



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: August 12, 2004, @ 1 p.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Sonja Peterson called the meeting to order at 1:15 p.m.

2. Roll Call

Committee members present: Bob Brandt, Sonja Peterson, Dan Reigstad

Committee members absent: Jane McWilliams, Chris Wilson

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 Bob Brandt seconded the motion. The vote was unanimous.

4. Approval of Meeting Minutes

a. June 4, 2004, Meeting Minutes, attached as M1-2

Recommend the Personnel Committee approve the June 4, 2004, meeting minutes.

Committee member Bob Brandt moved to approve the June 4, 2004, meeting minutes. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

5. Executive Director Search Process

a. Develop Criteria & Refine Position Description

The committee discussed qualification requirements for the executive director. Some important responsibilities were: legislature and government relation, organizational leadership and strategic thinking. Some knowledge and ability requirements were: K12 education, know and love the arts and good board skills.

Some examples of strategic issues were: finance, diversity (Who and how do we serve?), climate of choice (Who and how do we serve?), continuation of innovation climate and technology.

The committee also discussed important issues to propose to the full board for consideration to be discussed at the retreat meeting in September. The committee agreed on the executive director search and board development, spending two hours on each topic. Sonja Peterson will get board inputs at the September meeting to refine the executive director position description. David Flannery will check with Pam Paulson for facilitators who would be the best assist the board in developing the criteria and refining the position description.

6. Other

7. Adjourn

Committee member Bob Brandt moved to propose the meeting be adjourned. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

Committee chair Sonja Peterson adjourned the meeting at 1:55 p.m.



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Finance Committee Meeting Minutes

Date & Time: August 12, 2004, at 2 p.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Penny Johnson called the meeting to order at 2:02 p.m.

2. Roll Call

Committee members present: John Davis (at 2:10), Penny Johnson, Dan Reigstad

Committee member absent: Mary Frances Skala

Others: Bob Brand Sonja Peterson, Dave Beaman, Mike Hiatt, Rene Ellis, Barbara Cox (at 2:30), David Flannery, Kou Vang

3. Agenda Approval

Recommend the committee approve this meeting agenda.

Committee member John Davis moved to approve the agenda. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

4. June 10, 2004, Meeting Minutes Approval, attached as M1-2

Recommend the Finance Committee approve the June 10, 2004, meeting minutes.

Committee member John Davis moved to approve the June 10, 2004, meeting minutes. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

5. Consideration and Approval of Grant and Contract Requests

a. Food Service Contract

David Flannery explained that the cafeteria contract with Aramark expired June 30. State regulations require us to re-bid for these services, which include breakfast, lunch and dinner for the Arts High School students. Aramark did not submit a bid for consideration. After reviewing the bids with the state, the center has entered into a contract with Taher pending approval from the Department of Materials Management Administration. The executed contract will be shared with the board when received.

Committee member Dan Reigstad moved to approve and propose the new cafeteria contract with Taher to the board. Committee member John Davis seconded the motion. The vote was unanimous.

b. 2004-2005 Minnesota Department of Education (MDE) Grant for the Quality Teaching Network, attached as A1

Mike Hiatt explained that this grant is to support the State Council Arts Quality Teaching Network where the Perpich Center will serve as a resource on arts education for educators statewide and respond to inquiries referred by MDE.

Recommend that the Board accept a grant for \$45,000 from the Minnesota Department of Education to support the State Council Arts Quality Teaching Network (formerly State Council Arts Best Practice Network).

Committee member Dan Reigstad moved to accept and propose the \$45,000 MDE grant to the board. Committee member John Davis seconded the motion. The vote was unanimous.

c. Contract for Roger Mahn, attached as A2-3

In June, the Finance Committee reviewed this recommendation and was prepared to recommend that the board authorize the administration to enter into this agreement with Roger Mahn. This contract is being brought back to the Finance Committee to officially propose to the Board for approval.

Recommend the Finance committee approve and propose to the Board to 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.

Committee member John Davis moved to approve and propose the Roger Mahn contract to the board. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

d. FY05 pARTner School Grants, attached as A4-6

Mike Hiatt presented the following grants and answered questions.

Recommend the Finance Committee approve and propose that the Board award pARTner School Grants to the schools listed below per the specified amounts for fiscal year 2005.

<u>School</u>	<u>Amount Awarded for FY05</u>
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 pARTner School Grants Awarded for FY05	\$ 184,000.00

Committee member Dan Reigstad moved to approve and propose the FY05 pARTner School Grants as itemized above to the board. Committee member John Davis seconded the motion. The vote was unanimous.

e. Minnesota Arts & School As Partners (ASAP) PEER Coach Consultant Contracts, attached as A7-8

Minnesota ASAP provides professional development grants to support partnerships between schools, community arts organizations and artists to help all students reach their full learning potential. Teams serve students in public elementary or secondary schools (K-12) anywhere in Minnesota. Program staff and Peer Coaches provide ongoing professional development for 22 ASAP teams.

Recommend the Finance Committee approve and propose that the board approve the contracts to the consultants listed below for the specified amounts to be the Minnesota ASAP PEER Coach Consultants.

- Lisa Maren Tompson - \$18,000
- Jane Oxtan - \$17,000
- Nadya Reubenova - \$22,000

Committee member John Davis moved to approve and propose the Minnesota Arts & School As Partners (ASAP) PEER Coach Consultant contracts as itemized above to the board. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

6. Grants and Contracts Approved by the Executive Director

In accordance with the Executive Director Limitation Policy, David Flannery has awarded and approved the following grants and contracts. Mike Hiatt, Barbara Cox and Dave Beaman explained and answered questions.

- a. **Arts Course for Educators (ACE), ACE~Dance Program Grants for FY05, attached as B1-2**
- \$3,430 – Northfield High School, Northfield
 - \$2,960 – Birch Grove Elementary School, Brooklyn Park
 - \$2,840 – Dayton's Bluff Elementary and Adams Spanish Immersion School, St. Paul District Team
 - \$3,420 – Powderhorn Community School, Minneapolis
 - \$4,098 – Morris Area Schools District Team, Morris
 - \$5,025 – Central Collaborative School, Bemidji
- Total ACE~Dance Program Grants for FY05: \$21,773**
- b. **ACE~Dance Instructor Contracts, attached as B3-4**
- \$8,500 – Kenna Cottman
 - \$7,500 – Judith Howard
 - \$8,500 – Christopher Yaeger
- Total ACE~Dance Instructor Contracts: \$24,500**
- c. **ACE~Media Arts Program Schools (2 years 2003-05), attached as B5-6**
- \$5,395 – Studio Academy
 - \$3,830 – Lakeville High School
 - \$5,350 – Hopkins Public Schools
 - \$3,150 – Washington Tech Magnet, St. Paul
 - \$4,800 – Browns Valley Public
 - \$3,855 – Princeton Middle School
- Total ACE~Media Arts Programs: \$26,380**
- d. **FY05 Minnesota Arts & Schools AS Partners (ASAP) and Partners: Arts and Schools for Students (PASS), attached as B7-16**

ASAP Year 3 Renewing Grants

Minneapolis Public Schools Bancroft Elementary (In partnership with Stages Theater)	\$5,500
Minneapolis Public Schools Clara Barton Open (In partnership with Usry Alleyne, Community Artist)	\$5,500
Minneapolis Public Schools Lake Harriet Community School (In partnership with Red Eye Collaboration)	\$5,500
A Center for the Arts, Fergus Falls (In partnership with Cleveland Elementary, Fergus Falls)	\$5,500
Edge of the Wilderness Community Center, Big Fork (In partnership with Bigfork Elementary and Stages Theatre Company)	\$5,500
La Crescent-Hokah School District (In partnership with artist Mary Eischen)	\$5,500
Northfield Public Schools/CAPP/Greenvale Park School (In partnership with artist Perrin Boyd)	\$5,500
Northern Clay Center, Minneapolis – Brooklyn Center (In partnership with Odyssey Charter School, Brooklyn Center)	\$5,500
Independent School District 129/Ramsey Elementary, Montevideo (In partnership with artist Florence Dacy)	\$5,500
Buffalo High School, Buffalo (In partnership with Minnesota Center for Book Arts)	\$5,500
Saint Paul Public Schools/Homecroft Elementary School (In partnership with Galumph Interactive Theater)	\$5,500

ASAP Year 2 Renewing Grants

The Children's Theater Company (CTC) (In partnership with Saint Paul Public Schools/Hayden Heights Elementary School) <i>Through storytelling and story writing, fourth grade students will build on their writing skills as well</i>	\$5,500
Saint Paul Public Schools/Crossroads Elementary School (In partnership with University of Minnesota Human Rights Center and Chinese American Association of Minnesota Dance)	\$5,500
Jungle Theater, Minneapolis (In partnership with Minneapolis Public Schools/Whittier Community School for the Arts)	\$5,500
Minneapolis Public Schools/South High School (In partnership with Illusion Theater, Minnesota Center for Book Arts, and In the Heart of the Beast Puppet and Mask Theatre)	\$5,500
Stages Theater Company, Hopkins - Mankato (In partnership with Mankato East Junior High School)	\$5,500
Paramount Arts District, St. Cloud (In partnership with Lincoln Elementary School, St. Cloud)	\$5,500

Total Grants for Years 2 & 3: \$93,500

Extension Grants

El Colegio Charter School, Minneapolis (In partnership with Phillips Community Television (PCTV))	\$6,000
St. Paul Public Schools/Central High School Team #1 (In partnership with Park Square Theatre, Margolis Brown Dance Theatre, and the Minnesota Opera)	\$6,000
Galumph Interactive Theater (In partnership with Minneapolis Public Schools/Washburn High School)	\$6,000
Parkers Prairie Public Schools (In partnership with Alexandria Technical College and local artists)	\$6,000
Minneapolis Public Schools/North Community High School (In partnership with artists Amy Sands and Dudley Voigt)	\$6,000

Total Extension Grants: \$30,000

- e. **Minnesota Arts & School As Partners (ASAP) PEER Coach Consultant Contracts (contracts were under \$15,000), attached as B17-18**

- **Rebecca Barniskis - \$14,800.00**
- **Steve Busa - \$13,300.00**
- **Mary Hark - \$13,300.00**
- **Stan Kusunoki - \$13,300.00**
- **Lynda Monick Isenberg - \$6,800.00**

7. Financial Planning

David Flannery discussed the need to alter our approach to the state's funding process. He and administrators are working on a finance plan to include formulas for per pupil and per participant spending to achieve desired results at the Arts High School and in Professional Development and Research. This item will be further discussed at the full board meeting.

8. Meeting Adjourned

Committee chair Penny Johnson adjourned the meeting at 2:55 p.m.



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Full Board Meeting Minutes

Date & Time: August 12, 2004 @ 3 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:05 p.m.

II. Roll Call

Board members present: Bob Brandt, John Davis, Scott Halgrim, Penny Johnson, Roberta Jones, Virginia Katz, Kat Knudson, Sonja Peterson, Dan Reigstad, MaryAnne Wilimek

Board members absent: Mohommed Lawal, Jane McWilliams, Mary Frances Skala, Chris Wilson

Others present: Diane Aldis, Derek Phillips, Pam Paulson, Rene Ellis, Mike Hiatt, Barbara Cox, Rie Gilsdorf, Jan Antrim, Kaimay Yuen-Terry, David Flannery, Kou Vang

III. Agenda Approval

Recommend the board approve this meeting agenda.

Board member Sonja Peterson moved to approve the board agenda. Board member Dan Reigstad seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

a. June 10, 2004, Meeting Minutes, attached as M1-5

Recommend the board approve the June 10, 2004, meeting minutes.

Board member Penny Johnson moved to approve the June 10, 2004, meeting minutes. Board member Scott Halgrim seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report – Bob Brandt

Bob Brandt thanked and expressed appreciation for the support he received on the death of his mother.

1. Introduce New Board Members

Bob Brandt introduced new board members MaryAnne Wilimek and Virginia Katz. He also introduced Kaimay Yuen-Terry who's appointment will be effective August 18. Everyone followed with a brief introduction.

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Penny Johnson

Committee chair Penny Johnson reported that the committee met to review contracts and grants and discussed finance plan briefly. All are included on the agenda and will be discussed later in the meeting.

3. Personnel Committee – Sonja Peterson

Committee chair Sonja Peterson reported that the committee met and discussed the executive director search process and what qualifications and knowledge the executive director must have. The executive director search is on the agenda for discussion later in the meeting.

4. Board Development Committee – Mary Frances Skala (no meeting)

5. Programs Committee – Kat Knudson (no meeting)

c. Executive Director's Report

David Flannery reported on the following:

- May and June were very busy months and it was nice to have a quite July. August is traditionally a busy month as the Arts High School is preparing for returning students. The board's agenda is full because of the July month off. It's good to have a full, well presented board.
- There is film shoot on the campus today. Brie O'Connor, a 1993 graduate, wrote a play called, "Pull," and had asked to use the center's campus to shoot some of the film.
- After the meeting there is a board social event at David's home to thank former board members and welcome new members. He asked board members to sign the two cards for former board members Renee Jensen and Alex Bois.
- The summer construction of the air handlers, duct cleaning and new west pond installation are near completion.

He introduced Rie Gilsdorf as the Arts High School Director. She briefly highlighted her experience and expressed her enthusiasm about being at the center.

d. Foundation Report – Scott Halgrim and Kat Knudson

Scott Halgrim announced he resigned as a foundation board member as he was pressed for time to prepare for his wedding and a move to Massachusetts. He will further share at the social event later. Kat Knudson reported that the foundation continues to work on raising funds to support the Arts High School. David added that the foundation had donated \$15,000 to assist families with student fees and plans to donate another \$40,000 to assist the Arts High School on salary and supplies.

e. Report on the Artist Educator Institute

Per the Programs Committee's recommendation to keep board members connected to the PCAE programs and services, Diane Aldis reported on the 2004 Artist Educator Institute held at Bemidji State University June 14-18, 2004. She presented information on how the program helps teachers and administrators professionally, how students statewide benefited from the program and the kinds of resource network created.

