

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Full Board Meeting Minutes

Date & Time:

July 16, 2003, at 3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

I. Call Meeting to Order

Chair Sonja Peterson called the meeting to order at 3:10 p.m.

II. Roll Call

Board Members present: Tina Anderson-Richards, Bob Brandt, Renee Jenson, Penny Johnson, Jane McWilliams, Sonja Peterson

Others: David Flannery, Kou Vang, Alex Boies, Mary Frances Skala, Pam Paulson, Rusty King, Mike Hiatt (came at 4 p.m.), Mark Youngstrom (came at 4 p.m.)

III. Agenda Approval

Recommend the board approve this July 16 meeting agenda.

Board member Penny Johnson moved to approve the agenda. Board member Jane McWilliams seconded the motion. The motion carried.

IV. Consideration and Approval of Minutes

a. 06/18/03 Board Meeting Minutes, attached as IV1-6

Recommend the board approve the June 18 board meeting minutes.

Board member Jane McWilliams moved to approve the June 18 meeting minutes. Board member Penny Johnson seconded the motion. The motion carried.

V. Reports

a. Chair's Report - Sonja Peterson

Chair Sonja Peterson reported that a mediation was scheduled for the lawsuit July 22. She, Gary Cunningham from the Attorney General's Office, and David Flannery will go to the mediation. If possible, a settlement proposal will be brought back to the board for consideration and approval. If an immediate decision is needed from the full board, a special meeting will be scheduled.

b. Committee Reports

1. **Executive Committee - Sonja Peterson**
2. **Finance Committee - Renee Jenson**
3. **Personnel Committee - Bob Brandt**

Committee chair Bob Brandt reported on the executive director performance review and evaluation. Overall the evaluation was positive; while, there were no performance issues identified, board members noted future challenges. David will put together a draft of the goals and submit it to the Personnel Committee for approval at their next meeting.

The schedule for the annual executive director performance review and evaluation will be as follows:

- **March**, the executive director completes the self-evaluation for the Personnel Committee.
- **April**, the committee completes their evaluation of the executive director.
- **May**, the board completes their evaluation or forward concerns to the personnel committee chair.
- **June**, the committee reviews feedback with the executive directors and set goals.
- **Annual fall-retreat meeting (September or October)**, recommend goals to the board for consideration.

4. **Board Development Committee - See report below under Old Business.**
5. **Programs Committee**

c. Executive Director's Report - David Flannery

David Flannery reported on the following:

1. **Appropriation Reduction** - All state agencies were mandated to contribute to the state deficit; the Center's reduction for the biennium 2004/05 is \$98,000.
2. **Hiring of Carla Newman, Accounting Principal Supervisor** - She will start July 21. She is in charge of the finance department with the Vermilion Community College. Her responsibility at the college also included management of the student residential component and cafeteria.
3. **Meeting with Commissioner Yecke** - He and Pam Paulson have an appointment with Commissioner Yecke.
4. **Department of Finance Visit to the Center** - Commissioner McElroy along with three other representatives and Stephanie Lenhart, our EBO at the finance department, will visit the center September 19 to assess the capital budget requests.
5. **Annie Nelson, Visual Arts Student** - Annie Nelson's parents have directed the funds to the Perpich Center for Arts Education Foundation to be used to support visual art students. Approximately \$3,500 received to date.

d. Other

Mary Frances Skala announced that the Friends of the Arts Foundation have changed its name to the Perpich Center for Arts Education Foundation to better reflect the connection to the center.

VI. Consent Calendar

VII. Old Business

a. Resident Student Requirements

David Flannery reported that the Arts High School clarified the definition of an Arts High School full-time student. A full-time student is required to take classes in his or her art area and one other subject each semester. Beverly Bryant, our representative from the Attorney General's Office, believes we can

restrict eligibility for the dorm to full-time students. The language approved by Beverly Bryant will be incorporated into the Student Handbook. This reduces the chance of students being accepted to the Arts High School and living in the dorm, but taking all classes through PSEO.

b. Gates Foundation

Pam Paulson reported on recent contacts with the Gates Foundation. They will not fund pre-grant study. Currently, the Gates Foundation has no clear definition of a new school and a reconstituted school. They are working on language to clarify the distinction. The budget allowed for either is also tight. The administration intends to continue to work with the Gates staff.

c. Capital Plans and Projects

David Flannery reported on the status of capital projects. The work on air conditioning the east wing is on hold because of high bids; however, the work on the Performance Hall will be proceed as planned. The center is working with the City of Golden Valley and engineers on plans to improve water run off and drainage from our site.

David also discussed a tentative listing of projects for asset preservation and capital improvement for the up-coming legislation session. As plans develop they will be brought to the board for discussion and consideration.

d. Board Self-assessment Progress/Results

Board member Bob Brandt reported on the board's self-assessment feedback. The information will be useful for setting goals and challenges, defining board member job description, and creating a helpful orientation manual. David Flannery, Penny Johnson, and Bob Brandt volunteered to work on the orientation manual. Alex Boies also volunteered to help if she is re-appointed. David, Mary Frances Skala, and Jane McWilliams will review the board's self-assessment feedback and draft board goals and challenges. David asked board members to review the feedback and forward any recommendations or concerns to the subcommittees. The board goals and draft position description will be presented for discussion and consideration at the September fall-retreat meeting.

VIII. New Business

a. Arts Best Practice Network Contracts

Pam Paulson presented a request for consultant contracts to support the Arts Best Practice Networks. Information was shared with the board about the work done in the Arts Best Practice Networks and how it impacts schools, teachers and students. The final contract will be brought to the board for approval at the next meeting.

b. Board Member Resignation

Board member Marjorie Savage has resigned effective July 12, 2003, from the Board of the Perpich Center for Arts Education.

The board recommends the Governor accept Marjorie Savage's resignation.

Board member Jane McWilliams moved to approve Marjorie Savage's resignation. Board member Bob Brandt seconded the motion. The motion carried.

Chair Sonja Peterson announced that with Marjorie Savage's resignation, the Programs Committee will need more members to fulfill the board statutes and elect a new chair. She encouraged board members to join the committee.

IX Personnel

a. Performance Review for the Interim Executive Director

See report above.

X. Information and Decisions

a. Revised FY03/04 Board Meeting Calendar, attached as X1

b. Resignations Accepted by David Flannery

- 1. Mary Sundet Jones Resignation Letter**
- 2. Jonathan Howard Letter**
- 3. Eva Holt Letter**

c. June 25, 2003, Board Meeting Notes, attached as X2

d. Kathy Wafford Leave Request, attached as X3

Kathy Wafford, an Arts High School counselor, requested a leave of absence for the 2003/04 school year. The leave will be granted if a qualified replacement can be appointed for the year.

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn

Chair Sonja Peterson adjourned the meeting at 4:35 p.m.

May - July 2004

PERPICH CENTER ARTS EDUCATION

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PCAE Board of Directors Self-assessment Results

Review the list of basic board responsibilities. Indicate whether, in your opinion, the board currently does a good job in an area or whether the board needs to improve its performance.

1. In the list of characteristics below, please indicate how the board <u>rates</u> relative to each characteristic.	Works Well		Needs Work		Comments:
a. The board represents the statewide interests, which need to be consulted in formulating policy. (i.e. greater MN, arts organizations or parents)	1	2	3	4	- Not sure we consult with constituents. We may have come from constituents. - Don't know. - Parents, students and people of color should be represented better on the board.
How members evaluated total:	///	///	///		
b. The board accommodates differences in opinion and develops consensus effectively.	1	2	3	4	- Difference in opinion are usually respectfully heard and considered. - Not respectful of each other, not professional--embarrassing. - Too much personalization and passive/aggressive behavior. - We need to be more tolerant of differing opinions and listen respectfully. - I feel people get angry instead of agreeing to disagree. I've learned this is the best way. - People don't feel comfortable.
How members evaluated total:	/	//	///	///	
c. Committees are effective in bringing important issues before the board.	1	2	3	4	- Effective bringing issues before the board but input is not fully trusted or respected. - Need to bring information to the board. - Where committees have had a specific charge, this works well--for example the Personnel Committee and the ED search. However, my sense is that not much substance is accomplished.
How members evaluated total:	///	///	//	/	

	Works Well		Needs Work		Comments:
d. The purposes of the various board committees are understood by board members.	1	2	3	4	- I think so. - Board members lack trust in this area. - By committees to date, for example: I served on the Finance Committee briefly and while we're charged with revisions grants and the financial reports, this was more a formality than a substantial task. To the degree even that level of review is helpful to the board. It is worthwhile, but I didn't feel it was necessary. Maybe I need a better grasp of the committees' purpose.
How members evaluated total:	///	///	///	/	
e. The board actively governs the organization, leaving management to staff.	1	2	3	4	- Some want to micro-manage. - Board has been successful here, but often is tested in this area. - The board does not micromanage but I think we need more of the kind of strategy thinking that we did in preparation for the ED search and the budget cuts on an on-going basis.
How members evaluated total:	//	//	////	/	
f. The board has a feeling of social ease and rapport.	1	2	3	4	- No - This is developing. - Some board members do this well, often hold grudges. - I don't feel it is a team. Some members are but it is very clicky.
How members evaluated total:	//	/	////	/	
g. The board identifies, knows and adjusts the center's mission.	1	2	3	4	- It is a struggle not to focus almost exclusively on the high school.
How members evaluated total:	///	////	//		
h. The board has an effective relationship with the executive director.	1	2	3	4	- I feel I do.
How members evaluated total:	////////	/		/	
i. Each member of the board feels involved and interested in its work.	1	2	3	4	- Hard to say how board members feel. - Don't know. - Too many are absent too often. Then when they do come wants it all their way. - Some do, others do not participate. - Absentee board members cause difficulties, i.e. lack of quorum etc. - Some members feel they need to be heard more.
How members evaluated total:	//		///	//	

j.	The board understands the needs of the center.	1	2	3	4	- I do.
How members evaluated total:		///	////		/	
k.	The board feels a sense of progress and accomplishment.	1	2	3	4	- I think we have weathered some very tough events and have continued to work together and to support the staff in spite of personnel problems, budget crisis and changes in board memberships.
How members evaluated total:		//	////	//	/	
l.	The board understands the center's principal programs.	1	2	3	4	- We could benefit from as much data and narrative information about our statewide programs as we receive about the high school.
How members evaluated total:		///	///	//	/	
2.	In the list of board responsibilities below, please indicate how <u>important</u> each responsibility should be for the board.	Effective		Somewhat and/ or Not Effective		Comments
a.	Identifies, knows and adjusts the center's mission.	1	2	3	4	- Set by statute - Very important, this is our job.
How members evaluated total:		////////		//		
b.	Setting the center's goals and priorities.	1	2	3	4	- We help with the directors.
How members evaluated total:		////	//	//		
c.	Raising funds.	1	2	3	4	- Not our job.
How members evaluated total:		//	//	//	///	

d. Long-range planning.	1	2	3	4	
How members evaluated total:	/////	///	/		
e. Building relationships between the center and the larger community.	1	2	3	4	- Needs work. - Could be more management driven.
How members evaluated total:	///	////	//		
f. Developing annual budget.	1	2	3	4	- Management - Executive Director and Finance Director
How members evaluated total:	///	////	/		
g. Reviewing the executive director performance.	1	2	3	4	
How members evaluated total:	////////	/	/		
3. In the same list of responsibilities, please indicate how effective the board is in meeting each responsibility.	Effective		Somewhat and/ or Not Effective		Comments
a. Identifies, knows and adjusts the center's mission.	1	2	3	4	- Need work
How members evaluated total:	//	////	//	/	
b. Developing and/or implementing the center's mission.	1	2	3	4	- Mission stays more metro. - Needs work.
How members evaluated total:	//	//	///	//	

	Effective		Somewhat and/ or Not Effective		Comments:
c. Setting the center's goals and priorities.	1	2	3	4	- Has done a better job of this recently.
How members evaluated total:	//	///	////		
d. Raising funds.	1	2	3	4	- I would help, but am not aware of fund raising attempts.
How members evaluated total:		//	//	////	
e. Long-range planning.	1	2	3	4	- Hard to do this until recently.
How members evaluated total:	//	////	///		
f. Building relationships between the center and the larger community.	1	2	3	4	- Need works.
How members evaluated total:		//	///	////	
g. Developing annual budget.	1	2	3	4	
How members evaluated total:	///	////		/	
h. Reviewing the executive director.	1	2	3	4	- Beginning this process.
How members evaluated total:	////	//	//		

4. In the list below, please indicate the degree to which each item is <u>helpful</u> to you in fulfilling your duties as board member.	Effective		Somewhat and/ or Not Effective		Comments:
	1	2	3	4	
a. Information received prior to meetings.					
How members evaluated total: //	////////				
b. Financial information.					- Has been lacking.
How members evaluated total: //	////////				
c. Other information received from the center.					- Reports from the three directors keep me in the loop.
How members evaluated total: /	////		///	/	
d. Board committee structure.					- I do not know why we need an executive committee and question why just these few elect the chair.
How members evaluated total: /	////		///	/	/
e. Reports to the board.					- Friday reports, very informative.
How members evaluated total: /	////		///	/	
f. Frequency of board meetings.					- Fine, not too often, yet often enough. - Friday notes is a great way for us to keep up to date between meetings.
How members evaluated total: //	////////				

		Effective		Somewhat and/ or Not Effective		Comments
g.	Length of meetings.	1	2	3	4	- Too long. - We sometimes go over trial too long and slam good stuff to get out of there.
How members evaluated total:		//	//////	//		
h.	Structure of board meetings.	1	2	3	4	- Too much non-board participation. - David does well at structuring.
How members evaluated total:		///	//////		/	
i.	Attendance of board members at the board meetings.	1	2	3	4	- Poor - I miss the presence of members who are absent and hope we can achieve more consistent attendance.
How members evaluated total:		/	//	////	//	

Please provide your comments on the following questions.

5. About how much time do you spend in any average month on activities related to the board and committees?

- 20 to 29 hours
- 8-10 hours.
- 5 - 10 hours not including travel.
- 3+ hours.
- 15 hours.
- Varies between 6-20 hours.
- 4-6 hours.
- 4-6 hours.
- I don't know.
- Minimal
-

6. During the last six months, how many ideas have you initiated that have led to effective change in center efforts?

- None, I think.
- 4-6 ideas.
- Probably zero.
- 2 or 3
- 5
- Maybe two or three.
- None.
- Maybe one, maybe have let people think about things more.
- None.
-

7. Prior to board meetings, do you read all the material prepared for the meeting and note points you wish to pursue?

- I try, but am not always successful. Materials could be sent earlier.
- Yes
- Yes, although sometimes I am ignored.
- No.
- Yes.
- Yes.
- Yes.
- Yes.
- Yes.
- Yes.
-

8. Is the financial information you receive from the center sufficient? Please indicate whether you would like more detail information or less.

- It's getting better. Detail is o.k. Frequency is a problem.
 - No, this something that we are trying to work out on the finance committee.
 - Just right. Elmore does just fine.
 - Fine as is.
 - Clearer reports would facilitate financial decision-making.
 - This is done well.
 - Sufficient.
 - Sufficient.
 - Yes, good finance.
 - Yes.
 -
-

9. How do you rate your attendance at board and committee meetings? Please describe your attendance at the meetings of the board and committees you sit on.

- Fair. I can usually make regular meeting but special meetings are always a problem since with travel a whole day is used up.
- 100%
- At the most, I miss one meeting per year.
- Very good attendance.
- I rarely miss a board or committee meeting.
- 100% attendance here. Other board members range from 100% to 0%. About seven board members dependable for attendance.
- Fair to good. I attend most meetings and committee meetings.
- Fairly regular. I travel quite frequently, and have had to miss meetings as a result.
- Poor attendance. I feel agoraphobia and it's then hard to get to meetings.
- Attend board meetings, difficult to get to committee meetings when they are before board meeting.
-

10. How comfortable are you in your understanding of the center's mission, purpose and values?

- Fair
- Very comfortable.
- I understand.
- Good.
- Very.
- I have a strong understanding here.
- Understand mission and purpose. Less clear on values.
- Fairly comfortable.
- Very comfortable.
- Comfortable.
-

11. How comfortable do you feel about speaking up, asking questions and/or expressing your point of view at board meetings?

- Very
- Very comfortable.
- Sometimes I do, sometimes I do not feel respected by other board members. Staff are very respectful and supportive.
- Fine except for sticky situation.
- Very.
- I do this often, very comfortable.
- Fairly comfortable.
- Very, maybe too much.
- Very comfortable.
- Have tried this several times and the same few members opinions count more than other board members, makes it difficult for other board members to express a unique opinion.
-

12. In the last 12 months, have you attended any center programs (i.e. MN Retreat, Arts High School performances)? Please also comment on the program(s).

- I've attended a couple of gallery shows. I really enjoyed them.
- Yes--visual arts programs, amazing work--dance performance at open house and theatre performance, it was wonderful.
- Graduation, it was awesome and so impressive. Unfortunately I live two hours away and attendance is not always easy. I will be attending MN Retreat for two days in August.
- No.
- Arts showcase was excellent. Graduation was uplifting and very well organized. McKnight funded advisory meetings.
- Yes and want to do more.
- Yes. Good programs.
- One theater performance, which was wonderful. Art exhibit at the center, very individualistic.
- Performance, great theatre. MN Retreat.
- Yes, and enjoyed them.
-

13. In the last 12 months, have you attended events or workshops that have helped your board performance? Please also comment on the program/workshop.

- Outside cultural events? Dance performances, jazz, open mic-nights.
- No.
- No.
- No.
- No.
- No.
-

14. What changes are occurring in and around the state that could have an influence on the center?

- Political changes, educational opportunities.
- More magnet schools.
- Funding, cuts - considerable impact. Could also affect out-state attendance or application.
- Lack of support from Governor and republican member of Legislature.
- Obviously tax cuts reduce funds for arts and put the arts information more direct competition for scarce funds.
- ?
- Population shift, money of course.
-

15. What steps should the center take to be more responsive to the community it serves?

- We need to get more information out "branding".
- Improve diversity.
- Visibility.
- Greater publicity.
- Remembering the educational mission in particular pushing the valve of curriculum development that meets true educational standards.
- Accept the current political climate but work with the arts community toward improvements.
- I wonder whether we really know about how much impact we made locally. We have many contacts via PASS, Partner grants, CAPP, and the RAC activities. Maybe none of this can be quantified but it would be good to assess to the best we are able what the needs are around the state and how the center might assist in meeting them.
- Don't forget the rest of the people in MN. We cut programs there, but I think Best Practices is very good for reaching teachers.
-

16. What improvements could be made in the board process to make the experience more satisfying for you?

- More efficient board meetings, shorter meetings, getting information earlier.
- Get us out in the larger community where we can meet and greet. We have a lot of connections we have not had the opportunity to utilize.
- I think that is my own responsibility.
- All board members to come to the meetings.
- The process works well. Director is especially informative and considerate of all staff, students and board members.
- Stronger support of committee structure by the full board.
- More openness in decision making. Better attendance at meetings.
- Closer familiarity with programs in RAC, PDI and AHS. A full day visit would be a way to start.
- It doesn't have to be satisfying; that's not why we are board members. We are to work and hold in futurity trust the money and goals handed to us.
- More team effectiveness, more understanding and valuing of diverse backgrounds.
-

17. What changes should be made to improve the board's effectiveness?

- Board needs a higher level of maturity and trust. Hope this process and self evaluation helps.
- Schmoozing opportunities are limited.
- Do not let three or four close end individuals run the board. Do away with executive committee concept.
- Nail board members who have poor attendance.
- Trust.
- Establish plans and goals. A bit less "ego" from board members and staff.
- I feel some people really don't know what the board's duties are. We need better listening skills at times.
- Better scheduling of meetings.
-

18. What do you enjoy most about being on the Perpich Center board?

- The mission.
- Helping make tough decisions to insure long term health of the center.
- I love the whole mission of the center. I feel so honored and privileged to be a small part. I am so impressed with the staff and students.
- The school is so exciting. It's an honor to be connected with it in any capacity.
- Service to the Center. Personal relationship with staff and board members.
- Knowing that one is part of the support of the "arts."
- Seeing what's happening at the high school; learning about new developments and research in arts organizations and arts education.
- Working with a diverse board group; participating in a public agency; working with the impressive staff.
- I love it. I like the conflict, I like the art center and I like the challenge of a meeting.
- Enjoy supporting the mission of the center and being there for the teachers, students, and parents. Enjoy working with David Flannery.
-

19. What is most difficult for you as a Perpich Center board member?

- Some of the board members are difficult. The political nature of the appointment process.
- See damage of cuts.
- Some of the personalities of other board members. Sometime the travel time.
- I don't have children so the whole educational process often leaves me up in the air with stuff like MAEP; PAC, etc. so I have to really pay attention.
- Combating miscommunication or erroneous information spread by individuals with an agenda.
- Lack of trust of some board member in the motives of the other board members.
- Dedicating sufficient time.
- Staying in touch between meetings so that I feel prepared for decisions and planning at meetings. This is not a huge problem, but does require effort to combat.
- To make sure we are doing all we can with what we have to achieve the tasks given to us.
- I really have not enjoyed the last year. I think there are several board members with their own agendas and many who are not welcoming to new board members.
-

20. Please add any other comments you feel appropriate.

- It is an honor to be on the board.
- Thanks for the survey.
- I commend you for doing this work and look forward to improvements.
-

Compiled: 07/15/03

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Board Development Committee Meeting Minutes

Date & Time: July 16, 2003 @ 2:00 p.m.

Location: PCAE, Visitors Center

Agenda:

1. Roll Call

Committee Members present: Bob Brandt, Renee Jenson, Penny Johnson, Jane McWilliams

Others: David Flannery, Kou Vang, Mary Frances Skala (invited), Alex Boies (invited)

2. Call Meeting to Order

As a result of expired board memberships and delay in board appointment by the Governor, Bob Brandt was asked to chair this committee meeting.

Committee member Bob Brandt called the meeting to order at 2:16 p.m.

3. Approval of 05/21/03 Meeting Minutes

Committee member Renee Jenson moved to approve the May 21 meeting minutes. Committee Penny Johnson seconded the motion. The motion passed.

4. Board Self-assessment Feedback

Committee member Bob Brandt asked Mary Frances Skala to discuss the board self-assessment feedback with the committee as she was chair and handled the process. The committee discussed how the board self-assessment information could be useful for setting goals and challenges, to establish a board member job description, and to create a helpful orientation manual. David Flannery, Penney Johnson, and Bob Brandt will work together on the orientation manual. Alex Boies also volunteered to help if she is re-appointed. Volunteers David, Mary Frances Skala and Jane McWilliams will review the board's self-assessment feedback and draft board goals and challenges. Both these items will be presented for discussion and consideration at the September fall-retreat meeting.

The committee also stressed that new board members orientation should include a visit to the dormitory and a student guide and tour of the Arts High School. A mentor for new members will also be helpful. In addition, when new employees are hired, the committee recommends having employees come at the beginning of the meeting to introduce themselves to board members. At the fall-retreat meeting during introduction, a brief bio of each board member will help both existing and new members relate better to each other.

5. Fall Retreat Meeting, September 3

Some or all the following will be discussed at the board fall-retreat meeting.

- Review and evaluate the current mission statement; redefine if necessary.
- Goal setting in relation to the mission.
- Board Self-assessment Instrument and Process.
- Executive director goal setting.
- Evaluate how staff programs relate to the mission.
- Review statutes and laws and organize an annual review/update session for members.
- Diversity.

6. Other

Committee member Bob Brandt reported that participating in the Review Panel for PDI was extremely helpful and informative. However, he would recommend some training beforehand for future board member volunteers.

7. Meeting Adjourned

Committee member Bob Brandt adjourned the meeting at 3 p.m.

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CLOSED PERSONNEL COMMITTEE MEETING MINUTES

Date & Time: July 16, 2003, at 1 p.m.

Location: PCAE, Visitors Center

Agenda

1. Roll Call

Committee Members present: Bob Brandt, Renee Jenson, Sonja Peterson, Jane McWilliams

Committee Members absent: Dan Reigstad

Others: David Flannery, Kou Vang, Alex Boies (invited)

2. Call Meeting Order

Committee chair Bob Brandt called meeting to order at 1:p.m.

3. Approval of 05/21/03 Minutes

Committee member Renee Jenson moved to approve the May 21 meeting minutes. Committee member Sonja Peterson seconded the motion. The motion carried.

4. Interim Executive Director Performance Evaluation Feedback

Committee chair Bob Brandt reported on the executive director performance review and evaluation feedback. He met and discussed the feedback with David Flannery July 10. Overall the evaluation was positive; while, there were no performance issues identified, board members noted future challenges. Some challenges were: continuing review of the center's mission, set goals and challenges for directors, promote public awareness, and help unify the board.

David shared with the committee that his goals for the remainder year are to improve employee morale in the center, focus on the mission with the board, and manage the center's capital needs. David will submit a draft of his goals to the Personnel Committee for approval at the next meeting.

Committee member Renee Jenson recommended getting consultant help with the capital needs. She would like David to focus on helping the board as it gets ready to select the next executive director. This task will include working with the legislature to increase the pay range.

The schedule for the annual executive director performance review and evaluation will be as follow:

- **March**, the executive director completes the self-evaluation for the Personnel Committee.
- **April**, the committee completes their evaluation of the executive director.
- **May**, the board completes their evaluation or forward concerns to the personnel committee chair.
- **June**, the committee reviews feedback with the executive directors and set goals.
- **Annual fall-retreat meeting (September or October)**, recommend goals to the board for consideration.

5. Other

6. Meeting Adjourn

Committee chair Bob Brandt adjourned the meeting at 2:06 p.m.

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CLOSED BOARD MEETING MINUTES

Date & Time:

Tuesday, August 4, 2003, at 1 p.m.

Location:

PCAE, Visitors Center

Agenda

I. Called Meeting to Order

Chair Sonja Peterson called meeting to order at 1:04 p.m.

II. Roll Call

Board Members Present: Tina Anderson Richards, Bob Brandt, Renee Jenson, Mohammed Lawal, Sonja Peterson

Board Members Absent: Patricia Anderson, Penny Johnson, Jane McWilliams, Dan Reigstad

Others: David Flannery, Kou Vang, Gary Cunningham from the Attorney General's Office

III. Discuss Lawsuit

Gary Cunningham explained the mediation process of July 22, 2003 to the board.

IV. Meeting Adjourn

Chair Sonja Peterson adjourned the meeting at 1:33 p.m.

OPEN BOARD MEETING MINUTES
(Following the closed meeting.)

Agenda

Consider Settlement Proposal

Board Members Present: Tina Anderson Richards, Bob Brandt, Renee Jenson, Mohammed Lawal, Sonja Peterson

Board Members Absent: Patricia Anderson, Penny Johnson, Jane McWilliams, Dan Reigstad

Others: David Flannery, Kou Vang, Gary Cunningham from the Attorney General's Office

Chair Sonja Peterson reconvened the meeting at 1:34 p.m. to consider the settlement.

Board member Bob Brandt moved to ratify the settlement as signed by Sonja Peterson, Board Chair and David Flannery, Interim Executive Director. Board member Renee Jenson seconded the motion. The vote was unanimous.

Chair Sonja Peterson adjourned the meeting at 1:36 p.m.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Annual Board Retreat Meeting Minutes

Date & Time: September 3, 2003
Lunch - Noon to 1 p.m.
Meeting - 1 p.m. to 5 p.m.

Location: PCAE, Glass Box, Gaia Building

I. CALL MEETING TO ORDER

Chair Sonja Peterson called the meeting to order at 1 p.m.

II. ROLL CALL

Board Members present: Bob Brandt, John Davis, Scott Halgrim, Renee Jenson, Penny Johnson, Kat Knudson, Mohammed Lawal, Jane McWilliams, Sonja Peterson

Board Members absent: Patricia Anderson, Tina Anderson Richards, Dan Reigstad, Mary Frances Skala

Others: David Flannery, Kou Vang, Pam Paulson, Mark Youngstrom, Mike Hiatt, Byron Richards (for part of the meeting), Barbara Cox (for part the meeting only), Jeanne Iverson (for part of the meeting only)

III. APPROVAL OF AGENDA

Recommend the board approve this meeting agenda.

Board member Bob Brandt moved to approve the agenda. Board member Jane McWilliams seconded the motion. The vote was unanimous.

IV. INTRODUCTIONS

A. New Board Members appointed August 12, 2003

John Davis, Scott Halgrim, Kat Knudson, and Mary Frances Skala (returning board member)

Chair Sonja Peterson welcomed the new board members, and asked members and others to introduce themselves.

B. New Hires

Arts High School:

Matt Mayfield, Elaine Drivas, Harry Kitts, Eric Nelson, Erin Strauss, Staci Heidtke, Colleen Brennan

Mark Youngstrom, Art High School Director, announced the new Arts High School hires and their positions.

Administration:

Rebecca Hoover, Accounting Supervisor

David Flannery announced the hire of Rebecca Hoover as the accounting supervisor and that she will be by later in the meeting to be introduced to the board.

David also informed the board of the PCAE Foundation's progress and donations received from their first fundraising drive. Brochures were given to board members. Information will be made available on the center's website.

V. PCAE MISSION AND VISION (1 hour)

David Flannery distributed printout of the Minnesota Statutes Chapter 129C, which states the center's mission as defined in law. A summary sheet of the laws was also distributed. To improve how the center carries out its mission, David and administrators would like board members to have a clear understanding of the center's mission. Board members reviewed and discussed the mission, duties and responsibilities.

After listening to PCAE directors' presentation of each department's work and discussing the mission, the board identified serving out-state students and improving diversity racially and culturally as areas for focus and improvement. David Flannery and administrators will put together the center's plan and strategies for how the center can better accomplish its mission. The plan will be presented for discussion at future meetings.

II. AGENCY OPERATIONAL PLANS (1 hour)

Byron Richard distributed handouts on student survey for the past eight years. He explained how the numbers were arrived at and discussed the findings with the board.

Pam Paulson did a presentation on education trends. The presentation emphasizes on the direction of future education, economics and diversity. In understanding these trends, PCAE works to provide effective education to teachers and students throughout Minnesota and strives to be on the forefront of new developments in arts education.

A. Arts High School - Mark Youngstrom

The Arts High School Improvement Plan was distributed to board members. Mark Youngstrom discussed implementation of the plan and how the goals can be attained.

B. Professional Development and Research Group - Mike Hiatt

Mike Hiatt explained the reason for combining the Professional Development Institute and the Research, Assessment and Curriculum Center into the Professional Development and Research Group (PDR). He also discussed the effectiveness of the outreach work, collaboration and partnering successes over the years, and continuation of outreach work to better serve school districts, teachers, artists and arts organizations.

C. The Learning Resource Center (LRC) - Jeanne Iverson

Jeanne Iverson, shared with the board the types of unique information and book collections available through the Learning Resource Center free of charge to Minnesota residence. Information are available via electronically or hard copies. Examples were passed out for board members to look at. She explained the quick process of how one could become a member of the LRC.

D. Center Administration - Pam Paulson

Pam Paulson talked about the publication redesigns to uniform the center's identity. The new look will better communicate the different parts of our agency as one entity to the public. She is also

working to organize technology to better connect the different center functions to improve operation.

E. Interim Executive Director Goals - David Flannery

Four areas: leadership transition, center morale, board development and diversity were identified as goals for David Flannery. David distributed a sheet that summarizes his plan to address these goals. Due to the limited time, David briefly reviewed the summary with the board and asked board members to forward any comments to him directly. This will be brought back for discussion at future meetings.

VI. BOARD SELF ASSESSMENT AND BOARD DEVELOPMENT GOALS (1 hour)

Board members were given a copy of the board self-assessment result to review. Due to time restriction, Jane McWilliams, Mary Frances Skala and David will report on the findings at the next meeting.

VII. REGULAR BUSINESS

A. Approval of Grants

Barbara Cox explained and discussed the details of the grants and contracts to board members.

1. **Renewal Grants \$126,500 - Arts and Schools As Partners Program (ASAP), attached as G1-8**
2. **First-time Grants \$44,000 - Arts and Schools As Partners Program (ASAP), attached as G9-15**
3. **PARTner Schools Program Grants \$184,000, attached as G16-18**
4. **Contract \$85,080, Partnering & Arts Integration Resources (PAIR) Consultant, attached as C1-2**
5. **Contract \$115,275, Research and Development Project Consultant, attached as C2-5**

Recommend the board approve the grants and contracts listed above.

Board member Renee Jenson moved to approve the Arts and Schools as Partners Program (ASAP) Renewal Grants to A Center for the Arts for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools as Partners Program (ASAP) Renewal Grants to Bancroft Elementary for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Renee Jenson moved to approve the Arts and Schools as Partners Program (ASAP) Renewal Grants to Clara Baton Open School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Renee Jenson moved to approve the Arts and Schools as Partners Program (ASAP) Renewal Grants to Edge of the Wilderness Community Center for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools as Partners Program (ASAP) Renewal Grants to El Colegio Charter School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools as Partners Program (ASAP) Renewal Grants to Galumph Interactive Theater for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to ISD #129/Ramsey Elementary for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Intermediate District #287/Options North High School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools as Partners Program (ASAP) Renewal Grants to Kelliher Public School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to LaCrescent-Hokah School District for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Lake Harriet Community School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Minneapolis Public Schools/North Community High School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Minneapolis Public Schools/Roosevelt High School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Minneapolis Public Schools/Southwest High School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Minneapolis Public Schools/Work Opportunity Center for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Morris Area High School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Northern Clay Center for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Northfield Public School/CAPP for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Parkers Prairie Public Schools for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Parkview Center School for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to St. Paul Public Schools/Central High School Team #1 for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to St. Paul Public Schools/Highland Park Senior High Team #1 for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Renee Jenson moved to approve the Arts and Schools As Partners Program (ASAP) Renewal Grants to Urban Arts Academy for \$5,500. Board member Bob Brandt seconded the motion. The vote was unanimous.

Board member Bob Brandt moved to approve the Arts and Schools As Partners Program (ASAP) First-time Grants to Buffalo High School for \$5,500. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Bob Brandt moved to approve the Arts and Schools As Partners Program (ASAP) First-time Grants to Jungle Theater for \$5,500. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Bob Brandt moved to approve the Arts and Schools As Partners Program (ASAP) First-time Grants to Minneapolis Public Schools/South High School for \$5,500. Board member Jane McWilliams seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Bob Brandt moved to approve the Arts and Schools As Partners Program (ASAP) First-time Grants to Paramount Arts District for \$5,500. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Bob Brandt moved to approve the Arts and Schools As Partners Program (ASAP) First-time Grants to St. Paul Public Schools/Crossroads Elementary School for \$5,500. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Bob Brandt moved to approve the Arts and Schools As Partners Program (ASAP) First-time Grants to St. Paul Public Schools/Homcroft Elementary School for \$5,500. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Bob Brandt moved to approve the Arts and Schools As Partners Program (ASAP) First-time Grants to Stages Theater Company for \$5,500. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Bob Brandt moved to approve the Arts and Schools As Partners Program (ASAP) First-time Grants to The Children's Theater Company for \$5,500. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Albert Lea High School for \$18,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Cold Spring Ricori High School for \$15,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Elk River High School for \$30,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Grand Marais' Cook County High School for \$30,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Linwood A+ Elementary School-St. Paul for \$8,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Northfield High School for \$15,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Sheridan Global Arts Magnet School-Minneapolis for \$8,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this grant due to conflict of interest.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Thief River Falls Lincoln High School for \$30,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous.

Board member Penny Johnson moved to approve the pARTner Schools Program Grants to Westbrook/Walnut Grove High School for \$30,000 for fiscal year 2004. Board member Renee Jenson seconded the motion. The vote was unanimous.

Board member Kat Knudson moved to approve the Partnering and Arts Integration Resources (PAIR) consultant contract for \$17,100 to Steven Busa. Board member John Davis seconded the motion. The vote was unanimous.

Board member Kat Knudson moved to approve the Partnering and Arts Integration Resources (PAIR) consultant contract for \$17,100 to Chris Griffith. Board member John Davis seconded the motion. The vote was unanimous.

Board member Kat Knudson moved to approve the Partnering and Arts Integration Resources (PAIR) consultant contract for \$17,100 to Jane Oxtan. Board member John Davis seconded the motion. The vote was unanimous.

Board member Kat Knudson moved to approve the Partnering and Arts Integration Resources (PAIR) consultant contract for \$17,100 to Nadya Sorenson Reubenova. Board member John Davis seconded the motion. The vote was unanimous.

Board member Kat Knudson moved to approve the Partnering and Arts Integration Resources (PAIR) consultant contract for \$16,680 to Uve Hamilton. Board member John Davis seconded the motion. The vote was unanimous. Board member Mohommed Lawal did not vote on this contract due to conflict of interest.

Board member Penny Johnson moved to approve the contract for Research and Development Project Consultant for \$102,000 to Ostrom & Elliot. Board member Scott Halgrim seconded the motion. The vote was unanimous.

Board member Penny Johnson moved to approve the contract for Research and Development Project Consultant for \$13,275 to Roger Mahn. Board member Scott Halgrim seconded the motion. The vote was unanimous.

B. The Pledge of Allegiance

The 2003 Minnesota Session Laws include one which require all public schools to recite the pledge of allegiance weekly. However, each school board may annually elect to waive the requirement. David Flannery and administrators asked board members to begin thinking about a process for this decision to address this issue at the Arts High School. After some discussion, board member Jane McWilliams felt more time was required to discuss this issue.

Board member Jane McWilliams moved to table the discussion. Penny Johnson seconded the motion. The motion was voted down seven to two as followed:

Bob Brandt - No	John Davis - No	Scott Halgrim - No
Renee Jenson - No	Penny Johnson - Yes	Kat Knudson - No
Mohammed Lawal - No	Jane McWilliams - Yes	Sonja Peterson - No

Board member Bob Brandt moved to waive the requirement. Board member Renee Jenson seconded the motion. The motion passed seven to two voted as followed:

Bob Brandt - Yes	John Davis - Yes	Scott Halgrim - Yes
Renee Jenson - Yes	Penny Johnson - No	Kat Knudson - Yes
Mohammed Lawal - Yes	Jane McWilliams - Yes	Sonja Peterson - No

VIII. INFORMATION

- A. Board Information and Contact List, attached as I1
- B. Hiring Confirmation Letters, attached as I2-3
- C. Organizational Chart, attached as I4

IX. MEETING ADJOURN

Chair Sonja Peterson adjourned the meeting at 5:30 p.m.

G1
(G1-8)

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education award Arts and Schools As Partners program (ASAP) Renewal Grants to the schools listed below in the amounts specific for the Fiscal Year 2004.

School/Arts Organization	Budget Amount Requested
A Center for the Arts	\$ 5,500.00
Bancroft Elementary	\$ 5,500.00
Clara Baton Open School	\$ 5,500.00
Edge of the Wilderness Community Center	\$ 5,500.00
El Colegio Charter School	\$ 5,500.00
Galumph Interactive Theater	\$ 5,500.00
I. S. D. #129 / Ramsey Elementary	\$ 5,500.00
Intermediate District #287 / Options North High School	\$ 5,500.00
Kelliher Public School	\$ 5,500.00
LaCrescent-Hokah School District	\$ 5,500.00
Lake Harriet Community School	\$ 5,500.00
Minneapolis Public Schools / North Community High School	\$ 5,500.00
Minneapolis Public Schools / Roosevelt High School	\$ 5,500.00
Minneapolis Public Schools / Southwest High School	\$ 5,500.00
Minneapolis Public Schools / Work Opportunity Center	\$ 5,500.00
Morris Area High School	\$ 5,500.00
Northern Clay Center	\$ 5,500.00
Northfield Public School/CAPP	\$ 5,500.00
Parkers Prairie Public Schools	\$ 5,500.00
Parkview Center School	\$ 5,500.00
St. Paul Public Schools / Central High School Team #1	\$ 5,500.00
St. Paul Public Schools / Highland Park Senior High Team #1	\$ 5,500.00
Urban Arts Academy	\$ 5,500.00

TOTAL RECOMMENDED FUNDING **\$126,500.00**

Adopted this _____ day of _____, 2003

Signed: _____, Chair

MEMORANDUM

TO: David Flannery
Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: August 18, 2003

SUBJECT: Grant Request Summary

APPLICANTS: **FY04 Grant Recipients of**
Minnesota Arts & Schools As Partners (ASAP) and
Partners: Arts and Schools for Students (PASS)
—renewing sites

cc: Pam Paulson
Deputy Executive Director

Program Description

The Minnesota Arts and Schools as Partners (ASAP) program began in FY01 as a program to support the development of collaborative partnerships focused on interdisciplinary learning. Partners: Arts and Schools for Students (PASS) has existed since 1993, with similar goals but focused on secondary students in the metropolitan area.

These two programs have merged in planning, programming, and staffing. We have, however, continued to distinguish between them for those sites that began in one program or the other and that are eligible to re-apply for continued funding and professional development.

Teams selected for these programs receive \$5,500 grants and ongoing professional development opportunities through workshops and one-on-one assistance. We will provide assistance for these teams in the following ways:

- helping team members clarify their roles and goals,
- encouraging authentic assessment of their work, and basing continued planning on those assessments,
- deepening the impact of teaching practice that results from the partnership,
- deepening the connections to curricular goals,
- encouraging creative exploration, and
- identifying learning goals that meet the needs of all involved students.

Application and Review Process

Between PASS and ASAP, 30 partnerships received funding in FY03. Five of these partnerships completed their 3rd year and cycled out of the program. Twenty-five partnerships were invited to submit applications for continued funding and 23 chose to do so. Eligible sites were sent application materials in March 2003, with applications due June 13, 2003. Staff reviewed applications for completeness, and forwarded the applications to a review panel.

Panelists met on July 8, 2003, and reviewed applications according to this criteria:

1. There is evidence that the team's plan addresses the larger goals of both the school and the arts partner(s).
2. There is evidence that specific student learning goals are addressed by the team's plan.
3. There is quality and clarity of the team's plan, including the expectations the team holds for the students.
4. There is a clear means of measuring the results and success of the plan, particularly including student achievement.
5. There is evidence of the team's successful completion of its goals from previous years' programs as determined by:
 - the team's original plan(s)
 - mid-year and final reports submitted to the Perpich Center
 - effective budget management
 - evidence of broadening and deepening of the team's work in each subsequent year.

Panelists participating in the review process included:

Uve Hamilton, Arts for Academic Achievement
 Kate Foate Trewick, Education Consultant
 Stan Kusunoki, St. Paul Public Schools, Teaching Artist
 Jane Oxtan, St. Cloud Public Schools
 Jane McWilliams, PCAE Board Member

Staff facilitating the panel discussion and contributing factual information related to the criteria listed above was Barbara Hackett Cox, Partnering Resources Coordinator. PAIR Consultant, Nadya Reubenova, co-facilitated the review process.

Recommended awardees are itemized below. All applicants were recommended for renewal funding.

Budget

We recommend that the Board approve the following requested amounts for renewing PASS teams in FY04:

Total Grant Amount Recommended: \$126,500

PASS Recommended Grants**El Colegio Charter School** **\$5,500**

(In partnership with Phillips Community Television (PCTV))

This partnership will develop artistic and technical skills, media literacy skills, and civic and social skills among El Colegio students. Students will design and produce videos, working with PCTV staff.

School Leg District 62B

PCTV Leg District 61A

School Cong District 5

PCTV Cong District 5

Galumph Interactive Theater**\$5,500**

(In partnership with Washburn High School, Minneapolis)

This partnership will pair a mainstream studio arts class with students with developmental and physical disabilities in a project to create and produce puppet shows from the experiences of the special needs students.

Galumph Leg District 61B

School Leg District 63A

Galumph Cong District 5

School Cong District 5

Minneapolis Public Schools/North Community High School**\$5,500**

(In partnership with artists Usry Alleyne and Dudley Voigt)

This partnership will collaborate to lead students in responding artistically to an essential question. Students will read, write, attend performances and exhibitions, and work with several art forms to prepare their own artistic responses in a framework that addresses numerous aspects of the profile of learning's large processes and concepts.

Leg District 58B

Cong District 5

Minneapolis Public Schools/Roosevelt High School**\$5,500**

(In partnership with Walker Art Center)

This partnership will emphasize the concept of "Movement" in its focus on globalization, immigration, and intercultural understanding.

School Leg District 62B

Walker Leg District 60A

School Cong District 5

Walker Cong District 5

Minneapolis Public Schools/Southwest High School**\$5,500**

(In partnership with Illusion Theater)

This partnership will connect students in Humanities, Social Studies, and English classes with a common focus on social justice issues, using theater as a means of bringing attention to these issues. Students, teachers and artists will engage in a dialogue about the use of art as a political statement.

School Leg District 60B

Illusion Leg District 59B

School Cong District 5

Illusion Cong District 5

Minneapolis Public Schools/Work Opportunity Center (WOC) \$5,500
(In partnership with Intermedia Arts)

This partnership will support WOC's need to provide positive, lifelong learning experiences which promote literacy, positive development, self-confidence, and communication skills to its unique student population. Numerous artists coordinated through Intermedia Arts will work with students and teachers to help them create spoken word poetry and visual art pieces for performance and display to meet the Creation and Performance standard.

School Leg District 60A Intermedia Leg District 60B
School Cong District 5 Intermedia Cong District 5

St. Paul Public Schools/Central High School Team #1 \$5,500
(In partnership with Park Square Theatre and Margolis Brown Dance Theatre)

This program will bring numerous artists and art forms together to provide varied learning experiences that engage students in different approaches to knowing. Students will experience and work within several theatrical styles to examine their underlying artistic concepts, and see the arts as integral to culture and knowledge.

School Leg District 65A Park Square Leg District 65B
School Cong District 4 Park Square Cong District 4
Margolis Brown Leg District 61B
Margolis Brown Cong District 5

St. Paul Public Schools/Highland Park Senior High Team #1 \$5,500
(In partnership with Minnesota Center for Book Arts, Ordway Center for the Performing Arts, Minnesota Youth Media Project, and Stuart Pimsler Dance & Theater)

This partnership will integrate the arts into the core curriculum in English and Social Studies in grades 10, 11, and 12. In addition to projects that cross grade levels and disciplines, teachers will create a 10th grade global music and movement curriculum, 11th grade creation of artwork informed by 20th century literature and history, and 12th grade service project in conjunction with senior arts internships.

School Leg District 65A MCBA Leg District 59B
School Cong District 4 MCBA District 5
Ordway Leg District 65B
Ordway Cong District 4

Urban Arts Academy \$5,500
(In partnership with Folwell Community School, Minneapolis)

This partnership will continue to develop its focus on bridging the in-school and after-school opportunities in the arts for Folwell students, with particular emphasis on providing arts learning that can support and enhance Folwell's goals to accelerate achievement in reading, math and writing, and to improve school climate.

Urban Arts Leg District 61B School Leg District 62A
Urban Arts Cong District 5 School Cong District 5

ASAP Grants Year 3

Kelliher Public School (ISD #36) \$5,500
(In partnership with Bemidji State University)

This partnership evolves the Studio program at Kelliher, which began last year as a program that helps students with planning and decision-making skills through community-connected, arts infused and interdisciplinary curriculum. This year Studio will bring two new curriculum areas into focus: high school botany and creative writing classes. Support will focus on clarifying roles

and goals, developing authentic assessments, and planning for long-term change.

School Leg District 2B

BSU Leg District 4A

Both Cong District

Morris Area High School

\$5,500

(In partnership with FeSquid cast iron artists and Prairie Renaissance Cultural Alliance)

This partnership will bring high school art students together with 5th grade students to plan and produce permanent sculptural pieces for a Children's Garden at the University of Minnesota-Morris, and to research, design, and plant an Elementary Children's Garden at the elementary school in Morris. Support will focus on helping team members clarify their roles and goals, authentically assess their work, and base continued planning on those assessments.

School Leg District 13A FeSquid Leg District

School Cong District FeSquid Cong District

Prairie Ren Leg District

Prairie Ren Cong District

Parkers Prairie Public Schools

\$5,500

(In partnership with Alexandria Technical College and local artists)

Students in this program will focus on media arts, and on how arts connect with media communication areas of business and web page design, photography and video production, and visual art and logo design. Support will focus on helping team members clarify their roles and goals, authentically assess their work, and base continued planning on those assessments.

School Leg District 10A Alex Tech Leg District 10B

School Cong District 7 Alex Tech Cong District 7

Parkview Center School, Roseville

\$5,500

(In partnership with Minnesota Center for Book Arts)

This partnership will incorporate book arts into both classroom projects and teacher professional development. Activities will support school goals of improving student writing and in-school and school-community collaboration. Support will focus on helping team members clarify their roles and goals, authentically assess their work, and base continued planning on those assessments.

School Leg District 54A MCBA Leg District 59B

School Cong District 4 MCBA Cong District 5

ASAP Grants Year 2

Bancroft Elementary

\$5,500

(In partnership with Stages Theater)

This partnership will address 4th grade student instructional needs in reading by combining numerous curricular resources with Stages Theatre Company's theatre curriculum. Artists and teachers will work collaboratively to plan integrated activities, and connections will be made with students in Bigfork, MN, who will be doing similar work. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District 62B

Stages Leg District 44A

School Cong District 5

Stages Cong District 3

Clara Barton Open**\$5,500**

(In partnership with Usry Allenye, Community Artist)

This partnership will develop visual and media literacy using digital camera photography with students and staff. Learning will focus on application of elements of visual composition in digital photography and description of images through written composition. Staff development will offer teachers opportunities to learn these skills, as well as critique process to use with students. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 60B

Cong District 5

Lake Harriet Community School**\$5,500**

(In partnership with Red Eye Collaboration)

This partnership will bring artists together with 3rd grade students to create a "Festival of Shadow Plays." Teachers and artists will collaborate to anchor the project in curricular goals, select literature for adaptation, and bring every student into every aspect of the project. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District 60B

Red Eye Leg District 60A

School Cong District 5

Red Eye Cong District 5

A Center for the Arts**\$5,500**

(In partnership with Cleveland Elementary, Fergus Falls)

This partnership will teach students about many aspects of theater. Students will participate in theater, music, and dance with professional artist residencies, and will see productions at A Center for the Arts that feature these art forms. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 10A

Cong District 7

Edge of the Wilderness Community Center**\$5,500**

(In partnership with Bigfork Elementary and Stages Theatre Company)

This partnership will be a year-long collaboration targeted to increasing student achievement in reading and writing among 4th, 5th, and 6th grade students using collaboratively created curriculum that infuses theater and writing activities into the Houghton Mifflin reading series. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 3A

Cong District 8

Intermedia District 287/Options North High School, New Hope**\$5,500**

(In partnership with artist Denese Tennen)

This partnership will provide hands on learning experiences for students with emotional or behavioral disorders. Students and neighboring senior citizens will read assigned literature selections, together discuss texts and visual objects that are important in the text, and then create some of the elements in clay. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 46A

Cong District 5

La Crescent-Hokah School District**\$5,500**

(In partnership with artist Mary Eischen)

In this partnership, students will utilize the garden on-site at the middle school as a focal point for interdisciplinary learning. The artist, Science, Math, and Art teachers, and the community education director will collaborate to lead the process to allow students to learn about cultural and historical uses of plants, primitive pottery processes using harvested clay, and landscape design concepts. Students will harvest and prepare seeds for sale, design seed packages, and

develop a marketing plan to sell seeds and plants to the community. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.
 Leg District 32B Cong District 1

Northfield Public Schools/CAPP/Greenvale Park School **\$5,500**
 (In partnership with artist Perrin Boyd)

This partnership will teach 3rd grade students the elements of research and nonfiction writing by doing biographies of prominent scientists. Learning will extend to creation as each student will create a science experiment or project based on the discoveries of their chosen scientist. The culmination of this project will be a living museum where the children will combine their scientific lab work and their knowledge of the scientist into a physical performance of the scientist. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 25A Cong District 2

Northern Clay Center **\$5,500**
 (In partnership with Odyssey Charter School)

In this partnership, selected students in 14K-8 classes will expand their existing knowledge of clay and related techniques through hands-on, on- and off-site instruction to create a variety of clay projects. The students will study the historical uses of clay and create sculpture influenced by a historical work of ceramic art. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 62A Cong District 5

Independent School District 129/Ramsey Elementary **\$5,500**
 (In partnership with artist Florence Dacy)

This partnership will connect 3rd, 4th and 5th grade students with their local environment and community values that shape decisions that influence the natural environment through a series of integrated creative writing experiences. The team will focus on developing lessons and curriculum, teaching new techniques to teachers, developing community resources, and addressing Minnesota Standards. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 13B Cong District 7

69
(69-15)

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education award Arts and Schools As Partners program (ASAP) First-time Grants to the schools listed below in the amounts specific for the Fiscal Year 2004.

School/Arts Organization	Budget Amount Requested
Buffalo High School	\$ 5,500.00
Jungle Theater	\$ 5,500.00
Minneapolis Public Schools / South High School	\$ 5,500.00
Paramount Arts District	\$ 5,500.00
St. Paul Public Schools / Crossroads Elementary School	\$ 5,500.00
St. Paul Public Schools / Homecroft elementary School	\$ 5,500.00
Stages Theater Company	\$ 5,500.00
The Children's Theater Company	\$ 5,500.00

TOTAL RECOMMENDED FUNDING	\$44,000.00
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Adopted this _____ day of _____, 2003

Signed: _____, Chair

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development Research Group

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: August 18, 2003

SUBJECT: Grant Request Summary

APPLICANTS: FY04 Recipients of Minnesota Arts & Schools As Partners
(ASAP) Grants—first year sites

cc: Pam Paulson
Deputy Executive Director

Program Description

The Minnesota Arts and Schools as Partners (ASAP) program began in FY01 as a program to support the development of collaborative partnerships focused on interdisciplinary learning. Partners: Arts and Schools for Students (PASS) has existed since 1993, with similar goals but focused on secondary students in the metropolitan area.

These two programs have merged in planning, programming, and staffing, and as of this year, for new applicants, grants were offered only through the ASAP program. We have, however, continued to distinguish between them for those sites that began in one program or the other and that have been eligible to re-apply for continued funding and professional development.

Teams selected as first year ASAP sites receive \$5,500 grants, and ongoing professional development opportunities through workshops and one-on-one assistance. We will provide assistance for these teams in the following ways:

- helping team members clarify their roles and goals
- encouraging authentic assessment of their work, and basing continued planning on those assessments
- deepening the impact of teaching practice that results from the partnership
- deepening the connections to curricular goals
- encouraging creative exploration, and
- identifying learning goals that meet the needs of all involved students.

Application and Review Process

Between PASS and ASAP, 30 partnerships received funding in FY03. Five of these partnerships completed their 3rd year and cycled out of the program. Twenty-five partnerships were invited to submit applications for continued funding and 23 chose to do so.

Eleven prospective new ASAP teams requested and received application materials in March 2003, with applications due June 13, 2003. Staff reviewed applications for completeness, and forwarded the applications to a review panel.

Panelists met on July 9, 2003, and reviewed new ASAP applications according to this criteria:

1. There is evidence of commitment to the partnership by all applicant partners.
2. There is evidence of one or more identified student needs that the partners wish to address.
3. There is evidence that the capacity exists for this team to collaboratively produce high quality learning experiences that address the identified student need(s), in and/or through the arts.
4. There is evidence that the team plans to address both the school's and the arts partner's organizational goals.
5. The budget is appropriate in relation to the program's requirements and to the needs and plans identified in the application narrative.

6. The application is complete.

Panelists participating in the review process included:

Bob Brandt, PCAE Board Member
 Marcy Brekken, Southwest Minnesota Arts & Humanities Council
 Nicole Greener, La Crescent-Hokah School District
 Miriam Must, Red Eye Collaboration
 Jane Oxtan, St. Cloud Public Schools
 Kate Pehrson, Young Audiences

Staff facilitating the panel discussion and contributing factual information related to the criteria listed above was Barbara Hackett Cox, Partnering Resources Coordinator. PAIR Consultant, Nadya Reubenova, co-facilitated the review process.

Recommended awardees are itemized below. Eight applicants were recommended for first time funding.

Budget

We recommend that the Board approve the following requested amounts for new ASAP teams in FY04:

Total Grant Amounts Recommended: \$44,000

FY04 ASAP Recommended Grants

Saint Paul Public Schools/Homecroft Elementary School

\$5,500

(In partnership with Galumph Interactive Theater)

This partnership will utilize the process of creating art as a means to help third graders—including multi-lingual and special education students—gain an understanding of one another, themselves, and their community. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District 64B

Galumph Leg District 61A

School Cong District 4

Galumph Cong District 5

Saint Paul Public Schools/Crossroads Elementary School

\$5,500

(In partnership with University of Minnesota Human Rights Center, Leah Nelson and NUBIA (interdisciplinary performance collaborative) and 2 dance organizations)

This partnership will integrate dance as a tool to support the school's Peace Curriculum. Students will learn dances—and their historical and cultural context—as a way to bridge understanding between the ethnically diverse student population. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District 66A

U of M Leg District 59B

School Cong District 4

U of M Cong District 5

The Children's Theater Company (CTC)

\$5,500

(In partnership with Saint Paul Public Schools/Hayden Heights Elementary School)

Through storytelling and story writing, fourth grade students will build on their writing skills as well as develop their interpersonal communication skills. The partnership will integrate CTC's Neighborhood Bridges curriculum into their literacy curriculum. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

CTC Leg District 62A School Leg District 67A

CTC Cong District 5

School Cong District 4

Jungle Theater

\$5,500

(In partnership with Whittier Community School for the Arts)

Through focusing on basic theater concepts and the development of a full theatrical piece, this partnership will provide 3rd and 4th grade students with opportunities to learn and comprehend English while exploring personal histories. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Jungle Leg District	School Leg District
Jungle Cong District 5	School Cong District 5

Minneapolis Public Schools/South High School

\$5,500

(In partnership with Illusion Theater, Minnesota Center for Book Arts, and In the Heart of the Beast Puppet and Mask Theatre)

This interdisciplinary class for at-risk 11th and 12th graders will combine English and Social Studies with book making, theatrical and community arts. Students will work on various projects intended to broaden their understanding of community and their importance within it. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District 61B	Illusion Leg District 59B
School Cong District 5	Illusion Cong District 5

MCBA Leg District 59B	HOBT Leg District 61A
MCBA Cong District 5	HOBT Cong District 5

Stages Theater Company

\$5,500

(In partnership with Mankato East Junior High School)

This partnership will incorporate playwriting activities into the seventh grade English curriculum. Students will develop their reading, writing and verbal skills through theatre arts activities and linking writing with literature. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Stages Leg District 44A	School Leg District 24A
Stages Cong District 5	School Cong District 1

G15

Buffalo High School, Buffalo

\$5,500

(In partnership with Minnesota Center for Book Arts)

This partnership will utilize the expertise of an outside art historian and the Center for Book Arts to develop an Arts One curriculum. Students will compare and critique six styles of art over six periods of time and create books that demonstrate their understanding of the art in the historical and cultural time frame in which the art was created. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District 19B

MCBA Leg District 59B

School Cong District 6

MCBA Cong District 5

Paramount Arts District

\$5,500

(In partnership with Lincoln Elementary School, St. Cloud)

In this partnership, eight community artists will work in mentorship with groups of 5th or 6th graders to learn nine different art forms. Students will new ways to express themselves while developing their abilities to think creatively and abstractly. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Paramount Leg District 16A School Leg District 16A

Paramount Cong District 6 School Cong District 7

G16
(G16-18)

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education award pARTner Schools Program Grants to the schools listed below in the amounts specific for the Fiscal Year 2004.

School/Arts Organization	Budget Amount School
Albert Lea High School	\$18,000.00
Cold Spring Ricori High School	\$15,000.00
Elk River High School	\$30,000.00
Grand Marais' Cook County High School	\$30,000.00
Linwood A+ Elementary School - St. Paul	\$ 8,000.00
Northfield High School	\$15,000.00
Sheridan Global Arts Magnet School - Mpls.	\$ 8,000.00
Thief River Falls Lincoln High School	\$30,000.00
Westbrook/Walnut Grove High School	<u>\$30,000.00</u>
TOTAL RECOMMENDED FUNDING	\$ 184,000.00

TOTAL RECOMMENDED FUNDING **\$184,000.00**

Adopted this _____ day of _____, 2003

Signed: _____, Chair

MEMORANDUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development and Research Group

Date: August 25, 2003

Subject: Grant Request Summary: pARTner Schools

Applicants: FY '04 Recipients
pARTner School grants

CC: Pam Paulson
Deputy Executive Director

Program History

The Magnet Arts Program was initiated in 1989, to develop Magnet Arts Programs, which would adapt aspects of the Arts High School program/curriculum to their own settings in each of Minnesota's congressional districts. The name of the program was changed to the pARTner school program in 1995 to better reflect the relationship between each of the schools and the Center. The original focus of the program has evolved from adapting the Arts High School curriculum into these Magnet sites to developing individualized programs based on local circumstances and needs, applying Center knowledge and resources to make the arts a fundamental part of education. In the past few years, each of the pARTner schools has worked to develop a professional development component that would serve schools, teachers and administrators in their regional area. This aspect of the program has broadened the impact of the program to reach many more teachers and students than we have in the past. Two metro area schools are part of the pARTner school program just for this specific purpose of improving and broadening staff development. In addition, all of the non-metro sites have expanded the Professional Development component of their

programs. With the recent passage into law of new Minnesota Graduation Standards the Professional Development component will continue to grow. A final report including a final budget report has been received by each the pARTner schools and is available for review by you or the Board of Directors at your request.

Budget

I recommend that the Board approve the following requested amounts for pARTner Schools in FY'04:

Total Grant Amounts Recommended: **\$ 184,000.00**

School	Budget Amount Requested
Albert Lea High School	\$18,000.00
Cold Spring Ricori High School	\$15,000.00
Elk River High School	\$30,000.00
Grand Marais' Cook County High School	\$30,000.00
Linwood A+ Elementary School - St. Paul	\$ 8,000.00
Northfield High School	\$15,000.00
Sheridan Global Arts Magnet School - Mpls.	\$ 8,000.00
Thief River Falls Lincoln High School	\$30,000.00
Westbrook/Walnut Grove High School	<u>\$30,000.00</u>
TOTAL RECOMMENDED FUNDING	\$ 184,000.00

MEMORANDUM

C1
(C1-2)

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group

Barbara Hackett Cox
Partnering Resources Coordinator

Re: Request contract authorization

Applicants: Partnering and Arts Integration Resources (PAIR) Consultant

CC: Pam Paulson
Deputy Executive Director

The Perpich Center published a Request for Proposals in the State Register seeking individuals to provide site support, coaching and modeling for several programs that are working together to articulate a common model for school reform through arts education. These programs include Partners: Arts and Schools for Students (PASS), Minnesota Arts and Schools As Partners (ASAP), Artful Teaching and Learning, and Arts for Academic Achievement in Minneapolis (AAA).

The full Request for Proposals was sent to a broad list of contacts involved in Perpich Center statewide programs and Minneapolis Arts for Academic Achievement program. Seventeen applications were received, and a selection team identified five contractors as having the desired qualifications based on the required criteria listed below.

CRITERIA

All applicants should be able to demonstrate:

Qualifications and Experience (40% of review total)

1. demonstrated effectiveness working as a collaborator within one of the sponsoring programs (ASAP, PASS, Artful Teaching and Learning, AAA), or equivalent related experience
2. demonstrated effectiveness as a teacher and/or teaching artist, with a focus on achievement to high standards for all students
3. expertise with facilitating group processes and using group methodologies

Expressed Understanding of Programs and Objectives (40% of review total)

4. clear understanding of the cultures of both educators and artists, and ability to articulate how these intersect
5. clear understanding of ways in which partnership and collaboration enhance student learning
6. clear understanding of the role of a PAIR Consultant as a support to teams in the sponsoring programs

Working Style (20% of review total)

7. a working style that is collegial, adaptable, and supportive
 8. strong organizational and communication skills
- strong listening skills

All proposals received by the deadline were evaluated by representatives of the Perpich Center and Minneapolis Public Schools and eight applicants were chosen for personal interviews. Based on those interviews we recommend the following individuals be awarded contracts for the coming year.

Person	Contract amount
Steven Busa	\$17,100
Chris Griffith	\$17,100
Jane Oxtan	\$17,100
Nadya Sorenson Reubenova	\$17,100
Uve Hamilton	\$16,680

Ms. Hamilton is employed by MPS. This will be done as an Interagency Agreement paying MPS for her time.

All contracts will be funded by grant funds received from the McKnight Foundation.

C 3
(C3-5)

MEMORANUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group

Byron Richard
Educational Research Coordinator

Re: Request for contract approval

Applicants: Position: Research and Development Project Consultant,
Contractor: Ostrom & Elliot

Position: Project Co-presenting Consultant,
Contractor: Roger Mahn

Date: August 26, 2003

CC: Pamela N. Paulson
Deputy Executive Director

With the support of the Perpich Center Board of Directors, two requests for proposals (RFPs) were published in the State Register for a curriculum consultant and an assisting facilitator to work with the Arts Best Practice Networks in 2003-2004.

The deadline for proposals in response to the published RFPs was Friday, August 22, 2003, at 4:30pm. Three RFPs were requested (in total) from the Perpich Center and two proposals were submitted by the proposal deadline, one for each of the positions. Two RFPs were requested for the Research and Development Project Consultant for the Professional Development & Research Group of the Perpich Center for Arts Education. One RFP was requested for the Project Co-presenting Consultant.

We find the two proposals to be of high quality and that they meet, or exceed, the criteria stated in each RFP. Both proposals were read and evaluated by both Michael Hiatt and Byron Richard and we arrived at the following joint conclusions:

Research and Development Project Consultant:

Criteria: 30% professional qualifications and expertise of individual or organization

- Ostrom and Elliot have demonstrated competence and professionalism in the context of large-scale education reform initiatives in Minnesota and in the context of Arts Education professional development. They have also made substantial contributions to the development of the Arts Best Practice Networks since 1998.

Criteria: 30% quality of the proposal and plan

- The plan submitted by Ostrom and Elliot is professionally constructed with a fine sense of comprehensive goals and sufficient detail to provide tasks and products that are specific evidences of contract fulfillment.

Criteria: 30% applicability to the goals of the Professional Development & Research Group

- Ostrom and Elliot demonstrate a thorough understanding of the goals and processes of the Best Practice Network, in the context of PDRG goals and initiatives.

Criteria: 10% feasibility of timeline

- The plan submitted by Ostrom and Elliot shows a clear sense of the shape and progression of the Arts Best Practice Networks, as well as a willingness to respond flexibly to the rate of development of each network.

Project Co-presenting Consultant

Criteria: 30% professional qualifications.

- The qualifications of Roger Mahn show depth in teaching, extensive education and experience in the professional development aspects of large-scale school reform initiatives. He has also been a teacher participant and a guest presenter with the Arts Best Practice Networks.

Criteria: 25% expertise of individual or organization:

- Mahn's resume shows extensive activity in the arena of arts education professional development, particularly from the point of view of standards-based education.

Criteria: 45% applicability to the goals of the Professional Development & Research Group

- Mahn's resume shows extensive experience with professional development in relation to standards-based arts education, assessment, professional inquiry and research and teacher mentoring, each of which is key to the goals and mission of the PDRG.

We are pleased to have these responses from educational professionals of such high quality. Based on our evaluations of the written proposals submitted we recommend the following individuals be awarded contracts:

Person	Contract amount
Ostrom & Elliot	\$102,000
Roger Mahn	\$13,275

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Finance Committee Meeting Notes (No Quorum)

Date & Time: September 3, 2003 at 12 p.m.

Location: Gaia Building in Mike Hiatt's Office

1. Call Meeting to Order

The meeting was from noon to 1 p.m.

2. Roll Call

Committee Members present: Renee Jenson, Penny Johnson

Committee Members absent: Dan Reigstad, Patricia Anderson, Mary Frances Skala

Others: David Flannery, Sonja Peterson, Rebecca Hoover, Michael Hiatt, Barbara Cox

There was not a quorum of committee members; the committee took no official actions.

This meeting was called by chair Renee Jenson and David Flannery at the last minute to discuss the grants that were to be awarded by the full board at their meeting.

3. Approval of Grants

There are a number of grants that need to be awarded so that schools and school districts can move ahead with their plans.

1. **Renewal Grants \$126,500** - Arts and Schools As Partners Program (ASAP), attached as G1-8
2. **First-time Grants \$44,000** - Arts and Schools As Partners Program (ASAP), attached as G9-15
3. **PARTner Schools Program Grants \$184,000**, attached as G16-18
4. **Contract \$85,080**, Partnering & Arts Integration Resources (PAIR) Consultant, attached as C1-2
5. **Contract \$115,275**, Research and Development Project Consultant, attached as C2-5

Recommend the Finance Committee endorses the grants and contracts listed above and propose to the full board for approval.

The members present and the staff discussed the above grants. After the discussion and question period, the group decided that while no action could be taken, Renee would inform the Board of our discussion and let them know that we reviewed the processes and awards. Everything was done according to our policy and procedures.

The group adjourned at 1p.m.

Notes were prepared by David Flannery
October 6, 2003

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Full Board Meeting Minutes

Date & Time:

October 1, 2003 @ 2 p.m.

Location:

Northfield High School

1400 Division St. South

Meeting in Room S108

Principal's Office: 507.663.0630

(Northfield Map Enclosed)

I. Call Meeting to Order

Chair Sonja Peterson called the meeting to order at 2:08 p.m.

II. Roll Call

Board Members present: Bob Brandt, John Davis, Scott Halgrim, Renee Jenson, Kat Knudson, Jane McWilliams, Sonja Peterson, Mary Frances Skala

Board Members absent: Patricia Anderson, Tina Anderson Richards, Penny Johnson, Mohammed Lawal, Dan Reigstad

Others: David Flannery, Kou Vang, Pam Paulson, Rebecca Hoover, Debra Hunt

Northfield High School Representatives and Presenters (present during introduction and presentations only): Bruce Santerre, Karna Hauck, Sonia Johnson, Debbie Becker, Dawn O'Neill, Chris O'Neill, Christie Clarke, Katherine Norrie, Terry Tofte

III. Agenda Approval

Recommend the board approve this October 1 meeting agenda.

Board member Mary Frances Skala moved to approve the agenda. Board member Renee Jenson seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

- a. 07/16/03 Board Meeting Minutes, attached as M1-4
- b. 08/04/03 Closed and Open Board Meeting Minutes, attached as M5
- c. 09/03/03 Board Meeting Minutes, attached as M6-12

Recommend the board approve the above board meeting minutes.

Board member Jane McWilliams noted a correction on the September 3 meeting minutes to the Pledge of Allegiance vote. Sonja Peterson voted "No" and she voted "Yes" to waive the requirement.

Board member Bob Brandt moved to approve the above minutes with the correction to the September 3 meeting minutes as indicated. Board member Jane McWilliams seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report - Sonja Peterson

Chair Sonja Peterson announced that the Programs Committee does need more board member volunteers. Kat Knudson and John Davis volunteered to be on the Programs Committee and Scott Halgrim volunteered for the Board Development Committee. She also noted that at the next Programs Committee meeting, they would need to elect a chair.

b. Committee Reports

1. Executive Committee - Sonja Peterson -- No meeting.

2. Finance Committee - Renee Jenson

Renee Jenson, Committee Chair, reported that the committee met but did not have a quorum. Grants and finance discussed will be shared with and proposed to the full board later in this meeting.

3. Personnel Committee - Bob Brandt -- No meeting.

4. Board Development Committee - Mary Frances Skala

Mary Frances Skala, Committee Chair, reported that the board self-assessment and board development will be discussed later in this meeting.

5. Programs Committee - No meeting.

c. Executive Director's Report - David Flannery

David Flannery reported the following:

- Commissioner McElroy denied the center's request for financial assistance on the lawsuit settlement. With the center's available carry-forward funds, the state feels the center can absorb this cost.
- The annual Arts High School dedication event on September 30 went well. Karin Jacobson, a jewelry designer, AHS alum, was this year's alumni speaker. Bill Jeters, a visual art teacher, was this year's faculty speaker.
- The student poll result on the Pledge of Allegiance. David explained the urgency of this matter and why administrators did not have time to poll staff and students on this issue for the September meeting. The board will need to vote on this annually and the Arts High School will have poll results from students and staff to board members for next year.
- The board and administrators will need to start working on the legislative plan.
- The Capital Investment Committee headed by Senator Langseth visited the center on September 10 to review the capital budget request. The committee responded well to the capital investment presentation, toured the center and spoke with students.
- Commissioner McElroy along with Stephanie Lenhart, our EBO and other Department of Finance representatives will visit the center October 15 from 10 a.m. to 3 p.m. to review our capital request. If possible it would be good to have board members present.

d. Other

VI. Reports from our Northfield Partners

The board conducted its business around the schedules of our Northfield partners. Northfield administrators stopped in when convenient for introductions. Tours of the high school and presentations were scheduled for later in this meeting.

VII. PCAE Mission Discussion

Board members discussed the mission, and decided they would work on this at the November meeting. Pam Paulson suggested that perhaps reviewing the old mission statements would help. Chair Sonja Peterson asked that copies of the old mission statements, the legislative statutes along with summarized responsibilities be provided to board members. Kou Vang will mail information requested to board members. The board will work on defining the mission and will contract for a consultant if necessary.

VIII. PCAE Board Development

Due to time limitation, the board will discuss this issue at the December meeting. Board members Mary Frances Skala and Jane McWilliams will draft the board development agenda.

At 3:35 p.m. the board break to tour Northfield High School.

The board reconvened at 4 p.m. to hear presenters shared their experiences with the Perpich Center and how PCAE impacts the Northfield School District.

IX. Business

a. Phillips Community Television (PCTV)

David Flannery shared with the board that PCTV have asked the Perpich Center to be there fiscal agent for a two-year grant they received from the Minnesota Department of Public Safety for \$150,000. The department requires the fiscal agent to be a governmental organization. PCTV is an after school program for Phillips area youth, middle to high school age. Their mission is consistent with Perpich Center's and each organization can gain through this relationship.

Recommend the board approve the Perpich Center to assume the role of fiscal agent for PCTV.

Board member Renee Jenson moved to approve the Perpich Center as the fiscal agent for PCTV. Board member Mary Frances Skala seconded the motion. The vote was unanimous.

b. \$6,000 Listen Up! Grant, attached as B1-3

Pam Paulson explained the \$6,000 Listen Up and \$12,000 AEP grants to board members.

Recommend the Board accept a \$6,000 grant from the Listen Up! "Beyond Borders: Personal Stories from a Small Planet" project to produce a 3-5 minute personal story in digital DV format.

Board member Bob Brandt moved to approve the above minutes. Board member Mary France Skala seconded the motion. The vote was unanimous.

c. \$12,000 Arts Education Partnership (AEP) Contract, attached as B4

Recommend the Board accept a \$12,000 contract from the Arts Education Partnership (AEP) to develop a process through which teachers and other educational personnel learn to apply research findings to their educational roles and to investigate through research methods their own questions about teaching and learning.

Board member Renee Jenson moved to accept the \$12,000 AEP contract. Board member Scott Halgrim seconded the motion. The vote was unanimous.

d. **CAPP Revitalization Mini Grants**, attached as B5-7

Debra Hunt explained to board members that the Comprehensive Arts Planning Program (CAPP) Leadership Team developed a new initiative called revitalization grants. She outlined the purpose and need for this grant. At this time no action is required other than to inform the board of this project.

e. **The Capital Investment Plan**

David Flannery reviewed a draft of our capital investment plan as presented to Senator Langseth's committee. This will be included with the legislative plan discussion in November.

X. Information and Decisions

- a. New York Times article, "In String of Corporate Troubles, Critics Focus on boards' Failings," attached as 11-3

XI. Open Forum at 4 p.m.

Open forum was delayed to 5 p.m.; however, no one was there to speak. David Flannery and board members thanked Jane McWilliams for hosting and organizing this meeting.

XII. Meeting Adjourn

Chair Sonja Peterson adjourned the meeting at 5:15 p.m.

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education accept a grant in the amount of \$6,000.00 from the Listen Up! "Beyond Borders: Personal Stories from a Small Planet" project to produce a 3-5 minute personal story in digital DV format. Nancy Norwood, Media Arts Instructor, will supervise the Arts High School students working on this project.

The payments will be received as follows:

\$2,000.00	Upon completion of story treatment (Due by September 15, 2003)
\$2,000.00	Upon review of rough-draft "off-line" segment (Due by October 31, 2003)
\$2,000.00	Upon submission of final, "on-line" segment and project evaluation (Due by December 5, 2003)
\$6,000.00	TOTAL

Adopted this 1st day of October, 2003

Signed: Suzanne Peterson, Chair

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education accept a grant in the amount of \$12,000.00 from the Arts Education Partnership (AEP) to develop a process through which teachers and other educational personnel learn to apply research findings to their educational roles and to investigate through research methods their own questions about teaching and learning.

The Perpich Center for Arts Education will submit two invoices for payment: one in April, 2004 and the other upon the completion of the project. The work is to be completed on or about October 15, 2004.

\$12,000.00 TOTAL

Adopted this 1st day of October, 2003

Signed: *Janet Peterson*, Chair

Phillips Community Television NEWSLETTER

October 2000

Volume 1, Issue 3

BIGGER, BETTER, BOLDER!

With the start of the 2000-2001 school year, PCTV's after-school programming rolls into full swing. We have the same programs as before, but with a twist; more space and more equipment, making the future of PCTV Programs Bigger, Better, and Bolder!

With a recent grant from the McKnight Foundation, PCTV secured funding to move to a larger space. The move will boost PCTV's ability to serve more young artists and meet the demands of the community to provide support for special projects. With that same grant, we'll also be able to close the digital divide gap a bit more, by getting more equipment.

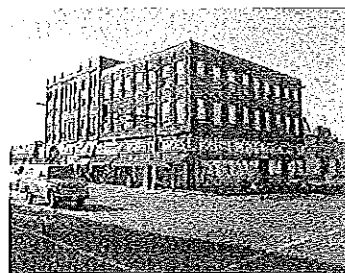
We'll be offering video production, web page design and photography sessions Monday through Friday and some additional workshops on Saturdays. Students will produce

"Our Turn" the cable TV show, "Mixed Visions" the on-line and print 'zine for youth, and make their own web pages. In addition to growing personally, participants learn about their community, social issues, and become critical media viewers. The AVID! program also benefits, as it will now grow to a year-round program.

The new location, above Roberts Shoe Store on Lake and Chicago, places PCTV at the crossroads between the Phillips, Central, and Powderhorn Neighborhoods, a meeting place of neighborhoods, ideas, issues, concerns, and our constituency.

The space will include offices and separate studio/programming area. The official address:

PCTV
734 East Lake Street
Suite 212
Mpls, MN 55407



Our New Space,
Lake and Chicago
photo by Greg Marrufo

We would like to welcome The McKnight Foundation as our newest funding partner. The McKnight Foundation is committed to funding after-school activities that provide youth enrichment.

UPCOMING EVENTS

"Our Turn"
Monday
7:30 PM
MTN, Ch. 33

AVID! SCREENING
NOVEMBER 1st, 8th, 15th

We welcome reader and
viewer comments.

(612) 821-3938

AVID! November at Intermedia ARTS!

The AVID! Program (Audiovisual Investigations of Democracy) presents its second annual video screening and discussion series in November. AVID!, a partnership between Intermedia Arts, Phillips Community Television, and the Center for Democracy and Citizenship, gives young people access to the public life of their communities through the creation of media art that engages the public in a conversation about issues that affect them. The series is curated by John Gwinn.

The screenings will take place Wednesdays

(Continued on page 2)

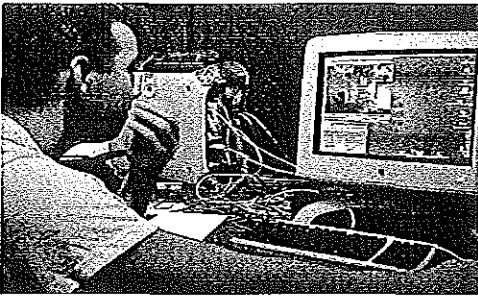
Phillips Community Television newsletter, October 2000. Phillips Community Television is a neighborhood based youth development organization dedicated to media literacy education and audio visual production. The Our Turn program airs every Monday at 7:30 pm on Channel 33 in Minneapolis. We are funded by grants from the following agencies: MN Department of Children, Families and Learning (Learn and Serve America; Phillips/Whittier After School Program), MN Dept. of Public Safety (Prevention/Intervention), the Minneapolis Foundation, McKnight Foundation, COMPAS and the Mpls. Arts Commission. This issues' contributors: Sirville Watkins, PCTV crew/participant; John Gwinn - PCTV Director; Jenny Hanson - PCTV Program Coordinator; Greg Marrufo - online editor.

AVID! SCREENINGS CONTINUED

(Continued from page 1)

in November (1st, 8th, 15th). Each screening has a theme and a guest moderator. The screenings are followed with a discussion and community members are encouraged to attend and participate in the discussion. After-all, the videos are meant to create dialogue that leads to change.

For a complete schedule contact Intermedia Arts (612-871-4444), PCTV (612-821-3938), or visit us on-line at: www.phillipscommunitytv.org.



Tony Garcia edits his video for the AVID! screening

NAMAC Conference Here, October 11-14th

Hey everybody, the NAMAC Conference is coming to town! Oh, you don't know what I'm talking about, do you? Well, let me explain.

