the workshops will offer teachers new methods to enhance students' cognitive abilities, including analytical/critical thinking, conflict resolution, comprehension of cause and effect and cooperative problem solving. Educators will write a monologue and a scene and will be encouraged to begin their own plays. Educators will leave the weekend with a playwriting curriculum and detailed lesson plans.

Students

Students will select seven workshops from 13 offerings that provide a variety of approaches to writing, performing, viewing, critiquing and collaborating with new plays. Working with professional playwrights and actors from the Twin Cities, students can participate in workshops focused on writing monologues for auditions and solo performance, or musical theater, site specific projects, phone plays, ten-minute puppet/object theater and creating new works through actor improvisation. Students will also have an opportunity to rehearse new one-act plays commissioned by the Guthrie Theater specifically for production by local high schools for the Minnesota State High School League One-Act Festival.

School Year 2002/2003

In addition to seeing *Resurrection Blues*, participating schools will receive 50 tickets to bring students back to either:

The Comedy of Errors by William Shakespeare
Mrs. Warren's Profession by George Bernard Shaw
Six Degrees of Separation by John Guare
Three Sisters by Anton Chekhov

Reservation information will be included with confirmation letters. Tickets will be issued on a first-come, first-served basis and subject to availability.

At all times, all events take place at the hotel unless noted otherwise.

Thursday, August 1, 2002

4:00-5:00pm Team/Participant Check-in at hotel
6:00-8:00pm Keynote address by Jon Jory
followed by welcome dinner

Friday, August 2, 2002

Breakfast on your own

9:00am-Noon Workshops
Noon-1:00pm Lunch
1:00-4:00pm Workshops
4:00-5:45pm Free Time
5:45-6:30pm Dinner
7:30pm Attend Final Dress Rehearsal
of *Resurrection Blues* by Arthur Miller
directed by David Esbjornson

Saturday, August 3, 2002

Breakfast on your own

9:00am-Noon Workshops
Noon-1:00pm Lunch
1:00-4:00pm Workshops
Rest of afternoon, dinner and evening on your own

Sunday, August 4, 2002

Breakfast on your own

10:00am-12:30pm Play Readings
followed by group photo

...you can complete the adjacent form and return the form with payment to the Summer Conference Registrar, Guthrie Theater, 725 Vineland Place, Minneapolis, MN 55403

Who Can Participate

Summer Conference (formerly MAX) is open to Minnesota high schools only. Teams may be comprised of students in grades 10-12, high school teachers, administrators and parents. Up to six individuals from one school may participate with at least one participant (no more than 2) being a teacher/adult and at least one participant being a student.

Capacity is limited and registrations will be taken on a first-come, first-served basis, with additional participants being placed on a waiting list. Participants must register as a team with one adult individual designated as contact person/Guthrie liaison at each school.

Cost

Registration for the conference is \$150 per person*. This fee includes one night's hotel accommodations, all conference materials, tickets to a performance and selected meals as listed on the schedule. Participant cost has been kept to a minimum due to the combined support of the Blandin Foundation, the Guthrie Theater, and the Perpich Center for Arts Education. In order to keep costs at a minimum, we ask each team to be prepared to provide their own transportation to all events.

funds of 50% will be issued on cancellations received by June 14, 2014. No refund will be made after June 14.

Accommodations

Participants will be housed at the Sheraton Minneapolis West Hotel (formerly the Ramada Plaza) which is a 10-minute drive from the Guthrie Theater. Rooms are based on double occupancy which may result in individuals from different schools being placed together. This is a residential program; all participants are required to stay at the hotel.

Use note: funding provides for lodging for Thursday, August 1, Friday, August 2, and Saturday, August 3 only.

School: _____

School Address: _____

School Phone: _____

Participant information: Please provide summer mailing address. This will ensure that all conference materials are received by participants in a timely manner.

Contact/Participant #1 (contact person must be an adult who accompanies team to conference)

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / Teacher (contact needs to be a teacher/adult)

Participant #2:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Participant #3:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Participant #4:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Participant #5:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Participant #6:

Name: _____ Phone: _____

Address: _____

(circle one) Male Female / (circle one) Teacher Student

Registration Fees: _____ # team members x \$150 = _____

Payment Policy: Check or money order made payable to the Guthrie Theater. *No purchase orders accepted.* Mail registrations to: Summer Conference Registrar, Guthrie Theater, 725 Vineland Place, Minneapolis, MN 55403

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education authorize a grant to the Guthrie Theater Company in the amount of \$5,000.00, specific for Fiscal Year 2003.

TOTAL \$ 5,000.00

Adopted this _____ day of _____, 2002

Signed: _____, Chair