VI. Consent Calendar

VII. Old Business

a. Goals for FY05

David reviewed with the board that during the performance review process he suggested and the Personnel Committee discussed six possible goal areas for 2004/2005, three were clearly the Board's and three were the center's where administrators and staff would play a key role in their definition and implementation. The board focused goal areas included: the executive director search; board development (understanding and perhaps moving closer to the Carver model of governance); and the development of a strategic financial plan. The three center staff and administration focused goal areas include: center diversity, center morale, and summer school. David suggested that the board discuss two goals at each of the next three meetings.

1. Summer School, Plan Overview attached as OB1-5

Pam Paulson distributed information on a summer school program that she and Mike Hiatt put together. She highlighted on the financial implications, goals and objectives, and which audience the program would best serve. She will involve the Programs Committee as the plan further develops. John Davis recommended evaluating programs before selecting which programs to offer.

2. Financial Planning

David Flannery discussed the need to alter our approach to the state's funding process. He and administrators are working on a finance plan to include formulas for per pupil and per participant spending to achieve desired results at the Arts High School and in Professional Development and Research. Administrators will work with Rene to provide some examples of operating budgets with various levels of state support and possible funding formulas.

b. Executive Director Search Process

Again Sonja Peterson reported that the committee discussed what qualifications and knowledge were important that the executive director should have. Some important responsibilities were: legislature and government relation, organizational leadership and strategic thinking. Some knowledge and ability requirements were: K12 education, know and love the arts and good board skills. She noted

that the committee reviewed materials from the last search, which were helpful. The information was distributed to board members. The committee would like to propose and reserve two hours for the full board to work on the executive director search in September to develop criteria and refine the position description.

c. Grants and Contract Consideration and Approval

1. Contract for Roger Mahn, attached as OB6

In June, the Finance Committee reviewed this recommendation and was prepared to recommend that the board authorize the administration to enter into this agreement with Roger Mahn; however, official approval was postponed due to the Governor's spending freeze order. The spending freeze has been lifted and the administration is recommending this contract to be approved by the board.

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.

Board member Scott Halgrim moved to approve the Roger Mahn contract for \$25,000. Board member Dan Reigstad seconded the motion. The vote was unanimous.

VIII. New Business

a. Pledge of Allegiance, Law attached as NB1

Minnesota state law requires all schools to provide the opportunity for public school students to recite the Pledge of Allegiance at least once a week. In accordance with the law, the board may annually, by majority vote, waive this requirement.

Recommend that the Board waive this requirement to recite the pledge during the 2004/2005 School Year.

This action does not in any way preclude Arts High School students and faculty from discussing and presenting ideas on what it means to be a responsible citizen, especially in this presidential election year, as well as the meaning and uses of our national symbols. Appropriate ways to address and discuss these important ideas and issues are encouraged and supported by the board and administration.

Board member John Davis moved to waive the requirement to recite the Pledge of Allegiance during the 2004/2005 School Year. Board member Scott Halgrim seconded the motion. The vote was nine to one.

Board member Sonja Peterson opposed the waiver.

b. Location for Board Meeting in October

The board discussed the rationale for having one out-state meeting annually in October. The board feels it's important to meet out-state at least once as it provides another means to stay connected with communities on the statewide programs that the center offers. Mike Hiatt recommended Albert Lea as an option. David will talk further with Mike on possible locations.

c. The September Board Retreat

David recommended for discussion at the September board meeting, the executive director search and board development. Kaimay Yuen-Terry noted that although she's not officially a board member until August 18, given the state's deficit situation and timeframe, she recommended the board to work on the financial plan instead of board development. Scott Halgrim expressed that he felt working on the board development first would help the board to better organize for the financial planning. Other board members also noted that the financial plan should be a priority. Lunch will be served at the noon and the meeting will convene at 1 p.m.

d. Policy Consideration and Approval

1. **Arts High School Student Handbook School Year 2004-05**, policy change attached as NB2-5

For the FY05 school year, there are changes to the Attendance Policy and policies on the Dorm and School Media Content were added.

The 2003-04 Student Handbook is enclosed as a reference. The new 2004-05 Student Handbook will be available on our webpage at <http://www.pcae.k12.mn.us/school/resources.html>.

Recommend the board approve the proposed changes to the Student Handbook for school year 2004-05 as presented on NB2-5.

Board member Dan Reigstad moved to approve the policy change as presented on NB2-5 for school year 2004-05. Board member Kat Knudson seconded the motion. The vote was unanimous.

e. Grants and Contract Consideration and Approval

1. **2004-2005 Minnesota Department of Education (MDE) Grant for the Quality Teaching Network**, attached as NB6

Pam Paulson explained that this grant is to support the State Council Arts Quality Teaching Network (formerly State Council Arts Best Practice Network) where the Perpich Center will serve as a resource on arts education for educators statewide and respond to inquiries referred by MDE.

Recommend that the Board accept a grant for \$45,000 from the Minnesota Department of Education to support the State Council Arts Quality Teaching Network.

Board member Kat Knudson moved to accept a grant for \$45,000 from the Minnesota Department of Education to support the State Council Arts Quality Teaching Network. Board member Penny Johnson seconded the motion. The vote was unanimous.

2. **Minnesota Arts & School As Partners (ASAP) PEER Coach Consultant Contracts**, attached as NB7-8

Barbara Cox presented and explained that Minnesota ASAP provides professional development grants to support partnerships between schools, community arts organizations and artists to help all students reach their full learning potential. Teams serve students in public elementary or secondary schools (K-12) anywhere in Minnesota. Program staff and Peer Coaches provide ongoing professional development for 22 ASAP teams.

Recommend the Board approve the contracts to the consultants listed below for the specified amounts to be the Minnesota ASAP PEER Coach Consultants.

- Lisa Maren Tompson - \$18,000
- Jane Oxtan - \$17,000
- Nadya Reubenova - \$22,000

Board member Penny Johnson moved to approve the contracts to the consultants as listed above for the specified amounts to be the Minnesota ASAP PEER Coach Consultants. Board member Dan Reigstad seconded the motion. The vote was unanimous.

3. **Food Service Contract**

David explained that the cafeteria contract with Aramark expired June 30. State regulations require us to re-bid for these services, which include breakfast, lunch and dinner for the Arts High School students. Aramark did not submit a bid for consideration. The center has entered into a contract with Taher pending approval from the Department of Materials Management Administration. The executed contract will be shared with the board when received.

The board supports the cafeteria contract with Taher pending approval from the Department of Materials Management Administration.

4. **FY05 pARTner School Grants, attached as NB11-13**
Mike Hiatt presented and explained the grants to the board.

Recommend the Finance Committee approve and propose that the Board award pARTner School Grants to the schools listed below per the specified amounts for fiscal year 2005.

<u>School</u>	<u>Amount Awarded for FY05</u>
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
<u>Westbrook/Walnut Grove High School</u>	<u>30,000.00</u>
Total pARTner School Grants Awarded for FY05	\$ 184,000.00

David Flannery declared conflict of interest, as he was formerly the superintendent for the Elk River School District.

Board member Sonja Peterson moved to award the pARTner School Grants to the schools as listed above per the specified amounts for fiscal year 2005. Board member Dan Reigstad seconded the motion. The vote was unanimous.

- f. **Request to Consider Sponsoring a Charter School, attached as NB9-10**
David let the board know that the center was approached by the leader of an after school organization that wishes to start an arts and environment centered Charter School in the Mankato area for between 100 and 150 7th through 12th graders. They want to know if the center would be willing to discuss possibility of being their sponsor. They are aware of the fact that we are not yet eligible sponsors but that we have sought legislation for this purpose.

As further plans develop, he will bring back to the board to determine which committee should be involved, Finance, Programs or both committees.

IX. Personnel

- a. **Leave of Absence Requests**
David let the board know that in accordance with the Executive Limitations Policy, within the last year he approved leaves of absence. He recently learned that on the employee retirement program, Teacher Retirement Association (TRA), all leaves must be approved by the board for members to be able to count the time, and when possible to pay into the system to receive credit for the time. Since we never know when an employee may wish to exercise this option, it is in the best interest of employees to have the board approve leave of absence.
1. **JoAnn Winter**, letter attached as P1
Leave of absence period: school year 2004-05
 2. **Jennifer Brandt**, letter attached as P2
Leave of absence period: July 30, 2004 to January 5, 2005
 3. **Janika Vandervelde**, letter attached P3
Leave of absence period: August 2004 through January 2005

Recommend the board approve the above leave of absence requests.

Board member Scott Halgrim moved to approve the leave of absence request as recorded above. Board member Penny Johnson seconded the motion. The vote was unanimous.

X. Information and Decisions

- a. Elizabeth Benson's Appointment, attached as I1
- b. Board Committee List, attached as I2
- c. Board Contact Information List, attached as I3
- d. Executive Director Limitation Policy, attached as I4 (Word revised are noted)
- e. Equal Access Policy, attached as I5-7 (Words revised are noted)
- f. 04/08/04 Finance Committee Meeting Minutes, attached as I8
- g. 04/08/04 Programs Committee Meeting Notes, attached as I9
- h. 05/13/04 Personnel Committee Meeting Minutes, attached as I10-11
- i. June 04 Financial Statement, attached as I12-13
- j. Grants and Contract Approval

David Flannery has awarded and approved the following grants and contracts.

1. ACE~Dance Program Grants Recipients for FY05, attached as I14-15
 - \$3,430 – Northfield High School, Northfield
 - \$2,960 – Birch Grove Elementary School, Brooklyn Park
 - \$2,840 – Dayton's Bluff Elementary and Adams Spanish Immersion School, St. Paul District Team
 - \$3,420 – Powderhorn Community School, Minneapolis
 - \$4,098 – Morris Area Schools District Team, Morris
 - \$5,025 – Central Collaborative School, Bemidji

Total ACE~Dance Program Grants: \$21,773
2. ACE~Dance Instructor Contracts, attached as I16-17
 - \$8,500 – Kenna Cottman
 - \$7,500 – Judith Howard
 - \$8,500 – Christopher Yaeger
3. ACE~ Media Arts Program Schools (2 years 2003-05), attached as I18-19
 - \$5,395 – Studio Academy
 - \$3,830 – Lakeville High School
 - \$5,350 – Hopkins Public Schools
 - \$3,150 – Washington Tech Magnet, St. Paul
 - \$4,800 – Browns Valley Public
 - \$3,855 – Princeton Middle School

Total ACE~Media Arts Programs: \$26,380
4. FY05 Minnesota Arts & Schools AS Partners (ASAP) and Partners: Arts and Schools for Students (PASS), attached as I20-29

ASAP Year 3 Renewing Grants

Minneapolis Public Schools Bancroft Elementary (In partnership with Stages Theater)	\$5,500
Minneapolis Public Schools Clara Barton Open (In partnership with Usry Alleyne, Community Artist)	\$5,500
Minneapolis Public Schools Lake Harriet Community School (In partnership with Red Eye Collaboration)	\$5,500
A Center for the Arts, Fergus Falls (In partnership with Cleveland Elementary, Fergus Falls)	\$5,500
Edge of the Wilderness Community Center, Big Fork (In partnership with Bigfork Elementary and Stages Theatre Company)	\$5,500
La Crescent-Hokah School District (In partnership with artist Mary Eischen)	\$5,500
Northfield Public Schools/CAPP/Greenvale Park School (In partnership with artist Perrin Boyd)	\$5,500
Northern Clay Center, Minneapolis – Brooklyn Center	\$5,500

(In partnership with Odyssey Charter School, Brooklyn Center)	
Independent School District 129/Ramsey Elementary, Montevideo	\$5,500
(In partnership with artist Florence Dacy)	

ASAP Year 2 Renewing Grants

Buffalo High School, Buffalo	\$5,500
(In partnership with Minnesota Center for Book Arts)	
Saint Paul Public Schools/Homecroft Elementary School	\$5,500
(In partnership with Galumph Interactive Theater)	
The Children's Theater Company (CTC)	\$5,500
(In partnership with Saint Paul Public Schools/Hayden Heights Elementary School) <i>Through storytelling and story writing, fourth grade students will build on their writing skills as well</i>	
Saint Paul Public Schools/Crossroads Elementary School	\$5,500
(In partnership with University of Minnesota Human Rights Center and Chinese American Association of Minnesota Dance)	
Jungle Theater, Minneapolis	\$5,500
(In partnership with Minneapolis Public Schools/Whittier Community School for the Arts)	
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)	
Stages Theater Company, Hopkins - Mankato	\$5,500
(In partnership with Mankato East Junior High School)	
Paramount Arts District, St. Cloud	\$5,500
(In partnership with Lincoln Elementary School, St. Cloud)	

Total Grants for Years 2 & 3: \$93,500

Extension Grants

El Colegio Charter School, Minneapolis	\$6,000
(In partnership with Phillips Community Television (PCTV))	
St. Paul Public Schools/Central High School Team #1	\$6,000
(In partnership with Park Square Theatre, Margolis Brown Dance Theatre, and the Minnesota Opera)	
Galumph Interactive Theater	\$6,000
(In partnership with Minneapolis Public Schools/Washburn High School)	
Parkers Prairie Public Schools	\$6,000
(In partnership with Alexandria Technical College and local artists)	
Minneapolis Public Schools/North Community High School	\$6,000
(In partnership with artists Amy Sands and Dudley Voigt)	

Total Extension Grants: \$30,000

5. Minnesota Arts & School As Partners (ASAP) PEER Coach Consultant Contracts (contracts were under \$15,000), attached as I30-31

- Rebecca Barniskis - \$14,800.00
- Steve Busa - \$13,300.00
- Mary Hark - \$13,300.00
- Stan Kusunoki - \$13,300.00
- Lynda Monick Isenberg - \$6,800.00