NAMAC stands for the National Alliance for Media, Arts and Culture. It is an organization of artists and arts organizations that is holding its biannual conference here in Minneapolis from October 11-14, at the Marquette Hotel downtown. One of the three program tracks of this year's conference is dedicated entirely to youth media, and there will be young artists coming in from all over the country.

PCTV will be involved with the production center that will be available to youth attending the confer-

ence. We will also be co-hosting screenings of youth produced work which will happen downtown at the hotel, at the Walker Arts Center and at Intermedia Arts.

Scholarships are available for youth who would like to attend the conference. I would also highly recommend that adults who work with youth, doing some sort of media programming, attend the conference as well. For more information, call Lisa Ganser, youth track coordinator, at 612-964-4906.

PCTV AND FOUR WINDS SCHOOL

PCTV and Four Winds French and Indian Language School have worked in collaboration over the years but never quite like this. This year, PCTV is doing both in-school programming and after-school programming with Four Winds.

This year, Four Winds is offering an elective block of time to their middle-school students, where they can sign up for various activities, including one put on by PCTV. Through the options class, students will produce a morning announcements program. Every five weeks students switch options, allowing for multiple experiences. Incidentally, PCTV web guru Greg "G-Money" Marrufo was a Four Winds student years ago, and he had a part in pioneering the morning announcements show. But after his class graduated, they just couldn't get it together again. Until now, that PCTV is back in the house.

The other PCTV involvement at Four Winds, is through the Golden Eagles Program. Golden Eagles runs an after-school program at Four Winds, where students do various activities based on a curriculum put together by Golden Eagles staff. Curriculum areas include Native culture, tobacco use, and mental health. PCTV will work with the youth to produce a short video project every month, about

the topic of that month.

We are happy to announce that we are pioneering a youth mentoring project here, where PCTV program assistants Wolf Bellecourt and Greg Marrufo will be in charge of the video production and training for the Golden Eagles youth. Thanks to Gina Downwind for setting up this very promising partnership.

Minneapolis Massive - a new hip-hop experience is available for purchase at \$10 a tape plus \$3.50 shipping and handling.

Send check or money order made payable to Phillips Community Television to:

PCTV
734 E. Lake Street
Suite 212
Mpls, MN 55407



www.minneapolismassive.com

PROGRAM UPDATE

With all that's going on at PCTV, it can be a bit of a challenge to keep up, so we thought we'd provide you with an update on all programs. From Avid! to Our Turn, to Mixed Visions, Webpage and special projects. Enjoy!

OUR TURN (MTN channel 33 Monday evenings at 7:30 PM)

At the start of the summer PCTV completed a show on *Media Literacy*.

The show was filmed on location at South High School and includes bits from the New Mexico Media Literacy Project's CD-Rom and segments from "The Ad & The Ego".

"Connections" was the title of the next OUR TURN show. Connections featured an interview with some kids who went to Africa this summer, and a discussion about PSA's. PCTV youth produced 3 PSA's and went on-line searching for other youth produced PSA's and ended up at

www.listenup.org, a great resource! The Community spotlight was on the We Win Institute, located right across the hall from PCTV.

The final Summer production of OUR TURN was titled *What's Our Concerns*. This show focused on the many concerns of PCTV youth. From a segment on art to another on parks, this episode will surely have something for everyone.

MIXED VISIONS

The next issue of Mixed Visions is due out by the end of October. Youth re-thought the design and layout of Mixed Visions and made

some pretty cool changes!

WEBPAGE.

We now have the AVID! page up, running, and ready to go. Sirville, Germale, Miran, Lisa, and Joel, PCTV participants, also have their pages up. Not to forget Nicole, whose been working with Greg to create the Mixed Visions page!

AVID!

AVID! youth are gearing up for the screening and tightening up their projects. (see cover story)

SPECIAL PROJECTS.

PCTV finished up work with MTS Elementary, where-in the students made a video about goals and dreams. PCTV also worked with the some youth involved in 4-H's Media Corps to produce a few PSA's.

**OUR TURN
MONDAYS @ 7:30
MTN CH. 33**

**MIXED VISIONS
AVAILABLE SOON!**

**AVID!
SCREENINGS AT
INTERMEDIA ARTS
IN NOVEMBER!**

**WEBPAGE
VISIT US**

www.phillipscommunitytv.org

PROGRAM CATALOGUE

PCTV has been working hard, creating a catalogue of PCTV programs going back to the start! While the catalogue is only in it's draft stages, we'll gladly share its contents with you if you're interested!

INTRODUCING VOLUNTEERS

Recently, PCTV has opened the door to community members and university students who would like to do some service learning of their own here at the place where it all goes down.

If your interested in becoming a PCTV volunteer, contact Jenny Hanson, Program And Volunteer Coordinator at (612) 385- 8616 or PCTV's main number.

Let us introduce you to our dearest and most beloved current volunteer:

My name is Adriana Quintero and I am a 22 -year-old film and video student at the Minneapolis College of Art and Design. in my last semester. I'm a new volunteer at PCTV. I decided this semester I wanted to be involved with programs outside of school as a way of being more in touch with the community. I'm excited to be helping here at PCTV because I see it as a chance to be doing something that I really enjoy, in this case video, and take it beyond the context of the classroom. I'm looking forward to the chance to do something that is new to me, mainly working with youth in this way. I feel it's very important for everyone to have a place for their voice to be heard, and their stories to be told.. I'm happy to be a part of encouraging expression in this way.



Adriana looks on as the group tapes another show.



**734 East Lake Street, #212
Minneapolis, MN 55407**

Sirville Watkins, 11

Phillips Community Television

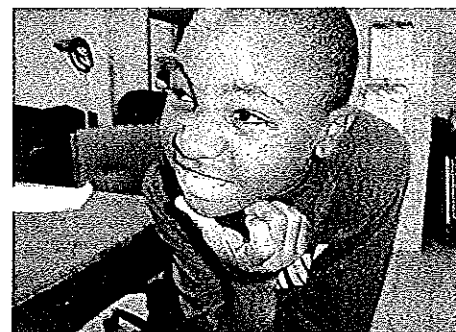
Hey my name is Sirville. I'm cool and all that! Geeze! I'm funny! You might not see it in this letter. You have to meet me in real life just for the experience.

I love listening to music, I love making it too. (Ah..everything I say just write, ah..) Music is cool because it gives me a chance to express myself. I don't have a favorite sport so don't have the question on your mind.

I love being at PCTV and I love being me because there is only one. I love my mom and Gregory, my brother. I love you. I go to Jefferson school, it's fun.

The teachers there are perfect. I'm in 6th grade, some people say I'm intelligent. I love my school, but I hate detention. I love recess, now that's fun.

PCTV means a lot to me. I gave up my privilege to play football and I gave up a privilege to go camping to come here! My friends in PCTV are Nicole, Ruben, Joel, Miran and Patrick. The rest of the kids in PCTV are just associates. Speaking of friends, I'm friends with Jenny, Wolf, John, Michael, and G-Money. I hope that I get to go to the Boston youth film festival (DO IT YOUR DAMN SELF!), because I really want to see my



Sirville Watkins, age 11

piece aired to hundreds of people. If not there, you can see it at Intermedia Arts in November. I have two pieces there!

I love my pieces because they are mine. And they are my first. My next project is called, "The Walk To PCTV". It's all good people. That's me and then I'm gone.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Finance Committee Meeting Notes (No Quorum)

Date & Time:

October 1, at 1 p.m.

Location:

Northfield High School

1400 Division St. South

Meeting in Room S108

Principal's Office: 507.663.0630

(Northfield Map Enclosed)

1. Call Meeting to Order

Committee chair Renee Jenson opened the meeting at 1:10 p.m.

2. Roll Call

Committee Member present: Renee Jenson

Committee Members absent: Patricia Anderson, Penny Johnson, Dan Reigstad, Mary Frances

Others: David Flannery, Kou Vang, Sonja Peterson

3. Approval of 06/18/03 Meeting Minutes, attached as M1-2

Recommend the finance committee approve the June 18 committee meeting minutes.

The June 18 minutes were reviewed by chair Renee Jenson but no action taken.

4. Approval and Consideration of Grants/Contracts

a. \$6,000 Listen Up! Grant, attached as B1-3

Recommend the Finance Committee accept and propose to the full board for approval a \$6,000 grant from the Listen Up! "Beyond Borders: Personal Stories from a Small Planet" project to produce a 3-5 minute personal story in digital DV format.

b. \$12,000 Arts Education Partnership (AEP) Contract, attached as B4

Recommend the Finance Committee accept and propose to the full board for approval a \$12,000.00 contract from the Arts Education Partnership (AEP) to develop a process through which teachers and other educational personnel learn to apply research findings to their educational roles and to investigate through research methods their own questions about teaching and learning.

David Flannery reviewed both the above grants with Renee Jenson. Chair Renee Jenson will propose grants to the full board for approval. No action was taken.

5. Monthly Financial Statements

Rebecca Hoover presented and reviewed financial reports with Renee Jenson and David Flannery.

6. **Fiscal Agent Request**, attached as N1-4

David Flannery shared with Renee Jenson that PCTV have asked the Perpich Center to be there fiscal agent for a two-year grant they received from the Minnesota Department of Public Safety for \$150,000. The department requires the fiscal agent to be a governmental organization. PCTV is an after school program for Phillips area youth, middle to high school age. Their mission is consistent with Perpich Center's and each organization can gain through this relationship.

David Flannery and Renee Jenson discussed the role of fiscal agent. No action was taken.

7. **CAPP Revitalization Mini Grants**, attached as B5-7

The Comprehensive Arts Planning Program (CAPP) Leadership Team developed a new initiative called revitalization grants. David Flannery outlined the purpose and need for this grant on the attached document provided.

8. **Meeting Adjourned**

Renee Jenson ended the meeting at 2 p.m.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Board Development Committee Minutes

Date & Time: November 5, 2003 @ 2 p.m. **Location:** Executive Conference Room, PCAE

Agenda:

1. Call Meeting to Order

Mary Frances Skala, Committee Chair, called the meeting to order at 2:10 p.m.

2. Roll Call

Committee Members present: Scott Halgrim, Mary France Skala, Jane McWilliams, Penny Johnson, Renee Jenson, Bob Brandt

Board Member present: Sonja Peterson

Others: David Flannery, Kou Vang

3. Agenda Approval

Committee member Jane McWilliams moved to approve the agenda. Committee member Penny Johnson seconded the motion. The vote was unanimous.

4. Approval of 05/21/03 and 07/16/03 Meeting Minutes, attached as M1-3

Recommend the Board Development Committee approve the May 21 and July 16 meeting minutes.

Committee member Jane McWilliams moved to approve the May 21 and July 16 meeting minutes. Committee member Penny Johnson seconded the motion. The vote was unanimous.

5. Discussion of Nominating Process

The committee discussed how the nomination process of new officers can be improved. The committee discussed creating a nominating committee, its purpose, the process it should use, the number of committee members and their terms. For this first year, the committee recommended having board member volunteers.

Committee member Scott Halgrim moved to recommend that (1) the bylaws be amended to create a Nominating Committee of three members with staggered of three, two and one year charged with the duty of creating a slate of officers and new Nominating Committee members and (2) that the initial Nominating Committee be composed of volunteer board members who would nominate a slate of officers at the February full board meeting and propose members and terms of the Nominating Committee for the next year. Committee member Bob Brandt seconded the motion. The vote was unanimous.

The committee will propose the amendment later at the full board meeting and present the written amendment to the full board in December. Mary Frances will prepare the amendment to present to the full board.

6. Discussion of Board Evaluating Tool, attached as A1-5

- 08/28/03 Board Self-assessment Analysis, attached as A6

The committee reviewed the Board Evaluating Tool provided by Mary Frances Skala. To properly evaluate the performance of individual board member and the full board, the committee feels the roles and responsibilities need to be defined.

The committee suggested that each board member submit three to five roles and responsibilities, as he/she sees appropriate as a board member and for the board. Mary Frances Skala will discuss details with Kou Vang on how to best collect information from board members. An email announcement will be sent out to board members.

A draft of the board-evaluating tool will be proposed to the board for consideration in January.

7. Discussion of Goals

The committee discussed goals. The committee proposed the following goals for the year 2004:

- a. Create a new Board Evaluating Tool.
- b. Define board members and the board roles and responsibilities.
- c. Refine orientation procedures and manual.
- d. Conduct exit interviews.
- e. Plan and organize a social event for new and past board members.

8. Other

a. Social Event for Board Members

As part of improving board relations, the committee discussed efforts to organize a social event to honor past board members and welcome new board members. Bob Brandt, Jane McWilliams, Scott Halgrim and David Flannery volunteered to plan and organize this event. The committee will also extend the invitation to the full board for volunteers.

9. Adjourned

Mary Frances Skala, Committee Chair, adjourned the meeting 3 p.m.

PERPICH CENTER ARTS EDUCATION

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

Full Board Meeting Minutes

Date & Time: November 5, 2003 at 3 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Sonja Peterson called the meeting to order at 3:05 p.m.

II. Roll Call

Board Members present: Chris Wilson, John Davis, Renee Jenson, Mary France Skala, Penney Johnson, Bob Brandt, Sonja Peterson, Kat Knudson, Scott Halgrim, Jane McWilliams

Board Members absent: Dan Reigstad, Tina Anderson Richards, Patricia Anderson

Others: David Flannery, Kou Vang, Pam Paulson, Mike Hiatt, Mark Youngstrom, Diane Aldis

Chair Sonja Peterson introduced new board member, Chris Wilson from Congressional District 6. Chris Wilson shared a brief bio of her experiences and history with the board. Each board member made their introduction followed by a brief bio.

III. Agenda Approval

Recommend the board approve this November 5, 2003 meeting agenda.

Board member Bob Brandt moved to approve the agenda. Board member Penny Johnson seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

a. 10/01/03 Board Meeting Minutes, attached as M1-4

Recommend the board approve the October 1 board meeting minutes.

Board member Scott Halgrim moved to approve the agenda. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Board member Mary Frances suggested the approval of agenda and minutes be moved to the Consent Calendar section of the agenda.

V. Reports

a. Chair's Report - Sonja Peterson

Chair Sonja Peterson had no report but she expressed thanks to board member Jane McWilliams for hosting the out-state meeting in October. The board appreciated the warm welcome and enjoyed hearing from the presenters.

b. Committee Reports

1. **Executive Committee - Sonja Peterson** (No report, committee did not meet.)

2. **Finance Committee - Renee Jenson**

Committee chair Renee Jenson reported that the committee did not meet but she and committee members have received information on the grant to be proposed later in the meeting for approval.

3. **Personnel Committee - Bob Brandt**

Committee chair Bob Brandt reported that the committee met and discussed the executive director transition, David Flannery's term as Interim Executive Director and his compensation.

David Flannery has proposed to remain as Interim Executive Director through July 1, 2005. If the board accepts the extension, the committee discussed the possibility of increment pay increases to move his salary closer to the pay range of the expected executive director salary.

The committee also discussed issues the board needs to consider in planning the next executive director search. The issues discussed were: national or regional search, removal of the salary cap, whether or not a consultant is needed for the process and the board's philosophy of the executive director. The committee briefly discussed the removal of the executive director salary cap, which will be discussed later in this meeting.

The Personnel Committee will draft a transition plan to be proposed to the board for discussion and consideration at the December meeting.

4. **Board Development Committee - Mary Frances Skala**

Committee chair Mary Frances Skala reported on the committee meeting. The committee discussed how the nomination process of new officers can be improved. The committee discussed creating a nominating committee, its purpose, the process it should use, the number of committee members and their terms. For this first year, the committee recommended having board members volunteer.

The committee is proposing the following and will follow-up with the written amendment to be presented to the board for consideration at the December meeting.

- (1) The bylaws be amended to create a Nominating Committee of three members with staggered of three, two and one year charged with the duty of creating a slate of officers and new Nominating Committee members; and
- (2) That the initial Nominating Committee be composed of volunteer board members who would nominate a slate of officers at the February full board meeting and propose members and terms of the Nominating Committee for the next year.

In refining the board evaluation tool, the committee feels, to properly evaluate the performance of individual board members and the full board; the roles and responsibilities need to be defined. The committee recommended that each board member submit three to five roles and responsibilities, as he/she sees appropriate as a board member and for the board. Mary Frances Skala will discuss details with Kou Vang on how to best collect information from board members. An email announcement will be sent out to board members. A draft of the board-evaluating tool will be proposed to the board for consideration in January.

The committee discussed its goals for 2004 and has adopted the following:

- a. Create a new Board Evaluating Tool.
- b. Define board members and the board roles and responsibilities.

- c. Refine orientation procedures and manual.
- d. Conduct exit interviews.
- e. Plan and organize a social event for new and past board members.

As part of improving board relations, the committee would like to organize a social event to honor past board members and welcome new board members. Bob Brandt, Jane McWilliams, Scott Halgrim and David Flannery have volunteered to organize this event; however the committee would welcome any board member volunteers wishing to help.

- 5. **Programs Committee – (No report, committee did not meet.)**
- 6. **Executive Director's Report - David Flannery**

David Flannery thanked Jane McWilliams for hosting the October board meeting, and then welcomed new board member Chris Wilson. He also announced that there will be one more board member to be appointed yet this year. He informed the board that four board member terms will expire January 5, 2004.

He directed board members to the financial statement for October and added that going forward, monthly financial statements will be provided at board meetings. Detail reviews and concerns will be addressed at the Finance Committee meetings.

He reported on his visit to Red Lake Falls. As part of an effort to promote awareness, he will continue to work to build relationships with other schools. He is scheduled to visit Studio Art Academy, Rochester, Hanska School, Hanska, and Crosswinds School, Woodbury.

7. Other

VI. Consent Calendar

a. **Eliminating the Information Officer II position and Filling the Information Officer III position.**

David Flannery explained the reasons for eliminating the Information Officer II position, currently held by Sheila Carr Bauer, and filling the Information Officer III position. He also explained that the funds from this position, as well as funds from half of the position Jacob Roth held, will be used to support the position of the Information Officer III.

Recommend the Board approve the elimination of the Information Officer II position as of February 20, 2004.

Board member Mary Frances Skala moved to approve the elimination of the Information Officer II position as of February 20, 2004. Board member Jane McWilliams seconded the motion. The vote was unanimous.

Recommend that the Board authorize the administration to fill the position of Information Officer III.

Board member Mary Frances Skala moved to approve the administration to fill the position of Information Officer III. Board member Penny Johnson seconded the motion. The vote was unanimous.

VII. Old Business

a. **Center Mission**

The board reviewed the old mission statements and discussed the center mission. After some discussion, the board decided it would be best if a few board-member volunteers would work on

revising the mission. Kat Knudson, John Davis and David Flannery will work on the mission revision to be proposed for consideration at the December meeting.

b. Legislative Plan for FY04 Session

The board discussed the following as a plan for the 2004 Legislative session.

1. **The Capital Investment Plan**, attached as OB1-4
David Flannery let the board know that every other year the legislature considers the capital needs of state agencies. He answered board members' questions on the center Capital Investment Plan as presented to Commissioner McElroy's committee.
2. **Sponsoring Charter Schools**
David Flannery discussed the advantages of a sponsorship role to charter schools. Being able to sponsor charter schools is consistent with our mission. The administration would like to ask the legislature to include the center on the list of institutions eligible to sponsor charter schools.
3. **Teacher Licensure**
David Flannery expressed his and administrators' concerns with the alternative licensing procedure proposed by the Commissioner of Education, which will be considered by the legislature. David explained the center's unique situation and that he and administrators will make efforts to assist a number of the teaching staff through the established licensing process. While the center would like to support the proposed licensing procedure, the administration will argue for a process of licensure that values and counts teaching and professional experience along with a variety of training experiences.
4. **Executive Director Salary Cap**
The board discussed ways to approach the legislature in removing the executive director salary cap. Personnel Committee chair Bob Brandt reported that at their earlier meeting, the committee discussed possible legislature issues and asked that David check with Senator Kelley and Representative Sykora to get a sense of how the legislature might respond. The committee has also asked David to research and provide information to the full board in December on superintendents pay range and the salary cap removal statement for superintendents. In addition, the board asked that David also check with Senators Pogemiller and Cohen, and Representatives Seagren.

David Flannery shared his concern that this is not the best time for this request as the state is faced with a huge deficit. He also informed the board that at an earlier meeting with Senator Kelley and Representative Sykora, he did mentioned the possibility of this request, although they didn't disagree, it was not welcomed.
5. **Other Language Changes**
The board reviewed the statutes for language change to better reflect the center's mission. The board decided to wait until the next legislature state revision process for any language changes.

All the above items except for #5 will be proposed to the full board for approval in December.

VIII. New Business

- a. Diversity Goals**, attached as NB1

David Flannery reported on the Diversity Committee meetings and discussed the goals proposed by the committee. The committee is also concerned with staff diversity as well as economic and cultural diversity issues. In the coming months, the committee will work on a plan to address these concerns.

The PCAE Diversity Committee recommends that the board adopt the goals on attachment NB1. One would direct the staff to do what is necessary to increase the number of students coming to the Arts High School from greater Minnesota. The other would increase the number of students of color attending the school.

Board member Renee Jenson moved to adopt the proposed diversity goals. Board member Bob Brandt seconded the motion. The vote was unanimous.

b. Minnesota State High School League Membership, attached as NB2-4

David Flannery explained the Minnesota State High School League membership and the eligibility of benefits below:

- participate in all MSHSL state tournaments;
- be covered by the League's catastrophic insurance plan if an injury occurs;
- be represented in eligibility decisions and to be represented by your school in providing input regarding League issues; and
- be represented by your voice at ALL section, region and state association meetings.

The Arts High School has had students participating in sports and/or other competitive activities in their home schools. At this time there are no Arts High students competing in High School League activities but there could be in the winter and spring seasons.

Recommend the board approve the Arts High School to become a member of the Minnesota State High School League for the school year 2003/04.

Board member Renee Jenson moved to approve the Minnesota State High School League membership for the Arts High School. Board member Penny Johnson seconded the motion. The vote was unanimous.

c. Grants and Contract Approval

1. CAPP Revitalization Mini-grants, attached as NB5-7

Mike Hiatt, PDR Director, explained the that the Revitalization Mini-Grant Program is a new component of CAPP designed to address the need for CAPP committees to re-charge during years three to five of implementation of their CAPP plan, by providing a small amount of funding and technical assistance for selected CAPP committees to address an identified need, opportunity and/or limiting factors.

Recommend the Board award a \$2,000 Comprehensive Arts Planning Program (CAPP) Revitalization Mini-grants to the Albert Lea School, Legislative District 27A.

Board member Renee Jenson moved to approve a \$2,000 Comprehensive Arts Planning Program (CAPP) Revitalization Mini-grants to the Albert Lea School, Legislative District 27A. Board member Bob Brandt seconded the motion. The vote was unanimous.

Recommend the Board award a \$2,000 Comprehensive Arts Planning Program (CAPP) Revitalization Mini-grants to the Clinton-Graceville School, Legislative District 20.

Board member Renee Jenson moved to approve a \$2,000 Comprehensive Arts Planning Program (CAPP) Revitalization Mini-grants to the Clinton-Graceville School, Legislative District 20. Board member Mary Frances Skala seconded the motion. The vote was unanimous.

Recommend the Board award a \$2,000 Comprehensive Arts Planning Program (CAPP) Revitalization Mini-grants to the Glencoe-Silver Lake School, Legislative District 18A.

Board member Renee Jenson moved to approve a \$2,000 Comprehensive Arts Planning Program (CAPP) Revitalization Mini-grants to the Glencoe-Silver Lake School, Legislative District 18A. Board member Mary Frances Skala seconded the motion. The vote was unanimous.

IX Personnel

IX. Information and Decisions

- a. At the December meeting the board will be discussing Board Development with an eye to identifying a goal in this important area and there will be a briefing on the "new" art standards.
- b. Board Member Contact List, attached as I1
- c. Board Committee List, attached as I2

X. Open Forum at 4 p.m. (no speakers)

XI. Meeting Adjourn

Chair Sonja Peterson adjourned the meeting at 5 p.m.

Adopted 11/05/03

CENTER DIVERSITY GOALS FOR THE ARTS HIGH SCHOOL ENROLLMENT

The board adopted the following two goals as the Center's diversity goals for the Arts High School.

Greater Minnesota Goal

Representation from all of Minnesota is an important factor in the richness of the experience at the Arts High School as well as an important part of our legislature mandate.

1. **Beginning with the 2004-2005 School Year, out state student enrollment will increase 3% a year until the total out-state enrollment exceeds 40% in 2008-2009. At this time the goal will be reevaluated.**

Ethnicity Goal

As the state and the nation become more diverse, the Arts High School and the richness of the experience provided to all students depend on a diverse student population.

2. **Beginning with the 2004-2005 School Year, students of color will increase 1% a year until the enrollment of students of color exceeds 20% in the 2008-2009 School Year. At this time the goal will be reevaluated.**

RESOLUTION

The Arts High School has students participating in sports and/or other competitive activities in their home schools. The state requires that high schools are members of the Minnesota State High School League to be eligible for the following:

- participate in all MSHSL state tournaments;
- be covered by the League's catastrophic insurance plan if an injury occurs;
- be represented in eligibility decisions and to be represented by your school in providing input regarding League issues; and
- be represented by your voice at ALL section, region and state association meetings.

The Resolution for Membership Form is attached for the board chair to signed if approved.

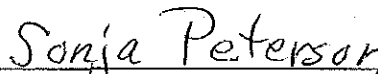
Recommend the board approves the Arts High School to become a member of the Minnesota State High School League for the school year 2003/04.

Date Adopted

11/5/03



Board Chair / Clerk / Secretary Signature



Name of Signature (Please Print)

NB3



MINNESOTA STATE HIGH SCHOOL LEAGUE

David V. Stead, Executive Director
Lisa Lissimore, Associate Director
Kevin Merkle, Associate Director
Skip Peltier, Associate Director
Jody Redman, Associate Director
Howard W. Voigt, Director of Information

TO: Superintendents
FROM: Dave Stead
DATE: September 25, 2003
RE: Reminder – Resolution for Membership

The League office has received your activity registration for the 2003-04 school year, but as of today's date, we have not received your membership resolution. Please note the due date of September 1.

Your Resolution enables students in your school to:

- participate in all MSHSL state tournaments;
- be covered by the League's catastrophic insurance plan if an injury occurs;
- be represented in eligibility decisions and to be represented by your school in providing input regarding League issues; and
- be represented by your voice at ALL section, region and state association meetings.

Unless your Resolution for Membership form is received, none of the above will be afforded to your school and your students.

Sometimes forms are misplaced by your office or at the League office. Therefore, I've sent another membership form to your attention.

1. If your board has already taken action regarding League membership, please complete the application and return it to my attention immediately.
2. If your board has not yet taken action, please have them do so immediately and fax (763-569-0499) or send the Resolution to my attention as soon as possible.
3. If your school will **not** join the League for the 2003-04 school year, please let me know that information as soon as possible.

Again, your students will not be covered by insurance nor will they be allowed to participate in League-sponsored tournaments if your school is not a current member of the Minnesota State High School League.

Please call me if you have any questions about the above information.

DVS/kav
Enclosures

NB4

MINNESOTA STATE HIGH SCHOOL LEAGUE
2100 Freeway Boulevard
Brooklyn Center, MN 55430-1735
763-560-2262 Fax: 763.569.0499 www.mshsl.org

2003-2004 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

RESOLVED, that the Governing Board of School District Number _____, County of Hennepin, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Arts High School _____

is/are authorized by this, the Governing Board of said school district or school to:

1. _____ Make new application for membership in the Minnesota State High School League;
School Enrollment (10-12): _____
OR;
☒ Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's Official Handbook, on file at the office of the school district or as appears on the League's Web site, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representative identified by the Governing Board.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: [Signature]
Clerk/Secretary - Local Governing Board

Signed: [Signature]
Superintendent or Head of School

Date: _____

Date: _____

District Office Address, City, Zip: _____

School Superintendent's Phone: _____ School Superintendent's Email: _____

RETURN ONE COPY TO THE MSHSL NOT LATER THAN SEPTEMBER 1, 2003
Retain one copy for the school files.

MEMO

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group

Re: Comprehensive Arts Planning Program (CAPP)
Revitalization Mini-Grant Program
2003-2004 Recommendation for Funding

CC: Pamela Paulson
Deputy Executive Director

Program Focus

The Revitalization Mini-Grant Program is a new component of CAPP designed to address the need for CAPP committees to re-charge during years three to five of implementation of their CAPP plan, by providing a small amount of funding and technical assistance for selected CAPP committees to address an identified need, opportunity and/or limiting factors.

Steering Committee Recommendation

The CAPP Steering Committee recommends funding of a \$2000 mini-grant for each of the following three sites:

Albert Lea

Legislative District 27A

The CAPP committee is seeking funding to bring in a consultant to work with them on developing fundraising strategies and skills. "Additional training for CAPP members would revitalize our membership for the difficult work of promoting our successes and continuing fund raising... Training in fundraising strategies and techniques will build the committee members capacity to increase our ability to continue to accomplish our goals." The Albert Lea community has faced significant economic challenges in the past several years with the loss of several key businesses, making fundraising in the community more difficult.

Clinton-Graceville

Legislative District 20

The Clinton-Graceville CAPP committee is seeking funds to "strengthen the inexperienced new leadership plus regroup and refocus the CAPP committee." After the key initiator and CAPP leader moved to another school district, the CAPP committee became inactive for a period of time. The new high school visual arts teacher has recently become aware of CAPP, and has contacted previous committee members to gauge interest in reactivating the committee. The interest is there, and the desire to get

the "CAPP process back on track." Possible uses of the funds include access to a mentor or "critical friend" from a nearby CAPP committee, visiting a nearby CAPP community and an on-site visit.

Glencoe-Silver Lake *Legislative District 18A*

The main goals for the use of Revitalization grant funds are to expand the core group of people doing CAPP work, search out new resources, and make new connections with artists and technical support people. Two CAPP-sponsored events, Kid's Art Camps and *ArtSplash!*, are events which the CAPP group would like to gain new support for, both in funding and in human resources to "produce" them.

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education award Comprehensive Arts Planning Program (CAPP) Revitalization Mini Grants to the schools listed below in the amounts specific for the FY04.

Albert Lea	\$2000
Clinton-Graceville	\$2000
Glencoe-Silver Lake	\$2000

TOTAL ***\$ 6,000***

Adopted this 5 day of November, 2003

Signed: *Sanja Peterson*, Chair

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Personnel Committee Meeting Minutes

Date & Time: November 5, 2003, at 1 p.m. **Location:** Executive Conference Room, PCAE

Agenda:

1. Call Meeting to Order

Bob Brandt, Committee Chair, called the meeting to order at 1:10 p.m.

2. Roll Call

Committee Members present: Renee Jenson, Jane McWilliams, Bob Brandt, Sonja Peterson

Committee Members absent: Dan Reigstad

Others: David Flannery, Kou Vang

3. Agenda Approval

Committee member Renee Jenson moved to approve the agenda. Committee member Jane McWilliams seconded the motion. The vote was unanimous.

4. Approval of 07/16/03 Meeting Minutes

Recommend the Personnel Committee approve the July 16 meeting minutes.

Committee member Jane McWilliams noted a correction to the July 16 meeting minutes to reflect that she was present at the meeting.

Committee member Renee Jenson moved to approve the July 16 meeting minutes with the noted correction. Committee member Jane McWilliams seconded the motion. The vote was unanimous.

5. Elimination of the Information Officer II position and filling the vacancy of the Information Officer III position.

David Flannery discussed the reason for eliminating the Information Officer II position and the need to hire an Information Officer III. He also explained how the salaries from the eliminated Information Officer II position and the graphic designer position, Jacob Roth, who resigned, can be used to compensate for the Information Officer III position, which will be at a higher compensation.

Committee Sonja Peterson moved to accept and propose to the board the elimination of the Information Officer II and filling the Information Officer III vacancy. Committee member Jane McWilliams seconded the motion. The vote was unanimous.

6. Discussion of the Executive Director Transition

The committee discussed how to approach the executive director transition. David Flannery proposed to remain as Interim Executive Director through July 1, 2005. The issues in consideration to plan the next executive director search are: national or regional search, removal of the salary cap, whether or not a consultant is needed for the process and the board's philosophy of the executive director.

Committee member Jane McWilliams recommended that the committee accepts David Flannery's proposal as Interim Executive Director through July 1, 2005 and propose to the board as they work to hire a permanent director for the Center.

The compensation for David Flannery was also discussed as his term, if accepted by the full board, will be extended. The committee discussed possible increment increases to close the salary gap for when the new executive director is hired.

The committee will report their recommendation at the full board meeting later and then draft a transition plan to be proposed to the board for discussion and consideration at the December meeting.

7. Discussion of the Executive Director Salary Cap

The committee discussed possible legislature issues with requesting to remove the executive director salary cap. David Flannery shared his concern that this is not the best time for this request as the state is faced with a huge deficit. He also reported that at an earlier meeting with Senator Kelley and Representative Sycora, he did mention the possibility of this request, although they didn't disagree, it was not positively welcomed.

To get a better sense of how the legislature may respond, the committee asked David to check with Senator Kelley and Representative Sykora again. The committee also asked that David research and provides information on superintendent compensations and the superintendent cap removal statement to the board at the December meeting.

8. Other - none

9. Adjourn

Bob Brandt, Committee Chair, adjourned the meeting at 2:10 p.m.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Full Board Meeting Minutes

Date & Time: December 3, 2003, at 3 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Sonja Peterson called the meeting to order at 3 p.m.

II. Roll Call

Board Member present: Bob Brandt, Scott Halgrim, Renee Jenson, Penny Johnson, Kat Knudson, Jane McWilliams, Sonja Peterson, Mary Frances Skala, Chris Wilson

Board Member absent: Patricia Anderson, Tina Anderson Richards, John Davis, Mohammed Lawal, Dan Reigstad

Others: David Flannery, Kou Vang, Pam Paulson, Mark Youngstrom

III. Agenda Approval

Board member Bob Brandt noted a correction on the agenda in section "V" to reflect his name as the Personnel Committee chair and Mary Frances as the Board Development chair.

Board member Bob Brandt moved to approve the agenda as corrected. Board member Mary Frances Skala seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

a. November 5 Meeting Minutes, attached as M1-6

Board member Penny Johnson moved to approve the agenda. Board member Bob Brandt seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report - Sonja Peterson

Chair Sonja Peterson reported that she was at the Minnesota Arts Board Advisory conference, which featured some work from the LessonLab and a videotape illustrating art in teaching geometry. She recommended that some of these materials would be good information to show board members at future meetings. She reminded board members to submit their comments on board roles and responsibilities. She then asked board members to review their calendar for a convenient date to set the new board-meeting calendar. The board agreed on the second Thursday of the month and as an alternate, the second Wednesday. Sonja Peterson asked Kou Vang to confirm dates with absent board members. A draft of the 2004/05 board-meeting calendar will be proposed to the board for consideration in January.

b. Committee Reports

1. Executive Committee - Sonja Peterson (no meeting)

2. Finance Committee - Renee Jenson

Committee chair Renee Jenson reported on the committee's meeting with Tom Triplett. He has been analyzing the center financials and has some recommendations on how the center can pursue other revenue sources. David Flannery added that Mr. Triplett will continue to work with the Finance Committee and administrators to draft a plan for other revenue sources for FY05/06. A draft plan will be brought to

the board for review and consideration in February. Renee also reported that the Finance Committee have accepted a \$20,000 CAPP contract which will be proposed to the board for approval later during the meeting.

3. Personnel Committee – Bob Brandt (no meeting)

4. Board Development Committee – Mary Frances Skala

Committee chair Mary Frances reported that the committee did not meet; however, she would like to let the board know that the Board Development Committee may be ready to propose a board assessment tool in January for consideration.

5. Programs Committee –

Chair Sonja Peterson started the report on the Programs Committee meeting. She announced that Kat Knudson was appointed chair of the committee and asked Kat to continue with the report. Kat reported that although there were only two members present, to start the work on organizing for the year, the committee with administrators reviewed previous notes and plans. Further work to define and clarify the Programs Committee's roles and responsibilities is needed. As part of the effort to promote awareness of the outreach programs and Arts High School, Mike Hiatt and Sonja Peterson will work to connect with teachers and arts organizations to form a mentorship program for rural areas. This effort also aligns with the Arts High School's student-recruitment goals. Through this discussion, other committees' efforts to promote the center and awareness of the AHS were also discussed. To not duplicate efforts, the committee suggested having a coordinating committee consisting of one representative from each group to meet and share information.

c. Executive Director's Report

1. Reception for "Living Dreams in a Dying Village." Gaia Building, 5:30 p.m.

David Flannery let board members know that Dave Beaman, a PDR staff, organized this project, which featured arts done by children in China whose families have been stricken by AIDS. He invited board members to go see the show if possible.

He shared information of his visits to Studio Academy, Rochester, Crosswinds School, Woodbury, and Hanska Community School, Hanska. In addition, he will meet with Linda Mitchell, director of the Faribault School for the blind and deaf children to discuss their process with the legislature.

He updated the board of the PCAE Foundation progress and activities. He also announced that the foundation will have its first annual fund-raising event February 6. He shared news of the AHS students nominated for the National Arts Award. He let the board know about the upcoming performances for the holidays and invited board members to come see the shows if possible.

d. Other

VI. Consent Calendar

VII. Old Business

a. Change in the Board Bylaws, attached as OB1-11

Consistent with the board's rules on amending the bylaws, a motion proposing amendments was passed at the November 5 meeting. A motion to amend the bylaws is order. Mary Frances Skala reviewed the amended bylaws with the board.

Recommend the board amend the bylaws as shown on attachment OB1-11 to create a three-member officer nomination committee.

Board member Bob Brandt moved to approve the amended bylaws as presented. Board member Mary Frances Skala seconded the motion. The vote was unanimous.

Consistent with the bylaws, board members Kat Knudson, Bob Brandt and Penny Johnson volunteered to form the first Nomination Committee.

b. FY04 Legislative Plan

1. **The Capital Investment Plan**, attached as OB12-13
2. **Sponsoring Charter Schools**
Sponsoring charter schools is consistent with the center's mission. The administration would like to ask the legislature to include the Perpich Center on the list of institutions eligible to sponsor charter schools.
3. **Teacher Licensure**
The Commissioner of Education proposed an alternative licensing procedure, which will be considered by the legislature. While the administration would like to support the proposed licensing procedure, with the center's unique situation, the administration will lobby for a licensure process that values and counts teaching and professional experience along with a variety of training experiences.
4. **Executive Director Salary Cap**
To expand the pool of qualified candidates for the executive director position, the board asks that David Flannery, Interim Executive Director, work with the legislature on possible means to remove the salary cap.

Recommend the board approve the above four items as the 2004 Legislative Plan for the center.

The board discussed the FY04 Legislative Plan. After some discussion, the board focused on how to proceed with item #4, Executive Director Salary Cap. David Flannery shared information from the Department of Employee Relations (DOER) on recourses to increase the executive director's compensation. According to DOER and the statutes, as a state agency, the Perpich Center must follow the Commissioner's Compensation Plan. Through the state system, if possible, the highest compensation is \$108,000. The board postponed taking action on this item and asked David Flannery to research further with the legislature.

Board member Mary Frances Skala moved to approve items #1-3 to be included as the FY04 Legislative Plan. Board member Penny Johnson seconded the motion. The vote was unanimous.

c. PCAE Mission

A center mission statement drafted by Kat Knudson, John Davis and David Flannery was presented to the board. Some revisions were done by the board to read as followed:

The Perpich Center for Arts Education
Statewide Innovative Public Education Centered in the Arts

Mission

The Perpich Center for Arts Education is a state agency dedicated to improving k-12 education for all Minnesota students and educators through innovative programs and partnerships centered in the arts.

The agency consists of the public Arts High School, the Professional Development and Research Group, and the PCAE Library.

The revised mission statement will be proposed at the January meeting for approval.

d. Arts Standards

Pam Paulson will review the Arts Standards that were adopted by the legislature during the last session. All Minnesota K-12 students are required to study in the arts and all school districts are required to offer art opportunities and classes. District's can adopt and use the existing standards or they can prepare and adopt their own. Pam will walk the board through other aspects of the standards.

To allow more time for discussion, the board asked to postpone this item to January's meeting.

VIII. New Business

a. Grants and/or Contract Approval

- 1. Comprehensive Arts Planning Program (CAPP) Contract for \$20,000**, attached as NB1-3
Mike Hiatt explained the history and rationales for this program to the board.

Recommend that the board award the Minnesota Alliance for Arts in Education a contract, in the amount of \$20,000, to facilitate the Comprehensive Arts Planning Program for FY04.

Board member Renee Jenson moved to approve the \$20,000 contract for the Minnesota Alliance for Arts in Education to facilitate the Comprehensive Arts Planning Program for FY04. Board member Mary Frances Skala seconded the motion. The vote was unanimous.

IX. Personnel

a. Diversity Coordinator Position

David Flannery explained to the board the reasons for this position. Pam Paulson is working with the Department of Employee Relations (DOER) to define a .25FTE position to coordinate the agency's diversity efforts. If workable, the agency hopes to fill this position January 1, 2004.

X. Information and Decisions

- a. May 21 and July 16 Board Development Committee Meeting Minutes, attached as I1-3
- b. July 16 Personnel Committee Meeting Minutes, attached as I4
- c. Board Related Information and Tips (provided by Kat Knudson), attached as I5-8

XI. Open Forum at 4 p.m. (none)

XII. Meeting Adjourn

Chair Sonja Peterson adjourned the meeting at 5:05 p.m.

**PERPICH CENTER FOR ARTS EDUCATION
BYLAWS**

**ARTICLE I
GENERAL**

Section 1.1 DEFINITIONS. As used in these Bylaws, the following terms have the meanings given:

- (a) "Act" means Minnesota Statutes, Chapter 129C, as the same may be amended from time to time.
- (b) "Administrative Assistant" means the administrative assistant to the Executive Director who is the executive secretary referred to in the Act.
- (c) "Board" means the governing body of the Perpich Center for Arts Education.
- (d) "Center" means the Perpich Center for Arts Education, a State agency established under and pursuant to the Act.
- (e) "Directors" means the six department chairs for the Center referred to in the Act.
- (f) "Executive Director" means the director of the Center described in Section 129C.10, Subdivision 4(a)(1) of the Act.
- (g) "MAPS" means the Minnesota Accounting and Procurement System established and administered by the State Department of Finance.
- (h) "Open Meeting Law" means Minnesota Statutes, Chapter 13D.
- (i) "State" means the State of Minnesota.

Section 1.2 RULES OF ORDER.

- (a) These Bylaws constitute the rules of order of the Board and all committees of the Board or the Center. It is the intent of the Board that meetings be conducted in an informal, yet businesslike manner. Unless otherwise provided in these Bylaws, meetings of the Board and committees of the Board or the Center will be generally conducted in accordance with the provisions of Robert's Rules of Order Newly Revised relating to motions, resolutions, amendments, voting, quorum requirements, majority rule and limitations on discussion or debate.
- (b) Upon approval by two-thirds of the members of the Board voting at a regular or special meeting, strict conformance with Robert's Rules of Order Newly Revised may be required by the Board for the period specified in such action.

- (c) The Board 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.

Section 1.3 APPLICABLE STATUTES. In addition to the Act, the Board is subject to the requirements of the following State statutes:

- (a) Minnesota Statutes, Section 10A.01, Subdivision 18 regarding appointments of public officials;
- (b) Minnesota Statutes, Section 10A.09 regarding statements of economic interest for appointed public officials;
- (c) Minnesota Statutes, Chapter 13 regarding government data practices;
- (d) the Open Meeting Law, Minnesota Statutes, Chapter 13D;
- (e) Minnesota Statutes, Chapter 14, governing rules established by the Board for admission students;
- (f) Minnesota Statutes, Section 15.0575 relating to membership terms, compensation, and removal of members of the Board and the filling of Board vacancies;
- (g) Minnesota Statutes, Sections 15.014 and 15.059, subdivision 6, relating to task forces;
- (h) Minnesota Statutes, Section 43A.18, subdivision 2, relating to reimbursement of Board members' expenses;
- (i) the Pupil Fair Dismissal Act, Minnesota Statutes, Sections 121A.40 through 121A.56, governing rules established by the Board covering discharge from the full-time program for talented pupils;
- (j) Minnesota Statutes, Chapter 173A, the Public Employment Labor Relations Act;

ARTICLE II THE BOARD

Section 2.1 BOARD MEMBERSHIP.

- (a) As provided in the Act, the management of the Center is vested in a board of fifteen members who constitute the Board.
- (b) The members of the Board are appointed by the Governor, subject to the advice and consent of the Senate.
- (d) At least one Board member must be a resident of each congressional district.
- (e) The membership terms, compensation, removal of members and filling of vacancies on the Board are as provided in Minnesota Statutes, Section 15.0575.

Section 2.2 GENERAL DUTIES AND RESPONSIBILITIES.

- (a) Within the limits necessary for the attainment of common objectives, it is the responsibility of the Board to encourage, support and facilitate the development of the Center.
- (b) The duties and responsibilities of the Board are set forth in the Act and include the management, supervision, and control of the Center and of all related property.
- (c) Pursuant to the Act the Board may take any action it deems necessary or desirable to fulfill the duties and responsibilities imposed on it by law.
- (d) Subject only to the limitations contained in applicable provisions of federal and State constitutions and statutes, the Board has plenary power. The Executive Director and all committees, employees and students have only such power as granted to them by the Board or guaranteed them by federal or State law.
- (e) Individuals or groups assigned duties by the Board must fulfill such duties in accordance with instructions given them by the Board or its designees.
- (f) Any statutory power delegated by the Board may be assumed, reassigned, or redelegated by the Board.
- (g) The Board must approve all budget, capital facility, and statutory proposals to be sent to the State Legislature.

Section 2.3 COMPENSATION.

- (a) Other than the compensation allowed by Minnesota Statutes, Section 15.0575, subdivision 3, of \$55.00 per day plus expenses in the same manner and amount as authorized under Minnesota Statutes, Section 43A.18, subdivision 2. Board members who, as a result of time spent attending Board meetings, incur child care

expenses that would not otherwise have been incurred, may be reimbursed for those expenses upon Board authorization.

- (b) The Board must adopt internal standards prescribing what constitutes a day spent on board activities for purposes of making daily payments under Section 2.3 of these Bylaws.

ARTICLE III OFFICERS, COMMITTEES AND RULES OF ORDER

Section 3.1 OFFICERS.

- (a) *Chair* -- The Chair of the Board is elected at the annual meeting for a term of one year, to begin his or her term of office at the close of the meeting. The Chair may serve no more than two consecutive one-year terms. He or she convenes and presides at all meetings of the full Board.
- (b) *Vice-Chair* -- The Vice-Chair is elected at the annual meeting for a term of one year, to begin his or her term of office at the close of the meeting. The Vice-Chair may serve no more than two consecutive one-year terms. He or she convenes and presides at all meetings of the full Board in the absence of the Chair.
- (c) In any challenged election, voting may take place by secret ballot.

Section 3.2 COMMITTEES: GENERAL.

- (a) *Establishment.*
 - (1) The Board may establish such permanent (standing) and temporary (ad hoc) committees as it finds necessary or useful to the successful discharge of its duties.
 - (2) The Executive Committee may recommend the establishment of standing and ad hoc committees and the membership thereof, which, other than the Appeals Committee, must be approved by the Board, subject to the requirements of these Bylaws.
 - (3) No committee may exercise the official functions of the entire Board.
- (b) *Number and Appointment of Committee Members.*
 - (1) EOther than as may be provided elsewhere in these Bylaws, each committee, other than the Executive Committee and the Appeals Committee, consists of not less than four and up to six members; provided

that; no committee, other than the Executive Committee, may consist of a quorum of the Board. (Amended 12/02/03)

- (2) When an ad hoc committee is established, the Board may designate the manner of its appointment. If the Board does not designate otherwise, committees are appointed by the Chair.
- (3) Appointments to standing committees, other than the Nominating Committee, should usually be made at the annual meeting, but may be made as needed to fill vacancies and/or to ensure committee functioning. (Amended 12/02/03)

(c) *Operation; Meetings; Minutes.*

- (1) Committee members (other than the Executive Committee) must select a chair at the initial meeting of the committee in each year.
- (2) Each committee must keep minutes of its meetings. All committee minutes must be made available to the Board and otherwise in accordance with the requirements of the Open Meeting Law.
- (3) Meetings of all committees are open to all members of the Board and the general public except as otherwise expressly provided by the Open Meeting Law.
- (4) A chair of a committee has the authority to call special meetings in accordance with the Open Meeting Law.

- (d) *Standing Committees.* Standing committees must meet at least 4 times a year, unless otherwise provided by the Board on its own initiative or on recommendation of the committee.

Section 3.3 STANDING COMMITTEES. The following standing committees are hereby established:

- (a) *Appeals Committee.* The Appeals Committee consists of three Board members and hears and makes findings on appeals of administrative decisions which are not contested cases under Minnesota Statutes, Chapter 14, regarding administrative procedure.
 - (1) When it is necessary to convene the Appeals Committee, the Executive Director must select Board members for service in rotating, alphabetical order.

- (2) The Executive Director, in his or her discretion may also appoint staff members to serve as resources to the Appeals Committee.
 - (3) Meetings of the Appeals Committee will be called by the Executive Director in accordance with the requirements of the Open Meeting Law and the policies of the Center and the Board.
 - (4) The Appeals Committee must select one from their number to serve as the Chair.
- (b) *Board Development Committee.* The Board Development Committee has the following duties:
- (1) recommending, planning and implementing Board retreats;
 - (2) orienting and training Board members;
 - (3) recommending amendments to these Bylaws and advising the Board on other issues of governance and operation;
 - (4) recommending methods of conflict resolution to the Board when conflicts arise between or among Board members or between or among Board members and the staff of the Center;
 - (5) preparation of Board members for attendance at Senate approval hearings.
- (c) *Executive Committee.* The Executive Committee discusses and makes recommendations regarding issues that arise between regularly scheduled Board meetings ~~and nominates candidates for the positions of Chair and Vice Chair.~~ (Amended 12/02/03)
- (1) The Executive Committee consists of the officers of the Board, the chairs of each standing committee, other than the Appeals Committee and such other members of the Board as the Board may decide. Ad hoc committee chairs may be appointed at the discretion of the Board. The chair of the Appeals Committee is a member of the Executive Committee only when the Appeals Committee has been activated by the Executive Director.
 - (2) Terms of membership must be consistent with the terms of office of the officers and committee chairs.
 - (3) The Chair of the Executive Committee will be the Board Chair.

- (4) The Executive Committee will meet at the call of the Chair as often as needed to carry out its responsibility.
- (d) *Finance Committee.* The Finance Committee sets budget priorities and reviews and recommends for approval all grants and the biennial budget; reviews monthly MAPS reports.
- (e) *Personnel Committee.*
 - (1) The Personnel Committee has the following duties:
 - (A) recommends hiring procedures to the Board;
 - (B) monitors the timing of and process for annual staff performance reviews as reported to the Personnel Committee by the Executive Director;
 - (C) in consultation with the Executive Committee, establishes a procedure for the periodic review of the Executive Director; conducts such review and reports the results of such review to the Board;
 - (D) recommends the level of the Executive Director's salary and any adjustments thereto to the Board.
 - (2) The Executive Director may also confer with the Personnel Committee on other critical Center staffing issues.
- (f) *Programs Committee.* The Programs Committee sees that program reviews are conducted to ascertain program direction and compatibility with the Center's mission, and overall effectiveness and impact.
 - (1) The Programs Committee collaborates with the Executive Director to conduct periodic reviews of the major programs of the Center.
 - (2) In collaboration with the Executive Director, the Programs Committee will report the results of such reviews to the Board.
- (g) *Nominating Committee.* The Nominating Committee sees to its own succession and prepares a slate of officers (Chair and Vice Chair) for consideration by the Board at the annual meeting.
 - (1) The Nominating Committee, other than the initial Nominating Committee described in paragraph (2) below, consists of three

Board members with staggered three year terms so that one member of the committee is replaced each year, unless a vacancy occurs. The Nominating Committee shall select members from the Board to complete its number, upon expiration of a committee member's term.

(2) The initial Nominating Committee will be constituted on a volunteer basis. The initial Nominating Committee will propose a slate of officers for consideration by the Board in February, 2004 and the terms and members of the Nominating Committee for the ensuing year. Thereafter, the provisions of paragraph (1) of this subsection will apply. (Subsection (e) Added 12/02/03)

Section 3.4 VACANCIES. When a committee or officer position is vacant, the Chair must call a meeting of the Executive Committee as soon as possible after the vacancy has occurred. The Executive Committee will then prepare nominations to present at the next full Board meeting and, upon approval by the Board, the vacancies will be filled on a temporary basis until the next annual meeting.

Section 3.5 TASK FORCES.

- (a) The Board may appoint advisory task forces pursuant to Minnesota Statutes, Section 15.014 in order to solicit and receive advice from members of the public on specific programs or topics within the jurisdiction of the Center.
- (b) An advisory task force may be composed of no more than 15 members.
- (c) The requirements for appointment, terms, removal and compensation of task force members are set forth in Minnesota Statutes, Section 15.059.
- (d) The Board must identify the scope of work and the Board's expectations for each advisory task force, including but not limited to its duties; the tasks to be performed; and the product to result from its work.
- (e) Each advisory task force must provide the Board with a written report describing its undertakings and conclusions upon the conclusion of its assigned tasks.

ARTICLE IV BOARD MEETINGS

Section 4.1 AGENDA.

- (a) The basic form of the agenda for each regular Board meeting is as follows:

- (1) Call to Order
- (2) Approval of Minutes
- (3) Correspondence
- (4) Reports
- (5) Consent Agenda
- (6) Old Business
- (7) Personnel
- (8) New Business
- (9) Public Comments
- (10) Adjourn

- (b) Board meeting agendas are developed by the Executive Director in cooperation with the Chair. The Administrative Assistant prepares the Board meeting agendas at the direction of the Executive Director.
- (c) The time for public comments must be identified in the agenda distributed in advance of the applicable Board meeting.

Section 4.2 QUORUM. The number of Board members constituting a quorum for the transaction of business is equal to a majority of the number of Board members then holding office.

Section 4.3 NOTICE OF MEETINGS.

- (a) The Administrative Assistant must 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 or otherwise in accordance with the Open Meeting Law no less than five working days prior to each regularly scheduled Board meeting.
- (b) Requests from Board members or the general public to add items to the agenda must be forwarded to the Executive Director for consideration.

Section 4.4 MINUTES. A copy of the minutes of each Board meeting and each Board committee meeting must be placed on file within thirty (30) days of the adjournment of said meetings in the Executive Director's office and other locations designated by the Board, regulations, statute or the Executive Director.

Section 4.5 MEETINGS.

- (a) *Regular Meetings*-- The Board meets monthly, except for the month of July, unless otherwise determined by resolution of the Board. Meeting dates and times are determined by a majority vote of the Board.

- (b) *Meetings in Greater Minnesota* -- The Board must hold at least one meeting a year outside of the seven county Twin Cities Metropolitan Area.
- (c) *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 must be given as required by the Open Meeting Law. Business of the special meetings is limited to that stated in the notice for a special meeting.
- (d) *Annual Meeting* -- The Board must hold an annual meeting each year during the month of February or at such other time as may be approved by action of the Board. At the annual meeting, the Board elects officers and approves a meeting schedule, including the dates and times for meetings to be conducted during the ensuing year.

ARTICLE V THE EXECUTIVE DIRECTOR

Section 5.1 APPOINTMENT AND REMOVAL.

- (a) The Board must appoint an Executive Director for the Center, prescribe the Executive Director's duties and establish the Executive Director's salary within statutory limits, upon recommendation of the Personnel Committee.
- (b) The Board, through procedures established by the Personnel Committee and applicable law, may also remove the Executive Director.
- (c) The appointment of an Executive Director must occur in accordance with a procedure to be established by the Board, upon recommendation of the Personnel Committee, when a vacancy in that position occurs.
- (d) The Board may also appoint an acting Executive Director should a vacancy occur. The acting Executive Director serves until a permanent Executive Director assumes office.

Section 5.2 DUTIES.

- (a) The Executive Director serves as an ex-officio, but non-voting member of all committees and the full Board.
- (b) The Executive Director appoints the Directors and other members of his or her executive staff. Before such appointments are made, the Executive Director may confer with the members of the Executive Committee.

ARTICLE VI
MISCELLANEOUS

Section 6.1 AMENDMENTS. If a Board member wishes to amend the bylaws, a motion to consider an amendment may be made and voted on by the Board at that time. At the following Board meeting, the suggested amendment will be discussed and the Board may vote to accept or reject it by an affirmative vote of a majority of the Board members then holding office. A special written notice of the proposed bylaw change must be mailed to all Board members in accordance with the requirements of Section 4.3 of these Bylaws.

~~A~~Originally approved: August 14, 2002

Amended: _____ December 2, 2003.

0B12

2004 CAPITAL INVESTMENT PLAN			
Priorit	Project Description	Cost Breakdown	Total Cost
1	Campus Asset Preservation		\$ 1,040,000.00
	Chiller, chilled water piping & controls	\$ 300,000.00	
	East Admin Bldg - New Roof		
	33430 s.f. @ \$9/s.f.	\$ 300,870.00	
	Perimeter Fence 1,400 l.f. @ \$19/l.f.	\$ 26,600.00	
	Sidewalk 300 s.f. @ \$1.98/s.f.	\$ 594.00	
	Road Repair 1.250 s.f. @ \$2.75/s.f.	\$ 3,437.50	
	Sanitary Sewer Repair at GAIA Building	\$ 20,000.00	
	<i>Subtotal</i>	\$ 651,501.50	
	Gen'l Req./OH & P (25%)	\$ 162,875.38	
	<i>Subtotal</i>	\$ 814,376.88	
	15% Contingency	\$ 122,156.53	
	<i>Subtotal</i>	\$ 936,533.41	
	Fees & Testing (11%)	\$ 103,018.67	
	<i>Project Cost</i>	\$ 1,039,552.08	
2	Demolition of Beta Building		\$ 531,000.00
	Abatement/Disposal	\$ 125,000.00	
	Fees	\$ 45,000.00	
	<i>Subtotal</i>	\$ 170,000.00	
	Demolition/Landfilling	\$ 200,000.00	
	Re-grade/Landscaping	\$ 50,000.00	
	<i>Subtotal</i>	\$ 420,000.00	
	15% Contingency	\$ 63,000.00	
	<i>Subtotal</i>	\$ 483,000.00	
	Fees (11%)	\$ 48,180.00	
	<i>Project Cost</i>	\$ 531,180.00	
3	Alpha Building Renovation		\$ 741,000.00
	New Roof 6,400 s.f. @ \$9/s.f.	\$ 57,600.00	
	New Windows 18 @ \$2,000	\$ 36,000.00	
	Rooftop Lounge Windows	\$ 30,000.00	
	Doors 2 @ \$750	\$ 1,500.00	
	Remodeling 13,639 s.f. @ \$18/s.f.	\$ 245,502.00	
	<i>Subtotal</i>	\$ 370,602.00	
	Gen'l Req./OH & P (25%)	\$ 92,650.50	
	<i>Subtotal</i>	\$ 463,252.50	
	15% Contingency	\$ 69,487.88	
	<i>Subtotal</i>	\$ 532,740.38	
	Fees (11%)	\$ 58,601.44	
	<i>Subtotal</i>	\$ 591,341.82	
	Abatement (including fees)	\$ 150,000.00	
	<i>Project Total</i>	\$ 741,341.82	

2004 CAPITAL INVESTMENT PLAN			
Priorit	Project Description	Cost Breakdown	Total Cost
4	Theatre Capital Improvement Request		\$ 90,000.00
	72 new "silent" dimmers and the circuiting required to support 24 completely new dimmers plus installation	\$ 52,400.00	
	7 new "Moving Special" Lighting Instruments.	\$ 4,500.00	
	16 new energy-efficient "Source-4" Lighting Instruments	\$ 10,400.00	
	90 new energy efficient lamps for existing instruments	\$ 2,700.00	
	Wall demolition between old stage and Black Box and new sound-barrier curtains between rooms. (Rough estimate only)	\$ 20,000.00	
	Project Total	\$ 90,000.00	
5	Delta Dorm Remodeling		\$ 2,000,000.00
	Construction:		
	Mechanical System 43,780 s.f. @ \$9.35/ s.f.	\$ 409,343.00	
	Roof Repair 15,500 s.f. @ 3.85/s.f.	\$ 59,675.00	
	Electrical System Upgrade 43,860 s.f. @ \$2.85/s.f.	\$ 125,001.00	
	Precast Panel powerwash 18,500 s.f. @ 1.62/ s.f.	\$ 29,970.00	
	Precast Panel repair/paint 18,500 s.f. @ 1.75/s.f.	\$ 32,375.00	
	Remodel 54 Toilet Rooms/Abatement 42,780 s.f. @ \$8/s.f.	\$ 342,240.00	
	Flooring (exposed aggregate) repair at 3 stair lobbies	\$ 1,500.00	
	New Windows & Doors		
	112 windows @ \$700 ea.	\$ 78,400.00	
	1 curtain wall x \$5,000	\$ 5,000.00	
	2 metal exit doors @ \$750 ea.	\$ 1,500.00	
	1 entry door system @ \$5,000	\$ 5,000.00	
	4 sliding glass doors @ \$4,500 ea.	\$ 18,000.00	
	<i>Subtotal</i>	<i>\$ 1,108,004.00</i>	
	Gen'l Req./OH & P (25%)	\$ 277,001.00	
	<i>Subtotal</i>	<i>\$ 1,385,005.00</i>	
	15% Contingency	\$ 207,750.75	
	<i>Subtotal</i>	<i>\$ 1,592,755.75</i>	
	Furnishing 150 students @ \$1,375 per student	\$ 206,250.00	
	<i>Subtotal</i>	<i>\$ 1,799,005.75</i>	
	Fees/Testing (11%)	\$ 197,890.63	
	Project Total	\$ 1,996,896.38	
TOTAL CAPITAL & ASSET PRESERVAITON REQUEST			\$ 4,402,000.00

MEMORANDUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development and Research Group

Date: November 21, 2003

Subject: CAPP Contract approval for MN Alliance for Arts Education

CC: Pam Paulson
Deputy Executive Director

Please consider this memo a request to authorize the Perpich Center for Arts Education (PCAE) to enter into a contract with the Minnesota Alliance for Arts in Education to facilitate the Comprehensive Arts Planning program (CAPP) for the fiscal year 2004.

Program History

This program is a legislatively mandated fiscal responsibility of the Perpich Center. Designated representatives of the Minnesota State Arts Board, the Minnesota Alliance for Arts in Education and the Perpich Center for Arts Education who form the CAPP Steering committee administer it cooperatively. We have maintained a contractual relationship with the Minnesota Alliance for Arts in Education since 1994, which was the first year that the Perpich Center was mandated by the legislature to deliver the CAPP program to Minnesota Schools. Previous to that time the Alliance was contracted by the Minnesota Department of Education for the same purpose. CAPP program has served over 200 school districts state since 1983, which was the program's inception year. It is the charge of program to assist school districts in developing long-range comprehensive plans for arts education in their schools and communities.

Contract Specifics

The amount of the contract is \$20,000.00 for fiscal year 2004. MAAE's primary use of the funds is to support the staff member hired to administer the CAPP program. Debra Hunt has served as the program director for the past six years

and does an excellent job of meeting the diverse needs of our participating school districts. This contractual relationship between PCAE and MAAE has been a long-standing one and due present PDR staff configuration it is recommended that we continue this relationship.

NB3

RESOLUTION

Recommend that the Board of the Perpich Center for Arts Education award the Minnesota Alliance for Arts in Education a contract, in the amount of \$20,000, to facilitate the Comprehensive Arts Planning Program for FY04.

Adopted this _____ day of _____, 2002

Signed: _____, Chair

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Finance Committee Meeting Minutes

Date & Time: December 3, 2003, at 1 p.m.

Location: PCAE, Visitors Center

1. **Call Meeting to Order**

Committee chair Renee Jenson called the meeting to order at 1:08 p.m. To accommodate consultant Tom Triplett, Renee asked to begin with his report.

2. **Roll Call**

Committee Members present: Renee Jenson, Penny Johnson, Mary Frances

Committee Members absent: Patricia Anderson, Dan Reigstad

Others: Sonja Peterson, Rebecca Hoover, David Flannery, Mike Hiatt (for part of the meeting only), Kou Vang (for part of the meeting only), Tom Triplett

3. **Review Meeting Notes of September 3 and October 1, attached as M1-3**

The committee reviewed the meeting notes and confirmed the notes to be correct.

4. **Grants and/or Contracts Approval**

a. **CAPP Contract for \$20,000, attached as C1-3**

Attached is the memo from Mike Hiatt, which provides some history and rationales for the contract.

Recommend the Finance Committee accept and recommend the board to approve the 2003/04 CAPP contract for \$20,000.

Committee member Mary Frances Skala moved to accept the \$20,000 CAPP Contract to be proposed to the full board for approval. Committee member Penny Johnson seconded the motion. The vote was unanimous.

5. **Report on the PCAE Foundation**

David Flannery reported on the PCAE Foundation activities and efforts. The foundation will have a big fund-raising event for the AHS on February 6. There will be a welcome reception at one of the member's house at 6 p.m. followed by performances and silent auction at 7 p.m. in the Performance Hall. He also reported that the foundation raised over \$13,000 with its first fund-drive letter.

6. **Report from consultant, Tom Triplett**

Tom Triplett reported on his findings. Two handouts were passed out and are attached. He reviewed and discussed the financial plan document first, then the revenue option document. Tom will draft a financial plan for fiscal years 2005 and 2006 to generate funds from other sources. He will have a draft plan to propose at the next Finance Committee meeting.

7. **Monthly Financial Statements, attached as F1-3**

Rebecca Hoover reviewed the October financial reports with board members.

8. **Meeting Adjourned**

Committee member Penny Johnson moved to adjourn the meeting at 2:45 p.m. Committee member Mar Frances Skala seconded the motion. The vote was unanimous.

F1

Perpich Center for Arts Education
General Fund Expense Accounts
FY2004 Budget vs. FY2003 Actual (see note 1)
As of October 2003

Orgn #	Name	FY04 Budget	FY04 Spent	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent	FY 03 % Remaining	FY04 % Spent - FY03 % Spent (Variance)
101	SALARIES (see note 2)	0	549	-549					
	ADMINISTRATION								
9100	SALARIES - ADMINISTRATION (see note 3)	1,311,625	359,672	951,953	27%	73%			
102	BUILDING FACILITIES	729,834	86,312	643,522	12%	88%	23%	77%	-11%
103	HEALTH & WELLNESS	2,000	436	1,564	22%	78%	1%	99%	21%
104	INFORMATION SERVICES	31,300	5,213	26,087	17%	83%	23%	77%	-7%
105	TECHNOLOGY	135,000	43,476	91,524	32%	68%	14%	86%	18%
106	ADMINISTRATION	409,400	262,049	147,351	64%	36%	15%	85%	49%
107	STAFF DEVELOPMENT	5,000	1,377	3,623	28%	72%	21%	79%	7%
108	FACILITY REPAIR	123,148	4,187	118,961	3%	97%	10%	90%	-6%
109	POSTAGE, PRINTING, COPIES	7,842	1,013	6,829	13%	87%	27%	73%	-14%
	Total	2,755,149	763,735	1,991,414	28%	72%	17%	83%	10%
	ARTS HIGH SCHOOL								
9200	SALARIES - ARTS HIGH SCHOOL	2,320,509	552,579	1,767,930	24%	76%			
201	ADMISSIONS	36,000	13,758	22,242	38%	62%	37%	63%	1%
202	COUNSELING	6,000	302	5,698	5%	95%	12%	88%	-7%
204	POSTAGE, PRINTING, COPIES-B	23,000	13,309	9,691	58%	42%	41%	59%	17%
206	SPECIAL EDUCATION	40,000	0	40,000	0%	100%	0%	100%	0%
401	DANCE	7,500	1,163	6,337	16%	84%	1%	99%	14%
402	LITERARY ARTS	4,700	0	4,700	0%	100%	4%	96%	-4%
403	MEDIA ARTS	13,500	5,799	7,701	43%	57%	34%	66%	9%
404	THEATER	14,500	456	14,044	3%	97%	8%	92%	-5%
405	VISUAL ARTS	27,500	7,958	19,542	29%	71%	29%	71%	0%
406	COMMON EXPERIENCE	500	500	0	100%	0%	0%	100%	100%
407	MUSIC	17,800	1,703	16,097	10%	90%	47%	53%	-37%
410	COMMUNICATIONS	3,700	2,420	1,280	65%	35%	51%	49%	15%
411	MATHEMATICS	3,000	2,340	660	78%	22%	15%	85%	63%
412	SCIENCE	3,700	669	3,031	18%	82%	19%	81%	-1%
413	SOCIAL STUDIES	2,000	597	1,403	30%	70%	54%	46%	-24%
414	WORLD LANGUAGES	2,000	1,102	898	55%	45%	65%	35%	-9%
415	SUBSTITUTE TEACHERS	7,000	1,680	5,320	24%	76%	29%	71%	-5%

F2

[illegible]

Perpich Center for Arts Education
General Fund Expense Accounts
FY2004 Budget vs. FY2003 Actual (see note 1)
As of October 2003

Orgn #	Name	FY04 Budget	FY04 Spent	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent	FY 03 % Remaining	FY04 % Spent - FY03 % Spent (Variance)
9400	SALARIES -LRN RESOURCE CNTR	151,359	33,576	117,783	22%	78%			
408	LEARNING RESOURCE CENTER	10,500	832	9,668	8%	92%	15%	85%	-7%
	Total	161,859	34,408	127,451	21%	79%	15%	85%	6%
	RESIDENTIAL SERVICES								
9300	SALARIES - RESIDENTIAL SRVCS	448,721	115,921	332,800	26%	74%			
203	DORMITORY	18,000	4,539	13,461	25%	75%	31%	69%	-6%
207	STAFF DEVELOPMENT - DORM	3,000	160	2,840	5%	95%	0%	100%	5%
	Total	469,721	120,620	349,101	26%	74%	26%	74%	-1%
	Grand Total	7,552,982	2,028,979	5,524,003	27%	73%	23%	77%	4%

Notes:

1. The chart of accounts for the Center was changed effective July 1, 2003. Because of this, some accounts cannot be compared to previous fiscal years.
2. Because of a change in the Center's chart of accounts, payroll expenses for July 1, 2003, were posted to an account no longer in use. This posting has been corrected except for the amount still posted to account 0101.
3. In previous fiscal years, all salary and related expenses were grouped into one account. For this reason, fiscal year 2004 salary and related expense accounts are not compared to previous fiscal years. In total, fiscal year 2004 salary and related expenses compare to fiscal year 2003 salary and related expenses as follows:

	FY04 Budget	FY04 Spent	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent	FY 03 % Remaining
Total of All Payroll Costs	4,897,851	1,286,196	3,611,655	26%	74%	22%	78%

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Programs Committee Meeting Notes (No Quorum)

Date & Time: December 3, 2003, at 2 p.m.

Location: PCAE, Executive Conference Room

1. Call Meeting to Order

Board chair Sonja Peterson opened the meeting at 2:10 p.m. Kat Knudson was selected chair of the Programs Committee.

2. Roll Call

Committee Members present: Sonja Peterson, Kat Knudson

Committee Members absent: Tina Anderson Richards, John Davis, Mohammed Lawal

Others: Mike Hiatt, Pam Paulson, Mark Youngstrom, Kou Vang

3. Meeting Minutes Approval

- a. 11/20/02 Meeting Minutes, attached as M1
- b. 12/18/02 Meeting Minutes, attached as M2

Committee chair Kat Knudson asked Sonja Peterson to confirm accuracy of the minutes, as she was not involved in the meetings. Sonja Peterson reviewed the meeting minutes and confirmed the minutes to be accurate.

4. Review Meeting Notes of February 19 and April 16, 2003, attached as M3-16

Committee chair Kat Knudson asked Sonja Peterson to confirm accuracy of the notes, as she was not involved in the meetings. Sonja Peterson reviewed the meeting notes and confirmed the notes to be correct.

5. Election of Committee Chair

This item was moved to be second on the agenda. See appointment noted above.

6. Organize for the Year

Mark Youngstrom gave an update on the NCA School Improvement Plan. Promoting awareness of the outreach programs and the Arts High School were discussed. As part of this effort, a mentorship program was discussed. Mike Hiatt and Sonja Peterson will work to connect with teachers and arts organizations to form a mentorship program for rural areas. This also connects to the AHS student-recruitment goals. Through this discussion, the Programs Committee recommended having a coordinating committee consisting of one representative from each committee to meet and share information as to not duplicate efforts in the same area.

7. Other

8. Meeting Adjourned

Committee chair Kat Knudson adjourned the meeting at 3 p.m.

PERPICH CENTER ARTS EDUCATION

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

Full Board Meeting Minutes

Date & Time: Jan 7, 2004, at 3 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Sonja Peterson called the meeting to order at 3:05 p.m.

II. Roll Call

Board Members present: Tina Anderson-Richards, Bob Brandt, Scott Halgrim, Renee Jenson, Kat Knudson, Jane McWilliams, Sonja Peterson, Chris Wilson

Board Member absent: John Davis, Penny Johnson, Mohammed Lawal, Dan Reigstad, Mary Frances Skala, Patricia Anderson

Others: Mike Hiatt, Mark Youngstrom, Diane Aldis, Pam Paulson, Kou Vang

III. Agenda Approval

Recommend the board approve this meeting agenda.

Board member Bob Brandt moved to approve the agenda. Board member Jane McWilliams seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

a. December 3 Meeting Minutes, attached as M1-4

Recommend the board approve the December 3 meeting minutes.

Board member Jane McWilliams noted a correction to the minutes that she was not present at the December 3 meeting.

Board member Bob Brandt moved to approve the December 3 meeting minutes with the noted correction. Board member Jane McWilliams seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report - Sonja Peterson

Chair Sonja Peterson reported that the terms for board members Bob Brandt, Renee Jenson, Patricia Anderson and Tina Anderson-Richards ended this January but they may continue to serve through June 2004 or until the Governor names new appointments. She added that Renee Jenson has served two four-year terms and will not be able to reapply. Bob Brandt has reapplied and Tina Anderson-Richards will also reapply. With the expired terms, the board has vacancies in Congressional Districts 3 and 4. She encouraged board members to help recruit.

b. Committee Reports

1. Executive Committee - Sonja Peterson (no meeting)
2. Finance Committee - Renee Jenson (no meeting)
3. Personnel Committee - Bob Brandt

Committee chair Bob Brandt reported that the committee met and discussed a wage increase for David Flannery and his proposal to remain as interim executive director until July 1, 2005.

Both will be proposed to the board later in this meeting. The committee also discussed the executive director search and should have a draft plan for the board to review in March.

He announced that the Nominating Committee needs to elect a new board chair and vice chair in February and asked board members who wish to fill the positions to submit their candidacy by the end of next week. He also asked board members who wish to nominate other board members for these positions to please submit candidates' names to the committee.

4. **Board Development Committee – Mary Frances Skala**

Bob Brandt reported that he chaired the committee meeting in the absence of Mary Frances Skala. The committee reviewed and discussed board roles and responsibilities and the Board Assessment Tool. There are some additions and changes and the committee will work through email to complete the final drafts and if ready, copies will be provided to the board at the next meeting.

5. **Programs Committee – Kat Knudson (no meeting)**

c. **Executive Director's Report**

Pam Paulson, Deputy Director, hosted this meeting in the absence of David Flannery. She reported on the following:

1. **Senate E-12 Visit, January 21**

We are one of the sites the E-12 Education Budget Division is visiting to review our Capital Budget request. They will be here from 10:30-11:45 a.m. on Wednesday, January 21. She extended invitations to board members to join if possible.

2. **Annenberg/Corporation for Public Broadcasting (CPB) Video Services**

She shared with the board that three Arts High School teachers, Mary Harding, Janice Hunton & Tom Kanthak, were selected for the Annenberg CPB Video workshop featuring exemplary arts teacher.

3. **Partnership with Bemidji State University**

She expressed appreciation to Mike Hiatt, PDR Director, for his work to support the Bemidji State University's request for a grant to host a Summer Institute for K-12 Science teachers. If it gets funded, the center will supply space for the conference at the PDR building. If successful, it will involve 30-40 secondary science teachers from Minnesota schools and they would be on our campus for approximately two weeks during the summer.

d. **Other**

VI. **Consent Calendar**

VII. **Old Business**

a. **PCAE Mission**

At the December 3 meeting, the board worked on the center mission draft submitted by Kat Knudson, John Davis and David Flannery.

Recommend the board approve the following as the Perpich Center's mission.

The Perpich Center for Arts Education

Statewide Innovative Public Education Centered in the Arts

Mission

The Perpich Center for Arts Education is a state agency dedicated to improving k-12 education for all Minnesota students and educators through innovative programs and partnerships centered in the arts.

The agency consists of the public Arts High School, the Professional Development and Research Group, and the PCAE Library.

Draft: 12-12-03

Board member Renee Jenson moved to approve the above mission for the center. Board member Bob Brandt seconded the motion. The vote was unanimous.

b. **Board Assessment Tool**

The Board Development Committee will work through email to complete the draft as discussed at their meeting. If ready, at the next board meeting, a copy will be provided to board members for review.

c. Board Roles and Responsibilities

Again, the Board Development Committee will work through email to complete the draft as discussed at their meeting. If ready, at the next board meeting, a copy will be provided to board members for review.

d. 2004/05 Board Meeting Calendar, attached as OB1

This item was moved to February to be voted on during its annual organizational meeting.

e. Arts Standards

Handouts were distributed at the meeting. Pam Paulson reviewed the Arts Standards that were adopted by the legislature during the last session. She walked the board through different exercise methods to help them understand the standards.

f. Best Practice Video

Pam Paulson showed the board one of the Best Practice videos demonstrating the effectiveness of integrating arts into academic classes.

VIII. New Business

a. PCAE Foundation Contract

To provide some services to the foundation efforts, our Attorney General representative, Beverly Bryant has recommended that our board enter into a contract with the PCAE Foundation Board.

An example contract was not available for this meeting. If ready, the draft contract will be presented at the February meeting.

IX. Personnel

a. Salary Adjustments

As reported earlier, personnel committee chair Bob Brandt, motioned to propose that the board approves the following recommendations:

1. Interim executive director David Flannery's request for a salary increase from \$70,845.84 to \$72,794.10, a 2.75 percent increase (\$1,948.26), for the period of January 1 through December 31, 2004.
2. David Flannery's proposal to continue as interim executive director until July 1, 2005.

Board member Jane McWilliams seconded both motions. The vote was unanimous.

In addition, the board acknowledged that while they are working on possible avenues to increase the executive director's salary, the board supports training and/or classes David sees appropriate to improve his profession and role at the center.

X. Information and Decisions

- a. David Flannery authorized the hire of Chris Schanus, Communication Information Officer III, effective January 9, 2004.
- b. Programs Committee Meeting Minutes of 11/20/02 and meeting notes of 12/18/02, 02/19/03 and 04/16/03, attached as I1-8
- c. Finance Committee Meeting Notes of 09/03/03 and 10/01/03, attached as I9-11
- d. Salary Adjustments, attached as I12 is the notice of adjustments to the salaries of directors and executive administrative assistant, Kou Vang.

XI. Open Forum at 4 p.m.

Board member Renee Jenson motioned to request that the board remove item Xd, Salary Adjustments for directors and Kou Vang, as David Flannery is not available to answer questions and clarify concerns of some staff members who have contacted her.

The motion died due to lack of a second.

Pam Paulson offered some explanations to the concern. She pointed out that her raise is less than noted on the memo as she is on the top of her level and Kou Vang was not able to get a raise because she is also at the top of her level. She is working with DOER to reallocate Kou's position to reflect responsibilities added as the diversity coordinator. She also added that staff raises were budgeted for the biennium.

XII. Meeting Adjourn

Chair Sonja Peterson adjourned the meeting at 5:20 p.m.

I 12

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

December 26, 2003

Karen Tow
Human Resources
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, Minnesota 55422

Dear Karen:

It is my intention to adjust the salaries for the Directors and for Kou Vang, my administrative assistant. The salary adjustments will cover the period of January 1, 2004 through December 31, 2004.

Please take the necessary steps to change the Director salaries and Kou's to reflect a 2.75 % performance increase. If my calculations are correct, the salaries should be as follows:

Pam Paulson:	from \$85,461 to \$87,811.18
Mark Youngstrom	from \$85,086 to \$87,425.86
Mike Hiatt	from \$75,209 to \$77,277.25
Kou Vang	from \$41,927 to \$43,080.03

I have discussed these adjustments with Jill Pettis, DOER Compensation Specialist, and have been advised that these decisions are within my discretionary authority.

Thank you for your help with these adjustments.

Sincerely,

David Flannery

David Flannery
Interim Executive Director

c. Kou Vang
Pam Paulson
Mike Hiatt
Mark Youngstrom
Members of the PCAE Board

PERPICH CENTER
ARTS EDUCATION
Arts High School • Professional Development • Research

d a n c e

December 30, 2003

literary arts

Bob Brandt
Personnel Committee Chair
Perpich Center for Arts Education Board of Directors
6125 Olson Memorial Hwy
Golden Valley, MN 55422

Dear Bob:

media arts
(cinema & photography)

At this time I am asking the board to adjust my salary from \$70,845.84 to \$72,794.10. This reflects a 2.75 percent increase (\$1,948.26). The salary adjustment covers the period of January 1, 2004, through December 31, 2004.

Please consider my request and recommend to the board. Thank you for your consideration.

Sincerely,

David Flannery
David Flannery
Interim Executive Director

t h e a t e r

cc: Kou Vang, Executive Administrative Assistant
Pam Paulson, Deputy Director
Karen Tow, Human Resource

m u s i c

visual arts

Personnel Committee Meeting Minutes

Date & Time: January 7, 2004 @ 1 p.m. **Location:** PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Bob Brandt called the meeting to order at 1:08 p.m.

2. Roll Call

Committee members present: Bob Brandt, Renee Jenson, Jane McWilliams, Sonja Peterson, Chris Wilson

Committee members absent: Dan Reigstad

Others: Tina Anderson-Richards (part of the meeting), Scott Halgrim (part of the meeting), Pam Paulson Kou Vang

3. Agenda Approval

Recommend the committee approve this meeting agenda.

Committee member Renee Jenson moved to request that the salary adjustments for the directors and Kou Vang be added to this agenda. Committee member Bob Brandt seconded the motion. The salary adjustments will be discussed under item 8. The agenda was approved.

4. Approval of 11/05/03 Meeting Minutes (attached)

Recommend the Personnel Committee approve the November 5 meeting minutes.

Committee member Sonja Peterson moved to approve the November 5 meeting minutes. Committee member Jane McWilliams seconded the motion. The vote was unanimous.

5. Hire of Information Officer III, Chris Schanus

Pam Paulson, Deputy Director, reported on the hire of Chris Schanus, Information Officer III starting on January 9. The committee asked that Pam invite Chris Schanus to the next board meeting to meet board members.

6. Interim Executive Director Salary Adjustment

A letter from David Flannery is attached.

The committee discussed David Flannery's request for a salary increase. Sonja Peterson reported that at previous meetings, the board had discussed increment increased to David's salary to better reflect the executive director's salary. Pam Paulson explained that David and the directors fall under the managerial Compensation Plan and the maximum annual increase is capped at 2.75 percent. The committee also continued discussion on David's findings of the executive director's salary from the last meeting. The committee will talk with David further on possible reallocation to move the executive director's salary to level 26, which allows increase up to \$108,000.

Committee member Jane McWilliams moved to approve David Flannery's salary increase from \$70,845.84 to \$72,794.10, a 2.75 percent increase (\$1,948.26), for the period of January 1 through December 31, 2004. Committee Renee Jenson seconded the motion. The was unanimous.

Bob Brandt reminded the committee that at the last meeting, David Flannery had proposed to continue as interim executive director until July 1, 2005. He recommended that committee accept David Flannery's proposal and propose to the full board for approval.

Committee Renee Jenson moved to accept David Flannery's proposal to continue as interim executive director until July 1, 2005. Committee member Jane McWilliams seconded the motion. The vote was unanimous.

7. Continue Discussion of Executive Director Search Process

The Committee discussed how to approach the search process. After some discussion, to better draft a strategic search plan, Bob Brandt asked that each member email his or her comments to him. He will compile the information to be shared at the next meeting. He also asked Kou Vang to provide committee members with a copy of the executive director position description.

8. Other

Committee member Renee Jenson expressed concern regarding the salary increase to directors and Kou Vang.

She moved to recommend the committee remove discussion of the salary adjustment from the full board's agenda listed on Xd, as David Flannery is not available to answer questions.

The committee responded that it does not have the authority to remove items from the full board's agenda and the item was provided as information, which does not require board action.

The motion died due to lack of a second vote.

To clarify the raises, Pam Paulson pointed out that her raise is less than noted on the memo as she is on the top of her level and Kou Vang was not able to get a raise because she is at the top of her level. She is working with DOER to reallocate Kou's position to reflect responsibilities added as the diversity coordinator. She also added that staff raises were budgeted for the biennium.

9. Adjourn

Committee member Jane McWilliams moved to adjourn the meeting. Committee member Renee Jenson seconded the motion. Committee chair Bob Brandt adjourned the meeting at 2:05 p.m.

I 6

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Board Development Committee Minutes

Date & Time: January 7, 2004 @ 2 p.m. **Location:** PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Mary Frances Skala was not able to attend this meeting. Acting chair Bob Brandt called the meeting to order at 2:10 p.m.

2. Roll Call

Committee Members present: Bob Brandt, Scott Halgrim, Renee Jenson, Jane McWilliams

Committee Members absent: Penny Johnson, Mary Frances Skala

Others: Chris Wilson, Tina Anderson-Richards, Sonja Peterson, Pam Paulson, Kou Vang

3. Agenda Approval

Recommend the committee approve this meeting agenda.

Committee member Scott Halgrim moved to recommend discussing item 6 before item 5 as the roles and responsibilities define the Board Assessment Tool. Committee member Jane McWilliams seconded the motion. The agenda was approved.

4. Approval of 11/05/03 Meeting Minutes, (attached)

Recommend the Board Development Committee approve the November 5 meeting minutes.

Committee member Jane McWilliams moved to approve the November 5 meeting minutes. Committee member Scott Halgrim seconded the motion. The vote was unanimous.

5. Board Assessment Tool

After the discussion of roles and responsibilities, the committee recommended the Board Assessment Tool be revised to correlate with the roles and responsibilities. Kou Vang will revise and provide the new document to committee members for review.

6. Board Roles and Responsibilities

The committee reviewed and discussed the roles and responsibilities provided by Mary Frances Skala. The committee had questions and noted some changes. Kou Vang will make the revision and provide committee members with the revised list.

7. Social Event for Board Members

The committee discussed planning, location, time and date. To start off the planning, volunteers (Bob Brandt, Jane McWilliams, Scott Halgrim and David Flannery) will check with board members for possible dates.

8. Adjourned

Bob Brandt adjourned the meeting at 3 p.m.

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**PERPICH CENTER FOR ARTS EDUCATION
ROLES AND RESPONSIBILITIES**

I. BOARD OF DIRECTORS

In general, the Board provides leadership, manages policy and planning and advises on operations while the Director and staff manage day-to-day operations and committees advise on policy. The role of the Board is to work with the Director to oversee financial well-being of the Center, set policy and plan for future development. To fulfill that role, the responsibilities of the Board and its individual members include:

A. Legal and Financial

1. Maintain the Center within all legal and governmental guidelines
2. Approve and monitor fiscal controls
3. Insure for funding adequate to the Center's program and fiscal needs

B. Administrative

1. Organize the Board for maximum effectiveness
2. Approve performance standards for Board members
3. Identify talents and skills necessary to maintain an effective Board and make recommendations to Governor
4. Assist in the recommendation and recruitment of new Board members

C. Planning and Monitoring

1. Establish the Center's mission and long-term objectives
2. Monitor the impact of the Center on the community
3. Set general policy and direction for the overall management of the Center including financial management
4. Review and approve plans and budgets prepared by the Director
5. Develop and monitor long-range and strategic programmatic and financial plans

D. Staffing

1. Establish performance goals and standards for the Director
2. Hire the Director
3. Monitor performance of the Director

II. BOARD MEMBERS

In general, individual board members are expected to perform the tasks and/or responsibilities as listed below.

A. Attend and participate in board and committee meetings regularly and be prepared for meetings in order to:

1. Participate in shaping the Center's mission and vision
2. Participate in development of long-range strategic plans
3. Participate in budgeting and understand and help evaluate the Center's financial performance
4. Assure that the Center serves its mission and that its legal responsibilities are fulfilled

B. Represent and be an advocate to the public for the Center mission and values and, when authorized, represent the Center in soliciting financial and other support

C. Attend Center programs and/or activities to the extent possible

D. Serve on at least one committee and attend regularly.

E. Participate in the Review Panel Program Application Selection process to the extent possible

Number: 7004 Date Adopted: November 28, 1989
Date Revised: January 10, 1995
Date Revised: December 8, 1998

Title: Limited Open Forum For Students

1.0 STATEMENT OF POLICY

1.1 The School Board believes that it is important for students to learn the meaning and practice of freedom of speech while in school, in order that as adult citizens they will appreciate the proper exercise of this vital liberty.

1.2 In adopting this policy the School Board does not forfeit its authority to maintain an orderly and disciplined school environment.

2.0 RULES AND REGULATIONS

2.1 The schools in the district shall have a limited public forum for student groups wishing to meet to engage in speech, subject to the following restrictions:

2.1.1 Students shall be permitted to meet during the non-instructional time of the school day including before and after school. This does not include time when the school authorities do not allow students in the building.

2.1.2 All meetings shall be student-initiated and open to all students in the school. All students' attendance at a meeting shall be voluntary. No student may attend any meeting without parent permission.

2.1.3 No meeting may include any activity that is unlawful or that may materially and substantially interfere with the orderly conduct of educational activities within the school.

2.1.4 It is understood that the content of these student meetings is not sponsored by the district. The school district is neutral as to the content of these meetings.

2.1.5 Students may invite outside speakers to their meetings subject to paragraphs 2.1.1, 2.1.2 and 2.1.3 and after consulting with the building principal.

2.1.6 Students must have a staff volunteer available for supervision but not for leading the group. The students are responsible for finding the staff member to be present and no staff member may be compelled to be present at any student meeting.

2.1.7 If students wish to meet under this policy, they must file a request to meet with the principal which lists:

2.1.7.1 The room they want to use.

2.1.7.2 The name of one student who will serve as a contact.

2.1.7.3 The name of the staff member.

2.1.7.4 how they will demonstrate parent permission.

2.2 The principal shall approve a meeting if it meets the requirements of this policy and shall notify the student contact person of his approval or, if it does not meet the requirements of this policy, his reasons for disapproval within 5 days of the submission of the request to meet.

2.3 Once approved, a student group may continue meeting for the remainder of the year, unless it subsequently violates this policy.

Policy Against Discrimination & Offensive Behavior

This is a summary of the Perpich Center for Arts Education's Policy Against Discrimination and Offensive Behavior. A complete policy outlining reporting procedures follows this section and is available from Student Services or any Center adult.

Policy Against Discrimination and Offensive Behavior

1. Everyone at the Perpich Center for Arts Education has the right to feel safe from discrimination, violence, and offensive or degrading remarks or behavior related to their group affiliation, including but not limited to: race, color, creed, religion, national origin, gender, marital status, status with regard to public assistance, disability, sexual orientation or age. The Center upholds a policy specifically prohibiting such behavior, and it will respond promptly and fairly to all allegations.
2. Both students and adults are responsible for respecting this policy. Discrimination and offensive behavior may include any words or actions related to one of the protected categories listed above that make others feel uncomfortable, degraded, fearful or discriminated against. For example: name calling, unwelcomed touch of person or clothing, posting or circulation of written material, sexual jokes.
3. If any words or actions make an individual feel uncomfortable, degraded, fearful or discriminated against, the individual should tell a school adult, her/his supervisor, the Executive Director or designee.
4. To end the discrimination or offensive behavior, an individual can confront the situation with or without assistance, or she/he can make a report to the Executive Director or designee. Any trusted school adult can assist in making such a report.
5. The privacy of all involved will be respected as much as possible.
6. The Center will investigate all reports of discrimination or offensive behavior and take action to resolve the situation. In addition to educational efforts, disciplinary measures may be appropriate. Depending on the nature and degree of the violation and the number of prior violations, any one or combination of consequences will be assigned. Consequences range from informal meetings to suspension, expulsion or exclusion from the school and suspension and/or termination of the Residence Hall Contract.
7. The Center will take action if anyone tries to harm another for reporting discrimination or offensive behavior or for participating in any way in the investigation of a report.
8. In addition to the reporting procedures outlined in this policy, individuals may directly report discrimination and offensive behavior to the Minnesota Department of Human Rights, 190 East 5th Street, St. Paul, MN 55101 (telephone: 651-296-5663; TTY/TDD at 711).

POLICY STATEMENT

Everyone at the Perpich Center for Arts Education has the right to feel safe from discrimination, violence, and offensive or degrading remarks or behavior related to their group affiliation, including but not limited to: race, color, creed, religion, national origin, gender, marital status, status with regard to public assistance, disability, sexual orientation or age. The Center upholds a policy specifically prohibiting such behavior, and it will promptly investigate all reports and work to resolve the situation. This policy also prohibits retaliation by any Center adult or student against an individual who makes a report or who participates in any way in an investigation related to behavior prohibited by this policy.

All members of the Perpich Center for Arts Education community are responsible for treating others with respect. In addition, Center adults are responsible for understanding this policy and helping direct students who report discrimination or offensive behavior to them.

AHS Director Screening Committee

Timeline (as of 4/8/04)

- April 8 Draft scoring criteria sent to screening committee for review and input

- April 15 Application Deadline

- April 19 Send out complete applications to all screening committee members along with scoring sheets

- April 26 Screening committee convenes with complete scoring sheets and selects 5 finalists, 5 backups, passes on the names of the finalists to the selection committee

- April 30 Recommendations forwarded to selection committee

Arts High School Director Scoring Sheet**Draft #4: 4/6/04****Application #** _____**Ranking:** _____

Most likely Location	Qualification	Score (0-4)	Weight	Subtotal
<i>Letter</i>	1. Understands arts education and the impact it can have on all students and K-12 schools.	0 1 2 3 4	x 3	
<i>Letter</i>	2. Has had success stimulating and implementing a vision or mission.	0 1 2 3 4	x 3	
<i>Letter</i>	3. Understands and describes the relationship between instructional, operational, and strategic leadership.	0 1 2 3 4	x 2	
<i>Letter</i>	4. Understands and describes the impact of learning on student achievement.	0 1 2 3 4	x 1	
<i>Letter</i>	5. Experience integrating the arts and education	0 1 2 3 4	x 1	
<i>Letter</i>	6. Excellent written communications skills.	0 1 2 3 4	x 1	
<i>Resume</i>	7. Experience leading and shaping the instructional environment of an arts-centered school.	0 1 2 3 4	x 2	
<i>Resume</i>	8. Demonstrated experience working with diverse populations.	0 1 2 3 4	x 2	
<i>Resume</i>	9. Demonstrates experience in the arts or an appreciation for the arts.	0 1 2 3 4	x 2	
<i>Resume</i>	10. Experience with school residential programs.	0 1 2 3 4	x 1	
<i>Rec.</i>	11. Uses data from assessment to shape instruction and ensure rigorous, meaningful curriculum.	0 1 2 3 4	x 2	
<i>Rec.</i>	12. Supports and values individual artistic voices.	0 1 2 3 4	x 2	
<i>Rec.</i>	13. Creative and collaborative working style which encourages innovation.	0 1 2 3 4	x 2	
<i>Rec.</i>	14. Experience developing coherent, data-driven professional development initiatives for school staff.	0 1 2 3 4	x 1	

TOTAL: _____**Comments:**

AHS Director Position Advertising

	Date	Cost
AHS Director opening flyer given to David for distribution	2/13/04	\$0
AHS Director opening ad sent to Network News	2/13/04	\$115
Director opening article placed in the PACE	Feb. 04	\$0
Director opening article placed in student bulletin	Feb. 04	\$0
Director opening placed on PCAE website (97 hits since 3/8)	2/20/04	\$0
Press release to Strib, Pioneer Press	2/23/04	\$0
Posting sent to MSSPA website (229 hits as of 3/30/04)	2/26/04	\$0
Posting sent to MSBA website	2/26/04	\$0
Press release to WCCO, KARE, KSTP, KMSP, MPR, TPT	3/4/04	\$0
Posting mailed to PCAE friends (75 sent)	3/4/04	\$28
Posting sent to Ed Post website	3/2/04	\$0
Ad placed in Star Tribune print and online (2 weeks)	3/1/04	\$658.70
Ad placed in NY Times print and online (1 week)	3/1/04	\$886.50
Ad placed in Pioneer Press print and online (2 weeks)	3/1/04	\$393
Pioneer Press runs Mark retirement story	3/1/04	\$0
Ad placed in La Prensa de Minnesota	3/18/04	\$70
Ad placed in Asian American Press	3/19/04	\$39.37
Posting mailed to BPN Teachers (100 sent)	3/22/04	\$37.00
Ad placed in Minnesota Spokesman	3/25/04	\$39.37
Total		\$2,267

AHS Director Search

**Contact List: Will be sent info regarding the position to post or pass on
Accurate as of 2/27/03**

ROLAND AMUNDSON 3135 CASCO CIR ORONO, MN 55391	JAY ANDERSEN PO BOX 1055 GRAND MARAIS, MN 55604 2183871483 jaya@boreal.org	TERRY ANDERSON 406 AVE D CLOQUET, MN 55720 UNIVERSITY OF MINNESOTA - DULUTH 10 UNIVERSITY DR DULUTH, MN 55812
HOPE ANNEXSTAD RT 3 BOX 35 ST PETER, MN 56082	GEORGE APPLEBY 18100 HONNYSUCKLE LN DEEPHAVEN, MN 55391	ROGER BANKS WRIGHT BUILDING SUITE 426 2233 UNIVERSITY AVE ST PAUL, MN 55114 6516495998 Roger.Banks@state.mn.us
JAMES BODDIE 16525 42ND AVE N PLYMOUTH, MN 55446 7635576361 boddiej@osseo.k12.mn.us	ALEX BOIES 1945 KENWOOD PKWY MINNEAPOLIS, MN 55405-2203 6123771667 alex@alexboies.com	NANCY BOSTROM VOLLERTSEN 1007 20TH ST NW ROCHESTER, MN 55901
JAMES BOWLUS 3725 YELLOWSTONE LN N PLYMOUTH, MN 55446-2875 7634788689 jbowlus@faegre.com FAEGRE & BENSON 2200 NORWEST CENTER 90 S 7TH ST MINNEAPOLIS, MN 55402	PHILLIP BRUNELLE 4211 GLENCREST RD GOLDEN VALLEY, MN 55416-3368 7633770712	MARY BUSSMAN 6128229740 mary_bussman@rdale.k12.mn.us FAIR SCHOOL 3915 ADAIR AVE N CRYSTAL, MN 55422 7639714500
COLLEEN CALLAHAN-RUSSELL 1376 ST CLAIR ST PAUL, MN 55015 6516996299 crussell@mpls.k12.mn.us SOUTHWEST SR SCHOOL 3414 47TH ST W MINNEAPOLIS, MN 55410 6126683030	RICHARD CASH 14071 ALABAMA AVE S SAVAGE, MN 55378 9524477668 rcash@bloomington.k12.mn.us BLOOMINGTON PUBLIC SCHOOLS 1350 W 106TH ST BLOOMINGTON, MN 55431-4126 9528858450	KAREN CHARLES 8601 ENDICOTT TR EDEN PRAIRIE, MN 55347 minnesotacharles@aol MAIN STREET SCHOOL OF PERFORMING ARTS 1111 MAIN ST HOPKINS, MN 55343 9529791126

ROSE CHU 238 DUNLAP ST S ST PAUL, MN 55105 6512902586 rose.chu@mpls.k12.mn.us MINNEAPOLIS PUBLIC SCHOOLS TEACHER & INSTRUCTIONAL SERVICES 2225 LAKE ST E STE 340 MINNEAPOLIS, MN 55407	ELLEN DOLL 1955 KENWOOD PKWY MINNEAPOLIS, MN 55405-2203	JOE DUFFY 4208 W 44TH ST EDINA, MN 55424
AUDREY EICKHOF RR 2 BOX 11 CROOKSTON, MN 56716	JOHN ELLER 12220 27TH ST LAKE ELMO, MN 55042 6517703293 jellerthree@aol.com MN ASSN FOR SUPERVISION & CURR DEVL 1703 N BEAUREGARD ST ALEXANDRIA, VA 22311 8009332723	SHEILA ELLER 12220 27TH ST LAKE ELMO, MN 55042 6517703293 OAK PARK EL SCHOOL 6355 OSMAN AVE N STILLWATER, MN 55082-6688 6513518605
ROANNE ELLIOTT 4346 4TH AVE S MINNEAPOLIS, MN 55409 6128255969 roanne.elliott@moundsviewschools.org MOUNDS VIEW SCHOOL DIST 2959 HAMLINE AVE N ROSEVILLE, MN 55113-1664 6516363650	JACK FENA 12932 N BAY TR HIBBING, MN 55746	MARK FRENCH 11263 CEDAR POINTE DR S MINNETONKA, MN 55305 french324@aol.com
FLORENCE GRIEVE 280 SALEM CHURCH RD SUNFISH LAKE, MN 55118	THEODORE GRINDAL 9517 BENNETT PL EDEN PRAIRIE, MN 55347	DIANE HEACOX 6513 CHEROKEE TR EDINA, MN 55439 COLLEGE OF ST CATHERINE 2004 RANDOLPH AVE ST PAUL, MN 55105 6516906525
ILEAN HER CENTENNIAL BUILDING SUITE 160 658 CEDAR AVE ST PAUL, MN 55155 6512960538 kao.ly.her@state.mn.us	MARIO HERNANDEZ 555 PARK STREET SUITE 210 ST PAUL, MN 55103 6512971495 mario.hernandez@state.mn.us	STANLEY HOOPER 8080 HIDDEN BAY TR N LAKE ELMO, MN 55042-9529 6517739843 stanbh@aol.com

MARY INGEBRAND-POHLAD 2572 W LAKE OF THE ISLES PKWY MINNEAPOLIS, MN 55403	ALEXANDRA JACOBS 1700 SHORELINE DR WAYZATA, MN 55391	ANTOINETTE JOHNS ajohns@ties.k12.mn.us BROOKLYN CENTER SCHOOL DIST 6500 HUMBOLDT AVE N BROOKLYN CENTER, MN 55430-1897 7635612120
MARY KARTARIK 1013 OAK RIDGE AVE SHOREVIEW, MN 55126	WALLY KENNEDY 10725 VINCENT AVE S BLOOMINGTON, MN 55431	JOHN KIM 9628 FALCONS WAY EDEN PRAIRIE, MN 55347 9529443231 johnsuekim@aol.com CHAMBER MUSIC SOCIETY OF MN 5841 CEDAR LAKE RD STE 112 ST LOUIS PARK, MN 55416
JUDY KNUDTSON 308 RIDGE RD ALBERT LEA, MN 56007 5073736537 jknudtson@albertlea.k12.mn.us ALBERT LEA SCHOOL DIST 211 W RICHWAY ALBERT LEA, MN 56007-2477 5073794800	TOM KOCH 14471 STEWART LN MINNETONKA, MN 55345 9529383511 tom.koch@wayzata.k12.mn.us	LYNN KOVASH 962 18TH AVE CIR N MOORHEAD, MN 56560 2182339467 lkovash@moorhead.k12.mn.us MOORHEAD SCHOOL DIST 810 4TH AVE S MOORHEAD, MN 56560 2182366400
TOM KUSTER 5073599479 tkuster@blc.edu BETHANY LUTHERAN COLLEGE 700 LUTHER DR MANKATO, MN 56001 5073447000	SHEILA LIVINGSTON 401 S FIRST ST MINNEAPOLIS, MN 55401 GUTHRIE THEATER 725 VINELAND PL MINNEAPOLIS, MN 55403-1195 6123471100	KATHLEEN MALONEY 3220 E 24TH ST MINNEAPOLIS, MN 55406 6129179000 kathleen@allarts4allkids.org MINNESOTA ALLIANCE FOR ARTS EDUCATION 2233 UNIVERSITY AVE W STE 355 ST PAUL, MN 55114 6519179000

LINETTE MANIER 16260 PARKVIEW DR SE PRIOR LAKE, MN 55372 9524477482 lmanier@priorlake-savage.k12.mn.us GRAINWOOD EL SCHOOL BOX 539 PRIOR LAKE, MN 55372 9524401091	BARBARA MARTIN 13 EAGLE RIDGE ST PAUL, MN 55127	MARGARET MARVIN BOX 100 WARROAD, MN 56763
SUSAN MATTSON 708 WALTER AVE GRAND RAPIDS, MN 55744 2183271928 GRAND RAPIDS SCHOOL DIST 820 NW 1ST AVE GRAND RAPIDS, MN 55744-2687 2183272261	KATHLEEN MCCARTIN 177 NICOLLET ST MINNEAPOLIS, MN 55401 mclewismp@earthlink.net	MAMIE MERRIFIELD mamie_merrifield@rdale.k12.mn.us FAIR SCHOOL 3915 ADAIR AVE N CRYSTAL, MN 55422 7639714500
CYNTHIA MOORE 1118 W 3RD HASTINGS, MN 55033 6514373402 camoor@wbl.whitebear.k12.mn.us WHITE BEAR LAKE SCHOOL DIST 4855 BLOOM AVE - STE 300 WHITE BEAR LAKE, MN 55110 6517736101	JONELLE MOORE RT 1 BOX 63 WINONA, MN 55987	KEVAN NITZBERG 21325 CTY RD 117 ROGERS, MN 55374-9702 7634287144 nitzberg@anoka.k12.mn.us ANOKA SR SCHOOL 3939 N 7TH AVE ANOKA, MN 55303-1299 7635066200
DAVID O'FALLON dofallon@macphail.org MACPHAIL CENTER FOR THE ARTS 1128 LASALLE AVE MINNEAPOLIS, MN 55403-2027 6123210100	CHERYLL OSTROM 6004 CREEKVIEW LN BROOKLYN PARK, MN 55443 7633154460 cherostrom@aol.com	ELLEN PALMER 120 WEST SOO PO BOX 37 PARKERS PRAIRIE, MN 56361 2183389765 LAKE REGION ARTS COUNCIL 133 S MILL ST FERGUS FALLS, MN 56537 2187395780

SARAH PARKER 6305 BARRIE ROAD EDINA, MN 55435 9529267588	ANN PESAVENTO 317 W CHATHAM ST ST PETER, MN 56082 5079311241 apesaven@gac.edu GUSTAVUS ADOLPHUS COLLEGE MUSIC DEPARTMENT 800 W COLLEGE AVE ST PETER, MN 56082	DEBRA PITTON 3400 134TH ST W BURNSVILLE, MN 55337 9528959401 dpitton@gac.edu GUSTAVUS ADOLPHUS COLLEGE 800 W COLLEGE AVE ST PETER, MN 56082 5079338000
WILLIAM RICHARDS 2815 231ST ST WALNUT GROVE, MN 56180 5078592713 richards@mntm.org WESTBROOK-WALNUT GROVE SR SCHOOL 344 8TH ST WESTBROOK, MN 56183-0128 5072746111	RUTH ROITENBERG 3512 CALHOUN PKWY W MINNEAPOLIS, MN 55416 6129293534	LORI SANDVIG 5033 W 56TH ST EDINA, MN 55436-2425 9529209123 lori@isarep.com
MARJORIE SAVAGE 6911 BOOTH AVE E INVER GROVE HEIGHTS, MN 55076 6515529468 mbsavage@umn.edu	BOB SCHMIDT 1910 W CTY RD B STE 208 ST PAUL, MN 55113 MN ASSN OF SECONDARY SCHOOL PRINCIPAL 1667 SNELLING AVE N STE C-100 ST PAUL, MN 55108-2131 6519997333	ERIN SCOTT 3718 BRYANT AVE S #102 MINNEAPOLIS, MN 55409 6128244048 erin@sarincreative.com SARIN CREATIVE 3718 BRYANT AVE S #102 MINNEAPOLIS, MN 55409 6128244048
MAUREEN SHAVER 20390 CARSON RD DEEPHAVEN, MN 55331	HARRY SIEBEN JR 90 VALLEY LN HASTINGS, MN 55033	KEN SIMON BANNEKER MIDDLE SCHOOL 3320 ELLIOT AVE S MINNEAPOLIS, MN 55407 6126684070 TEACHER & INSTRUCTIONAL SERVICES MINNEAPOLIS PUBLIC SCHOOLS 807 NE BROADWAY MINNEAPOLIS, MN 55413 6126685300

P FRED STORTI pfstorti@mespa.net TRI-DISTRICT 30 E CO RD B MAPLEWOOD, MN 55117-1927 6514875450	MAXINE STREGE 1803 RIVERVIEW DR LITTLE FALLS, MN 56345 3206322749 mstrege@lfalls.k12.mn.us LITTLE FALLS SCHOOL DIST 1001 SE 5TH AVE LITTLE FALLS, MN 56345-3398 3206325709	SYLVIA STROBEL 770 ASHLAND AVE ST PAUL, MN 55104
PATRICIA SURRETT 8145 COUNTY 30 BLVD WANAMINGO, MN 55983	BARB SYKORA MN HOUSE OF REPRESENTATIVES 403 STATE OFFICE BUILDING ST PAUL, MN 55155	FREDERICK THORSON 2950 DEAN PKWY MINNEAPOLIS, MN 55416
ROBERT TRACY 371 MACALESTER ST ST PAUL, MN 55105	DOUG WARRING 2580 KENZIE TERR #306 ST ANTHONY, MN 55418-4148 6127880235 dfwarring@stthomas.edu UNIVERSITY OF ST THOMAS LOR101 2115 SUMMIT AVE ST PAUL, MN 55105	GOEL WEIRS 2528 PILLSBURY AVE S #2 MINNEAPOLIS, MN 55404 6128729502 glweirs@zeronet.net
DEBORAH ZACKERY deb.zackery@metrostate.edu METROPOLITAN STATE UNIVERSITY 730 HENNEPIN AVE MINNEAPOLIS, MN 55403		

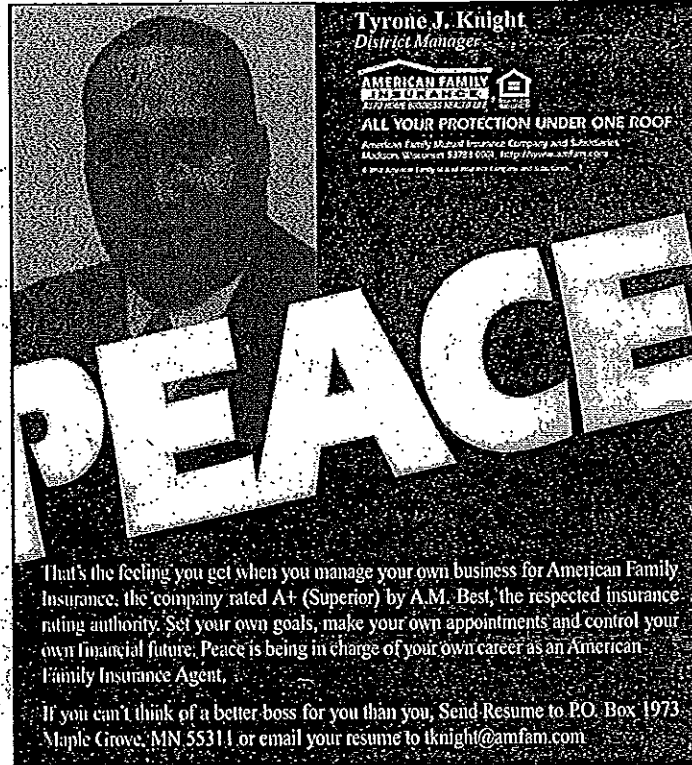
List includes:

Exec Directors of MN arts ed organizations (CTAM, AEM, MMEA, DEC)
Exec Directors of MN ed organizations (MASA, MASSP)
Contacts at multicultural organizations (Black Minnesotans, Chicano/Latino Affairs Council, etc.)
Members of the MN ASCD board
Former PCAE Board members
Former PCAE staff (McCartin, Martin, Kennedy, Parker, O'Fallon, Charles)
Arts education administrators (FAIR School)
PCAE contractors (Ostrom, Scott)

To be included:

MAAE award recipients
Contacts at MN colleges and universities

Employment



Tyrone J. Knight
District Manager

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If you can't think of a better boss for you than you, Send Resume to P.O. Box 1973, Maple Grove, MN 55311 or email your resume to tknight@amfam.com

Arts/Education Leader

Perpich Center for Arts Education in Golden Valley, Minn., seeks exceptional arts and educational leader to be Director of Arts High School. For detailed job description and application materials, visit www.pcae.k12.mn.us/ahsdir.html

C134

TEACHER

Elem. Tchr F.T. '04-'05. In K-8 Catholic School, send cover ltr, resume, tching license, credentials, refer Letters to: IHM-St. Luke's School-Principal-1065 Summit Ave.-St. Paul 55105

C22-34

To place an ad
call 612-827-4021

Deadline: Fridays@5 PM

SOCIAL WORK

Field Coordinator

2 positions available
School of Social Work
University of Minnesota

The Field Coordinator positions are annually renewable depending on funding and performance, professional academic appointments, hired as Teaching Specialist or Lecturer (job code 9754 or 9753) depending on qualifications. POSITION 1: 8/16/04-6/12/05; 10 months, 75%. POSITION 2: 6/14/04-6/12/05, 12 months, 100%.

Duties for both positions: Develop new field placement sites. Develop and teach field seminars for MSW students. Serve as faculty field liaison. Assist in other field activities, including field instructor training and special projects. Advise MSW students. Serve on committees; participate in other functions in the School of Social Work. Position 1 will have a Field seminar focus on child welfare, will serve as advisor for child welfare scholars, and act as field liaison to the Center for Advanced Studies in Child Welfare. Position 2

Education

PRINCIPAL POSITION

Bloomington Public Schools is in need of a High School Principal to start July 1, 2004. Requirements: MN Principal K-12 licensure, previous history with high school students, strategic leadership, commitment to learners, success as an administrator and experience with students of diverse backgrounds. Visit website at: www.bloomington.k12.mn.us for more information and application or call (952) 681-6450. Deadline 4/30/04.

EOE

C16-31

Legal Analyst

Minnesota State Colleges and Universities Office of the Chancellor is accepting applications for a legal analyst for the Office of General Counsel.

Qualifications: At least two years of paralegal experience in government or public sector employment. Associate degree in Paralegal or equivalent degree.

Preferred Qualifications: Bachelor's Degree in Paralegal. Knowledge of government transactions, public contract administration, and legal research.

Refer to the Department of Employee Relations Website: <http://www.doer.state.mn.us/stf-bltn/jobs2/index.htm> to learn more about this position. The vacancy number is 04MNSC000111.

Job title: Legal Analyst. Apply online or mail, fax, or e-mail cover letter and resume to:

Dorothy Zenner
Office Manager
Minnesota State Colleges and Universities
500 Wells Fargo Place
30 - East Seventh Street
St. Paul, MN 55101
Email: dorothy.zenner@so.mnscu.edu
Fax: 651-297-2997

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Hiring Range:
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(African-American newspaper from Mpls.)

JK

Field Coordinator

2 positions available
School of Social Work
University of Minnesota

Coordinator positions are annually renewable depending on funding and performance, professional academic hired as Teaching Specialist or Lecturer (job #753) depending on qualifications. POSITION 1: 10 months, 75%. POSITION 2: 6/14/04-mths, 100%.

1 positions: Develop new field placement sites, teach field seminars for MSW students. Serve as liaison. Assist in other field activities, including training and special projects. Advise MSW on committees; participate in other functions in social work. Position 1 will have a Field seminar, welfare, will serve as advisor for child welfare, act as field liaison to the Center for Advanced Welfare. Positions 2 will assist director in field

for both positions: MSW degree from an advanced program. Minimum 2 years post-masters practice. 1 field supervision. Proven abilities in teamwork and consultation, strong commitment to culturally effective practice. Must be able to work in Twin Cities metro area and in Greater Minnesota graduate social work licensure or

Qualifications for Position 1: Practice experience in and in working with diverse populations. graduate teaching, program coordination and preferred qualifications for Position 2: Significant experience working with diverse populations. graduate teaching, program administration and

Position 1: \$30,000-\$31,500 (at 75%). Position 2: \$30,000-\$31,500 (at 100%). To apply, send letter of application, resume, three references by March 31, 2004. Final offer expected to provide three original letters of three references. Mail to:

Rosetta Cheers
Field Programs Coordinator
School of Social Work
University of Minnesota
Peters Hall, 1404 Gortner Avenue
Saint Paul, MN 55108

UNIVERSITY OF MINNESOTA

Equal Opportunity
Educator and Employer

PERPICH CENTER FOR ARTS EDUCATION IN GOLDEN VALLEY, MINN.

Seeks exceptional arts and educational leader to be Director of Arts High School. For detailed job description and application materials, visit www.pcae.k12.mn.us/ahsdir.html

Classifieds Classifieds

Education

ADMINISTRATIVE ATHLETIC POSITION

Bloomington Public Schools is in need of an Athletic Director to start July 1, 2004. Previous coaching experience required, MN Teaching License, previous teaching experience and athletic administration preferred. Visit website at www.bloomington.k12.mn.us for more information and application or call (952) 681-6450. Deadline 4/13/04. EOE

Computer

Programmer/Analyst

Large, technically progressive law firm seeks programmer/analyst to join our Advanced Applications department for projects in VB, .NET, ASP, .NET, SQL Server 2000, SharePoint, XML and Office 2003, all under Windows 2000/XP/2003 Server. We prefer strong writing and abstract thinking skills and experience with any of the following: document management systems and other legal applications; XML; current MS Office object models and VS Tools for Office; Exchange 2000/2003; Active Directory; Web Services, IIS 4 year degree required. Faegre & Benson LLP offers a professional work environment, competitive wages and an excellent benefits package. For more information about Faegre & Benson or to apply on-line, visit our website www.faegre.com.

You may also send your resume and salary history to Faegre & Benson LLP, ATTN: Human Resources, 2200 Wells Fargo Center, 90 South Seventh Street, Minneapolis, MN 55402 or fax to: 612-766-1763. EOE.

FAEGRE & BENSON

Classifieds

SE RENTA

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PARALEGA

Your responsibilities would include discovery, trial support and management. Candidates should have 5+ years experience and strong skills in li

Our ideal candidates will have a high level of responsibility, direct client organizational skills. Excellent skills are required. A paralegal degree preferred.

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FAEGRE



STATEWIDE, INNOVATIVE PUBLIC EDUCATION CENTERED IN THE ARTS

SEEKING EXPERIENCED ARTS HIGH SCHOOL DIRECTOR

Perpich Center for Arts Education, a Minnesota state agency, supporting statewide innovative public education centered in the arts seeks an experienced administrator to serve as Director of the Arts High School. The Arts High School, located in Golden Valley, Minnesota, is a unique, tuition-free public high school delivering a comprehensive education centered in the arts. The school is open to 11th and 12th grade students who are residents of Minnesota and offers a residential program for students coming from outside the Minneapolis-St. Paul metro area. Enrollment is limited to 310 students.

The Director administers the arts and academic curricular programs, student support services and residential program of the Arts High School. This position also supports the statewide mission of the agency to develop and share innovative and enduring arts and education practices and programs.

MINIMUM QUALIFICATIONS INCLUDE:

- Licensed principal, or willingness to obtain licensure
- 3-5 years demonstrated success in leadership and school administration
- Experience in and passion for arts education

PREFERRED QUALIFICATIONS INCLUDE:

- Creative and collaborative working style
- Interdisciplinary thinker
- Supportive of individual artistic voices
- Arts background
- Experience leading and shaping instructional environment of an arts-centered school
- Curriculum development experience
- Excellent communication skills

COMPENSATION:

Salary range: \$67,683 to \$87,633 - 12 month contract
Excellent benefits

For more information and to receive application materials, contact Rusty King at rusty.king@pcae.k12.mn.us or 763-591-4703.
Application deadline is April 15, 2004. The State of Minnesota is an equal opportunity employer.

2-13-04
Sent to Network News

Star Tribune
(2 weeks)

Principal of Arts H.S.
Perpich Center for Arts Education in Golden Valley, Minn., seeks exceptional arts and educational leader to be Director of Arts High School. For detailed job description and application materials, visit www.pcae.k12.mn.us/AHSdir.html

Principal of Arts H.S.
Perpich Center for Arts Education in Golden Valley, Minn., seeks exceptional arts and educational leader to be Director of Arts High School. For detailed job description and application materials, visit www.pcae.k12.mn.us/AHSdir.html

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MAHOMET PUBLIC SCHOOLS
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2 FULL-TIME POSITIONS

ELEMENTARY PRINCIPAL (K-2)

MIDDLE SCHOOL PRINCIPAL

EFFECTIVE DATE: July 1, 2008
SALARY: per Master Agreement

EDUCATION: Master's degree or specialty degree in education and principal licensure. Excellent oral and written communication skills. Ability to work with diverse personnel. Minimum five years of successful teaching experience at least one of the following areas: elementary, middle school, high school, special education, or state development. All qualified applicants should submit application materials to: Mahomet Public Schools, District Office, 2105 E. 40th Street, (admission fees including application) must be received by the District Office by April 17, 2008.

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to be a travel agent
at 607-673-7000
for 607-673-7110
to the Saint Joseph's School

Star Tribune

Ad shown is not actual print size

America's
March 19, 2004 Press

Phone: 651-224-6570 or Fax: 651-224-7032

ADMINISTRATIVE ATHLETIC POSITION

Bloomington Public Schools is in need of an Athletic Director to start July 1, 2004. Previous coaching experience required, MN Teaching License, previous teaching experience and athletic administration preferred. Visit website at www.bloomington.k12.mn.us for more information and application or call (952) 681-6450. Deadline 4/13/04. EOE.

Ordway Center seeks Education Coordinator

for Adult/Community Constituencies. Go to www.ordway.org, press "employment" button, Job Line: 651-282-3110, or Email: jobs@ordway.org. EOE/AA

Perpich Center for Arts Education in Golden Valley, Minn., seeks exceptional arts and educational leader to be Director of Arts High School. For detailed job description and application materials, visit www.pcae.k12.mn.us/ahsdir.html

SOCIAL WORK

Field Coordinator 2 positions available School of Social Work University of Minnesota

The Field Coordinator positions are annually renewable depending on funding and performance, professional academic appointments, hired as Teaching Specialist or Lecturer (job code 9754 or 9753) depending on qualifications. **POSITION 1:** 8/16/04-6/12/05; 10 months, 75%. **POSITION 2:** 6/14/04 - 6/12/05, 12 months, 100%.

Duties for both positions: Develop new field placement sites. Develop and teach field seminars for MSW students. Serve as faculty field liaison. Assist in other field activities, including field instructor training and special projects. Advise faculty

ADMISSION POS

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PUBLIC RELATIO COORDINATOR

We are looking for a public coordinator to join our award team of communications profe The successful candidate will the department's strategic committee; assist schools w communication needs; provk munciations leadership for disti initiatives such as Saint Paul Project for Academic Exceller Small Learning Communities. Q tions include significant experie diverse, multi-media and multi-lai communications environment, th to work well with a wide range stituents, and an unwavering comn to public education.

Detailed information is availa <http://hr.spps.org>. Application de is April 1, 2004.

Saint Paul Public Sch

Computer

Programmer / Analyst

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From: Pioneer Press Classifieds <22S@pioneerpress.com>
Date: Fri Feb 27, 2004 2:51:55 PM US/Central
To: chris.schanus@pcae.k12.mn.us
Subject: Proof of ad number 44569
Reply-To: <22S@pioneerpress.com>

SAINT PAUL PIONEER PRESS

Proof of ad 44569

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22S

Hi Chris - Here is how your ad would look, as well as pricing for Mar 7 & 14 in print + online at CareerBuilder.com. Online we will set up a hotlink so job seekers can click right from your ad text into your website. We can bill w-PO #. Sarah

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Of Arts High School
Perpich Center for Arts
Education in Golden
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exceptional arts and
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be Director of Arts
High School. For de-
tailed job description
and application mate-
rials, visit www.pcae.k12.mn.us/ahsdir.html.
WEB ID# PP4458518000

From: Chris Schanus <chris.schanus@pcae.k12.mn.us>
Date: Mon Feb 23, 2004 2:58:58 PM US/Central
To: mmccarthy@startribune.com
Subject: Arts High School principal retiring

Maureen,

I'm forwarding you some information on an upcoming retirement that significantly impacts both the Minnesota education and arts communities. As you know, the Perpich Center for Arts Education Arts High School is a unique institution in our state and Mark Youngstrom has been its principal from the beginning.

I hope you will have an interest in talking with Mark in more depth about his experiences in running the state's first arts-centered public high school. As you know, magnet schools and other specialized/focused public school programs are proliferating across the state, and arts magnets seem to be particularly popular. The Arts High School was among the first to catch this wave and help popularize it.

For Immediate Release

Date: February 23, 2004

For additional information contact:

Chris Schanus, Communications Coordinator
763-591-4715 or chris.schanus@pcae.k12.mn.us

Since 1985, the Perpich Center for Arts Education (PCAE) in Golden Valley has been a leader in arts education in Minnesota. One of PCAE's last remaining original staff members is preparing to retire this summer.

Arts High School Principal Mark Youngstrom is retiring June 30 after 17 years. Youngstrom was one of the founding directors of the Center, bringing its vision to reality in 1989 when the Arts High School opened its doors.

"Mark's passion for providing high-quality arts-centered education to Minnesota students will be sorely missed," said PCAE Deputy Director Pam Paulson, another original PCAE staff member.

Previous to serving as the Arts High School principal, Youngstrom was Language Arts Specialist at the Minnesota Department of Education and was a teacher in the Moundview Public Schools.

The Arts High School is an innovative, tuition-free public high school delivering a comprehensive education centered in the arts. The school is open to all 11th and 12th

grade students who are Minnesota residents. The Arts High School is the premier public arts-centered high school in the state offering a residential option for students enrolled from outside the Twin Cities area. Enrollment is limited to 310 students and a competitive interview/audition process is employed to select students each year.

The Perpich Center for Arts Education is a Minnesota State Agency. Its mission is to provide statewide innovative public education centered in the arts. Established in 1985 by the state legislature, the Center works to insure quality education is an integral part of daily learning for all Minnesota students. The Perpich Center for Arts Education is home to the state Arts High School, a tuition free arts-focused school for 11th and 12th grade students from around the state. It also houses a library, and the Professional Development and Research Group, providing extensive state outreach programs, research and support for Minnesota educators.

For more information on the Perpich Center for Arts Education, visit their website at www.pcae.k12.mn.us or call 763-591-4700.

EXECUTIVE SUMMARY

The current revenue model for AHS – which relies heavily on an undesignated line-item appropriation from the Legislature – is very desirable. If possible, that model should be retained. It is likely, however, that the Legislature will consider adjustments to that model in the 2005 legislative session. Already, the Legislature has reduced AHS funding in response to the state's budget shortfalls.

It is therefore appropriate for AHS to consider alternative funding models. Several were considered as part of this project, and most were rejected at least in part. In performing this analysis, two fundamental questions were examined:

Is it necessary for AHS to spend as much as it does on programming?

If so, what alternative funding model best provides for those additional costs?

Spending for each student at AHS is high – 50% more than the state average for all public school students. But that higher spending is justified by the unique requirements for an arts-based curriculum and the special needs of AHS students. In quantifying these additional costs, it became clear that AHS is actually spending *less* per student than those additional costs would warrant. AHS is therefore providing both a high quality and a cost efficient education for its students.

A Program Funding Model is the most appropriate alternative revenue model for AHS. Under this model, the legislative appropriation continues to be the largest revenue source, but it drops in gross dollars (from \$3.09 million in FY04 to \$2.93 million in FY08) and as a percentage of total revenues (from 87% in FY04 to 68% in FY08).

The revenue base of AHS thereby becomes more diversified. The lost appropriation dollars are made up from two principal sources:

Increased student activity and residential fees designed to reflect actual costs

Major increases in donations, grants, contracts and sponsorships

The large fee increases will be offset under the Program Funding Model by a rich student financial aid program. The model calls for as much as 50% of the fee increases to be returned as financial aid. Some of the money for the aid program comes from AHS fundraising, but the state is also expected to share in the cost of the aid.

Pro forma revenue budgets prepared in response to the new funding model project small surpluses in the future even after the appropriations reductions. The budgets include additional spending for the fundraising staff needed to generate donations and sponsorships.

[illegible]

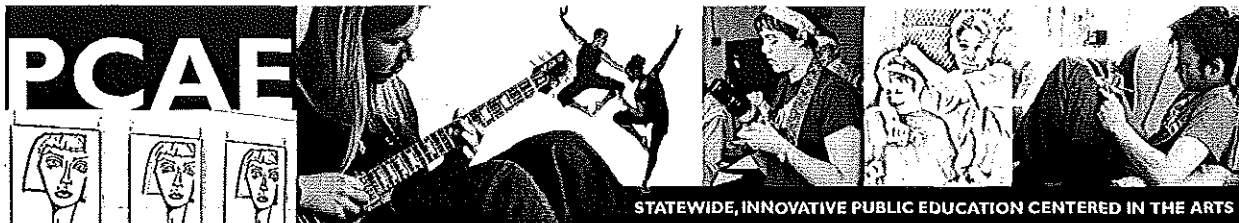
Spending Per Student

Chapter II noted that per student funding for AHS students is approximately 50% higher than the average for all other public schools (\$11,400 vs. \$7,600). This disparity is not able to be explained by factors recognized in the state's funding formula, but it is explainable by two characteristics of AHS: higher costs attributable to an arts-intensive curriculum, and the special needs of AHS students.

These additional costs were discussed in Chapter II and are summarized in the following table.

Expenditure Item	Cost
Basic instruction cost (state average)	\$7,600
Arts program instructional costs	1,900
Arts equipment and other non-staff costs	640
Student support programming	700
Non-reimbursed residential program	1,400
Infrastructure and miscellaneous	500
TOTAL ASSUMED COSTS	\$12,740
ACTUAL AHS COSTS	\$11,400

The results of this study suggest that the first of the two research questions be answered in the affirmative. *Higher spending per student is necessary given the characteristics of the Arts High School curriculum and its student body.* But the above analysis goes one step further. It also suggests that *the actual spending level at AHS is about \$1340 less than should be expected given those characteristics.*



Finance Committee Meeting Notes (No Quorum)

Date & Time: February 4, 2004, at 2 p.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Renee Jenson convened the meeting at 2:04 p.m.

2. Roll Call

Committee Member present: Renee Jenson, Penney Johnson

Committee Member absent: Patricia Anderson, Dan Reigstad, Mary Frances Skala

Others: Sonja Peterson, Bob Brandt, Pam Paulson, Mike Hiatt, Thomas Triplett, Rebecca Hoover, David Flannery, Kou Vang

3. Revenue Options Plan

Thomas Triplett distributed handouts and reviewed the draft plan for other revenue sources for fiscal years 2005/06. This evaluation process is to help the center accomplish the following goals:

- a. Funding be adequate.
- b. Stable source of funding.
- c. Funding be diversified and not rely heavily on a single source.
- d. The center should at least be funded by the State at 70%. (After some discussion, this was included as the fourth goal by the committee.)

The center's funding currently is 90% funded by the State, 9% from student fees for the Arts High School, and 1% from miscellaneous donations. After some discussion of the three options presented, the committee asked that Tom prepare a more detail draft plan using option three based on the state appropriation at 70% and without student fee increase. In addition, the committee asked that Tom check on the 10% levy access in the metro area and provide a report on the expected donation funds with the added fundraising staff for inclusions on the draft plan. Tom will work with David Flannery to have this plan ready for the full board meeting in March.

4. Agenda Approval

Recommend the Finance Committee approve approves this meeting agenda.

Committee members Renee Jenson and Penny Johnson accepted this agenda. No action taken, as there was not a quorum.

5. Approval of 12/03/03 Meeting Minutes, attached as M1

Recommend the Finance Committee approve the December 3, 2003, meeting minutes.

Committee members Renee Jenson and Penny Johnson reviewed the meeting minutes. No action taken, as there was not a quorum.

6. St. Paul Public Schools (SPPS) Agreement for Arts ABLE Project, attached as NB5

Mike Hiatt, PDR Director, explained that this is a \$10,000 grant the SPPS received to provide mentoring and staff development services to faculty in seven Arts ABLE schools. They would like to contract with PDR to provide the service.

Recommend the Finance Committee approve and propose to the full board for consideration, the agreement between the St. Paul Public Schools and the Perpich Center for \$10,000 to have PDR provide mentoring and staff development services to faculty in seven Arts ABLE schools.

Committee members Renee Jenson and Penney Johnson reviewed the agreement and will propose to the board for approval. No action was taken, as there was not a quorum.

7. PCAE Foundation February 6 Event Update

David Flannery reported that the foundation is doing well with this event. Tickets sales and cash donations are approximately \$7,000 not including items donated for the auction portion of the event. Further update will be available after the event and once the foundation completes its accounting.

8. Monthly Financial Statements, attached as I1-10

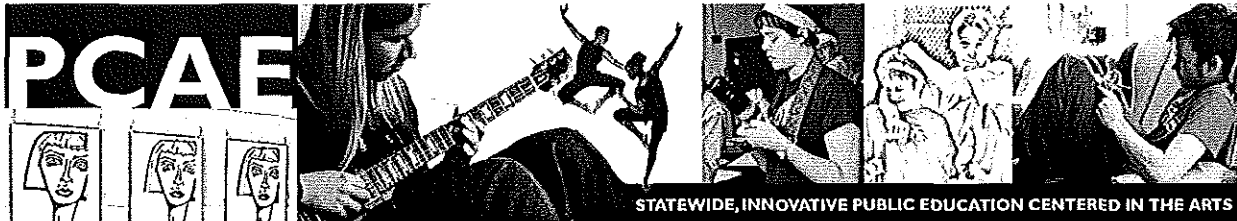
Rebecca Hoover reviewed the financial reports with the committee. She noted several accounts needing monitoring: 9200 Salaries-Administration, 102 Building Facilities and 106 Administration. David thanked her for the information and added that he and administrators will monitor and work to properly reallocate costs.

9. Contract Agreement between the Foundation and Perpich Center

David Flannery briefly explained to the committee that this agreement was recommended by Beverly Bryant at the Attorney General's Office to allow center staff to support the work of the foundation to raise money for the Arts High School. He added that the agreement would be discussed further at the full board meeting and is on the agenda for consideration.

10. Meeting Adjourned

Committee chair Renee Jenson ended the meeting at 3 p.m.



Board Development Committee Meeting Minutes

Date & Time: March 11, 2004 @ 2 p.m. **Location:** PCAE, Visitors Center

1. Call Meeting to Order

In the absence of committee chair Mary Frances Skala, Jane McWilliams, Board Vice Chair, volunteered to chair this meeting. She called the meeting to order at 2:34 p.m.

2. Roll Call

Committee Members present: Scott Halgrim, Renee Jenson, Penny Johnson, Jane McWilliams

Committee Members absent: Bob Brandt, Mary France Skala

Others: Sonja Peterson, Chris Wilson, David Flannery, Pam Paulson, Kou Vang

3. Agenda Approval

Recommend the committee approve this meeting agenda.

Committee member Renee Jenson moved to approve this meeting agenda. Committee member Penny Johnson seconded the motion. The vote was unanimous.

4. Approval of January 7, 2004 Meeting Minutes, attached as M1

Recommend the Board Development Committee approve the January 7 meeting minutes.

Committee member Renee Jenson moved to approve the January 7 meeting minutes. Committee member Penny Johnson seconded the motion. The vote was unanimous.

5. Board Roles and Responsibilities, attached as A1-3

The committee discussed board roles and responsibilities and made some notes for clarification. **The committee approved the board roles and responsibilities.** The committee asked Kou Vang to make the corrections and print out a clean copy to be proposed to the board for approval.

6. Board Assessment Tool, attached as A4-7

Once the board approves the roles and responsibilities, the committee will begin work on revising the board tool assessment.

7. Social Event for Board Members

Volunteers Bob Brandt, Jane McWilliams, Scott Halgrim and David Flannery will report on the planning of this event to welcome new members and recognize past board members.

8. Other

9. Adjourned

Committee Jane McWilliams adjourned the meeting at 3 p.m.

**PERPICH CENTER FOR ARTS EDUCATION
ROLES AND RESPONSIBILITIES**

I. BOARD OF DIRECTORS

In general, the Board provides leadership, manages policy and planning and advises on operations while the Director and staff manage day-to-day operations and committees advise on policy. The role of the Board is to work with the Director to oversee financial well-being of the Center, set policy and plan for future development. To fulfill that role, the responsibilities of the Board and its individual members include:

A. Legal and Financial

1. Maintain the Center within all legal and governmental guidelines
2. Approve and monitor fiscal controls
3. Insure for funding adequate to the Center's program and fiscal needs

B. Administrative

1. Organize the Board for maximum effectiveness
2. Approve performance standards for Board members
3. Identify talents and skills necessary to maintain an effective Board and make recommendations to Governor
4. Assist in the recommendation and recruitment of new Board members

C. Planning and Monitoring

1. Establish the Center's mission and long-term objectives
2. Monitor the impact of the Center on the community
3. Set general policy and direction for the overall management of the Center including financial management
4. Review and approve plans and budgets prepared by the Director
5. Develop and monitor long-range and strategic programmatic and financial plans

D. Staffing

1. Establish performance goals and standards for the Director
2. Hire the Director
3. Monitor performance of the Director

II. BOARD MEMBERS

In general, individual board members are expected to perform the tasks and/or responsibilities as listed below.

A. Attend and participate in board and committee meetings regularly and be prepared for meetings in order to:

1. Participate in shaping the Center's mission and vision
2. Participate in development of long-range strategic plans
3. Participate in budgeting and understand and help evaluate the Center's financial performance
4. Assure that the Center serves its mission and that its legal responsibilities are fulfilled

B. Represent and be an advocate to the public for the Center mission and values and, when authorized, represent the Center in soliciting financial and other support

C. Attend Center programs and/or activities to the extent possible

D. Serve on at least one committee and attend regularly.

E. Participate in the Review Panel Program Application Selection process to the extent possible

Board Evaluation Tool
Perpich Center for Arts Education Board of Directors.

1 = Strongly Disagree; 5 = Strongly Agree

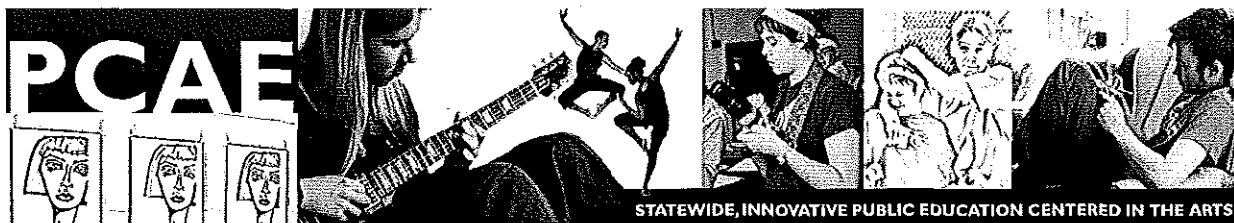
		1	2	3	4	5
The Board						
1.	The Board accommodates differences in opinion and develops consensus effectively.					
2.	The Board actively governs the organization, leaving management to staff.					
3.	The Board has a feeling of social ease and rapport.					
4.	The Board has effective relationship with the Executive Director.					
5.	The Board understands the needs of the Center.					
6.	The Board understands the principal programs.					
Mission, Goals, Planning						
7.	The Board identifies, knows and adjusts the Center's mission.					
8.	The Board is active in setting the Center's goals and priorities.					
9.	The Board is involved in long-range planning for the Center.					

		1	2	3	4	5
10.	The Board assesses the success of the Center's Mission.					
11.	The Board is involved in developing the annual budget.					
12.	Board members should attend events or workshops in order to assist their performance as Board members.					
Committees						
13.	Committees are effective in bringing important issues before the Board.					
Meetings						
14.	Materials for the Board and Committee meetings are appropriate and timely.					
15.	Board meetings occur too frequently.					
16.	Board meetings are too long.					
17.	Board meetings are too short.					
18.	The reports provided by staff are informative.					
19.	Board member attendance at Board meetings is satisfactory.					

		1	2	3	4	5
20.	Board member attendance at committee meetings is satisfactory.					
Board Member Self-Evaluation						
21.	I feel involved and interested in the Board's work.					
22.	I am comfortable in my understanding of the Center's mission, purpose and values.					
23.	I feel comfortable about speaking-up, asking questions, and/or expressing my point of view at Board meetings.					
24.	My attendance at Board meetings is satisfactory.					
25.	My attendance at committee meetings is satisfactory.					
26.	I understand the purposes of the various Board committees.					
27.	Prior to Board meetings I read all the material prepared for the meeting and note the points I wish to pursue.					
28.	I receive the information I need to make the decisions required of me as a Board member.					
29.	The financial information I receive from the Center is sufficient for me to understand the finances of the Center.					

Please respond to the following questions:

- A. What changes are occurring in and around the State that could have an influence on the Center?
- B. What steps should the Center take to be more responsive to the community it serves?
- C. What improvements could be made to the Board process to make the experience more satisfying for you?
- D. What changes should be made to improve the Board's effectiveness?
- E. What do you enjoy most about being on the Board?
- F. What is the most difficult for you as a Board member?
- G. In the last 12 months have you attended any Center programs?
- H. Do you have any other comments to share?



Full Board Meeting Minutes

Date & Time: Mar 11, 2004 at 3 p.m.

Location: PCAIE, Visitors Center

I. Call Meeting to Order

Jane McWilliams, Vice Chair, called the meeting to order at 3:05 p.m.

II. Roll Call

Board Members present: John Davis, Scott Halgrim, Rence Jenson, Penny Johnson, Roberta Jones, Kat Knudson, Jane McWilliams, Sonja Peterson, Dan Reigstad, Chris Wilson

Board Members absent: Tina Anderson Richards, Bob Brandt, Mohammed Lawal, Mary Frances Skala

Others: Pam Paulson, Kou Vang, Mike Hiatt

Others who stayed for part of the meeting: David Flannery, Mary Grace Flannery, Mark Youngstrom, Mary Pietruszewski, Diane Aldis, Tom Triplett

David Flannery informed the board he will give the executive director's report first and then will need to leave for the legislature to represent the center on its bonding bill. He explained that the House Education Finance Committee chaired by Alice Seagren will be proposing bonding bills to the Capital Investment Committee, chaired by Phillip Krinkie and in case, there are questions, David will be available to answer.

David reported the following:

1. The administration will be working on the finance plan for FY04/05. He also announced that later in the meeting Tom Triplett, consultant, will review a draft plan for other revenue sources.
2. In the Governor's 2004 Supplemental Budget Recommendations, a budget cut of \$179,000 was recommended for the center. The proposal will be presented to the house and senate.
3. He talked briefly about the PACE newspaper, which replaced the Artery and noted some examples of news included in the newspaper. The PACE is a good source to stay connected to the center. He will make sure that board members are included on the PACE mailing.
4. He informed the board that he sent a letter to Commissioner Yecke in regards to licensure of the arts area teachers at the Arts High School. If Commissioner Yecke would like a meeting discussion, he and administrators are prepared.
5. PDR is beginning its work on the Art Courses for Educators (ACE) in Dance. ACE is a two-year program offered here at the center to provide professional development in dance education for K-12 educators. A review panel is being organized to select participating schools to receive a grant to cover expenses associated with the program. The ACE Dance Review Panel needs representation from the board. He hopes the board can participate and encouraged board members to volunteer. The meeting is April 13, 2004, at 1:30 p.m.

III. Agenda Approval

Recommend the board approve this meeting agenda.

Board member Sonja Peterson moved to approve the meeting agenda. Board member Dan Reigstad seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

- a. February 4, 2004, Meeting Minutes, attached as M1-4

Recommend the board approve the February 4 meeting minutes.

Board member Sonja Peterson moved to approve the February 4 meeting minutes. Board member Penny Johnson seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report – Jane McWilliams (no report)

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Renee Jenson

Renee Jenson announced that her term was up but she has continued with board services, as the Governor has not appointed her replacement. She talked about the importance of the Finance Committee and encouraged board members to participate in the committee. She also noted that the committee will need to elect a new chair. Board member John Davis volunteered to be on the Finance Committee. She reported on the committee's earlier meeting. The committee will present to the board for approval: student fees, three contracts submitted by PDR, and a gift donation.

3. Personnel Committee – Bob Brandt

In Bob Brandt's absence, Jane McWilliams chaired the Personnel Committee meeting and reported on the following:

- David Flannery is still working with DOER on the next step to adjust the executive director's salary and will have more information at future meetings.
- Pam Paulson will update the board later on the Arts High School director search.
- On the executive director search process, as Bob Brandt was absent, the committee directed David to setup a meeting with Bob to discuss the process and organize a special Personnel Committee meeting in April.
- The committee reviewed the last executive director performance review, and discussed the goals conceived from the process. The goals will be inserted onto the evaluation tool for this year's executive director performance review. The committee directed David to draft a policy for the executive director performance evaluation and review process. If ready, the committee will propose the policy at the next board meeting for consideration.
- The committee also briefly discussed staff morale. David will check with the foundation on financial support to organize staff award program and/or appreciation events.

4. Board Development Committee – Mary Frances Skala

Jane also chaired this meeting, as Mary Frances Skala was not able to attend. She reported the committee completed a draft of the board roles and responsibilities and will present the document later for consideration. Once approved, the committee will revise the board assessment tool to reflect the roles and responsibilities.

5. Programs Committee – Kat Knudson (no meeting)

c. Executive Director's Report (See David's report above)

d. Other

The board moved item "d" under "Old Business" next on the agenda to accommodate Tom Triplett's schedule.

d. FY 2005/06 Draft Plan for Other Revenue Sources

The Finance Committee and David Flannery worked with consultant Tom Triplett since early fall to seek strategies that would bring financial stability, security and adequacy to the center's operating budget. Handouts were passed out to board members. Tom briefly outlined his work history for the board then started the presentation. He concluded based on the research and analysis of the center's situation, the following program funding model is an option.

New Program Funding Model	Cost Allocation of Components
Included in this new model:	
• Basic instruction	State
• Arts program instruction	State
• Arts equipment and supplies	Student
• Student support program	Student
• Residential cost	State/Fundraising
• Financial aid for needy students	State/Fundraising
• Infrastructure	State

Based on this model the state would fund 2/3 of the cost. He will continue to work with the Finance Committee and David Flannery to finalize the plan. Board members may contact David with any comments.

Mark Youngstrom, Arts High School Director, asked the board to move items "b" and "c" under "New Business" next on the agenda as he needed to leave due to a prior commitment. The board accommodated his request.

b. Arts High School 2004/2005 Calendar, attached as NB3-4

Mark reviewed the school calendar with the board. The start date for faculty is July 30, 2004, and for students is August 23, 2004. The ending date for faculty is June 17, 2005, while the last school day for students is May 26, 2005, with graduation on May 27.

Recommend the board adopt the calendar for the Arts High School for 2004/2005 as presented on NB3-4.

Board member Dan Reigstad moved to approve the Arts High School calendar for 2004/2005. Board member Penny Johnson seconded the motion. The vote was unanimous.

c. Student Request to Participate in Minnesota High School League Sanctioned Athletics

Mark informed the board that the student has withdrawn this request to participate on the White Bear Lake Boys Tennis Team. An action from the board is not necessary.

VI. Consent Calendar

VII. Old Business

a. Revised PCAE Foundation Contract, attached as OB1-3

Although the board approved this contract at the last meeting, when proposed to the foundation, members recommended some language change regarding its non-profit status as a public or private organization. The language change was consulted with board member Mary Frances Skala.

Recommend the board approved the revised PCAE Foundation Contract as proposed on OB1-3.

Board member Scott Halgrim moved to approve the revised PCAE Foundation contract. Board member Renee Jenson seconded the motion. The vote was unanimous.

b. Board Roles and Responsibilities

Jane McWilliams reported that the committee has completed the board roles and responsibilities. The list was distributed to board members for review.

Jane McWilliams moved to recommend that the board adopt the board roles and responsibilities as proposed on the list.

Board member Scott Halgrim moved to approve the board roles and responsibilities. Board member Renee Jenson seconded the motion. The vote was unanimous.

c. Board Assessment Tool

Now that the board roles and responsibilities have been approved, the committee will revise the board assessment.

d. FY 2005/06 Draft Plan for Other Revenue Sources (see notes above)

e. Charter School Sponsorship Update

Jane McWilliams and Chris Wilson shared some basic information based on their review of the handbook on sponsoring charter schools. They noted that the book was very informative and recommended board members to review when convenient. They suggested that the board draft a policy on guidelines to sponsoring charter schools to better assist the administration and to ensure that the school sponsored is consistent with the center's mission. Pam Paulson informed the board that the house and senate support the center's request to become a sponsor for charter schools.

VIII. New Business

a. Student Fees, attached as NB1-2

The board reviewed the student fee structure for 2004/2005 school year. The administration recommended no change in fees until there is a better system in place for financial support to parents. Renee Jenson stressed that parking fees should be increased for the metro area students. Dan Reigstad noted that the center is limited in its transportation capacity; unlike public schools where transportation is available to all students. For this reason, he felt it was not justifiable or fair to increase parking fees to commuter students only. Pam reported the approximate income from parking permit fee was \$11,800, which included 35 residential and 82 commuter.

After some discussion, board member Sonja Peterson moved to recommend that the board approves the 2004/05 school year residential student fees at \$2,850 maximum and possibly less if the parking fee does not apply. Board member Renee Jenson seconded the motion. The vote was unanimous.

Board member Dan Reigstad moved to recommend that the parking fee remains at \$100 for all students whether residential or commuter. Board member Chris Wilson seconded the motion.

Scott Halgrim brought to the board's attention that the fees for commuter students included several other costs and was not limited to only the parking permit fee. He also noted that with Dan's motion, it translated no change to the fees as proposed. The board noted that the parking permit fee may need to be adjusted at some future time and advised the administration to research other schools' parking fee structure. After some discussion, to move the meeting along, Jane McWilliams asked board members for another motion or finish voting on the motion made by Dan Reigstad.

Board member Dan Reigstad moved to amend his previous motion that the board adopts the commuter student fees as proposed for the 2004/05 school year. Board member Chris Wilson seconded the motion.

The board voted as followed:

John Davis, Yes	Renee Jenson, No
Scott Halgrim, Yes	
Penny Johnson, Yes	
Roberta Jones, Yes	
Kat Knudson, Yes	
Jane McWilliams, Yes	
Sonja Peterson, Yes	
Dan Reigstad, Yes	
Chris Wilson, Yes	

- b. **Arts High School 2004/2005 Calendar**, attached as NB3-4 (see notes above)
- c. **Student Request to Participate in Minnesota High School League Sanctioned Athletics** (see notes above)
- d. **Contract Consideration and Approval**
Mike Hiatt explained the contracts and answered questions.

D1. Interagency Agreement with Bemidji State University for the Artist Educator Institute, Summer 2004, attached as NB5-6

The Artist & Educator Institute (AEI) is a four and one-half day conference retreat for teachers, administrators, teaching artists, school teams and arts organizations. The 2004 Institute is co-sponsored by the Perpich Center and Minnesota State Arts Board, in partnership with Bemidji State University and will be held on the BSU campus from June 14th through the 18th. Funding for this contract would be provided through the 0370 AEI budget. Agreement amount would be \$19,000 to cover costs associated with the conference.

Recommend the board approve the Interagency Agreement with Bemidji State University in the amount of \$19,000.

Board member Renee Jenson moved to approve the Interagency Agreement with Bemidji State University in the amount of \$19,000. Board member Penny Johnson seconded the motion. The vote was unanimous.

D2. Contract with the Mpls. Public Schools for the Arts Education Model Development Program (Artful Teaching & Learning), attached as NB7

The Minneapolis Public Schools (MPS), with support from the Perpich Center for Arts Education, received a grant in FY02 from the United States Department of Education (U.S. DOE) under their grant program titled "Arts Education Model Development and Dissemination Program." The 3-year grant is made directly to MPS, with a portion of the funds directed to the Perpich Center through a contractual arrangement with MPS. The program is titled, "Artful Teaching & Learning" and is in its third year of operation.

Recommend that the board authorize the administration to enter into a contract with Minneapolis Schools for \$30,000 to support the Artful Teaching program during the period of February 10, 2004 through June 30, 2004.

Board member Renee Jenson moved to approve the administration to enter into a contract with Minneapolis Schools for \$30,000 to support the Artful Teaching program during the period of February 10, 2004 through June 30, 2004. Board member Sonja Peterson seconded the motion. The vote was unanimous.

D3. MN Arts Education Network Conference Organizer Contract, attached as NB8-14

As we have done for the past 2 years, the task of producing a statewide conference for 300 educators and teaching artists requires that there be at least one person whose sole focus is on making all the details come together for a successful conference. This year we have added some assistance to coordination of the Minnesota Arts Education Network to this contract because of the strong identified need by PDR staff. Contract amount is \$12,000; no state funds are used for this contract. Funding is from the McKnight Foundation's funds provided for the Minnesota Arts Education Network.

Recommend the board approve the contract for the MN Arts Education Network Conference Organizer Contract in the amount of \$12,000.

Board member Renee Jenson moved to approve the contract for the MN Arts Education Network Conference Organizer Contract in the amount of \$12,000. Board member Dan Reigstad seconded the motion. The vote was unanimous.

e. Gift Acceptance, attached as NB15

The Arts High School, Visual Arts Program, received a donation of art supplies valued at \$1,000 from Roger Boehm.

The board reviewed the donation list of art supplies. Board member Chris Wilson cautioned that paint airbrush equipment gives off a lot of fumes and may be harmful if a good ventilation system is not in place. The board thanked her for the safety tip and asked administrators to follow-up.

Recommend the board thank Mr. Boehm and accept the donation of art supplies valued at \$1,000.

Board member Renee Jenson moved to accept Mr. Boehm's donation of art supplies valued at \$1,000. Board member Penny Johnson seconded the motion.

IX. Personnel

Pam Paulson reported the following:

- She updated the board on the progress of the AHS director search process and passed out the application packets to board members.
- She reported that the administration received 25 applications for the accounting supervisor position and will start interviews on March 23 and 24.
- She distributed flyers on the "Field of Mind" conference on June 28 and 29, 2004. It is a two-day conference centered on the exhibition Memory-Connections Matter. She invited board members to attend if convenient.
- She updated the board on the Annenberg/Corporation for Public Broadcasting (CPB) Video Services. Three teachers, Mary Harding, Janice Hunton & Tom Kanthak, were selected for the Annenberg CPB Video workshop featuring exemplary arts teacher. The Lavine Production Group, a film and television production company, based in New York, filmed this segment last week. Their crew stressed that they enjoyed and loved working with our students and staff. She's not sure when the segment will air but it will be in production for approximately a year. Pam will keep the board posted. She also added that it will be kept in the Annenberg CPB catalog of programs for a minimum of ten years. Teachers from across the country can take the video workshop for college credits.
- She passed out the PDR calendar to the board and noted that it's a handy tool to keep abreast of PDR's outreach work
- She referred to David's earlier announcement on the ACE Dance Review Panel and asked for board participation. Penny Johnson volunteered to be on the panel. Mike Hiatt will get information to Penny.

X. Information and Decisions

- a. Hiedtke Appointment Letter, attached as I1**
- b. Vandervelde Leave Letter, attached as I2**
- c. Board Committee List, attached as I3**

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn

Board chair Jane McWilliams adjourned the meeting at 5:28 p.m.

AGREEMENT BETWEEN
PERPICH CENTER FOR ARTS EDUCATION
AND
PERPICH CENTER FOR ARTS EDUCATION FOUNDATION

THIS AGREEMENT, which shall be interpreted pursuant to the laws of the State of Minnesota between the PERPICH CENTER FOR ARTS EDUCATION, hereinafter referred to as the CENTER, and PERPICH CENTER FOR ARTS EDUCATION FOUNDATION hereinafter referred to as the FOUNDATION, witnesseth that:

WHEREAS, the CENTER has need of external funds to offer scholarships and to support priority activities of the CENTER; and

WHEREAS, the FOUNDATION was created to raise funds for distribution to the CENTER or to the CENTER's students; and

WHEREAS, the FOUNDATION is a private nonprofit corporation, organized under the Minnesota Nonprofit Corporations Act, Minnesota Statutes Ch. 317A, qualifies and is designated as a charitable organization under 501(c)3 of the Internal Revenue Code, and is a separate legal entity from the CENTER; and

WHEREAS, the FOUNDATION has need of administrative support in order to fund activities that benefit the public educational mission of the CENTER,

NOW, THEREFORE, IT IS AGREED:

1. That the CENTER shall:
 - a. Provide administrative support services such as clerical and secretarial functions, use of equipment and facilities. Administrative support does not include managerial, discretionary or policy-making responsibilities.
 - b. Make employees available to the FOUNDATION to provide services pursuant to this agreement. Employees shall remain employees of the State of Minnesota and subject to all rights and responsibilities of other state employees. The employees shall not be employed by or otherwise compensated by the FOUNDATION.

- c. Provide an authorized agent of the CENTER, identified at paragraph 5, below, to oversee the contract and evaluate it on a regular basis.

2. That the FOUNDATION shall:

- a. Pay annually to the CENTER or its students an amount, at a minimum, sufficient to cover the value of the facilities and equipment used by the FOUNDATION and of time and related fringe benefits that would be earned by State employees performing services for the FOUNDATION.
- b. Comply with all state and federal laws governing tax exempt charitable organizations, including but not limited to: maintaining its status under 501(c)3 of the Internal Revenue Code and complying with the provisions of the Minnesota Nonprofit Corporations Act.
- c. Prohibit CENTER employees from serving as voting members or directors of the FOUNDATION'S board.
- d. Maintain current accounts to govern the management, investment and distribution of all funds contributed to the FOUNDATION.
- e. Make available financial records of the FOUNDATION including, but not limited to, account contracts, books, records, documents and accounting procedures for review by the Office of Legislative Auditor.
- f. The FOUNDATION shall submit to the CENTER's authorized agent a copy of the financial statement filed with the Attorney General's Office pursuant to Minn. Stat. § 309.53. Copies of the required reports shall be submitted within six months of the close of the FOUNDATION's fiscal year.

In addition, the FOUNDATION shall submit to the CENTER's authorized agent an external audit report every three years. The external audit report shall be submitted within six months of the end date of this agreement.

- g. Use funds contributed to the FOUNDATION only to cover fundraising costs, administrative costs, scholarships, or priority CENTER activities. Funds may be invested for the eventual benefit of the CENTER.
- h. Report to the CENTER each year by November 30 in writing about its fundraising activities, amounts contributed and sources of donations.
- i. Maintain separate bank accounts and letterhead.
- j. Pay all direct expenses associated with its activities, including those functions performed by the CENTER's employees on behalf of the FOUNDATION. This includes, but is not limited to, all FOUNDATION expenses related to board

activities, the annual audit, accounting costs not covered by this contract, investment and bank fees, and the printing of letterhead, receipts, FOUNDATION publications and materials, and FOUNDATION postage and copying.

- k. Clearly document the purposes and uses of funds expended on behalf of the CENTER.
- 3. That the TERM OF AGREEMENT shall be from January 1, 2004, to January 1, 2007.
- 4. This agreement may be TERMINATED without cause by either party upon written notice of not less than sixty (60) days to the other party, or TERMINATED with cause immediately upon written notice to the other party.
- 5. The CENTER's Agent is: Executive Director or designee.

The FOUNDATION'S AUTHORIZED AGENT is: Chair or designee.
- 6. The FOUNDATION shall neither assign nor transfer any rights or obligations under this AGREEMENT without the prior written consent of the CENTER. Any such assignment or transfer without the consent of the CENTER shall make this AGREEMENT void at the option of the CENTER.

IN WITNESS WHEREOF, the parties have caused the AGREEMENT to be duly executed intended to be bound thereby.

PERPICH CENTER
FOR ARTS EDUCATION

By: _____

Date: _____

PERPICH CENTER
FOR ARTS EDUCATION FOUNDATION

By: _____

Date: _____

AS TO FORM AND EXECUTION

By: _____

Date: _____

2004-05 Fee Recommendations

February 11, 2004 – submitted by Mary Pietruszewski

It is my belief there is a direct correlation between the residential fee increases over the past few years and the lower number of resident applicants. In addition, the higher gasoline costs exasperate the financial burden to resident students who travel to and from campus many weekends. The decrease in residents who qualify for reduced fees further suggests we are also attracting fewer lower income families. For these reasons, I propose a freeze in residential costs while simultaneously advocating for financial support from the Foundation via sponsorships for resident students.

Acceptance Fee-	No increase (\$100).
Car Permit Fee-	No increase (\$100)
Cafeteria Meals-	No increase (\$2.00 breakfast; \$3.00 lunch and dinner; applies to commuters only. Residents' meals are covered in residential fee)
Van Service-	No increase (\$600/yr. - applies to commuters only).
*Residential Fee-	No increase (\$2,300)
Activity Fee-	No increase (\$200).
*Emergency Fee-	No increase (\$50).
*Maintenance Fee-	No increase (\$200 w/\$50 refundable).

**fee applies to residents students only; chart provided below*

Families may apply for reduced fees by submitting a Reduced Student Fee Application to the accounting office. Nineteen resident families qualified for free or reduced residential fees this school year. Seven commuters qualified for free or reduced activity and/or van service fees.