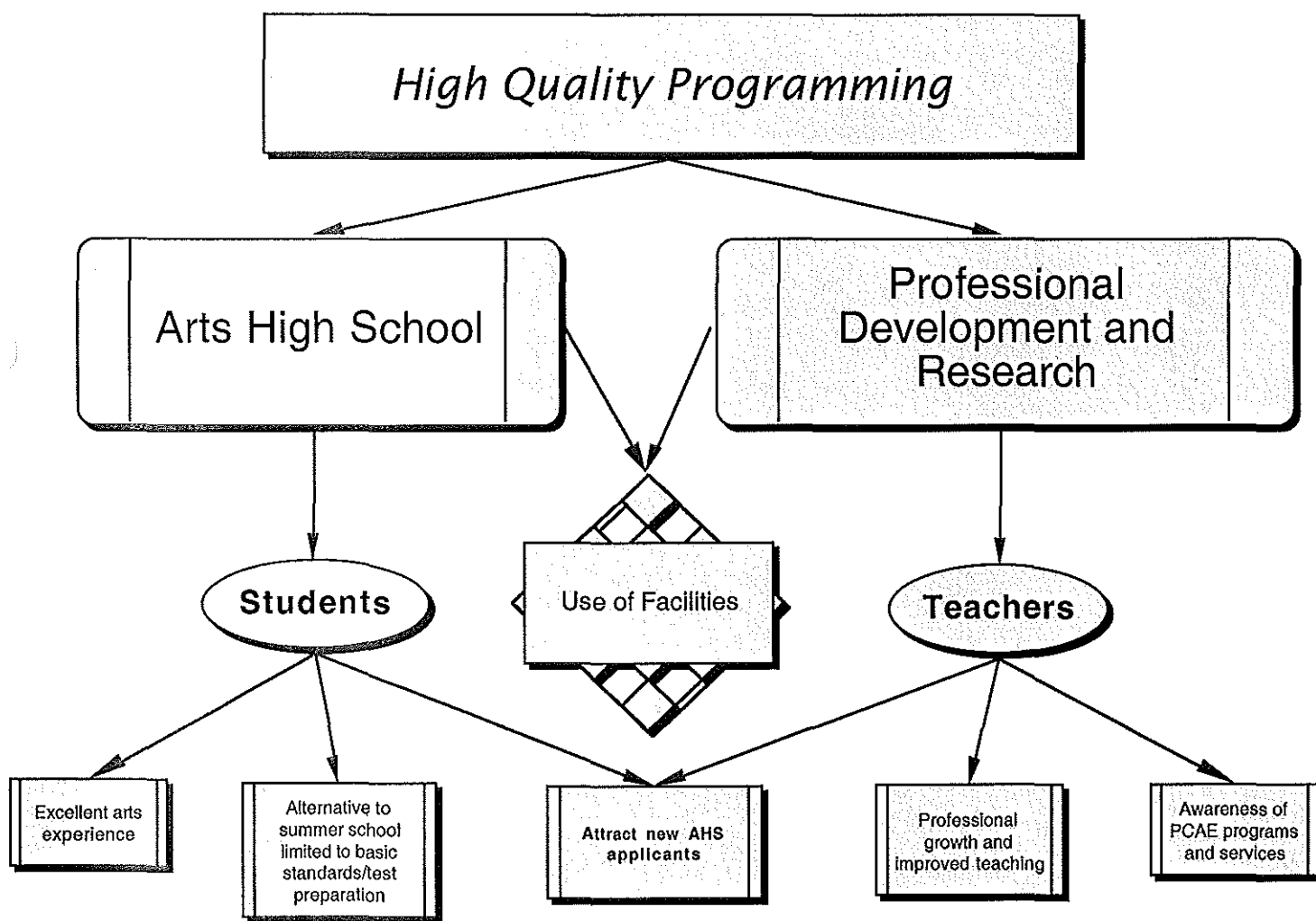
XII. Open Forum at 4 p.m. (none)

XIII. Meeting Adjourn

Board member Sonja Peterson moved to propose the meeting be adjourned. Board member Dan Reigstad seconded the motion. The vote was unanimous.

Chair Bob Brandt adjourned the meeting at 5:10 p.m.

Proposed Summer Program



0B2

Perpich Center for Arts Education Summer Program Proposal
7-04

OVERVIEW - The summer program is an opportunity to bring both students and teachers to the Perpich Center for Arts Education for high quality experiences in arts education. Separate curricular tracks for students and teachers will be designed, as well as opportunities for them to work together. Developing and delivering the summer program will be a collaboration across the Center, including the Arts High School, Professional Development & Research and the Library.

LOCATION - The PCAE campus is close enough to Minneapolis proper and the West Metro Education Consortium, which includes ten school districts that form the first ring of Minneapolis suburbs, to make transportation to the Perpich Center accessible. These suburbs have changing demographics and are now encountering the same student achievement challenges that the Minneapolis School District has experienced for a number of years.

PARTICIPANTS - Preference will be given to student participants in grades 5-8, who have low socio-economic status and are eager to study the arts. This program will be an arts education opportunity for up to 60 students to improve their learning in and through the arts.

Concurrent workshops will be offered for teachers, from the same school districts from which the students come. These summer workshops for teachers will focus on three key areas: implementing the new arts standards, using the new scoring criteria and applying the arts processes as curriculum design tools. The work students generate in the summer program will serve as the basis for showing teachers the relationship among these three areas in a condensed and easy to understand format.

FEES - Program tuition will be approximately \$50.00 per student per week for a two or three-week program. We will provide free or subsidized tuition for students with limited financial resources.

Fees for teachers are yet to be determined.

GOALS and CURRICULUM - The Perpich Center's educational philosophy is based on a belief that students need to have in-depth experiences in the arts as well as engage in interdisciplinary learning. We believe that students who are engaged in the arts are also likely to be more engaged in other subjects. This program will be an opportunity to experience a summer program focused on the vibrancy of the arts where students and teachers are creating, performing and responding. Too many students in Minnesota are faced with summer school curricula targeted only at increasing test scores in reading and math.

Our essential goal is to: *Actively engage students and teachers in high quality arts experiences to increase their knowledge and skills in the arts.*



Perpich Center for Arts Education, Golden Valley, MN
 Contact: Pamela Paulson, Ph.D., Deputy Executive Director
 763-591-4708, pam.paulson@pcae.k12.mn.us

June 4, 2004

The Perpich Center for Arts Education is an agency of the State of Minnesota dedicated to improving arts education for all Minnesota students and teachers through innovative programs and partnerships. The Center sits on a 30-acre campus in suburban Minneapolis and comprises three components: Arts High School, Professional Development & Research Group and a statewide Library.

The Perpich Center is unlike any other state education agency or arts center in the U.S. in that it serves as the legislatively mandated resource center for arts education for teachers and schools across the state as well as serving 310 residential high school students.

Community and Demographics The summer school program will be held on the Perpich Center for Arts Education campus, which has outstanding facilities for dance, music, and theater. The campus is close enough to Minneapolis proper and the West Metro Education Consortium of ten school districts that form the first ring of Minneapolis suburbs to make transportation to the Perpich Center readily accessible. These suburbs have changing demographics and are now encountering the same student achievement challenges that the Minneapolis School District has experienced for a number of years.

Preference will be given to student participants that have low socio-economic status and are hungry to study the arts. This program will be an arts education opportunity for students to improve their learning in and through the arts.

Student Composition, Registration Process The program will encompass students from 5th to 8th grade with a projected enrollment of 60 students. The program will emphasize the performing arts: dance, music, and theater. Principals, teachers and guidance counselors from the Minneapolis School District and the West Metro Consortium districts will be asked to nominate students for the summer program based on artistic interest and financial need. Program tuition will be \$150.00 per student for the three-week program. We will provide free or subsidized tuition for students with limited financial resources.

Curriculum, Goals, Scheduling The Perpich Center's education philosophy is based on a belief that students need to have in-depth experiences in the arts and also engage in interdisciplinary learning. We believe that students who are engaged in the arts are also likely to be more engaged in other subjects. This program will be an opportunity to experience summer school focused on the vibrancy of the arts where students are creating, performing and responding. Too many students in Minnesota are faced with summer school curricula targeted only at increasing test scores in reading and math.

Our essential goal is to: *Actively engage students in high quality arts experiences to increase their knowledge and skills in the arts.* The following three outcomes will guide our curriculum development. Students will:

- o Understand and use artistic processes (create, perform, respond)
- o Use the arts to learn about themselves and the global community
- o Explore their individual artistic voice

Students will attend a full day, from 8:30 a.m.-3:30 p.m., Monday through Friday for three weeks. Lunch will be provided.

National, State, and Local Arts Education Standards Curriculum and instruction for this summer program are based on the new Minnesota Academic Standards in the Arts. The Perpich Center facilitated development of

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the arts standards during the last legislative session and currently provides leadership for implementation statewide. Standards are organized around students demonstrating knowledge and skills in arts creation, performance and analysis and interpretation. Students will also work towards these standards in interdisciplinary experiences.

Culminating Performances The overall summer program will be organized around examining arts in the global community. A culminating experience for the students to share their work will take place the last day of the summer school program. The performance/exhibition will either take place at a community arts organization or in a performance space at the Perpich Center.

Documentation and Evaluation Evaluation and assessment procedures will document each student's learning in a portfolio process the Perpich Center has been piloting in the Minnesota Arts Best Practice Network and in several school districts around the state. The process involves collecting and examining a body of student work samples against a standard and common set of scoring criteria. While there will not be grades, each student will receive feedback on his/her artistic work from teachers and peers. Each student will leave the summer school program with a portfolio of his/her work on a CD ROM.

Teachers for the summer school program may be faculty members from the Perpich Center's Arts High School program, teachers from the Minnesota Arts Best Practice Network or other teachers/artists from the community who have considerable experience working in schools through Annenberg Arts for Academic Achievement (AAA), Arts and Schools as Partners (ASAP) and other high quality arts education programs.

Coordination with Participants' School Districts Concurrent workshops will be offered on the Perpich campus for teachers, from the same school districts from which the students come. These summer workshops for teachers will focus on three key areas: implementing the new arts standards, using the new scoring criteria and using the arts processes as curriculum design tools. The work students generate each week will serve as the basis for showing teachers the relationship among these three areas in a condensed and easy to understand format.

Examples of the student work, the scoring criteria and instructional-design tools will be put up on the Perpich Center's web site for other teachers across the state to examine. These examples will also be used by staff in the Professional Development & Research Group in their ongoing work with arts educators around the state.

Budget

Transportation for students (van pools or bus)	\$8,000
Salaries (4 Teachers for 2 weeks, plus benefits)	\$12,000
Supplies	\$1,000
Promotional/advertising	\$1,000
Teaching artists salaries	\$4,500
Lunches – 60 lunches x \$5.00 x \$15 days	<u>\$4,500</u>
	<u>\$31,000</u>

Match:

Facility rental (in-kind)		\$8,300
Dance studio, music classrooms, theater, cafeteria		
Administrator salary .5 plus benefits for 15 days (in kind)	\$3,000	
4 Teacher salaries for 1 week, plus benefits while they are on Perpich contract (in kind)		\$6,000
Tuition scholarships 30 Students x \$150 (in kind)		<u>\$4,500</u>
Workshop for teachers and web site follow up for coordinating with participants' schools (in kind)	\$5,000	
Income: Tuition 30 Students x \$150		<u>\$4,500</u>
		<u>\$31,300</u>

Summer Program History Since 1986 the Perpich Center has been providing quality arts education opportunities for students and teachers statewide. We have provided arts learning experiences for thousands of teachers and students in summer workshops as listed below:

Arts High School Summer Residential Program – Students from across the state came to the Perpich Center for two-week sessions to study the arts in-depth. Arts High School teachers provided instruction for these high school students.

Professional Development & Research Statewide Summer Programming through the *Minnesota Arts Experience (MAX)*. The Perpich Center, collaborates with other arts and education organizations to plan and deliver high quality summer programming in sessions like the following:

- *Guthrie Theatre: Through The Theatrical Metaphor: Meaning on Stage* – For more than fifteen years over 600 teachers and students from across the state came each year to this residential Guthrie Theater program to participate in rich curriculum related to plays in the Guthrie repertoire. The Perpich Center provided funding as well as curriculum development and oversight for the program.
- *Children's Theater: Summer Workshop for Students* – This workshop, collaboratively planned by the Perpich Center staff and the Minneapolis Children's Theater, explored theater, music and dance with 40 students over five weeks in this intensive program.
- *MacPhail Center for Music: Summer Kaleidoscope Program* – A collaborative two-week summer program sponsored by the Perpich Center for Arts Education and MacPhail, for children in grades 1-3 that nurtures the artist within each child through music, visual arts, creative movement and drama.

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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

Minnesota Statutes 2003, Table of Chapters

Table of contents for Chapter 121A

121A.11 United States flag.

Subdivision 1. **Displayed by schools.** Every public school in Minnesota must display an appropriate United States flag when in session. The flag shall be displayed upon the school grounds or outside the school building, on a proper staff, on every legal holiday occurring during the school term and at such other times as the board of the district may direct. The flag must be displayed within the principal rooms of the school building at all other times while school is in session.

Subd. 2. **School boards to provide flags and staffs.** The board must provide the flag for each of the school buildings in their districts, together with a suitable staff to display the flag outside of the school building and proper arrangement to display the flag in the building, and a suitable receptacle for the safekeeping of the flag when not in use.

Subd. 3. **Pledge of Allegiance.** (a) All public and charter school students shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

(1) by each individual classroom teacher or the teacher's surrogate; or

(2) over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

A local school board or a charter school board of directors may annually, by majority vote, waive this requirement.

(b) Any student or teacher may decline to participate in recitation of the pledge.

(c) A school district or charter school that has a student handbook or school policy guide must include a statement that anyone who does not wish to participate in reciting the pledge of allegiance for any personal reasons may elect not to do so and that students must respect another person's right to make that choice.

(d) A local school board or a charter school board of directors that waives the requirement to recite the Pledge of Allegiance under paragraph (a) may adopt a district or school policy regarding the reciting of the pledge of allegiance.

Subd. 4. **Instruction.** Unless the requirement in subdivision 3 is waived by a majority vote of the school board, a school district must instruct students in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

HIST: Ex1959 c 71 art 7 s 14; 1998 c 397 art 9 s 4,26; 2003 c 120 s 1,2

* NOTE: Paragraph (c) of subdivision 3, as added by Laws

*2003, chapter 120, section 1, is effective for the 2004 2005

*school year and later. Laws 2003, chapter 120, section 1, the

*effective date.

**Unexcused Absences Leading to Appeal Process and Loss of Credit:
ACADEMIC AND ARTS CLASSES:**

- After one unexcused absence the student is notified in writing.
- After two unexcused absences the student, parent/guardian and teacher are notified in writing. A contract may be developed between the student and teacher using the Loss of Credit Warning form. If a contract is developed, then the student and teacher sign it. The teacher returns the plan to the Attendance Coordinator and a copy is mailed to the parents. The Attendance Coordinator monitors the student's progress for compliance.
- After three unexcused absences in an academic class, the student, parent and teacher are notified in writing that the student has lost credit in that class. The student has three school days to initiate a written appeal to the Attendance Coordinator. The Appeal meeting must be held within three school days after the student initiates the process. Failure to initiate the appeal within three school days may result in automatic loss of credit. The student must remain in the class pending the outcome of the appeal.
- Juniors and first-year seniors who have three unexcused absences in their art area and are not making satisfactory progress will be placed on school probation. Second year seniors will lose credit in the class with the opportunity to appeal that decision. If additional unexcused absences occur after this notification, the student will lose credit in their arts class.
- If the student believes that an unexcused absence is incorrect, the student will have five school days after being notified of the absence to provide verification to correct their attendance record. The absence will remain unexcused if not corrected within this time frame.
- **An attendance appeal team will either deny or grant the appeal and define conditions of continuance in the class. The team will consider current academic standing in the class, reasons for the absences, commitment demonstrated by classroom behavior, communication with the teacher regarding absences, make-up work, etc.**
- The student will be notified of the appeal team's decision at the meeting, or on the next school day.

If granted continued stay in the class, the student must adhere to the condition of no more unexcused absences or tardy conversions. Student and team members will sign a contract indicating that one more absence will result in loss of credit with no further opportunity for appeal. Other conditions can be written into the contract that will serve as a probationary tool, such as mandatory help sessions, meetings with guidance counselor, completion of extra work, etc. Attendance Coordinator will monitor conditions of the contract.

Attendance Coordinator will initiate loss of credit proceedings if the contract is broken. This includes verification of the absence with the teacher, notification of the parent,

notification of the student, and referral to guidance counselor for review of credits, graduation status, other options for credit, etc.

Students who have excessive excused absences will be treated on an individual basis. Notification will occur at 8 total absences and a conference with teacher and/or attendance coordinator may take place. A contract may be developed concerning future attendance. Parents will also be notified. When a student hits 12 total absences the attendance appeal process will begin with team members meeting to determine current progress, etc. Circumstances associated with these absences will be reviewed (medical leave, IEP/504, family emergency, etc.). If the appeal is granted, a contract will be developed which will dictate future attendance expectations.

Students who may exceed the 12 total absences because of family trips, college visits, etc. must show that these absences were pre-arranged by faculty, attendance coordinator and parents. Failure to do so may result in these absences being unexcused.

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.

Adopted: 06/10/04

Dorm Media Content Policy

Students should be aware that many topics are highly sensitive to other residents and parents, especially in a dorm setting where students should always feel safe and "at home." These topics include: gender, race, ethnicity, sex, drugs, violence, religion, language and politics. The position of the dorm in regard to printed or audio/visual materials that deal with these or other potentially sensitive topics is to promote healthy socialization with understanding, safety and a sense of community. What may be accepted and comfortable in a family home or even in a school setting is not always appropriate in the dorm, even when materials may have artistic merit.

Many students and parents are not comfortable voicing their discomfort about photos or movies displayed when they feel their views differ from their peers. The measure of inappropriateness in a public setting is in the eyes of the beholder; if others are uncomfortable or offended, it is inappropriate. We want to respect all residents, parents and dorm guests and avoid overtly offending anyone. In conjunction with the "Policy Against Discrimination & Offensive Behavior", the following is also expected:

- Audio/visual materials (computer generated, tapes, DVDs, video games) or printed materials that depict sexual acts, full nudity in sexual context, repetitive profanity, or extreme violence and gore (body mutilation/blood) may not be brought to the dorm. Possession of such materials may result in parent notification, dorm suspension and confiscation of materials; sharing such materials with other students in private rooms or in public areas may also result in dorm contract cancellation. Public areas include all areas of the dormitory except dorm rooms, including décor on dorm room doors.
- Dorm staff must approve any audio/visual materials that residents intend to view with other students in public areas of the dorm before the material is shown or shared with others.
- Printed materials (photos/posters) displaying nudity, sexual acts, or extreme violence and gore are prohibited from public display in the dorm. Staff will also refer questionable materials posted in dorm rooms to the Residence Hall Director for determination of appropriateness.

Dorm staff may confiscate materials viewed by students in rooms or public areas when and if other student(s), staff or guests are subjected to seeing or hearing the material and report it to be offensive to them.

School Media Content Expectations

Students should be aware that many topics are highly sensitive to other students and parents, especially in a school setting where students should always feel safe and comfortable. These topics include: gender, race, ethnicity, sex, drugs, violence, religion, language and politics. The position of the school in regard to printed or audio/visual materials that deal with these or other potentially sensitive topics is to promote healthy

socialization with understanding, safety and a sense of community. Some materials are not always appropriate in the school, even when the materials may have artistic merit.

The measure of inappropriateness in a public setting is in the eyes of the beholder; if others are uncomfortable or offended, it is inappropriate. We want to respect all students, parents and school guests and avoid overtly offending anyone. In conjunction with the "Policy Against Discrimination & Offensive Behavior", the following is expected on the Arts High School campus:

- Audio/visual materials (computer generated, tapes, DVDs, video games) or printed materials that depict sexual acts, full nudity in sexual context, repetitive profanity, or extreme violence and gore (body mutilation/blood) may not be brought on campus. Possession of such materials may result in parent notification, school suspension and confiscation of materials; sharing such materials with other students may also result in school suspension or expulsion.
- Administration must approve any audio/visual materials that students intend to view with other students in public areas of campus before the material is shown or shared with others.
- Printed materials (photos/posters) displaying nudity in sexual context, sexual acts, or extreme violence and gore are prohibited from public display in the school. Staff will also refer questionable materials posted in school rooms to the Arts High School Director for determination of appropriateness.

Emergency Notification Service

The safety of the students, faculty and staff at the PCAE is one of our top priorities. For that reason, we have chosen to adopt the Saf-T-Net ALERTNOW Emergency Notification Service. Shortly after an emergency or incident has occurred on campus, a message will be sent by phone to our students' parents/guardians' home and work numbers as provided to us on the Parent/Guardian Information form which was submitted by parents/guardians. **More detailed information will be sent to families by mail.** In order for this system to work at the optimal level, we **MUST** have the most current home and work phone numbers. If these numbers change, please **immediately** contact our Records Coordinator, Jody Gentz, by fax at 763-591-4747, by e-mail at jody.gentz@pcae.k12.mn.us or by phone at 763-591-2001 or 800-657-3515.

NB6

Minnesota Department of Education Arts Quality Teaching Network (QTN) Grant

Sessions with participating QTN teachers will include:

- Developing and piloting rubrics in all the arts to provide criteria for scoring student work.
- Developing and expanding a panel assessment process for evaluating bodies of student work.
- Research-based practices for the improvement of curriculum and instruction.
- Convening teachers from regional and state quality teaching networks to exchange data on standards implementation, arts assessment, and curriculum development.
- Inviting national assessment experts to provide instruction in selected response question construction.

Perpich Center will have a representative participate in MDE division and content area meetings throughout the fiscal year. Perpich Center will serve as a resource on arts education for educators statewide and respond to inquiries referred by MDE.

It is anticipated that the grant money will arrive according to the following schedule:

\$15,000	Upon full execution of grant contract
\$20,000	March 14, 2005 – Upon receipt and approval of expenditure report detailing actual expenses incurred to date. Expenditure reports are due to MDE by March 1, 2005.
\$10,000	Payment based upon receipt and approval of final report of all grant activities and receipt of final budget expenditures report. Final payment will not exceed actual expenses incurred or the total amount of the grant, whichever is less. Final report of grant activities and final expenditures is due in MDE by July 15, 2004.
	10% of total grant (\$4,500) is reserved for PCAE administrative costs.
	10% of total grant (\$4,500) is reserved for programmatic salary and support costs at PCAE.
\$45,000.00	TOTAL

August 30, 2004

TO: Perpich Center for Arts Education

FR: Deb Rose, MDE

RE: Grant Contract

Enclosed is your copy of the Grant Contract Agreement between the Perpich Center for the Arts and the Minnesota Department of Education. Payment in the amount of \$15,000.00 has been approved, you should receive this payment within the next two weeks. If you do not receive it in this time frame, please call me at 651-582-8853. Thank you.

GRANT CONTRACT/GRANT AGREEMENT ("Agreement")

Fiscal Year: <u>04 05</u>		CFDA #:		UFARS #:		Vendor Number: <u>008782019-01</u>	
Total Amount of Grant: 45,000.00				Amount of Grant First Fiscal Year:			
Object Code: <u>5 F00</u>		Activity: <u>MF00</u>					
Account Dist # 1	Fund: 100	Agency: E37	Orgn: 1020	Appr: 001	Amount: 45,000.00		
Account Dist # 2	Fund:	Agency: E37	Orgn:	Appr:	Amount:		
Account Dist # 3	Fund:	Agency: E37	Orgn:	Appr:	Amount:		
Requisition	Date: <u>8/3/04</u>	Number: <u>6251</u>	Entered By: <u>LY</u>				
Purchase Order	Date: <u>8/26/04</u>	Number: <u>43677</u>	Signature: <u>GERRI GOULD</u>				
<u>7/14/04</u> Individual signing certifies funds have been encumbered as required by Minn. Stat. §§ 16A.05 and 16A.09.							

THIS AGREEMENT, which shall be interpreted pursuant to the laws of the State of Minnesota, between the State of Minnesota (STATE) acting through its Minnesota Department of Education (DEPARTMENT), and Perpich Center for Arts Education, 6125 Olson Memorial Highway, Golden Valley, MN 55422

MN Tax ID. No. _____ Federal Employer ID. No. _____ (GRANTEE), witnesseth that:

WHEREAS, the DEPARTMENT is authorized to make a grant for the purpose of: supporting research-based implementation of the content standards in the Arts and Literature Learning Area.

WHEREAS, GRANTEE prepared and submitted according to pertinent guidelines a proposal or a workplan for a grant for the above desired project; AND

WHEREAS, GRANTEE represents that it is duly qualified, willing, and prepared to undertake and complete the project or work plan which is attached hereto as ATTACHMENT A (hereinafter "PROJECT");

WHEREAS, the DEPARTMENT and the GRANTEE desire to formally agree upon the performance of the PROJECT described herein;

NOW, THEREFORE, IT IS AGREED by and between the parties as follows:

- I. **TERMS OF PERFORMANCE.** The objectives, scope, and methods of the PROJECT are stated in ATTACHMENT A the terms of which are incorporated herein.
- II. **CONSIDERATION AND TERMS OF PAYMENT.**
 - A. In consideration of all services performed and goods or materials supplied by the GRANTEE pursuant to the Agreement, the STATE shall pay for all allowable costs incurred by the GRANTEE under the terms of this agreement, not to exceed Forty five thousand dollars (\$45,000.00).
 - B. Matching Requirements: (If applicable). GRANTEE certifies that the following matching requirement for the Grant will be met by GRANTEE (fill in match amount or if none, enter none):
 1. The GRANTEE agrees to provide the cash match of \$ none which is required to be at least N/A % of the Total Project Cost.

2. The GRANTEE will expend grant funds and required match allocated for this Project according to ATTACHMENT A.

C. Reimbursement for travel and subsistence expenses actually and necessarily incurred by GRANTEE in performance of this Agreement will be paid provided that the GRANTEE shall be reimbursed for travel and subsistence expenses in the same manner and in no greater amount than in the current "Commissioner's Plan" promulgated by the Commissioner of Employee Relations and GRANTEE will only be reimbursed for travel and subsistence outside the State of Minnesota if it has received prior written approval for such out of state travel from the STATE.

D. The STATE shall make payment as stated in ATTACHMENT B, which is incorporated by reference herein.

III. LIMITATION ON USE OF FUNDS. The use of these grant monies shall be limited to that portion of ATTACHMENT A funded under Clause I of this Agreement, and by any applicable state or federal laws.

IV. AGREEMENT PERIOD. This Agreement shall be effective on August 15, 2004, or upon the date that the final required signature is obtained by the STATE pursuant to Minnesota Statutes section. 16C.05, subd. 2 whichever occurs later, and shall remain in effect until June 30, 2005, or until all obligations set forth in this Agreement have been satisfactorily fulfilled, whichever occurs first. **The GRANTEE understands that no work should begin under this Agreement until ALL required signatures have been obtained and GRANTEE is notified to begin work by the State's Authorized Representative.**

V. AUTHORIZED REPRESENTATIVES:

STATE'S AUTHORIZED REPRESENTATIVE. The STATE'S authorized representative for the purposes of administration of this Agreement is Beth Aune, or his/her successor, and has the responsibility to monitor GRANTEE's performance and the authority to accept the services provided under this Agreement. If the services are satisfactory, the State's Authorized Representative will certify acceptance on each payment request submitted for payment.

GRANTEE'S AUTHORIZED REPRESENTATIVE: The GRANTEE'S authorized representative is David Flannery. If the Grantee's Authorized Representative changes at any time during this Agreement, the GRANTEE must immediately notify the STATE.