03-04 Fees and Proposed 04-05 Fees Charts

Annual Resident Student Fees

Annual Commuter Student Fees

Type of Fee		Type of Fee	
Residential	\$ 2,300.00	Cafeteria (optional)	\$495 approx. @ 165 lunches
Activity	\$ 200.00 (nonrefundable)	Activity (required)	\$200.00 (nonrefundable)
Emergency	\$ 50.00 (refundable)		
Maintenance	\$ 200.00 (\$50 refundable)	***Van Service (optional)	\$600.00 (nonrefundable)
**TOTAL	\$ 2,750.00		
Car Permit	\$ 100.00 (nonrefundable)	Car Permit (optional)	\$100.00 (nonrefundable)

**Plus car permit fee if applicable. This total does not include the \$100 acceptance fee charged to both commuter and residents through Admissions upon acceptance.

***Ten commuters used the morning van service this school year.

HISTORY OF RESIDENTIAL FEES

	2004-05	03-04	02-03	01-02	00-01	99-00	98-99	97-98	96-97
Activity	\$ 200.00	\$ 200.00	\$ 100.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
Emergency	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
Maintenance	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 150.00
Residential	\$ 2,300.00	\$ 2,300.00	\$ 2,150.00	\$ 2,100.00	\$ 1,800.00	\$ 1,600.00	\$ 1,450.00	\$ 1,350.00	\$ 1,250.00
TOTAL	\$ 2,750.00	\$ 2,750.00	\$ 2,500.00	\$ 2,400.00	\$ 2,075.00	\$ 1,875.00	\$ 1,725.00	\$ 1,625.00	\$ 1,500.00
	0	(+250)	(+100)	(+325)	(+200)	(+150)	(+150)	(+100)	(+125)

HISTORY OF ELIGIBLE FREE AND REDUCED FEES STUDENTS

	FREE	REDUCED	Resident	Commuter	TOTAL
1997-98	18	21	28	11	39
1998-99	15	19	20	14	34
1999-2000	15	13	22	6	28
2000-01	12	11	18	5	23
2001-02	15	18	20	13	33
2002-03	18	12	20	10	30
2003-04	11	17	21	7	28
2004-05	15	11	19	7	26

4-Feb

SCHOOL CALENDAR (AUGUST 2004 - JANUARY 2005) Draft

August 2004

October 2004

December 2004

NB3

Sun	Mon	Tue	Wed	Thu	Fri	Sat
July 30th Faculty 1st Day on Contract						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
New Residents move in Dorm 12-6pm	Ret. Seniors move into Dorm 2-6pm New Students 1st day of school	First full school day for ALL students				
22	23	24	25	26	27	28
29	30	31				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
			1st QTR Ends 1/2 day of school Staff Development	Ed. MN - No Classes	Ed. MN - No Classes	
17	18	19	20	21	22	23
24						
31	25	26	27	28	29	30

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
	Winter Break 12/20 - 12/31					Christmas
19	20	21	22	23	24	25
	Winter Break 12/20 - 12/31					
26	27	28	29	30	31	

September 2004

November 2004

January 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1/2 day of school Parent Open House	
			1	2	3	4
	Labor Day					
5	6	7	8	9	10	11
				Rosh Hashanah		
12	13	14	15	16	17	18
					Yom Kippur	
19	20	21	22	23	24	25
	Staff Development Day - No Classes	Dedication				
26	27	28	29	30		

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	SPRs DUE 8:00 A.M.			1/2 day school Parent/Teacher Conf. 1-4,5-7	8-11 Staff Dev. Parent/Teacher Conf. 12-5	
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
				Thanksgiving	Holiday	
21	22	23	24	25	26	27
28	29	30				

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						New Years
						1
	Classes Resume					
2	3	4	5	6	7	8
				End of Term 1	Grading Day - No Classes	
9	10	11	12	13	14	15
	MLK Holiday	SPRs DUE 8:00 A.M. Transition Day - No Classes	Spring Term Begins			
16	17	18	19	20	21	22
23	24				1/2 day school Staff Dev. 1-4	
30	31	25	26	27	28	29

SCHOOL CALENDAR (FEBRUARY 2005 - JUNE 2005) Draft

February 2005

April 2005

June 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

March 2005

May 2005

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1st Quarter: = 40 days
2nd Quarter: = 44.5 days
1st Term Totals = 84.5 days

3rd Quarter: = 40.5 days
4th Quarter: = 39.5 days
2nd Quarter Totals = 80 days
School Days = 164.5

Spring Break 3/28 - 4/1

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development & Research Group

Diane Aldis
Artist & Educator Institute Coordinator

DATE: February 26, 2004

SUBJECT: Request for Board Approval of the Interagency Agreement with Bemidji State University
for the Artist Educator Institute – Summer 2004

cc: Dr. Pam Paulson, Deputy Director

Description: The Artist & Educator Institute (AEI) is a four and one-half day conference retreat for teachers, administrators, teaching artists, school teams and arts organizations. Since its inception in 1995, AEI has always been held in greater Minnesota, and was held in Bemidji last year through a partnership with Bemidji State University. BSU has again invited the Perpich Center to hold its annual AEI conference on campus this year. The Artist & Educator Institute is held in high national regard as an innovative program that generates planning and dialogue sessions as well as art-making events through its Open Space Technology design. The 2004 Institute is co-sponsored by the Perpich Center and Minnesota State Arts Board, in partnership with Bemidji State University and will be held on the BSU campus from June 14th through the 18th.

Contract Request and Budget:

Funding for this contract would be provided through the 0370 AEI budget. Agreement amount would be \$19,000 to cover costs associated with the conference.

The \$19,000 is based on 100 registered participants for the 5-day conference. If there are fewer than 100 participants, the costs for lodging and meals will be pro-rated, and invoicing will be based on actual number of participants.

Design updates and contract impact:

This year's Agreement would be somewhat higher than last year's contract due to several design and expense factors:

- Projected registration of 100 people
Last year's contract was budgeted for 90 participants, and 93 participants registered, so we anticipate the same or larger registration for 2004.
- All staff and participants will be lodged on campus
This is a cost saving measure for the overall AEI budget, but shifts a portion of last year's off-campus lodging costs directly into the BSU contract.
- Extension of the conference by a half-day, based on restoration of original week-long design of the Institute per recommendations from participants and design team members
- Anticipation of fees for computer/media lab
- Modest rise in food, print and supply costs

Despite the increase in the overall cost from last year's Agreement, this remains a very cost effective way of providing high quality professional development. The cost per participant breakdown is \$190, which covers five nights lodging, all meals, supplies, and conference facilities/arts studios (100 participants X \$190 = \$19,000). Additional costs will be incurred for this program over and above our contract with BSU and are covered in our AEI

NB6

budget. Our anticipated participant fee will be \$260.00 per person all-inclusive or \$150.00 per person without board & room.

Recommendation

The Professional Development & Research Group of the Perpich Center for Arts Education recommends that the Perpich Center Board of Directors approve the Interagency Agreement with Bemidji State University in the amount of \$19,000 to pay for the following conference expenses:

- Dormitory lodging for staff and non-local participants
- Meals for staff and participants
- Print costs for conference book of proceedings
- AV & Computers
- Security & cleaning costs incurred by AEI usage
- Lab Fees & art studio supplies

This contract will be completed by June 20, 2004.

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development & Research Group

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: February 25, 2004

SUBJECT: Contract Approval with Minneapolis Public Schools for the Arts Education Model Development Program (Artful Teaching & Learning)

cc: Dr. Pam Paulson, Deputy Director

Program Description/Background

The Minneapolis Public Schools (MPS), with support from the Perpich Center for Arts Education, received a grant in FY02 from the United States Department of Education (U.S. DOE) under their grant program titled "Arts Education Model Development and Dissemination Program." The 3-year grant is made directly to MPS, with a portion of the funds directed to the Perpich Center through a contractual arrangement with MPS. The program is titled, "Artful Teaching & Learning" and is in its third year of operation.

A core activity of the Artful Teaching and Learning program is the provision of focused professional development support, grants funds, and student achievement research on five "immersion sites" in Minnesota. These sites, over three years, will build strong curricular frameworks to deliver high quality, arts-integrated education to all students in the designated schools. This past year one of the designated sites, Jefferson Elementary in the St. Cloud school district, was closed due to budget constraints which left the program with four sites in its third and final year. The Perpich Center is responsible for the administration and management of the funding mechanism for the grants to the out-state site, which is the Kelliher Public Schools. The two Minneapolis sites are administered by the Minneapolis Public Schools directly.

Recommendation

The Professional Development & Research Group of the Perpich Center for Arts Education recommends that the Perpich Center Board of Directors accept the contract from the Minneapolis Public Schools in the amount of \$30,000 to complete the following tasks.

1. Conduct research interviews and write analyses for the Artful Teaching and Learning project; dovetail these efforts with the project's principal investigator, the Center for Applied Research in Educational Improvement at the University of Minnesota.
2. Participate in ongoing research and evaluation meetings for the Artful Teaching and Learning project.
3. Serve on the Artful Teaching and Learning project management team.
4. Support and administer the Artful Teaching and Learning project in one out state school.

Contract shall be completed by June 30, 2004.

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development & Research Group

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: February 27, 2004

SUBJECT: Request for Board Approval of Contract

CONTRACT: \$12,000
B.R.A.I.N. Inc.
Minnesota Arts Education Network Conference Organizer

Description

As we have done for the past 2 years, the task of producing a statewide conference for 300 educators and teaching artists requires that there be at least one person whose sole focus is on making all the details come together for a successful conference. This year we have added some assistance to coordination of the Minnesota Arts Education Network to this contract because of the strong identified need by PDR staff. B.R.A.I.N. Inc. has extensive experience in organizing events, dealing with vendors, and managing details for large projects, as well as an understanding of arts and education. Their communication skills are strong, and they are fully capable of undertaking the tasks needed to produce the Minnesota Retreat for the Arts. We have attached a brief resume to this memo for your study and consideration.

Process

According to the procedure laid out by the Department of Administration for an Informal RFP, we developed the attached Request for Applications and submitted it for approval to the Department of Administration. Once approved, the Request for Applications was posted in the state register as well as on-line at the Department of Administration. Four applications were received and reviewed by a four-member committee (3 PDR staff and one outside individual). Two of the applicants were asked to interview, and on the basis of those interviews we selected B.R.A.I.N. Inc. as the successful candidate. The criteria were as noted on the attached Request for Applications.

Budget

Contract amount is not to exceed \$12,000, which estimates approximately 340 hours at \$35/hour.

No state funds are used for this contract. Funding is from the McKnight Foundation's funds provided for the Minnesota Arts Education Network.

Perpich Center for Arts Education
Notice of Request for Proposal for a Coordinator, Statewide Arts Education Network
Professional Development & Research Group

The Perpich Center for Arts Education is seeking proposals from qualified individuals to serve as a coordinator of several projects in the Minnesota Arts Education Network that will culminate into the Minnesota Retreat for the Arts 2004. The conference will summarize the work being done in several projects that support the goals of the Center and reflect the work being done in FY04. The contracted person(s) will support, monitor, and/or implement logistical arrangements for the conference and Network projects.

The specific services to be provided under this contract are outlined in detail in the Professional Development & Research Scope of Project. The complete RFP may be requested from:

Michael G. Hiatt, Director

Professional Development & Research

Perpich Center for Arts Education

6125 Olson Memorial Highway

Golden Valley, Minnesota 55422

(763) 591-4726 or 1-800-657-3515 (toll free)

Services are to be provided during the contract period from March 15, 2004 to September 30, 2004.

It is anticipated that the cost of the contracted services described in the Request for Proposals will not exceed \$12,000 for the contract dates indicated.

The deadline for submission of proposals is 4:00pm, February 17, 2004. It is anticipated selections will be made by February 20, 2004. Proposals should be submitted to Michael Hiatt, Director, Professional Development & Research at the above address.

Request for Proposals for a Statewide Conference Organizer

Perpich Center for Arts Education Professional Development & Research

The Perpich Center for Arts Education is seeking proposals from qualified individuals to serve as coordinator of a statewide arts education network, culminating in the organization of a statewide arts education conference to be held August 10-11, 2004 in Albert Lea, Minnesota. Services are to be provided during the contract period from approximately March 15, 2004 to September 30, 2004.

I. Overview and Tasks

The Perpich Center for Arts Education (Center) is a state agency created under Minnesota Statute 129.C.10 for the primary purpose of improving arts education for elementary and secondary students, teachers, and artists throughout Minnesota. The agency is comprised of an Arts High School, and the Professional Development and Research Group (PDR). The Center provides leadership in arts education through programs that use innovative approaches, sometimes in non-traditional settings, often through collaborations and partnerships, to strengthen arts education and education in general through the arts.

The Agency is seeking a qualified contractor to serve as a coordinator of several projects in the Minnesota Arts Education Network (Network) that will culminate into the Minnesota Retreat for the Arts, 2004. This conference will summarize the work being done in several projects that support the goals of the Center and reflect the work being done in FY04.

Contractor will support, monitor, and/or implement logistical arrangements for the conference and Network projects, including:

- a. Participate in Minnesota Arts Education Network advisory committee meetings and other planning sessions when needed.
- b. Assist Minnesota Arts Education Network project Directors and Managers with planning, logistics, etc. when needed
- c. Gather details and information from MN Arts Education Network projects for conference planning purposes
- d. Assist in preparation of MN Arts Education project reports as they pertain to the conference planning
- e. Assist with tasks associated with recruiting conference registrants, presenters, and displayers from across Minnesota
- f. Gather details as needed from speakers, presenters, and performers to flesh out agenda for printed program and other print materials, and assist with proofreading final print drafts
- g. Assist with details of speaker and presenter confirmations, including mailings, email contacts, and phone contacts
- h. Track needs and provide logistical support for food, printing, and registration arrangements and processes
- i. Assist with room assignments, identifying equipment needs, managing planning and setup of any displays, communicating with custodial and building staff, and assisting as needed with production management for plenary sessions
- j. Work with Center staff to identify short-term staffing needs and coordinate work of other conference staff
- k. Work with staff to identify purchasing needs, ensure adequate signage, prepare folders and handout materials, and other organizational tasks as needed

- l. Serve as primary conference organizer and trouble-shooter for setup day and actual conference days, including continuously monitoring registration area, cafeteria, and session locations to ensure a smooth flow of events
- m. Maintain excellent records and documentation
- n. Work with Center staff to manage information through computer databases and clear filing systems
- o. Tabulate conference evaluations and report results back to Center staff

II. Qualifications

Qualified applicants will have demonstrated experience in the following areas:

- Experience managing details and logistics for large, multi-dimensional events
- Experience in project management, managing multiple projects at once
- Excellent organizational skills
- Ability to communicate effectively (verbally and in writing) with a broad range of people including educators, artists, representatives of arts organizations, technical and support staff, and vendors
- (Preferable) Familiarity with the Perpich Center's staff and programs, and with Minnesota's arts education field in general
- (Preferable) Familiarity with diverse populations, organizations and cultures in Minnesota's statewide arts and education systems

The conference organizer must have access to his/her own car, and be available for meetings at the conference site and at the Center during normal business hours. Conference organizer must also have working email access and have a working cell phone and/or a working telephone answering service.

III. Proposal

Proposal must include:

- A resume and cover letter detailing qualifications as described above
- Names and telephone numbers of 3 references able to speak to applicant's qualifications

IV. Criteria

Proposals will be evaluated by Perpich Center professional staff, based on the following criteria:

- 55% organizational and communication skills
- 25% experience
- 10% cost
- 10% understanding of program needs, Perpich Center, arts education, and diverse populations.

In-person or telephone interviews may be held.

V. Contract Period

The contract period begins approximately March 15, 2004 and ends September 30, 2004.

Contractor should expect that tasks will require increasing amounts of time as the conference date approaches and through the length of the contract.

VI. Compensation

The agency has estimated that the cost of these services should not exceed \$12,000.

Agency Contact

Prospective applicants who have questions may call or write:

Michael Hiatt, Director of Professional Development & Research, Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley, Minnesota 55422, 1-800-657-3515, (763) 591-4726. Other personnel are not authorized to answer questions regarding this RFP.

VIII. Deadline

All proposals must be received by the Perpich Center for Arts Education no later than 4:00pm February 17, 2004. Late proposals will not be considered.

Mailed proposals should be sent to Michael Hiatt, Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley, Minnesota 55422. Hand-delivered proposals must be dropped off at the main reception desk at the Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley, MN.

This request for proposals does not obligate the state to award a contract or complete the project, and the state reserves the right to cancel the solicitation if it is considered to be in its best interest.

COMPANY PROFILE

B.R.A.I.N., Inc. is a Minnesota-based consulting firm providing services in:

- Strategic Planning and Organizational Development
- Meeting Planning and Process Facilitation
- Outcomes-based Program Evaluation
- Quantitative and Qualitative Research Studies
- Policy and Issues Research

B.R.A.I.N., Inc. was formed as a Sub-chapter S corporation in 1995 by individuals committed to providing quality research, planning and evaluation services to help inform and empower community-oriented organizations and individuals. Commitment to these principles has led B.R.A.I.N., Inc. to design its services around supporting decision-making processes and providing information to enhance stakeholder involvement and participation.

In addition to emphases on information and participation, we stress objective and fair analysis of the issues, attention to detail, clear and precise presentations, and high levels of client contact and communication. Our focus on these elements of consulting has served us well. We have found that:

- Community members **are** interested in public affairs and demand a voice in the design of policies and programs that affect their lives.
- Community members understand their local issues and present valuable points of view that can be incorporated into the process.
- Carefully prepared analyses, done correctly the first time, help build credibility.
- Presentations (oral, written and graphic) must be accurate and easily understood—the quality of presentation is as important as the message.
- Open client contact and communication are critical to the successful completion of a project, particularly when sensitive issues are being addressed.

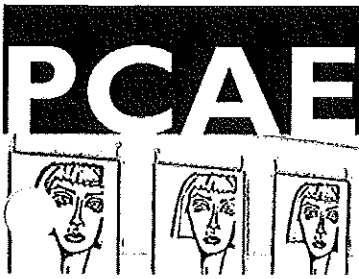
The principals of B.R.A.I.N., Inc. have worked throughout Minnesota and the Upper Midwest on a variety of projects for clients in the nonprofit and public sectors. They have diverse backgrounds and work experiences and, collectively, have managed projects ranging from facilitating strategic planning processes to conducting quantitative research, and from coordinating group decision-making to community planning.

The firm is certified by several entities, including the State of Minnesota, the U.S. Small Business Administration and the Minnesota Minority Supplier Development Council.

RECENT PROJECTS

This is a list of recent projects managed by David Long, president of B.R.A.I.N., Inc.:

- *Health Disparities Program Evaluation*, Minneapolis Urban League OOPS Program.
- *Community Conversations on Racism*, Rainbow Research, Inc.
- *HIPP HOPP Program Evaluation*, Minneapolis Urban League.
- *Promoting Smoking Cessation in Communities of Color: Focus Groups Results*, Minnesota Partnership for Action Against Tobacco, St. Paul, Minnesota.
- *Outcome-based Program Evaluation Plan*, Minneapolis Public Housing Authority
- *Outcome-based Evaluation Plan*, Minneapolis Urban League Health Education Division.
- *2001 Residents' Sense of Security Survey*, MPHA's Drug Elimination Program.
- *Section 3 Business Identification, Recruitment and Development Report*, MPHA.
- *Greater Minnesota Transit Market Research Study: Focus Groups Report*, Minnesota Department of Transportation, St. Paul.
- *Strategic Planning Process Facilitation*, West Hennepin Community Builders, Hopkins; Greater Frogtown CDC, St. Paul Dayton's Bluff NHS, St. Paul, District 5 Planning Council, St. Paul.
- *Strategic Marketing Plan*, Community Neighborhood Housing Services, St. Paul.
- *Board Assessment, Leadership and Development*, Local Initiatives Support Corporation and Selby Area Community Development Corporation, St. Paul.
- *Customer Outreach and Research Projects*, Minnesota Pollution Control Agency, St. Paul.
- *Implications of Welfare Reform on Low-Income Tax Credit Housing Portfolio*, National Equity Fund, Chicago, Illinois.
- *Teens Talk About Alcohol*, Hennepin County Community Health Department.
- *Youth Access to Alcohol Research Project: Focus Groups Report*, Minneapolis Department of Health and Family Support, City of Bloomington Health Planning and Promotion Division.



INNOVATIVE PUBLIC EDUCATION CENTERED IN THE ARTS

February 25, 2004

Staci Heidtke
Perpich Center for Arts Education

Dear Staci,

I received a letter from Mark Youngstrom, AHS Director, recommending that you be appointed to the permanent, full-time counselor position at the Arts High School. With Cathy Wafford's resignation, the position is now available.

I am delighted to appoint you to the counselor position at the Perpich Center for Arts Education. The appointment is effective on July 1, 2004, and you would officially begin July 30, 2004. Also, in accordance with the SRSEA contract, you will have met the ten-month probation period by the end of this school year and will be eligible for the permanent status.

Please work with Mark and/or Karen Tow, Human Resource, to complete the necessary paperwork for your permanent status.

Sincerely,

David Flannery
Interim Executive Director

cc: Mark Youngstrom, AHS Director
Karen Tow, Human Resource

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Janika Vandervelde

COMPOSER

1631 HIGHLAND PARKWAY • SAINT PAUL, MINNESOTA 55116 • TEL. 651.690.3000

FAX 651.690.4559 • JANIKAV@VISI.COM • WWW.JANIKAVANDERVELDE.COM

February 15, 2004

Mark Youngstrom
Director of Arts High School
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN

Dear Mark,

In May 2003, I received word that I was the recipient of a McKnight Artist Fellowship, a significant award given to mid-career composers. At that time I decided to postpone taking a leave of absence from my teaching post until the fall of 2004, so that my fellowship period would coincide with a premiere I have scheduled in Melbourne, Australia.

Hence I am now requesting a leave without pay from August 2004 through January 2005 to pursue fellowship-related activities. I would be able to resume my teaching immediately following interim.

I believe that you will have no difficulty in finding highly competent composer/teachers to fill my shoes during my absence. I am recommending Miriam Gerberg, an ethno-musicologist/composer/performer who specializes in the music of the Middle East and directs Global Arts Minnesota, to cover one of the fall music seminars; and Michelle Kinney, a composer/improviser/cellist and recent Bush Fellow, to cover the other seminar and the ensembles. Both have submitted résumés expressing their interest.

As always, I deeply appreciate the flexibility and understanding shown by PCAE, which have enabled me to combine my careers as composer and teacher in a way that enriches them both.

Sincerely,

Janika Vandervelde

PCAE Board Committee List - March 04

Full Board	
Last	First
Anderson	Patty
Anderson- Richards	Tina
Brandt	Bob (Chair)
Davis	John
Halgrim	Scott
Jenson	Rence
Johnson	Penny
Knudson	Kat
Lawal	Mohammed
McWilliams	Jane (Vice Chair)
Peterson	Sonja
Reigstad	Dan
Skala	Mary Frances
Wilson	Chris

Executive Committee	
Last	First
Brandt	Bob
Jenson	Rence
Knudson	Kat
Peterson	Sonja (Chair)
Skala	Mary Frances

Personnel Committee	
Last	First
Brandt	Bob (Chair)
Jenson	Rence
McWilliams	Jane
Peterson	Sonja
Reigstad	Dan
Wilson	Chris

Finance Committee	
Last	First
Anderson	Patty
Jenson	Rence (Chair)
Johnson	Penny
Reigstad	Dan
Skala	Mary Frances

Programs Committee	
Last	First
Anderson-Richards	Tina
Davis	John
Knudson	Kat (Chair)
Lawal	Mohammed
Peterson	Sonja

Board Development Committee	
Last	First
Brandt	Bob
Halgrim	Scott
Jenson	Rence
Johnson	Penny
McWilliams	Jane
Skala	Mary Frances (Chair)

Nomination Committee	
Last	Frist
Halgrim	Scott (1-year term; expires 03/2005)
Skala	Mary Frances (2-year term; expires 03/2006)
Wilson	Chris (3-year term; expires 03/2007)

EXECUTIVE SUMMARY

The current revenue model for AHS – which relies heavily on an undesignated line-item appropriation from the Legislature – is very desirable. If possible, that model should be retained. It is likely, however, that the Legislature will consider adjustments to that model in the 2005 legislative session. Already, the Legislature has reduced AHS funding in response to the state's budget shortfalls.

It is therefore appropriate for AHS to consider alternative funding models. Several were considered as part of this project, and most were rejected at least in part. In performing this analysis, two fundamental questions were examined:

Is it necessary for AHS to spend as much as it does on programming?

If so, what alternative funding model best provides for those additional costs?

Spending for each student at AHS is high – 50% more than the state average for all public school students. But that higher spending is justified by the unique requirements for an arts-based curriculum and the special needs of AHS students. In quantifying these additional costs, it became clear that AHS is actually spending less per student than those additional costs would warrant. AHS is therefore providing both a high quality and a cost efficient education for its students.

A Program Funding Model is the most appropriate alternative revenue model for AHS. Under this model, the legislative appropriation continues to be the largest revenue source, but it drops in gross dollars (from \$3.09 million in FY04 to \$2.93 million in FY08) and as a percentage of total revenues (from 87% in FY04 to 68% in FY08).

The revenue base of AHS thereby becomes more diversified. The lost appropriation dollars are made up from two principal sources:

Increased student activity and residential fees designed to reflect actual costs

Major increases in donations, grants, contracts and sponsorships

The large fee increases will be offset under the Program Funding Model by a rich student financial aid program. The model calls for as much as 50% of the fee increases to be returned as financial aid. Some of the money for the aid program comes from AHS fundraising, but the state is also expected to share in the cost of the aid.

Pro forma revenue budgets prepared in response to the new funding model project small surpluses in the future even after the appropriations reductions. The budgets include additional spending for the fundraising staff needed to generate donations and sponsorships.

[illegible]

**PERPICH CENTER FOR ARTS EDUCATION
ROLES AND RESPONSIBILITIES**

I. BOARD OF DIRECTORS

In general, the Board provides leadership, manages policy and planning and advises on operations while the Director and staff manage day-to-day operations and committees advise on policy. The role of the Board is to work with the Director to oversee financial well-being of the Center, set policy and plan for future development. To fulfill that role, the responsibilities of the Board and its individual members include:

A. Legal and Financial

1. Maintain the Center within all legal and governmental guidelines
2. Approve and monitor fiscal controls
3. Insure for funding adequate to the Center's program and fiscal needs

B. Administrative

1. Organize the Board for maximum effectiveness
2. Approve performance standards for Board members
3. Identify talents and skills necessary to maintain an effective Board and make recommendations to Governor
4. Assist in the recommendation and recruitment of new Board members

C. Planning and Monitoring

1. Establish the Center's mission and long-term objectives
2. Monitor the impact of the Center on the community
3. Set general policy and direction for the overall management of the Center including financial management
4. Review and approve plans and budgets prepared by the Director
5. Develop and monitor long-range and strategic programmatic and financial plans

D. Staffing

1. Establish performance goals and standards for the Director
2. Hire the Director
3. Monitor performance of the Director

II. BOARD MEMBERS

In general, individual board members are expected to perform the tasks and/or responsibilities as listed below.

A. Attend and participate in board and committee meetings regularly and be prepared for meetings in order to:

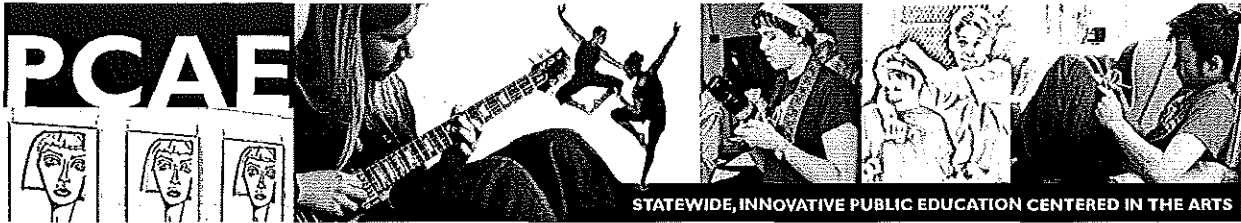
1. Participate in shaping the Center's mission and vision
2. Participate in development of long-range strategic plans
3. Participate in budgeting and understand and help evaluate the Center's financial performance
4. Assure that the Center serves its mission and that its legal responsibilities are fulfilled

B. Represent and be an advocate to the public for the Center mission and values and, when authorized, represent the Center in soliciting financial and other support

C. Attend Center programs and/or activities to the extent possible

D. Serve on at least one committee and attend regularly.

E. Participate in the Review Panel Program Application Selection process to the extent possible



Finance Committee Meeting Minutes

Date & Time: March 11, 2004 at 2 p.m.

Location: Executive Conference Room

1. **Call Meeting to Order**

Committee chair Renee Jenson called the meeting to order at 2:03 p.m.

2. **Roll Call**

Committee Members present: Renee Jenson, Penny Johnson, Dan Reigstad

Committee Members absent: Mary Frances Skala

Others: Sonja Peterson, Scott Halgrim, Mike Hiatt, David Flannery, Kou Vang

3. **Agenda Approval**

Recommend the committee approve this meeting agenda.

Committee member Penny Johnson moved to approve this meeting agenda. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

4. **Review of February 4, 2004 Meeting Notes**, attached as M1-2

The committee reviewed the meeting minutes and confirmed its accuracy.

5. **Student Fees**, attached as NB1-2

The committee reviewed and discussed the student fee structure for school year 2004/05. The administration is recommended no change in fees until there is a better system in place for financial support to parents. After some discussion, committee chair Renee Jenson noted possibility of increasing parking fees to Metro area students.

Recommend the Finance Committee approve and propose to the full board for approval, the student fee structure as proposed on NB1-2.

Committee member Dan Reigstad moved to recommend approval to the full board of the school year 2004/05 student fee structure. Committee member Penny Johnson seconded the motion. The vote was unanimous.

6. **Contract Consideration and Approval**

Mike Hiatt explained the contents of the following contracts/agreement to the board.

D1. Interagency Agreement with Bemidji State University for the Artist Educator Institute, Summer 2004, attached as NB5-6

The Artist & Educator Institute (AEI) is a four and one-half day conference retreat for teachers, administrators, teaching artists, school teams and arts organizations. The 2004 Institute is co-sponsored by the Perpich Center and Minnesota State Arts Board, in partnership with Bemidji State University and will be held on the BSU campus from June 14th through the 18th. Funding for this contract would be provided through the 0370 AEI budget. Agreement amount would be \$19,000 to cover costs associated with the conference.

Recommend the Finance Committee accept and propose to the full board for approval, the Interagency Agreement with Bemidji State University in the amount of \$19,000.

Committee member Penny Johnson moved to approve the Interagency Agreement with Bemidji State University in the amount of \$19,000. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

D2. Contract with the Mpls. Public Schools for the Arts Education Model Development Program (Artful Teaching & Learning), attached as NB7

The Minneapolis Public Schools (MPS), with support from the Perpich Center for Arts Education, received a grant in FY02 from the United States Department of Education (U.S. DOE) under their grant program titled "Arts Education Model Development and Dissemination Program." The 3-year grant is made directly to MPS, with a portion of the funds directed to the Perpich Center through a contractual arrangement with MPS. The program is titled, "Artful Teaching & Learning" and is in its third year of operation.

Recommend that the Finance Committee accept and propose to the full board for approval, the contract with Minneapolis Schools for \$30,000 to support the Artful Teaching program during the period of February 10, 2004 through June 30, 2004.

Committee member Dan Reigstad moved to approve the contract with Minneapolis Schools for \$30,000 to support the Artful Teaching program during the period of February 10, 2004 through June 30, 2004. Committee member Penny Johnson seconded the motion. The vote was unanimous.

D3. MN Arts Education Network Conference Organizer Contract, attached as NB8-14

As we have done for the past 2 years, the task of producing a statewide conference for 300 educators and teaching artists requires that there be at least one person whose sole focus is on making all the details come together for a successful conference. This year we have added some assistance to coordination of the Minnesota Arts Education Network to this contract because of the strong identified need by PDR staff. Contract amount is \$12,000; no state funds are used for this contract. Funding is from the McKnight Foundation's funds provided for the Minnesota Arts Education Network.

Recommend the Finance Committee accept and propose to the full board for approval, the contract for the MN Arts Education Network Conference Organizer Contract in the amount of \$12,000.

Committee member Penny Johnson moved to approve the contract for the MN Arts Education Network Conference Organizer Contract for \$12,000. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

6A. Gift Acceptance, attached as NB15

The Arts High School, Visual Arts Program, received a donation of art supplies valued at \$1,000 from Roger Boehm. Details of the gift are attached as NB15.

Recommend the Finance Committee accept the donation of art supplies valued at \$1,000 from Roger Boehm and propose to the full board for approval.

Committee member Penny Johnson moved to accept the donation of art supplies valued at \$1,000 from Roger Boehm. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

7. Meeting Adjourned

Committee member Jane McWilliams adjourned the meeting at 2:28 p.m.

Perpich Center for Arts Education
General Fund Expense Accounts
FY2004 Budget vs. FY2003 Actual (see note 1)
As of March 2004

Orgn #	Name	FY04 Budget	FY04 Spent	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent	FY03 % Remaining	FY04 % Spent - FY03 % Spent (Variance)
101	SALARIES (see note 2)	0	226	-226					
	ADMINISTRATION 100 (see note 3)								
9100	SALARIES - ADMINISTRATION (see note 3)	1,311,625	810,016	501,609	62%	38%			
102	BUILDING FACILITIES	727,150	260,740	466,410	36%	64%	76%	24%	-40%
103	HEALTH & WELLNESS	2,000	647	1,353	32%	68%	59%	41%	-27%
104	INFORMATION SERVICES	31,300	16,902	14,398	54%	46%	89%	11%	-35%
105	TECHNOLOGY	135,000	69,969	65,031	52%	48%	29%	71%	23%
106	ADMINISTRATION	409,401	295,402	113,999	72%	28%	33%	67%	39%
107	STAFF DEVELOPMENT	5,000	1,194	3,806	24%	76%	34%	66%	-10%
108	FACILITY REPAIR	123,148	34,259	88,889	28%	72%	33%	67%	-5%
109	POSTAGE, PRINTING, COPIES	7,842	2,205	5,637	28%	72%	44%	56%	-16%
	Total	2,752,466	1,491,334	1,261,133	54%	46%	48%	52%	7%
	ARTS HIGH SCHOOL 200								
9200	SALARIES - ARTS HIGH SCHOOL	2,320,509	1,488,719	831,790	64%	36%			
201	ADMISSIONS	42,000	31,397	10,603	75%	25%	89%	11%	-15%
202	COUNSELING	6,000	984	5,016	16%	84%	30%	70%	-14%
204	POSTAGE, PRINTING, COPIES-B	23,000	14,643	8,357	64%	36%	61%	39%	2%
206	SPECIAL EDUCATION	40,000	0	40,000	0%	100%	50%	50%	-50%
401	DANCE	7,500	4,119	3,381	55%	45%	35%	65%	20%
402	LITERARY ARTS	4,700	1,049	3,651	22%	78%	21%	79%	1%
403	MEDIA ARTS	13,500	9,164	4,336	68%	32%	73%	27%	-5%
404	THEATER	14,500	6,738	7,762	46%	54%	2%	98%	45%
405	VISUAL ARTS	27,500	19,302	8,198	70%	30%	74%	26%	-4%
406	COMMON EXPERIENCE	500	500	0	100%	0%	50%	50%	50%
407	MUSIC	17,600	5,919	11,681	33%	67%	68%	32%	-35%
410	COMMUNICATIONS	3,700	3,374	326	91%	9%	70%	30%	22%
411	MATHEMATICS	3,000	2,340	660	78%	22%	17%	83%	61%
412	SCIENCE	3,700	1,009	2,691	27%	73%	19%	81%	8%
413	SOCIAL STUDIES	2,000	707	1,293	35%	65%	62%	38%	-27%
414	WORLD LANGUAGES	2,000	1,244	757	62%	38%	67%	33%	-5%
415	SUBSTITUTE TEACHERS	9,000	6,185	2,815	69%	31%	86%	14%	-18%
416	FIELD TRIPS	0	0	0	0%	0%	33%	67%	-33%
418	PROGRAM DEVELOPMENT	28,900	19,076	9,824	66%	34%	68%	32%	-2%
419	STAFF DEVELOPMENT	10,100	6,373	3,727	63%	37%	32%	68%	31%
420	POSTAGE, PRINTING, COPIES	25,700	11,782	13,918	46%	54%	65%	35%	-19%
	Total	2,605,609	1,634,624	970,985	63%	37%	60%	40%	3%
	PROFESSIONAL DEVELOPMENT INSTITUTE/RESEARCH, ASSESSMENT & CURRICULUM 500								
9500	SALARIES - OUTREACH PDI/RACC	665,637	450,702	214,935					
331	NATIONAL TRAINING	6,500	1,404	5,096	22%	78%	1%	99%	21%
333	POSTAGE & COPIES	23,000	10,437	12,563	45%	55%	46%	54%	-1%
334	SPECIAL INITIATIVES	12,500	254	12,246	2%	98%	34%	66%	-31%
335	STAFF DEVELOPMENT	8,000	1,644	6,356	21%	79%	70%	30%	-49%
341	DANCE EDUCATION	10,000	4,752	5,248	48%	52%	69%	31%	-22%
342	THEATER EDUCATION	50,000	28,862	21,138	58%	42%	57%	43%	1%
343	MEDIA ARTS EDUCATION	50,000	29,716	20,284	59%	41%	5%	95%	54%
344	ARTS EDUCATION COURSES (FACS)	10,000	988	9,012	10%	90%	16%	84%	-6%
345	MUSIC EDUCATION	12,500	3,385	9,115	27%	73%	56%	44%	-29%
346	VISUAL ARTS EDUCATION	10,000	9,111	889	91%	9%	29%	71%	62%
354	COLLABORATIONS/CONFERENCES	20,000	10,329	9,671	52%	48%	48%	52%	4%
355	MULTICUTURAL INITIATIVE	12,500	4,518	7,982	36%	64%	13%	87%	23%
360	PARTNER SCHOOLS	220,000	165,600	54,400	75%	25%	74%	26%	2%
361	ASAP INITIATIVE	200,000	119,196	80,804	60%	40%	70%	30%	-11%
365	CAPP	83,000	48,458	34,542	58%	42%	76%	24%	-18%
370	SUMMER INSTITUTE	52,230	15,319	36,911	29%	71%	0%	100%	29%
381	PRINT PROJECTS	12,500	3,365	9,135	27%	73%	31%	69%	-5%
501	TRAVEL	4,000	4,019	-19	100%	0%	39%	61%	62%
502	STAFF DEVELOPMENT	5,000	1,828	3,172	37%	63%	42%	58%	-5%
503	POSTAGE, PRINTING, COPIES	5,000	1,914	3,086	38%	62%	35%	65%	3%

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Perpich Center for Arts Education
General Fund Expense Accounts
FY2004 Budget vs. FY2003 Actual (see note 1)
As of March 2004

Orgn #	Name	FY04 Budget	FY04 Spent	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent	FY 03 % Remaining	FY04 % Spent - FY03 % Spent (Variance)
504	BEST PRACTICE NETWORK	99,307	20,836	78,671	21%	79%	62%	38%	-41%
505	RESEARCH GRANTS	7,200	15	7,185	0%	100%	8%	92%	-8%
	Total	1,578,874	936,450	642,424	59%	41%	58%	42%	1%
	LEARNING RESOURCE CENTER 400								
9400	SALARIES -LRN RESOURCE CNTR	151,359	81,327	70,032	54%	46%			
408	LEARNING RESOURCE CENTER	10,645	6,167	4,478	58%	42%	57%	43%	1%
	Total	162,004	87,494	74,510	54%	46%	57%	43%	-3%
	RESIDENTIAL SERVICES 300								
9300	SALARIES - RESIDENTIAL SRVCS	442,721	310,683	132,038	70%	30%			
203	DORMITORY	18,000	13,863	4,137	77%	23%	60%	40%	17%
207	STAFF DEVELOPMENT - DORM	3,000	1,924	1,076	64%	36%	0%	100%	64%
	Total	463,721	326,470	137,251	70%	30%	53%	47%	18%
	Grand Total	7,562,674	4,476,598	3,086,077	59%	41%	60%	40%	-1%

Notes:

1. The chart of accounts for the Center was changed effective July 1, 2003. Because of this, some accounts cannot be compared to previous fiscal years.
2. Because of a change in the Center's chart of accounts, payroll expenses for July 1, 2003, were posted to an account no longer in use. This posting has been corrected except for the small amount still posted to account 0101.
3. Transactions to transfer prior year administrative expenses to grants were made in Dec. 2004. The total amount transferred to grants is \$137,231.
4. In previous fiscal years, all salary and related expenses were grouped primarily into one account. For this reason, fiscal year 2004 salary and related expense accounts are not compared to previous fiscal years. Fiscal year 2004 salary and related expenses compare to fiscal year 2003 salary and related expenses as follows:
5. \$2,000 was Taken from Program Development Account 0418 and added to Substitute Teacher's Account 0415 since December 31, 2003
6. This report did not include budgets or costs for 100 fund CFL 5000 org Arts Best Practice Network and 100 fund CFL 5001 (un-named).

	FY04 Budget	FY04 Spent	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent	FY 03 % Remaining
Total of All Payroll Costs	4,891,851	3,141,673	1,750,178	64%	36%	63%	37%

* Does not include encumbrances.

I 11

April 2004

Dear Friend:

I am writing to ask you to help us make an important service to Minnesota's artists and arts groups even better. We would like your help to improve the most extensive self-generated online directory of artists in the country, *mnartists.org*.

A project of The McKnight Foundation and Walker Art Center, *mnartists.org* is a comprehensive Internet resource showcasing the work of Minnesota's artists in all disciplines—visual arts, performing arts, film, media arts, literary arts, design and architecture. The site is a vibrant and innovative community resource, providing a gathering place for Minnesota artists and the larger arts community including arts enthusiasts, and a place for Minnesota art and artists to flourish.

The site was first launched in 2001 as a response to a McKnight Foundation study which outlined the struggles of artists. Now, this free web resource features over 4,500 registered Minnesota artists, 21,000 individual artworks, and is growing and changing daily.

We need your help in reaching more artists who may be interested in registering on the site as well as connecting with patrons who are served by your organization. I am also enclosing some information that I hope you can help us distribute:

Sample copies of brochures, buttons, and bookmarks to share with artists and arts patrons. If you would like more brochures, buttons, and bookmarks (to be placed in public areas at your organization for your patrons) please let me know. I am happy to send you additional materials.

A feature article about *mnartists.org*. If you would have the room to reproduce this in a newsletter or other communications vehicle it would be a great way to get the word out to your patrons. We would be happy to customize an article to feature artists and particular disciplines if that would be useful to you.

If you're not familiar with the site, artists use templates or self-designed pages, and display images of their work, add sound and video/audio clips, and promote upcoming exhibitions and viewing opportunities. Artists can engage in dialogue with other artists, critics, and arts professionals via online forums and find out about resources, grant opportunities and interested buyers.

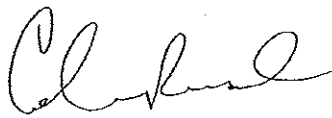
Arts enthusiasts browse the site and become acquainted with artists and their work—from every area of the state. This free resource allows visitors to personalize their searches—to view artists by discipline or geographic area, for example, or make an online collection of images and artists they like. *mnartists.org* is a great resource for those interested in purchasing art or working with artists.

The site is designed to provide either a primary or secondary web presence for artists as well as organizations. Besides the online profiles, we are looking for opportunities to leverage *mnartists.org's* resources to meet your organization's mission. We have already embarked on successful collaborations with Minnesota Center for Photography, Springboard for the Arts, Intermedia Arts, Minnesota State Arts Board, FORECAST Public Artworks, and the Minnesota State Fair's Fine Art Show. With commissioned articles, online forums, curated collections, and a news service, we are committed to figuring out how a major online presence can enhance and expand off-line activities already underway in the community. There are many ways your organization can work with us to reach a broader audience and enrich their experience with your programming. I look forward to hearing from you about what your needs may be. The best way to reach me is via email at colin.rusch@walkerart.org.

I am hoping that we might be able to work together to get the word out about this valuable resource to artists and arts enthusiasts. If you haven't had a chance to the site visit please take a look: "<http://mnartists.org>"

Thank you for your consideration and time.

Regards,



Colin Rusch
Community Manager
mnartists.org
colin.rusch@walkerart.org

cc: Robin Dowden, Walker Art Center
Neal Cuthbert, the McKnight Foundation

Feature article for newsletters:

This Way to Art

There are thousands of living, breathing hard-working artists in Minnesota. And if you have ever wondered what they've been up to, you now have the opportunity to find out.

mnartists is a comprehensive Internet resource showcasing the work of over 4,500 Minnesota's artists in all disciplines—visual, performing and media arts, literature, design and architecture.

For artists, the website is a chance to strut their stuff to a broader audience. For those who love the arts, it is a chance to discover artists from Albert Lea to Zumbrota. One click, and you are in an artist's studio. Another click, and you've made contact with that artist.

A project of the Walker Art Center and the McKnight Foundation, mnartists.org was prompted by a McKnight study revealing the struggles of artists. The site was designed as a place for artists to gather and for arts enthusiasts to meet artists and learn about the arts. Now, mnartists.org is the most extensive self-generated online directory of artists in the country.

"mnartists.org is a groundbreaking web marketplace," says Rip Rapson, McKnight Foundation president. "This website is living proof that one of Minnesota's greatest natural resources is its artists. We're recognized and envied as a hotbed of creativity by others around the country and at the center of that are our individual artists."

For artists, mnartists.org is a place to meet other artists, showcase their art and connect with a broader community. Artists can feature images, sound and even video clips on the site, and registration is open to any Minnesota artist and is free.

Artists from (Name of your organization here) are featured on the site. Look for (name artists from your organization featured on the site) on mnartists.org.

The site provides a virtual directory across the spectrum of Minnesota arts. Visitors can personalize their searches to view artists by discipline or by geographic area. And if you're interested in purchasing art, mnartists.org is a great resource.

Minneapolis resident Anne Stuart has visited mnartist.org a number of times. "I am interested in developing an art collection, and mnartists.org is an incredible way to visit a gallery. I first used the site when looking for a piece of art to give as a wedding present. I was able to find a perfect piece of pottery through an artist that was new to me."

For teacher Susan Davies, mnartists.org has been useful in the classroom. "This website is really a treasure. My students are able to communicate with the artists, and the artists are very willing to share ideas about their work."

The website hosts curated exhibitions and offers opportunities for artists and site visitors to socialize and discuss the arts in topic-specific forums. In addition, the site features articles about the arts, profiles of artists, and information about events, classes and other web resources.

If you're an artist or someone who loves the arts, visit mnartists.org and check out the work of Minnesota's artists from architects and actors to watercolorists and woodworkers.

Handout @ Full Board Meeting
5/13/04

Perpich Center for Arts Education FY 2004 Budget Allocation using Multi-Objective Decision Analysis

Presentation to Stephanie Lenhart
November 13, 2002

Goals for Today

- Provide a step-by-step overview of the process we used.
- Show how we were able to cut 10% of our budget and still hold to our mission.
- Show what steps we will take if we have to make more cuts.
- Demonstrate that PCAE is serious about its financial responsibility.

Agenda

- What is Multi-Objective Decision Analysis?
- How we applied it at the Perpich Center
 - Phase I – Clarify Mission
 - Phase II – Implement the Mission
- Results
- Next steps

What is Multi-objective Decision Analysis?

- A tool, or **aid**, to the decision making process
- Methodology developed at Stanford University, applied in many industries
 - Oil & Gas, Utilities, Healthcare, Airlines, Education
 - Adapted to PCAE's specific set of issues
- A process to analyze and filter information, both quantifiable and subjective
- A means to facilitate group decisions and build consensus
- A way to explain and defend our choices

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

How we applied it at Perpich Center for Arts Education

Our Project Goals

1. Quantify benefits derived from the Center and its various Program Areas.
2. Quantify relationship between each Area's funding level and the benefits that it generates.
3. Identify, for any available Center budget, the allocation of resources across Areas that maximizes total benefit.
4. Show impact of Center's budget on our ability to achieve our mission.

How we applied it, cont'd.

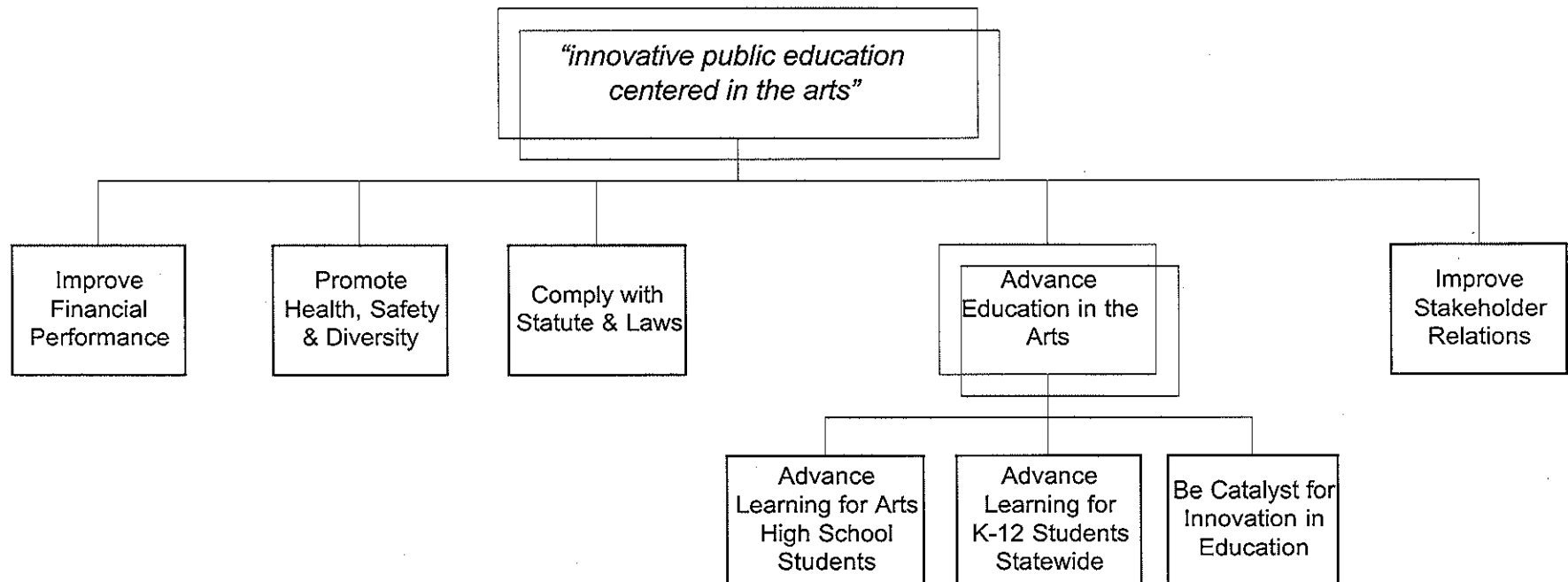
Our Assumptions & Philosophy

- Perpich Center for Arts Education has been directed to cut our FY 2004 & 05 budgets.
- We want a solid platform to make cuts that ensures programs and activities bring us the most “benefit”.
 - “Benefit” is defined by contribution to the achievement of the Center’s mission objectives – our intentions.
- The budget allocation should provide a logical framework for collecting and combining judgments.
 - Judgments about our intentions &
 - Judgments about how our Program Areas help us achieve those intentions

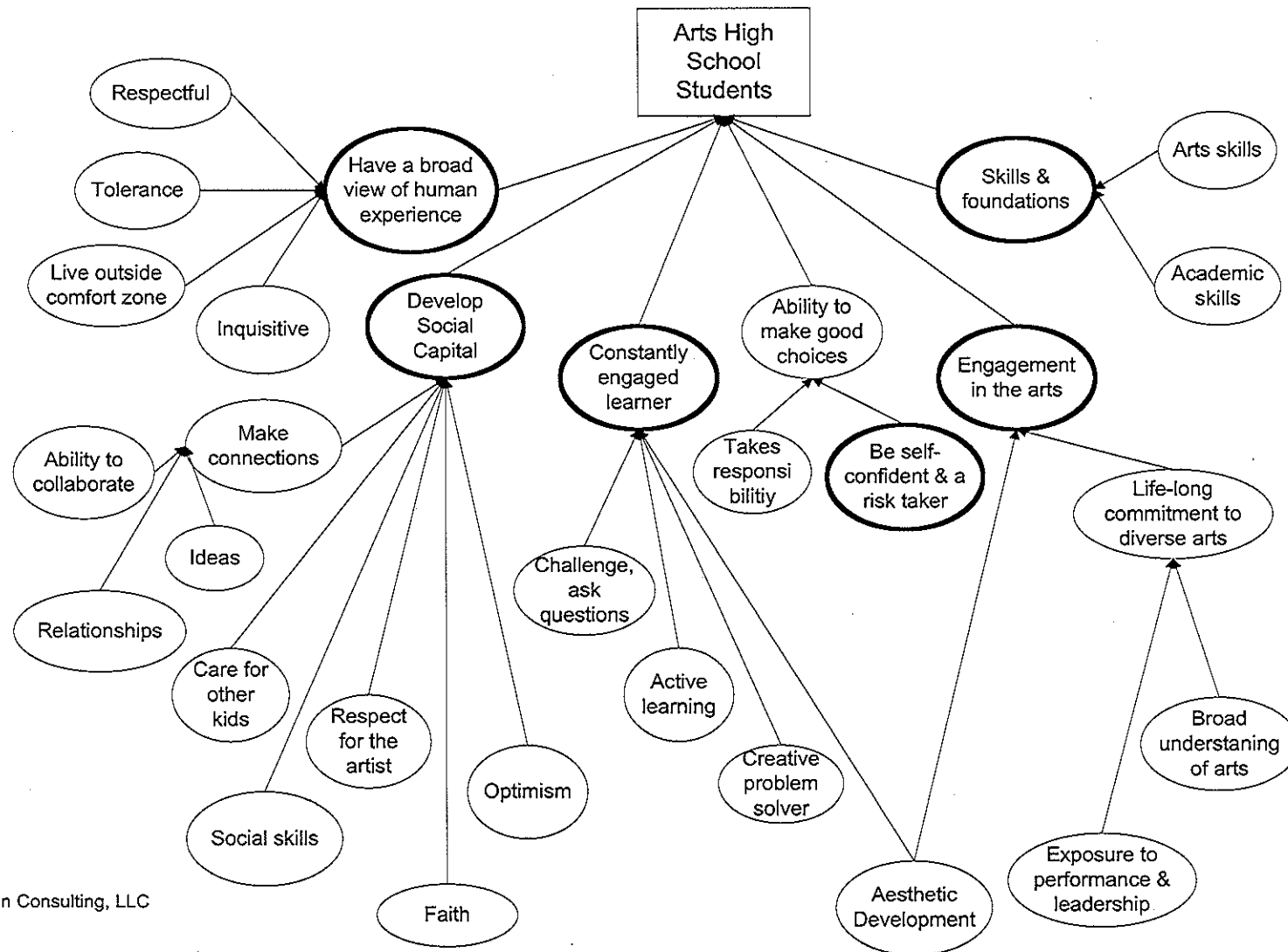
Phase I – Clarify Mission

- The Board, Directors and staff:
 - Specified mission objectives in an objectives hierarchy
 - Captured value drivers and created scales with performance measures
 - Assessed weights, or priorities, via poker chip exercise

Mission Objectives for 2004-05 Budget



Advance Learning for Arts High School Students



Advance Learning for Arts High School Students

10 BEST

- < 75% of students continue to practice or make art after graduation
- < 98% or more of students meet graduation standards
- < 2% or less have a school probation
- < 98% or more have at least 1 close adult relationship at school
- < More than half of the PCAE staff practice or make art
- < More than half PCAE staff pursue post-employment certificates or advanced degrees

5

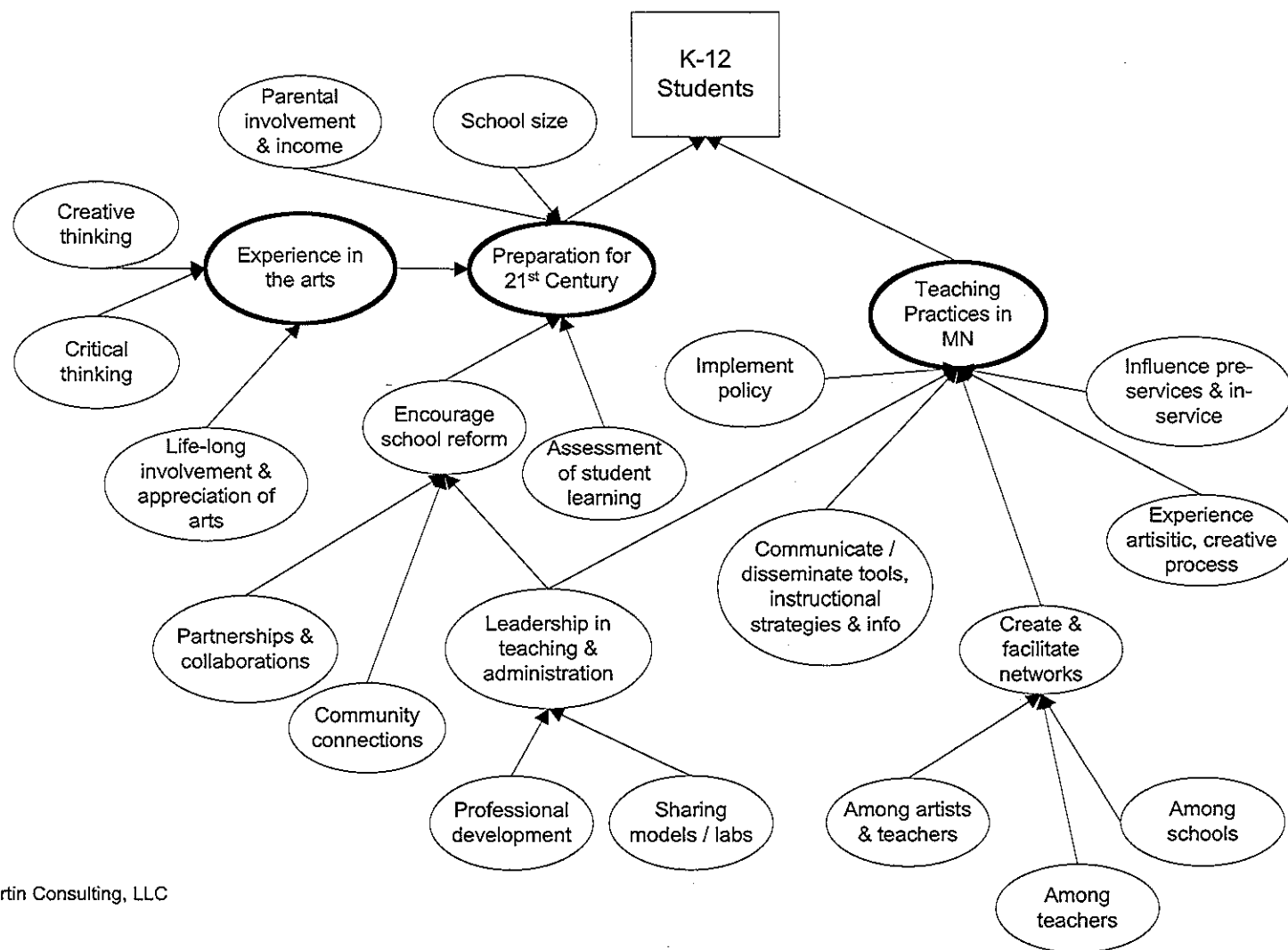
- < 60% of students continue to practice or make art after graduation
- < 85% of students meet graduation standards
- < About 10% have a school probation
- < 90% have 1 close adult relationship at school
- < Arts specialists and some other PCAE staff members practice or make art
- < Some PCAE staff members pursue post-employment certificates or advanced degrees

1 WORST

- < 40% of students continue to practice or make art after graduation
- < 70% of students meet graduation standards
- < 15% or more have a school probation
- < 80% have 1 close adult relationship at school
- < Only the arts specialists at PCAE practice or make art
- < Very few PCAE staff members pursue post-employment certificates or degrees

2002 score is 8

Advance Learning for K-12 Students Statewide



Advance Learning for K-12 Students Statewide

10 BEST

- < 90% of students work with a practicing artist
- < 100% (850,000) meet arts standards in 2 art areas; 50% in 4 or more art areas.
- < 80% districts have specialists in 4 or more art areas.
- < 50% of students learn through on-going arts education partnerships and 50% of districts have arts partnerships
- < 10% (500) specialists participate in training that changes their teaching practice
- < 10% (6,000) generalists (non-specialists) have a meaningful arts education experience

5

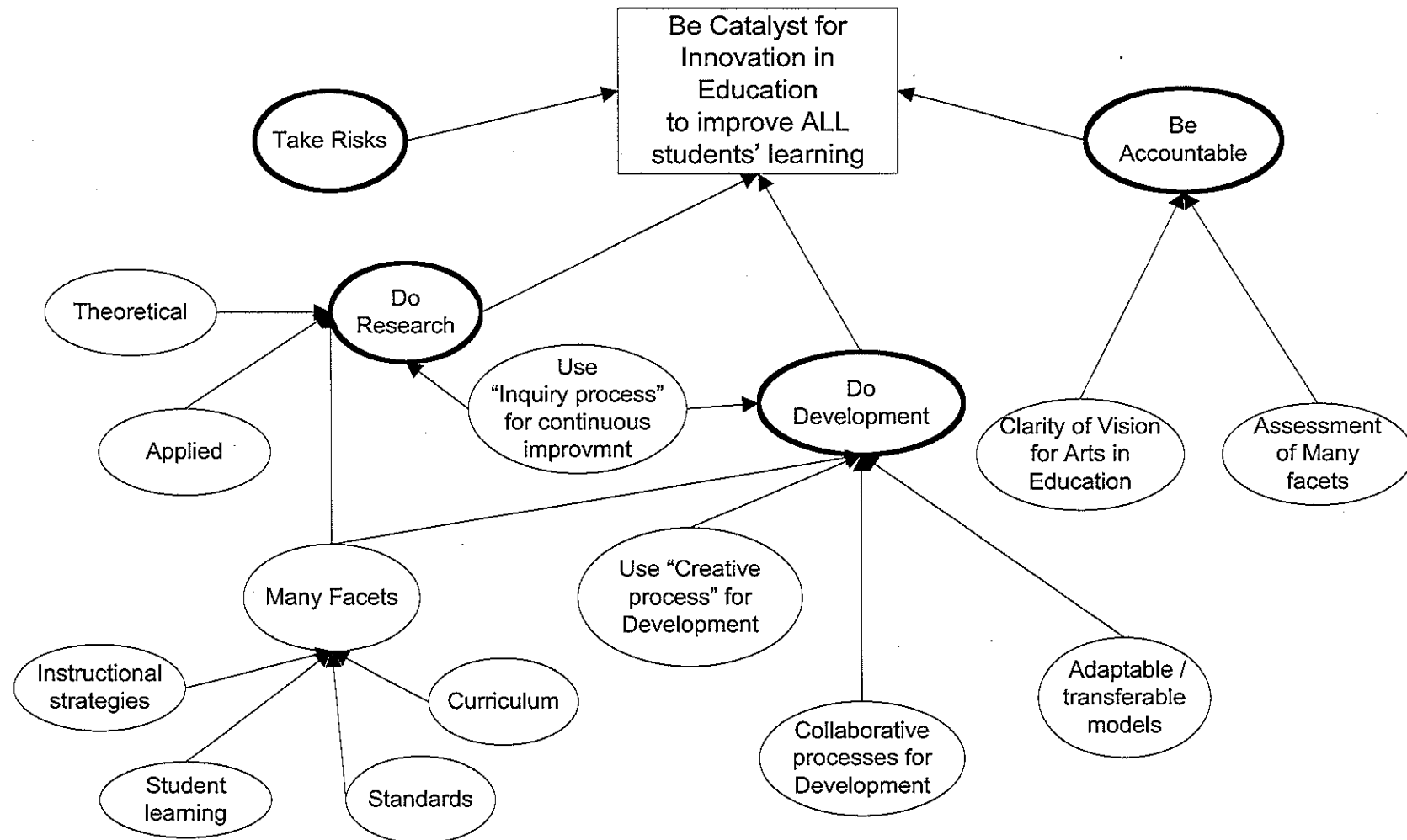
- < 50% students work with a practicing artist
- < 60% meet arts standards in 2 art areas, 5% in 4 or more, K-12
- < Some districts have specialists in 4 or more art areas. Most have them in 2 or fewer.
- < 30% districts have arts partnerships
- < 5% (250) specialists participate in training that changes their teaching practice
- < 5% (3,000) generalists (non-specialists) have meaningful arts education experience.

1 WORST

- < 20% students work with a practicing artist
- < 30% meet arts standards in 2 art areas, 5% in 4 or more, K-12
- < Most districts have specialists in 2 or fewer art areas. Some have none.
- < 10% districts have arts partnerships
- < 2% specialists participate in training that changes their teaching practice
- < <1% generalists (non-specialists) have meaningful arts education experience.

2002 score is 5

Catalyst for Innovation in Education



Catalyst for Innovation in Education

Scale

10 BEST

- < Multiple risks taken. Perpich Center staff, teachers & teaching artists report trying and reflecting on innovations in teacher practice and student learning
- < 20 case examples of “substantive” replication of PCAE programs, practices, etc. that relate to educational, comprehensive school reform design (in Minnesota, another state or another country).
- < PCAE “work” is adopted into state and district education policy and practice during the biennium.
- < PCAE shapes a vision of arts education.
- < PCAE receives a multi-thousand dollar grant in collaboration with another organization each biennium.

5

- < A few risks are taken.
- < 10 case examples of “substantive” replication.
- < Limited adoption of PCAE “work” into state or district education policy and practice.
- < A vision is sketched but not clear.
- < PCAE receives several mid-size grants each biennium.

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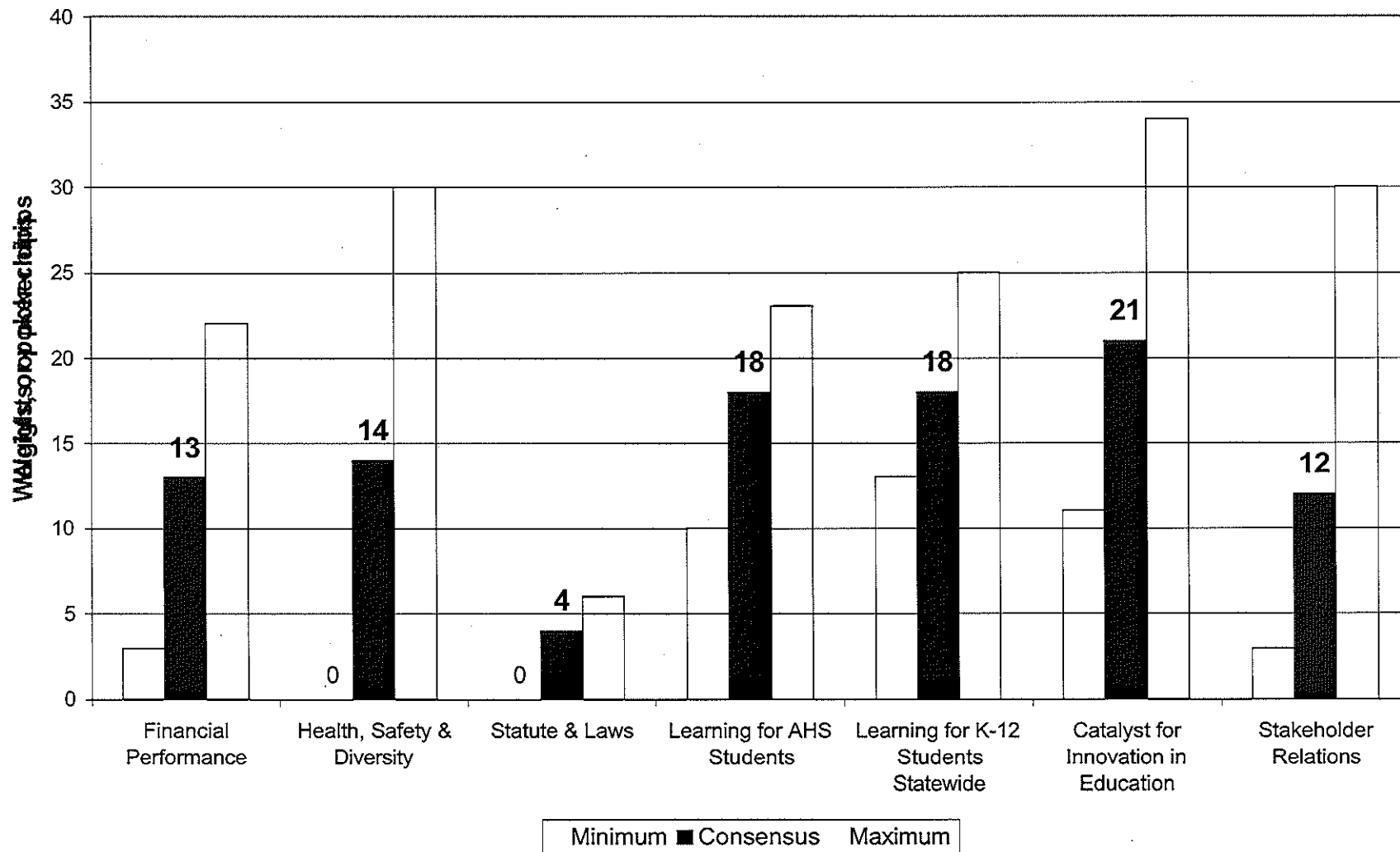
WORST

- < No risks are taken, status quo is maintained.
- < 0 cases of “substantive” replication. No one watches us.
- < PCAE fails to influence state or district education policy and practice in the biennium.
- < There is no vision of arts education.
- < PCAE receives no “major” grant in 4 years.

Poker chip exercise

- Two-hour session to debate tradeoffs among our mission objectives
 - Weights are policy judgments about what is important to PCAE and its stakeholders
 - Because we have multiple, competing objectives, we must make tradeoffs
 - Different individuals have different values
 - Process encourages discussion
 - Helps us to see other perspectives
 - Helps us to reflect on our own preferences and clarify them

Board's Consensus Weights, August 27, 2002



Phase II – Implement the Mission

- Directors and staff:
 - Assessed how our Program Areas help us achieve our mission with whatever dollars are available.
- What we did:
 - 5 Program Areas developed multiple funding case scenarios and assessed impacts of those on our objectives through a scoring process.
 - 2 large group meetings audited scores
 - 5 Program Areas reviewed their results and finalized scores
 - Directors reviewed results of logical framework

The five Program Areas

- Administration
- Arts High School and Residential Services
- Learning Resource Center
- Professional Development Institute
- Research, Assessment & Curriculum

Funding Cases – AHS & RS

Case 3, FY03- 15%AHS & no RS	Case 3.1, FY03 - 25%AHS & - 15%RS	Case 5, FY03- 9%AHS & no RS	Case 5.1, FY03 - 10%AHS & RS same	Case 6, FY03 - 5%AHS & RS same	Case 7, FY03 AHS & RS	Case 8, FY03 +6%AHS & +4%RS AHS and 1 Summer Institute
Academics with inter-disciplinary focus: Studio arts and Performing arts	Academics with inter-disciplinary focus and Residential week days only	Arts High School with 6 art areas, no Residential	Arts High School with 6 art areas and Residential week days only	Arts High School with 6 art areas and Residential week days & some weekends	Arts High School with 6 art areas and Residential week days & some weekends	
Interdisciplinary teaching, less arts specialization, fewer academic classes. Post- secondary planning & other student support programs (e.g., special ed & personal counseling) greatly reduced. Cut 6-7 FTE faculty & support staff from FY03. - \$ 400,000 No residency	Similar to case 3, add residential staff but cut additional school FTE's to balance budget. Statewide oporties open up for students but arts & academic options are further reduced. Class sizes in the 30's. Cut 10-12 FTE faculty & support staff from FY03. - \$740,000 Week day residency	Specialization in 6 art areas, fundamntl academic program (similar to regular HS), some inter- disciplinary arts and academics. 1 or less AP class. Larger class size, less remedial help and support than FY03. Cut 3-4 FTE's faculty & support staff from FY03. -\$ 240,000 No residency	Similar to case 5, add residential staff but cut a school FTE. Statewide opportunities open up for students but arts & academic options are further reduced. Cut 4-5 FTE faculty & support staff from FY03. - \$300,000 Week day & some weekend residency Statewide No transportation	Student services are improved over case 5 (i.e., post- secondary planning, personal counseling, special ed). Class size is reduced. Cut 1-2 FTE faculty & support staff from FY03. - \$100,000 Week day & some weekend residency Statewide No transportation	Current arts, academic and support programming is in place. FY03 staffing is maintained. Week day & some weekend residency Statewide 2 vans, 2 routes each Outreach with PDI and RAC	Run one 2-week institute for 150 students (\$40,000 for teacher, supplies, dorm costs) Add 2 FTE's for fulltime nurse, internship coordinator, grant writer & additional dorm help (1 position could fulfill more than 1 role) Week day & weekend residency Statewide more transportation Summer institute for middle school students, collaborate w/ U of M
9 districts No transportation	Statewide No transportation	Metro-wide No transportation				
Very limited outreach with PDI and RAC	Very limited outreach with PDI and RAC	Some minimal outreach with PDI and RAC	Some minimal outreach with PDI and RAC	Less outreach than today		

Funding Cases – RAC

	Case 1 (\$250) -30 %	Case 3 (\$285) -20 %	Case 5 (\$320) -10 %	Case 7 (\$353) Same as FY 03 same as today	Case 9 (\$390) +10 % (+\$37)
A. Assist Department of Children, Families & Learning (DCFL) with development and implementation of state and national arts education standards for student learning and teacher competency	Limited capacity to represent school and district perspectives	Less ability to represent authentic school and district perspectives	Somewhat reduced ability to represent authentic school and district perspectives in policy development		
B. Manage statewide Arts Best Practice Network and regional Best Practice Networks (research and development of best practices)	\$20,000 No consultants No Video taping No publications Electronic network, no meetings 3 FTE (\$223,000) No Ed Spec I	\$50,000 limited consultants 1 meeting at Center No video taping No publications 3 FTE (\$223,000) No Ed Spec I	\$60,000 some consulting 2 meetings at Center produce 1 video tape, available for purchase only reduce publications 3 FTE (\$223,000) No Ed Spec I	\$85,000 consultants and 3 meetings per network, at least 1 offsite mtg. per network 4-5 videos produced, disseminated to all dists publications developed 3 FTE (\$223,000) No Ed Spec I	
C. Develop and disseminate innovative resources: arts curriculum frameworks, model assessment processes and instructional tools and strategies to inform educational practices	No hard copy publications - can't bring in teachers so there is less development	\$4,000 1 Newsletter with very limited distribution	\$10,000 1 Newsletter 1 Brochure Research briefs No other publications	\$15,000 1 Newsletter Research briefs 2 Brochures CD Rom on Interdisciplinary learning	\$37,000 Development of Phase I - revision of Arts Curriculum Framework
D. Collect, organize and disseminate arts and education research; support teacher research	No teacher research	No teacher research	\$5,000 Limited assistance, metro pilot	\$15,000	
E. Collaborate with higher education to advise on major research studies in arts education and support conferences that explore compelling research in the arts and education	No research-based conferences	No research-based conferences	\$5,000 Collaboration 1 research based conference	\$5,000 Collaboration 1 research-based conference	
F. Provide leadership for policy development related to the arts in education	No state or national travel and collaboration	\$1,000 No national work, limited state travel	\$4,000 for state and national travel and collaboration	\$5,000 for travel and work at state and national level	
G. Staff Development	No staff development	No staff development	\$4,000 Limited Staff Development	\$5,000	

The Scores (impacts on objectives)

Area of Center #	Area of Center	Area Abbreviation	Funding Cases	Total 2004-05 Budget COST	Cost Impact on other Areas of PCAE	Health, Safety & Diversity	State & Laws	Learning for AHS Students	Learning for K-12 Students Statewide	Catalyst for Innovation	Stakeholder Relations
1	Administration	Adm	Case 1 - FY03 -30%	\$1,540	\$75	2	3	4	3	4	3
		Adm	Case 3 - FY03 -20%	\$1,760	\$45	3	6	6	4	5	5
		Adm	Case 5 - FY03 -10%	\$2,000	\$15	4	8	8	5	6	6
		Adm	Case 7 - FY03	\$2,194	\$0	5	9	8	5	6	7
		Adm	Case 9 - FY03 +10%	\$2,420	\$0	6.1	9.5	8	5.5	6	8
2	Arts High School & Residential Services	AHS	Case 1 - Urban Arts -80%AHS	\$550	\$0	1	6	1	1	1	3
		AHS	Case 2 - PM Arts -30%AHS	\$1,800	\$0	1	6	1.5	3	1	3
		AHS	Case 3 - FY03 -15%AHS noRS	\$2,300	\$0	1	6	2	3	1.5	3
		AHS	Case 3.1 -25%AHS -15%RS	\$2,450	\$0	1	7	2	3	2.5	3.5
		AHS	Case 5 - FY03 -9%AHS noRS	\$2,460	\$0	1	8	3	4	3	3
		AHS	Case 5.1 -10%AHS+RS same	\$2,979	\$0	4.5	9	6	4	5	6
		AHS	Case 6 FY03 -5%AHS+RS same	\$3,179	\$0	4.5	9	7.6	4.5	5.5	7
		AHS	Case 7 - FY03	\$3,283	\$0	5	9	8	5	6	7
		AHS	Case 8 - FY03+6%AHS +4%RS	\$3,465	\$0	5.5	9.2	8.2	5.5	6.5	7.2
		AHS	Case 9 - FY03 +10%AHS +10%RS	\$3,640	\$0	6	9.4	8.2	6	7	7.3
3	Professional Development Institute	PDI	Case 1 - FY03 -30%	\$1,056	\$0	4	6	7	1.5	2	3
		PDI	Case 3 - FY03 -20%	\$1,207	\$0	5	8	7.5	2.5	4	5.5
		PDI	Case 5 - FY03 -10%	\$1,358	\$0	5	9	8	4	5.2	6.5
		PDI	Case 7 - FY03	\$1,509	\$0	5	9	8	5	6	7
		PDI	Case 9 - FY03 +10%	\$1,660	\$0	5	9	8	6.2	6.5	7.5
4	Learning Resource Center	LRC	Case 1 - FY03 -30%	\$109	\$0	5	8	4	2	3	6
		LRC	Case 3 - FY03 -20%	\$125	\$0	5	9	6	3	4	7
		LRC	Case 5 - FY03 -10%	\$140	\$0	5	9	7	4	6	7
		LRC	Case 7 - FY03	\$156	\$0	5	9	8	5	6	7
		LRC	Case 9 - FY03 +10%	\$172	\$0	5	9	8	6	6.5	7
5	Research, Assessment & Curriculum	RAC	Case 1 - FY03 -30%	\$250	\$30	4	5	7.5	2	2	3
		RAC	Case 3 - FY03 -20%	\$285	\$0	4	7	8	2.5	4	4
		RAC	Case 5 - FY03 -10%	\$320	\$0	5	8	8	4	5	5
		RAC	Case 7 - FY03	\$353	\$0	5	9	8	5	6	7
		RAC	Case 9 - FY03 +10%	\$390	\$0	5	9	8	6	7	8

TOTAL (FY 2003)

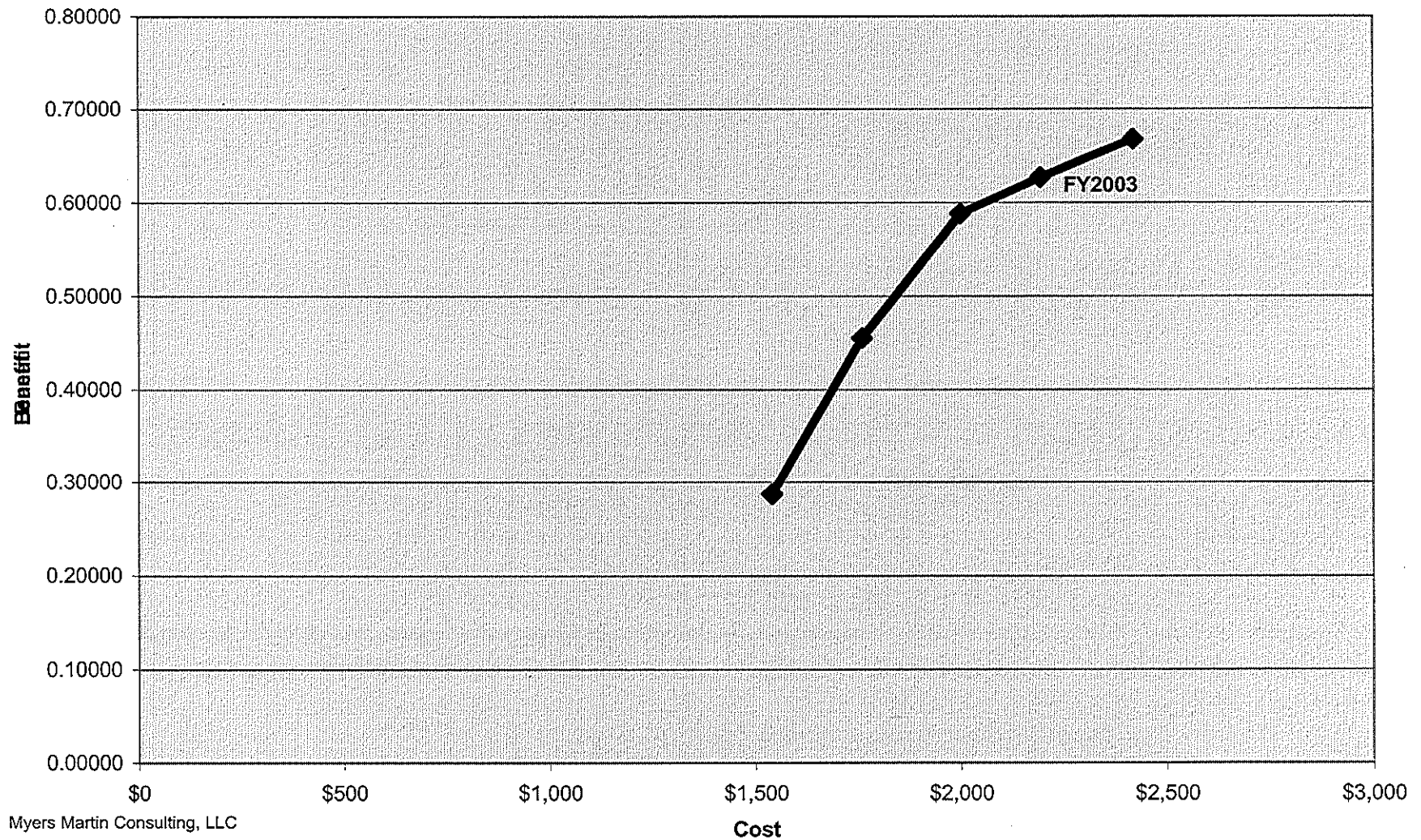
\$7,495

Results of logical framework for each Program Area

- Weights of each objective are combined with Scores on each objective's scale for every Funding case
to yield
- A composite measure of **Benefit** that can be compared with **Cost**

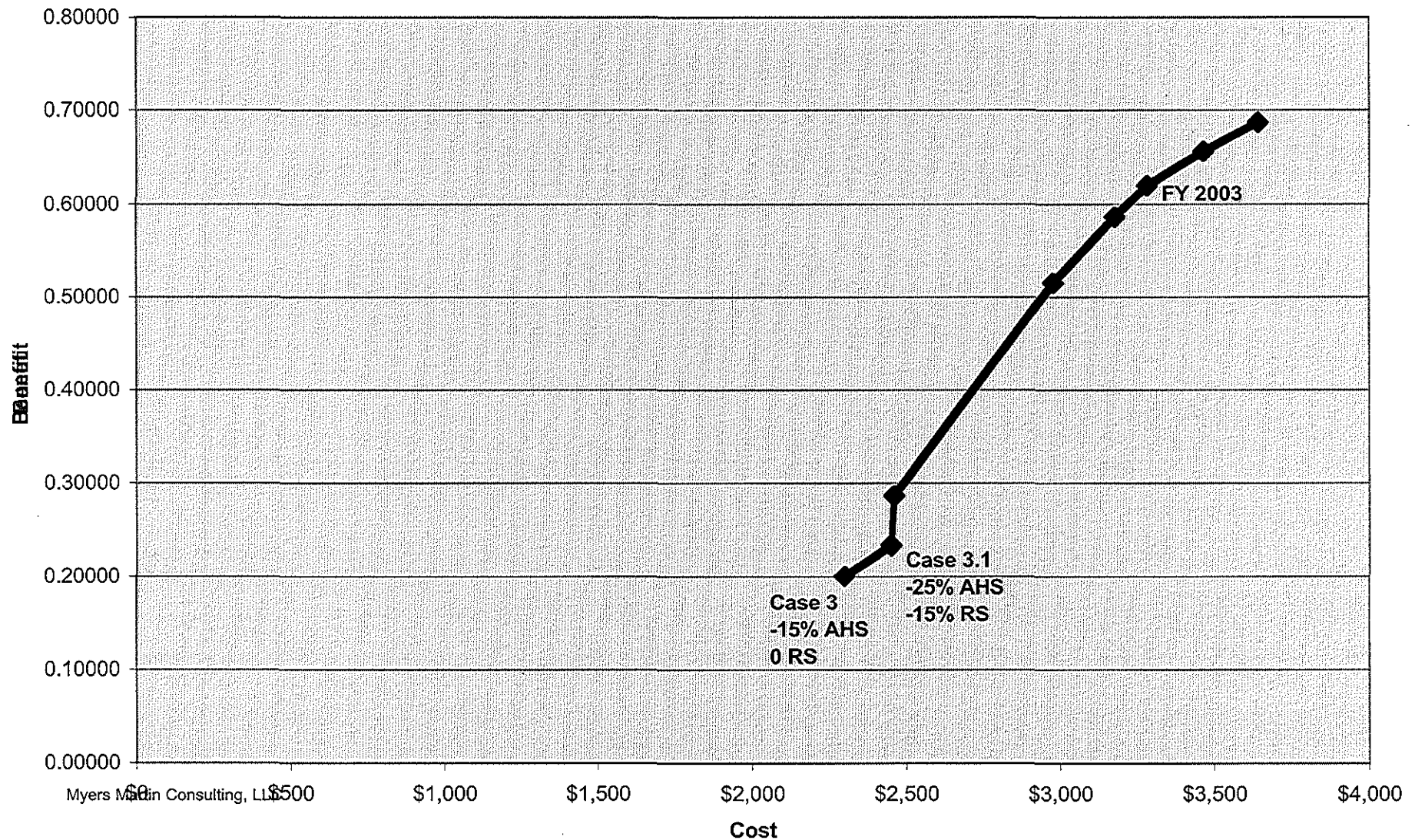
Benefit to Cost for Administration

Administration - Benefit to Cost



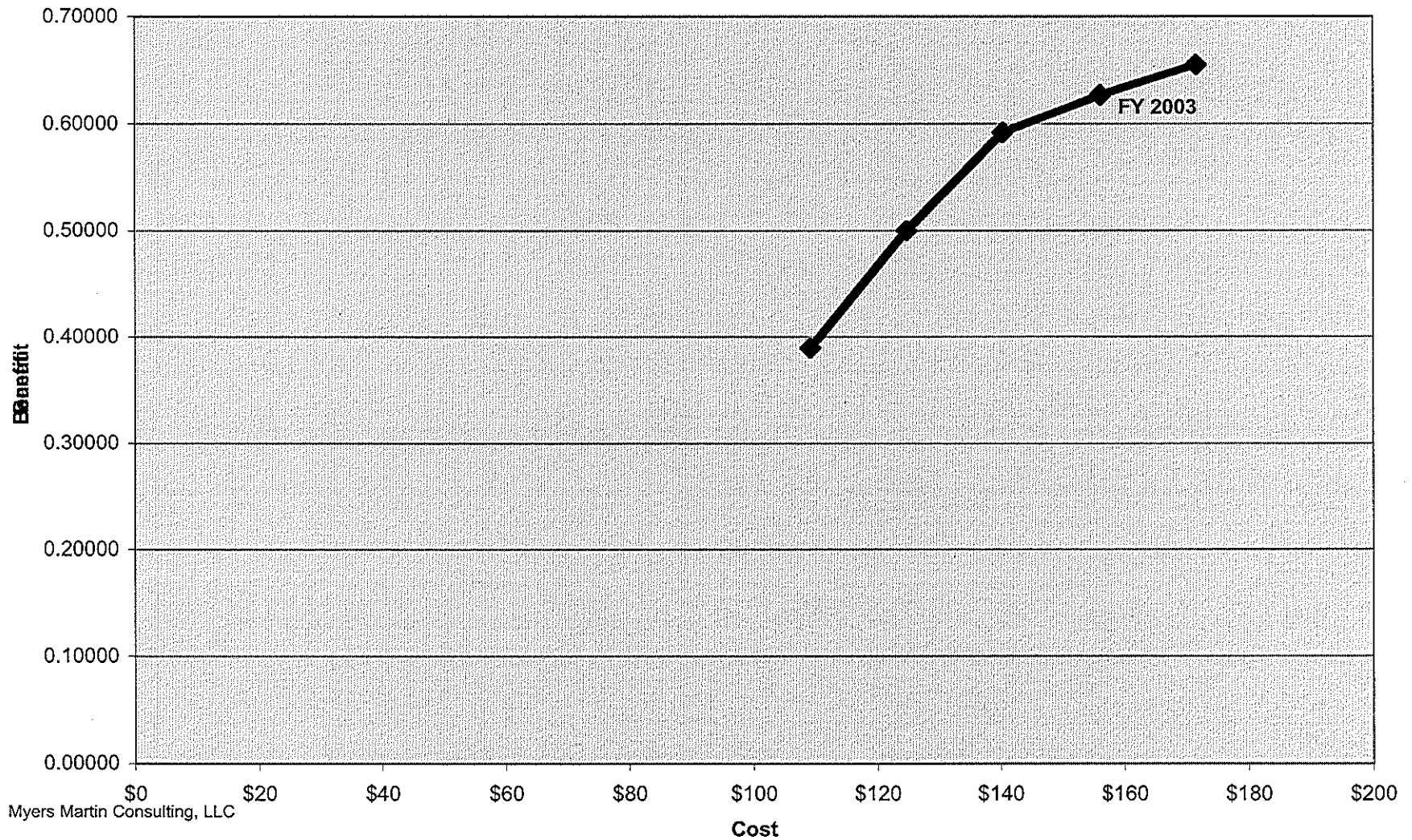
Arts High School & Residential Services

Arts High School & Student Services - Benefit to Cost



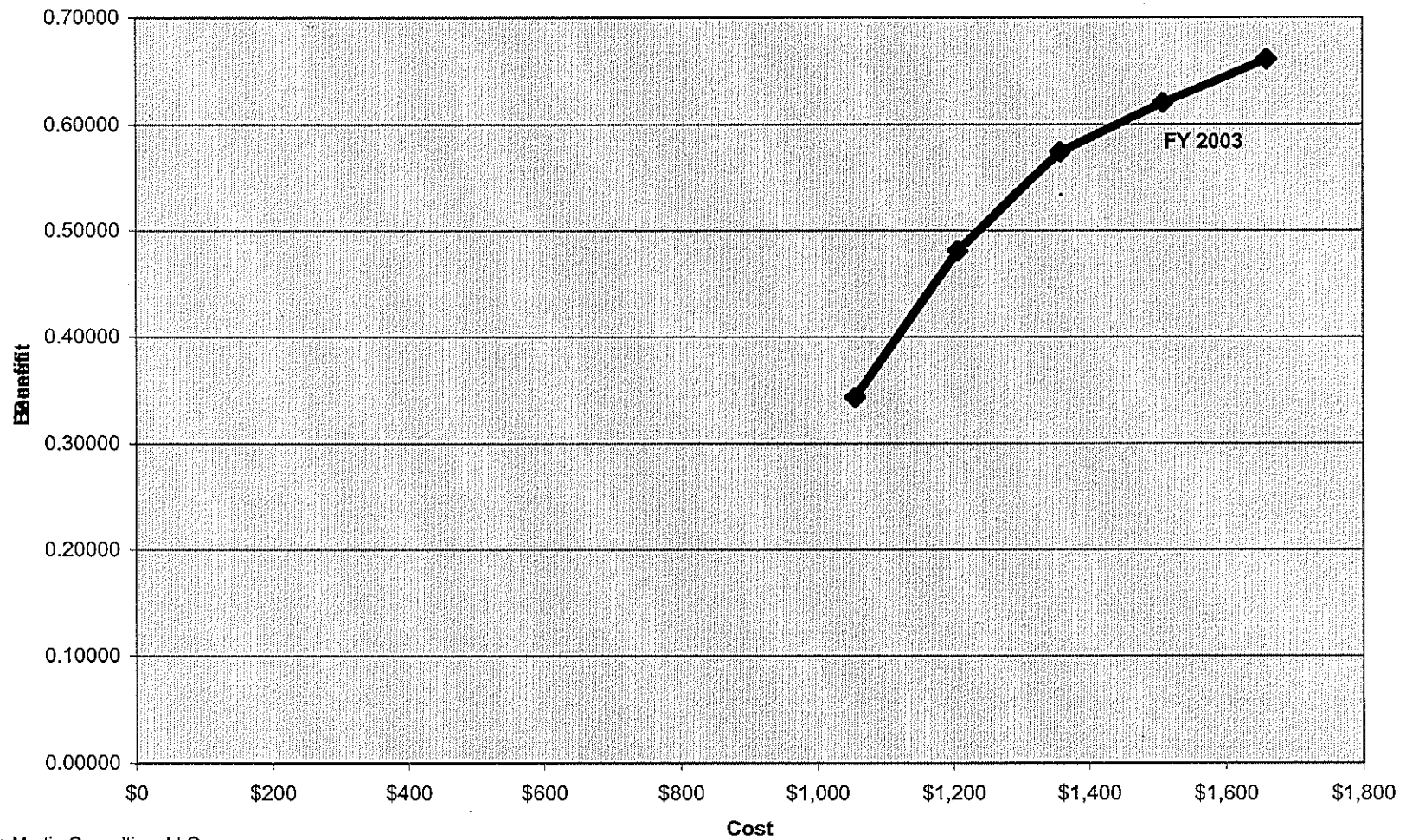
Learning Resource Center

Learning Resource Center - Benefit to Cost



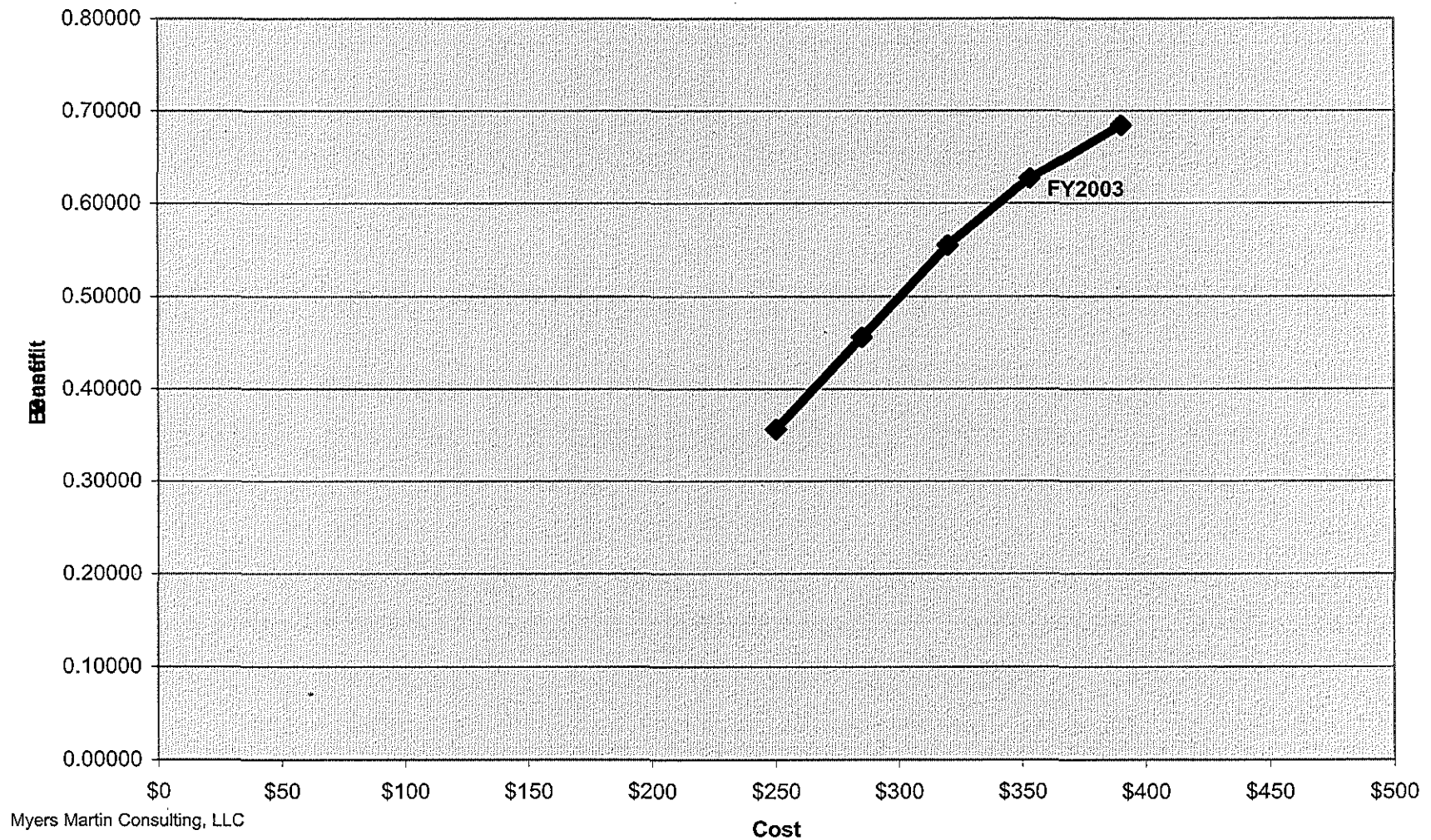
Professional Development Institute

Professional Development Institute - Benefit to Cost



Research, Assessment & Curriculum

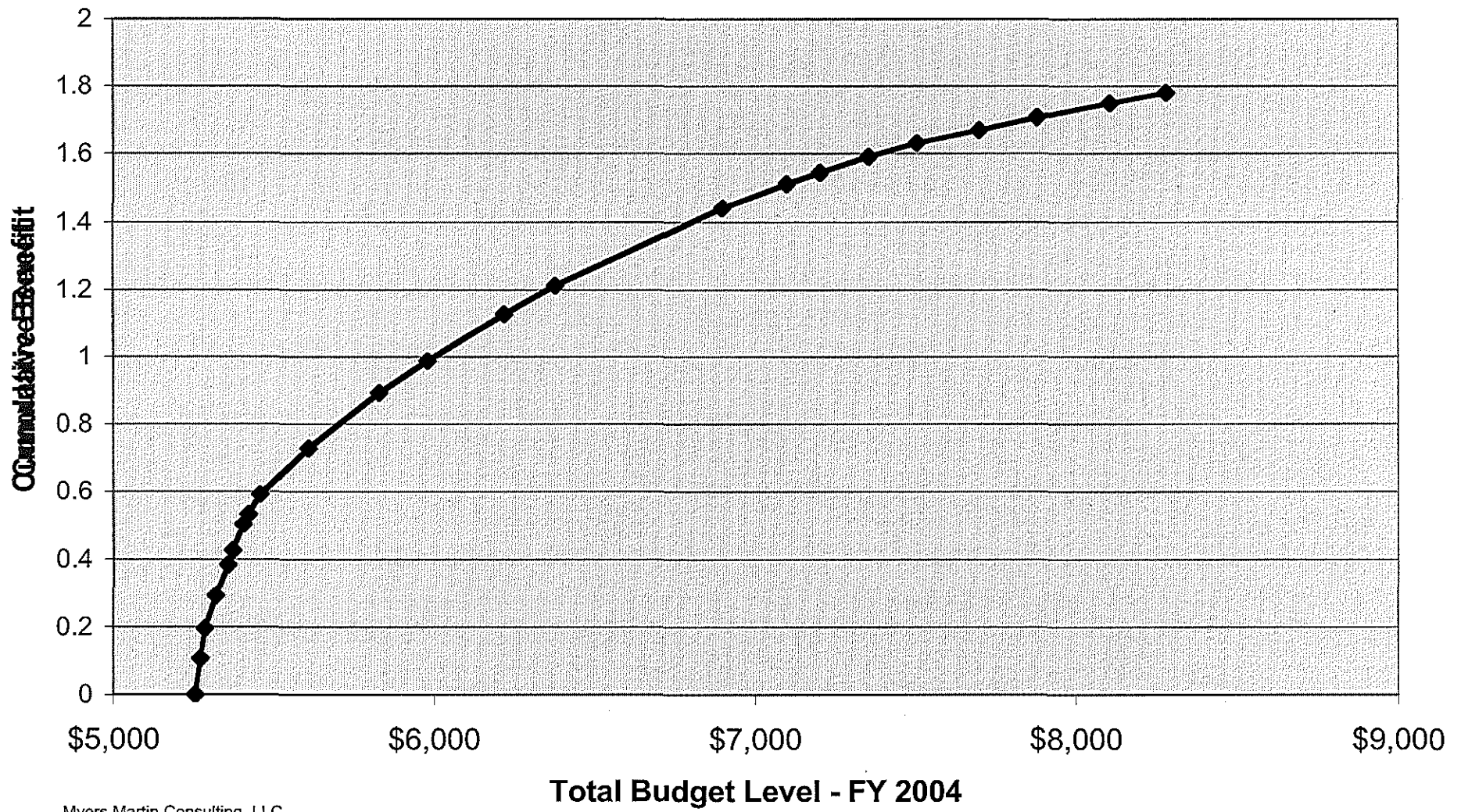
Research, Assessment & Curriculum - Benefit to Cost



Results of logical framework for Perpich Center for Arts Education

- Funding cases from all Program Areas are then ranked by declining overall Benefit-Cost
to yield
- A table and graph that identifies, for any available Center budget, the allocation of resources across Program Areas that maximizes total benefit.

Perpich Center for Arts Education Benefit to Cost Curve



Ranking

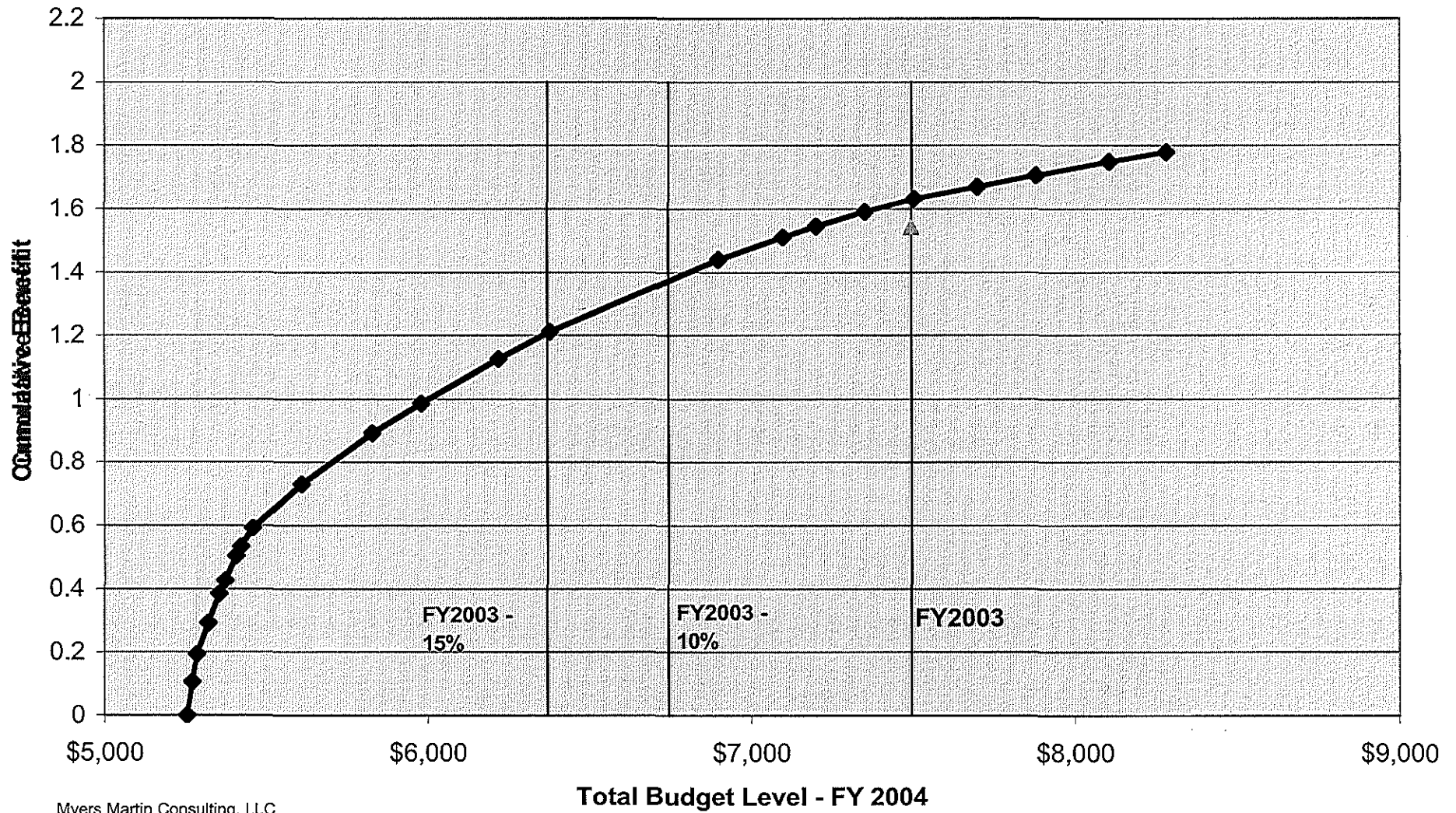
Level	Area	Case	Incremental Cost	Incremental Benefit / Cost	Cumulative Cost
1	Adm	Case 1 - FY03 -30%	\$1,540		
1	AHS	Case 3 - FY03 -15%AHS noRS	\$2,300		
1	PDI	Case 1 - FY03 -30%	\$1,056		
1	LRC	Case 1 - FY03 -30%	\$109		
1	RAC	Case 1 - FY03 -30%	\$250		\$5,255
2	LRC	Case 3 - FY03 -20%	\$16	6.840659	\$5,271
3	LRC	Case 5 - FY03 -10%	\$16	5.622711	\$5,286
4	RAC	Case 3 - FY03 -20%	\$35	2.788776	\$5,321
5	RAC	Case 5 - FY03 -10%	\$35	2.644898	\$5,356
6	LRC	Case 7 - FY03	\$16	2.610289	\$5,372
7	RAC	Case 7 - FY03	\$33	2.343864	\$5,405
8	LRC	Case 9 - FY03 +10%	\$15	1.905197	\$5,421
9	RAC	Case 9 - FY03 +10%	\$37	1.596884	\$5,458
10	PDI	Case 3 - FY03 -20%	\$151	0.912015	\$5,609
11	Adm	Case 3 - FY03 -20%	\$220	0.744535	\$5,829
12	PDI	Case 5 - FY03 -10%	\$151	0.621003	\$5,980
13	Adm	Case 5 - FY03 -10%	\$240	0.579676	\$6,220
14	AHS	Case 5 - FY03 -9%AHS noRS	\$160	0.532589	\$6,380
15	AHS	Case 5.1 -10%AHS+RS same	\$519	0.440987	\$6,899
16	AHS	Case 6 FY03 -5%AHS+RS same	\$200	0.356786	\$7,099
17	AHS	Case 7 - FY03	\$103	0.325938	\$7,202
18	PDI	Case 7 - FY03	\$151	0.304168	\$7,353
19	PDI	Case 9 - FY03 +10%	\$151	0.269413	\$7,504
20	Adm	Case 7 - FY03	\$194	0.200273	\$7,698
21	AHS	Case 8 - FY03+6%AHS +4%RS	\$182	0.199081	\$7,881
22	Adm	Case 9 - FY03 +10%	\$226	0.184080	\$8,107
23	AHS	Case 9 - FY03 +10%AHS +10%RS	\$175	0.175468	\$8,282

Less 15% \$6,371

Less 10% \$6,745

All Case 7's \$7,495

Perpich Center for Arts Education Benefit to Cost Curve



Perpich Center's budget

- The budget submitted to the state differs from the framework's recommendation
 - The MODA process is a tool to help decision makers, it does not make the decision.
 - We worked for 80% accuracy in the objectives, scales, funding cases and scores.
 - Practical aspects, such as contracts, prevent implementing all funding case scenarios.

How process helped us cut 10% and still hold to our mission

“The step-by-step process of doing one thing at a time helped us be more objective.”

“The scales development was the most clarifying part and helps us operate with standards.”

“We listed objectives that are difficult to measure.”

“The model forced an appropriate level of detail and helped us think critically and strategically.”

“It caused us to generate new ideas.”

“The sharing between areas connected resources with programs unlike we have done before.”

“It gives us a picture, beyond a quantitative analysis, by bringing forth a lot of voices.”

Next Steps

- If we have to make more cuts, we can use this process to help us:
 - Decide what programs to cut
 - Show the impacts to our mission
- Lessons Learned
 - “We need a better understanding of the scales.”*
 - “We need more work on the scales.”*
 - “We need more data to support our judgments in the scoring process.”*
 - “We need to re-visit inter-relations within and between the Program Areas.”*

Handout @ Full Board meeting
5/13/04

Thomas J. Triplett
112 Western Avenue North
St. Paul, MN 55102
Tom.Triplett@comcast.net

April 8, 2004

David Flannery
Interim Executive Director
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422


Dear David:

Enclosed please find my final report to you and an invoice. Re the latter, I note \$4900 as the billable amount. I recall that we had agreed on a number less than \$5000, but I do not remember the exact figure. If you recall a different number, please use yours.

On the report, I have incorporated your suggested changes. Thank you again for those. Also, I have used an estimated statewide average secondary school expenditure amount (\$9000 per WADM) rather than the average elementary-secondary number (\$7600) used in the draft. The net impact of this change will be to maintain a higher state commitment to AHS funding. This in turn means less reliance by AHS on student fee increases and donations. The state funding will gradually decline through 2008 under my recommended funding model, but the initial state appropriation number for 2005 is higher. This result is desirable from the Center's perspective.

I have enjoyed this project very much. If you need me to meet again with your board or to help carry your message to the Legislature in the future, I would be happy to do a limited amount of that without additional compensation. Let me know.

Sincerely,



Tom Triplett

PS I just heard that you have joined the Board of Trustees of CVA. Congratulation!
And thanks for helping to keep that wonderful institution strong.

THE PERPICH CENTER FOR ARTS EDUCATION

- AND ITS -

ARTS HIGH SCHOOL

SUGGESTIONS FOR ALTERNATIVE REVENUES

**BY
THOMAS J. TRIPLETT
CONSULTANT TO THE CENTER**

APRIL, 2004

I. INTRODUCTION

The Perpich Center for Arts Education (PCAE) is an agency of the State of Minnesota. It was created by state law in 1985 to provide both a state high school for the arts and an arts education resource center. Its mission is "innovative public education centered in the arts." Since its creation, PCAE has graduated more than 2000 students from the high school and has provided arts education services to more than 15,000 teachers, artists and other persons interested in arts education in 750 communities in the state.

A. Funding History

The Perpich Center has been funded primarily by line-item legislative appropriations. The Legislature gave the Center \$6.8 million for the year ending June 30, 2004, and the appropriation will drop to about \$6.4 million for the following year. The state funding reached its high point at \$7.8 million in FY03. The appropriations are undesignated line-items; that means that the Center's leadership is free to allocate the appropriation among its various activities.

As the appropriation has declined, PCAE has attempted to replace most or all of the lost state dollars through expenditure reductions and other revenue sources. The new sources include student fees, earned income, and grants and donations. The effort to replace these lost funds has been partially successful. The Center has trimmed costs and made progress in diversifying its revenue sources, but all non-legislative appropriations still total only 9% of Center revenues. The prospect of further cuts in state funding prompted the leadership of PCAE to commission this study of alternative revenue sources as a component of the Center's strategic financial planning.

B. Arts High School Funding

The focus of this study is funding for one part of the Center's operations -- the Arts High School (AHS). Slightly less than one-half of Center funding goes to the school, and the school's revenue system poses some of the greatest risks and opportunities for PCAE. A few of the ideas contained in this report will apply to other parts of Center operations, but the thrust of the recommendations are directed to the Arts High School.

It is important to note that it is not always easy to allocate costs between AHS and the remainder of Center programming. For instance, the amount of Center administration's time spent on the school varies from year to year. AHS and non-AHS Center staff often share functions and facilities. Finally, AHS faculty and staff often have part of their work and time diverted to non-AHS programming. This interchange between AHS and other programs is good policy, but it does make calculations somewhat difficult.

As discussed later in this report, the current funding model is likely the best one for the Center and AHS. However, it is likely that the Legislature will eventually move away from this current model, and doing so will pose risks for the Center's future financial viability. It is therefore useful for the Center leadership to consider alternative models. A failure to plan ahead for options is far too risky for PCAE.

In developing a recommended alternative revenue model, two interrelated but distinct issues must be resolved:

1. Is it appropriate and desirable for AHS to expend as much as it does per student?
2. If so, what is the most appropriate alternative revenue model for AHS?

The focus of this study has been on the revenue side of AHS operations. It is beyond the scope of this project to attempt to analyze expenditures in any depth. It is assumed that the Center's board and staff will continuously review all Center expenditures, not just those of the Arts High School.

C. Study Process

Preparation for this project began in the late spring of 2003. The Legislature had just adjourned, and it became clear to Perpich Center leadership that future efforts might be made to alter the current funding model. PCAE Interim Executive Director David Flannery engaged a consultant to evaluate alternative funding models. Various Center staff participated in this project, and the consultant met with the Board's Finance Committee on several occasions. Major draft findings and recommendations were presented to the Center's Board of Directors on March 11, 2004.

Frequent use is made throughout this report of numerical data. Most of those numbers are approximations and estimates. Further research and analysis will be needed by PCAE staff to finalize those numbers. For the purposes of this report and the accompanying *pro forma* spreadsheet, however, the approximations and estimates are adequate.

II. THE COST ENVIRONMENT FOR AHS

This chapter explores the context for consideration of alternatives to the current financing model for the Center and AHS.

A. Funding Disparities

One of the factors that may drive legislative change is the disparity in per student funding at the Arts High School compared to other Minnesota public high schools. Cost calculations vary year-to-year at AHS due to enrollment fluctuations and changing allocation of costs between AHS and other Center activities. Nevertheless, it is clear that it costs more to educate an AHS student than it does to educate most other Minnesota public high school students. Center staff estimated that based on an enrollment of 300 in 2002-03 the per student cost in that year was about \$11,400. This compares to a statewide average cost of approximately \$9,000. AHS therefore spends \$2,400 or 27% more per student than is spent by the average district.

Some districts spend much more than \$9,000 per student, and a handful – mostly urban districts – spend more than AHS. Invariably, however, that higher spending is driven by student populations with high levels of special needs for which state reimbursement is provided. Higher spending is also often driven by local voters who choose through the referendum process to spend more than they are reimbursed from the state's school finance system.

B. Higher Arts Curriculum Costs

Data compiled by AHS staff highlight the additional expenditures required to provide the unique quality education to AHS students. By and large, this collection of extra costs drives higher overall spending at AHS.

Smaller class sizes are absolutely essential in studio art programs. Teachers are required to have significant one-on-one contacts with students during the studio sessions. In addition, most studio activities require special equipment, software and copyright licenses, and/or consumable products. Finally, quality education in the arts requires frequent access to local artists and performers.

While many local school districts in the state provide arts programming, none provide the range, depth and intensity of arts programming offered at AHS. The following are examples of these additional costs from the arts programs.

- Visual arts training is provided in all the major disciplines including high cost ones such as printmaking, papermaking, sculpture, graphic design and jewelry.
- Music training at AHS has the usual vocal and instrumental programming available at many state high schools, but it is offered at a much higher level of intensity and with extensive private or small group lessons. Special programming is offered in composition (including electronic) and recording.

- Theatre arts stress creation, performance, and production in multiple performance environments. Staging of performances are at AHS and in other professional venues.

Because of the unique learning environment and techniques required in AHS arts programming, class sizes at AHS average about one-half the size of studio classes in most public high schools in the state. Using the statewide average funding model, this class size differential translates into extra per student costs of approximately \$2000 per year. In addition, AHS staff estimate that the additional non-staff program costs associated with the unique AHS arts education model adds another \$640 per student. Together, these additional program costs are estimated at \$2640 per student.

C. Higher Student Support Costs

For whatever reasons, art students tend to experience higher rates of mental health issues than do other high school students. This does not mean that AHS has a higher rate of "special ed" students than would otherwise be expected. About 8-10% of AHS students have formal individual education plans (IEPs) required for students with qualifying physical or mental issues. According to Department of Education standards, this percentage is typical for high school students generally in the state.

Many of the problems encountered by AHS students do not fall within the formal special education definitions. For instance, staff estimate that about 30% of AHS students experience depression-related problems or chemical abuse. The school has not attempted a formal study of the reasons for these rates, and to a large extent these issues are experienced at many art-intensive programs and are not unique to AHS. Some research has attributed the variety of mental health issues experienced by these students as reactions to unsatisfactory experiences in their prior schools.

AHS staff are attempting to quantify the costs associated with these special challenges. At a minimum, the issues are principal drivers behind the hiring of four counseling and social workers on the AHS staff. More data is needed to accurately quantify these extra costs, but a reasonable estimate is that it costs about \$500 more per student per year beyond what would be expected for such costs in a traditional high school.

D. Residential Program Costs

140 AHS students are from outside the Metro area and live in the school's dormitories. Staff are re-calculating the costs of the residential program, but recent estimates place that cost at about \$5300 per student. Residential students' families pay about \$2400 per year to cover those costs, and there is a financial assistance plan to help families who cannot afford that fee. Residential program costs not covered by the fees are borne by the school's general operating fund. This general fund expense for non-reimbursed residential program costs is about \$1400 per student for all students, whether or not they are in the residential program.

AHS leadership is sensitive to the issue of geographic representation of school students. Almost two-thirds of students now come from the Metro area and commute to and from their homes. The Center hopes to increase the number of non-Metro students at AHS. However, this recruiting effort may be imperiled by attempting to collect more of the residential program costs from participating families.

E. Other Costs

There are additional costs unique to an AHS education. Principal among these are costs associated with the special infrastructure needs – e.g. extra building space and utilities for studios and performance areas, and the special exhibit and storage space required for arts programs. AHS staff are calculating these costs, but a reasonable estimate for these extra infrastructure and miscellaneous costs is \$500 per student. Finally, AHS has student recruitment costs typically not borne by other public high schools other than charter high schools. These total about \$300 per student.

F. Summary

The above analysis suggests the major reasons why it costs more to educate an AHS student compared to the cost of educating a student at a traditional public high school. This is not to say that every “excess” cost at AHS is fully justified or that all AHS expenditures are cost-efficient. It is beyond the scope of this study to make such conclusions. But the data does support and explain why it costs more to educate an AHS student. The following chart summarizes these assumed additional costs on a per student basis:

Expenditure Item	Cost
Arts program instructional costs	2,000
Arts equipment and other non-staff costs	640
Student support programming	500
Non-reimbursed residential program	1,400
Infrastructure and miscellaneous	500
Student recruitment	300
TOTAL ASSUMED ADD'L COSTS	\$5,340

To emphasize again, the above \$5,340 in costs are *assumed* additional costs. These are costs that AHS could be expected to pay in order to account for the special characteristics of the school and its students as described above. These costs are not AHS *actual* costs. As noted at the outset of this chapter, AHS is actually spending only \$2,400 in additional costs. Through cost controls, AHS is able to provide its quality programming less expensively than might be expected. This differential will be further discussed in the concluding chapter.

III. FUNDING OPTIONS

The current PCAE and AHS financing model – an undesignated line-item appropriation supplemented by miscellaneous revenue sources – is in many ways the most desirable funding model. This model properly recognizes the primary role that the state has in funding this state agency. It leaves maximum appropriate discretion with the Center leadership to allocate the state dollars across its activities. It recognizes that as a state public school, AHS should not be expected to raise tuition or major fees from its students, nor should it be expected to raise significant contributed income in order to fund its basic operations.

The current funding model – desirable as it may be – may not be politically or financially viable into the future. With the state facing a continuing series of budget deficits, it is possible that the 2005 session of the Minnesota Legislature may alter the undesignated line-item appropriation. Legislators may be inclined to reduce funding even with the justifications provided in the last chapter. That possibility prompted this study.

No state government leader has yet proposed any significant alteration to the current model. And even if the governor or legislative leaders do make such a proposal, the broad public support enjoyed by PCAE may very well defeat any attempted alteration that would damage the Center. Nonetheless, the Center's leadership believes it is appropriate to be prepared – to have alternatives ready that can (1) best mitigate any harmful effects of legislative-imposed alterations to the current funding model and (2) provide future funding stability.

A number of funding alternatives were identified and evaluated in the course of this study. This chapter outlines the options considered and states the reasons why some were rejected or modified. The following Chapter IV then folds the desirable approaches into a single comprehensive approach to funding reform.

A. Basic State Education Formula

One of the most obvious alternative funding models is a simple transition to the funding formula that finances all “regular” public high schools in the state. This basic model has been developed and refined over the past 30 years.

Even after continuing refinements to the basic formula, major problems still exist. To remedy those issues, Governor Pawlenty recently named a panel to recommend a formula overhaul. The report from that group is due shortly, but no action is expected by the Legislature until the 2005 session. And given the many interests invested into the current system, passage of any sort of major overhaul is conjectural at best. Therefore, analysis of this Option A for PCAE assumes continuation of the current funding formula and does not attempt to anticipate any future law changes.

The existing formula is complicated – a situation necessitated by the need to accommodate the wide variety of education issues facing Minnesota schools and students. The formula begins with a basic per student allocation of money. Added to that basic allocation is special funding for situations such as:

- The number of English language learners (ELL) in the district
- The number and severity of needs of “special education” students in the district
- The number of students meeting federal qualifying standards for free and reduced lunches (and the degree of “concentration” of such students in individual schools)
- The relative population scarcity of the district (and consequent requirements for higher cost transportation)
- The age and condition of district buildings
- The number and type of referenda voted by the districts’ residents

Depending on how each district fares under the above factors, it could receive considerably more state and local aid than the basic formula would call for. But, AHS and its students do not fare particularly well under these additional standards. For example, only about 7% of AHS students qualify for free or reduced lunches. This compares to some metro districts having in excess of 70% of students qualifying. The Center’s buildings are relatively new, and there would be no additional funding for factors such as geographic scarcity or local referenda.

Staff at the state Department of Education helped calculate what AHS would receive with its current student body if it were funded pursuant to the formula that applies to all regular public high schools in the state. Under the state formula, AHS would have received total aid of about \$1,774,000 in FY03. This compares to the appropriation allocated to the school of approximately \$3,400,000. *Thus, if the current state formula were applied to AHS without modification, funding would be reduced by about 50%.* Such a dramatic reduction is inappropriate and inequitable and would cause severe trauma to Center programming.

B. Charter School Funding

A second possible model is to conform AHS funding to state funding for Minnesota’s public charter high schools. State Department of Education staff calculated how AHS would fare and, again, AHS would do poorly. Based upon current enrollment, AHS would receive \$1,772,000 – an amount virtually identical to the “regular” high school allocation and about 50% of the current appropriation allocation.

An additional reason to oppose charter school designation for AHS would be possible governance changes that would accompany the charter school model. Legislators may be tempted to treat AHS like a charter school for governance, and this would cause major disruptions in school operations. For both the funding and governance reasons, this Option B should be rejected.

C. Transfer of Funding from Home Districts

Minnesota was one of the first states to offer students the option of transferring to another school district. Titled the "Open Enrollment" initiative, the program was intended to assist students in finding academic programming more appropriate to their personal learning styles and interests. To facilitate such transfers, the legislation provides that the state aid portion of funding would transfer with the student to his/her new district. Such transfers also occur for students attending charter schools.

As applied to the Arts High School, state law could be changed to parallel the Open Enrollment program. The law would specify the transfer to AHS from AHS students' home districts their portion of education revenues. However, under current state law, the local districts do not receive state aids for AHS students in the first place. They only receive the student's proportional share of local option revenues. Transferring such local revenues to AHS would yield a very small amount and would likely engender significant antagonism from the local district. This option should therefore be rejected.

D. Student Tuition and Fees

As a public school, AHS has never charged tuition. It advertises itself as a "tuition-free two year program." To shift to a tuition basis will be a major policy and philosophical change for both AHS and PCAE, and it likely will prompt major revisions to the current legislative funding model.

Students are now assessed fees. Those who park their cars at the school pay a \$100 fee, and there is a \$200 student activity fee for all students. Miscellaneous fees total another \$200 on average. And as noted above, residential students pay \$2300 per year to cover about 45% of their actual costs.

Chapter II outlined the additional costs associated with the unique AHS academic and student support programs. All or part of these additional costs could potentially be charged back through increased student fees. Taken to their maximum, these fees for each student would total \$3940 (up from the \$500 typically paid now). In addition, the residential student fee would rise from \$2300 per year to \$5200. These maximum fees would generate \$1,490,000 for AHS or nearly the entire gap between the basic education formula funding and the actual cost of an AHS education. However, the burden on students and their families would be large.

Another approach might be to selectively increase fees. Examples of costs for which fee increases might be most easily justified would be the non-staff arts academic program costs and the additional student support costs. Together, these fees would total about \$1140 per year. Residential students might also be expected to pay a higher fee but something less than the full cost.

If fees are tied to actual program costs, one issue will be whether to charge each student based on the arts program in which they are enrolled. Under this approach, visual arts

students would pay more than dance students because their extra costs are higher. While this approach may be substantiated by AHS' actual costs, it is probably inappropriate to differentiate among classes of students. This approach is therefore not recommended.

If either tuition is charged or fees are substantially increased, provision should be made for those students unable to afford those amounts. Already AHS has an income-adjusted formula for the fees. Students and their families are advised each year that their activity and residential fees will be reduced if they qualify under federal National School Lunch and Breakfast Program income guidelines. If they do qualify, the fees will be reduced by as much as 100% for residential students whose families have very low incomes.

The NSLBP guidelines could continue to be used or AHS might want to consider alternative measurements. The state's Higher Education Services Office has provided AHS with formula guidelines HESO uses in its various support programs for Minnesota higher education students.

As currently structured, all fee reductions are subsidized from the Center's general operating dollars. There is no outside subsidy as there is for HESO financial aid (which uses both state and federal dollars) and NSLBP food programs (which uses federal dollars). In the future, PCAE may want to consider asking for legislative authorization to tap into the HESO program dollars to underwrite its fee subsidy programs.

In summary, charging tuition is not recommended for AHS. However, serious consideration should be given to significant fee increases to partially recoup additional program costs. If such fee increases are imposed, they should be coupled with expanded access to financial aid.

E. Grants and Donations

Since its inception, the Center has sought grants for a variety of program objectives. Almost always, these grants have been used for non-AHS programming. Examples of recent major grant funders are the McKnight and Annenberg foundations.

Although the reliance on grants and donations has historically been a very small part of overall Center revenues, it is conceivable that the Legislature may tell the Center to in essence "make-up all future state funding shortfalls with contributed dollars." This sort of legislative directive would be a mistake. As a public school, it is inappropriate to expect the Center and AHS to act like private schools in their financing. Also, the prospects for contributed revenues are limited, at least initially.

Grants for AHS programs may be difficult to obtain from traditional Minnesota sources for several reasons:

- Recent economic setbacks have forced most foundations and corporate funders to cut back their new grants or only give to their prior recipients.
- Few funders have K-12 education as a policy priority (although many support other initiatives for children).

- Funders are often reluctant to subsidize governmental entities; they tend to believe that public tax dollars should be used for such purposes.

Prospects for donations from individuals and businesses are somewhat better. Many K-12 schools in Minnesota in response to budget shortfalls have started to solicit donations from individuals and businesses. Private K-12 schools have long relied heavily on such contributions and have developed very effective fundraising programs. Some of these private school fundraising programs rival collegiate development programs in terms of dollars raised per student. But for public schools, it is too early to make solid estimates on the amount of money that could be raised. Those schools that have begun fundraising have yet to develop solid track records that could provide guidance to AHS.

Fortunately, AHS and the Center are not waiting for lessons from other public schools. Under the leadership of the Center's Executive Director and the PCAE Foundation, the Center has recently begun an aggressive fundraising program focusing initially on parents and alumni of AHS. One of the first uses for dollars raised is likely to be a scholarship program to help defray residential program fees. If other fees are raised significantly, the Foundation's scholarship program could also be extended to those commuter students whose families are challenged to pay the increased fee.

Another of the activities under consideration by the Foundation is an annual "gala" event. Such activities have proven to be very successful fundraising tools for institutions comparable to the Center and AHS. If done well, galas can:

- Raise significant money through activities like corporate sponsorships and silent auctions,
- Provide AHS students, staff and alumni with opportunities to show their accomplishments through performances and exhibitions at the event,
- Raise the visibility of the Center and the school in the general community, and
- Build strong relationships with key PCAE constituencies.

A downside to galas is that they invariably require significant staff and volunteer time to pull off. Rational budgeting of this time and resources is essential.

A major increase in fundraising of the scale needed for the Center will require the employment of in-house development staff. Those staff costs are built into the budget projections assumed in the new funding model summarized in Chapter IV and in the attached *pro forma* spreadsheet.

Increased fundraising is essential for the Center's future. Fundraising costs may outstrip dollars raised in the first year or two, but prospects are good for long-term returns. Regardless of the actual short-term impacts from these early initiatives, the Center's initial efforts at fundraising will seed the ground for future returns.

F. Earned Income

A final option for new revenues is the use of earned income. Typically this means charging entrance or participation fees for activities and services provided the general community. Under this approach AHS might charge for each and every student recital or art exhibition.

Opportunities for major new revenues in this realm are very limited. AHS already charges modest fees for some of its student performances. To charge more may limit the number of persons attending – a result that would be more hurtful for AHS than any foregone revenues. Because of the very limited opportunities for significant revenue gain and the downside of lost attendance, an expansion of earned income is not recommended.

G. Summary

Of the options considered in this chapter, four are *not recommended*:

- Adopting the basic state funding formulas for regular or charter high schools
- Transferring school revenues from AHS students' home districts
- Imposing tuition
- Increasing earned income

Two of the options *are recommended*:

- Significantly increasing student fees but coupling those increases with greater access to financial aid in order to soften the impacts on poorer students and their families
- Strengthening Center and Foundation fundraising

The following concluding chapter provides more specificity and detail on the recommended options.

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter brings together the observations and findings from the prior chapters into a recommended strategy for the Center and the Arts High School. Before discussing recommended changes, however, it is important to remember a fundamental precept of this project: *The current funding model for the Perpich Center with its reliance on an undesignated line-item appropriation is the most desirable funding option.*

All the revenue alternatives enumerated in Chapter III are less desirable options. Four are totally unacceptable while the two others could be recommended as alternatives to the current system. While the current model is likely the best, it is useful for the Center leadership to consider alternative models in the event the Legislature seeks funding alternatives.

In developing a recommended alternative revenue model, two interrelated but distinct questions were posed:

- A. Is it appropriate and necessary for AHS to expend more money per student than is expended by most other high schools in the state in order to achieve the school's quality goals?
- B. If so, what is the most appropriate alternative revenue model for AHS to provide the needed additional resources?

A. Spending Per Student

Chapter II noted that per student funding for AHS students is approximately 27% higher than the average for all other public high schools (\$11,400 vs. \$9,000). This disparity is not able to be explained by factors recognized in the state's funding formula, but it is explainable by two characteristics of AHS: higher costs attributable to an arts-intensive curriculum, and the special needs of AHS students.

The following table takes the *assumed* additional costs that were outlined in Chapter II and adds the average basic instructional program cost for all public high school students (PCAE and all others).

Expenditure Item	Cost
Arts program instructional costs	\$2,000
Arts equipment and other non-staff costs	640
Student support programming	500
Non-reimbursed residential program	1,400
Infrastructure and miscellaneous	500
Student recruitment	300
TOTAL ASSUMED ADD'L COSTS	\$5,340
Average basic instructional program	9,000
TOTAL ASSUMED COSTS	\$14,340

The results of this study suggest that the first of the two research questions be answered in the affirmative. *Higher spending per student is necessary given the characteristics of the Arts High School curriculum and its student body.*

But the above chart suggests a further conclusion: *the actual spending level at AHS (\$11,400) is about \$2940 less than would be assumed given those characteristics.*

Thus, Center leadership can accurately state to legislators: "Yes, we do spend more than most other districts, but we can justify that on the basis of our curricular and student support needs. And because we are cost-efficient, we actually spend 21% (\$2940) less than we would be expected to spend under this cost analysis."

All of this is not to say that every excess cost at AHS is justified or every expenditure is cost-efficient. It is beyond the scope of this study to make such findings. But it is clear as a general conclusion that AHS is fully justified in spending substantially more than state spending averages in order to provide the quality education needed and expected by AHS students.

B. Recommended Options

The above conclusions support the idea that the current funding model for AHS should be continued. But if the Legislature determines that future changes in that model are needed, then a revised funding model should be developed that preserves the quality of AHS programs. Chapter III sets forth a range of possible components for a revised revenue model, and the following table summarizes those components and their recommended treatment.

Revenue Change Idea	Recommended Response
A. Adopt state financial aid formula for traditional public schools	Avoid wholesale adoption because of resulting major funding cut to AHS, but use the formula as a reference point for other revenue changes
B. Adopt charter school funding model	Do not adopt because of major funding cut and problematic governance implications
C. Transfer local share of student funding from students' home districts	Avoid if possible because of small revenue impact and negative local reactions which may help prompt a change in legislative funding system for AHS
D. Impose tuition and/or significantly increase student fees	Avoid tuition but consider major increases in student activity and residential fees. Offset those fee increases with expanded financial aid program
E. Increase fundraising from foundations, businesses and individuals	Gradually increase fundraising activity with a focus on businesses and individuals; use fundraising gains to offset fee burdens on students
F. Generate significantly greater earned income from student events	Avoid this solution because of its likely adverse impacts on event attendance

C. Program Funding Model

The alternative model that best incorporates the desirable funding components is a "Program Funding Model." This model takes the best pieces of the options in Chapter III and folds them into the Center's current revenue model. The goal is to preserve as much as possible the current funding model but to also recognize the potential legislative impetus to change the current system.

The Program Funding Model begins with the state's basic education funding formula and assumes that the state will fund that amount just as it funds that amount for all school districts. The state's participation in funding the basic formula amount will drop slightly in the years ahead as alternative funding sources become available to AHS. The Model also assumes that the state will pay for the additional staff and infrastructure costs associated with the AHS special curricular costs. These are appropriately allocated to the state as part of the basic education operating costs.

Students would pay through their fees the costs of the extra non-staff arts program, student support and residential program costs. The state and AHS fundraising would share equally in the cost of student financial aid needed to offset those fees for lower-income student families (assumed to be about one-half of the total fees).

The following chart summarizes how the costs would be allocated.

Expenditure Item	Cost	Source
Basic instruction cost (state average)	\$9,000	State approp (declining)
Arts program instructional costs	2,000	State appropriation
Arts equipment and other non-staff costs	640	Student activity fee
Student support programming	500	Student activity fee
Student recruitment costs	300	Student activity fee
Non-reimbursed residential program	1,400	Student residential fee
Financial aid for fee reimbursement	(2,000)	State approp/donations
Infrastructure and miscellaneous	500	State appropriation

These numbers will change over time. The basic state instruction cost line will decline slightly over the period of implementation of the model while the others will either rise or hold constant. The attached Appendix A more clearly sets out in a *pro forma* spreadsheet how these numbers will be impacted during the three years of implementation.

D. Timing of Any Changes

It would not be appropriate to immediately move to this new funding model. Students, in particular, should not be expected to face such a large fee increase in a single year. For commuter students who are not on financial aid, their new fee would increase from \$500 to \$900. For residential students not on financial aid, their fees would about increase by 120% (from \$2400 to \$5000).

Another reason to phase in the fee increases is the time necessary to raise the donations needed to underwrite the school's share of the financial aid program for fee subsidies. That process has started now, but it may take as long as three years to fully implement. The Center will need to employ fundraising staff, and that staff will need time to begin generating the needed funds on a regular basis

The attached spreadsheet assumes these timing factors. It extends the transition to the new Program Funding Model over a three-year period beginning with FY2005. The proposed revenue budget in the spreadsheet gradually reduces state aid to AHS while the new funding mechanisms are installed.

E. Risks in the New Model

The Program Funding Model recommended in this report makes both policy and financial sense for AHS. It maintains the state as the key funder for this public school, but it begins to allocate to other sources -- primarily students and external donors -- limited responsibility for the financial support of the school.

But however rational the new model, there is risk that it will not work. Major risk factors include the following:

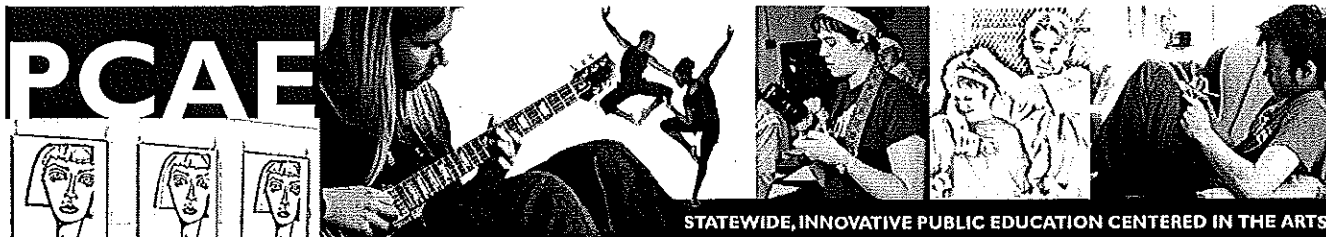
- Students may be dissuaded from attending AHS because of the fees. This risk is especially severe in respect to non-Metro students who would pay a much higher residential fee.
- AHS may not be able to raise enough money to subsidize the fees for poorer students.
- Irrespective of the fees, AHS may face sharp competition for students from the state's growing number of arts high schools.
- Once the Legislature starts the process of reducing state aid, it may accelerate the reduction as a way to help reduce state spending.

But there is also great risk in doing nothing. It is very likely that Center and AHS funding will be closely scrutinized in the 2005 legislative session, and changes in the current funding model are likely. It is therefore better for the school to have a workable funding alternative of its own devising than to assume that the Legislature will develop a better one.

* * * * *

The Perpich Center for Arts Education and its Arts High School are institutions of highest quality and great benefit to the state and all its citizens. If the Center's revenue streams are to be restructured, the Legislature must take great care to ensure the continuation of that quality and the development of viable alternative resources. Hopefully this project helps suggest how that might be done.

[illegible]



Personnel Committee Meeting Minutes

Date & Time: March 11, 2004 @ 1 p.m. **Location:** PCAE, Visitors Center

1. Call Meeting to Order

Jane McWilliams, Board Vice Chair, volunteered to chaired this meeting, as committee chair Bob Brandt was not able to attend. Jane called the meeting to order at 1:11 p.m.

2. Roll Call

Committee Members present: Jane McWilliams, Renee Jenson, Chris Wilson, Sonja Peterson

Committee Members absent: Bob Brandt, Dan Reigstad

Others: David Flannery, Kou Vang, Abby Newberg

3. Agenda Approval

Recommend the committee approve this meeting agenda.

Committee member Sonja Peterson moved to approve this meeting agenda. Committee member Chris Wilson seconded the motion. The vote was unanimous.

4. Approval of January 7, 2004, Meeting Minutes, attached as M1-2

Recommend the Personnel Committee approve the January 7 meeting minutes.

Corrections were noted for item "8-Other". Committee member Renee Jenson noted a correction and Jane McWilliams recommended the motion and resolution of the motion be bolded.

Committee member Sonja Peterson moved to approve the January 7 meeting minutes with the noted changes. Committee member Renee Jenson seconded the motion. The vote was unanimous.

5. Arts High School Director Search Process

David Flannery briefly updated the committee on progress of the AHS director search and noted that Pam Paulson will share further details and provide materials at the full board meeting.

6. Executive Director Salary Adjustment

David Flannery does not have new report as he is still working with Judy Pearson at DOER on how to proceed with the next step.

7. Continue Discussion of Executive Director Search Process

As Bob Brandt was not at this meeting, the committee asked David to setup a meeting with Bob to discuss planning and setup a special Personnel Committee meeting in April.

8. Executive Director Performance Review Process

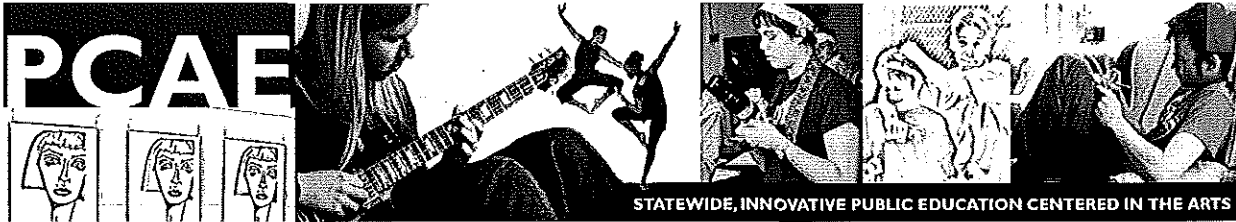
The committee discussed the previous process and the evaluation tool. Committee members will check to see if a process policy was created from the last evaluation and let Kou Vang know. To expedite this process, the committee asked Kou to pull notes from previous meeting minutes for David to prepare a policy draft for the executive director performance review and evaluation process.

9. Other

Committee member Renee Jenson inquired about staff award program and/or staff appreciation activities to improve employee morale and perhaps the PCAE Foundation can provide some financial assistance. David will check with foundation.

10. Adjourn

Committee Jane McWilliams adjourned the meeting at 1:42 p.m.



Finance Committee Meeting Minutes

Date & Time: March 11, 2004 at 2 p.m.

Location: Executive Conference Room

1. Call Meeting to Order

Committee chair Renee Jenson called the meeting to order at 2:03 p.m.

2. Roll Call

Committee Members present: Renee Jenson, Penny Johnson, Dan Reigstad

Committee Members absent: Mary Frances Skala

Others: Sonja Peterson, Scott Halgrim, Mike Hiatt, David Flannery, Kou Vang

3. Agenda Approval

Recommend the committee approve this meeting agenda.

Committee member Penny Johnson moved to approve this meeting agenda. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

4. Review of February 4, 2004 Meeting Notes, attached as M1-2

The committee reviewed the meeting minutes and confirmed its accuracy.

5. Student Fees, attached as NB1-2

The committee reviewed and discussed the student fee structure for school year 2004/05. The administration is recommended no change in fees until there is a better system in place for financial support to parents. After some discussion, committee chair Renee Jenson noted possibility of increasing parking fees to Metro area students.

Recommend the Finance Committee approve and propose to the full board for approval, the student fee structure as proposed on NB1-2.

Committee member Dan Reigstad moved to recommend approval to the full board of the school year 2004/05 student fee structure. Committee member Penny Johnson seconded the motion. The vote was unanimous.

6. Contract Consideration and Approval

Mike Hiatt explained the contents of the following contracts/agreement to the board.

D1. Interagency Agreement with Bemidji State University for the Artist Educator Institute, Summer 2004, attached as NB5-6

The Artist & Educator Institute (AEI) is a four and one-half day conference retreat for teachers, administrators, teaching artists, school teams and arts organizations. The 2004 Institute is co-sponsored by the Perpich Center and Minnesota State Arts Board, in partnership with Bemidji State University and will be held on the BSU campus from June 14th through the 18th. Funding for this contract would be provided through the 0370 AEI budget. Agreement amount would be \$19,000 to cover costs associated with the conference.

Recommend the Finance Committee accept and propose to the full board for approval, the Interagency Agreement with Bemidji State University in the amount of \$19,000.

Committee member Penny Johnson moved to approve the Interagency Agreement with Bemidji State University in the amount of \$19,000. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

D2. Contract with the Mpls. Public Schools for the Arts Education Model Development Program (Artful Teaching & Learning), attached as NB7

The Minneapolis Public Schools (MPS), with support from the Perpich Center for Arts Education, received a grant in FY02 from the United States Department of Education (U.S. DOE) under their grant program titled "Arts Education Model Development and Dissemination Program." The 3-year grant is made directly to MPS, with a portion of the funds directed to the Perpich Center through a contractual arrangement with MPS. The program is titled, "Artful Teaching & Learning" and is in its third year of operation.

Recommend that the Finance Committee accept and propose to the full board for approval, the contract with Minneapolis Schools for \$30,000 to support the Artful Teaching program during the period of February 10, 2004 through June 30, 2004.

Committee member Dan Reigstad moved to approve the contract with Minneapolis Schools for \$30,000 to support the Artful Teaching program during the period of February 10, 2004 through June 30, 2004. Committee member Penny Johnson seconded the motion. The vote was unanimous.

D3. MN Arts Education Network Conference Organizer Contract, attached as NB8-14

As we have done for the past 2 years, the task of producing a statewide conference for 300 educators and teaching artists requires that there be at least one person whose sole focus is on making all the details come together for a successful conference. This year we have added some assistance to coordination of the Minnesota Arts Education Network to this contract because of the strong identified need by PDR staff. Contract amount is \$12,000; no state funds are used for this contract. Funding is from the McKnight Foundation's funds provided for the Minnesota Arts Education Network.

Recommend the Finance Committee accept and propose to the full board for approval, the contract for the MN Arts Education Network Conference Organizer Contract in the amount of \$12,000.

Committee member Penny Johnson moved to approve the contract for the MN Arts Education Network Conference Organizer Contract for \$12,000. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

6A. Gift Acceptance, attached as NB15

The Arts High School, Visual Arts Program, received a donation of art supplies valued at \$1,000 from Roger Boehm. Details of the gift are attached as NB15.

Recommend the Finance Committee accept the donation of art supplies valued at \$1,000 from Roger Boehm and propose to the full board for approval.

Committee member Penny Johnson moved to accept the donation of art supplies valued at \$1,000 from Roger Boehm. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

7. Meeting Adjourned

Committee member Jane McWilliams adjourned the meeting at 2:28 p.m.

2004-05 Fee Recommendations

February 11, 2004 – submitted by Mary Pietruszewski

It is my belief there is a direct correlation between the residential fee increases over the past few years and the lower number of resident applicants. In addition, the higher gasoline costs exasperate the financial burden to resident students who travel to and from campus many weekends. The decrease in residents who qualify for reduced fees further suggests we are also attracting fewer lower income families. For these reasons, I propose a freeze in residential costs while simultaneously advocating for financial support from the Foundation via sponsorships for resident students.

Acceptance Fee-	No increase (\$100).
Car Permit Fee-	No increase (\$100)
Cafeteria Meals-	No increase (\$2.00 breakfast; \$3.00 lunch and dinner; applies to commuters only. Residents' meals are covered in residential fee)
Van Service-	No increase (\$600/yr. - applies to commuters only).
*Residential Fee-	No increase (\$2,300)
Activity Fee-	No increase (\$200).
*Emergency Fee-	No increase (\$50).
*Maintenance Fee-	No increase (\$200 w/\$50 refundable).

**fee applies to residents students only; chart provided below*

Families may apply for reduced fees by submitting a Reduced Student Fee Application to the accounting office. Nineteen resident families qualified for free or reduced residential fees this school year. Seven commuters qualified for free or reduced activity and/or van service fees.

03-04 Fees and Proposed 04-05 Fees Charts

Annual Resident Student Fees

Annual Commuter Student Fees

Type of Fee		Type of Fee	
Residential	\$ 2,300.00	Cafeteria (optional)	\$495 approx. @ 165 lunches
Activity	\$ 200.00 (nonrefundable)	Activity (required)	\$200.00 (nonrefundable)
Emergency	\$ 50.00 (refundable)		
Maintenance	\$ 200.00 (\$50 refundable)	***Van Service (optional)	\$600.00 (nonrefundable)
**TOTAL	\$ 2,750.00		
Car Permit	\$ 100.00 (nonrefundable)	Car Permit (optional)	\$100.00 (nonrefundable)

****Plus car permit fee if applicable. This total does not include the \$100 acceptance fee charged to both commuter and residents through Admissions upon acceptance.**

*****Ten commuters used the morning van service this school year.**

HISTORY OF RESIDENTIAL FEES

	2004-05	03-04	02-03	01-02	00-01	99-00	98-99	97-98	96-97
Activity	\$ 200.00	\$ 200.00	\$ 100.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
Emergency	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00	\$ 50.00
Maintenance	\$ 200.00	\$ 200.00	\$ 200.00	\$ 200.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 175.00	\$ 150.00
Residential	\$ 2,300.00	\$ 2,300.00	\$ 2,150.00	\$ 2,100.00	\$ 1,800.00	\$ 1,600.00	\$ 1,450.00	\$ 1,350.00	\$ 1,250.00
TOTAL	\$ 2,750.00	\$ 2,750.00	\$ 2,500.00	\$ 2,400.00	\$ 2,075.00	\$ 1,875.00	\$ 1,725.00	\$ 1,625.00	\$ 1,500.00
	0	(+250)	(+100)	(+325)	(+200)	(+150)	(+150)	(+100)	(+125)

HISTORY OF ELIGIBLE FREE AND REDUCED FEES STUDENTS

	FREE	REDUCED		Resident	Commuter		TOTAL
1997-98	18	21		28	11		39
1998-99	15	19		20	14		34
1999-2000	15	13		22	6		28
2000-01	12	11		18	5		23
2001-02	15	18		20	13		33
2002-03	18	12		20	10		30
2003-04	11	17		21	7		28
2004-05	15	11		19	7		26

4-Feb

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development & Research Group

Diane Aldis
Artist & Educator Institute Coordinator

DATE: February 26, 2004

SUBJECT: Request for Board Approval of the Interagency Agreement with Bemidji State University
for the Artist Educator Institute – Summer 2004

cc: Dr. Pam Paulson, Deputy Director

Description: The Artist & Educator Institute (AEI) is a four and one-half day conference retreat for teachers, administrators, teaching artists, school teams and arts organizations. Since its inception in 1995, AEI has always been held in greater Minnesota, and was held in Bemidji last year through a partnership with Bemidji State University. BSU has again invited the Perpich Center to hold its annual AEI conference on campus this year. The Artist & Educator Institute is held in high national regard as an innovative program that generates planning and dialogue sessions as well as art-making events through its Open Space Technology design. The 2004 Institute is co-sponsored by the Perpich Center and Minnesota State Arts Board, in partnership with Bemidji State University and will be held on the BSU campus from June 14th through the 18th.

Contract Request and Budget:

Funding for this contract would be provided through the 0370 AEI budget. Agreement amount would be \$19,000 to cover costs associated with the conference.

The \$19,000 is based on 100 registered participants for the 5-day conference. If there are fewer than 100 participants, the costs for lodging and meals will be pro-rated, and invoicing will be based on actual number of participants.

Design updates and contract impact:

This year's Agreement would be somewhat higher than last year's contract due to several design and expense factors:

- Projected registration of 100 people
Last year's contract was budgeted for 90 participants, and 93 participants registered, so we anticipate the same or larger registration for 2004.
- All staff and participants will be lodged on campus
This is a cost saving measure for the overall AEI budget, but shifts a portion of last year's off-campus lodging costs directly into the BSU contract.
- Extension of the conference by a half-day, based on restoration of original week-long design of the Institute per recommendations from participants and design team members
- Anticipation of fees for computer/media lab
- Modest rise in food, print and supply costs

Despite the increase in the overall cost from last year's Agreement, this remains a very cost effective way of providing high quality professional development. The cost per participant breakdown is \$190, which covers five nights lodging, all meals, supplies, and conference facilities/arts studios (100 participants X \$190 = \$19,000). Additional costs will be incurred for this program over and above our contract with BSU and are covered in our AEI

NB6

budget. Our anticipated participant fee will be \$260.00 per person all-inclusive or \$150.00 per person without board & room.

Recommendation

The Professional Development & Research Group of the Perpich Center for Arts Education recommends that the Perpich Center Board of Directors approve the Interagency Agreement with Bemidji State University in the amount of \$19,000 to pay for the following conference expenses:

- Dormitory lodging for staff and non-local participants
- Meals for staff and participants
- Print costs for conference book of proceedings
- AV & Computers
- Security & cleaning costs incurred by AEI usage
- Lab Fees & art studio supplies

This contract will be completed by June 20, 2004.

NB 7

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development & Research Group

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: February 25, 2004

SUBJECT: Contract Approval with Minneapolis Public Schools for the Arts Education Model Development Program (Artful Teaching & Learning)

cc: Dr. Pam Paulson, Deputy Director

Program Description/Background

The Minneapolis Public Schools (MPS), with support from the Perpich Center for Arts Education, received a grant in FY02 from the United States Department of Education (U.S. DOE) under their grant program titled "Arts Education Model Development and Dissemination Program." The 3-year grant is made directly to MPS, with a portion of the funds directed to the Perpich Center through a contractual arrangement with MPS. The program is titled, "Artful Teaching & Learning" and is in its third year of operation.

A core activity of the Artful Teaching and Learning program is the provision of focused professional development support, grants funds, and student achievement research on five "immersion sites" in Minnesota. These sites, over three years, will build strong curricular frameworks to deliver high quality, arts-integrated education to all students in the designated schools. This past year one of the designated sites, Jefferson Elementary in the St. Cloud school district, was closed due to budget constraints which left the program with four sites in its third and final year. The Perpich Center is responsible for the administration and management of the funding mechanism for the grants to the out-state site, which is the Kelliher Public Schools. The two Minneapolis sites are administered by the Minneapolis Public Schools directly.

Recommendation

The Professional Development & Research Group of the Perpich Center for Arts Education recommends that the Perpich Center Board of Directors accept the contract from the Minneapolis Public Schools in the amount of \$30,000 to complete the following tasks.

1. Conduct research interviews and write analyses for the Artful Teaching and Learning project; dovetail these efforts with the project's principal investigator, the Center for Applied Research in Educational Improvement at the University of Minnesota.
2. Participate in ongoing research and evaluation meetings for the Artful Teaching and Learning project.
3. Serve on the Artful Teaching and Learning project management team.
4. Support and administer the Artful Teaching and Learning project in one out state school.

Contract shall be completed by June 30, 2004.

MEMORANDUM

TO: David Flannery
Interim Executive Director

FROM: Michael Hiatt, Director
Professional Development & Research Group

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: February 27, 2004

SUBJECT: Request for Board Approval of Contract

CONTRACT: \$12,000
B.R.A.I.N. Inc.
Minnesota Arts Education Network Conference Organizer

Description

As we have done for the past 2 years, the task of producing a statewide conference for 300 educators and teaching artists requires that there be at least one person whose sole focus is on making all the details come together for a successful conference. This year we have added some assistance to coordination of the Minnesota Arts Education Network to this contract because of the strong identified need by PDR staff. B.R.A.I.N. Inc. has extensive experience in organizing events, dealing with vendors, and managing details for large projects, as well as an understanding of arts and education. Their communication skills are strong, and they are fully capable of undertaking the tasks needed to produce the Minnesota Retreat for the Arts. We have attached a brief resume to this memo for your study and consideration.

Process

According to the procedure laid out by the Department of Administration for an Informal RFP, we developed the attached Request for Applications and submitted it for approval to the Department of Administration. Once approved, the Request for Applications was posted in the state register as well as on-line at the Department of Administration. Four applications were received and reviewed by a four-member committee (3 PDR staff and one outside individual). Two of the applicants were asked to interview, and on the basis of those interviews we selected B.R.A.I.N. Inc. as the successful candidate. The criteria were as noted on the attached Request for Applications.

Budget

Contract amount is not to exceed \$12,000, which estimates approximately 340 hours at \$35/hour.

No state funds are used for this contract. Funding is from the McKnight Foundation's funds provided for the Minnesota Arts Education Network.

Perpich Center for Arts Education

Notice of Request for Proposal for a Coordinator, Statewide Arts Education Network

Professional Development & Research Group

The Perpich Center for Arts Education is seeking proposals from qualified individuals to serve as a coordinator of several projects in the Minnesota Arts Education Network that will culminate into the Minnesota Retreat for the Arts 2004. The conference will summarize the work being done in several projects that support the goals of the Center and reflect the work being done in FY04. The contracted person(s) will support, monitor, and/or implement logistical arrangements for the conference and Network projects.

The specific services to be provided under this contract are outlined in detail in the Professional Development & Research Scope of Project. The complete RFP may be requested from:

Michael G. Hiatt, Director

Professional Development & Research

Perpich Center for Arts Education

6125 Olson Memorial Highway

Golden Valley, Minnesota 55422

(763) 591-4726 or 1-800-657-3515 (toll free)

Services are to be provided during the contract period from March 15, 2004 to September 30, 2004.

It is anticipated that the cost of the contracted services described in the Request for Proposals will not exceed \$12,000 for the contract dates indicated.

The deadline for submission of proposals is 4:00pm, February 17, 2004. It is anticipated selections will be made by February 20, 2004. Proposals should be submitted to Michael Hiatt, Director, Professional Development & Research at the above address.

Request for Proposals for a Statewide Conference Organizer

Perpich Center for Arts Education Professional Development & Research

The Perpich Center for Arts Education is seeking proposals from qualified individuals to serve as coordinator of a statewide arts education network, culminating in the organization of a statewide arts education conference to be held ~~August 10-11, 2004~~ in Albert Lea, Minnesota. Services are to be provided during the contract period from approximately March 15, 2004 to September 30, 2004.

I. Overview and Tasks

The Perpich Center for Arts Education (Center) is a state agency created under Minnesota Statute 129.C.10 for the primary purpose of improving arts education for elementary and secondary students, teachers, and artists throughout Minnesota. The agency is comprised of an Arts High School, and the Professional Development and Research Group (PDR). The Center provides leadership in arts education through programs that use innovative approaches, sometimes in non-traditional settings, often through collaborations and partnerships, to strengthen arts education and education in general through the arts.

The Agency is seeking a qualified contractor to serve as a coordinator of several projects in the Minnesota Arts Education Network (Network) that will culminate into the Minnesota Retreat for the Arts, 2004. This conference will summarize the work being done in several projects that support the goals of the Center and reflect the work being done in FY04.

Contractor will support, monitor, and/or implement logistical arrangements for the conference and Network projects, including:

- a. Participate in Minnesota Arts Education Network advisory committee meetings and other planning sessions when needed.
- b. Assist Minnesota Arts Education Network project Directors and Managers with planning, logistics, etc. when needed
- c. Gather details and information from MN Arts Education Network projects for conference planning purposes
- d. Assist in preparation of MN Arts Education project reports as they pertain to the conference planning
- e. Assist with tasks associated with recruiting conference registrants, presenters, and displayers from across Minnesota
- f. Gather details as needed from speakers, presenters, and performers to flesh out agenda for printed program and other print materials, and assist with proofreading final print drafts
- g. Assist with details of speaker and presenter confirmations, including mailings, email contacts, and phone contacts
- h. Track needs and provide logistical support for food, printing, and registration arrangements and processes
- i. Assist with room assignments, identifying equipment needs, managing planning and setup of any displays, communicating with custodial and building staff, and assisting as needed with production management for plenary sessions
- j. Work with Center staff to identify short-term staffing needs and coordinate work of other conference staff
- k. Work with staff to identify purchasing needs, ensure adequate signage, prepare folders and handout materials, and other organizational tasks as needed

- l. Serve as primary conference organizer and trouble-shooter for setup day and actual conference days, including continuously monitoring registration area, cafeteria, and session locations to ensure a smooth flow of events
- m. Maintain excellent records and documentation
- n. Work with Center staff to manage information through computer databases and clear filing systems
- o. Tabulate conference evaluations and report results back to Center staff

II. Qualifications

Qualified applicants will have demonstrated experience in the following areas:

- Experience managing details and logistics for large, multi-dimensional events
- Experience in project management, managing multiple projects at once
- Excellent organizational skills
- Ability to communicate effectively (verbally and in writing) with a broad range of people including educators, artists, representatives of arts organizations, technical and support staff, and vendors
- (Preferable) Familiarity with the Perpich Center's staff and programs, and with Minnesota's arts education field in general
- (Preferable) Familiarity with diverse populations, organizations and cultures in Minnesota's statewide arts and education systems

The conference organizer must have access to his/her own car, and be available for meetings at the conference site and at the Center during normal business hours. Conference organizer must also have working email access and have a working cell phone and/or a working telephone answering service.

III. Proposal

Proposal must include:

- A resume and cover letter detailing qualifications as described above
- Names and telephone numbers of 3 references able to speak to applicant's qualifications

IV. Criteria

Proposals will be evaluated by Perpich Center professional staff, based on the following criteria:

- 55% organizational and communication skills
- 25% experience
- 10% cost
- 10% understanding of program needs, Perpich Center, arts education, and diverse populations.

In-person or telephone interviews may be held.

V. Contract Period

~~The contract period begins approximately March 15, 2004 and ends September 30, 2004.~~

Contractor should expect that tasks will require increasing amounts of time as the conference date approaches and through the length of the contract.

VI. Compensation

The agency has estimated that the cost of these services should not exceed \$12,000.

Agency Contact

Prospective applicants who have questions may call or write:

Michael Hiatt, Director of Professional Development & Research, Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley, Minnesota 55422, 1-800-657-3515, (763) 591-4726. Other personnel are not authorized to answer questions regarding this RFP.

VIII. Deadline

All proposals must be received by the Perpich Center for Arts Education no later than 4:00pm February 17, 2004. Late proposals will not be considered.

Mailed proposals should be sent to Michael Hiatt, Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley, Minnesota 55422. Hand-delivered proposals must be dropped off at the main reception desk at the Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley, MN.

This request for proposals does not obligate the state to award a contract or complete the project, and the state reserves the right to cancel the solicitation if it is considered to be in its best interest.