VI. REPORTS.

- A. The GRANTEE, in the conduct of activities under this Agreement, shall submit such reports as may be required by written instructions of the DEPARTMENT within the times required by it. The DEPARTMENT shall withhold funding if reporting requirements are not met in a complete, accurate and timely manner.
- B. The GRANTEE shall present reports to the DEPARTMENT Commissioner (COMMISSIONER) or representative named in provision V. At the COMMISSIONER'S discretion, the reports may be presented at Departmental, legislative, other state agency, or public meetings where the GRANTEE shall be available to explain the PROJECT and to respond to questions.

VII. FINANCIAL AND ADMINISTRATIVE PROVISIONS.

- A. **ALLOWABILITY OF COSTS.** For federal funds, allowability of costs incurred under this Agreement shall be determined in accordance with the procedures and principles given in the federal publications "Office of Management and Budget" (OMB). For all funds, no claim for materials purchased in excess of budget categories or program services not specifically provided for in this Agreement by the GRANTEE will be allowed by the STATE unless approved in writing by the STATE. Such approval shall be considered to be a modification of the Agreement. There may be additional limitations on allowable costs. See "Other Provisions" in paragraph XX below.
- B. **RECORDS.** The GRANTEE shall maintain books, records, documents, and other evidence pertaining to the costs and expenses of implementing this Agreement to the extent and in such detail as will accurately reflect all gross costs, direct and indirect, of labor materials, equipment, supplies, services, and other costs and expenses of whatever nature. The GRANTEE shall use generally accepted accounting principles. The GRANTEE shall preserve all financial and cost reports, books of account and supporting documents, and other data evidencing costs allowable and revenues and other applicable credits under this Agreement which are in the possession of the GRANTEE and relate to this Agreement, for the period specified by Minnesota Statutes section 16C.05, subd. 5 and the respective federal requirements where applicable.

All pertinent records and books of accounts related to this Agreement shall be preserved by the GRANTEE for a period of six years subject to the following criteria:

1. The six-year retention period shall commence from the date of submission of the final expenditure report;
2. If any litigation, claim or audit is started before the expiration of the six-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved.

The GRANTEE agrees to cooperate in any examination and audit under the provisions of this paragraph.

- C. EXAMINATION AND AUDIT OF ACCOUNTS AND RECORDS. The DEPARTMENT or its representative or the federal administering department (when applicable) shall have the right to examine books, records, documents, and other evidence and accounting procedures and practices, sufficient to reflect properly all direct and indirect costs and the method of implementing the Agreement. The GRANTEE shall make available at the office of the GRANTEE at all reasonable times before and during the period of record retention, proper facilities for such examination and audit.
- D. STATE AND FEDERAL AUDITS. The books, records, documents, and accounting procedures and practices of the GRANTEE relevant to this Agreement shall be subject to examination by the State or federal auditors, as authorized by law. Minnesota Statutes section 16C.05 subd. 5 requires the State audit clause be in effect for a minimum of six years, (see Paragraph VII, Clause B.) Federal audits shall be governed by requirements of federal regulations.
 1. If the GRANTEE (in federal OMB Circular language known as "subrecipient") receives federal assistance from the State of Minnesota, it will comply with the Single Audit Act of 1984 as amended and OMB circular A-133, "Audits of States, Local Governments and Non-Profit Organizations" for audits of fiscal years beginning after June 30, 1996; or
 2. The Grantee will provide copies of the single audit reporting package (as defined in A-133 section 320(c), financial statement audits, management letters and corrective action plans to the STATE, the Office of the State Auditor, Single Audit Division, or Federal Audit Clearinghouse in accordance with OMB A-133.

II. EQUIPMENT. All equipment purchased under this Agreement shall be returned to the State by the GRANTEE upon termination of the Agreement at the discretion of the State.

IX. CANCELLATION.

- A. This Agreement may be cancelled by the STATE or GRANTEE at any time, with or without cause, upon thirty (30) days' written notice to the other party. In the event of such a cancellation, GRANTEE shall be entitled to payment, determined on a pro rata basis, for work or services performed to the STATE's satisfaction. It is expressly understood and agreed that in the event the reimbursement to the State from Federal sources or appropriations by the Minnesota Legislature are not obtained and continued at an aggregate level sufficient to allow for the GRANTEE'S program to continue operating, the grant shall immediately be terminated upon written notice by the STATE to the GRANTEE. In the event of such termination, GRANTEE shall be entitled to payment determined on a pro rata basis, for services performed and liabilities already accrued prior to such termination.
- B. The STATE may cancel this Agreement immediately if the STATE finds that there has been a failure to comply with the provisions of this Agreement, that reasonable progress has not been made or that the purposes for which the funds were granted have not been or will not be fulfilled. The STATE may take action to protect the interests of the State of Minnesota, including the refusal to disburse additional funds and requiring the return of all or part of the funds already disbursed.

X. AMENDMENTS. Any amendments to the Agreement shall be in writing, and shall be executed by the same parties who executed the original agreement, or their successors in office.

XI. ASSIGNMENTS. The GRANTEE shall not transfer or assign to any party or parties any right(s), obligation(s) or claim(s) under this Agreement without the prior written consent of the DEPARTMENT. It is understood, however, that GRANTEE remains solely responsible to the STATE for providing the products and services described.

XII. LIABILITY. GRANTEE agrees to indemnify and save and hold the STATE, its agents and employees harmless from any and all claims or causes of action, including all attorneys' fees incurred by the STATE arising from the performance of the

agreement by GRANTEE OR GRANTEE'S agents or employees. This clause shall not be construed to bar any legal remedies GRANTEE may have for the STATE'S failure to fulfill its obligations pursuant to this Agreement.

I. OWNERSHIP OF MATERIALS AND INTELLECTUAL PROPERTY RIGHTS.

A. Intellectual Property Rights:

The STATE shall own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the Works and Documents *created and paid for under this Agreement*. Works means all inventions, improvements, discoveries (whether or not patentable) databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes and disks conceived, reduced to practice, created or originated by the GRANTEE, its employees, agents, and subcontractors, either individually or jointly with others in the performance of this Agreement. Works includes "Documents". Documents are the originals of any databases, computer programs, reports, notes, studies, photographs, negatives, designs, drawings, specifications, materials, tapes, disks, or other materials, whether in tangible or electronic forms, prepared by the GRANTEE, its employees, agents, or subcontractors in the performance of this Agreement. The Documents will be the exclusive property of the STATE and all such Documents must be immediately returned to the STATE by the GRANTEE upon completion or cancellation of this Agreement. To the extent possible, those Works eligible for copyright protection under the United States Copyright Act will be deemed to be "works for hire". The GRANTEE assigns all right, title, and interest it may have in the Works and the Documents to the STATE. The GRANTEE must, at the request of the STATE, execute all papers and perform all other acts necessary to transfer or record the STATE's ownership interest in the Works and Documents.

B. Obligations

1. Notification: Whenever any invention, improvement, or discovery (whether or not patentable) is made or conceived for the first time or actually or constructively reduced to practice by the GRANTEE, including its employees and subcontractors, in the performance of this Agreement, the GRANTEE will immediately give the State's Authorized Representative written notice thereof, and must promptly furnish the Authorized Representative with complete information and/or disclosure thereon.
2. Representation: The GRANTEE must perform all acts, and take all steps necessary to ensure that all intellectual property rights in the Works and Documents are the sole property of the STATE, and that neither the GRANTEE nor its employees, agents, or subcontractors retain any interest in and to the Works and Documents. The GRANTEE represents and warrants that the Works and Documents do not and will not infringe upon any intellectual property of other persons or entities. Notwithstanding Clause XII, the GRANTEE will indemnify; defend, to the extent permitted by the Attorney General; and hold harmless the STATE, at the GRANTEE's expense, from any action or claim brought against the STATE to the extent that it is based on a claim that all or part of the Works or Documents infringe upon the intellectual property rights of others. The GRANTEE will be responsible for payment of any and all such claims, demands, obligations, liabilities, costs, and damages, including but not limited to, attorney fees. If such a claim or action arises, or in the GRANTEE's or the STATE's opinion is likely to arise, the GRANTEE, must at the STATE's discretion, either procure for the STATE the right or license to use the intellectual property rights at issue or replace or modify the allegedly infringing Works or Documents as necessary and appropriate to obviate the infringement claim. This remedy of the STATE will be in addition and not exclusive of other remedies provided by law.

XIV. PUBLICITY. Any publicity given to the program, publications, or services provided resulting from this Agreement, including, but not limited to notices, informational pamphlets, press releases, research, reports, signs and similar public notices prepared for the GRANTEE or its employees individually or jointly with others or any subgrantees, shall identify the STATE as the sponsoring agency. The publicity described may only be released with the prior approval of the State's Authorized Representative, or as described in Attachment A.

XV. GOVERNMENT DATA PRACTICES. The GRANTEE and the STATE must comply with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as it applies to all data provided by the STATE under this Agreement, and as it applies to all data created collected, received stored, used, maintained or disseminated by the GRANTEE under this Agreement. The civil remedies of Minnesota Statutes section 13.08 apply to the release of the data referred to in this paragraph by either the GRANTEE or the STATE.

If the GRANTEE receives a request to release the data referred to in this paragraph, the GRANTEE must immediately notify the STATE. The STATE will give the GRANTEE instructions concerning the release of the data to the requesting party before the data is released.

XVI. WORKERS' COMPENSATION: GRANTEE certifies that it is in compliance with Minn. Stat. § 176.181, subd. 2, pertaining to workers' compensation insurance coverage. The GRANTEE's employees and agents will not be considered State employees. Any claims that may arise under the Minnesota Workers' Compensation Act on behalf of these employees and any claims made by any third party as a consequence of any act or omission on the part of these employees are in no way the State's obligation or responsibility.

XVII. ANTITRUST: GRANTEE hereby assigns to the State of Minnesota any and all claims for overcharges as to goods and/or services provided in connection with this Agreement resulting from antitrust violations which arise under the antitrust laws of the United States and the antitrust laws of the State of Minnesota.

XVIII. GOVERNING LAW, JURISDICTION AND VENUE. Minnesota law, without regard to its choice-of-law, provisions, governs this Agreement. Venue for all legal proceedings arising out of this Agreement, or its breach, must be in the appropriate state or federal court with competent jurisdiction in Ramsey County, Minnesota.

XIX. ASSURANCES.

A. The GRANTEE shall comply with all applicable federal, state and local laws, ordinances, rules and regulations in the performance of this project.

B. For Agreements involving grants of federal funds, the following also apply:

1. If this Agreement involves an award of \$25,000.00 or more, GRANTEE certifies that it has complied with the provisions of the Drug Free Workplace Act of 1988, P.L. 100-690.

2. If applicable, GRANTEE agrees that it shall provide the certification required by 34 C.F.R. Part 85.

C. Requirements of Appendix A of this Agreement.

XX. OTHER PROVISIONS. Other provisions to this Agreement, if any, are: (If none, insert the word "none.")
none

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed, intending to be bound thereby.

APPROVED:

GRANTEE:

GRANTEE certifies that the appropriate person(s) have executed the Grant Contract on behalf of the GRANTEE as required by applicable articles, by-laws, resolutions, or ordinances. (If a corporation, two corporate officers must execute.)

By: David Flannery

Title: Interim Executive Director

Date: 8-16-04

By: _____

Title: _____

Date: _____

MINNESOTA DEPARTMENT OF EDUCATION

By: Sammy McLone

Title: Admin. Serv. Dir.

Date: 8-24-04

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; or commission of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE. (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

ATTACHMENT A

Perpich Center for Arts Education (PCAE)

Support of quality teaching network comprising practicing teachers from across the state. Sessions with participating teachers will include:

- Developing and piloting rubrics in all the arts to provide criteria for scoring student work.
- Developing and expanding a panel assessment process for evaluating bodies of student work.
- Research-based practices for the improvement of curriculum and instruction.
- Convening teachers from regional and state quality teaching networks to exchange data on standards implementation, arts assessment, and curriculum development.
- Inviting national assessment experts to provide instruction in selected response question construction.

Perpich Center will have a representative participate in MDE division and content area meetings throughout the fiscal year.

Perpich Center will serve as a resource on arts education for educators statewide and respond to inquiries referred by MDE.

ATTACHMENT B

\$15,000	Upon full execution of grant contract
\$20,000	March 14, 2005 – Upon receipt and approval of expenditure report detailing actual expenses incurred to date. Expenditure reports are due to MDE by March 1, 2005.
\$10,000	Payment based upon receipt and approval of final report of all grant activities and receipt of final budget expenditures report. Final payment will not exceed actual expenses incurred or the total amount of the grant, whichever is less. Final report of grant activities and final expenditures is due in MDE by July 15, 2005.

10% of total grant (\$4,500) is reserved for PCAE administrative costs.
10% of total grant (\$4,500) is reserved for programmatic salary and support costs at PCAE.

Funds will be deposited to Perpich Center for Arts Education account:

<u>E 25</u>	<u>300</u>	<u>0154</u>	<u>QTN</u>	<u>2200</u>
Agency	Fund	Orgn	Appr	Rept. Catg. RevSourceCode

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

MEMORANDUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development and Research Group

Date: August 2, 2004

Subject: Grant Request Summary: pARTner Schools

Applicants: FY '05 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 passage into law of new Minnesota Graduation Standards in May, 2003 the Professional Development component of each school 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

PDR Staff recommend that the PCAE Board approve the following requested amounts for pARTner Schools in FY'05:

Total Grant Amounts Recommended:

\$ 184,000.00

School	Budget Amount Requested
Albert Lea High School <i>Goals for Albert Lea HS for the coming year will include working to embed theater education into the curriculum at all levels in the district, strive for equity in all arts programs throughout the district, align district art curriculum to meet MN Arts Standards, and serve schools in SE Minnesota by providing professional development opportunities for their teachers and administrators.</i>	\$18,000.00
Cold Spring Ricori High School <i>Rocori HS will continue to closely integrate the arts into its school wide program entitled, "Country of Study". This coming year the Country of study will be Venezuela. They will also be revising and expanding the digital media program at both the middle school and high school as well as better coordinating the visual and media arts curriculum k-12.</i>	\$15,000.00
Elk River High School <i>Elk River HS will continue to provide a weekly Open arts studio, which will be open to all members of the Elk River community for their creative use. A major activity of the program will be the "Evening of the Arts Celebration" which showcases the work of ERHS students and teachers in all art areas. An additional focus this coming year will be to expand the role of professional artists in the classroom, working closely with classroom teachers, to better integrate into existing curriculum.</i>	\$30,000.00
Grand Marais' Cook County High School <i>Cook County High School will focus on expanding arts integration into other curricular areas both at the high school/middle school level as well as the elementary level. They will also work to make their students more aware of arts opportunities available to them in the regional and statewide college/university system. They will continue to work closely with area arts galleries in promoting student art work through the RIPPLES program.</i>	\$30,000.00
Linwood A+ Elementary School – St. Paul <i>Major goals for Linwood A+ this coming year will include a focus on the integrated study of culture into all aspects of the curriculum both artistic and academic. Through arts infusion they will work to broaden students world view and deepen their respect for cultural differences.</i>	\$ 8,000.00

They will engage 5 different artists to work with students in their classrooms as well as provide professional development for both generalist and arts specialists as well.