COMPANY PROFILE

B.R.A.I.N., Inc. is a Minnesota-based consulting firm providing services in:

- Strategic Planning and Organizational Development
- Meeting Planning and Process Facilitation
- Outcomes-based Program Evaluation
- Quantitative and Qualitative Research Studies
- Policy and Issues Research

B.R.A.I.N., Inc. was formed as a Sub-chapter S corporation in 1995 by individuals committed to providing quality research, planning and evaluation services to help inform and empower community-oriented organizations and individuals. Commitment to these principles has led B.R.A.I.N., Inc. to design its services around supporting decision-making processes and providing information to enhance stakeholder involvement and participation.

In addition to emphases on information and participation, we stress objective and fair analysis of the issues, attention to detail, clear and precise presentations, and high levels of client contact and communication. Our focus on these elements of consulting has served us well. We have found that:

- Community members **are** interested in public affairs and demand a voice in the design of policies and programs that affect their lives.
- Community members understand their local issues and present valuable points of view that can be incorporated into the process.
- Carefully prepared analyses, done correctly the first time, help build credibility.
- Presentations (oral, written and graphic) must be accurate and easily understood—the quality of presentation is as important as the message.
- Open client contact and communication are critical to the successful completion of a project, particularly when sensitive issues are being addressed.

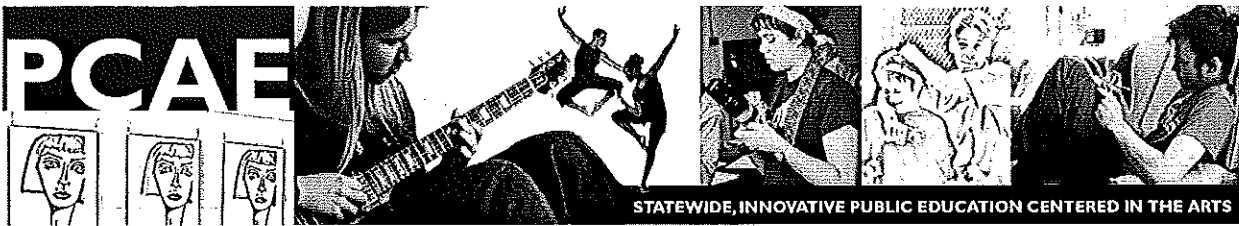
The principals of B.R.A.I.N., Inc. have worked throughout Minnesota and the Upper Midwest on a variety of projects for clients in the nonprofit and public sectors. They have diverse backgrounds and work experiences and, collectively, have managed projects ranging from facilitating strategic planning processes to conducting quantitative research, and from coordinating group decision-making to community planning.

The firm is certified by several entities, including the State of Minnesota, the U.S. Small Business Administration and the Minnesota Minority Supplier Development Council.

RECENT PROJECTS

This is a list of recent projects managed by David Long, president of B.R.A.I.N., Inc.:

- *Health Disparities Program Evaluation*, Minneapolis Urban League OOPS Program.
- *Community Conversations on Racism*, Rainbow Research, Inc.
- *HIPP HOPP Program Evaluation*, Minneapolis Urban League.
- *Promoting Smoking Cessation in Communities of Color: Focus Groups Results*, Minnesota Partnership for Action Against Tobacco, St. Paul, Minnesota.
- *Outcome-based Program Evaluation Plan*, Minneapolis Public Housing Authority
- *Outcome-based Evaluation Plan*, Minneapolis Urban League Health Education Division.
- *2001 Residents' Sense of Security Survey*, MPHA's Drug Elimination Program.
- *Section 3 Business Identification, Recruitment and Development Report*, MPHA.
- *Greater Minnesota Transit Market Research Study: Focus Groups Report*, Minnesota Department of Transportation, St. Paul.
- *Strategic Planning Process Facilitation*, West Hennepin Community Builders, Hopkins; Greater Frogtown CDC, St. Paul Dayton's Bluff NHS, St. Paul, District 5 Planning Council, St. Paul.
- *Strategic Marketing Plan*, Community Neighborhood Housing Services, St. Paul.
- *Board Assessment, Leadership and Development*, Local Initiatives Support Corporation and Selby Area Community Development Corporation, St. Paul.
- *Customer Outreach and Research Projects*, Minnesota Pollution Control Agency, St. Paul.
- *Implications of Welfare Reform on Low-Income Tax Credit Housing Portfolio*, National Equity Fund, Chicago, Illinois.
- *Teens Talk About Alcohol*, Hennepin County Community Health Department.
- *Youth Access to Alcohol Research Project: Focus Groups Report*, Minneapolis Department of Health and Family Support, City of Bloomington Health Planning and Promotion Division.



Finance Committee Meeting Minutes

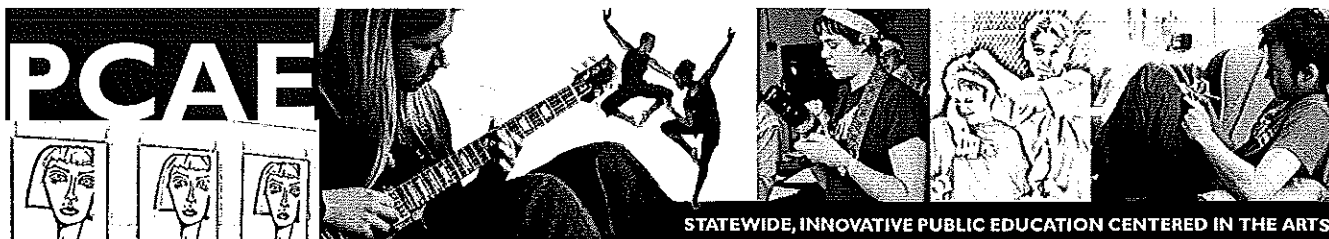
Date & Time: April 8, 2004 at 2 p.m.

Location: PCAIE, Visitors Center

1. **Call Meeting to Order**
Committee chair Renee Jenson called the meeting to order at 2:18 p.m.
2. **Roll Call**
Committee Members present: John Davis, Renee Jenson, Penny Johnson, Dan Reigstad (last part of the meeting), Mary Frances Skala
Others: Chris Wilson, Bob Brandt, David Flannery
Others came in for part of the meeting: Scott Halgrim, Jane McWilliams, Roberta Jones
3. **Agenda Approval**
Committee member Penny Johnson moved to approve the meeting agenda. Committee member Mary France Skala seconded the motion. The vote was unanimous.
4. **March 11, 2004, Meeting Minutes Approval**, attached as M1-2
Recommend the Finance Committee approve the March 11 meeting minutes.

Committee member Penny Johnson moved to approve the March 11 meeting minutes. Committee member Mary France Skala seconded the motion. The vote was unanimous.
5. **Committee Chair Election**
The committee elected Penny Johnson as chair of the Finance Committee.
6. **Strategic Financial Plan: Continue Discussion & Planning**
David Flannery reviewed the financial plan presented at the last meeting by Tom Triplett.
7. **FY2004/05 Budget Development**
David Flannery informed the committee that he and administrators are working on the FY04/05 budget and will have a report to the committee at the next meeting. He stressed that even though the center may have to take another cut based on the Governor's supplemental budget proposal for FY04/05, he does not recommend a lobbying effort to change this proposal; however, he recommends a full effort be organized for the FY06/08 biennium appropriation.

When organizing this lobbying effort, committee member John Davis recommended having a sample letter in support of the center for constituents to send to legislators.
8. **Meeting Adjourned**
Committee chair Renee Jenson adjourned the meeting at 3 p.m.



Programs Committee Meeting Notes (No Quorum)

Date & Time: April 8, 2004, at 2 p.m.

Location: PCAIE, Executive Conference Room

1. **Call Meeting to Order**
Committee chair Kat Knudson started the meeting at 2:10 p.m.
2. **Roll Call**
Committee member present: Kat Knudson
Committee member absent: Tina Anderson Richards, John Davis, Mohammed Lawal, Sonja Peterson
Others: Pam Paulson, Mike Hiatt
3. **Approval of Agenda**
The agenda was accepted by Kat Knudson.
4. **Review Notes from December 3, 2003, Meeting, attached as N1**
Kat Knudson reviewed notes and noted it to be correct.
5. **Mentorship Program Update (not discussed)**
Mike Hiatt and Sonja Peterson will report on their work to connect with teachers and arts organizations to form a mentorship program for rural areas.
6. **Organizational Planning for 2004 (not discussed)**
7. **Other**
Being the only committee present, Kat Knudson, Pam Paulson and Mike Hiatt discussed the role and function of the Programs Committee. A more suitable role for the committee is to serve as a connection to communicate, educate and keep the board current of center programs rather than view the committee as an evaluative tool. A clarified role and function will help committee members to understand their participation in the committee and perhaps improve attendance. As a newly appointed committee chair, to move the committee ahead, she will contact committee members to find out their intentions and organize the next meeting. At the full board meeting later, she will encouraged other board members to join the committee. Pam Paulson showed Kat a document called, "Engaging Student in the Arts" that focuses on Minnesota academic standards and teaching methodology. Pam noted that the copy shown is a sample; board members will receive a copy when the final print is available. She continued that the project began four years ago. The Department of Education helped with the funding and the State Council Arts Best Practice Network (BPN) assisted in developing and fine-tuning the information. PDR and teachers of the Arts High School were involved in the research and development of this book. Copies have been sent to school principals to be forwarded to the appropriate teachers and/or people. The center has received numerous calls for additional copies.
8. **Meeting Adjourned**
The meeting ended at 2:55 p.m.



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

Full Board Meeting Minutes

Date & Time: April 8, 2004 at 3 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:09 p.m.

II. Roll Call

Board Members present: Bob Brandt, John Davis, Scott Halgrim, Renee Jenson, Penny Johnson, Roberta Jones, Kat Knudson, Jane McWilliams, Dan Reigstad, Mary Frances Skala, Chris Wilson

Board Members absent: Tina Anderson-Richards, Mohammed Lawal, Sonja Peterson

Others: David Flannery, Kou Vang, Pam Paulson, Mike Hiatt, Mark Youngstrom, Tom Carlson, Jaoa Bichinho, Erin Straus, Bev DeVos

III. Agenda Approval

Recommend the board approve this meeting agenda.

The board approved the agenda.

IV. Consideration and Approval of Minutes

a. March 11, 2004, Meeting Minutes, attached as M1-6

Recommend the board approve the March 11 meeting minutes.

Board member Scott Halgrim moved to approve the March 11 meeting minutes. Board member Jane McWilliams seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report – Bob Brandt (none)

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Renee Jenson

Renee Jenson reported that Penny Johnson was elected as chair of the Finance Committee. Budget and financial planning were discussed at the committee's meeting, which will be discussed later in the meeting.

3. Personnel Committee – Bob Brandt

Bob Brandt reported on the committee meeting earlier. An evaluation process was used last year for the executive director performance review but a policy was not developed. The committee is working on a policy draft to be presented at the next board meeting for consideration. The committee has started the performance review and evaluation for David Flannery. David will complete a self-evaluation for the committee then committee members will complete the performance review and evaluation instrument. Board members will be asked at a later date to forward comments to the committee chair or if preferred, complete the evaluation instrument. Information will be compiled by the Personnel Committee to be discussed and reviewed with David at a closed meeting. Goals for 2004-05 will be established at this meeting. The full board will have an opportunity to comment on the goals.

4. Board Development Committee – Mary Frances Skala

Mary Frances Skala reported the committee did not meet and expressed thanks and appreciation for the work done at the committee's last meeting in her absence.

5. Programs Committee – Kat Knudson

Kat Knudson reported on the committee meeting. Although she was the only committee member present, she, Pam Paulson and Mike Hiatt made progress in defining the role and function of the Programs Committee. Through this discussion, a more suitable role for the committee is to serve as a connection to communicate, educate and keep the board current of center programs rather than view the committee as an evaluative tool. A clarified role and function will help committee members to understand their participation in the committee and perhaps improve attendance. As a newly appointed committee chair, to move the committee ahead, she will contact committee members to find out their intentions and organize the next meeting. She also encouraged other board members to join the committee. She then showed a document called, "Engaging Student in the Arts" that focuses on Minnesota academic standards and teaching methodology, to the board. She asked Pam Paulson to share further information. Pam noted that the copy shown is a sample; board members will receive a copy when the final print is available. She continued that the project began four years ago. The Department of Education helped with the funding and the State Council Arts Best Practice Network (BPN) assisted in developing and fine-tuning the information. PDR and teachers of the Arts High School were involved in the research and development of this book. Copies have been sent to school principals to be forwarded to the appropriate teachers and/or people. The center has received numerous calls for additional copies.

c. Executive Director's Report

David Flannery reported the following:

1. **News from Hanska School** – He alerted the board that the center will not get a request to sponsor Hanska School as the school is closing at the end of this school year due to lack of enrollment for next school year.
2. **Summary of Audit Findings** – The auditors have completed the center's legislative audit. At the auditor exit meeting, some findings were discussed. The issues were related to a check and balance system and can be corrected. He is waiting for the official letter of findings from the auditor. He will keep the board posted.
3. **Board Confirmations and Appointments (if known)** – No news on the appointment but he will follow-up with John Berns, Appointment Coordinator at the Governor's office. Board members Sonja Peterson, Dan Reigstad, Penny Johnson, Jane McWilliams and Mohammed Lawal were confirmed March 30. The confirmation hearing was fairly simple. Penny and Dan were present for the confirmation. He has notified the Confirmation Committee of the board members left to be confirmed.
4. **JeAnne Lexcen** was commended for her efforts in processing prompt payments to vendors, which ranked the center at 99.5% efficiency better than the state's compliance requirement at 97%.
5. **Arts High School (AHS) Teacher News**
 - **Beth Fratzke** was selected as a participant in the 2004 United States-Eurasian Awards for Excellence in Teaching Program. The program is funded by the Bureau of Educational and Cultural Affairs of the United States. She will visit the school and community of a US-Eurasian Awards for Excellence in Teaching winner from Ukraine. Beth will be gone from October 3-22, 2004.
 - **Janice Hunton** was selected to receive a Surdna Teacher Fellowship Award for 2004-05. AHS teachers have been selected for this award four years in a row, and she's the sixth AHS teacher to receive the award. The award provides a maximum of \$5,000 for tuition, materials, travel expenses etc. The AHS provides an additional \$1,500 to support post fellowship activities with students. The focus of her study is on the dramatic elements of musical theater including opera.
 - **Chris Granias** was also a finalist for the Surdna Award but was not selected this year. His proposal was to study with the nationally and internationally prominent composer, George Crumb. Although, not funded by Surdna, his work led to an invitation to attend a premier performance of Crumb's work in Washington D.C. this fall. The center will help fund some expenses for Chris to go to Washington and fulfill some of the aims as proposed.
 - **Bill Jeter's** work will be on display at the University of Wisconsin, Superior's Kruk Gallery April 15-30, 2004. Bill will publicly discuss his work with UWS visual arts seniors.
6. **AHS Student Awards**

- **2004 Arts Recognition & Talent Search (ARTS) Program**

Each year the National Foundation for Advancement in the Arts (NFAA) offers senior year high school performing, literary and visual artists a chance to receive cash grants, scholarships and perhaps be named a Presidential Scholar in the Arts. The four AHS students listed below were recipient of this award.

- Katherine S. Assef, Writing/Poetry – Honorable Mention
- Jeremy G. Beckel Kleider, Writing/Short Story – Level II
- Matt T. Momchilov, Visual Arts – Level I
- Kirsten L. Nelson, Film/Video Production – Merit
- Shal Gerard Ngo, Film/Video Production – Honorable Mention
- Muhammad Ali Yaremko, Film/Video Production – Merit

7. AHS Admissions Update, Student Acceptance Report attached as R1

Administrators and staff have worked hard to increase out-state students and students of color. For the school year 2004-05, out-state students have increased but the students of color have decreased; however, there is groundwork being done now to improve students of color enrollment in the future. Mark Youngstrom directed board members to the student acceptance report and explained the numbers. Board member Jane McWilliams questioned if there were reasons for the fluctuation of out-state students. Mark noted that it could be various reasons but the barrier factors may be financial and the fact that there are more options similar to PCAE available. David added that the PCAE Foundation have established a fund to offer financial aid to students in school year 2004-05 with fees associated to attending the AHS. The Foundation Financial Aid process includes an application, which states the eligibility criteria then an awarding selection process. Board member Mary Frances Skala inquired information about the foundation and recommended that perhaps an efficient way to keep the information flow is for the board and foundation board to exchange meeting minutes. David will check with the foundation board at their next meeting.

d. Other

VI. Consent Calendar

VII. Old Business

a. A Financial Plan for the 2005-2007 Biennium and Beyond

David Flannery highlighted the purpose and directives of the finance plan presented at the last meeting by Tom Triplett. A process similar to the one conducted by Elsie Martin for the last biennium will be used to plan the finance budget for the 2005/07 Biennium. The board will be involved in the process.

b. FY2004/05 Budget Plan

David reported that the administrators will have a plan ready in May for the board to consider. The plan will include administration budget goals for FY04/05 and challenges involved, including the latest proposed \$179,000 cut in this biennium. Depending on the outcome from the legislature, he recommends the center make adjustments to operate within the budget. A major lobbying effort would be more effective for the next biennium's appropriation.

c. Student Parking Fees

David recommended no change to student parking fees for the school year 2004/05. If the change is to offset some expenses for residential students, he feels it would be more appropriate to reduce the dorm fee. For the school year 2005/06 student fees, he and administrators will bring the proposal to the board earlier to allow more time for discussion and change.

a. Policy Development

The board discussed policy development and concluded the following:

1. A Visitors Policy, attached as NB1

The development of this policy and procedure is the responsibility of the administration. The administration will initiate and draft the policy. The board will consider the proposed policy at the next meeting.

2. A Policy on the Executive Director's Performance Review

The development of this policy and procedure is the responsibility of the Personnel Committee. The Personnel Committee will initiate and draft the policy. The board will consider and act.

3. A Policy on Charter School Sponsorship

The development of this policy and procedure is the responsibility of the Programs Committee. The Programs Committee will initiate and draft the policy. The board will consider and act.

4. A Chain of Command Policy

The development of this policy and procedure is the responsibility of the Board Development Committee. The Board Development Committee will initiate and draft the policy. The board will consider and act.

5. A Policy on Student Initiated Meetings, Communications and Meeting Postings

The development of this policy and procedure is the responsibility of the administration. The administration will initiate and draft the policy. The board will consider and act.

6. Other (none)

VIII. Personnel

Pam Paulson reported on the AHS Director search process and reviewed packets with board members. The board recommended a minor change to the score sheet on experience with residential component of a school. She also let the board know that Rene Ellis was hired as the accounting supervisor and will start April 19.

IX. Information and Decisions

- a. JoAnn Winter Leave of Absence, attached as I1
- b. Board Contact and Committee List, attached as I2-3
- c. Personnel Committee January 7, 2004, Meeting Minutes, attached as I4-5
- d. Board Development Committee January 7, 2004, Meeting Minutes, attached as I6
- e. Board Member Roles and Responsibilities, as attached as I7

X. Open Forum at 4 p.m. (none)

XI. Meeting Adjourn

Board chair Bob Brandt adjourned the meeting at 5:10 p.m.

Accepted

Accepted
Grade 11
Grade 12

21

96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
193	198	194	186	205	202	218	190	209
165	165	155	159	172	168	180	156	179
28	33	39	27	33	34	38	34	30

Metro
Outstate

CD 1
CD 2
CD 3
CD 4
CD 5
CD 6
CD 7
CD 8

57%	58%	66%	68%	59%	56%	71%	74%	71%
43%	42%	34%	32%	41%	44%	29%	26%	29%
17	21	12	12	18	8	13	12	8
16	12	18	14	20	27	15	15	22
39	38	42	47	47	44	54	49	46
26	33	29	28	21	16	25	22	32
33	27	39	38	43	37	51	44	44
12	17	18	13	9	16	24	23	31
20	18	15	16	23	27	18	15	8
30	32	21	18	24	27	18	10	18

Dance
Literary
Media
Music
Theater
Visual

19 (15-4)	23 (15-8)	16 (12-4)	15 (12-3)	22 (17-5)	24 (17-7)	23 (16-7)	16 (11-5)	23 (14-9)
24 (21-3)	25 (22-3)	28 (23-5)	23 (19-4)	31 (26-5)	28 (25-3)	28 (22-6)	22 (19-3)	28 (25-3)
17 (14-3)	18 (16-2)	15 (13-2)	16 (15-1)	19 (16-3)	15 (10-5)	24 (18-6)	21 (18-3)	24 (20-4)
43 (36-7)	48 (41-7)	48 (36-12)	46 (39-7)	49 (39-10)	52 (43-9)	59 (52-7)	52 (40-12)	56 (49-7)
33 (30-3)	38 (30-8)	33 (26-7)	33 (26-7)	31 (27-4)	30 (25-5)	27 (20-7)	25 (19-6)	25 (21-4)
57 (49-8)	46 (41-5)	54 (45-9)	53 (48-5)	53 (47-6)	53 (48-5)	57 (52-5)	54 (49-5)	53 (50-3)

2 wait

5 wait

Females
Males

135	118	133	118	143	127	137	137	139
58	80	61	68	62	75	81	53	70

Ethnicity
African Amer.
Amer.Indian
Asian
Mexican/Chicano
Multi-Ethnic
Hispanic
Other
White
No Response

			10%		12%	16%	18%	10%
			3		3	7	9	7
			1		3	2	1	5
			3		3	12	1	4
			0		1	1	0	0
			9		6	7	9	2
			0		2	4	5	0
			0		4	1	6	2
			149		159	173	145	174
			21		21	11	14	15

Commuters
Residents
Residential Fees

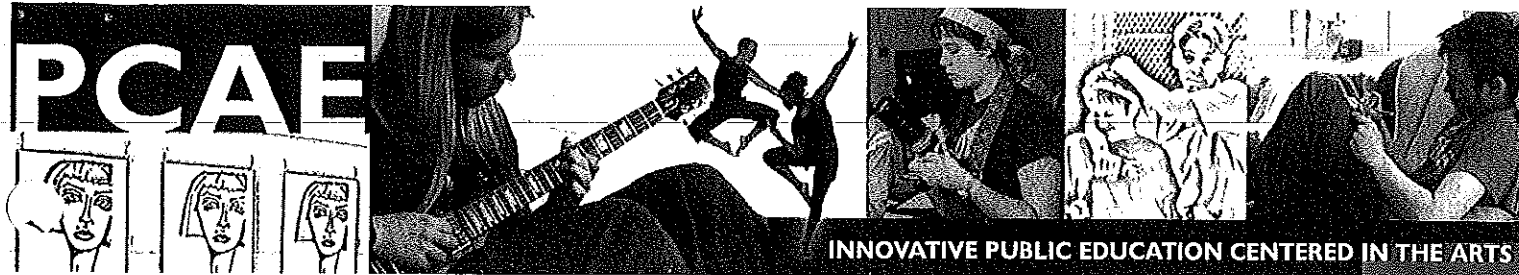
29	62	48	56	67	66	112	88	104
164	136	146	130	138	136	106	102	105
\$ 1,500.00	\$ 1,625.00	\$ 1,725.00	\$ 1,875.00	\$ 1,985.00	\$ 2,400.00	\$ 2,500.00	\$ 2,750.00	\$ 2,750.00

70F/35m

PCAE Visitors Policy

Draft: 3/31/04

1. **All visitors must register their name with the receptionist. Once cleared to visit, visitors should print their name clearly on their name badge and wear the badge in a location that is clearly visible.**
2. **The receptionist should inquire about the visitor's reason for coming to PCAE:**
 - If the visitor has an appointment, the receptionist should call the staff member who the visitor is seeing. The staff member should come and receive the visitor. If the staff member is not immediately available, the visitor should wait in the atrium until the staff member can be contacted.
 - If the visitor does not have an appointment but seems to have a legitimate reason for being at the center (e.g. picking up admissions information, needing to contact a staff member, etc.), the receptionist should, if possible, give the visitor the information requested or contact a staff member to assist. [If the visitor is a parent, they are often trying to locate their son/daughter or they may want to talk to the counselor, teacher, Director, etc.]
 - If the visitor does not have an appointment and just wants to look around the building, student services staff or one of the agency directors or their assistants should be contacted. If no one can accommodate the visitor at this time, they should be asked to leave and told to call ahead for an appointment before coming again.
 - Under no circumstances are unidentified visitors to be allowed to wander the building on their own.
 - If, at any time, visitors become belligerent, security should be called. If security is not available, one of the directors or a student services staff member should be contacted.
3. **If the visitor wishes to go to the library, the receptionist should give the visitor directions to the library and then call ahead to inform library staff that someone is on their way. Library staff should contact security or the receptionist if the visitor does not appear in the library in a reasonable amount of time.**
4. **Visitors to the Professional Development Building (GAIA) should drive directly to the Professional Development Building, park and check in with a staff person there.**
5. **Alumni visitors should be made to feel welcome, but they should not go off on their own without first making contact with a staff member. Alumni who make repeated visits without any stated purpose should be referred to a Director or a student services staff person.**
6. **Upon seeing a visitor, all staff members should interact with the visitor and inquire if they can be of assistance.**



I 1

March 22, 2004

JoAnn Winter
Education Minnesota
4930 W 77th St., Suite 180
Edina, MN 55435

Dear JoAnn Winter:

I received your letter of March 15 requesting a leave of absence for the school year 2004-05.

Pursuant to Article 17, Section 5F (Association Leave) of the SRSEA contract, your leave of absence for the school year 2004-05 to continue work with Education Minnesota has been granted.

Please contact the Arts High School Director in writing by April 1, 2005, of your intentions for the school year 2005-06. I wish you well in the coming year.

Sincerely,

David Flannery
David Flannery,
Interim Executive Director

cc: Mark Youngstrom
Karen Tow

PCAE Board Member Information - March 2004

Board Member	G	Effective & Expiration Date	Address	C. Dst.	Phone #'s & Email Address	Profession
Brandt, Robert (Chair)	M	08/03/01	625 Lexington Pkwy South	4	H-651.699.3336 W-651.696.6534 F-651.696.6687	Dean at Macalester College
		01/05/04	St. Paul, MN 55116		brandt@macalester.edu	
		08/12/03	P O Box 14		H-507.467.0102	
Davis, John	M	01/01/07	Lanesboro, MN 55949	1	info@philosophyslam.org	Executive Director of the Kids Philosophy Slam, a national philosophy program for k-12 students.
Halgrim, Scott	M	0812/03	3908 28th St. West #2	5	H-952.929.9347 W-763.268.6317 C-612.961.4239	Computer Programmer at CNT, Plymouth, MN.
		01/02/06	St. Louis Park, MN 55416		shalgrim@mn.rr.com	
		02/02/00	754 Idaho Ave. West		H-651.699.1810	
Jenson, Renee	F	01/05/04	St. Paul, MN 55117	4	faarjenson@qwest.net	Business Owner
Johnson, Penny	F	03/03/01	608 11th Ave. Southeast	7	H-320.235.0655	Program Director at Willmar Regional
Jones, Roberta	F	01/03/05	Willmar, MN 56201		pennyhmj@charter.net	
	F	03/03/04	3710 Vincent Ave. N.		W-612.348.8766	
		01/03/05	Mpls., MN 55412	5	roberta.jones@co.hennepin.mn.us	
Knudson, Kat	F	08/12/03	2020 Pillsbury Ave. #304	5	H-612.872.1365 W-612.338.5040 x338	Marketing Director at Affinity Group.
		01/01/07	Mpls., MN 55404		kknudson@affinitygroup.com	
Lawal, Mohammed	M	06/28/02	4201 Aldrich Ave. South	5	H-612.824.5432 W-612.596.4876 C-612.961.0936 F-612.342.9354	Architect Engineer at KKE Architects, Inc., Mpls., MN
		01/02/06	Mpls., MN 55409		mlawal@kke.com	
		03/03/01	901 1st Street West		H-507.645.8423	
McWilliams, Jane (Vice Chair)	F	01/03/05	Northfield, MN 55057-1613	2	jmcwilli@charter.net	At Home Mom
Peterson, Sonja	F	05/10/01	P O Box 666	7	H-218.864.4010 C-218.770.0805	Former President of Regional Arts Council of MN
		01/03/05	Battle Lake, MN 56515		newbat@arvig.net	
Reigstad, Dan	M	06/28/02	2000 20th Ave. Southwest	7	H-320.235.3146 W-507.637.5317 C-320.212.4669 F-507.637.5308	Manager of facilities providing services to people with development disabilities.
		01/02/06	Willmar, MN 56201		dan.a.reigstad@state.mn.us	
Richards, Tina Anderson	F	05/10/01	2815 231st Street	7	H-507.859.2713 W-507.274.6111 C-507.828.2307 F-507.274.6113	Manager of Walnut Station Fine Arts Center, also is an artist, entrepreneur and a farmer.
		01/05/04	Walnut Grove, MN 55180		aprairie@redred.com	
		08/12/03	2 10th Street East		W-218.725.6807 F-218.625.9207	
Skala, Mary-Frances	F	01/01/07	Duluth, MN 55805	8	mfskala@fryberger.com	Attorney at Fryberger, Buchanan, Smith & Frederick, P.A.
Wilson, Chris	F	11/01/03	8600 NE Odean Ave	6	W/H-763.441.1563	Artist
		10/31/07	Elk River, MN 55330-7167		chris@chriswilsonstudios.com	
Total Female	9	Congressional Districts Reps:			Center Contact:	
Total Male	5	District	# of Rep		David Flannery, Interim Exe. Dir.	Tel: 763.591.4719; Email: davidflannery@pcae.k12.mn.us
Total Board Members	14	1	1		Pam Paulson, Deputy Director	Tel: 763.591.4708; Email: pam.paulson@pcae.k12.mn.us
		2	1		Kou Vang, Exe. Admin. Assistant	Tel: 763.591.4718; Email: kou.vang@pcae.k12.mn.us
		3	0			
		4	2			
		5	4			
		6	1			
		7	4			
		8	1			
		Members Total	14			

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PCAE Board Committee List - March 04

Full Board	
Last	First
Anderson- Richards	Tina
Brandt	Bob (Chair)
Davis	John
Halgrim	Scott
Jenson	Rence
Johnson	Penny
Jones	Robertta
Knudson	Kat
Lawal	Mohammed
McWilliams	Jane (Vice Chair)
Peterson	Sonja
Reigstad	Dan
Skala	Mary Frances
Wilson	Chris

Executive Committee	
Last	First
Brandt	Bob (Chair)
Jenson	Rence
Knudson	Kat
Skala	Mary Frances

Personnel Committee	
Last	First
Brandt	Bob (Chair)
Jenson	Rence
McWilliams	Jane
Peterson	Sonja
Reigstad	Dan
Wilson	Chris

Finance Committee	
Last	First
Jenson	Rence (Chair)
Johnson	Penny
Reigstad	Dan
Skala	Mary Frances
Davis	John

Programs Committee	
Last	First
Anderson-Richards	Tina
Davis	John
Knudson	Kat (Chair)
Lawal	Mohammed
Peterson	Sonja

Board Development Committee	
Last	First
Brandt	Bob
Halgrim	Scott
Jenson	Rence
Johnson	Penny
McWilliams	Jane
Skala	Mary Frances (Chair)

Nomination Committee	
Last	First
Halgrim	Scott (1-year term; expires 03/2005)
Skala	Mary Frances (2-year term; expires 03/2006)
Wilson	Chris (3-year term; expires 03/2007)



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library
6125 Olson Memorial Highway
Golden Valley, MN 55422

Personnel Committee Meeting Minutes

Date & Time: April 8, 2004 @ 1 p.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Bob Brandt called the meeting to order at 1:12 p.m.

2. Roll Call

Committee Members present: Bob Brandt, Renee Jenson, Jane McWilliams, Chris Wilson

Committee Members absent: Sonja Peterson, Dan Reigstad

Others: David Flannery, Kou Vang, Pam Paulson, Tom Carlson, Erin Straus

3. Agenda Approval

The committee added the "Committee Chair Election" to the agenda. The committee approved the agenda.

The committee discussed roles of the committee chair and decided to postpone this election until the next meeting so that Sonja Peterson can participate.

4. Approval of March 11, 2004, Meeting Minutes, attached as M1

Recommend the Personnel Committee approve the March 11 meeting minutes.

Committee member Jane McWilliams moved to approve the March 11 meeting minutes. Committee member Chris Wilson seconded the motion. The vote was unanimous.

5. Arts High School Director Search Process & Accounting Supervisor Hiring Status

Pam Paulson distributed the screening instrument and gave a status report on the Arts High School Director search process. She reviewed the instruments with committee members and encouraged recommendations from the committee. She also reported that Renee Ellis was hired to fill the accounting supervisor position and will start April 19.

6. Interim Executive Director Performance Review and Evaluation

The executive director performance review and evaluation instrument was passed out to committee members. Bob Brandt reviewed the process and timeline based on the 2002-03 review. The 2003-04 performance review and evaluation will include the goals identified from the last review. David Flannery will start the process by completing a self-evaluation to be forwarded to the committee. Committee members will complete their evaluation then ask for feedback from the board or if board members prefer, they may complete the instrument. Once information is compiled, the committee will meet at a closed meeting to discuss the evaluation and identify goals for 2004-05.

The committee briefly reviewed the instrument. David made a recommendation that spaces for comments should be added between each goal under "Position Target". Kou Vang will make the change and forward new copies to committee members.

7. Continue Discussion of Executive Director Search Process

At the January meeting, committee members were asked to forward comments and suggestions to Bob Brandt for compilation of a plan. The executive director position description was also emailed to committee members for review. Bob Brandt will discuss information with the committee.

This item was postponed till the next meeting due to lack of time.

8. Policy for the Executive Director Performance Review Process

A draft policy written by David was distributed to committee members. The committee reviewed language and recommended some changes. David will revise the policy as noted and forward to committee members to review. If ready, a copy will be presented to the full board for consideration in May.

9. A Parent Complaints

David gave a brief report and asked that committee members to contact him directly if they would like further details.

10. Other

11. Adjourn

Committee chair Bob Brandt adjourned the meeting at 3:09 p.m.



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6125 Olson Memorial Highway
Golden Valley, MN 55422

Executive Director Performance & Evaluation Analysis 2003-04

Rationale

There are four parts to this performance and evaluation analysis form.

1. Results Analysis – Based on major areas of accountability of the position.
2. Leadership Traits – Personal characteristics evaluation.
3. Position Targets – Specific areas of concentration and evaluation of achievement.
4. Summary Comments – Comments and rating on over-all performance.

This analysis provides the evaluated individual with feedback on job performance, record of achievements and results. The results of this analysis assists in identifying level of performance, strengths and problem areas needing improvements.

Rating System Directions

Performance indicators are listed for each category on this form. Rate each performance criteria, leadership trait and achievement level of position targets. Circle the appropriate response. Use a scale of "1-5" or "NA" (not applicable) to rate each sub-topic on the forms. The rating scale is divided into the following four range divisions:

1. 1-2 points indicate performance does not meet expectations, improvements needed.
2. 3 points indicate performance acceptable.
3. 4 points indicate performance meet all expectations.
4. 5 points indicate performance exceeds all expectations.

Circle "NA" if the category is not applicable. Use the comment area below each area of responsibility and leadership trait to provide feedback to the evaluated individual.

An over-all performance rating below 3 points indicates that a performance problem exists.

Results Analysis

Analysis Done For	David Flannery			
Evaluator		Date		
Performance Period: From		March 2003	To	March 2004

Position Title: Executive Director

Report To: Board of Directors appointed by the Governor and confirmed by the State Senate

Position Overview

The primary goals of the Perpich Center for Arts Education are to educate and develop artistically talented high school students, to demonstrate and disseminate contemporary education reforms, and to spearhead innovations in the enhancement of arts education opportunities for children in grades K-12 statewide. The objective of the Executive Director is to provide leadership and direction including overseeing all management and operations to achieve the goals and mission set by the Board of Directors for the Center.

Responsibilities:

A. Organizational Leadership, Budget & Strategy

1. Oversee all management and operations of the Center, including budget preparation and review, supervising and retaining an outstanding team of staff, oversight of all systems and procedures, and other operational needs. Also provide leadership in determining the future direction and agenda of the Center.
- 1.1 Work with the Board to project and predict future needs and growth and change areas based on contemporary research, information and political and economic trends;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 1.2 Provide forward-thinking and engaging leadership, encouraging innovation and acceptance of diversity in all of the Center's programs and policies;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

*Perpich Center for Arts Education
Performance & Evaluation Analysis*

- 1.3 Lead the development of the biennial budget development process that includes a place for Board priorities and staff involvement;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 1.4 Monitors and adjusts budgetary allocations as necessary;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 1.5 Assign tasks to appropriate individuals on staff and seek outside consultant services when needed, to form recommendations for growth and/or change;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 1.6 Manage and direct staff, as the appointing authority's designee, within the State of Minnesota framework;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 1.7 Recruit, hire and provide regular reviews to staff, and design and implement an Agency staff development program for the Administration, seeking on-going improvement of the Center's administrative infrastructure; and

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 1.8 Participate in contract negotiations at the invitation of the Department of Employee Relations.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

B. Government Relations

2. Direct the relationship between the Center and the State Legislature; hence, maintain close working relationships with the Governor's staff and members of the education committees of the State House and Senate to ensure that the Center's needs and opinions are heard and considered. Advocate on behalf of the Center to ensure the organizations revenue needs are met.

*Perpich Center for Arts Education
Performance & Evaluation Analysis*

- 2.1 Oversee the preparation of a legislative plan and testify to the legislature on behalf of the Board as requested;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 2.2 Initiate and present a comprehensive funding plan first to the Board and then to the Finance Department, the governor's staff, and key house and senate leaders;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 2.3 To initiate a comprehensive facility plan; and

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 2.4 Work closely with the Deputy Executive Director who maintains the ongoing relationships with state agency staff with the implementation of Agency agenda items.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

C. Arts Education Advocacy and Policy Development

3. Exercise leadership in the general education, arts education, and arts communities in designing implementation and dissemination strategies for advocacy and policy reform developed by the Center. Be an active representative of the arts and arts advocacy among the general public.

- 3.1 Provide leadership necessary so that timely research, new policy innovation and reform to insure that it addresses key issues in public education and the arts;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 3.2 Provide leadership necessary for outreach programs that are effective with teachers and administrators in schools, school districts and arts organizations; and

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

- 3.3 Represent the Center before diverse education and arts audiences, state and national, in order to disseminate reforms and innovations.

1	2	3	4	5	NA
---	---	---	---	---	----

D. Working with the Board of Directors

4. Management of activities and accurate information for and with the Board of Directors.

4.1 Work with the Board to develop a strategic vision for the future of the organization;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

4.2 Develop and propose policies, and ways to measure progress on the important mission goals of the Center and the biennial budget to the Board for consideration;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

4.3 Insures that the Board priorities are included in the development of the biennial budget.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

4.4 Implement actions approved by the Board within the confines of Minnesota Statutes;

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

4.5 Represent the Board within diverse public arenas; and

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

4.6 Implement the bylaws and policies of the Board of Directors.

1	2	3	4	5	NA
---	---	---	---	---	----

Comments:

Leadership Traits

Listed below are eight leadership traits that are often associated with a successful leader. The traits are listed in a random order and do not reflect a sequence of importance.

1. Is sensitive to the reactions of other people and deals with them positively and with empathy. 1 2 3 4 5 NA

Comments:

2. Shows evidence of emotional control. Is calm, poised and mature. 1 2 3 4 5 NA

Comments:

3. Is enthusiastic and positive 1 2 3 4 5 NA

Comments:

4. Have good communication skills. Expresses ideas clearly when speaking or writing. Listens well. 1 2 3 4 5 NA

Comments:

5. As a member of a team – adjusts readily and works constructively in-group activities. 1 2 3 4 5 NA

Comments:

6. Initiative – independently sees the need for and takes action required to carry out responsibilities 1 2 3 4 5 NA

Comments:

7. Establishes and maintains integrity with staff, community, legislators and colleagues 1 2 3 4 5 NA

Comments:

8. Dependability and perseverance – meets promises and finishes tasks without frequent checking and in spite of difficulties. 1 2 3 4 5 NA

Comments:

Position Target

Instructions:

Person Being Evaluated – List three to five specific targets (relating to district or personal goals) determined at the last performance review. Evaluate your achievement in the space provided.

Evaluator – Evaluate the individual's achievement of position targets in the space provided.

- 1) **Morale:** Staff and Board members have identified morale as an area that requires attention in all parts of the Center. Symptoms include high staff turnover and statements made during exit interviews. While the recent budget reductions did bring differences to the fore, the issues identified, by and large, predate the budget crisis.

Each Director and manager will be asked to work with their colleagues to identify issues that cause stress or things that, if eliminated, would make a difference. A limited number of specific goals and a way to monitor progress on each would be established. At the end of the year, each employee should be able to point to specific accomplishments that made for a better work environment.

Executive Director							Evaluator					
1	2	3	4	5	NA		1	2	3	4	5	NA

Evaluator's Comments:

- 2) **Diversity:** In many ways the strength of the Center has been its statewide mission and the fact that a diverse population works together toward common ends. For example, at the Arts High School, students come together from small towns, farms, out-state cities and the Twin Cities to learn from a staff and associates who are similarly diverse. In addition, students with differing sexual orientations are served by a similarly diverse and accepting staff. Efforts are made, at the Center, the Arts High School and in the districts and cities throughout the state to serve clients with a culturally diverse approach to the arts and academics.

We have, though, fallen short to our own expectations in the area of racial and cultural diversity. In addition, over the years, we are serving fewer students at the Arts High School from greater Minnesota and more from metropolitan communities.

The Interim Executive Director intends to bring the Board an operations plan that sets specific goals to increase the number of qualified applicants from the following communities:

- a. Out-state Minnesota including students from the first, second and eighth congressional districts.
- b. Communities of color.
- c. Immigrant communities.

There will also be goals to increase the applicant pool for all Center positions with a special focus on management and teaching positions.

Executive Director							Evaluator					
1	2	3	4	5	NA		1	2	3	4	5	NA

Perpich Center for Arts Education
Performance & Evaluation Analysis
 Evaluator's Comments:

- 3) **Leadership Transition:** There is a need to establish a clear transition for the Executive Director position. The Interim Executive Director will work with the Personnel Committee and then the full Board to establish a process that:

- a. Sets a timeline.
- b. Determines the appropriate compensation and a plan to set it.
- c. Other.

Executive Director							Evaluator					
1	2	3	4	5	NA		1	2	3	4	5	NA

Evaluator's Comments:

- 4) **Board Development:** The Interim Executive Director will work with the Board Development Committee and then the full Board to identify two specific goals designed to help the Board clarify its governance role and working relationships.

The Board will consider the feedback provided in its recent self-assessment as it develops goals.

Executive Director							Evaluator					
1	2	3	4	5	NA		1	2	3	4	5	NA

Evaluator's Comments:

Summary Comments

Evaluator's Summary of Strengths (list 3 or less):

1)

2)

*Perpich Center for Arts Education
Performance & Evaluation Analysis*

3)

Evaluator's Summary of Needed Improvements (list 3 or less):

1)

2)

3)

Over-all Performance Rating | 1 | 2 | 3 | 4 | 5

Date

Board Member's Signature

Chairperson's Summary of Evaluator's Comments

Chairperson's summary of Board Member's comments on **STRENGTHS** (list 3 or less):

1)

2)

3)

Perpich Center for Arts Education

Performance & Evaluation Analysis

Chairperson's summary of Board Member's comments of **NEEDED IMPROVEMENTS** (list 3 or less):

1) _____

2) _____

3) _____

Over-all Performance Rating (Average of all Board Members' Rating) | 1 | 2 | 3 | 4 | 5

Mutually agreed upon plan for improvement and timetable:

Comments:

Date

Chairperson Signature

Date

Executive Director Signature

Documentation Form for Performance Evaluation

Since you have provided an overall evaluation of 3 or less, you are required to document your evaluation (See * at bottom of page). Please be very specific in your comments on the following topics.

Overall Rating from Executive Director's Appraisal Form | 1 | 2 | 3 | 4 | 5

1. Cite the deficiency in the Individual's performance:

2. Cite the performance you expect:

Date

Board Member Signature

* Quarterly evaluations are required for performance reviews with an overall performance rating of 3 or less by the majority of the board. The first one will be sent to you 90 days from date of this evaluation.

Date

Executive Director Signature

Executive Director Performance Review Policy

To govern the center appropriately and to track the ^{extent} exact to which the agency is focused on the mission and to assess progress on important goals, the Personnel Committee of the board will conduct an annual performance review for the executive director.

The committee will adopt ^{Procedures} regulations for the performance review that identify ways to involve all board members and, if deemed ^{desirable} desirable, members of the center, ^{staff} community or the broader community. The ^{procedures} regulations will include a timeline and a process that is consistent with all state employee policies and procedures.

Procedure for the Executive Director Performance Review

1. In March of each year, the executive director will complete a new self-evaluation using the instrument selected by the Personnel Committee. The executive director will report the progress on the goals and the identified responsibilities fulfilled.
2. At or before the April meeting, the chair of the Personnel Committee will advise all board members that the executive director performance review is in process and the members of the committee are seeking board member feedback. Board members may complete the performance review instrument or present information and opinion in other convenient formats.
3. Also in April, the Personnel Committee chair will distribute the executive director self appraisal to the members of the Personnel Committee, distribute blank forms for their use and set a deadline for their completion.
4. In May, the Personnel Committee will meet with the executive director in a closed meeting to discuss the executive director's performance. The committee members and the executive director will begin to identify goals for the following year. In addition, the committee and the executive director will review the Executive Director Limitations Policy and suggest changes, if changes are in order.
5. At the June board meeting, the chair of the Personnel Committee will make a report to the board and the public on the performance review process. At this meeting and through the summer, administrators and appropriate committees will develop and refine the goals for the following year.

⑥ If deemed desirable, the P.C. will establish a process to involve center staff or the broader community.



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library
6125 Olson Memorial Highway
Golden Valley, MN 55422

Board Development Committee Meeting Minutes

Date & Time: May 13, 2004 @ 2 p.m.
Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Mary Frances Skala called the meeting to order at 2:23 p.m.

2. Roll Call

Committee members present: Bob Brandt, Scott Halgrim, Renee Jenson, Penny Johnson (came at 2:45), Jane McWilliams, Mary Frances Skala

Others: Chris Wilson, Dan Reigstad, Mike Hiatt, Diane Aldis, David Flannery, Kou Vang

3. Agenda Approval

Recommend the committee approve this meeting agenda.

The committee approved the agenda.

4. Committee Chair Election

Committee members appointed Mary Frances Skala for another term as committee chair.

5. Approval of March 11, 2004 Meeting Minutes, attached as M1

Recommend the Board Development Committee approve the March 11 meeting minutes.

The committee approved the March 11, 2004 meeting minutes.

6. Board Assessment Tool

The committee reviewed and discussed the board assessment tool. Committee chair Mary Frances will edit the tool to reflect the roles and responsibilities. Committee members will have an opportunity to review the draft before proposing to the full board.

7. Chain of Command Policy

The committee addressed how to move ahead to draft this policy and discussed other name reference for the policy. Committee members recommended checking with the School Board Association, if possible, and view their model as a guideline. Mary Frances Skala, Bob Brandt and David Flannery volunteered to work on this policy. Members can email his/her suggestions or comments to them.

8. Social Event for Board Members

The committee discussed where to host this event and possible dates. David Flannery volunteered to host this event at his home. The committee selected three dates with other events happening at the center so that, if convenient, board members may also attend. The dates to propose to the full board were: May 28 (graduation), June 4 (Personnel Committee meeting and Mark Youngstrom's Retirement Party) and June 10 (next board meeting). Kou Vang will pass a sign-up sheet at the full board meeting for members to sign-up for the days most convenient with their schedule.

9. The Carver Governance: Model and Materials

The information was distributed to committee members. David informed the committee that he attended this workshop and felt the materials would be helpful when the committee starts its work on board governance. He encouraged the committee to review the materials and to include it for discussion at their next meeting.

10. Other (none)

11. Adjourned

Committee chair Mary Frances Skala adjourned the meeting at 3:10 p.m.



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library
6125 Olson Memorial Highway
Golden Valley, MN 55422

Full Board Meeting Minutes

Date & Time: May 13, 2004 @ 3 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:15 p.m.

II. Roll Call

Board members present: Bob Brandt, Scott Halgrim, Renee Jenson, Penny Johnson, Kat Knudson, Jane McWilliams, Dan Reigstad, Mary Frances Skala, Chris Wilson

Board members absent: Tina Anderson Richards, John Davis, Roberta Jones, Mohammed Lawal, Sonja Peterson

Others: David Flannery, Kou Vang, Mark Youngstrom, Rene Ellis, Mike Hiatt, Diane Aldis

III. Agenda Approval

Recommend the board approve this meeting agenda.

Board member Kat Knudson moved to approve the agenda. Board member Renee Jenson seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

- a. **April 8, 2004, Meeting Minutes**, attached as M1-4
Recommend the board approve the April 8 meeting minutes.

Board member Jane McWilliams moved to approve the April 8, 2004 meeting minutes. Board member Mary France Skala seconded the motion. The vote was unanimous.

V. Reports

- a. **Chair's Report – Bob Brandt** (no report, all will be discussed later in the meeting.)

b. **Committee Reports**

1. **Executive Committee – Bob Brandt** (no meeting)
2. **Finance Committee – Penny Johnson**

The committee did not meet but there are grants to be discussed later in this meeting, which she received via email.

3. **Personnel Committee – Bob Brandt**

Bob Brandt reported that the committee had a closed and open meeting. In the closed meeting the committee discussed David Flannery's performance review for 2003-04 and set goals for 2004-05. Overall the committee ranked David's performance higher than his own self-evaluation. There were six goals identified for areas needing improvement.

- Morale
- Diversity in broader areas
- Executive search process
- Governance Policy – work with the Board Development Committee
- Summer School
- Financial stability plan for the next biennium

In the open meeting, the committee continued discussion on the executive director search plan. A special meeting is scheduled for June 4 at 10 a.m. to finalize David Flannery's performance review and to refine the goals for 2004-05. Bob Brandt asked board members to comment on David's performance review by completing the evaluation tool or comment on areas needing improvement. He asked Kou Vang to email board members the evaluation tool

along with David's self-evaluation and to compile information from board members for the committee.

4. **Board Development Committee – Mary Frances Skala**

Mary Frances Skala reported on the committee's earlier meeting. She will be refining the board assessment tool to reflect the adopted board roles and responsibilities. The committee is working on a communication policy (legal and standard) to guide communication with board members, staff and the public. She shared the Carver Board Governance materials provided by David with the board. She added that the committee will be reviewing the material and if applicable, use as model to help develop the PCAE Board Governance Policy. She also encouraged board members to review the materials and let her know of their comments. The committee has been planning a social event to thank past board members and welcome new board members. David Flannery has volunteered to host the event at his home. Kou is circulating a sign-up sheet with three possible dates for board members to sign on the date(s) doable with their schedule. Kou will also poll absent board members and based on the majority-preferred date, she will inform the board of the event date.

5. **Programs Committee – Kat Knudson (no meeting)**

c. **Executive Director's Report**

David Flannery reported on the following:

1. Introduced **Rene Ellis** as the accounting supervisor principal to the board.
2. **Matt Mamchilov**, an Arts High School student, was among the 20 selected to receive the Presidential Scholar Award. Karen Monson was selected by Matt as the teacher to have most influenced his work. Matt's parents and Karen Monson will accompany him to receive the Presidential Scholar Award at the White House. Board member Jane McWilliams recommended that this kind of news should be communicated to the student's hometown local newspaper for press release. Board members also recommended taking pictures at the White House to be included on the press release. Chair Bob Brandt will send a congratulation note to the Matt and his family.
3. **Legislative Exit Interview**, the auditors have finalized their findings and a meeting is set with the auditors for May 27 to discuss the formal findings. He will give a report at the next meeting.
4. **Perpich Memorial Installation**, the center commissioned two artists to create and design a sculpture to be permanently installed at PCAE to honor Rudy and Lola Perpich as its founders. The center will host a dedication program for the installation on May 27 at 5:30 p.m.
5. **AHS Director Candidate Interviews**, the Selection Committee has selected five candidates to interview on May 17 and 19. All interviews are open to the public; a schedule is provided in each board folder.
6. **Legislative Update**, there is no bonding bill for the state. As for the budget-balancing bill, the House had the center at 3% cut same as the Governor's proposal and the Senate proposed no cut to the center but there was no conference committee and no further action on either bill. He also spoke with Brent Gustafson, our EBO, who have advised the center to prepare for a 3% cut (\$179,000) as proposed by the Governor. In addition, all state agencies were notified in writing from the Commissioner of Finance, Peggy Ingison, to keep spending to a minimum and to not initiate new grants or contracts, which will have an effect on the grants to be proposed for approval later in this meeting.
7. **College of Visual Arts Board**, he announced that he joined the board for the College of Visual Arts in St. Paul. He is honored and looking forward to being a member of their board.

d. **Foundation Report**

Scott Halgrim reported that the PCAE Foundation is now at a stage where they need to structure for legal and proper accounting setup. The Foundation had three members' terms expire, one of which was renewed, and three new members elected. The foundation continues to plan for fundraising to generate funds to assist the Arts High School. The foundation has set aside \$15,000 for student assistant. The Arts High School staff would evaluate and select the students to receive the grants. Some criteria for selection process include: Demographic, Economic and Ethnic Diversity.

David Flannery also reported that the foundation was willing to help with morale issues at the center. Steve Shapiro, a foundation board member, alumni parent and a communication consultant, suggested conducting a focus group and volunteered to guide the conversation about what makes it good to work at PCAE and what obstacles prevent a positive environment. There will be two focus groups, one group would be with the Arts High School staff and the other would be with all other center staff. The focus groups will be scheduled for early June before the AHS staff leaves for the summer. Depending

on the outcomes of the focus groups, the foundation will continue discussion on how they can assist.

e. Other

VI. Consent Calendar

VII. Old Business

a. FY2004/05 Budget Plan

1. The Multi-Objective Decision Analysis Process 2001-2002

David Flannery directed the board to materials prepared by Elsie Martin that illustrated the process the center used to reduce the budget by 15 % for 2001-02. He walked through the materials and highlighted points that may be useful when making decisions and planning for the next biennium's operating budget. If the board like, he could ask Elsie Martin to review the process.

2. The 2004/2005 Budget Proposal, attached as OB1-3

David reviewed the budget proposal for 2004/05 with the board. He noted that the draft consisted of the adopted 2004 budget plus 5% added to salary and 3% added to non-salary items. The administration will have the finalized 2004/05 budget draft for the board to consider at the next board meeting.

b. Policy Consideration and Approval

1. A Visitors Policy

The board asked to have this policy put on the next meeting agenda for approval.

2. Executive Director Performance Review and Evaluation Policy, attached as OB4

The Personnel Committee drafted a policy to better guide the annual performance review process of the executive director.

Recommend the board approve the Executive Director Performance Review and Evaluation Policy.

Board member Jane McWilliams moved to approve the Executive Director Performance Review and Evaluation Policy. Board member Dan Reigstad seconded the motion. The vote was unanimous.

VIII. New Business

a. ACE~Dance Program Grants for FY05, attached as NB1-2

ACE~Dance provides professional development in dance education for teams of teachers from Minnesota public schools. The grants provide reimbursement to the schools for expenses incurred during the program: (1) substitute teacher coverage during planning days and workshop days; (2) stipends of no more than \$50 per day during summer workshops when teachers are off-contract; and (3) travel and per diem expenses for those teachers traveling to the workshops from outside the metro Twin Cities area. The following are the six schools the administration is recommending to the board for approval.

Recommend the board approve a \$3,430 ACE~Dance Program grant to Northfield High School, Northfield.

Recommend the board approve a \$2,960 ACE~Dance Program grant to Birch Grove Elementary School, Brooklyn Park.

Recommend the board approve a \$2,840 ACE~Dance Program grant to Dayton's Bluff Elementary and Adams Spanish Immersion School, St. Paul District Team.

Recommend the board approve a \$3,420 ACE~Dance Program grant to Powderhorn Community School, Minneapolis.

Recommend the board approve a \$4,098 ACE~Dance Program grant to Morris Area Schools District Team, Morris.

Recommend the board approve a \$5,025 ACE~Dance Program grant to Central Collaborative School, Bemidji.

Mike Hiatt, PDR Director, with Diane Aldis explained the above grants. Although, the board cannot approve the proposed grants due to the spending freeze, the board supports the grants and will authorize approval pending further notice from the Governor's Office or the Department of Finance. The board asked Mike Hiatt to notify the recipient schools of the grant status.

b. Minnesota State High School League Membership for 2004-05, attached as NB3-5

As the Arts High School may have students participating in their home school's sports team, being a member of the Minnesota State High School League entitles AHS students to be covered under the catastrophic insurance plan. If the AHS is not a member, the center will assume that liability and AHS students will not be able to participate in League-sponsored events.

Recommend the board approve the Minnesota State High School League Membership for school year 2004-05 for the Arts High School.

Board member Renee Jenson moved to approve the Minnesota State High School League Membership for the Arts High School for school year 2004-05. Board member Mary Frances Skala seconded the motion. The vote was unanimous.

IX. Personnel

X. Information and Decisions

- a. Elaine Drivas's Appointment for School Year 2004-05, attached as I1
- b. MaryAnn Dorsey's Resignation, attached as I2
- c. Colleen Brennan's Appointment, attached as I3
- d. March 11, 2004, Personnel Committee Meeting Minutes, attached as I4
- e. February 4, 2004, Finance Committee Meeting Notes, attached as I5-6
- f. March 11, 2004, Finance Committee Meeting Minutes, attached as I7-8
- g. March PCAE Financial Statement, attached as I9-10
- h. The Art of Here. Now. (mnartists.org), attached as I11-14

XI. Open Forum at 4 p.m. (none)

XII. Meeting Adjourn

Chair Bob Brandt adjourned the meeting at 5:10 p.m.

OB1

5% Salary Increase and 3% non Salary Increase for all except PDI Added Diversity and Alumni

Professional Development Institute - 500		11/14/2003	No Inc Sal or Non
9500	SALARIES - OUTREACH PDI/RACC	\$666,637	666,000
0331	NATIONAL TRAINING	\$6,500	6,500
0333	POSTAGE & COPIES	\$23,000	23,000
0334	SPECIAL INITIATIVES	\$12,500	12,500
0335	STAFF DEVELOPMENT	\$8,000	8,000
0341	DANCE EDUCATION	\$10,000	10,000
0342	THEATER EDUCATION	\$50,000	50,000
0343	MEDIA ARTS EDUCATION	\$50,000	50,000
0344	ARTS EDUCATION COURSES (FACS)	\$10,000	10,000
0345	MUSIC EDUCATION	\$12,500	12,500
0346	VISUAL ARTS EDUCATION	\$10,000	10,000
0354	COLLABORATIONS/CONFERENCES	\$20,000	20,000
0355	MULTICULTURAL INITIATIVE	\$12,500	12,500
0360	PARTNER SCHOOLS	\$220,000	220,000
0361	ASAP INITIATIVE	\$200,000	200,000
0365	CAPP	\$83,000	83,000
0370	SUMMER INSTITUTE	\$40,000	40,000
0381	PRINT PROJECTS	\$12,500	12,500
0501	TRAVEL	\$4,000	4,000
0502	STAFF DEVELOPMENT	\$5,000	5,000
0503	POSTAGE, PRINTING, COPIES	\$5,000	5,000
0504	BEST PRACTICE NETWORK	\$99,307	99,000
0505	RESEARCH GRANTS	0	-
		\$1,559,444	1,559,500.00

0407	MUSIC	\$17,800	\$18,000
0410	COMMUNICATIONS	\$3,700	\$4,000
0411	MATHEMATICS	\$3,000	\$3,000
0412	SCIENCE	\$3,700	\$4,000
0413	SOCIAL STUDIES	\$2,000	\$2,000
0414	WORLD LANGUAGES	\$2,000	\$2,000
0415	SUBSTITUTE TEACHERS	\$7,000	\$7,000
0416	FIELD TRIPS	\$0	\$0
0418	PROGRAM DEVELOPMENT	\$30,900	\$32,000
0419	STAFF DEVELOPMENT	\$10,100	\$10,000
0420	POSTAGE, PRINTING, COPIES	\$25,700	\$26,000
		\$2,599,609	\$2,724,000

Alumni	New
1200 Alumni	\$10,000
	\$10,000

Grand Total	\$6,864,000	\$7,137,500
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1. Amounts shown reflect FY 2004 budget allotments before the FY 2003 carryover was allotted.
2. Non Salary items are increase by 3% - Inflation except PDI
3. Salary costs are increased by 5% except PDI

Fiscal Year 2004
Modified Budget Allotments - Fund 100
as of October 30, 2003

Administration - 100

9100	SALARIES - ADMINISTRATION	\$1,311,625
0102	BUILDING FACILITIES	729,834
0103	HEALTH & WELLNESS	\$2,000
0104	INFORMATION SERVICES	\$31,300
0105	TECHNOLOGY	\$135,000
0106	ADMINISTRATION	\$409,400
0107	STAFF DEVELOPMENT	\$5,000
0108	FACILITY REPAIR	\$123,148
0109	POSTAGE, PRINTING, COPIES	\$7,842
		<u>\$2,755,149</u>

Professional Development Institute - 500

9500	SALARIES - OUTREACH PD/RACC	\$665,637
0331	NATIONAL TRAINING	\$6,500
0333	POSTAGE & COPIES	\$23,000
0334	SPECIAL INITIATIVES	\$12,500
0335	STAFF DEVELOPMENT	\$8,000
0341	DANCE EDUCATION	\$10,000
0342	THEATER EDUCATION	\$50,000
0343	MEDIA ARTS EDUCATION	\$50,000
0344	ARTS EDUCATION COURSES (FACS)	\$10,000
0345	MUSIC EDUCATION	\$12,500
0346	VISUAL ARTS EDUCATION	\$10,000
0354	COLLABORATIONS/CONFERENCES	\$20,000
0355	MULTICULTURAL INITIATIVE	\$12,500
0360	PARTNER SCHOOLS	\$220,000
0361	ASAP INITIATIVE	\$200,000
0365	CAPP	\$83,000
0370	SUMMER INSTITUTE	\$40,000
0381	PRINT PROJECTS	\$12,500
0501	TRAVEL	\$4,000
0502	STAFF DEVELOPMENT	\$5,000
0503	POSTAGE, PRINTING, COPIES	\$5,000
0504	BEST PRACTICE NETWORK	\$99,307
0505	RESEARCH GRANTS	\$7,200
		<u>\$1,566,644</u>

Notes:

The following accounts include carry-over funds from appropriation unit CAE in FY 2003:

Orgn	Name	Carry-over Amt.	Orig. Budget
0102	BUILDING FACILITIES	\$381,834	\$348,000
0106	ADMINISTRATION	\$206,800	\$202,600
0105	TECHNOLOGY	\$30,000	\$105,000
0505	RESEARCH GRANTS	\$7,200	0
	Total Carry-over	\$625,834	

The following account includes carry-over funds from appropriation unit REP in FY 2003:

Orgn	Name	Carry-over Amt.	Orig. Budget
0108	FACILITY REPAIR	\$63,148	\$60,000

Arts High School - 200

9200	SALARIES - ARTS HIGH SCHOOL	\$2,320,509
0201	ADMISSIONS	\$36,000
0202	COUNSELING	\$6,000
0204	POSTAGE, PRINTING, COPIES-B	\$23,000
0206	SPECIAL EDUCATION	\$40,000
0401	DANCE	\$7,500
0402	LITERARY ARTS	\$4,700
0403	MEDIA ARTS	\$13,500
0404	THEATER	\$14,500
0405	VISUAL ARTS	\$27,500
0406	COMMON EXPERIENCE	\$500
0407	MUSIC	\$17,800
0410	COMMUNICATIONS	\$3,700
0411	MATHEMATICS	\$3,000
0412	SCIENCE	\$3,700
0413	SOCIAL STUDIES	\$2,000
0414	WORLD LANGUAGES	\$2,000
0415	SUBSTITUTE TEACHERS	\$7,000
0416	FIELD TRIPS	\$0
0418	PROGRAM DEVELOPMENT	\$30,900
0419	STAFF DEVELOPMENT	\$10,100
0420	POSTAGE, PRINTING, COPIES	\$25,700
		<u>\$2,599,609</u>

Residential Services - 300

9300	SALARIES - RESIDENTIAL SRVCS	\$448,721
0203	DORMITORY	\$18,000
0207	STAFF DEVELOPMENT - DORM	\$3,000
		<u>\$469,721</u>

Learning Resource Center - 400

9400	SALARIES -LRN RESOURCE CNTR	\$151,359
0408	LEARNING RESOURCE CENTER	\$10,500
		<u>\$161,859</u>

Grand Total

\$7,552,982

With
Carry Forward
723,000
631,000
F.R.

Fiscal Year 2003
Expected Expenditures - Fund 100 (1)
as of October 31, 2003

Administration - 100

0101	SALARIES	\$4,919,331
0102	BUILDING FACILITIES	\$373,521
0103	HEALTH & WELLNESS	\$2,153
0104	INFORMATION SERVICES	\$33,612
0105	TECHNOLOGY	\$90,561
0106	ADMINISTRATION	\$289,333
0107	STAFF DEVELOPMENT	\$2,218
0108	FACILITY REPAIR	\$65,818
0109	POSTAGE, PRINTING, COPIES	\$8,471
		<u>\$5,785,018</u>

Professional Development Institute - 500

0331	NATIONAL TRAINING	\$414
0333	POSTAGE & COPIES	\$19,449
0334	SPECIAL INITIATIVES	\$10,028
0335	STAFF DEVELOPMENT	\$5,539
0341	DANCE EDUCATION	\$47,027
0342	THEATER EDUCATION	\$44,907
0343	MEDIA ARTS EDUCATION	\$5,300
0344	ARTS EDUCATION COURSES (FACS)	\$4,709
0345	MUSIC EDUCATION	\$7,660
0346	VISUAL ARTS EDUCATION	\$9,115
0352	MINNESOTA ART EXPERIENCE	\$0
0354	COLLABORATIONS/CONFERENCES	\$13,107
0355	MULTICULTURAL INITIATIVE	\$3,453
0360	PARTNER SCHOOLS	\$184,791
0361	ASAP INITIATIVE	\$81,259
0363	PASS	\$126,942
0365	CAPP	\$77,349
0370	SUMMER INSTITUTE	\$26,452
0381	PRINT PROJECTS	\$4,118
0501	TRAVEL	\$3,194
0502	STAFF DEVELOPMENT	\$2,839
0503	POSTAGE, PRINTING, COPIES	\$3,107
0504	CONSULTING SERVICES	\$104,601
0505	RESEARCH GRANTS	\$3,306
		<u>\$788,667</u>

Arts High School - 200

0201	ADMISSIONS	\$37,787
0202	COUNSELING	\$5,309
0204	POSTAGE, PRINTING, COPIES-B	\$19,330
0206	SPECIAL EDUCATION	\$40,000
0401	DANCE	\$7,457
0402	LITERARY ARTS	\$4,598
0403	MEDIA ARTS	\$12,321
0404	THEATER	\$13,851
0405	VISUAL ARTS	\$27,290
0406	COMMON EXPERIENCE	\$2,567
0407	MUSIC	\$20,038
0410	COMMUNICATIONS	\$3,663
0411	MATHEMATICS	\$3,000
0412	SCIENCE	\$3,077
0413	SOCIAL STUDIES	\$1,923
0414	WORLD LANGUAGES	\$1,483
0415	SUBSTITUTE TEACHERS	\$12,149
0416	FIELD TRIPS	\$5,720
0418	PROGRAM DEVELOPMENT	\$29,451
0419	STAFF DEVELOPMENT	\$13,207
0420	POSTAGE, PRINTING, COPIES	\$26,213
		<u>\$290,433</u>

Residential Services - 300

0203	DORMITORY	\$17,189
0207	STAFF DEVELOPMENT	\$1,401
		<u>\$18,591</u>

Learning Resource Center - 400

0408	LEARNING RESOURCE CENTER	\$26,391
		<u>\$26,391</u>

Grand Total (2) \$6,909,099

Notes

1. Expected expenditures equal actual expenditures for open encumbrances.
2. Includes \$6,843,281 for appropriation CAE and \$65,818 for appropriation unit REP.

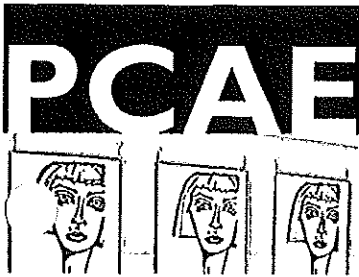
Executive Director Performance Review Policy

To govern the center appropriately and to track the extent to which the agency is focused on the mission and to assess progress on important goals, the Personnel Committee of the board will conduct an annual performance review for the executive director.

The committee will adopt procedures for the performance review that identify ways to involve all board members and, if deemed desirable, members of the center staff or the broader community. The procedures will include a timeline and a process that is consistent with all state employee policies and procedures.

Procedure for the Executive Director Performance Review

1. In March of each year, the executive director will complete a new self-evaluation using the instrument selected by the Personnel Committee. The executive director will report the progress on the goals and the identified responsibilities fulfilled.
2. At or before the April meeting, the chair of the Personnel Committee will advise all board members that the executive director performance review is in process and the members of the committee are seeking board member feedback. Board members may complete the performance review instrument or present information and opinion in other convenient formats.
3. Also in April, the Personnel Committee chair will distribute the executive director self appraisal to the members of the Personnel Committee, distribute blank forms for their use and set a deadline for their completion.
4. In May, the Personnel Committee will meet with the executive director in a closed meeting to discuss the executive director's performance. The committee members and the executive director will begin to identify goals for the following year. In addition, the committee and the executive director will review the Executive Director Limitations Policy and suggest changes, if changes are in order.
5. At the June board meeting, the chair of the Personnel Committee will make a report to the board and the public on the performance review process. At this meeting and through the summer, administrators and appropriate committees will develop and refine the goals for the following year.
6. If the Personnel Committee decides to formally solicit feedback from staff or the community, they will articulate their goals for this effort and specify the processes to collect information. The full board will have an opportunity to react and comment on both.



INNOVATIVE PUBLIC EDUCATION CENTERED IN THE ARTS

11

March 22, 2004

Elaine Drivas
Perpich Center for Arts Education

Dear Elaine Drivas:

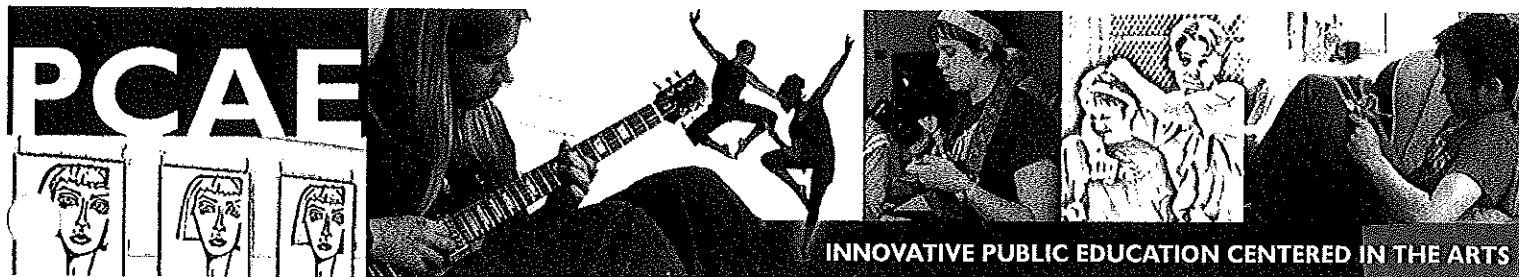
I am pleased to be able to offer you the Spanish Teacher position at the Arts High School for the school year 2004-05. Please let me know in writing if you intend to accept the position.

And please work with Mark Youngstrom, AHS Director, on planning and program for the next year. You also should probably see Karen Tow, Human Resource, to complete any necessary paperwork for your continued employment at our agency.

Sincerely,

David Flannery
David Flannery,
Interim Executive Director

cc: Mark Youngstrom
Karen Tow



I 2

May 4, 2004

Maryann Dorsey
2615 Jewel Lane
Plymouth, MN 55447

Dear Maryann,

I am writing to formally acknowledge your resignation from the Perpich Center for Arts Education. On behalf of the Board and the administration, I want to thank you for the contributions you made to the Arts High School and Center during your many years of service. I know that your colleagues relied on your sensible, balanced approach to high school education. They have and will continue to miss your contributions.

I wish you success as you bring your teaching career to a close, and I wish you good health and happiness in your retirement years.

Sincerely,

David Flannery
David Flannery
Interim Executive Director

cc: Mark Yougstrom, AHS Director
Karen Tow, Human Resource

PCAE



INNOVATIVE PUBLIC EDUCATION CENTERED IN THE ARTS

May 3, 2004

I 3

Ms. Colleen Brennan
889 South Cleveland Avenue, A13
St. Paul, MN 55116

Dear Colleen,

It is my pleasure to offer you the permanent appointment to the part time Electronic Publishing Coordinator position at the Perpich Center for Arts Education. You will be appointed at the third step, according to the AFSCME 2001-2003 contract, which is \$15.26 per hour. The start date is Wednesday, May 5, 2004. Because you have been here in a temporary capacity there is only a three-month probationary period. You will also be eligible for a step increase in three months.

If you would like to accept this appointment, please send me your response in writing by May 4, 2004. You may send me a fax followed by the original letter in the mail if you would like. My fax number is 763-591-4772. Also, you may want to set up a meeting with Karen Tow, Personnel Officer (763) 591-4712, to discuss your benefits.

We are so pleased that you will continue as a wonderful member of our staff!

Sincerely,

Pam Paulson, Ph.D.,
Deputy Director

cc: Karen Tow
David Flannery



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

Personnel Committee Meeting Minutes

Open Meeting: 12-12:10 p.m.; discuss items 1-5

Closed Meeting: 12:10-1:10 p.m.; discuss item 6

Open Meeting: 1:10-2 p.m.; discuss items 7-11

Date & Time: May 13, 2004, @ 12 p.m. **Location:** PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Bob Brandt called the closed meeting to order at 12:25 p.m.

2. Roll Call

Committee members present: Bob Brandt, Rence Jenson, Jane McWilliams, Chris Wilson, Dan Reigstad (part of the meeting)

Committee member absent: Sonja Peterson

Others: David Flannery, Kou Vang

3. Agenda Approval (This item was not discussed.)

Recommend the committee approve this agenda.

4. Committee Chair Election (This item was not discussed.)

5. Approval of April 8, 2004, Meeting Minutes, attached as M1-2 (This item was not discussed.)

Recommend the Personnel Committee approve the April 8 meeting minutes.

6. Discuss the Interim Executive Director Performance Review and Evaluation

The committee discussed David Flannery's performance review and evaluation. Committee members shared their evaluation in comparison to David's self-evaluation. Overall committee members rated David's performance higher than he did. Bob Brandt also shared comments received from other board members. Some committee members expressed concerns on how to get inputs from constituents and staff regarding the executive director's performance.

The committee identified six goal areas for 2004-05.

- Morale
- Diversity in broader areas
- Executive search process
- Governance Policy – work with the Board Development Committee
- Summer School
- Financial stability plan for the next biennium

The committee called a special meeting for June 4 at 10 a.m. to finalize David's performance review and to discuss goal areas for 2004-05 to be presented to the full board at the June 10 meeting for consideration.

Committee chair Bob Brandt adjourned the closed meeting at 1:45 p.m. and called the open meeting to order.

7. Arts High School Director Search Process (This item was not discussed.)

8. Executive Director Performance Review and Evaluation Policy (This item was not discussed.)

9. Continue Discussion of Executive Director Search Process

The committee briefly discussed planning, process and time guidelines for the executive director search. Bob Brandt shared a list of questions from Jane McWilliams regarding the process. Due to the limited time, the committee will further discuss and draft a plan at their next meeting.

10. Other (none)

11. Adjourn

Committee chair Bob Brandt adjourned the meeting at 2:10 p.m.



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

Personnel Committee Meeting Minutes

Date & Time: June 4, 2004, @ 10 a.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Bob Brandt called the meeting to order at 10:08 a.m.

2. Roll Call

Committee members present: Bob Brandt, Jane McWilliams, Dan Reigstad, Chris Wilson

Committee members absent: Renee Jenson, Sonja Peterson

Others: David Flannery, Kou Vang

3. Agenda Approval

Recommend the committee approve this agenda.

Committee member Dan Reigstad moved to approve the agenda. Committee member Chris Wilson seconded the motion. The vote was unanimous.

4. Committee Chair Election

At earlier meetings, committee members had discussed Sonja Peterson's candidacy as chair of the Personnel Committee. Due to prior commitments, Sonja was not able to attend the meeting but David reported that he had spoke with Sonja and she agreed to be chair.

Committee member Chris Wilson moved to nominate Sonja Peterson as chair of the Personnel Committee. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

5. Approval of Meeting Minutes

a. April 8, 2004, Meeting Minutes, attached as M1-2

b. May 13, 2004, Meeting Minutes, attached as M3-4

Recommend the Personnel Committee approve the April 8 and May 13, 2004, meeting minutes.

Committee member Jane McWilliams moved to approve the April 8 and May 13, 2004, meeting minutes. Committee member Chris Wilson seconded the motion. The vote was unanimous.

6. Arts High School Director Search Process

David Flannery reported on the on the Arts High School Director selection. The process was well planned and thorough. The candidate selected by the Selection Committee after the interviews was also the top candidate selected based on hard copy credential by the Screening Committee. During his visit to the candidate's workplace, he had good reports that confirmed what the Selection Committee, Screening Committee, staff and students saw during the candidate's visit at the center. The candidate has accepted the position and will start early July.

7. Finalize the Interim Executive Director Performance Review and Evaluation

Bob Brandt shared comments from board members on David Flannery's performance review. The following goals were discussed.

- Morale
- Diversity in broader areas
- Executive search process
- Governance Policy – work with the Board Development Committee
- Summer School
- Financial stability plan for the next biennium

After this meeting and further discussion of these goals at the June 10 full board meeting, David will prepare a report that explains the measurement and how the goals may be accomplished.

Chris Wilson brought up her concern about getting sufficient input from staff and constituents to effectively do the executive director performance review. She suggested holding summer schools in different locations to promote awareness of the center, which will also be a good source to survey how the center impacts learning. Bob Brandt suggested that perhaps there should be a board-level focus group to also get inputs on the outreach work. Bob asked that these suggestions and concern be put on future agenda for the new chair, Sonja Peterson to continue discussion.

8. Continue Discussion of Executive Director Search Process

The committee discussed the executive director search process and outlined the following to be presented the full board at the June 10 meeting.

Search Process Plan

- a. Criteria for the Executive Director
The board defines who and what qualifications it is looking for, to include input from David Flannery.
- b. No consultant to run the process
- c. Full board interviews finalists and selects final candidate.
- d. Personnel Committee serves as Screening Committee with inputs from staff: David Flannery, Mike Hiatt, Rie Gilsdorf and others.
- e. Advertise widely following the Arts High School Director model.

Timeline

- a. June – October 2004 Develop and define criteria.
- b. October 2004 Post and Advertise Position Opening.
- c. February 2005 Full board conducts interviews of finalists and select final candidate.
- d. July 2005 Start date.

To help develop and define the criteria, Dan Reigstad suggested that David prioritize the duties in order of importance and also get inputs from staff on what they are looking for in an executive director. Jane McWilliams suggested having a facilitator to help lead the criteria development.

9. Other

10. Adjourn

Committee chair Bob Brandt adjourned the meeting at 12:25 p.m.



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6125 Olson Memorial Highway
Golden Valley, MN 55422

Finance Committee Meeting Minutes

Date & Time: June 10, 2004, at 2 p.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Penny Johnson called the meeting to order at 2:05 p.m.

2. Roll Call

Committee members present: Renee Jenson, Penny Johnson, Dan Reigstad

Committee members absent: John Davis, Mary Frances Skala

Others: David Flannery, Kou Vang, Bob Brandt

3. Agenda Approval

Recommend the committee approve this meeting agenda.

The committee approved the agenda.

4. April 8, 2004, Meeting Minutes Approval, attached as M1

Recommend the Finance Committee approve the April 8, 2004, meeting minutes.

Committee member Renee Jenson moved to approve the April 8 meeting minutes. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

5. ACE~Dance Program Grants for FY05, attached as OB1-2

ACE~Dance provides professional development in dance education for teams of teachers from Minnesota public schools. The grants provide reimbursement to the schools for expenses incurred during the program: (1) substitute teacher coverage during planning days and workshop days; (2) stipends of no more than \$50 per day during summer workshops when teachers are off-contract; and (3) travel and per diem expenses for those teachers traveling to the workshops from outside the metro Twin Cities area. The following are the six schools the administration is recommending to the board for approval.

Recommend the board approve a \$3,430 ACE~Dance Program grant to Northfield High School, Northfield.

Recommend the board approve a \$2,960 ACE~Dance Program grant to Birch Grove Elementary School, Brooklyn Park.

Recommend the board approve a \$2,840 ACE~Dance Program grant to Dayton's Bluff Elementary and Adams Spanish Immersion School, St. Paul District Team.

Recommend the board approve a \$3,420 ACE~Dance Program grant to Powderhorn Community School, Minneapolis.

Recommend the board approve a \$4,098 ACE~Dance Program grant to Morris Area Schools District Team, Morris.

Recommend the board approve a \$5,025 ACE~Dance Program grant to Central Collaborative School, Bemidji.

David Flannery let the committee know that the grants above were the same grants proposed to the board at the last meeting. The recommendation to the board for approval will have to be postponed again, as the spending freeze has not been lifted.

He also brought to the committee's attention that the Executive Director Limitation Policy is on the board's agenda to change the executive director's authority on gifts, grants and contracts. The three changes are: one is to decrease the amount of gifts the executive director can accept and the other two are to increase the amount of grants and contracts the executive director can approve. If the board approves the changes, he can authorize the grants once the spending freeze has been lifted.

The committee supports the changes to the Executive Director Limitation Policy and the grants proposed above. The committee will recommend to the board.

5A. Contract for Roger Mahn, attached as NB1

Recommend the Board authorize the Perpich Center to enter into a \$25,000 contract with Roger Mahn for the position of Research and Development Project Consultant for the Quality Teacher Networks for FY05.

David briefly reviewed the Roger Mahn contract with the committee but noted that the recommendation will also be postponed due to the spending freeze.

Committee Dan Reigstad moved to accept the Roger Mahn contract to be recommended to the board once the spending freeze has been lifted. Committee member Renee Jenson seconded the motion. The vote was unanimous.

6. Strategic Financial Plan: Continue Discussion & Planning

David informed the committee that the administration will work on this plan over the summer and will share with the committee at future meetings.

7. FY2004/05 Budget Plan

Rene Ellis, Accounting Supervisor, distributed the budget plan for FY05 to committee members. She explained the numbers and responded to questions.

8. Meeting Adjourned

Committee chair Penny Johnson adjourned the meeting at 2:48 p.m.

0B1

To: David Flannery
Executive Director

From: Mike Hiatt, Director
Professional Development Institute

Subject: Professional Development Institute Grant Request

Applicant(s): Arts Courses for Educators (ACE) ~ Dance
School Grants 2004-2006

cc: Pam Paulson
Deputy Director

Request for Board Approval

We request approval of grants for six schools participating in the upcoming first year of the Arts Courses for Educators (ACE) ~ Dance program.

Program Description

ACE~Dance provides professional development in dance education for teams of teachers from Minnesota public schools. Over the course of two school years, K-12 teachers attend 5 days of workshops at the Perpich Center and receive school-site consulting from theater education specialists and Center staff.

During the 2004-05 year, we anticipate that:

- 24 teachers from six different schools will attend 5 days of workshops;
- ACE~Dance Instructors will provide 30-36 site visit days to the participating schools;
- Over 1800 students will experience dance lessons jointly presented by their teacher and the Dance Specialist.

Purpose of the Grants

The grants provide reimbursement to the schools for expenses incurred during the program: (1) substitute teacher coverage during planning days and workshop days; (2) stipends of no more than \$50 per day during summer workshops when teachers are off-contract; and (3) travel and per diem expenses for those teachers traveling to the workshops from outside the metro Twin Cities area.

Selection Process:

During Fall 2003, preliminary letters announcing the ACE~Dance program were mailed to several dozen schools and teachers who had expressed interest in such a program during the preceding year. PDR staff followed up with each letter to encourage timely preparation for the grant application. During January 2004, postcard announcements about the ACE~ Dance program were sent to every school district in Minnesota as well as to

teachers in our database; we also used mailing lists from professional organizations such as the Dance Educators Coalition and ASCD. Over 1400 postcards were mailed and the Center's website was used to provide online information and downloadable application forms.

We received 9 complete applications from schools throughout Minnesota, including several schools that had no previous contact with the Center's programs.

All applications were scored and discussed by the ACE~Dance Review Team, which included Penny Johnson as the Board representative. The seven-member Review Team consisted of dance educators, teachers and teaching artists as well as Center staff. Reviewers spoke favorably of the overall quality of the applications and commented on the clearly widespread need for stronger dance education in the K-12 classrooms. The Review Team met on April 13 to make final recommendations to the Board for funding of the six schools outlined below.

We recommend that the Board approve the following requested year of the ACE~Dance grants.

Budget 0341

TOTAL REQUEST: \$21,773

Professional Development Institute Grant Request
(Breakdown as follows)

FY05

<i>Cong Dist.</i>	<i>School</i>	<i>Proposed Funding</i>
2	Northfield High School Northfield	\$3430
3	Birch Grove Elementary School Brooklyn Park	\$2960
4	St. Paul District Team: Dayton's Bluff Elementary & Adams Spanish Immersion School	\$2840
5	Powderhorn Community School Minneapolis	\$3420
7	Morris Area Schools District Team: Morris	\$4098
7	Central Collaborative School Bemidji	\$5025

MEMORANUM

Date: April 30, 2004

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group (PDRG)

Byron Richard
Educational Research Coordinator

Re: Request for contract approval
Applicant: Position: Research and Development Project Consultant
Contractor: Roger Mahn
Contract Amount: \$25,000

CC: Pamela N. Paulson
Deputy Executive Director

With the support of the Perpich Center Board of Directors, a Request for Proposals (RFP) was published in the State Register for an assisting facilitator to work with the Arts Quality Teaching Networks in 2004-2005.

The deadline for proposals in response to the published RFP was Friday, March 19, at 4:00 pm. Three RFPs were requested from the Perpich Center and one proposal was submitted by the proposal deadline.

We find the proposal to be of high quality and that it meets, or exceeds, the criteria stated in the RFP. Our evaluation of the proposal finds that:

Research and Development Project Consultant:

Criteria: 25% professional qualifications.

The qualifications of Roger Mahn show depth in teaching, extensive education and experience in the professional development aspects of large-scale school reform initiatives.

Criteria: 25% expertise of individual or organization:

Mahn's resume shows extensive activity in the arena of arts education professional development, particularly from the point of view of standards-based education.

Criteria: 40% applicability to the goals of the Professional Development & Research Group

Mahn's resume shows extensive experience with professional development in relation to standards-based arts education, assessment, professional inquiry and research, and teacher mentoring, each of which is key to the goals and mission of the PDRG.

Criteria: 10% cost effectiveness of proposal.

Mahn's proposal meets our financial objectives while offering the highest level of professional development expertise.

We are pleased to have this response from an educational professional of such high quality. In light of this evaluation of the submitted proposal we whole-heartedly recommend contracting with this individual and ask that the board approve our selection.

BUDGET

Contracted period: July 20, 2004 - June 30, 2005

\$25,000.00



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library
6125 Olson Memorial Highway
Golden Valley, MN 55422

Programs Committee Meeting Agenda (No Quorum)

Date & Time: June 10, 2004, at 2 p.m.
Location: PCAE, Executive Conference Room

1. **Call Meeting to Order**

Kat Knudson called the meeting to order at 3:10 p.m.

2. **Roll Call**

Committee members present: Kat Knudson, Sonja Peterson

Committee members absent: John Davis, Tina Richards, Mohammed Lawal, Roberta Jones

Others: Pam Paulson, Mark Youngstrom

3. **Approval of Agenda**

Recommend the committee approve this meeting agenda.

Sonja recommended approval of the agenda subject to approval by a quorum. There has been a need for a quorum at the Program Committee meetings. Additional members may be recruited from the new board members when they are appointed. Kat will talk with John Davis about choosing to serve on either the Finance or Program Committee because both committees meet at the same time.

What time is best for the Program Committee to meet? After many conversations Kat has determined the current meeting time (2-3 p.m. prior to the board meeting) is still the best time. If there is work outside the regular committee time, committee members can contribute that way if they can't always come to the regular meeting.

4. **Review Notes from April 8, 2004, Meeting, attached as N1**

The April 8 meeting notes were reviewed by Kat Knudson and Sonja Peterson.

5. **Mentorship Program Update**

It is recommended that the Executive Directors of PCAE and the State Arts Board, along with members of the Regional Arts Council Forum and PCAE Board Members meet to discuss the Mentorship Program and possibly other ways to collaborate. Sonja suggested there might be some possible funding sources in the regions.

6. **Organizational Planning for 2004 (not discussed)**

7. **Committee Focus**

Discussion ensued about the focus of the committee. The committee would like to take on the responsibility to understand thoroughly the Center's programs. Then at meetings of the whole board there could be brief program presentations. Programs would be described in both writing (limited to 2 pages) and presented at the board meetings. Presentations would be focused first on the impact of the program, the data used to determine the impact, and how the program was designed and implemented.

Programs of PDR, AHS, and the Library would be presented on a rotation so that they feel they have a voice and the board is more fully informed. This may be an opportunity for PDR to develop a new framework for describing their programs in a concise and effective way. Committee input would be helpful in the design.

The Program Committee recommends to the full board that approximately 10-15 minutes of each board meeting be used for program presentations. A schedule will be developed, beginning with the August 12 board meeting. Possibly no program presentation will be done in September because of the board retreat. Programs in regions of the state could be highlighted when the board meets in Greater Minnesota.

Role of board members:

1. Understand programs impact.
2. Suggest ways programs could be expanded, more inclusive and improved.

How important is it that we change the by-laws to reflect the new committee focus? Kat will check with Mary Francis Skala to see if the board needs to formally change the description of the Program Committee in the by-laws.

8. **Charter School Sponsorship Policy** (not discussed)

At the April 8 board meeting, the board delegated this task to this committee. A resource guide, "Sponsoring Chartered Schools", manual is provided for committee members to review.

9. **Other**

Pam reported that a Letter of Interest was submitted to the National Endowment for the Arts for a grant to fund summer school. If accepted to apply, the full application would be due in September. The grant range is \$15,000-35,000.

10. **Meeting Adjourned**

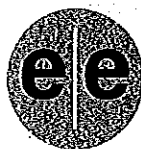
The meeting ended at 2:55 p.m.

SPONSORING CHARTERED SCHOOLS

A Resource Guide for Minnesota Chartering Agencies

*The latest in a series of reports on the
changing face of public education*

February 2004



education|evolving

*A joint venture of the Center for
Policy Studies and Hamline University*

ABOUT THIS GUIDE FOR SPONSORS OF CHARTERED SCHOOLS

This Guide is intended to assist the sponsor of chartered schools carryout their role that is indeed a substantive one. While the relationship between the state, the board of the chartered school, the operator and the sponsor is a collaborative one, it is the sponsor that grants the charter to the board of the school and it is the sponsor that determines whether the students at the school are making sufficient progress to warrant the school continuing to operate. Naturally the processes as to how those decisions are made must be well designed. Providing direction for what those processes might consist of is the focus of this Sponsors Guide.

This document represents the efforts of several key organizations all of whom have given their approval of the content of this Guide and agree to using this Guide as the "Minnesota Sponsorship Guide." These organizations are:

Education / Evolving
Minnesota Department of Education
University of Minnesota: Center for School Change
Minnesota Association of Charter Schools (MACS)

Having these organizations agree to accept this Guide as the statewide leadership document for sponsors of chartered schools demonstrates a commitment to consistent statewide leadership for the sponsoring function.

ABOUT THE AUTHORS OF THIS GUIDE

The principle writer and editor of the guide was Robert J. Wedl, Director of the Chartered School Sponsors Consortium which is a project of Education / Evolving. Bob is a veteran educator and educator policy leader, having served as Commissioner of Education and a number of other leadership positions in the Minnesota Department of Education and, most recently the Minneapolis School District. While in the Department, he was an architect of many of Minnesota's innovative public school choice initiatives.

Members of the guide development team were:

Morgan Brown, Director of the Division of School Choice and Innovation, Minnesota Department of Education (MDE)
Chris Brown, Charter School Sponsor Coordinator, Augsburg College
Bob DeBoer, Executive Director of New Visions Charter School in Minneapolis
Mo Chang, Charter School Sponsor Coordinator, St. Paul Public Schools
Scott Flemming, Director, Leadership, Governance and Accountability Project, Minnesota Association of Charter Schools (MACS)
Anne Lindgren, Charter School Sponsor Coordinator, University of Saint Thomas
Joe Nathan, Director, Center for School Change, University of Minnesota
Justin Testerman, Charter School Sponsor Coordinator, Minnesota Volunteers of America

Final editing and production supervision was provided by Jon Schroeder, Education / Evolving's coordinator. This Guide may be found at: www.educationevolving.org

This Guide is made possible by a grant from The Saint Paul Foundation. This Guide and other initiatives will be used in a variety of ways to strengthen the role and performance of existing and future charter school sponsors in Minnesota.

Sponsoring Charters

A Resource Guide for Minnesota Chartering Agencies

The latest in a series of reports on the changing face of public education

February 2004

ROLE OF SPONSORS IN CHARTERING IS UNIQUE AND ESSENTIAL

In 1991, Minnesota became the nation's first state to enact legislation authorizing chartered schools. Forty states plus the District of Columbia have now followed Minnesota's lead. This school year, over 700,000 students attend about 3,000 chartered schools all across America. By the fall of 2004, Minnesota will have over 100 chartered schools serving at least 15,000 students.

Given this growth, it is clear that chartered schools are now an integral part of American public education.

Minnesota law, like that of other states, includes a requirement that, for chartered schools to open, they must be granted a charter by an entity referred to as the "sponsor" or "authorizer." The concept of a "charter" and the subsequent "contract for results" are central to the chartering idea.

So is the role of the sponsor, which, unfortunately, has too often been in the background or even ignored. The sponsor has key roles throughout the development, implementation and evaluation of the schools it sponsors. The function of the sponsor is unique in public education. Since it has no peer at the present time in the traditional district system, it is understandable that guidance regarding its functions is lacking. It is therefore this function of "sponsoring" that is the focus of this guide.

The term "chartered school" is really a misnomer. In this Guide, we try to avoid some confusion by talking instead about "schools that are district operated" and

"schools that are chartered." Both of these organizations are "public schools." Chartering is a process of creating schools. Chartering is not a "school."

Sponsoring is the granting of a charter to an organization/operator that enables the operator to open and implement a chartered school. Neither district operated schools nor chartered schools are "good" or "poor" simply because of their organizational model. Their impact is based on the learning that occurs because of them.

There are a variety of partners in the chartering process including the chartered school board, the operator of the school including staff, students and their parents, the sponsor, and the state department of education. There must be a balance in the development, implementation and oversight of schools that are chartered. While sponsors have a key role, the sponsor always needs to understand that it does not run the school. That responsibility rests with the chartered school operator and board. However, assuring the success of the students and the school requires a partnership among all of the parties.

This Guide is about what initial experience and the law tells us that sponsors should do to carryout their role and responsibilities in this partnership. Through effective sponsoring, the chartered school will be a better place for students to learn and grow.

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Steve Dess, Director, Minnesota Association of Charter Schools	
Joe Nathan, Director, Center for School Change	

Research and publication of this guide – as well as follow-up work with sponsors, chartered schools and others – is supported by a generous grant from the Saint Paul Foundation. We thank them for their support, but acknowledge that the findings and conclusions presented in this document are those of the authors alone.

CHAPTER I: What are Chartered Schools?

Status of schools that are chartered in Minnesota

Minnesota laws governing chartered schools are included in Minnesota Statutes section 124D.10 subdivisions 1 to 25. Minn. Stat. section 124D.10 subd 7 provides that chartered schools are public schools and are a part of Minnesota's system of public education.

While most Minnesota public schools are "district operated," public education is also delivered through "district contract schools," through post-secondary institutions via the Post-secondary Enrollment Options Act (PSEO), through several state operated schools and through "chartered schools." Each of these are ways that public education is delivered to Minnesota learners.

Schools that are chartered are expected to be "results based" and are to be held accountable for achieving the results promised when the school was chartered. These "results" are primarily "student performance results."

While all schools strive to improve student achievement, chartered schools must assure that this achievement actually occurs. The consequences of not meeting the results specified in the contract between the chartered school and their sponsor includes the revocation of the charter. In exchange for this assurance of results, chartered schools are exempt from all Minnesota laws and rules (including those of the commissioner of education) applicable to a school, a board, or a district except those laws and rules specified in the charter law. Chartered schools must comply with all federal laws or regulations applicable to public schools unless the federal law exempts chartered schools from a specific requirement.

After a school is chartered, it must incorporate either as a cooperative under Minnesota Law Chapter 308A or as a nonprofit corporation under Chapter 317A.

Purposes of chartered schools in Minnesota

Minnesota law at section 124D.10 subd 1 identifies the purposes of chartered schools. They are:

1. To improve learning
2. To increase learning opportunities for pupils
3. To encourage the use of different and innovative teaching methods
4. To require the measurement of learning outcomes and create different and innovative forms of measuring outcomes
5. To establish new forms of accountability for schools
6. To create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

Who may form a Minnesota chartered school?

Minn. Stat. Section 124D.10 subd 4 provides that one or more licensed teachers may form and operate a charter school. The teachers must be licensed consistent with the provisions of Minn. Stat. section 122A.18. This does not preclude others such as parents, community members, other professionals or business partners from being a part of the development of the school.

Which organizations may grant charters in Minnesota?

Minnesota Statutes Section 124D.10 subd. 3 defines which organizations may serve as sponsors. Minnesota is fortunate to have an array of organizations that may serve as the sponsor of chartered schools. It is an advantage to have multiple sponsors because the missions of agencies differ and as a result, some agencies are more inclined to sponsor certain types of schools. Having different sponsoring entities gives those organizations options, but also provides opportunities for operators to find

the best fit for their school among the organizations in their part of the state.

It may not be feasible for certain organizations to sponsor many chartered schools since sponsoring such schools may not be central to their mission.

Minn. Stat. Section 124D.10 subd 3 and 4 define the organizations that may serve as sponsors of chartered schools in Minnesota and they are:

- All Minnesota district school boards
- The board of an intermediate school district
- Education districts organized under Minn. Stat. section 123A.15 to 123A.19
- Charitable organizations under section 501 (c) (3) of the IRS code of 1986 providing that this organization is a member of the Minnesota council of nonprofits or the Minnesota council on foundations, is registered with the office of the attorney's general and reports an end-of-year fund balance of at least \$2 million
- A Minnesota private college that grants two or four year degrees and is registered with the higher education services office under Minn. Stat. Chapter 136A
- A community college, state university, or technical college governed by the state board of trustees
- The University of Minnesota
- Certain non-profit organizations that have existed for at least 25 years may sponsor chartered schools that have been operational for at least three years
- The Commissioner of Education may serve as a sponsor when a proposal is denied by a school board

The law does not include restrictions as to the types of schools each of the above may sponsor nor the number of schools each may sponsor.

Who may attend a Minnesota chartered school?

Chartered schools are open to all students, regardless of intellectual ability or aptitude, race or culture who are

within the age or grade for whom the schools is organized. If more students apply to the school than for whom there are spaces, the decision as to which students are admitted is a difficult one.

The statutes below provide some direction to this matter. In some cases, the operators of schools may want to send their children to the chartered school. However, if the school is oversubscribed, they too must be subject to the lottery process provided for in law.

Minn. Stat. section 124D.10 subd. 9 provides that a charter school may limit admission to:

- (1) pupils within an age group or grade level;
 - (2) people who are eligible to participate in the graduation incentives program under section 124D.68;
- (Note: these are students who have not succeeded based on various criteria in district operated schools) or
- (3) residents of a specific geographic area where the percentage of the population of non-Caucasian people of that area is greater than the percentage of the non-Caucasian population in the congressional district in which the geographic area is located, and as long as the school reflects the racial and ethnic diversity of the specific area.

The law further provides that, "A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. If a charter school is the only school located in a town serving pupils within a particular grade level, then pupils that are residents of the town must be given preference for enrollment before accepting pupils by lot.

If a pupil lives within two miles of a charter school and the next closest public school is more than five miles away, the charter school must give those pupils preference for enrollment before accepting other pupils by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents before accepting other pupils by lot.

A chartered school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude or athletic ability.

What revenue is available to the charter school sponsor?

Some revenue is available to the sponsor. Minn. Stat. Section 124D.10 subd 15 provides that in the first three years of operation, the sponsor may bill the schools it charts up to \$30 per pupil not to exceed \$10,000. After the third year, this amount is \$10 per pupil not to exceed \$3,500. The decision to bill for sponsor services is optional on the part of the sponsor. If the chartered school and the sponsor agree that the sponsor will provide specific services for the schools it sponsors, it may also bill for these services.

When the school has been granted its charter to operate as a chartered school, it becomes eligible to apply for federal planning and implementation funds. The chartered school may include as part of the application

that some of the revenue will be used for assistance provided by the sponsor such as consultation and technical assistance. This will need to be agreed to with the operator as the initial application is developed.

Is the sponsor protected against any legal action involving the schools it sponsors?

Minnesota law includes protection for sponsors to guard against sponsors being held liable for the actions of the schools which they sponsor in a court of law.

This is important for the sponsor to understand as they pursue their decision as to whether to serve as a sponsor of chartered schools. Minn. Stat. Section 124D.10 subd 25 (c) provides as follows:

The commissioner, a sponsor, members of the board of a sponsor in their official capacity, and employees of a sponsor are immune from civil or criminal liability with respect to all activities related to a charter school they approve or sponsor.

CHAPTER II: Rationale for organizations serving as sponsors of Minnesota chartered schools

Making the decision as to whether to serve as a sponsor of a chartered school is the first important decision the organization must make regarding this process. Why an organization would want to serve as the sponsor of a chartered school is a common question especially if the organization is not an education organization.

Making the decision to do so is a significant decision and needs to be made at the board level within the organization. Sponsorship carries with it substantive responsibilities which are policy related and therefore are board decisions.

There are several reasons for serving as a sponsor but each has its focus on the desire to improve learning opportunities to the children and youth of Minnesota. That is always central to the question of "Why should we sponsor chartered schools?"

MAKING THE DECISION TO SPONSOR

- * Sponsoring is a way to carry out the sponsor's mission
- * Sponsor has the capacity to serve
- * Sponsor has the needed resources
- * Sponsor has long-term commitment

Does the mission of the agency include an education or youth serving function?

A decision by an eligible sponsor to get into the business of granting charters may vary depending on the type of organization and its mission.

NON-PROFIT ORGANIZATIONS, for example, may see sponsoring of chartered schools as a unique way to carryout the mission of the organization. By sponsor-

ing chartered schools, they can have a significant impact on students and families in a cost effective manner.

- The YMCA mission includes an education provision. Y's are deeply involved with the youth of the community in virtually all aspects of their daily lives not just the physical domain. At one time, YMCA's operated schools for inner city youth throughout the nation. The Minneapolis YMCA became a sponsor because they believed it was one way to carryout their mission. Now, charter sponsorship is a priority for YMCA's at the national level.
- Like the YMCA, the Minnesota Volunteers of America (VOA) organization is adding sponsoring to its list of ways to meet its mission. VOA (MN) is a social service organization with a long history of responding to community needs with effective programs. Sponsoring chartered schools allows VOA (MN) to empower communities to respond to their needs which is part of the VOA (MN) organizational mission. VOA (MN) is one of Minnesota's largest sponsors of chartered schools.
- The Audubon Society and Wolf Ridge Environmental Learning Center are immersed in education regarding the environment of our planet. Sponsoring chartered schools around their mission is a natural choice for them.

HIGHER EDUCATION INSTITUTIONS may see also chartering as serving a unique role in a number of ways.

- Institutions can create laboratory schools in which to try new and innovative education models similar to the "lab schools" of a previous era.
- Departments such as business, sociology as well as education can use the charters as parts of their program
- College programs promoting entrepreneurial leadership will be able to study the impact of innovation in education. Hamline University is planning to have graduate students assist the schools

they charter in evaluation studies or other areas as a part of their University experience.

- An institution may use the chartering process to engage the institution in community service activities. For the University of St. Thomas, this is a key part of why it is a sponsor. By sponsoring chartered schools, it is able to extend its mission to serve the urban community, provide educational settings for its students to experience and grow in their understanding of the issues and challenges faced by urban educators and promotes faculty and student participation in service to the community through tutoring, mentoring and other service programs.
- Students attending secondary chartered schools may want to attend that higher education institution.

Finally, **DISTRICT SCHOOL BOARDS** may want to sponsor charters as another management/organizational approach for them to educate the children and youth of the district. Most school boards now use only a single organizational model to educate the students of the district, that being they "own and operate" all of the schools in the district. Through the chartering process, the board is provided a way to create new schools designed to carryout its mission. The school board can create new schools free from current bureaucracy but based on models selected by the district. Examples are:

- The Chisago Lakes district initiated a distance learning model with a few of its neighboring districts in the mid 1990's. It has now converted this program model to a chartered school called, "TRIO Wolf Creek Distance Learning School." The chartered school serves students primarily from the Chisago Lakes district but has also enrolled students from other Minnesota districts through open enrollment. The contract with TRIO Wolf Creek Distance Learning School provides that the chartered school purchases curriculum leadership, special education services, business functions, etc. from the sponsor. This arrangement provides

excellent learning opportunities for students without the chartered school needing to duplicate services that can be purchased from the district.

- The Hopkins District is partnering with a community-based organization, Stages Theatre, to sponsor an arts school. The Fine Arts Interdistrict School (FAIR), an multi-district desegregation magnet school, located in Robbinsdale, along with the Perpich Center for the Arts High School will provide Hopkins area students with a K-12 fine arts program of the highest quality. The Hopkins district will provide selected services to the chartered school on a fee for service basis.
- The Faribault district has sponsored an elementary school in Nerstrand based on the request of citizens of that part of the Faribault district. The Waseca district is also sponsoring an elementary school initiated by the district.

These are examples where the school district has either initiated the charter arrangement or collaborated with the school it has chartered. Through these chartered schools, the **district board of education** is meeting its responsibility to educate the children and youth of the district. The district board may initiate charter schools so that:

- Successful teaching and learning models can be replicated more readily
- New management models can be implemented that result in a greater share of the revenue devoted to the classrooms
- By converting current sites to charters, teachers are provided an empowerment option unparalleled in any other type of organizational structure.

Regardless of the reason for serving as a sponsor, the basic core responsibilities of sponsorship remain the same although the strengths of the sponsoring organization will impact the level of involvement between sponsor and the schools it has chartered.

Does the organization have the capacity to serve as a sponsor?

When the board is making the sponsoring decision, it must also consider whether it has the capacity to carry out the sponsoring role. Does it understand the role of sponsoring? Does it have the long-term commitment to this effort? Each of these questions should be discussed by the board as it makes the sponsorship decision.

Does the organization have the resources to serve as a sponsor?

In order to function appropriately, the sponsoring organization must be willing to commit the resources necessary for this role. This includes allocating the time of current staff or contracting with new staff to implement the sponsor responsibilities. The amount of time and staff will depend on the number of charters granted.

Sponsoring requires not only initial review of applications but also ongoing oversight of the sponsored schools, including renewal or termination decisions. While sponsoring chartered schools is a partnership with those school operators, the sponsor has a unique set of responsibilities and decisions that only it can make.

The sponsor need not have all the resources necessary within its organization to be an effective sponsor. It may want to partner with other organizations including other sponsors for activities such as application review or school oversight or it may want to contract with private consultants to carry out part of the sponsoring function.

Models of Sponsoring

Although not specifically delineated in law, there are two distinct models of sponsoring chartered schools. The model of sponsoring used most frequently is the *Operator Designed Model*. In this model, the potential operators of the school develop the design of the school and seek out a sponsor. The sponsor usually enters the

development phase after the model has been determined and development is underway.

Under this model, the sponsor will likely have less involvement in the actual creation of the school. While it is responsible for assuring that the type of school is worthy of its sponsorship, it will likely have limited involvement in creating the actual learning structure of the school. The sponsor remains responsible for the contract development and oversight responsibilities.

MODELS OF SPONSORING

- * Operator Designed Model
 - Operator determines the model of the school and seeks the best sponsor
- * Sponsor Designed Model
 - Sponsor determines the model of the school and seeks the best operator

A second type of sponsorship is the *Sponsor Designed Model*. In this model, it is the sponsor that determines the type of school it wants to sponsor. It then seeks out the best operators to develop the details of a proposal and ultimately to manage the school the sponsor has designed. The sponsor will likely be more involved with this school in terms of setting the expectations, determining the curriculum and providing assistance to the school in addition to oversight and accountability roles.

The *Sponsor Designed Model* will likely be more attractive to district school boards because in this model, the district board is able to select the model of the kind of school it wants as well as guide its development. In this model of sponsorship, the sponsor role can range from having a general idea as to the type of school(s) it wants to sponsor all the way to having a detailed plan for the school's design.

Sponsors can use this model to meet the requests of parents in the community. For example, parents frequently request Montessori schools, including a pre-school component and language immersion schools as well as other models. The requests of the parents can be met through a *Sponsor Designed Model*. A district board

SPONSORING CHARTERS

may want to model new types of accountability, which it may in the future want to extend to the district operated schools as well. Again, the *Sponsor Designed Model* will be a useful option for the district board. The district can include stipulations on the contract, which provide further direction to the chartered school.

In the *Sponsor Designed Model*, the school board should view the schools it has chartered as one way for it

to educate the public of the district because the school that it has designed and chartered is carrying out the direction of the district board. District school boards need not "own and operate" all (or any) of the schools in the district in order for the board to carryout its responsibilities.

CHAPTER III: The roles of various organizations involved in the chartering process

The rationale for clarifying the roles and responsibilities of the parties involved with providing learning opportunities for students through the chartered sector is intended as a way to better foster a partnership among the involved parties. While each entity has responsibilities that are unique to that organization, a successful chartered sector will be one that implements a balanced approach in a collegial but professional manner that is focused on expanding quality schools and program models for students while at the same time assuring improved accountability for student learning, quality program management and effective use of school revenue.

The Minnesota Department of Education (MDE)

The Minnesota Department of Education (MDE) performs a variety of critical roles in chartering schools, including:

1. Provide leadership and direction regarding the authorization, operation, evaluation and financing of chartered schools. The MDE periodically consults with chartered schools, sponsors and others to solicit input regarding the chartering process.
2. Sets direction for the chartering process consistent with the provisions in Minnesota law.
3. Act on the sponsor's and operator's request to grant a charter. This can result in approving the request of a sponsor to grant a charter, requiring modifications to the application or denying the request for charter status. As part of the review, the MDE will determine whether the sponsor is a legitimate sponsor as provided for in law.

4. Provide training and assistance for charters and sponsors as required in law including the identification of best practice both for the chartered schools as well as for sponsors.
5. Provide revenue to the school as provided for in state and federal law including:
 - a. Federal grants (discretionary and formula)
 - b. State and federal revenue when in operation
6. Provide services afforded to all schools in the state i.e. assistance with implementing state standards, statewide testing program, etc.
7. Conduct oversight of chartered schools. Items a-e are also provided for district operated schools:
 - a. Teacher licensure reviews through Staff Automated Reporting System (STARS)
 - b. Review student reporting based on data submitted through the Minnesota Automated Reporting Student System (MARSS)
 - c. Finance reviews conducted through the review of annual independent audits as well as reviews of districts in statutory operating debt (SOD)
 - d. Monitor compliance with applicable state and federal law and rules such as special education
 - e. Implementation of No Child Left Behind legislation including the determination of sites not making adequate yearly progress (AYP) and providing assistance and oversight accordingly
 - f. Review and comment on the annual reports filed by the chartered schools
 - g. Review and comment on the evaluations conducted by sponsors during the charter renewal process
 - h. Remove the charter from schools based on financial mismanagement as provided for in law
8. Provide information to the public regarding the level of performance being achieved at the chartered schools based on the criteria set by the state and federal authorities.

The board of the chartered school

It is important that the sponsor recognizes its role and not attempt to perform the role of the chartered school board or operator. The chartered school board is the legal entity of the chartered school. As such, it is the organization that is ultimately accountable for assuring that the chartered school is implemented properly and that the results promised are attained.

Boards of chartered schools like the boards of district operated schools may exercise their responsibility to operate a school through different organizational models. The chartered school board may employ staff to operate the school or it may contract with another entity such as a cooperative or with teachers organized under applicable laws governing cooperatives.

If the board chooses to contract, it would not perform part 6 below as it relates to employing staff and managing the budget. However, the charter board would approve the annual budget. It would monitor the contract regarding those and other duties provided for in the contract. If the board does not contract with another entity, but rather operates in a traditional manner of a school board/school relationship, it would perform all of the following duties.

1. Provide leadership to the development of the application of the school including determining the mission, vision and goals of the proposed school including student expectations; the model of the school and the student population to be served; board membership model; financing of the school; and, how success will be defined.
2. Request an eligible organization serve as its sponsor and provide the information needed by the sponsor so that it can make the appropriate sponsoring decision.
3. Provide the commissioner the necessary information so that the request of the sponsor to grant the charter will be approved.

4. Following receipt of its charter, enter into a contract with the sponsor regarding the implementation of the school, the services to be provided by the sponsor and the oversight expectations of the sponsor.
5. Following the granting of the charter, provide direction regarding the planning of the start-up of the school including the employment of all staff, space for the school, financing arrangements and other start-up activities.
6. Approve the annual budget, act on the employment of all licensed staff and approve the expenditures of the school.
7. When the school becomes operational, work in partnership with the school operators so the mission, vision and goals of the school are attained.
8. Periodically review the student performance on multiple indicators and make decisions accordingly and hold the school leadership and staff accountable for results. If the school continues not to meet expectations, the board should discontinue operation of the school.
9. Provide reports or other information to the sponsor based on the contract requirements.
10. Provide reports or other information to the commissioner as required.
11. Communicate frequently to the parents, students and community regarding the school.
12. Determine whether the sponsor is performing its role as provided for in the contract and act on this determination when appropriate.

The sponsor

The role of the sponsor is unique in public education. It has no peer. While the sponsor has a crucial role in this process, it is intended that the sponsor be a helpful partner in this process. While its role is one of "sponsor"

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and not "operator" it too is invested in assuring student success.

1. Provide information regarding the intent and conditions of the organization to serve as a sponsor of chartered schools
2. Determine whether a proposal requesting it to serve as a sponsor meets state, federal and sponsor criteria for a charter school. It needs to conduct a rigorous analysis to aid in arriving at this determination.
3. Following a determination that the proposal meets all requirements, along with the operator, the sponsor requests the commissioner to approve its intent to grant the charter. The sponsor must collaborate with the operator so that this request is submitted in a timely manner.
4. Enter into a contract with the operator following commissioner approval. This decision is based on the level of readiness of the operator to start the school. The parties may also determine to enter into a service agreement that specifies the services to be provided the chartered school by the sponsor. The

contract must include the provisions in law as well as how the sponsor will carry out its responsibilities under No Child Left Behind.

5. Provide assistance and service to the school as agreed to in the contract or service agreement. There is a presumption that the sponsor will provide assistance to the chartered school if the sponsor is capable of doing so and the operator agrees such assistance is needed.
6. Provide ongoing oversight of the school to ensure compliance with the contract and service agreement as provided for in state law.
7. Determine whether or not to renew the charter based on the results achieved by the school. Should the sponsor decide that it no longer will serve as a sponsor of chartered schools, it should provide adequate notice of this decision to both the schools it sponsors and to the commissioner so that new sponsorship agreements can be developed.

CHAPTER IV: Sponsor roles and responsibilities

This final chapter is intended to provide sponsors with guidance to assist in the implementation of its responsibilities. The "Recommended Practices" are based on the experience of current sponsors as well as other organizations.

The chapter is also organized in chronological order – with the various steps taken by the sponsors and schools following the graphic below.

Sponsor Responsibility Number 1:

Provide information regarding the intent and conditions of the organization to serve as a sponsor

How do organizations learn who is willing to serve as a sponsor? Minn. Stat. section 124D subd 19 provides:

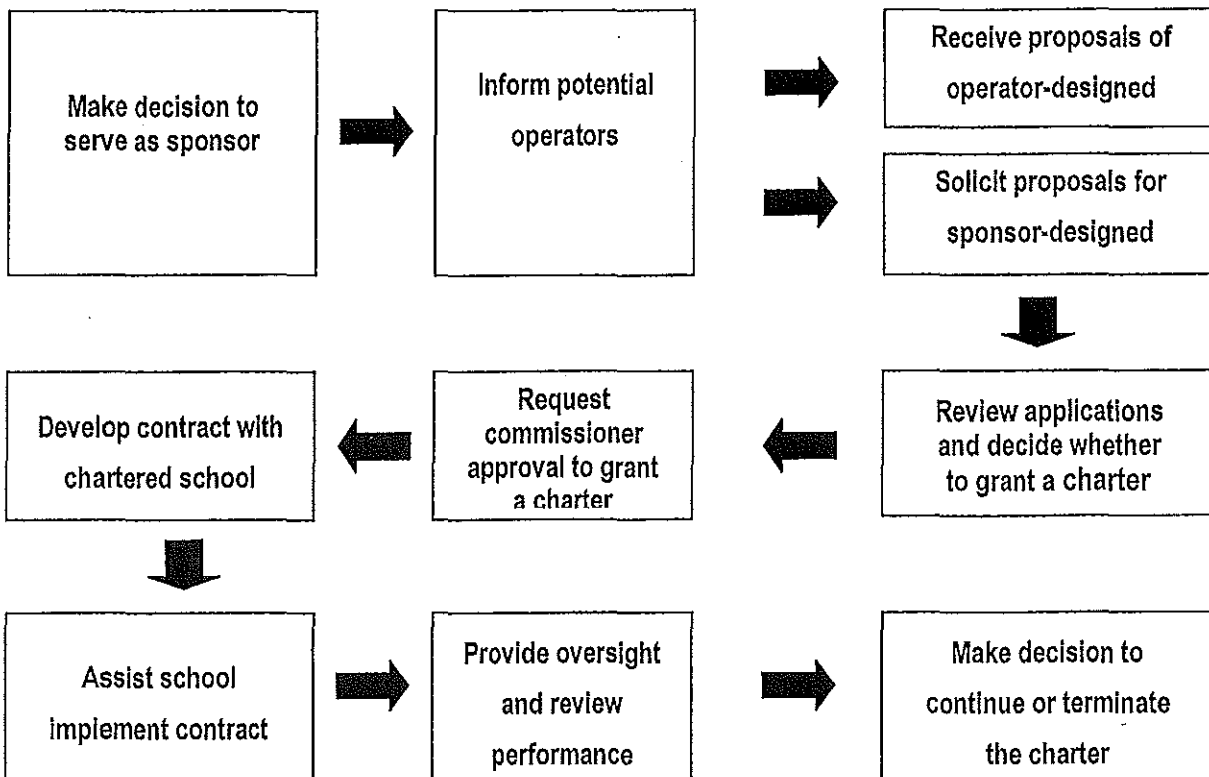
Disseminate Information. The sponsor, the operators and the department of education must disseminate information to the public on how to form and operate a charter school and how to utilize the offerings of a charter school. Particular groups to be targeted include low-income families and communities, and students of color.

Recommended Practices:

The Minnesota Department of Education, the Minnesota Association of Charter Schools (MACS) and other state organizations disseminate information as to how to form and operate a chartered school. The Minnesota Department of Education and MACS websites provides information as to which organizations are serving as sponsors.

It is recommended that organizations interested in sponsoring schools develop a brochure, website, etc. which provides information as to its process for sponsoring schools. If the organization is going to be a sponsor,

CHARTER SCHOOL SPONSORING PROCESS



INFORMING POTENTIAL OPERATORS OF SPONSORSHIP AVAILABILITY

- * Inform Minnesota Department of Education, Minnesota Association of Chartered Schools, Education/Evolving, Center for School Change
- * Inform targeted groups
- * Develop a brochure/web site
- * Verbally inform others
- * Include sponsorship criteria in information

it will want potential operators to know this so that the very best applications will be forwarded to the sponsor. If the sponsor is interested in sponsoring schools with a specific focus that should be made known as well. For an example of such information, refer to the VOA (MN) website at: www.voamncharter.org

In many cases, an operator will seek out an organization that is currently not a sponsor because the operator believes the organization is a good match for the kind of school it wants to create. Sometimes, this is the action that initiates the discussion within the sponsoring organization as to whether it is interested in performing that function.

Potential operators of chartered schools need to know of available sponsors and their criteria for serving as sponsors for several reasons:

1. The potential operator should know how its proposal will fit with the mission of the sponsor and the types of schools in which the sponsor is interested.
2. Understanding the sponsor's process for review and implementation will provide the potential operator with a guide for proposal development.
3. The sponsor may have expertise in education, finance or other key areas that it is willing to share with operators resulting in a stronger proposal.
4. The sponsoring organization can become familiar early in the development of proposals and can inform the operator of interest it may have regarding the model, timing of the proposal or other areas.

5. If the sponsor is going to charge a sponsorship fee or has other conditions for sponsoring, it will be helpful for the potential operator to understand those requirements.

By providing this information, the sponsor is able to communicate not only its intent to sponsor but also its process and criteria for sponsoring.

A number of Minnesota-based organizations – including Education / Evolving, Minnesota Department of Education (MDE), Minnesota Association of Charter Schools (MACS), University of Minnesota Center for School Change – disseminate information regarding charter sponsoring. The National Association of Charter School Authorizers (NACSA) is also an excellent resource. See Appendix B for more information on how to contact these organizations.

Sponsor Responsibility Number 2: *Determine whether a proposal meets requirements and merits sponsorship*

Minnesota Law does not include a specific process for how the sponsor determines whether to grant charter status to a school. However, the law provides minimum criteria that the operator needs to meet in order for the proposed school to be granted a charter by the sponsor.

Recommended Practices:

Making the decision to serve as a sponsor is the first significant decision an organization makes regarding chartering. The second significant decision is deciding whether to sponsor a specific proposal and grant it chartered status. It is important that the sponsor have a process to follow as it makes this important decision.

This process will differ somewhat depending on whether the sponsor is considering sponsorship of a proposal developed by an operator i.e. Operator Designed Model or whether the sponsor has a specific model it wants implemented i.e. Sponsor Designed

DOES PROPOSAL MEET REQUIREMENTS?

- * Pre-application phase
- * Application review criteria
 - Meets state standards
 - Strong operator leadership
 - Clear sense of purpose
 - Quality program design
 - Clear evaluation design
 - Competent governance
 - Sound financial plan

Model and intends to actively solicit applications and will select from the best application it receives.

The sponsor should develop a "sponsor cadre" which will be responsible for the sponsoring process. In a school district, this team may include persons with expertise in curriculum, special education, assessment and evaluation, finance and the district legal counsel. At a postsecondary sponsor, persons from the education department, business department, law school and other departments might form the team.

Nonprofit organizations should include program development staff, finance staff and other applicable members. Sponsors may want to consider assembling a cadre of consultants to assist in the application review. For example, depending on the competencies within the organization, consultation on the particular program model may be needed or a consultant to advise on the finance plan may be useful.

When an operator approaches an organization requesting that it consider being its sponsor, the following components are key in that decision making process.

1. Pre-application Phase

It is important for the sponsor to have spent time determining that it will be a sponsor and has articulated what its process and conditions for sponsoring are. This is very beneficial for the potential operator to have this information. However, if the sponsor has not addressed this, it is encouraged to do so with its board prior to getting too far into the process with the operator.

Having a "pre-application" discussion with the operator is one place to start so that the sponsor has an idea of the model being proposed, timelines, who will lead the development of the proposal, financing, potential community and business partners, etc. It can see how that model and vision fit with its own mission and vision.

Discussion as to the expectations of the operator of the sponsor can be initiated. This discussion will likely be held with the administration of the sponsor or the "sponsor team" as addressed in the following paragraph.

As a result of these "pre-application discussions" both parties should know whether a partnership to create a chartered school should be pursued further.

2. Application Development, review and communication

The written application needs to address both the requirements of the sponsor as well as the requirements of the MDE since the commissioner ultimately will be asked to approve the sponsor's request to grant the charter. The sponsor may have unique requirements in addition to those provided for in law. For example, Volunteers of America requires all applicants to include a community service provision in the proposal.

While the application must be complete, all parties must remember that it is not the final design of the school. Further development will occur after the school has been granted its charter. However, it must be of sufficient magnitude for the sponsor to conclude that when operational, it will be a good place for the children and youth of the community to learn and grow and will be financially viable.

An application outline which includes the provisions required in law is available on the MDE website. It is suggested that the sponsor adopt that application and augment it with its own additional requirements. Please refer to the MDE website for the current application.

What are key parts of the application that the sponsor should consider?

The primary focus of the proposal must be on improving student achievement. The school is designed so that achievement is the result. Chartered schools are "results-based schools."

While each part of the application includes requirements that must be met, there are several provisions that clearly carry more weight in the decision to serve as sponsor.

It is important that the sponsor have a qualified team review the application. Depending on the staffing of the organization, application review consultation may be needed in order for the sponsor to determine whether to serve as its sponsor.

Operator Leadership. Those involved in the design of the school must not only be committed to its success but must also have the capability to carry out the school's promise.

- The proposed operators must have in-depth knowledge regarding the model of the school they are proposing.
- They should have an understanding of the complexities of operating a school. While the financial management of a school can be contracted, the day to day operation will be the responsibility of the operator. They need to provide evidence that they can do this or will be employing persons who can.

The qualifications of the proposed operators coupled with the discussions held with the proposed operators, should provide the sponsor with the needed evidence of that commitment, competence and promise.

Clear Sense of Purpose. Minn. Stat. Section 124D.10 subd 1 provides for a wide range of "purposes" for chartered schools. (See Chapter 1) The proposal must be designed so that the school will fulfill one or more of these purposes.

- The mission and vision of the proposed school should be clear and should be focused on the type of school to be developed. The sponsor should clearly understand what this school is going to accomplish.
- The goals and objectives need to be clear and measurable. Chartered schools are "results oriented schools." While chartered schools must meet the state expectations and the goals and objectives should be in line with those expectations, chartered schools will have additional objectives relating to the mission and purpose of its charter. While some schools may use new practices for assuring that learning occurs, the results of what will be accomplished with student's needs clarity.

The application cannot suggest that the substance of the proposal will be developed at some later point. Feedback from the sponsor to the operator during the application process is helpful in this regard. If the sponsor is to be able to make a quality decision to sponsor, it must have a quality proposal.

Program Design. The type of program or learning design should be determined by the type of school to be developed.

- A sponsor may be interested in authorizing schools that are "innovative," meaning "different than what we have now." It is important not to define "innovative" too narrowly. Certainly the definition of innovative includes designs based on new ideas and concepts. But, "innovative" also includes proven models that have been implemented successfully elsewhere. They are innovative because they don't exist here. Innovative may also mean that the school is designed for a unique group of students although the program model may not be unique. Finally, chartered schools reflect an innovative management concept and the very fact that they are being chartered makes them different or "innovative."

- Schools may be organized around a specific instructional model or curriculum such as Success for All, direct instruction, Core Knowledge, etc.
- Some schools are based on a defined philosophy.

While not a curriculum per se, these schools have clear designs. Examples include Montessori, open school, continuous progress, project based learning, etc.

- Other schools may be organized around a management design such as technology based schools, data driven decision making, or may have close partnerships with the pre-kindergarten community, higher education institutions or other organizations.
- Others may be a "Teachers Professional Practices" model where the teachers have formed a cooperative and operate the school through a contract between their "professional teacher cooperative" and the charter board.

The application should also be clear as to the ages/grades to be served. For example, if it is being proposed as a K-5 with the intent of becoming a K-8 or K-12, that should be clear in the application.

Regardless of the program model(s) to be used, the proposal needs to address how it will serve children and youth with disabilities and children whose first language is not English.

The sponsor should be open to new kinds of schools that have a strong program design element supported by a review of the research supporting the design as well as a clear description of how the school will be organized to implement the chosen design. For models that are new and without a research base, the application should include a thorough discussion as to the models rationale.

Evaluation design. Because chartered schools are "student results based schools," the evaluation design is key to providing quality information not only for the operator but also for the parents, students and sponsor.

The evaluation must provide data and information which enables these parties to make decisions based on the effectiveness of the school at attaining the results specified in its charter and contract with its sponsor.

One of the statutory purposes of chartering is to

develop new ways for evaluation. Therefore, while a charter must include the statutory requirements, the charter board or operator may want to develop new ways to evaluate its success. When such new evaluation models are proposed, the sponsor is encouraged to carefully consider them and not dismiss them because the design breaks from the status quo.

It is important that the application include a thorough evaluation design so that its success on an ongoing basis can be determined. However, the design of the school, including its purposes and mission, should determine the evaluation model to be used. For example, schools organized around a project based learning model will require an evaluation design different than one based on courses.

Regardless of the schools' model, the evaluation design needs to include valid and reliable methods of assessing student achievement and should include the types of information that will be collected to determine how progress on each goal will be determined. Multiple indicators should be included to determine the schools' success. Evaluating the results of the schools' impact on student performance is key to chartered schools. The following are important to have included:

- By law, the chartered school must be designed around state standards and students must participate in state testing. These state standards and student testing will also meet the requirements of the federal law, "No Child Left Behind."
- The evaluation should include how the schools' design is being implemented. For example, if a school was sponsored as a "professional development school," or a "teacher as owner school," the evaluation should also address how well the schools

design is being implemented. This is important because it may be the key reason it was granted a charter.

- The school may also include other ways to measure academic success such as the development of portfolios, curriculum based measures, levels testing, etc. "Value Added" growth models of determining success should be encouraged. For models based around "project based learning," portfolios and other examples of student work are key to evaluating the success of the program and should be supported.
- Parent, student and staff surveys will provide valid and reliable information. Actually, this type of information is extremely valuable especially when considering the design of the school. Learning about why parents/students selected this school and how the parent/student see their experiences at the school are important pieces of information.
- Community based indicators will be useful depending on the schools' emphasis. If community service is part of the school, the community should be asked about the impact. If reduced truancy, improved student behavior, etc. are part of the school, the community should be asked about the impact.
- Data on indicators such as attendance and behavior should be included. If student mobility is a factor at the school, the reasons for this mobility should be ascertained. Why are students leaving the school?
- Of key importance are indicators which provide information as to the student's success in whatever occurs next in their life. How prepared were they for middle school, high school, post-secondary education or the world of work?

The Center for School Change has produced a publication titled "What should we do?" which provides direction relating to accountability. And, the Minnesota Association of Charter Schools (MACS) is implementing an "Accountability Project" with member schools. The

sponsor may want to recommend that the schools it sponsors determine whether to participate in this project.

Governance. A sound board is crucial to the success of any organization. While the sponsor does not select the board of the school, as a part of its review, it may want to include certain criteria such as the following:

- Certain types of people are useful on boards or on advisory committees to the board. For example, persons with an understanding of the education model to be used as well as persons who will be teachers should be on the board. Others might include a person with a finance background, an attorney, members of the community, a business partner and others.
- By law, a minimum of five members must serve on the board. Not later than the end of the third year of operation, the board must consist of a majority of teachers employed at the school unless the commissioner waives this requirement. All schools that have requested this waived have received it.
- To better assure that board members meet high standards, the sponsor may want to require that a background check, as is done for all schools employees, be a part of the board selection process.
- The sponsor should not be a member of the board. While the sponsor is encouraged to attend board meetings on an on-going basis, actual board membership is discouraged. Being a board member places the sponsor in the role of "operator." This not only removes the "arms length relationship" between the sponsor and chartered school, but it also may remove the statutory protection against litigation afforded by Minn. Stat. section 124D.10 subd 25 (c). Employees of the sponsor can be on the chartered school board if they are involved with the school, such as being a parent of a student at the school, but in such cases, they are not representing the sponsor.

- The sponsor should have a regular place on the board agenda for it to address sponsor related matters.

Financial Plan. Poor financial planning will virtually assure a failed school. In some cases, the proposed operators have had limited experience in finance management. They may understand program models and teaching strategies but do not always understand the importance of sound financial management and what that means in terms of planning.

The sponsor must insist that a sound financial plan be presented as a key part of the application. The sponsor may need to engage the assistance of a financial consultant to review this part of the plan if its staff is not familiar with education finance. The MDE application includes an outline for the financial plan. The following should be addressed in that plan:

- The financial plan should be for three years.
- The plan must be based on a specific number of students who are anticipated to be attending the school. In order to have sufficient revenue, the school must have a marketing plan to attract students to the school. The application needs to provide a plan as to how it will recruit the number of students needed so that the school will not only meet its student learning expectations but be financially sound as well.
- The budget should include revenue sources in addition to basic education revenue including basic skills revenue, other general education revenue, state and federal special education aid, Title I (No Child Left Behind), ELL if applicable, Food and Nutrition if breakfast and lunch are part of the application and lease aid. Each revenue source must be documented as to whether the estimated amount is defensible.
- While the financial plan should include the planning and implementation funding anticipated in a federal start-up grant, a separate application will need to be

approved by MDE after the charter has been granted and approved by the commissioner.

- The application should identify how the financial operation of the school will be managed. If the school will be contracting with financial accounting services, it is important that this firm have successful experience in Minnesota education accounting and reporting practices. Non-Minnesota organizations may not be familiar with Minnesota requirements.

The sponsor and proposed operator should have periodic discussions regarding the substance of the application as it is being developed. The application proposal, when final, should be very familiar to the sponsor. The sponsor should be communicating its support or concerns regarding the application as it is being developed.

Depending on the resources of the sponsor, it should provide guidance in areas where it is able to do so. The sponsor may be able to assist in budget planning especially if the sponsor is a school district. If the sponsor has unique requirements, it should suggest ways that these requirements might best be satisfied.

Making the decision to sponsor

When the proposal is completed, the operator should make a formal presentation to either the board of the sponsor or to the leadership of the sponsoring organization responsible for sponsorship decisions. Making the decision to serve as a sponsor of a school and grant it chartered status is a significant decision. As a result of this presentation(s), the board of the sponsoring organization makes the decision as to whether it will serve as the sponsor and to request the commissioner to approve its decision to grant chartered status to the school.

Minn. Stat. Section 124D.10 Subd 4 (d) provides that the granting or renewal of a charter by a sponsor

must not be conditioned upon the bargaining unit status of the employees of the school.

If the sponsor is a district operated public school, Minn. Stat. Section 124D.10 Subd 4 (a) provides that the board must make the decision to serve or not serve as the sponsor within 90 days of receiving the proposal from the operator. If the board does not make a decision within that 90 day period, the operator may apply directly to the commissioner for sponsorship.

If the board elects not to sponsor a school, the applicant may appeal that decision to the commissioner. In such cases, the commissioner may elect to sponsor the school or may assist the school find another sponsor.

Sponsor Responsibility No. 3: *Request Commissioner approval of the charter proposal*

Minn. Stat. section 124D.10 subd 4(b) provides:
Before the operators may form and operate a school, the sponsor must file an affidavit with the commissioner stating its intent to authorize a charter school. The affidavit must state the terms and conditions under which the sponsor would authorize a charter school. The commissioner must approve or disapprove the sponsor's proposed authorization within 60 days of receipt of the affidavit. Failure to obtain commissioner approval precludes a sponsor from authorizing the charter school that was the subject of the affidavit.

Recommended Practices:

The request for commissioner review should be submitted jointly by the sponsor and the operator. The MDE has several dates during the year when it reviews chartered school applications. In some cases, the MDE will require that a presentation be made to its advisory board for chartered schools. In such cases, both the sponsor and proposed operator should attend the meeting, make the presentation to that board and respond to questions.

It may be necessary for the sponsor and/or operator to provide additional information prior to being considered for approval. If such information is necessary, the sponsor needs to collaborate with the operator so that this request is submitted to the MDE in a timely manner.

If the commissioner does not approve the application, the sponsor is prohibited from granting the charter. While the application may be reconsidered again at a later time, the school cannot be opened as a chartered school without the commissioner's approval.

If the commissioner does approve the request to grant the charter, the sponsor should inform the operator of this in writing and initiate the process for developing the contract.

Sponsor Responsibility No. 4: *Following approval of the Commissioner, the sponsor and operator must enter into a contract*

Before entering into a contract, the chartered school must form/organize either as a cooperative or a nonprofit organization

Minn. Stat. section 124D.10 subd (c) provides as follows:

The operators authorized to organize and operate a school, before entering into a contract or other agreement for professional or other services, goods, or facilities, must incorporate as a cooperative under Chapter 308A or as a nonprofit corporation under Chapter 317A and must establish a board of directors of at least five members until a timely election for members of the school is held according to the schools articles and bylaws.

Recommended Practices:

The operator should begin the process for creating the non-profit organization well in advance of this point because this process does take some time.

The contract between the sponsor and chartered school

Minn. Stat. 124D.10 subd 6 provides as follows:

The sponsor's authorization for a charter school must be in the form of a written contract signed by the sponsor and the board of directors of the charter school. The contract must be completed within 90 days of the commissioner's approval of the sponsor's request-ed authorization. The contract for a charter school must be in writing and contain at least the following:

- (1) a description of a program that carries out one or more of the purposes in subdivision 1;*
- (2) specific outcomes pupils are to achieve under subdivision 10;*
- (3) admission policies and procedures;*
- (4) management and administration of the school;*
- (5) requirements and procedures for program and financial audits;*
- (6) how the school will comply with subdivisions 8, 13, 16, and 23;*
- (7) assumption of liability by the charter school;*
- (8) types and amounts of insurance coverage to be obtained by the charter school;*
- (9) the term of the contract, which may be up to three years, and*
- (10) if the board of directors or the operators of the charter school provide special education instruction and services for children with a disability under sections 125A.03 to 125A.24, and 125A.65, a description of the financial parameters within which the charter school will operate to provide the special instruction and services to children with a disability*

"No Child Left Behind" requires:

- 1. That chartered schools comply with this law*
- 2. That chartered schools are subject to the same accountability requirements as are district operated schools.*

- 3. That sponsors monitor the schools they have chartered to ensure they are meeting the State's adequate yearly progress (AYP) definition.*

Note: In Minnesota, the state Department of Education sets the NCLB standards, oversees the statewide NCLB testing, issues reports to each site (including chartered schools) based on the NCLB standards and monitors AYP status. Therefore, the sponsor's role is to use these data as a part of the oversight process and the renewal decision making process.

Recommended Practice:

The above are the minimum requirements in Minnesota law and the requirements for sponsors of chartered schools as provided by federal law Title I (No Child Left Behind). A sponsor may want to include other conditions of sponsorship as well. It is suggested that the approved charter application be included as an appendix of the contract.

CHARTER CONTRACT CONTENTS

- * Requirements in state law
- * Requirements of "No Child Left Behind"
- * Sponsor requirements
- * Initial year requirements
- * Annual report provisions
- * Oversight plan
- * Assistance to be provided
- * Fees of sponsorship

Part (10) of the Minnesota law and the contract (see above) does not mean that the chartered school must curtail its special education program in any manner. The chartered school must meet all of the state and federal requirements for special education. The above provision means that the chartered school must inform the sponsor as to how the special education program will be funded.

The sponsor should include in the contract that the chartered school will need to provide the sponsor with access to financial records as well as student performance information to the extent permitted under

the data practices statutes. The data and information which the sponsor will require in the "Annual Report" should also be specified.

If the charter board contracts with other organizations for services such as financial accounting, delivery of instruction, etc. the charter school board remains accountable for assuring that these functions are appropriately conducted.

For examples of contracts, see the Education/Evolving website (www.educationevolving.org). The contract is the vehicle by which the sponsor will hold the chartered school accountable so it is crucial that the contract provide clear expectations for the chartered school. It is also appropriate that the contract provide the expectations for the sponsor including the oversight process which will be initiated. The sponsor must be accountable for carrying out its responsibilities.

The operator will need a signed contract in order for it to complete the lease, set-up accounts with financial institutions, etc. In some cases, the sponsor may need to provide a letter to the operator stating that the contract will likely be approved (assuming that this is the case) so that the operator may complete its work.

The contract must be finalized within 90 days following the approval by the commissioner for these reasons. However, the sponsor may want to include language in the contract which requires the board of the chartered school to temporarily delay the opening of the school for a year if certain conditions have not been met.

Those provisions may include that prior to the school becoming operational, the board of the chartered school must have a signed lease for appropriate space, have a specific number of students enrolled and have appropriately licensed staff employed.

Sponsor Responsibility No. 5:

Provide assistance and service to the school as agreed to in the contract or service agreement. There is a presumption that the sponsor will provide assistance to the chartered school if the sponsor is able to do so.

As identified in the previous chapters, the sponsor should assist the charter in the areas for which it is able. The sponsor is encouraged to provide assistance at no cost to the chartered school when reasonable.

For example, district operated sponsors should invite the chartered school to participate in staff development experiences, provide the charter access to its board and operating policies, participate in joint purchasing, etc. The charter should be expected to pay for materials associated with staff development and the cost of presenters, food, etc.

Sponsors are discouraged from requiring the schools it sponsors to purchase services from them such as financial management and human resource services. Clearly the sponsor must be assured that such functions are competently planned for but it should not require that it manage them directly.

As a condition of sponsorship, some district sponsors may require that the schools they sponsor participate in the sponsor's student testing and evaluation process. In such cases, the sponsor needs to be certain that its testing and evaluation process is consistent with the mission and model of the chartered school.

Of course the sponsor and charter board may agree on having the chartered school purchase certain services from the sponsor. This should be an agreement of the two parties not a requirement of the sponsor.

In such cases, a delineation of the services to be provided should be included in a separate "service agreement" and not included in the contract. The reason for this is that the contract is usually for a three-year

period. The services provided are frequently modified on an annual basis. By having a separate document, ongoing contract modifications are avoided.

Examples of these services:

1. **The sponsor may provide the following services to the chartered school:**
 - a. Program evaluation services
 - b. Curriculum consultation and staff development
 - c. Special education evaluation and/or direct service to students
 - d. No Child Left Behind (Title I) leadership
2. **The charter school may provide the following services to the sponsor**
 - a. Assistance in the area of specialty of the charter i.e. technology, project based learning, etc.
 - b. Parental involvement

The costs associated with each of these services and the timeline for payment are also provided in the agreement.

Sponsors are encouraged to conduct periodic meetings with all of the schools it has chartered to discuss how the sponsorship process will be carried out, data required, oversight process, etc. These sessions should provide for two-way communication resulting in improved schools.

Sponsor Responsibility No. 6: *Provide ongoing oversight of the chartered school to assure compliance with the contract and service agreement*

Minn. Stat. section 124D.10 subds 14 and 15 provide as follows: A sponsor shall monitor and evaluate the fiscal and student performance of the school.

A charter school must report at least annually to its sponsor and the commissioner the information required by the sponsor or the commissioner. The reports are public data under Minnesota Statutes Chapter 13.

Charter contract oversight responsibilities

- * Review reports of Minnesota Department of Education, school audits, etc.
- * Communicate with charter school board
- * Onsite observations
- * Meet with parents and students
- * Gather data (annual report)
 - Relating to student achievement
 - Relating to the organization of the school and finances
 - Other areas specified in the contract
- * Review the school's site improvement plan (SIP)

Recommended Practices:

Providing oversight of the school is a major responsibility of the sponsor and is one that must be addressed on an ongoing basis. The oversight process should be included in the contract and the criteria to be used for renewal should be addressed in the contract as well. Oversight is not something that occurs only prior to the time the renewal decision must be made.

Oversight is based on the chartered schools application and the contract. If the contract is clear in terms of what is expected, both parties should be clear as to what the oversight will consist of. Both the sponsor and the operator should view oversight as a part of the ongoing process of continuous improvement of the performance of the chartered school.

The chartered school should welcome the oversight process and be involved in its design. This process should not be seen as "extra work" but rather should be a well designed review and improvement process. The information needed for the oversight should be a by-product of what the charter school should have as a part of doing business as a quality school.

The sponsor should inform the schools it has chartered which individual or group of individuals within its organization will be providing the oversight and which individual or groups of persons will be making decisions regarding the charter contract. These two functions will likely be carried out by two different

people or groups of people. While the sponsor CEO or board will likely be the decision maker, an oversight person or committee will be responsible for the ongoing oversight.

The oversight process has several parts:

1. **Gathering information** that verifies the accomplishments of the contract goals. This should be an ongoing process throughout the year not something that happens at the end of the year. For example, if attendance is an objective in the contract, information should be collected frequently regarding attendance. The same could be said if behavior improvement is a contract objective. If improvement is needed in these areas, this should be addressed and implemented right away and not delayed until the following year. Other data, such as graduation rates, academic performance on state tests are appropriate to be gathered at the end of the year. It is important that multiple indicators be used for each contract objective where appropriate. The school model will influence the data to be gathered.

The oversight process periodically looks at how well the school is doing. What are teachers, parents and students saying about the school? Is the school an orderly place for students? Are students learning? Do students feel safe? Do parents feel welcome at the school? Is there sufficient revenue to meet expenses?

During the initial year of operation, other areas such as facility adequacy, staffing/employment decisions, finance operations, MDE reporting, board operations, etc. will need to be followed by the sponsor.

2. **Reviewing the "Annual Report."** This Report is required by law. The contents of this Report should be specified in the contract. The Report should include student performance based on multiple indicators, parent/student/staff survey data; financial status information, etc. Although not required by law, the sponsor may want to require a school improvement plans" (SIP) for addressing needs in

the current program or adding new parts to the education or management aspects of the school. The sponsor and school should consult as this plan is being developed. It is not a plan that the sponsor approves or disapproves, but feedback is encouraged. However, if the sponsor is concerned that the plan is not sufficient to accomplish what is necessary, that should be clearly communicated and if necessary, the school should be informed that the contract renewal will likely be impacted by failure to meet objectives

3. **Renewal decision.** A key result of oversight is the decision about contract renewal or termination based on the results attained. If the process of oversight is an ongoing one, the renewal decision is one that both parties will know well ahead of the actual decision.

What should be reviewed as part of the charter oversight process?

Key to the process of oversight is the careful delineation of the objectives in the charter contract and in the chartered schools annual site improvement plan. If expectations are not clear, oversight will be difficult and will have less meaning.

In essence, the ongoing oversight process is the review of the contract implementation and the site improvement plan developed based on the current needs. The focus is always on how the school is working to improve student performance. While other related factors are also addressed such as financing, teacher qualifications, facility safety, etc. the most important part of oversight is student performance enhancement.

How should oversight be provided?

Sponsors, especially those that are not education organizations, may not be capable of providing all aspects of the oversight process with the staff of their

organization. As a result, sponsors may want to rely in part on other organizations or actually contract with other organizations or individuals to carryout the oversight process.

~~Minnesota law does provide that chartered schools~~ must pay a fee to the sponsor at the discretion of the sponsor. That fee cannot exceed \$30 per pupil up to a maximum of \$10,000 annually during the first three years and \$10 per pupil or a maximum of \$3,500 annually beginning with the fourth year.

Several sponsors may want to jointly contract with one or more individuals to conduct the oversight process, inform the sponsor and the chartered school of the results and make recommendations regarding action to be taken. Whenever feasible, the oversight should be used to assist the school improve. Clearly the chartered school also provides "self monitoring" of its implementation and results.

The sponsor and the school will be the recipients of information and data from other sources that will be useful in the oversight process. Some of those include:

1. Local auditors will provide the sponsor with copies of the local audits.
2. The MDE Office of Compliance and Accountability conducts monitoring and compliance reviews of special education on a regular basis.
3. No Child Left Behind information will be provided. If a school is not making adequate annual yearly progress (AYP) this information and expectations will be communicated by the MDE.
4. The MDE Finance and District Organization Office provide updates on the financial status of districts and chartered schools. Special oversight is provided for schools, including chartered schools, that are in statutory operating debt (SOD).
5. The MDE provides the results of student performance on state tests.

Methods of providing oversight

The level of oversight necessary will likely be related to how new the chartered school is. After the school is established and is producing the expected results, the level of oversight can be adjusted. The following reflect appropriate oversight methods being used by current sponsors.

1. Discussions with the charter school board

The sponsor should attend the board meetings of the charter school on a regular basis but at least quarterly especially during the first two years of the chartered schools operation.

At an annual meeting, the sponsor should make a presentation to the charter board summarizing the sponsors support and/or concerns regarding the school. Together with the school director, the expectations for the next year as developed in a school improvement plan should be articulated. At this meeting, a thorough discussion regarding the progress being made should be held and how that will be improved. The schools status under NCLB should also be addressed. If the school is "In Need of Improvement" the performance expectations in this regard should be clearly addressed

2. On site observations and discussions

The sponsor should visit the chartered site on a regular basis to observe the program in operation, discuss the education program with the teachers and students, discuss issues with the school business office and be available for questions from staff, parents or students.

3. Attend parent meetings

While parents should be informed of the sponsor contact person and how to reach that person, the sponsor should also be invited to attend periodic meetings of parents and community members. This could occur at school sponsored events or at community meetings.

4. Periodic Reports

The sponsor may want information to be provided on a regular basis especially during the first year or two of operation. The sponsor and operator should work together to determine the content and frequency of these reports. The substance of these reports in the initial year will likely deal with start-up issues and will be included in the annual report. After the initial year, a "Site Improvement Plan" (SIP) will have been developed and this plan should serve as the basis of the periodic reports. Following the review of the annual report, the sponsor should inform the schools it has chartered of any concerns it has so these issues can be addressed in the SIP.

Sponsor Responsibility No. 7:
Determine whether to renew the charter and continue to serve as the sponsor based on the results achieved by the school. Should the sponsor determine to withdraw as the sponsor, it should provide adequate notice of this decision and also assist in locating a new sponsor.

Minn. Stat. section 124D.10 subds 14, 15 and 23(a) provide as follows:

A charter school must report at least annually to its sponsor and the commissioner the information required by the sponsor or the commissioner.

The department must review and comment on the evaluation, by the sponsor, of the performance of a charter school before the charter school's contract is renewed.

The duration of the contract with a sponsor must be for the term contained in the contract according to subdivision 6. (Note: maximum of 3 years) The sponsor may or may not renew a contract at the end of the term for any ground listed in paragraph (b).

CHARTER RENEWAL PROCESS

- * Review performance of students and management
- * Prepare report
- * Submit to commissioner for review and comment
- * Charter renewal decision
 - Renew charter for full three year term
 - Renew charter for less than three years
 - Terminate charter

Recommended Practices

At least every three years, the sponsor must determine whether to continue serving as the sponsor of the school. This decision should have a substantive emphasis on reviewing whether the student achievement is consistent with expectations provided for in the contract, whether the financial management is appropriate as well as other related matters.

While the contract includes the general renewal process and timelines, the sponsor should inform the operator and board of the schools it sponsors of the specific process and timelines for contract renewal decisions. This should be communicated by September 1 of the final year of the contract. The sponsor should make renewal decisions not later than March 1, which is four months prior to the end of the contract. The process for making this determination should include a review of the performance over the duration of the contract in at least the following areas:

1. Relating to student achievement:

- a. How are students performing in terms of meeting the expectations of the contract? This should be addressed through multiple indicators.
- b. Is the school making adequate yearly progress toward meeting state standards as measured by mandatory state testing? This relates to federal "No Child Left Behind" standards.
- c. Are students with disabilities, ESL students, and students with other unique needs are receiving an education as required?

d. Are the expectations of parents, students, community and others as appropriate being met?

2. Relating to the organization of the school:

a. ~~Is the school being implemented consistent the with~~

purpose(s) for the school as set forth in the contract including the program design model?

b. Is the board of the school organized consistent with the law and is it meeting its responsibilities?

c. Is the management of the school meeting its responsibilities?

d. What is the financial condition of the school?

e. Does the teaching staff possess the credentials which are appropriate for the learning model being used at the school?

f. Does the school have adequate curriculum, materials, supplies, technology, access to libraries, physical education, etc.?

g. Do the facilities in which education is delivered meet local and state requirements?

3. Other areas as specified in the contract.

After completing a written review and evaluation of the school, the sponsor must submit this report to the commissioner. The law requires the commissioner to review and comment on the evaluation of the sponsor. Following receipt of the commissioner's review and comment, the board of the sponsor must determine whether to renew its sponsorship of the school. If the sponsor concludes that all of the key criteria are being met to its satisfaction as specified in the contract, the sponsor should renew the contract for a three year period which is the maximum under Minnesota law.

If the sponsor finds that not all of the renewal criteria have been met, but that the school is continuing to improve in the areas of concern, the sponsor may elect to renew the school for a period of one or two years so that additional improvement may be demonstrated.

During that time period, a "School Improvement Plan" is developed by the sponsor and charter operators which is designed to successfully address the areas where improvement are needed. The sponsor should be a partner in the SIP development and implementation process to the extent appropriate.

Process for "termination" of a contract between the sponsor and school

If a sponsor concludes that the provisions of the contract have not been met, and if it concludes that the school is not able to make sufficient improvement in order to provide the students an appropriate education, it should not renew (or terminate) the contract.

TERMINATION OF THE CONTRACT

- * Sponsor termination during the contract term
- * Sponsor termination at the end of the contract
- * Commissioner termination of the contract

A sponsor may terminate a charter school contract before the end of the term of the contract or at the end of the contract term. The process is the same for both non-renewal at the end of the contract period or termination during the time the contract is in effect.

Minn. Stat. section 124D.10 subd 23(a) provides:

A sponsor may or may not renew a contract at the end of the term for any ground listed in paragraph (b). A sponsor may unilaterally terminate a contract during the term of the contract for any ground listed in paragraph (b)

(b) A contract may be terminated or not renewed upon any of the following grounds:

- (1) failure to meet the requirements for pupil performance contained in the contract;*
- (2) failure to meet generally accepted standards of fiscal management;*
- (3) violations of law; or*
- (4) other good cause shown*

If the sponsor does not intend to renew the contract or intends to terminate the contract during the time it is in effect, the law provides as follows:

At least 60 days before not renewing or terminating the contract, the sponsor shall notify the board of directors of the charter school of the proposed action in writing.

The notice shall state the grounds for the proposed action in reasonable detail and that the charter school's board of directors may request in writing an informal hearing before the sponsor within 14 days of receiving notice of non-renewal or termination of the contract. Failure by the board of directors to make a written request for a hearing within the 14-day period shall be treated as acquiescence to the proposed action.

Upon receiving a timely written request for a hearing, the sponsor shall give reasonable notice to the charter school's board of directors of the hearing date.

The sponsor shall conduct an informal hearing before taking final action. The sponsor shall take final action to renew or not renew a contract by the last day of classes in the school year. If the sponsor is a local board, the school's board of directors may appeal the sponsor's decision to the commissioner.

(Note: the statute does not include any provisions for the process or timeliness for the commissioner's review of the appeal nor does the law provide for an appeal of the commissioner's decision to the courts.)

If a contract is terminated or not renewed, the school must be dissolved according to the applicable provisions of chapter 308A or 317A, except when the commissioner approves the decision of a different eligible sponsor to authorize the charter school.

Recommended Practice:

Non-renewal or termination of the contract is a significant decision. This exemplifies the importance of a sound oversight system. The St. Paul Public Schools, Augsburg College and the MDE have terminated

sponsorship for both student performance as well as poor financial management reasons.

The sponsor should not agree to have the chartered school move to a different sponsor if the current sponsor has concerns regarding the school's student or financial performance. If the sponsor terminates the contract, the charter is withdrawn and the school cannot continue. This is the intent of the law. If the school does not perform, even after assistance, it cannot continue as a school. During termination proceedings, it is likely that legal counsel will be advising their clients.

The responsibility of the sponsor does not end with its decision to terminate sponsorship. The sponsor needs to provide oversight of the closing of the school including what happens with the students.

Commissioner may terminate chartered schools independent of sponsor action

Minn. Stat. Section 124D.10 subd 23 (c) provides:

The commissioner, after providing reasonable notice to the board of directors of a charter school and the existing sponsor, and after providing the opportunity for a public hearing, may terminate the existing sponsorial relationship if the charter school has a history of:

- (1) financial mismanagement, or*
- (2) repeated violations of the law*

This action occurs when the sponsor is not properly exercising its responsibilities. If the sponsor is not doing its job, the commissioner must intervene.

Either the sponsor or chartered school may choose not to renew a contract

Minn. Stat. section 124D.10 subd 21(a) and (b) provide as follows:

The sponsor may or may not renew the contract at the end of the term for any ground listed. ...the commissioner (may) approve the decision of a different eligible sponsor to authorize the charter school.

NON-RENEWAL OF SPONSORSHIP

- * Sponsor determines to discontinue sponsorship of chartered schools
- * School determines to cease operations
- * School obtains a new sponsor with commissioner approval

Recommended Practices:

If the sponsor determines that it is not interested in continuing to sponsor a school at the end of the term of the contract, it may do so. This is not considered to be a contract termination but rather it is a non-renewal. Sponsors should provide the chartered school ample notification of its intent not to renew the charter so that a new sponsor can be found. Because the commissioner must approve change of sponsorship, it is important to have this information to the commissioner as soon as possible so that the MDE can make all of the needed modifications in a timely manner.

There may be situations when a chartered school may determine that it is in its best interest to change sponsors. This is a decision which should be made only after serious consideration. However, in some cases, a new sponsor may have a mission similar to the chartered school making that arrangement better for the school and the students.

When the chartered school makes such a determination, it needs to inform its sponsor as soon as possible. If this request is made during the renewal year, the sponsor should complete its evaluation of the school so that the new sponsor has the benefit of this information.

The current sponsor, the new sponsor and the charter should meet to assure that all applicable information is transferred to the new sponsor.

If a chartered school requests to change sponsors but the current sponsor intends to either terminate the charter or not renew it for a reason specified in law, the sponsor should move forward with the termination process as provided in law.

In such a situation, the school would then lose its charter, unless the district sponsor's decision was reversed on appeal, and would not be able to continue operation as a chartered school.

What happens to the students if a charter is terminated or not renewed?

Minn. Stat. Section 124D.10 Subd. 24 provides as follows:

If a contract is not renewed or is terminated according to subdivision 23, a pupil who attended the school, siblings of the pupil, or another pupil who resides in the same place as the pupil may enroll in the resident district or may submit an application to a nonresident district according to section 124D.03 at any time. Applications and notices required by section 124D.03 must be processed and provided in a prompt manner. The application and notice deadlines in section 124D.03 do not apply under these circumstances.

Recommended Practice:

Minn. Stat. Section 124D.03 above is referring to Minnesota's "open enrollment" law. It states that parents may enroll the child in the resident district or may open enroll the child in another district and the required timelines for open enrollment are waived. While not included in the above statute, it is suggested that other chartered schools also facilitate the enrollment of these students in the chartered school if that is the school of choice of the parent

SPONSORING CHARTERS

Appendix A: Sponsor's of Chartered Schools in Minnesota**Sponsors that are public school districts - 23**

Anoka Hennepin Public Schools
11299 Hanson Blvd NW
Coon Rapids, MN 55433
763-506-1120

Balaton Public Schools
PO Box 150
Balaton, MN 56115
507-734-5601

Brooklyn Center Public Schools
6500 Humbolt Avenue North
Brooklyn Center, MN 55430
763-561-2120

Chaska Public Schools
11 Peavey Road
Chaska, MN 55318
952-556-6110

Chisago Lakes Public Schools
13750 Lake Blvd
Lindstrom, MN 55045
651-213-2096

Duluth Public Schools
215 North 1st Avenue East
Duluth, MN 55802
218-336-8752

Faribault Public Schools
PO Box 618
Faribault, MN 55021
507-333-6000

Forest Lake Public Schools
6100 -- 210 Street North
Forest Lake, MN 55025
651-982-8103

GFW Public Schools
323 East 11th Street
Gibbon, MN 55335
507-834-9813

Hopkins Public Schools
1001 Hwy 7
Hopkins, MN 55305
952-988-4021

Intermediate District N 917
1300 -- 145th Street East
Rosemount, MN 55068
651-423-8214

LeSeuer/Henderson Public
Schools
115½ North 5th Street
LeSeuer, MN 56058
507-665-8828

Minneapolis Public Schools
807 NE Broadway
Minneapolis, MN 55413
612-668-0200

NE Metro Intermediate District
916
2540 East County Road F
White Bear Lake, MN 55110
651-415-5656

Northfield Public Schools
1400 Division Street South
Northfield, MN 55057
507-663-0629

Osseo Public Schools
11200 -- 93rd Avenue North
Osseo, MN 55369
763-391-7003

Redwood Falls Public Schools
100 George Ramseth
Redwood Falls, MN 5628
507-644-3531

Rockford Public Schools
PO Box 9
Rockford, MN 55373

St. Paul Public Schools
360 Colborne Street
St. Paul, MN 55102
6541-767-8150

Stillwater Public Schools
1875 Greeley Street North
Stillwater, MN 55082
651-351-8301

Waseca Public Schools
501 East Elm Avenue
Waseca, MN 56093
507-835-2500

Winona Public Schools
654 Huff
Winona, MN 55987
507-494-0861

Yellow Medicine East Public
Schools
450 9th Avenue
Granite Falls, MN 56241
320-564-4081

Sponsors that are public and private colleges and universities - 15

Alexandria Technical College
1601 Jefferson Street
Alexandria, MN 56308
320-462-4422

Alfred Adler Graduate School
1001 Hwy 7 #311
Hopkins, MN 55305
952-988-4170

Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454
612-330-1545

Bethel College
3900 Bethel Drive
St. Paul, MN 55112
651-523-2821

Century College
3300 Century Avenue
White Bear Lake, MN 55110
651-748-2609

College of St. Catherine
2004 Randolph Avenue
St. Paul, MN 55105
651-690-6798

SPONSORING CHARTERS

Concordia University
275 Syndicate Street North
St. Paul, MN 55104
651-641-8250

North Central University
910 Elliot Avenue
Minneapolis, MN 55404
612-343-4400

St. Mary's University
2500 Park Avenue
Minneapolis, MN 55404
612-728-5217

Hamline University
1536 Hewitt Avenue
St. Paul, MN 55104
612-290-2742

Rochester Community/Technical
College
851 -- 30th Avenue SE
Rochester, MN 55904
507-285-7256

Saint Paul College
235 Marshall Avenue
St. Paul, MN 55102
651-846-1365

Metropolitan State University
700 East 7th Street
St. Paul, MN
651-793-1292

St. Cloud State University
720 -- 4th Avenue South
St. Cloud, MN 56301
320-208-2281

University of St. Thomas
1000 LaSalle Avenue
Minneapolis, MN 55403
651-962-4844

Sponsors that are private non-profit organizations - 13

Audubon Ctr of the North Woods
PO Box 530
Sandstone, MN
888-404-7743

714 West College Drive
Duluth, MN 55811
218-724-8815

Volunteers of America
5909 Golden Valley Road #110
Golden Valley, MN 55422
763-546-3242

EdVisions, Inc.
PO Box 518
Henderson, MN 56044
507-248-3738

Ordway Center
345 Washington Street
St. Paul, MN 55101
651-282-3000

Wolf Ridge Environmental
Learning Center
6282 Cranberry Road
Finland, MN 55603
800-523-2733

Friends Of Ascension
9135 Brandywine Rd
Corcoran, MN
952-475-7053

Pillsbury United Communities
1201 37th Avenue North
Minneapolis, MN 55412
612-529-9267

YMCA of Minneapolis
30 South 9th Street
Minneapolis, MN 55402
612-371-8744

Islamic Relief Worldwide
4100 East 66th Street
Inver Grove Heights, MN 55076
818-238-9521

Project for Pride in Living
1216 Chicago Avenue South
Minneapolis, MN 55404
612-813-3239

Lao Family Community
320 University Avenue W.
St. Paul, MN 55103
651-221-0069
Northwoods Children's Services

St. Paul Area Chamber of
Commerce
401 North Robert Street, Suite 150
Saint Paul, Minnesota 55101
651-223-5000

Sponsors that are private foundations - 2

Alex Stern Family Foundation
2207 29th St. South
Moorhead, MN 56560
701-388-0936

James Ford Bell Foundation
1818 Oliver Avenue South
Minneapolis, MN 55405
612-377-8400

Sponsors that are state agencies - 1

Minnesota Department of Education
1500 Hwy 36 West
Roseville, MN.
651-634-2304

Appendix B:**Organizations Providing Support/Information for Sponsors of Chartered Schools**

Because this list is expanding on an ongoing basis, it is suggested that the reader "go on the web" at "charter school authorizer sponsor" for a current listing of resources. Also, the current Minnesota authorizers included in Appendix A of this Guide are also excellent resources.