Northfield High School \$15,000.00

Northfield HS will focus on broadening and strengthening the professional development connection to both St. Olaf College and Carleton College for work both within the Northfield schools as well as area school districts. They will also focus on expanding and strengthening the theater education program within Northfield HS.

Sheridan Global Arts Magnet School - Mpls. \$ 8,000.00

Sheridan Global Arts will continue to provide high quality arts learning opportunities to all of their students, increase the depth and level of collaboration among visiting artists, teachers, and students and better understand how and why arts education is impacting student academic performance. This coming year Sheridan will focus their work with 4 specific artists working in classrooms over the course of the year. They will be utilizing the Understanding by Design program model with all arts activities.

Thief River Falls Lincoln High School \$30,000.00

Northern Expressions School of the Arts will continue to provide expanded arts offerings for students both within the TRF school district as well as to students in a regional area. Arts offerings will include visual arts, music composition, media arts, theater and interdisciplinary arts. Their arts staff will also continue to work closely with area school districts on a consulting basis to assist with arts education in those districts.

Westbrook/Walnut Grove High School \$30,000.00

Westbrook/Walnut Grove HS will focus on improving its media production and media literacy program for all students. They will also concentrate on increasing the public display and recognition of student artwork in the community. The Prairie Winds Arts Festival, held in November each year, continues to be a major activity focusing on both in depth work in the arts by students from a regional area as well as providing professional development for teachers in those same schools.

TOTAL RECOMMENDED FUNDING \$ 184,000.00

NB8

MEMORANDUM

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: Minnesota ASAP PEER Coach Consultant

CC: Pam Paulson
Deputy Executive Director

Minnesota ASAP provides professional development grants to support partnerships between schools, community arts organizations and artists to help all students reach their full learning potential. Teams serve students in public elementary or secondary schools (K-12) anywhere in Minnesota. Program staff and Peer Coaches provide ongoing professional development for 22 ASAP teams.

The Perpich Center published an informal Request for Applications on the MMD website seeking individuals to work with Perpich Center staff to plan, develop, and lead major aspects of the Minnesota Arts and Schools as Partners program (ASAP).

The full Request for Applications was sent to a broad list of contacts involved in Perpich Center statewide programs; the Minneapolis Public Schools' Arts for Academic Achievement and Artful Teaching and Learning List Serve; Intermedia Arts List Serve; Saint Paul Public Schools Arts Coordinator; and Email distribution to the 11 Regional Arts Councils. 15 applications were received, and a selection team interviewed 14 applicants and identified three contractors as having the desired qualifications based on the required criteria listed below.

Selection Team

Michael Hiatt, Director, PDR, PCAE
Barbara Cox, Partnering Resources Coordinator, PCAE
Mary Jo Thompson, TOSA, Minneapolis Public Schools

CRITERIA

All applicants should be able to demonstrate:

Qualifications and Experience (65% of review total)

- Effectiveness in working in a leadership role with more than one of these programs: ASAP, PASS, Artful Teaching and Learning: Student Achievement through the Arts, Arts for Academic Achievement, Minnesota Arts Education Network initiatives.
- Demonstrated understanding of curriculum and instruction design, implementation and assessment using the ASAP planning backwards framework, and the Tuning, Descriptive Review, and Collaborative Assessment protocols.
- A high level of expertise with collaboration and partnering, specifically in an arts education setting
- Demonstrated understanding of the following planning models: Varieties of Arts Integration (VAI) and Models of Implementation drafts (Center for Applied Research and Educational Improvement); the Partnering Lens and Complex Change planning drafts (Arts and Schools as Partners).

NB 8

- Expertise with facilitating group processes and using group methodologies

Expressed Understanding of Programs and Objectives (15% of review total)

- Able to work independently as well as with a team, assess situations, be self-motivated, and take initiative in assignments
- Clear understanding of the cultures of both educators and artists, and ability to articulate how these intersect
- Excellent interpersonal skills, demonstrated competence in working with diverse student and staff populations, independent artists and arts organizations, and experience acknowledging cultural assets and addressing special needs.
- Demonstrated passion for the emerging vision for education reform that this program embodies

Cost Effectiveness (10% of review total)

- Based on experience and qualifications

Working Style (10% of review total)

- A working style that is collegial, adaptable, and supportive
- Excellent oral and written communication skills
- Strong organizational skills

All proposals received by the deadline were evaluated by representatives of the Perpich Center and Minneapolis Public Schools and 14 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
Lisa Maren Thompson	\$18,000.00
Jane Oxtan	\$17,000.00
Nadya Reubenova	\$22,000.00
Total Amount of Contracts:	\$57,000.00

Contracts will be funded by grant funds received from the McKnight Foundation and state funds appropriated by the Minnesota Legislature.

NB9

From: Alice <gem7773@mchsi.com>
Date: Fri Jul 23, 2004 1:12:02 PM US/Central
To: David Flannery <david.flannery@pcae.k12.mn.us>
Subject: Project GEM

David,

This is the main brochure I created for the program that we use as of now. I couldn't get it set up send like a brochure fold out but this will give you an overall understanding of the program and services.

Alice

Project G.E.M. Philosophy

Mission Statement

Project G.E.M. stands for Growth, Experience and Motivation. This outreach program is designed to reach youth at risk through cultural, environmental, holistic and social education. The program draws upon ones inner creative talent for complete mind, body, and soul growth.

We all have the ability to be creative. To develop this potential, we need to unmask our inner resources of creativity. An immediate benefit of creative activity is an increase in self-esteem. This is why Project G.E.M. was created by Program Director Alice De Yonge in 1993. It provides creative programs to youth ages 10-17 within high risk facilities including Alternative Schools, Day Treatment Centers, and other county agencies. Project G.E.M. also collaborates with other local programs and agencies that also work with at-risk youth.

Program Address

Project G.E.M.
Rt. 1 Box 533
Lake Crystal, MN 56055

Program Director

Alice De Yonge
(507) 726-6047
gem7773@mchsi.com

Services Provided

D.A.V.E.

D.A.V.E. stands for Drug, Alcohol, Violence, Education. The intervention program teaches youth about alcohol and chemical abuse, sexual awareness issues, and how violence affects human behavior. D.A.V.E. reaches youth and instills in them the importance of healthy boundaries and relationships.

Cultural Education

This theme provides education on the values, norms, and creative expression of various cultures. It also increases community and global understanding, respect, appreciation, and awareness about diversity.

Environmental Education

This theme provides presentations and class field trips with the focus of increasing awareness about our ever-changing environment from local to global levels.

Holistic/Social Education

This theme provides community volunteer involvement where youth have the opportunity to achieve holistic growth

and learn about different philosophies and social lifestyles with the hope of giving our youth a more positive perspective on life.

Recognition

1999: JC Penny Golden Rule Award

2000-2001: Minnesota State University Campus Community Partnership award

MN Council Nonprofit member since 2000

Community Involvement

Service Learning

Project G.E.M. collaborates with the service learning program at Minnesota State University, Mankato, St. Peter Gustavus Adolphus College, and South Central Technical College Mankato. College students have the opportunity to interact with youth through various program activities in and out of the classroom.

Special Events

Project G.E.M. collaborates with special community events that offer a wide variety of volunteer opportunities to youth within the area such as the Annual Mankato Pow Wow and History Fest. All volunteer opportunities are available to youth who need community service hours or for credit in a class at their school.

Educational Classes

Project G.E.M. offers art, creative journal writing, and music classes to at-risk facilities within the Mankato and greater Mankato area. Project G.E.M. also provides an after school art class for Mankato youth.

Funding for Project G.E.M. is supported by the Mankato Area and St. Peter United Way, Prairie Lakes Regional Arts Council, St. Peter Collaborative, Target Foundation, Mankato Area School District 77, and other local contributors.



P1

EDUCATION MINNESOTA

JUDY L. SCHUBACH
President

SANDRA E. PETERSON
Vice-President

CARMEN K. PETERS
Secretary-Treasurer

LARRY E. WICKS
Executive Director

GREGORY D. BURNS
Deputy Executive Director

March 15, 2004

Dr. David Flannery
Interim Executive Director

Mr. Mark Youngstrom
Program Director

Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422


Gentlemen:

Pursuant to Article 17, Section 5, Part F of the SRSEA contract, I am writing to request a leave of absence for the purpose of Association business for the 2004-2005 school year.

I understand that in the event I continue to work for Education Minnesota I will be able to request additional leave on an annual basis.

I appreciate your attention with regard to this matter and look forward to your response sometime in the near future.

Respectfully,


JoAnn Winter
Instructor

P2

Date: June 7, 2004

To: David Flannery, Mark Youngstrom, Karen Tow

From: Jennifer Rice Brandt

Re: leave for the 2004-2005 school year

Please consider this letter an official request for a maternity leave for next school year. Mark and I have already met a few times to discuss my leave, and this is to confirm those discussions. I apologize for not getting this letter out sooner, as was my intention. However, I was unable to do so until I had information regarding my health care coverage, which took longer than anticipated.

My due date has been estimated to be Friday, September 3rd. As per our discussions, I am requesting to have the fall term off and then to return to teach ASL only (30% position) from January 6th to June 6th.

AHS Faculty is back on contract beginning Friday, July 30th. From that date through Friday, August 20th, I will be taking time off without pay. Beginning Monday, August 23rd I will be using vacation time and will continue to do so until I run out of vacation time and/or the baby is born. It is my understanding that beginning with the baby's birth I can take a FMLA leave, which is my request. At that time, I have accrued enough sick time to use 6 weeks of sick hours, which is what Karen confirmed that I am eligible to use.

For clarification, it is my understanding that my health insurance is covered through September 9th of this year, due to the balloon payment that SRSEA members make in May. My activation of vacation leave on August 23rd will put me back on contract, thus ensuring coverage, and then FMLA will cover me for a total of 12 weeks (including the 6 weeks of sick time I mentioned earlier).

Additionally, I would like to offer that I would be happy to come in and work for a couple of days in early August to help transition the new French teacher if he/she is not able to do so before I'm done working in June.

I really enjoy my teaching position here at the Arts High School and I am grateful to Mark for his flexibility and support as I request this leave. If there is a need for further information or documentation, please let me know, and I will provide it.

Thank you,


Jennifer R Brandt

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

I 1

6150 Century Avenue #212
Middleton, WI 53562

June 29, 2004

Dr. David Flannery
Executive Director
Perpich Center for Arts Education
6125 Olson Memorial Highway
Golden Valley, MN 55422

Dear Dr. Flannery:

I am writing you to officially accept the French Teacher position at your school. Also, I would like to thank you for selecting me. I look forward to this exciting opportunity.

I have notified my present employer and am resigning my teaching position in the Baraboo School District. I will be relocating to Minnesota on July 31, 2004 and will be ready to begin on August 2, 2004 as arranged.

Thank you again for this wonderful opportunity. I look forward to joining your staff in the very near future. If you have any questions or require additional information, please do not hesitate to call me at (608) 827-0040.

Sincerely,

Elizabeth L. Benson
Elizabeth L. Benson

PCAIE Board Committee List - July 04

Full Board

Last	First
Brandt	Bob (Chair 02/04)
Davis	John
Halgrim	Scott
Johnson	Penny
Jones	Robert
Katz	Virginia
Knudson	Kat
Lawal	Mohammed
McWilliams	Jane (Vice Chair)
Peterson	Sonja
Rcigstad	Dan
Skala	Mary Frances
Willimck	MaryAnn
Wilson	Chris

Executive Committee

Last	First
Brandt	Bob (Chair) 02/04
Johnson	Penny
Knudson	Kat
Skala	Mary Frances

Personnel Committee

Last	First
Brandt	Bob
McWilliams	Jane
Peterson	Sonja (Chair 06/04)
Rcigstad	Dan
Wilson	Chris

Finance Committee

Last	First
Davis	John
Johnson	Penny (Chair) 04/04
Rcigstad	Dan
Skala	Mary Frances

Programs Committee

Last	First
Anderson-Richards	Tina
Davis	John
Jones	Robert
Knudson	Kat (Chair) 12/03
Lawal	Mohammed
Peterson	Sonja

Board Development Committee

Last	First
Brandt	Bob
Halgrim	Scott
Johnson	Penny
McWilliams	Jane
Skala	Mary Frances (Chair 05/04)

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)

PCAE Board Member Information - July 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
		01/05/08	St. Paul, MN 55116		brandt@macalester.edu	
Davis, John	M	08/12/03	P O Box 14	1	H-507.467.0102	Executive Director of the Kids Philosophy Slam, a national philosophy program for k-12 students.
		01/01/07	Lanesboro, MN 55949		info@philosophyslam.org	
Halgrim, Scott	M	08/12/03	1300 Yale Pl. #129	5	W-763.268.6317 C-612.961.4239	Computer Programmer at CNT, Plymouth, MN.
		01/02/06	Mpls., MN 55403		srh@mn.rr.com	
Johnson, Penny	F	03/03/01	608 11th Ave. Southeast	7	H-320.235.0655	Program Director at Willmar Regional
		01/03/05	Willmar, MN 56201		pennyhjmj@charter.net	
Jones, Roberta	F	03/03/04	3710 Vincent Ave. N.	5	W-612.348.8766	Assistant Hennepin County Attorney, Civil Division
		01/03/05	Mpls., MN 55412		roberta.jones@co.hennepin.mn.us	
Katz, Virginia	F	06/24/04	7825 Congdon Blvd	8	H-218.525.4356 W-218-343-9505	Associate Professor in the Dept. of Communication at the U of M, Duluth
		01/07/08	Duluth, MN 55804		amkatz1@msn.com	
Knudson, Kat	F	08/12/03	3301 Garfield Ave S #4	5	H-612.872.1365 W-763.383.4435	Consumer Marketing Manager at Affinity Group.
		01/01/07	Mpls., MN 55408		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	
McWilliams, Jane (Vice Chair)	F	03/03/01	901 1st Street West	2	H-507.645.8423	At Home Mom
		01/03/05	Northfield, MN 55057-1613		jmcwilli@charter.net	
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	
Skala, Mary-Frances	F	08/12/03	2 10th Street East	8	W-218.725.6807 F-218.625.9207	Attorney at Fryberger, Buchanan, Smith & Frederick, P.A.
		01/01/07	Duluth, MN 55805		mfskala@fryberger.com	
Wilimek, MaryAnne	F	06/24/04	12567 Sundug Trail NE	7	H/W-218.243.3120	Freelance Editor. Previously served as executive director at the Region Two Arts council, Bemidji.
		01/07/08	Bemidji, MN 56601		mwilimek@paulbunyan.net	
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	1			
		5	4			
		6	1			
		7	4			
		8	2			
	Members Total		14			

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~~ **complementary**, 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 without prior Board approval.
11. Award contracts for services that exceed \$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.