The following are several of the current leading resources for sponsors of chartered schools.

Minnesota Resources:

Chartered Schools Sponsors
Project
Education/Evolving
1295 Bandana Blvd. Suite 165
St. Paul, MN 55108
651-644-6115
www.educationevolving.org

Center for School Change
Hubert H. Humphrey Institute of
Public Affairs
University of Minnesota
301-19th Avenue South
Minneapolis, MN 55455
612-626-1834
<http://www.hhh.umn.edu/centers/school-change>

Minnesota Association of Charter
Schools (MACS)
1295 Bandana Blvd
St. Paul, MN 55108
651-644-0432
www.mncharterschools.org

Minnesota Dept of Education
Division of School Choice and
Innovation
1500 Hwy 36 West
Roseville, MN 55113
651-582-8200
<http://children.state.mn.us>

National Resources:

Chicago Public Schools
Charter Schools Office
125 South Clark Street
Chicago, Illinois 60638
773-555-1535
www.isbe.state.il.us/charter/

Central Michigan University
Charter schools Office
2520 South University Park Drive
Mt. Pleasant, Michigan 48859
517-774-2100
www.cmucso.edu

Center for Education Reform
www.edreform.com

District of Columbia Public
Charter School Board
1436 U Street NW Suite 401
Washington, D.C. 20002
202-328-2660
www.dcpubliccharter.com

Milwaukee Public Schools
Office of Board Governance
5225 West Vliet Street
Milwaukee, Wisconsin 53208
www.milwaukee.k12.wi.us

National Association of
Authorizers of Charter Schools
1125 Duke Street
Alexandria, Virginia 22314
703-685-9701
www.charterauthorizers.org

National Charter School Alliance
1295 Bandana Blvd
St. Paul, Minnesota 55108
651-644-6115
<http://www.charterfriends.org>

National Council of La Raza
www.uscharterschools.org/gb/community/laraza2.doc

Public Impact
423 Hermitage Court
Charlotte, North Carolina 28207
704-333-8978
www.publicimpact.com

United States Department of
Education
www.uscharterschools.org

US Charter Schools
(website developed by West ed
through a contract with the US
Department of Education
http://www.uscharterschools.org/pub/uscs_docs/r/index.htm



February 1, 2004

Education/Evolving
Chartered School Sponsors Project

I want to congratulate Education/Evolving on the publication of its "leadership guide" for sponsors of chartered schools in Minnesota.

One of the truly innovative aspects of chartered schools in our state is the wonderful diversity of their sponsors, which include school districts, institutions of higher education, and nonprofit organizations.

While it may seem obvious that good sponsors lead to good schools, this leadership guide is a groundbreaking step toward identifying the specific characteristics and practices of high quality sponsors. Through the collaborative process used to develop the guide, Education/Evolving has done a superior job of drawing on the expertise that exists in Minnesota as a result of its "first in the nation" status in starting chartered schools.

The Minnesota Department of Education has appreciated the opportunity to offer input on the leadership guide and we look forward to working with you and other education organizations to promote its usage by existing, new, and prospective sponsors.

We are optimistic that the leadership guide will be a key ingredient in increasing effective sponsorship, strengthening accountability in chartered schools, and providing more excellent education options for Minnesota children and their families.

Sincerely,

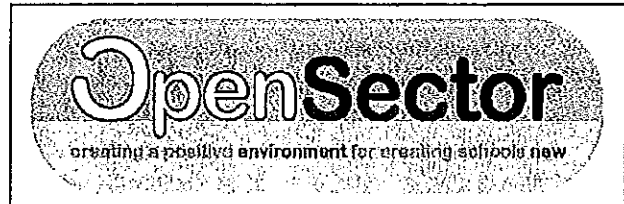
A handwritten signature in cursive script that reads "Cheri Pierson Yecke".

Cheri Pierson Yecke, Ph.D.
Commissioner

ABOUT THE CONCEPT OF AN 'OPEN SECTOR' IN EDUCATION

Much of the work being done by Education|Evolving is to help create and sustain an "Open Sector" in public education – in Minnesota and elsewhere in the country. By "Open Sector," we mean a "space" in public education that is open to new entrants – new schools that are started from scratch by teachers, parents, community organizations and multi-school networks. The "Open Sector" is also open to new authorizers or sponsors – entities other than school districts that oversee schools. The "Open Sector" is open to new learning programs and to new ways of governing and managing schools. And, as part of a broadening definition of public education, the "Open Sector" is open to all students who choose to attend schools in that sector.

The "Open Sector" is based on the premise that we cannot get the degree of change and improvement we need in education by relying only on fixing the schools we now have. And, to get enough new schools that are fundamentally different, we need a combination of public policies and private actions that will allow new schools to emerge and that will create an environment in which they can succeed. This kind of positive environment for creating and sustaining new schools can be established on a state-level through actions led by state policy makers. It can also be done – and is certainly needed – in major urban communities all across America.



Though chartered schools may be the most visible part of the "Open Sector" today, this concept of a positive environment for creating and sustaining successful new schools is not limited to charters. The "Open Sector" can also include schools operating within a district or state on some kind of contract other than a charter – as long as they are truly autonomous, accountable and open to all students who chose them.

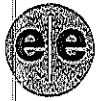
There is also no prescribed or uniform learning program presumed by this vision for creating many more schools new. In fact, there's an urgent need to better understand, respect and address the individual differences in students. It's likely, however, that successful new schools in the "Open Sector" will be smaller and that they will make it possible for all students to take a more active role in their learning and to develop more direct and nurturing relationships with adults.

ABOUT EDUCATION|EVOLVING

Education|Evolving is a joint venture of the Center for Policy Studies and Hamline University, committed to challenging conventional thinking on elementary and secondary education in Minnesota and nationally. This collaborative is undertaking a number of initiatives over the coming year. They include a national initiative to convince policy makers, education reform leaders, journalists and others that *creating new schools* should be an essential element in achieving needed changes and improvements in teaching and learning – at least equal in importance to *changing the schools we now have*.

Education|Evolving's leadership is provided by two Minnesota public policy veterans: **Ted Kolderie**, senior associate at the Center for Policy Studies, and **Joe Graba**, a senior policy fellow at Hamline University. Its coordinator is **Jon Schroeder**, former director of Charter Friends National Network.

Education|Evolving's activities are regularly updated on the initiative's new and unique web site – www.educationevolving.org. To receive print and electronic updates of Education|Evolving initiatives, contact info@educationevolving.org.



education|evolving

*A joint venture of the Center for
Policy Studies and Hamline University*

1295 Bandana Boulevard / Suite 165
Saint Paul, Minnesota 55108

Profit organization

U.S. Postage

PAID

Saint Paul, MN

Permit No. 5242

telephone: 651-644-6115
e-mail: info@educationevolving.org
web site: www.educationevolving.org



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library
6125 Olson Memorial Highway
Golden Valley, MN 55422

Full Board Meeting Minutes

Date & Time: June 10, 2004 @ 3 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:00 PM

II. Roll Call

Board members present: Bob Brandt, Scott Halgrim, Renee Jenson, Penny Johnson, Roberta Jones, Kat Knudson, Sonja Peterson, Dan Reigstad, Chris Wilson

Board members absent: Tina Anderson Richards, John Davis, Mohammed Lawal, Jane McWilliams, Mary Frances Skala

Others: David Flannery, Pam Paulson, Rusty King, Mark Youngstrom, Dave Poliseno, Susan Konkemichael

III. Agenda Approval

Recommend the board approve this meeting agenda.

Board member Sonja Peterson moved to approve the meeting agenda. Board member Dan Reigstad seconded the motion. The vote was unanimous.

IV. Legislative Audit Findings

The auditors have finalized the findings report for the center and have made the report public. They presented their findings to the board and responded to questions.

Legislative auditors David Poliseno and Susan Kochelmeyer presented the legislative audit findings report for the Perpich Center. Susan was the lead auditor on-site. The audit became public record on June 10, 2004. This audit was a selected scope audit, in which the auditors focus on critical and at-risk areas. The eight findings are available in the report from the Office of the Legislative Auditor. The findings will not be re-examined by the Office of the Legislative Auditors (OLA) until the next official PCAE audit. The auditors commented that all findings from the previous audit (three years ago) have been corrected.

V. Consideration and Approval of Minutes

a. May 13, 2004, Meeting Minutes, attached as M1-4

Recommend the board approve the May 13, 2004, meeting minutes.

Board member Penny Johnson moved to approve the meeting minutes. Board member Dan Reigstad seconded the motion. The vote was unanimous.

VI. Reports

a. Chair's Report – Bob Brandt

Chair Bob Brandt reported a delightful and entertaining Arts High School Class of 2004 graduation ceremony. He recommended all board members to attend at least one graduation in the future. He commended Mark Youngstrom on his speech to the students.

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Penny Johnson

The Finance Committee discussed the Executive Director Limitation Policy and will present to the board for approval, which will lead to the ACE~Dance grants approval request. The committee also discussed the 2004-5 Budget Plan and will present to the board for approval.

3. Personnel Committee – Bob Brandt

Board member Sonja Peterson was selected to be the chair of the Personnel Committee. The committee finalized the Executive Director evaluation. Board chair Bob Brandt reported that the Personnel Committee scored the Executive Director higher than he scored himself on the evaluation (4.8 out of 5.0). The committee accepted the goal areas that the David Flannery identified in his assessment.

4. Board Development Committee – Mary Frances Skala

The Board Development Committee is working on the board self-assessment tool, which lists the board's roles and responsibilities. The committee will have the self-assessment tool to board members by early August and would like to have responses by the September meeting.

5. Programs Committee – Kat Knudson

The Programs Committee recommends that 10-15 minutes at each full board meeting be set aside to hear from one PCAE program. This will allow the board to hear what the program is working on and how budgeted money is being spent. The program coordinator would be asked to submit a written report as well prior to the board meeting to be included with the board packet. The program reports could begin with the August meeting. Board member Renee Jenson recommended that the written report be limited in scope and size. Board member Penny Johnson recommended that the selected programs include the dormitory and board member Renee Jenson recommended that food service and the library also be included.

c. Executive Director's Report

1. AHS Director Selection

David Flannery has offered Rie Algeo Gilsdorf the Arts High School Director position and she has accepted. She plans to begin working by July 1, 2004. He noted that almost all members of the Arts High School community were involved in the search in various ways. Over all the process was very effective. David extended a special thank you to Mark Youngstrom for his years of service and devotion to the Arts High School.

2. Perpich Installation

The unveiling of the Perpich Memorial in the atrium of the Perpich Center was a success. The late governor Rudy Perpich's children Rudy Jr. and Sue were in attendance at the event, which featured alumni, student, and staff speakers.

3. Graduation

The Class of 2004 graduation was a wonderful event. David Flannery recommends that all board members try to attend at least one graduation ceremony in the future.

4. Board Social Event

The Board Social Event has been rescheduled to August 12 following the board meeting. The event will be at David Flannery's home. The event will be an opportunity to welcome two new board members and thank outgoing board members.

5. Morale

PCAE Foundation member Steve Shapiro offered to conduct focus groups for PCAE staff on June 7 and 8. Nine Arts High School faculty members and five other staff members participated in two separate focus group sessions. Board member Roberta Jones asked how the low morale issue manifested itself.

David Flannery responded that grumbling, complaints, and exacerbated reactions are indicators of low morale.

6. Pledge of Allegiance

David Flannery reminded the board that Minnesota state law requires all public schools to lead students in the Pledge of Allegiance at least once a week unless the school board votes to waive that requirement. If the board votes to waive the requirement, that vote must be reaffirmed every year. The PCAE Board voted to waive the requirement to say the Pledge last August and will need to vote again at the upcoming August meeting. David recommends that the Arts High School substitute some other sort of reflection on America and patriotism in place of the Pledge. He asked board members if they would like more information before making the decision in August.

Board member Sonja Peterson requested the student survey that was conducted last year regarding the Pledge of Allegiance. David responded that he would distribute the results of the survey to board members before the August meeting. Board member Chris Wilson said

that she will not be at the August meeting but she would like to note that she does not support the Pledge requirement at the Arts High School. (This is not an official vote.) Board member Renee Jensen recommended some civic discussion during the year instead of the Pledge. Board member Sonja Peterson recommended a more thoughtful way to ask students to reflect on what it means to be an American citizen.

Board chair Bob Brandt requests that board members who cannot attend the August meeting submit their thoughts about the Pledge requirement to him by e-mail before the August meeting. This will not count as an official vote.

d. Foundation Report – Scott Halgrim and Kat Knudson

The Foundation created focused committees that will meet independently in July. Each committee will have a particular focus, such as planning the annual fundraising event and possibly grant-writing. The Foundation may affiliate with a community organization, such as the Minneapolis Foundation, that will invest the Foundation's money. These organizations have the expertise to set up the funds appropriately.

The Foundation raised approximately \$100,000 this year and spent approximately \$7,000 to do so. \$10,000 of that money is in the Annie Nelson Memorial Fund, and is therefore restricted to use for the visual arts program.

e. Other

Board member Sonja Peterson asked when board members are allowed to switch committees. Board chair Bob Brandt responded that the February meeting was the time to switch committees, but there is always room for members to shift throughout the year. This is a possible topic of conversation for the board retreat.

VII. Consent Calendar

VIII. Old Business

a. Budget Plan

1. The 2004/2005 Budget Proposal, attached as OB1

David Flannery and Rene Ellis, Accounting Supervisor, presented the proposed 2004/2005 Budget. Administration will take a \$40,000 reduction. PDR will take a \$100,000 reduction. The Arts High School will take a \$40,000 reduction that will be supplemented by a \$40,000 donation from the PCAE Foundation. With the \$40,000 donation from the PCAE Foundation, the budget will come out at an even \$0. Diversity and Alumni are new budgetary items for next year.

The Finance Committee recommended that the board approve the 2004/05 budget plan.

Board member Penny Johnson moved to approve the 2004/05 PCAE budget plan. Board member Dan Reigstad seconded the motion. The vote was unanimous.

b. Policy Consideration and Approval

1. A Visitors Policy, attached as OB2

For the safety and security of students and staff, the administration drafted a policy and procedure to better regulate and monitor visitors on our premises.

Recommend the board approve the PCAE Visitors Policy.

Board member Dan Reigstad moved to approve the Visitors Policy. Board member Kat Knudson seconded the motion. The vote was unanimous.

2. Equal Access Policy, attached OB3-4

David Flannery explained and discussed the process for developing this policy and procedures. To allow students to use Center facilities to meet and discuss issues and ideas important to them, the administration drafted a policy, which attempts to spell out students' rights and responsibilities for student-initiated communications and meetings.

Recommend the board approve the Equal Access Policy.

Board member Renee Jenson moved to approve the Equal Access Policy. Board member Kat Knudson seconded the motion. The vote was unanimous.

3. Executive Director Limitation Policy, attached as OB5

The Executive Director asked that the existing Executive Director Limitation Policy be modified in two areas: accepting grants and awarding contracts. He requested broader authority to issue grants and award contracts, while narrowing the acceptance of gifts.

Board member Renee Jenson requested that directors get grant proposals to the Finance Committee before they appear at the full board meeting for a vote so the committee can review the proposal in detail.

Recommend the board approve the Executive Director Limitation Policy as revised.

Board member Scott Halgrim moved to approve the Executive Director Limitation Policy with the amendment that item #10 remain at \$5,000. Board member Penny Johnson seconded the motion. The vote was unanimous.

4. ACE~Dance Program Grants for FY05, attached as OB6-7

ACE~Dance provides professional development in dance education for teams of teachers from Minnesota public schools. The grants provide reimbursement to the schools for expenses incurred during the program: (1) substitute teacher coverage during planning days and workshop days; (2) stipends of no more than \$50 per day during summer workshops when teachers are off-contract; and (3) travel and per diem expenses for those teachers traveling to the workshops from outside the metro Twin Cities area. The following are the six schools the administration is recommending to the board for approval.

Recommend the board approve a \$3,430 ACE~Dance Program grant to Northfield High School, Northfield.

Recommend the board approve a \$2,960 ACE~Dance Program grant to Birch Grove Elementary School, Brooklyn Park.

Recommend the board approve a \$2,840 ACE~Dance Program grant to Dayton's Bluff Elementary and Adams Spanish Immersion School, St. Paul District Team.

Recommend the board approve a \$3,420 ACE~Dance Program grant to Powderhorn Community School, Minneapolis.

Recommend the board approve a \$4,098 ACE~Dance Program grant to Morris Area Schools District Team, Morris.

Recommend the board approve a \$5,025 ACE~Dance Program grant to Central Collaborative School, Bemidji.

The board cannot approve these grants because the Governor will not allow state agencies to enter into new contracts at this time. A vote is postponed until the freeze on contracts is removed.

IX. New Business

a. Goals for 2004/2005

As a part of the executive director performance review process, the director and the members of the personnel committee discussed goal areas. David Flannery identified six goal areas that he believed needed to be considered for the coming year. These areas include: staff morale, diversity, the executive director search, board governance, a summer school program and a strategic financial plan. If board members have goal suggestions they may submit them to David Flannery over the summer.

a. Contract for Roger Mahn

The board cannot approve this contract because the Governor will not allow state agencies to enter into any new contracts at this time. A vote is postponed until the freeze on contracts is removed.

X. Personnel

a. Executive Director Search

The criteria for the new Executive Director will be defined by the full board. The Personnel Committee recommends that no outside consultant be hired to run the process. The committee recommends the board use a process similar to the Arts High School Director search model. The committee also recommends that the full board conduct the finalist interviews (2-3 candidates). The Personnel Committee will act as the screening committee and will use the help of PCAE directors and staff.

The Personnel Committee recommends the board approve the proposed timeline below:

June – Oct 2004	Development of criteria and position description
Oct 04 – Feb 05	Screening Process
February 2005	Finalist Interviews
July 1, 2005	Start date of the new Executive Director

David Flannery will help with the process by prioritizing his duties based on his experience in the position. Board member Scott Halgrim requested that the PCAE community be involved in the process in a similar way as the previous executive director search so they may provide feedback and questions for the candidates.

Board member Sonja Peterson moved to approve the general timeline and process recommended by the Personnel Committee. Board member Chris Wilson seconded the motion. The motion passed unanimous.

XI. Information and Decisions

- a. Mark Youngstrom's Resignation, attached as I1**
- b. Rie Gilsdorf's Appointment, as attached, attached as I2**

XII. Open Forum at 4 p.m. (none)

XIII. Meeting Adjourn

Board member Dan Reigstad moved to adjourn the meeting. Board member Penny Johnson seconded the motion. The vote was unanimous.

Chair Bob Brandt adjourned the meeting at 5:10 p.m.

DRAFT

Fiscal Year 2005 Budget Worksheet for Fund 100 as of May 1, 2004

5% Salary Increase and 3% non Salary Increase for all except PDI Added Diversity and Alumni

Administration - 100

	11/14/2003	w/5% & 3%
9100 SALARIES - ADMINISTRATION	\$1,311,625	\$1,377,000
0102 BUILDING FACILITIES	\$348,000	\$358,000
0103 HEALTH & WELLNESS	\$2,000	\$2,000
0104 INFORMATION SERVICES	\$31,300	\$32,000
0105 TECHNOLOGY	\$105,000	\$108,000
0106 ADMINISTRATION	\$202,600	\$209,000
0107 STAFF DEVELOPMENT	\$5,000	\$5,000
0108 FACILITY REPAIR	\$60,000	\$62,000
0109 POSTAGE, PRINTING, COPIES	\$7,842	\$8,000
	<u>\$2,073,367</u>	<u>\$2,161,000</u>

Professional Development Institute - 500

	11/14/2003	No Inc Sal or Non
9500 SALARIES - OUTREACH PDI/RACC	\$665,637	666,000
0331 NATIONAL TRAINING	\$6,500	6,500
0333 POSTAGE & COPIES	\$23,000	23,000
0334 SPECIAL INITIATIVES	\$12,500	12,500
0335 STAFF DEVELOPMENT	\$8,000	8,000
0341 DANCE EDUCATION	\$10,000	10,000
0342 THEATER EDUCATION	\$50,000	50,000
0343 MEDIA ARTS EDUCATION	\$50,000	50,000
0344 ARTS EDUCATION COURSES (FACS)	\$10,000	10,000
0345 MUSIC EDUCATION	\$12,500	12,500
0346 VISUAL ARTS EDUCATION	\$10,000	10,000
0354 COLLABORATIONS/CONFERENCES	\$20,000	20,000
0355 MULTICULTURAL INITIATIVE	\$12,500	12,500
0360 PARTNER SCHOOLS	\$220,000	220,000
0361 ASAP INITIATIVE	\$200,000	200,000
0365 CAPP	\$83,000	83,000
0370 SUMMER INSTITUTE	\$40,000	40,000
0381 PRINT PROJECTS	\$12,500	12,500
0501 TRAVEL	\$4,000	4,000
0502 STAFF DEVELOPMENT	\$5,000	5,000
0503 POSTAGE, PRINTING, COPIES	\$5,000	5,000
0504 BEST PRACTICE NETWORK	\$99,307	99,000
0505 RESEARCH GRANTS	0	-
	<u>\$1,559,444</u>	<u>1,559,500.00</u>

Arts High School - 200

	11/14/2003	w/5% & 3%
9200 SALARIES - ARTS HIGH SCHOOL	\$2,320,509	\$2,437,000
0201 ADMISSIONS	\$36,000	\$37,000
0202 COUNSELING	\$6,000	\$6,000
0204 POSTAGE, PRINTING, COPIES-B	\$23,000	\$24,000
0206 SPECIAL EDUCATION	\$40,000	\$41,000
0401 DANCE	\$7,500	\$8,000
0402 LITERARY ARTS	\$4,700	\$5,000
0403 MEDIA ARTS	\$13,500	\$14,000
0404 THEATER	\$14,500	\$15,000
0405 VISUAL ARTS	\$27,500	\$28,000
0406 COMMON EXPERIENCE	\$500	\$1,000
0407 MUSIC	\$17,800	\$18,000
0410 COMMUNICATIONS	\$3,700	\$4,000
0411 MATHEMATICS	\$3,000	\$3,000
0412 SCIENCE	\$3,700	\$4,000
0413 SOCIAL STUDIES	\$2,000	\$2,000
0414 WORLD LANGUAGES	\$2,000	\$2,000
0415 SUBSTITUTE TEACHERS	\$7,000	\$7,000
0416 FIELD TRIPS	\$0	\$0
0418 PROGRAM DEVELOPMENT	\$30,900	\$32,000
0419 STAFF DEVELOPMENT	\$10,100	\$10,000
0420 POSTAGE, PRINTING, COPIES	\$25,700	\$26,000
	<u>\$2,599,609</u>	<u>\$2,724,000</u>

Residential Services - 300

	11/14/2003	w/5% & 3%
9300 SALARIES - RESIDENTIAL SRVCS	\$448,721	\$471,000
0203 DORMITORY	\$18,000	\$19,000
0207 STAFF DEVELOPMENT - DORM	\$3,000	\$3,000
	<u>\$469,721</u>	<u>\$493,000</u>

Learning Resource Center - 400

	11/14/2003	w/5% & 3%
9400 SALARIES -LRN RESOURCE CNTR	\$151,359	\$159,000
0408 LEARNING RESOURCE CENTER	\$10,500	\$11,000
	<u>\$161,859</u>	<u>\$170,000</u>

Diversity

	New
1000 Diversity	\$20,000
	<u>\$20,000</u>

Alumni

	New
1200 Alumni	\$10,000
	<u>\$10,000</u>

Grand Total

<u>\$6,864,000</u>	<u>\$7,137,500</u>
--------------------	--------------------

Notes:

1. Amounts shown reflect FY 2004 budget allotments before the FY 2003 carryover was allotted.
2. Non Salary Items are increase by 3% - Inflation except PDI
3. Salary costs are increased by 5% except PDI

PCAE Visitors Policy

In order to protect students, staff and property, the PCAE Board directs the administration to develop and implement rules for visitors which reduces the risks to our students and staff yet does not unreasonably impact the center climate and culture that welcomes alumni and encourages visitors and guests to access the wonderful state resources, human and material.

Procedures for Visitors

1. All visitors must sign in with the receptionist. Once cleared to visit, visitors should print their name clearly on their name badge and wear the badge in a location that is clearly visible.
2. The receptionist should ask each visitor to state the purpose of the PCAE visit:
 - If the visitor has an appointment, the receptionist should call the staff member who the visitor is seeing. The staff member should come and receive the visitor. If the staff member is not immediately available, the visitor should wait in the atrium until the staff member can be contacted.
 - If the visitor does not have an appointment but has a legitimate reason for being at the center (e.g. picking up admissions information, needing to contact a staff member, etc.), the receptionist should, if possible, give the visitor the information requested or contact a staff member to assist. [If the visitor is a parent, they are often trying to locate their son/daughter or they may want to talk to the counselor, teacher, Director, etc.]
 - If the visitor does not have an appointment and just wants to look around the building, student services staff or one of the agency directors or their assistants should be contacted. If no one can accommodate the visitor at this time, they should be asked to schedule a future visit or to call ahead for an appointment.
 - Under no circumstances are unidentified visitors to be allowed access to the building on their own.
 - If, at any time, visitors become belligerent, security should be called. If security is not available, one of the directors or a student services staff member should be contacted.
3. If the visitor is here to use the library, the receptionist should give the visitor directions to the library and then call ahead to inform library staff that an individual is on their way. Library staff should contact security or the receptionist if the visitor does not appear in the library in a reasonable amount of time.
4. Visitors to the Professional Development Building (GAIA) should drive directly or be directed to drive to the Professional Development Building, park and check in with a staff person there.
5. Alumni should be made to feel welcome, but they should not go off on their own without first making contact with a staff member. Alumni who make repeated visits without specific purpose should be referred to a Director or a student services staff person.
6. All staff members are expected to interact with the visitors asking if they can be of assistance.

Equal Access Policy

As long as the rights of others are not violated, the PCAE Board supports the students right of free speech and will provide limited open forum in which students may meet in school facilities during non-instructional time.

In accordance with the Federal Equal Access Act and Administrative Rules and Regulations, students desiring to conduct meetings within the limited open forum for the purpose of engaging in free exchange of religious, political or philosophical speech and thoughts will be afforded fair, equal and nondiscriminatory access to facilities within the school, provided that such meetings conform to the requirements of the Equal Access Act spelled out in the procedures below.

The policy protects the rights of students to express opinions, post written materials and distribute literature so long as it does not disrupt the normal operations of the school and follows all the procedures listed for this policy.

Nothing in the Equal Access Policy or Procedures shall:

1. Authorize or require expenditure of public funds beyond the incidental cost of providing the space for the student-initiated meetings.
2. Compel any school agent or employee to attend a student-initiated meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee.
3. Sanction meetings that are otherwise unlawful.
4. Limit the authority of the school, its agents or employees, to maintain order and discipline on school premises, to protect the well being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Procedures for Equal Access

These procedures are written to help students comply with the Equal Access Policy and to help administrators interpret and implement the policy.

Student Meetings

Students may schedule and hold meetings in Center facilities provided that such meetings conform to the following requirements of the Equal Access Act.

1. Meetings are voluntary and student initiated.
2. There is no sponsorship of the meetings by the school, the government or its agents or employees.
3. Employees are present at the religious meetings only in a non-participating capacity.
4. The meeting may not materially and substantially interfere with the orderly conduct of educational activities within the school
5. Non-school persons may not direct, conduct, control or regularly attend activities of student groups.
6. Student-initiated groups will not be allowed to schedule meetings or activities at the Delta Dorm.

Posting Flyers and Using Official Bulletin Boards

Students may post flyers and notices so long as they do not substantially interfere with the rights of others or disrupt the atmosphere of learning and that are not:

1. libelous
2. obscene
3. discriminatory
4. sexually explicit
5. associated with threat or hate groups
6. promoting alcohol, chemicals and/or tobacco.

All posters and flyers must still have the approval of student services staff. In considering flyers or posters that may be controversial or in violation of the policy or procedures, the Arts High School Director will ask the advise of an advisory group consisting of three members of the Student Government and three members of the Faculty Advisory Council. These procedures do not prohibit the Arts High School Director from seeking the advise of the other faculty, students, parents and the center administration.

~~Students may distribute literature as long as it does not substantially interfere with the rights of others or disrupt the atmosphere of learning and that are not:~~

1. libelous
2. obscene
3. discriminatory
4. sexually explicit
5. associated with threat or hate groups
6. promoting alcohol, chemicals and/or tobacco.

The Arts High School administration will determine the time, manner and place in which appropriate materials may be made available to the student body. Guidelines include:

1. Bulletin Boards: There are bulletin boards throughout the school building where students are permitted to post materials. All postings must be pre-approved and signed by the Activities Coordinator. Materials not pre-approved will be removed.
2. Student Services: Materials may be distributed through the desk in Student Services and an announcement that they are available may be published in the "Student Bulletin."
3. Weekly Student Bulletin: Students may submit short, informational articles to be published in the weekly student bulletin.
4. Approved materials can be distributed in the cafeteria and atrium.

Individuals who do not follow school guidelines for distributing materials will be disciplined for "Disregard of Authority" as outlined in the Arts High School Behavior Policy, page 48.

Student Groups

Non-school Sponsored Groups:

Students wishing to create a group in accordance with this policy may do so by persuading a faculty member to serve as a liaison for the group and by notifying the Arts High School Director of the group's name, purpose and faculty liaison.

School-sponsored Groups:

School-sponsored groups including Student Government are not covered specifically by this policy. They will organize and meet under the guidance of a school assigned advisor. The school and center may expend public funds to further the organizations goals and interests. These school-sponsored groups, by and large, are directly connected to the curriculum and support specific learning objectives.

Executive Director Limitation Policy

Purpose

To accomplish the critical mission of the Perpich Center for Arts Education, the Executive Director and the Board need to fulfill their important, complimentary, but different roles. Both will be helped in defining these appropriate roles through the creation of a limitation policy.

Policy

The Executive Director has complete authority and accountability for all the Center's operations except as enumerated below.

The Executive Director shall not:

1. Cause or allow any practice, activity or organizational circumstance that is unlawful, imprudent or in violation of commonly accepted education or professional ethics.
2. Change or allow any practice that changes the mission of the Center as defined by the Board.
3. Change, or allow activities that violate or contradict board policy or state regulation.
4. Authorize or eliminate positions without Board approval.
5. Suggest, lobby for or support new legislation or the repeal of existing legislation that affect the Center without the explicit direction of the Board.
6. Prepare annual or biennial budgets that risk fiscal jeopardy or deviate from the Board's established mission, program and budget goals.
7. Change his or her own compensation and benefits without Board approval.
8. Reallocate more than \$50,000 of the approved budget in a fiscal year without Board approval.
9. Award compensation or benefits to employees on the Commissioner's Plan without reporting those awards to the Board.
10. Accept grants or gifts that exceed ~~\$5,000~~ **\$2,500** without prior Board approval.
11. Award contracts for services that exceed ~~\$5,000~~ **\$15,000** without prior Board approval.
12. Dispose of real property with a value of more than \$5,000 without Board approval and guidance from the Department of Administration.
13. Fail to provide the Board with information requested by the Board and needed, in the Board's sole discretion, to meet its legal and ethical responsibilities.
14. Hire, fire or discipline employees in ways that violate state law, state regulation or negotiated agreements or Board Policy.
15. Schedule meetings of the Board or Board Committees, except in emergency situations.

This Executive Limitations Policy will be reviewed during the Executive Director's annual performance review.

OB6

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group

Subject: Professional Development & Research Group
Grant Request

Applicant(s): Arts Courses for Educators (ACE) ~ Dance
School Grants 2004-2006

cc: Pam Paulson
Deputy Director

Request for Board Approval

We request approval of grants for six schools to participate in the upcoming first year of the Arts Courses for Educators (ACE) ~ Dance program.

Program Description

ACE~Dance provides professional development in dance education for teams of teachers from Minnesota public schools. Over the course of two school years, K-12 teachers attend 5 days of workshops at the Perpich Center and receive school-site consulting from theater education specialists and Center staff.

During the 2004-05 year, we anticipate that:

- 24 teachers from six different schools will attend 5 days of workshops;
- ACE~Dance Instructors will provide 30-36 site visit days to the participating schools;
- Over 1800 students will experience dance lessons jointly presented by their teacher and the Dance Specialist.

Purpose of the Grants

The grants provide reimbursement to the schools for expenses incurred during the program: (1) substitute teacher coverage during planning days and workshop days; (2) stipends of no more than \$50 per day during summer workshops when teachers are off-contract; and (3) travel and per diem expenses for those teachers traveling to the workshops from outside the metro Twin Cities area.

Selection Process:

During Fall 2003, preliminary letters announcing the ACE~Dance program were mailed to several dozen schools and teachers who had expressed interest in such a program during the preceding year. PDR staff followed up with each letter to encourage timely preparation for the grant application. During January 2004, postcard announcements about the ACE~Dance

program were sent to every school district in Minnesota as well as to teachers in our database; we also used mailing lists from professional organizations such as the Dance Educators Coalition and ASCD. Over 1400 postcards were mailed and the Center's website was used to provide online information and downloadable application forms.

~~We received 9 complete applications from schools throughout Minnesota,~~
including several schools that had no previous contact with the Center's programs.

All applications were scored and discussed by the ACE~Dance Review Team, which included Penny Johnson as the Board representative. The seven-member Review Team consisted of dance educators, teachers and teaching artists as well as Center staff. Reviewers spoke favorably of the overall quality of the applications and commented on the clearly widespread need for stronger dance education in the K-12 classrooms. The Review Team met on April 13, 2004 to make final recommendations to the Board for funding of the six schools outlined below.

We recommend that the Board approve the following schools to receive ACE~Dance grants for FY05.

Budget 0341

TOTAL REQUEST: \$21,773

Professional Development Institute Grant Request
(Breakdown as follows)

FY05

<i>Cong Dist.</i>	<i>School</i>	<i>Proposed Funding</i>
2	Northfield High School Northfield	\$3430
3	Birch Grove Elementary School Brooklyn Park	\$2960
4	St. Paul District Team: Dayton's Bluff Elementary & Adams Spanish Immersion School	\$2840
5	Powderhorn Community School Minneapolis	\$3420
7	Morris Area Schools District Team: Morris	\$4098
7	Central Collaborative School Bemidji	\$5025

MEMORANDUM

NBI

Date: April 30, 2004

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group (PDRG)

Byron Richard
Educational Research Coordinator

Re: Request for contract approval
Applicant: Position: Research and Development Project Consultant
Contractor: Roger Mahn
Contract Amount: \$25,000

CC: Pamela N. Paulson
Deputy Executive Director

With the support of the Perpich Center Board of Directors, a Request for Proposals (RFP) was published in the State Register for an assisting facilitator to work with the Arts Quality Teaching Networks in 2004-2005.

The deadline for proposals in response to the published RFP was Friday, March 19, at 4:00 pm. Three RFPs were requested from the Perpich Center and one proposal was submitted by the proposal deadline.

We find the proposal to be of high quality and that it meets, or exceeds, the criteria stated in the RFP. Our evaluation of the proposal finds that:

Research and Development Project Consultant:

Criteria: 25% professional qualifications.

The qualifications of Roger Mahn show depth in teaching, extensive education and experience in the professional development aspects of large-scale school reform initiatives.

Criteria: 25% expertise of individual or organization:

Mahn's resume shows extensive activity in the arena of arts education professional development, particularly from the point of view of standards-based education.

Criteria: 40% applicability to the goals of the Professional Development & Research Group

Mahn's resume shows extensive experience with professional development in relation to standards-based arts education, assessment, professional inquiry and research, and teacher mentoring, each of which is key to the goals and mission of the PDRG.

Criteria: 10% cost effectiveness of proposal.

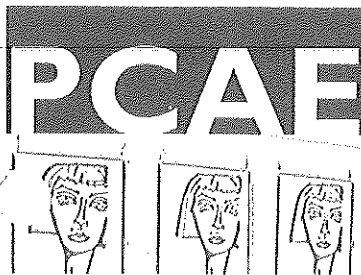
Mahn's proposal meets our financial objectives while offering the highest level of professional development expertise.

We are pleased to have this response from an educational professional of such high quality. In light of this evaluation of the submitted proposal we whole-heartedly recommend contracting with this individual and ask that the board approve our selection.

BUDGET

Contracted period: July 20, 2004 - June 30, 2005

\$25,000.00



INNOVATIVE PUBLIC EDUCATION CENTERED IN THE ARTS

May 3, 2004

David Flannery
Interim Executive Director
Perpich Center For Arts Education

Dear David,

I am writing to resign from my position as the Director of the Arts High School and to confirm that I will be retiring from state service as of June 30, 2004.

Given that I have been employed by the Center since February 1, 1988 and a consultant to the Center for a couple of years before that, these are hard words to put on paper. Nevertheless, I know that this is the right thing for me to do personally, and it is the right time for the school to come under new leadership.

I am proud of what we have accomplished over the past 17 years or so in putting this center together and keeping it together. Thousands of lives have been touched by the work we do here. I am most proud of the work we have done to shape the lives of the young people who passed through the Arts High School, and it is most pleasing to me when those young people come back and share their lives and their work with us.

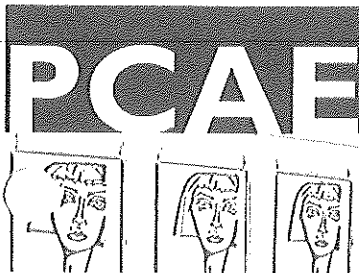
We have experienced some hard times, and there will likely be some hard times ahead, but I think the Center will prevail because the mission of connecting young people to the arts both in Golden Valley and throughout the state is an important mission and one that is unique to us.

Thank you for your support of the high school and of me, and, if I can be of any future service to the Center, please let me know.

Sincerely,

Mark Youngstrom

cc: Pam Paulson, Deputy Executive Director
Karen Tow, Personnel Officer



INNOVATIVE PUBLIC EDUCATION CENTERED IN THE ARTS

I 2

May 26, 2002

Rie Algeo Gilsdorf
Visual and Performing Arts Specialist
Vancouver School of Arts and Academics
3101 Main Street
Vancouver, Washington 98663

Dear Ms. Gilsdorf:

Thank you for hosting my recent visit to VSAA. I enjoyed my visit to the school and with the staff and students. Visiting sister schools always presents opportunities for confirming core beliefs about the arts and education and for seeing some things differently and in better light.

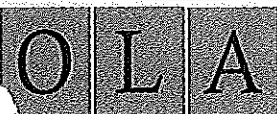
At this time I am formally offering you the position of Director of the Arts High School at the Perpich Center for Arts Education at an annual salary of \$77,000. I am also prepared to reimburse up to \$10,000 in authorized relocation expenses. If you accept, you will also receive all the benefits that are accorded to a Director level position in a state agency. I am flexible about a start date, but if you are required to start after July 1, some prorating of salary and some benefits may be necessary.

If you intend to accept the position, and I sincerely hope that this is possible, I ask that you put your intent in writing. A letter of acceptance of the position can be faxed to me at 763-591-4646.

Our committee believes and I believe that you are uniquely qualified to lead our beloved Arts High School to the next level of excellence. Thank you for considering this offer.

Sincerely,

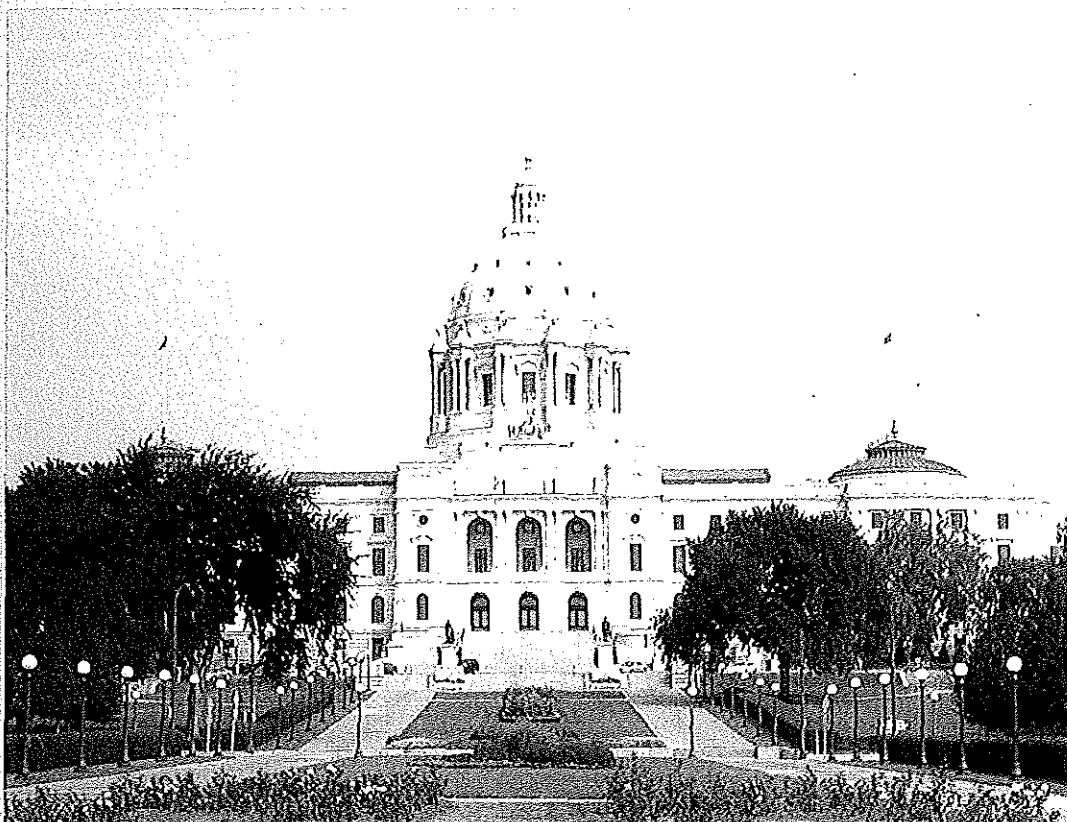
David Flannery
David Flannery
Interim Executive Director



OFFICE OF THE LEGISLATIVE AUDITOR
STATE OF MINNESOTA

Financial Audit Division Report

Perpich Center for Arts Education Fiscal Years 2001 through 2003



Financial Audit Division

The Office of the Legislative Auditor (OLA) is a professional, nonpartisan office in the legislative branch of Minnesota state government. Its principal responsibility is to audit and evaluate the agencies and programs of state government (the State Auditor audits local governments).

OLA's Financial Audit Division annually audits the state's financial statements and, on a rotating schedule, audits agencies in the executive and judicial branches of state government, three metropolitan agencies, and several "semi-state" organizations. The division also investigates allegations that state resources have been used inappropriately.

The division has a staff of approximately forty auditors, most of whom are CPAs. The division conducts audits in accordance with standards established by the American Institute of Certified Public Accountants and the Comptroller General of the United States.

Consistent with OLA's mission, the Financial Audit Division works to:

- Promote Accountability,
- Strengthen Legislative Oversight, and
- Support Good Financial Management.

Through its Program Evaluation Division, OLA conducts several evaluations each year.

OLA is under the direction of the Legislative Auditor, who is appointed for a six-year term by the Legislative Audit Commission (LAC). The LAC is a bipartisan commission of representatives and senators. It annually selects topics for the Program Evaluation Division, but is generally not involved in scheduling financial audits.

All findings, conclusions, and recommendations in reports issued by the Office of the Legislative Auditor are solely the responsibility of the office and may not reflect the views of the LAC, its individual members, or other members of the Minnesota Legislature.

This document can be made available in alternative formats, such as large print, Braille, or audio tape, by calling 651-296-1235 (voice), or the Minnesota Relay Service at 651-297-5353 or 1-800-627-3529.

All OLA reports are available at our Web Site:
<http://www.auditor.leg.state.mn.us>

If you have comments about our work, or you want to suggest an audit, investigation, or evaluation, please contact us at 651-296-4708 or by e-mail at auditor@state.mn.us



OFFICE OF THE LEGISLATIVE AUDITOR

STATE OF MINNESOTA • James Nobles, Legislative Auditor

Representative Tim Wilkin, Chair
Legislative Audit Commission

Members of the Legislative Audit Commission

Dr. David Flannery, Interim Executive Director
Perpich Center for Arts Education

We have audited selected areas of the Perpich Center for Arts Education for the period July 1, 2000, through June 30, 2003. Our audit scope included grant receipts, student fees, and other selected receipts, employee payroll, per diem, travel, and grant expenditures. The Report Summary highlights our overall audit conclusions. The specific audit objectives and conclusions are contained in the individual chapters of this report.

We selected the Perpich Center for Arts Education for audit based on our annual assessment of state agencies and programs. We used various criteria to determine the entities to audit including the size of each agency's financial operations, length of time since the last audit, changes in organizational structure and key personnel, and available audit resources.

We conducted our audit in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we obtain an understanding of the center's internal controls relevant to the audit objectives. We used the guidance contained in *Internal Control-Integrated Framework*, published by the Committee of Sponsoring Organizations of the Treadway Commission, as our criteria to evaluate the center's controls.

The standards also require that we plan the audit to provide reasonable assurance that the Perpich Center for Arts Education complied with financial-related legal provisions that are significant to the audit. In determining the center's compliance with legal provisions, we considered requirements of laws, regulations, contracts, and grant agreements.

In order to meet the audit objectives, we gained an understanding of the Perpich Center for Arts Education's financial policies and procedures. We considered the risk of misstatements in the accounting records and noncompliance with relevant legal provisions. We analyzed accounting data to identify unusual trends or significant changes in financial operations. We examined a sample of evidence supporting the agency's internal controls and compliance with laws, regulations, contracts, and grant provisions.

James R. Nobles
Legislative Auditor

Claudia J. Gudvangen, CPA
Deputy Legislative Auditor

End of Fieldwork: March 19, 2004

Report Signed On: June 4, 2004

Perpich Center for Arts Education

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Chapter 3. Student Fees	9
Chapter 4. Payroll, Per Diem, and Travel Expenditures	13
Status of Prior Audit Issues	15
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Audit Participation

The following members of the Office of the Legislative Auditor prepared this report:

Claudia Gudvangen, CPA	Deputy Legislative Auditor
David Poliseno, CPA, CISA	Audit Manager
Susan Kachelmeyer, CPA, CISA	Auditor-in-Charge
Alan Sasse, CPA	Auditor
Trinh Bui	Auditor

Exit Conference

We discussed the results of the audit with the following staff of the Perpich Center for Arts Education at an exit conference on May 27, 2004:

Dr. David Flannery	Executive Director
Dr. Pamela Paulson	Deputy Director
Rene Ellis	Operations Manager/Financial Director
Kou Vang	Executive Administrative Assistant

Perpich Center for Arts Education

Report Summary

Key Findings:

- The center improperly recorded some grant activity in the state's Gift Fund. (Finding 1, page 6)
- The center did not return about \$10,000 of unspent grant funds to the Department of Education. (Finding 2, page 6)
- The center did not separate key duties to ensure that it adequately safeguarded its receipts. In addition, it did not perform key receipt reconciliations. (Findings 3 and 4, pages 9 and 10)
- The center did not adequately separate its payroll and personnel functions. (Finding 7, page 14)

The audit report contained eight findings relating to internal control and legal compliance. The center resolved or sufficiently resolved all findings included in our prior audit report.

Audit Scope:

Audit Period:

Fiscal Years 2001 – 2003

Selected Audit Areas:

- Grant Receipts
- Student Fees
- Other Selected Receipts
- Employee Payroll and Per Diem
- Travel
- Grant Expenditures

Agency Background:

The center consists of the Arts High School and the Professional Development and Research Group. The Arts High School serves approximately 300 11th and 12th grade students that are motivated and talented in the arts. The Professional Development and Research Group is a statewide network of teachers, teaching artists, and administrators in schools and art organizations throughout Minnesota. In fiscal year 2003, the center received a \$7.8 million General Fund appropriation to fund the majority of its operations.

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Perpich Center for Arts Education

Chapter 1. Introduction

The 1985 Legislature created the Perpich Center for Arts Education (the center) to meet the needs of Minnesota students interested in creative and interpretive arts. The center consists of the Arts High School and the Professional Development and Research Group.

The Arts High School is a statewide public high school serving approximately 300 11th and 12th grade students that are motivated and talented in the arts. The school accepts students from the state's eight congressional districts through a competitive review process governed by administrative rule.

The Professional Development and Research Group is a statewide network of teachers, teaching artists, and administrators in schools and art organizations throughout Minnesota. It provides curriculum and assessment tools, workshops, and technical support in the areas of dance, literature, music, theater, media, and visual arts. In addition, the center loans materials and provides reference assistance to more than 1,900 Minnesota teachers and artists who are members of the Perpich Center for Arts Education Library.

The Governor appoints a 15-member board that is responsible for the management, supervision, and control of the center and of all related property. At its periodic meetings, the board approves the center's budget and monitors its financial activity, approves grant awards, oversees facility management, and reviews various legislative proposals. The board's finance, personnel, development, and executive committees assist the full board in the discharge of its duties. Eligible board members are entitled to a per diem payment of \$55 for every official meeting.

The board appoints an executive director to oversee the center's daily operations. Dr. David Flannery has served as the interim executive director since March 2002. The executive director appoints various directors to assist in managing the center.

General Fund appropriations provide the majority of the center's funding. Employee payroll is the largest expenditure category. Table 1-1 summarizes the center's financial activity for budgetary fiscal years 2001 through 2003.

Perpich Center for Arts Education

Table 1-1
Sources and Uses of Funds
Budgetary Fiscal Years 2001, 2002, and 2003

	2001	2002	2003
<u>Sources:</u>			
General Fund Appropriations:	\$ 7,400,000	\$ 7,681,000	\$ 7,816,000
Grants: State, Federal, and Private	1,522,758	2,593,094	83,538
Student Fees	289,368	344,691	333,939
Other Receipts	185,218	229,043	206,574
Balance Forward In	1,128,445	417,486	3,515,218
Transfer In	16,928	0	0
Total Sources	<u>\$10,542,717</u>	<u>\$11,265,314</u>	<u>\$11,955,269</u>
<u>Uses:</u>			
Payroll	\$ 4,804,555	\$ 5,088,682	\$ 5,015,825
Grants	2,011,418	460,123	910,143
Other Operating Expenditures	3,053,740	2,116,536	2,290,526
Total Expenditures	<u>\$ 9,869,713</u>	<u>\$ 7,665,341</u>	<u>\$ 8,216,494</u>
Balance Forward Out	417,486	3,515,218	2,969,035
Transfers Out	187,364	84,755	584,218
Cancelled ⁽¹⁾	68,503	0	130,000
Total Uses	<u>\$10,543,066⁽²⁾</u>	<u>\$11,265,314</u>	<u>\$11,899,747⁽³⁾</u>

Note 1: The \$130,000 cancellation in FY 2003 is the Perpich Center reduction (unallotment) per Minn. Stat. Section 16A.152, Subd. 4.

Note 2: For FY 2001, the center used \$349 more than it received. The difference occurred in the Federal Fund Child Nutrition Grant Program.

Note 3: For FY 2003, the uses amount does not include \$55,522 for encumbered but not expended activity.

Source: Minnesota Accounting and Procurement System (MAPS) based on budgetary fiscal year basis as of January 31, 2004.

Perpich Center for Arts Education

Chapter 2. Private and State Grants

Chapter Conclusions

The Perpich Center for Arts Education's internal controls provided reasonable assurance that it safeguarded grant receipts. Except for recording the grant activity in the incorrect fund, as discussed in Finding 1, the center properly recorded grant transactions correctly in the accounting records. The center's internal controls provided reasonable assurance that its grant expenditures complied with applicable legal provisions and management's authorization.

For the items tested, the Perpich Center for Arts Education complied with the significant finance-related legal provisions governing private grants. However, we found that the center did not comply with the state's carry forward authority in regard to state grants, as discussed in Finding 2.

Audit Objective

The primary objective of our audit was to answer the following questions:

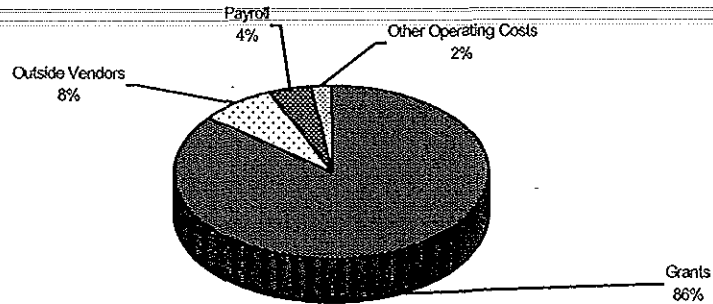
- Did the Perpich Center for Arts Education adequately safeguard and accurately record grant receipts and expenditures in the accounting records and in compliance with applicable legal provisions and management's authorization?
- For the items tested, did the Perpich Center for Arts Education comply with the significant finance-related legal provisions concerning grants?

The center received over \$2 million from the Annenberg Foundation during fiscal years 2001 through 2003. The Annenberg funds supported a partnership between the center and the Minneapolis school district called the "Annenberg Challenge." In 2002, the center received a McKnight Foundation grant for \$2 million. The McKnight funds supported the "Arts for Academic Achievement" initiative, which involved forming an arts education network throughout the state. In addition, the center received a total of \$105,000 from the state during the three fiscal years. The center used the state grants for various arts related activities including the Arts Best Practice Network.

During the audit period, the Perpich Center for Arts Education's granted a total of \$3.4 million to other organizations, primarily to school districts. In addition, the center retained approximately \$600,000 of the private grant funds for administrative costs. Figure 2-1 shows grant and related administrative expenditures for the three budgetary years ended June 30, 2003.

Perpich Center for Arts Education

Figure 2-1
Grant Related Expenditures
Three Budget Fiscal Years Ended June 30, 2003



Source: Minnesota Accounting and Procurement System (MAPS) based on budgetary fiscal year basis as of January 31, 2004.

1. The center improperly recorded certain receipt activity in the state's Gift Fund.

The center deposited about \$4 million in grant receipts from the Annenberg, McKnight, and other foundations into the Gift Fund. Minnesota Departments of Finance and Administration Policy Number 0602-13 states that grant revenues should not be recorded in either the Gift or the Endowment Fund. The center should have recorded this activity in a Special Revenue Fund account.

The center also deposited consulting/professional services fees into the Gift Fund. The center entered into two service contracts with the Minneapolis school district. The center deposited a total of \$98,750 in revenue from these contracts in the Gift Fund.

Recommendations

- *The center should record receipt activity in the proper funds.*
- *The center should transfer existing balances to the appropriate fund.*

2. The center did not return unspent funds to the Department of Education after two grants expired.

At the end of two grants, the center did not return any unspent funds to the Department of Education, as required by the grant agreements. Rather, the center has improperly carried forward approximately \$10,000 into FY 2004. The grant agreements required the center to return any unspent or unobligated funds to the Department of Education as of June 30, 2002, or June 30, 2003, respectively.

Perpich Center for Arts Education

Also, the center had about \$1,000 in state grant funds recorded in the Special Revenue Fund where the balance did not automatically cancel. Our prior audit report directed the center to record this grant in the General Fund instead of the Special Revenue Fund. The center refunded the majority of its expired state grants to the General Fund, but did not transfer all of the Department of Education grant balances. The center would not have been allowed to carry forward these grant balances if they had properly recorded them in the accounting system. Further, because the center recorded the grants in the Special Revenue Fund, it inappropriately earned interest on them.

Recommendation

- *The center should repay the Department of Education for any monies it spent outside the period of availability of funds as stipulated in the grant agreement.*

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Perpich Center for Arts Education

Chapter 3. Student Fees

Chapter Conclusions

The Perpich Center for Arts Education did not adequately separate duties to ensure the safeguarding of its receipts, as discussed in Finding 3. We found that the center did not perform key reconciliations, as discussed in Finding 4. Also, the center did not have a written contract with its foundation, as discussed in Finding 5.

For the items tested, the Perpich Center for Arts Education complied with the significant finance-related legal provisions regarding student fees. However, the center did not have a record retention policy, as discussed in Finding 6.

Audit Objective

The primary objective of our audit was to answer the following questions:

- Did the Perpich Center for Arts Education adequately safeguard and accurately record student fees in the accounting records?
- For the items tested, did the Perpich Center for Arts Education comply with the significant finance-related legal provisions regarding student fees?

The center charges various fees to the Arts High School students. The Perpich Center for Arts Education's board of directors set the fees. The fee for students residing at the center was \$1,800 in fiscal year 2001, \$2,100 in fiscal year 2002, and \$2,150 in fiscal year 2003. The center also assessed a yearly activity fee ranging from \$50 to \$100 during the three years ending June 30, 2003. The center reduces or waives fees for families who earn less than established income limits. The center received about \$300,000 in student fees each fiscal year. The center uses an in-house accounting system called "4D" to record financial transactions for each student. The center uses this system to bill the students' parents or guardians each semester. The center deposits the receipts into the state treasury.

3. The center did not adequately safeguard receipts by separating incompatible functions.

The center did not separate certain key duties to ensure an adequate safeguarding of receipts. In several areas, staff who were involved in billing fees or maintaining accounts receivable records also collected the related receipts. These incompatible duties provided an opportunity for

Perpich Center for Arts Education

manipulation of records and loss of funds. For example, staff in the admission's office sent letters to prospective students and received the admissions form and the \$50 fee. Also, two individuals who have access to the related student account records also collect receipts on past due accounts. Third, the director of school programs accepts monies instead of having the donations sent to the center's cashier. Finally, the center's Professional Development and Research group registers individuals for seminars and collects the related receipts. In all these examples, the receipt collections should be done by someone who does not have access to the related accounting records.

In addition, the center did not appropriately limit access to its accounting subsystem – 4D. The center's receptionist and the residence director have "edit accounting" access in the "4D" subsystem. The access allows these individuals to adjust students' billing accounts. The access is unnecessary for these positions because the center's accounting personnel are responsible for adjusting student accounts.

Recommendation

- *The center should improve its processes and develop adequate separation of duties over its receipt processes.*

4. The center did not perform certain receipt reconciliations.

The center did not always reconcile its receipts to supporting documentation. Our review of the center's receipt process disclosed the following reconciliation problems:

- The center did not perform independent reconciliations between its receipt log and receipt deposit. The center's receptionist receives the receipts and logs them. The receptionist forwards the receipts and logs to the accounting personnel who posts the transactions in the "4D" student computer system and MAPS and takes the deposit to the bank. No one independent of the receipt processing verified the receipt log to the bank deposit, increasing the risk that receipts could be stolen or misplaced and not be detected.
- The center did not perform reconciliations between MAPS and its "4D" accounting subsystem. One person in the accounting office posts payment to the "4D" subsystem, enters the receipt in MAPS, and makes the deposit. The center did not assign anyone independent of the process to reconcile the "4D" subsystem to MAPS. By not reconciling the two systems, the center cannot ensure that the "4D" subsystem receipt transactions were properly recorded in MAPS.

Recommendations

- *The center should have someone independent of the receipt process verify the receipt log to the deposits.*
- *The center should reconcile the "4D" subsystem financial activity to MAPS.*

Perpich Center for Arts Education

5. The center did not have a written contract with its foundation.

The Perpich Center for Arts Education did not have a written contract with its foundation. The foundation was created in August 2003 with its mission to support the center through fundraising, advocacy, and volunteer action. As of January 2004, the foundation had collected over \$50,000 in gifts and donations. As of March 2004, the center's board of directors had drafted a contract between the center and the foundation, but had not formally executed it.

Recommendation

- *The center should have a written contract with its foundation to establish each party's rights and responsibilities.*

6. The center did not have a record retention policy, as required by the departments of Finance and Administration's policies and procedures.

The Minnesota Departments of Finance and Administration Policy Number 0102-01, regarding internal control over accounting processes, states that agencies need to develop their own procedures to ensure the necessary source documents and records are maintained. By not having a record retention policy, the center is not complying with state guidelines and risks not having the necessary documentation to support its accounting system transactions.

Recommendation

- *The center should comply with the departments of Finance and Administration's policies and procedures and develop a record retention policy.*

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Chapter 4. Payroll, Per Diem, and Travel Expenditures

Chapter Conclusions

The Perpich Center for Arts Education's internal controls provided reasonable assurance that employees were accurately compensated and reimbursed in compliance with applicable bargaining agreements and management's authorization, and that payroll and employee reimbursement expenditures were properly recorded in the accounting and payroll systems. However, we found that the center did not have adequate separation of duties between its payroll and personnel functions, as discussed in Finding 7.

For the items tested, the center complied with the significant finance-related legal provisions and related employee bargaining agreements and compensation plans. However, the center did not review the payroll register to ensure that the payroll transactions were properly recorded on the state's accounting system, as discussed in Finding 8. The center properly paid per diems to its board members.

The Perpich Center for Arts Education's main operating cost is payroll, which averaged about \$5 million each year. Currently, the center has approximately 100 employees and pays them bi-weekly through the State Employees Management System (SEMA4). The center also used SEMA4 to reimburse its employees for travel expenses. SEMA4 interfaced payroll and travel expenditures into the Minnesota Accounting and Procurement System (MAPS). Table 4-1 summarizes the payroll and per diem expenditures for the three fiscal years ended June 30, 2003.

Table 4-1
Payroll and Per Diem Expenditures
By Budget Fiscal Year

	2001	2002	2003
Full Time Salary and Fringe Benefits	\$3,647,225	\$3,840,487	\$3,749,510
Part Time Salary and Fringe Benefits	952,091	1,006,030	1,106,695
Separation Expense	89,748	135,994	82,673
Overtime and Premium Pay	77,651	80,250	54,305
Per Diem	2,860	8,635	9,515
Other Payroll Expenditures	34,980	17,286	13,127
Total	<u>\$4,804,555</u>	<u>\$5,088,682</u>	<u>\$5,015,825</u>

Source: Minnesota Accounting and Procurement System (MAPS) based on budgetary fiscal year basis as of January 31, 2004.

Perpich Center for Arts Education

Audit Objective

The primary objective of our audit was to answer the following questions:

- Did the Perpich Center for Arts Education's internal controls provide reasonable assurance that payroll, per diem, and travel expenditures were accurately reported in the accounting records and in compliance with applicable legal provisions and management's authorization?
- For the items tested, did the Perpich Center for Arts Education comply with the significant finance-related legal provisions concerning payroll, per diem, and travel expenditures?

Our audit of payroll, per diem, and travel expenditures disclosed the following findings.

7. The center did not adequately separate its payroll and personnel functions.

The center did not adequately separate its human services and payroll functions. The center granted the human resources administrator SEMA4 security access to serve as backup for the center's payroll input clerk. These are incompatible functions because human services is responsible for establishing new employee records on the payroll system, inputting pay rates, and setting edits such as the maximum hours allowed for part time employees. By not separating the human resources and payroll functions, the center increases the risk that errors or irregularities could occur and not be detected.

Recommendation

- *The center should separate incompatible payroll and personnel responsibilities or develop mitigating controls to detect possible errors or irregularities.*

8. The center did not review the payroll register report to ensure that payroll transactions were entered accurately on SEMA4.

The center entered payroll transactions into SEMA4, which generated payments to its employees. However, the center did not review the payroll register report to verify that staff accurately entered those transactions. SEMA4 Operating Policy and Procedure PAY0028 requires agencies to, "...review the payroll register to verify that time and amounts were paid at the correct rate, and any necessary adjustments were processed." Without this verification, erroneous payroll transactions could be entered into SEMA4 without detection.

Recommendation

- *The center should review the payroll register to verify that staff entered the correct payroll transactions into SEMA4.*

Perpich Center for Arts Education

Status of Prior Audit Issues As of March 19, 2004

Most Recent Audits

Legislative Audit Report 01-40, issued in August 2001, covered the three fiscal years ending June 30, 2000. The audit scope included state and private grant receipts, student fees, payroll, and other operating expenditures. The report contained eight findings. The Perpich Center for Arts Education fully implemented seven of the recommendations. Prior Finding 1, regarding properly accounting for state grant funds, was significantly resolved. However, we included a portion of the issue in Chapter 2, Finding 2.

State of Minnesota Audit Follow-Up Process

The Department of Finance, on behalf of the Governor, maintains a quarterly process for following up on issues cited in financial audit reports issued by the Legislative Auditor. The process consists of an exchange of written correspondence that documents the status of audit findings. The follow-up process continues until Finance is satisfied that the issues have been resolved. It covers entities headed by gubernatorial appointees, including most state agencies, boards, commissions, and Minnesota state colleges and universities. It is not applied to audits of the University of Minnesota, any quasi-state organizations, such as metropolitan agencies or the State Agricultural Society, the state constitutional officers, or the judicial branch.

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STATE OF MINNESOTA
PERPICH CENTER FOR ARTS EDUCATION

6125 Olson Memorial Highway
Golden Valley, Minnesota 55422

TELEPHONE: (736) 591-4700

June 3, 2004

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

Re: Perpich Center for Arts Education Legislative Audit Report 5-04

Mr. Nobles,

This letter constitutes the response of the Perpich Center for Arts Education to the Office of the Legislative Auditor's Audit Report issued, May, 2004.

Improper recording grant activity in Gift Fund:

Finding 1. About \$4 million in grant receipts from the Annenberg, McKnight, and other foundations, were deposited into the Gift Fund. In addition, \$98,750 of revenue from consulting/professional services fees from Minneapolis School District were deposited into the Gift Fund.

Recommendation 1.

- The center should record receipt activity in the proper funds.
- The center should transfer existing balances to the appropriate fund.

Response 1.

- A. As part of our efforts to ensure that funds are properly set up, all current and future grants will be reviewed for placement in the correct fund, appropriation type code, that grant end dates are recorded, use restrictions are observed, and reporting requirements are met. A "Grant Traveler" containing the above information will be developed, and will be attached to the grant documents and distributed to associated personnel. The Operations Manager will review all incoming grants to ensure proper establishment of fund coding.
- B. The Annenberg grant is finished, and will not be carried forward into 2005.
- C. Remaining McKnight funds will be transferred to the Special Revenue Fund.
- D. \$98,750 in revenue from Minneapolis School District for consulting/professional has already been moved to the Special Revenue fund.

Finding 2. About \$10,000 in unspent Department of Education funds were not returned after grants expired. Also, about \$1,000 in state grant funds were set up in appropriations that did not automatically cancel.

Recommendation 2.

- The center should repay the Department of Education for any monies it spent outside the period of availability of funds as stipulated by the grant agreement.

Response 2.

- A. On the recommendation of the Department of Finance EBO, the remaining balance of FY 2003 money from Department of Education was retained and rolled forward to FY 2004. (\$9,631 Fund 100/Appr CFL) This money will be returned to DOE per the legislative auditor's request. DOF will be contacted to determine the proper procedure in returning these funds.
- B. \$990.59 of canceled grant money in Fund 200/Aprop CFL will also be returned to DOE.
- C. To prevent this from happening again in the future, grants will be reviewed and established per Response 1-A.

Finding 3. Duties for receipt of receipts are not adequately separated.

Recommendation 3.

- The center should improve its processes and develop adequate separation of duties over its receipt processes.

Response 3.

- A. A plan for improving receipt processes will be developed. After review, this plan may include having the receptionist receive all monies and enter receipts into a check log; HR will make deposits and record student fees into the student accounts; and the agency buyer will reconcile the check log with the student accounts records (4D) and MAPS. A separate accounting person will be responsible for billing student fees, sending out monthly student fee statements, and maintaining and reporting on Student Fees Accounts Receivable
- B. 4D will be developed to allow for monthly billing of student fee statements and the creation of a Student fees Accounts Receivable report.
- C. Access to 4D accounting databases has been reviewed and editing security has been established.

Finding 4. The center did not perform receipt reconciliations.

Recommendation 4.

- The center should have an independent reconciliation of receipts to logs.
- Receipts should be reconciled to 4D.

Response 4.

- A. Reconciliation will be performed in the plan developed as discussed in Response 3-A.

Finding 5. The center did not have a written contract with its foundation.

Recommendation 5. The center should have a written contract with its foundation to establish each party's rights and responsibilities.

Response 5.

A. The center now has a written contract with its foundation, prepared by the Attorney General's Office, that establishes each party's rights and responsibilities. A copy of the contract can be forwarded to the state Auditor.

Finding 6. The center did not have a records retention policy.

Recommendation 6.

- The center should comply with the Department of Finance and Administration's policies and procedures and develop a record retention policy.

Response 6.

- A. A written Record Retention Policy and Procedure will be developed and implemented in accordance with DOF Policy Number 0102-01. Once this policy is finalized, it will be distributed to all associated personnel.

Finding 7. The center did not adequately separate personnel and payroll functions.

Recommendation 7.

- The center should separate incompatible payroll and personnel responsibilities or develop mitigating controls to detect possible errors or irregularities.

Response 7.

A. A plan for separating payroll and personnel responsibilities will be developed. After reviewing job classification issues, etc., this plan may include having the receptionist enter the payroll and employee expenses, and the agency buyer review the payroll register and Bi-Weekly Leave Report for accuracy.

Finding 8. The center did not review the payroll register report to verify that staff entered the correct payroll transactions into SEMA4.

Recommendation 8.

- The center should review the payroll register to verify that staff entered the correct payroll transactions into SEMA4.

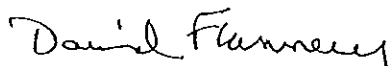
Response 8.

- A. As with Response 7-A, the plan for separating duties will include a plan for certifying accuracy of payroll entries. Since our Agency will be adopting Self-Service Payroll by August, we will also develop a plan that will include changes to this process.

This audit has been both informative and beneficial. On behalf of our agency, I am grateful for the knowledge and expertise that your auditors provide our agency.

If you have any other questions, please feel free to call me at 612-341-7643.

Thank you,



David Flannery, Interim Executive Director
Perpich Center for Arts Education

Handout @ Meeting 6/10/04 Full Board

Fiscal Year 2005
Budget Worksheet for Fund 100
as of June 7, 2004
Salaries increased by 4% all other costs increased by 3% except PDI (Reduced 100k)

	2004	2005
	11/14/2003	4% sal + 3% cost inc
Administration - 100		
9100 SALARIES - ADMINISTRATION	\$1,311,825	\$1,387,500
0102 BUILDING FACILITIES	\$348,000	\$358,000
0103 HEALTH & WELLNESS	\$2,000	\$2,000
0104 INFORMATION SERVICES	\$31,300	\$32,000
0105 TECHNOLOGY	\$105,000	\$108,000
0106 ADMINISTRATION	\$202,600	\$209,000
0107 STAFF DEVELOPMENT	\$5,000	\$8,000
0108 FACILITY REPAIR	\$80,000	\$80,000
0109 POSTAGE, PRINTING, COPIES & 0503	\$7,842	\$7,000
0111 POND 27% 158k Enc 04 approx 100k will bf to 05	\$0	\$0
0501 TRAVEL	\$0	\$4,000
	<u>\$2,073,367</u>	<u>\$2,123,500</u>
Professional Development Institute/Research - 500	11/14/2003	Includes 100k Decrease
9500 SALARIES - OUTREACH PDI/RACC	\$865,837	\$865,600
0331 NATIONAL TRAINING	\$8,500	1,500
0333 POSTAGE & COPIES	\$23,000	23,000
0334 SPECIAL INITIATIVES	\$12,500	7,500
0335 STAFF DEVELOPMENT	\$8,000	8,000
0341 DANCE EDUCATION	\$10,000	10,000
0342 THEATER EDUCATION	\$50,000	50,000
0343 MEDIA ARTS EDUCATION	\$50,000	50,000
0344 ARTS EDUCATION COURSES (FACS)	\$10,000	10,000
0345 MUSIC EDUCATION	\$12,500	12,500
0346 VISUAL ARTS EDUCATION	\$10,000	10,000
0354 COLLABORATIONS/CONFERENCES	\$20,000	15,000
0355 MULTICULTURAL INITIATIVE	\$12,500	12,500
0360 PARTNER SCHOOLS	\$220,000	195,000
0361 ASAP INITIATIVE	\$200,000	175,000
0365 CAPP	\$83,000	58,000
0370 SUMMER INSTITUTE	\$40,000	30,000
0381 PRINT PROJECTS	\$12,500	12,500
0501 TRAVEL	\$4,000	-
0502 STAFF DEVELOPMENT	\$5,000	2,000
0503 POSTAGE, PRINTING, COPIES	\$5,000	-
0504 BEST PRACTICE NETWORK	\$89,307	99,000
0505 RESEARCH GRANTS	0	-
	<u>\$1,559,444</u>	<u>1,447,100</u>

	2004	2005
	11/14/2003	4% sal + 3% cost inc
Arts High School - 200		
9200 SALARIES - ARTS HIGH SCHOOL	\$2,320,509	\$2,373,000
0201 ADMISSIONS	\$38,000	\$37,000
0202 COUNSELING	\$6,000	\$6,000
0204 POSTAGE, PRINTING, COPIES-B	\$23,000	\$24,000
0206 SPECIAL EDUCATION	\$40,000	\$41,000
0401 DANCE	\$7,500	\$8,000
0402 LITERARY ARTS	\$4,700	\$5,000
0403 MEDIA ARTS	\$13,500	\$14,000
0404 THEATER	\$14,500	\$15,000
0405 VISUAL ARTS	\$27,500	\$28,000
0406 COMMON EXPERIENCE	\$500	\$1,000
0407 MUSIC	\$17,800	\$18,000
0410 COMMUNICATIONS	\$3,700	\$4,000
0411 MATHEMATICS	\$3,000	\$3,000
0412 SCIENCE	\$3,700	\$4,000
0413 SOCIAL STUDIES	\$2,000	\$2,000
0414 WORLD LANGUAGES	\$2,000	\$2,000
0415 SUBSTITUTE TEACHERS	\$7,000	\$7,000
0416 FIELD TRIPS	\$0	\$0
0418 PROGRAM DEVELOPMENT	\$30,900	\$32,000
0419 STAFF DEVELOPMENT	\$10,100	\$10,000
0420 POSTAGE, PRINTING, COPIES	\$25,700	\$26,000
	<u>\$2,599,609</u>	<u>\$2,660,000</u>

	2004	2005
	11/14/2003	4% sal + 3% cost inc
Residential Services - 300		
9300 SALARIES - RESIDENTIAL SRVCS	\$448,721	\$467,000
0203 DORMITORY	\$18,000	\$19,000
0207 STAFF DEVELOPMENT - DORM	\$3,000	\$3,000
	<u>\$469,721</u>	<u>\$489,000</u>

	2004	2005
	11/14/2003	4% sal + 3% cost inc
Learning Resource Center - 400		
9400 SALARIES - LRN RESOURCE CNTR	\$151,359	\$157,000
0408 LEARNING RESOURCE CENTER	\$10,500	\$11,000
	<u>\$161,859</u>	<u>\$168,000</u>

	2004	2005
Diversity		
1000 Diversity		New
		\$20,000
		<u>\$20,000</u>

	2004	2005
Alumni		
1200 Alumni		New
		\$10,000
		<u>\$10,000</u>

	2004	2005
Proposed Budget Grand Total:	<u>\$6,864,000</u>	<u>\$6,917,600</u>
05 Legislation		6,423,000
Gov Reduction		-179,000
		<u>6,244,000</u>
Proposed Budget less Legislated Budget		<u>-\$673,600</u>
Estimated FY 2004 Roll Fwd		\$633,600
Foundation Supplement		40,000
Short		(0)

- Notes:
1. Amounts shown reflect FY 2004 budget allotments before the FY 2003 carryover was allotted.
 2. PDR is reduced by 100,000
 3. Salaries increased by 4% other costs by 3% except PDR
 4. 0501 Moved to Admin \$4k, 0502 3k move to Admin, 0503 move to Admin 5k
 5. An additional \$179,000 must be reduced from FY 2005 budget
 6. For FY 2005 budget, the total to be allotted is \$6,423,000.
 7. Admin is reduced by 40k
 8. AHS is reduced by 40k - This will be replaced by the foundation.



MAJOR GOAL AREAS FOR 2004/2005

Perpich Center for Arts Education

Art • High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

FOR THE PCAE BOARD

1. *Executive Director Search* Sonja Peterson, Personnel Committee, Full Board, David
2. *Board Governance* Mary Frances Skala, the Board Development Committee,
Full Board, David
3. *Financial Plan* Penny Johnson, the Finance Committee, Full Board, Rene
and David

FOR THE PCAE ADMINISTRATION AND STAFF

Note: The following goals are for all three parts of the organization and all staff that support these organization divisions.

4. *Staff Morale* All directors, managers and supervisors, and all staff

While there is a role for everyone, directors, managers and supervisors will:
 1. Really work on overall communication.
 2. Make special efforts to see that all employees are aware of major Center goals and how what they do helps in goal achievement.
 3. Work to recognize all good work and to provide timely feedback when work fails to meet expectations.
 4. Support professional development for each person supervised.
 5. Design ways and forums for receiving employee opinions.

5. Diversity

Diversity Committee and subcommittees, Kou, David and Directors

The subcommittees will work in three areas:

1. Student Diversity
2. Staff Diversity
3. Program Diversity

6. Summer School

Pam, Mike, Rie and Kat Knudson, Programs Committee

We want to begin summer schools programs so that we provide summer opportunity for staff development, to help the effort to increase staff and student diversity and to develop educational models that can be implemented statewide.

We have talked about a focus on:

1. middle school students
2. theater and dance
3. developing a model that the NEA or local foundations can support until we can take a success to the state for ongoing funding.



Board Evaluation Tool

Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

2004

1=Strongly Disagree; 5= Strongly Agree; DK=Don't Know

A. The Board	1	2	3	4	5	DK
1. The Board accommodates differences in opinion and develops consensus effectively.						
Comments:						
2. The Board actively governs the organization, leaving management to staff.						
Comments:						
3. The Board has a feeling of social ease and rapport.						
Comments:						
4. The Board has effective relationship with the Executive Director.						
Comments:						
5. The Board understands the needs of the Center.						
Comments:						
6. The Board understands the principal programs.						
Comments:						
7. The Board is provided with the information necessary to fulfill its legal and fiscal duties.						
Comments:						
8. The Board is organized for maximum effectiveness; i.e. the appropriate talents are represented on the Board.						
Comments:						
9. The Board assists in the recommendations to the Governor regarding, and the recruitment of, new Board members.						
Comments:						

Please respond to the following questions:

What is occurring in and around the State that could have an influence on the Center?

How can the Center be more responsive to the community it serves?

What will make the Board process a more satisfying experience for you?

How can the Board be more effective?

What do you enjoy most about being on the Board?

What is the most difficult for you as a Board member?

In the last 12 months have you attended any Center programs, including exhibits?

How should the Board be involved in ensuring funding adequate for the Center's program and fiscal needs?

How should Board members engage in public advocacy for the Center's mission and values?

Do you have any other comments to share?