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.

Adopted: 06/10/04

Procedures Revised: 06/25/04

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~~ **School Advisory Team**. 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.

- ± 7
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.

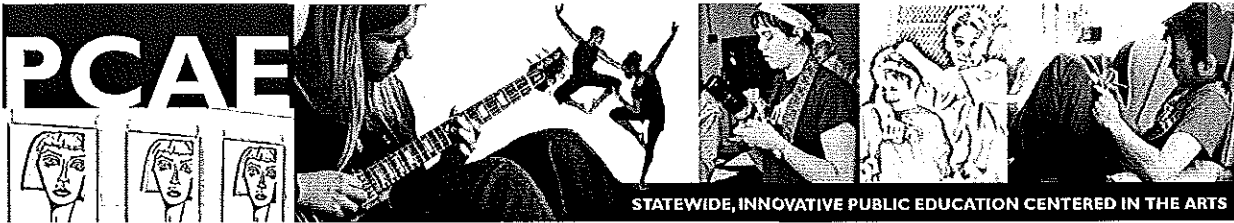
Student Groups

Non-school Sponsored Groups:

Students wishing to create a group in accordance with this policy may do so by ~~persuading~~ asking 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.



Finance Committee Meeting Minutes

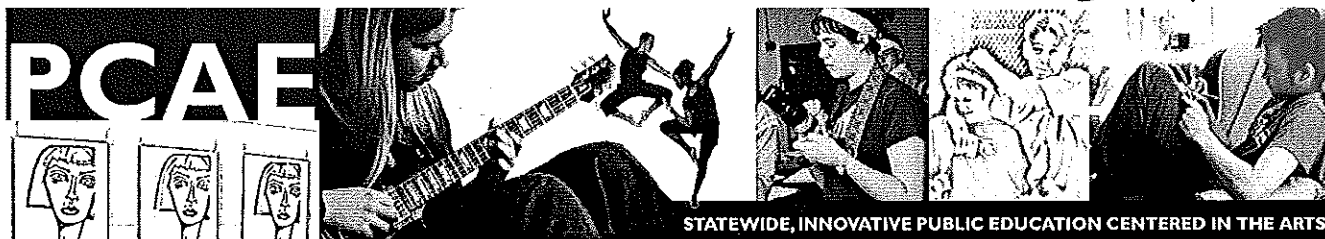
Date & Time: April 8, 2004 at 2 p.m.

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 Agenda (No Quorum)

Date & Time: April 8, 2004, at 2 p.m.

Location: PCAE, 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 members absent: Tina Anderson Richards, John Davis, Mohammed Lawal, Sonja Peterson
Others: Pam Paul, 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 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

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, Renee 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.

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Perpich Center for Arts Education
General Fund Expense Accounts
FY2004 Budget vs. FY2003 Actual (see note 1)
FY 2004 as of 6/30/2004

Orgn #	Name	FY04 Budget	FY04 Spent & Encumbered	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent	FY04 % Spent - FY03 % Spent (Variance)
101	SALARIES (see note 2)	0	0	0				
	ADMINISTRATION 100 (see note 3)							
9100	SALARIES - ADMINISTRATION (see note 3)	1,311,625	1,235,568	76,057	94%	6%		
102	BUILDING FACILITIES	727,150	433,026	294,124	60%	40%	103%	-43%
103	HEALTH & WELLNESS	2,000	1,306	694	65%	35%	108%	-42%
104	INFORMATION SERVICES	31,300	28,564	2,736	91%	9%	107%	-16%
105	TECHNOLOGY	135,000	93,531	41,469	69%	31%	72%	-3%
106	ADMINISTRATION	409,401	353,089	56,312	86%	14%	55%	31%
107	STAFF DEVELOPMENT	5,000	4,223	777	84%	16%	44%	40%
108	FACILITY REPAIR	123,148	67,325	55,823	55%	45%	60%	-5%
109	POSTAGE, PRINTING, COPIES	7,842	4,370	3,472	56%	44%	85%	-30%
111	Golden Valley Pond*		157,742	-157,742				
	Total	2,752,466	2,378,744	373,722	86%	14%	74%	13%
	ARTS HIGH SCHOOL 200							
9200	SALARIES - ARTS HIGH SCHOOL	2,320,509	2,291,808	28,701	99%	1%		
201	ADMISSIONS	42,000	37,658	4,342	90%	10%	105%	-15%
202	COUNSELING	6,000	1,656	4,344	28%	72%	71%	-44%
204	POSTAGE, PRINTING, COPIES-B	23,000	18,911	4,089	82%	18%	77%	5%
206	SPECIAL EDUCATION	40,000	40,000	0	100%	0%	100%	0%
401	DANCE	7,500	7,429	71	99%	1%	99%	0%
402	LITERARY ARTS	4,700	3,374	1,326	72%	28%	98%	-26%
403	MEDIA ARTS	13,500	12,993	507	96%	4%	91%	5%
404	THEATER	14,500	14,497	3	100%	0%	96%	4%
405	VISUAL ARTS	27,500	25,434	2,066	92%	8%	99%	-6%
406	COMMON EXPERIENCE	500	500	0	100%	0%	99%	1%
407	MUSIC	17,800	17,756	44	100%	0%	96%	3%
410	COMMUNICATIONS	3,700	3,548	152	96%	4%	93%	3%
411	MATHEMATICS	3,000	2,340	660	78%	22%	100%	-22%
412	SCIENCE	3,700	3,150	550	85%	15%	83%	2%
413	SOCIAL STUDIES	2,000	1,501	499	75%	25%	80%	-5%
414	WORLD LANGUAGES	2,000	1,709	291	85%	15%	99%	-13%
415	SUBSTITUTE TEACHERS	9,000	8,875	125	99%	1%	99%	-1%
416	FIELD TRIPS	0	0	0	0%	0%	99%	-99%
418	PROGRAM DEVELOPMENT	28,900	28,165	736	97%	3%	100%	-2%
419	STAFF DEVELOPMENT	10,100	9,492	608	94%	6%	94%	0%
420	POSTAGE, PRINTING, COPIES	25,700	21,448	4,252	83%	17%	100%	-17%
	Total	2,605,609	2,552,244	53,366	98%	2%	96%	2%
	PROFESSIONAL DEVELOPMENT INSTITUTE/RESEARCH, ASSESSMENT & CURRICULUM 500							
9500	SALARIES - OUTREACH PD/RACC	665,637	704,200	-38,563				
331	NATIONAL TRAINING	6,500	2,697	3,803	41%	59%	4%	38%
333	POSTAGE & COPIES	23,000	20,346	2,654	88%	12%	85%	4%
334	SPECIAL INITIATIVES	12,500	4,241	8,259	34%	66%	67%	-33%
335	STAFF DEVELOPMENT	8,000	2,497	5,503	31%	69%	79%	-48%
341	DANCE EDUCATION	10,000	9,449	551	94%	6%	94%	0%
342	THEATER EDUCATION	50,000	47,420	2,580	95%	5%	90%	5%
343	MEDIA ARTS EDUCATION	50,000	45,056	4,944	90%	10%	60%	30%
344	ARTS EDUCATION COURSES (FACS)	10,000	2,065	7,935	21%	79%	47%	-26%
345	MUSIC EDUCATION	12,500	5,799	6,701	46%	54%	77%	-30%
346	VISUAL ARTS EDUCATION	10,000	9,531	469	95%	5%	91%	4%
354	COLLABORATIONS/CONFERENCES	20,000	12,625	7,375	63%	37%	58%	5%
355	MULTICULTURAL INITIATIVE	12,500	12,460	40	100%	0%	69%	31%

Perpich Center for Arts Education
General Fund Expense Accounts
FY2004 Budget vs. FY2003 Actual (see note 1)
FY 2004 as of 6/30/2004

Orgn #	Name	FY04 Budget	FY04 Spent & Encumbered	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent	FY04 % Spent - FY03 % Spent (Variance)
360	PARTNER SCHOOLS	220,000	184,739	35,261	84%	16%	82%	2%
381	ASAP INITIATIVE	200,000	152,001	47,999	76%	24%	90%	-14%
365	CAPP	83,000	64,758	18,242	78%	22%	93%	-15%
370	SUMMER INSTITUTE	52,230	50,518	1,712	97%	3%	59%	38%
381	PRINT PROJECTS	12,500	5,533	6,967	44%	56%	41%	3%
501	TRAVEL	4,000	4,087	-87	102%	-2%	80%	22%
502	STAFF DEVELOPMENT	5,000	2,546	2,454	51%	49%	55%	-4%
503	POSTAGE, PRINTING, COPIES	5,000	4,367	633	87%	13%	62%	25%
504	BEST PRACTICE NETWORK	99,307	66,493	32,814	67%	33%	95%	-28%
505	RESEARCH GRANTS	7,200	75	7,125	1%	99%	20%	-19%
	Total	1,578,874	1,413,504	165,370	90%	10%	81%	8%
	LEARNING RESOURCE CENTER 400							
9400	SALARIES -LRN RESOURCE CNTR	151,359	158,281	-6,922	105%	-5%		
408	LEARNING RESOURCE CENTER	10,645	10,516	129	99%	1%	96%	3%
	Total	162,004	168,798	-6,794	104%	-4%	96%	8%
	RESIDENTIAL SERVICES 300							
9300	SALARIES - RESIDENTIAL SRVCS	442,721	444,614	-1,893	100%	0%		
203	DORMITORY	18,000	16,527	1,473	92%	8%	95%	-4%
207	STAFF DEVELOPMENT - DORM	3,000	2,715	285	90%	10%	0%	90%
	Total	463,721	463,856	-135	100%	0%	84%	16%
	Grand Total	7,562,674	6,977,146	585,528	92%	8%	89%	3%
			6,977,146					
			0					

* 73% will be refunded by the City of Golden Valley upon completion of the Pond Project. (approx. \$115,000)

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. Transactions to transfer prior year administrative expenses to grants were made in Dec. 2004. The total amount transferred to grants is \$137,231.
3. 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 CFL 5000 org Arts Best Practice Network; CFL 5001 (un-named), or PASS 0363.

	FY04 Budget	FY04 Spent	FY04 \$ Remaining	FY 04 % Spent	FY 04 % Remaining	FY03 % Spent
Total of All Payroll Costs	4,891,851	4,834,472	57,379	99%	1%	93%

I 14

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

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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

ACE Dance Instructor Positions: Kenna Cottman (\$8500)
Biographies attached Judith Howard (\$7500)
 Christopher Yaeger (\$8500)

Process:

An RFP (including job description, program overview, job qualifications and application form) was distributed beginning April 12, 2004.

Electronic Distribution:

An electronic announcement was posted to the Dance Educators Coalition's listserv, an email list of 61 dance instructors who have experience teaching in educational settings. The RFP was posted twice before the application deadline. An electronic announcement was also posted to the Minneapolis Fine Arts listserv.

Print Distribution:

The announcement appeared in Dance/Theater Briefings (Volume 8, Number 1, April 2004), which was sent to 785 addresses throughout the state.

Job Boards:

The RFP was posted on job boards at Hennepin Center for the Arts in downtown Minneapolis and the Center for Performing Arts in south Minneapolis.

Selection Criteria:

Applicant selection based on the following criteria:

- (1) The applicant demonstrates professional experience and technical proficiency in multiple dance genres; (25%)
- (2) The applicant demonstrates evidence of successful coaching and training for adult learners; (25%)
- (3) The applicant has K-12 teaching experience as an artist-in-residence, staff member or combination, and demonstrates familiarity with standards-based dance curriculum models; (25%)
- (4) The applicant shows evidence of successful collaborative planning for workshops and programs; (10%)
- (5) The applicant has the ability to communicate effectively with a broad range of people including educators, artists, administrators and support staff; (10%)
- (6) The applicant is knowledgeable about dance education resources in Minnesota. (5%)

Hiring Process

The application deadline was extended to May 22, 2004 to accommodate late notices and electronic difficulties. The RFP & hiring process for the ACE Dance Instructor position reflects the following considerations:

- 1) Recommendation to rehire previous instructors by evaluator Tim Sheldon of the Center for Applied Research in Education (University of Minnesota). Recommendation was published in *ACE~Dance 01-03 Program Evaluation* provided to PCAE and published electronically on UM/CAREI web site;
- 2) Recommendation by PDR Director in June 03 staff meeting to hire at least one new instructor for the 04-06 ACE Dance Program;
- 3) Recommendation by ACE Design Team (winter 2004) to incorporate hip hop and/or contemporary jazz content in addition to modern and world dance components of ACE Dance

curriculum. Design Team members also provided email contacts and suggestions so as to specifically promote applications by dance educators from a range of genres.

Results: Fifteen people requested applications. Twelve completed applications were submitted and reviewed by staff, who conducted in-person and phone interviews with final candidates.

Biographies:

Kenna Cottman studied at the Children's Theatre Company and performed with the North High Dance Company and Maria, Colleen, and Kids (now Young Dance). While earning a B.S. in Elementary Education at the University of Minnesota, she also studied African dance and spent a month in Ghana. Kenna has been a classroom teacher in the Minneapolis Public Schools and currently teaches Social Arts - an original idea for which she created structure, scope and sequence - at Harvest Preparatory School. In the summer of 2003, she was awarded a Community Arts grant from the Metropolitan Regional Arts Council to curate the Black Choreographers' Evening at Intermedia Arts. Kenna has recently joined Ananja Chatterjee's Women in Motion project and is also a member of Hayor Bibimma, a West African dance company. With Leah Nelson and Nubia she is creating a hip-hop curriculum for use in schools and dance centers. She teaches tap, hip-hop and modern dance at Hollywood Studio of Dance, and hip-hop at Zenon Dance School.

Judith Howard is a leading choreographer, dancer and dance educator. Contractor provided high quality professional services as an instructor for the 01-03 ACE Dance Program, and completed all assigned work in a timely manner. She was co-founder and artistic director of the Flying Sisters Theatre with Cynthia Stevens from 1995 to 2000. She is a member of Laurie Van Wieren and the B-Specifics and dances in the works of other choreographers as well. Contractor received her B.A. in Dance from the University of Maryland. She is currently on the Dance/Theater faculty of Macalester College and has taught at the University of Minnesota and Hamline University as well. She has conducted numerous dance residencies and workshops in public schools and private studios in Minnesota and has developed movement curriculum for the Science Museum. Howard is the recipient of several Jerome Foundation Dancer Pool Grants, a McKnight Choreographic Fellowship and five Minnesota Arts eXperience (MAX) grants. She is a member of the Minnesota Dance Alliance, the Dance Educators Coalition and the National Dance Education Organization.

Christopher Yeager has worked as an artist in education through school residency programs by the Minnesota State Arts Board since 1994 and through Young Audiences since 1986. He has presented workshops in over 70 schools across Minnesota as well as in Europe. As a leading dancer with the Ethnic Dance Theater, he brings over twenty years of research and training in worldwide dance into his performing and teaching work. Yeager provided high quality professional services as an instructor for the 01-03 ACE Dance Program, and completed all assigned work in a timely manner.

MEMORANDUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group
Dave Beaman
Visual & Media Arts Education Specialist

Subject: Professional Development & Research Group
Grant Request Summary

Applicant(s): Arts Courses for Educators (ACE), Media Arts Program
Schools, 2003-2005 (year 2)

cc: Pam Paulson
Deputy Director

Program Description

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

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

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

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

The purpose of the grants is to enable schools to pay substitute teacher fees for teachers from selected schools while they attend professional development workshops during the school year and reimbursement for travel, meals and lodging for those teachers traveling to the workshops from outside the metro Twin Cities area. The grants will also cover substitute teacher costs for up to five days per teacher team, for on-site training by ACE~Media Arts Instructors.

These teacher teams will be engaged in second of two years of intensive training in the 2004-2005 school year. All teams have submitted a satisfactory first year final report and wish to continue with the second year of the program.

We recommend that the Board approve the following requested amounts for the ACE~Media Arts Program:

<u>Cong. Dist.</u>	<u>School</u>	<u># of Teachers on Team</u>	<u>Proposed Funding FY 05</u>
#1	Studio Academy (Rochester)	4	\$ 5395.00
#2	Lakeville High School	4	\$ 3830.00
#3	Hopkins Public Schools	5	\$ 5350.00
#4	Washington Tech Magnet (St. Paul)	3	\$ 3150.00
#7	Browns Valley Public	4	\$ 4800.00
#8	Princeton Middle School	4	\$ 3855.00
TOTAL AMOUNT REQUESTED			\$ 26,380.00

MEMORANDUM

TO: David Flannery
Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: July 31, 2004

SUBJECT: Grant Request Summary

APPLICANTS: **FY05 Grant Recipients of**
Minnesota Arts & Schools As Partners (ASAP) and
Partners: Arts and Schools for Students (PASS)

- 2nd and 3rd year renewal sites (17 grants @ \$5500 each)
- 4th year extension renewal sites (5 grants @ \$6000 each)

cc: Pam Paulson

Program Description

Minnesota ASAP supports partnerships between schools, community arts organizations and artists to help all students reach their full learning potential.

ASAP provides professional development grants to teams of at least two teachers and at least one community arts organization or artist. Teams serve students in public elementary or secondary schools (K-12) throughout Minnesota.

The Minnesota Arts and Schools as Partners (ASAP) program began in FY01 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.

- **ASAP 2nd and 3rd year Renewal programs** receive \$5,500 grants and ongoing professional development opportunities through workshops and one-on-one assistance.
- **ASAP and PASS 4th year Extension renewal programs** receive \$6000 grants and ongoing professional development opportunities. The additional \$500 (\$5500 base

grant plus \$500) is for dissemination and documentation to allow teams to provide modeling leadership for other ASAP teams.

Perpich center staff and peer coaches will provide assistance for these teams in the following ways:

- Helping team members clarify their roles and goals,
- Deepening the impact of teaching practice on student learning that results from the partnership,
- Identifying learning goals that meet the needs of all involved students.
- Encouraging authentic assessment of student work and teaching practice, and basing continued planning on those assessments,
- Deepening the connections to arts and non arts curricular goals, and
- Encouraging creative exploration

Application and Review Process for 2nd and 3rd year renewal sites
(17 grants @ \$5500 each)

Between PASS and ASAP, 31 partnerships received funding in FY04. Of these partnerships 13 completed their 3rd year and cycled out of the program and 18 partnerships were eligible to submit 2nd and 3rd year renewal grant applications for continued funding while 17 reapplied.

The 18 sites eligible for 2nd and 3rd year renewal grants were sent final report forms and renewal grant application materials in March 2004, with applications and final reports due June 2004. Staff reviewed final reports and applications for completeness, and forwarded the applications to a review panel

Panelists participating in the review process included:

Virginia McFerran, PCAE Adjunct Theater Coordinator
Nadya Reubenova, Arts Consultant

Staff facilitating the panel discussion and contributing factual information related to the criteria listed above was Barbara Cox, Partnering Resources Coordinator.

Panelists met on July 7, 2004, to review 2nd and 3rd year grant renewal applications according to these 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.

All 17 applicants were recommended for 2nd and 3rd year renewal grants as itemized below.

Budget

We recommend that the Board approve the following requested amounts for 2nd and 3rd year renewing teams in FY05:

ASAP Year 3 Renewing Grants

Minneapolis Public Schools Bancroft Elementary (In partnership with Stages Theater) **\$5,500**

As a result of this partnership, students in 4th grade will grow to understand what makes a good story, how stories can be told in a variety of ways and how different kinds of stories define their individual lives and the world around them. 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

Minneapolis Public Schools Clara Barton Open (In partnership with Usry Alleyne, Community Artist) **\$5,500**

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

Minneapolis Public Schools Lake Harriet Community School**\$5,500**

(In partnership with Red Eye Collaboration)

By working with the artists, 3rd grade students will work in ensemble to create original theater and develop storytelling skills that will augment their verbal and written competence. 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, Fergus Falls**\$5,500**

(In partnership with Cleveland Elementary, Fergus Falls)

This partnership develops students' skill and knowledge in theater, music, and dance through professional artist residencies and attendance at productions that feature these art forms at A Center for the Arts. 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, Big Fork**\$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

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. Students will understand the significant contributions of individuals on events that shaped our country through the study of research, biographical writing, visual art and theater. 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, Minneapolis – Brooklyn Center**\$5,500**

(In partnership with Odyssey Charter School, Brooklyn Center)

Drawing on technical skills, scientific knowledge and historical information acquired over the past 2 years, students will 1. employ drawing and carving techniques to create a tile relief and 2. Learn to evaluate and interpret works of art. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District

Cong District 5

Independent School District 129/Ramsey Elementary, Montevideo**\$5,500**

(In partnership with artist Florence Dacy)

Through this partnership using a series of integrated writing experiences, 3rd, 4th and 5th grade students will understand how a healthy community depends on respect for and pride for diversity. The partnership 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

**ASAP Year 2 Renewing Grants
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 19A

School Cong District 6

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—develop skills and strategies to use in peaceful conflict resolution. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District

Cong District

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.

School Leg District School Cong District 4

Saint Paul Public Schools/Crossroads Elementary School

\$5,500

(In partnership with University of Minnesota Human Rights Center and Chinese American Association of Minnesota Dance)

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 populations. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 65A or 65B

Cong District 4

Jungle Theater , Minneapolis

\$5,500

(In partnership with Minneapolis Public Schools/Whittier Community School for the Arts)

Through performance, related literary activities, and curricular integration, students will understand that they themselves have a unique and valuable place in history. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District

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 projects intended to foster literacy, technology, and attendance goals as well as 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

School Cong District

Stages Theater Company, Hopkins - Mankato

\$5,500

(In partnership with Mankato East Junior High School)

This partnership will incorporate playwriting activities into the seventh grade English curriculum to provide students with a clear understanding of character development. 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.

School Leg District

School Cong District 1

Paramount Arts District, St. Cloud

\$5,500

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

Working with the artists to create and perform individual monologs, 6th grade students will demonstrate an ability to understand a different point of view. This will be developed across the curriculum, including the study of history and world cultures. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District 16A School Cong District 6

Application and Review Process for 4th year extension renewal sites
(5 grants @ \$6000 each)

17 former ASAP/PASS partnerships that cycled out of the program at the end of FY03 or FY04 were invited to apply for a 4th year extension renewal grant of \$6000. Eligible sites were sent application materials in March 2004, with applications due June 2004. Of the 17 eligible partnerships, 10 chose to reapply while funds were available for up to 6 grants. Staff reviewed applicants final reports from their last year of participation in the program and reviewed extension grant applications for completeness, and forwarded the applications to a review panel.

Panelists participating in the review process included:

Virginia McFerran, PCAE Adjunct Theater Coordinator
 Miriam Must, Theater Artist and Arts Consultant
 Nadya Reubenova, Arts Consultant

Staff facilitating the panel discussion and contributing factual information related to the criteria listed below was Barbara Cox, Partnering Resources Coordinator.

Panelists met on July 8, 2004, and reviewed 4th Year Extension renewal grant 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.
6. As a team, develop a plan to sustain, disseminate, and model the collaboration and student work resulting from the partnership
7. Extend the partnership (for example: move toward whole school, dovetail other initiatives, create a small learning community, etc.)
8. Model collaborative planning and implementation of collaborative teaching for other sites

Five applicants were recommended for 4th year Extension renewal grants as itemized below.

Extension Recommended Grants

El Colegio Charter School, Minneapolis

\$6,000

(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. Dissemination includes community showing of student work and creating a documentary video to share with educators.

School Leg District 62B
School Cong District 5

PCTV Leg District 61A
PCTV Cong District 5

St. Paul Public Schools/Central High School Team #1

\$6,000

(In partnership with Park Square Theatre, Margolis Brown Dance Theatre, and the Minnesota Opera)

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. Dissemination includes crafting assessment and staff development experiences, comparing the effect of arts experiences on student learning with traditional curriculum methods, and mentoring a newer ASAP site.

School Leg District 65A School Cong District 4

Galumph Interactive Theater

\$6,000

(In partnership with Minneapolis Public Schools/Washburn High School)

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. Dissemination includes offering specialized artist and teacher trainings, creating a DVD and website describing the project, and building connections between other district schools with special education programs.

Galumph Leg District 61B

School Leg District 63A

Galumph Cong District 5

School Cong District 5

Parkers Prairie Public Schools

\$6,000

(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. Dissemination includes outreach exhibits to public school and college students.

School Leg District 10A

Alex Tech Leg District 10A

School Cong District

Alex Tech Cong District

Minneapolis Public Schools/North Community High School

\$6,000

(In partnership with artists Amy Sands 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. Dissemination includes creating a presentation workshop for educators, producing an audio documentary for radio broadcast, and producing and displaying banners in the community.

Leg District 58B

Cong District 5

MEMORANDUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group

Barbara Hackett Cox
Partnering Resources Coordinator

Re: Clarification of Contracts for PEER Coach Consultant

CC: Pam Paulson
Deputy Executive Director

Minnesota ASAP provides professional development grants to support partnerships between schools, community arts organizations and artists to help all students reach their full learning potential. Teams serve students in public elementary or secondary schools (K-12) anywhere in Minnesota. Program staff and Peer Coaches provide ongoing professional development for 22 ASAP teams.

The Perpich Center published an informal Request for Applications on the MMD website seeking individuals to work with Perpich Center staff to plan, develop, and lead major aspects of the Minnesota Arts and Schools as Partners program (ASAP).

The full Request for Applications was sent to a broad list of contacts involved in Perpich Center statewide programs; the Minneapolis Public Schools' Arts for Academic Achievement and Artful Teaching and Learning List Serve; Intermedia Arts List Serve; Saint Paul Public Schools Arts Coordinator; and Email distribution to the 11 Regional Arts Councils. 15 applications were received, and a selection team interviewed 14 applicants and identified eight contractors as having the desired qualifications based on the required criteria listed below.

All proposals received by the deadline were evaluated by representatives of the Perpich Center and Minneapolis Public Schools and 14 applicants were chosen for personal interviews. Based on those interviews we recommend the following individuals be awarded contracts for the coming year.

Three contractors were brought before the board for approval:

Person	Contract amount
Lisa Maren Thompson	\$18,000.00
Jane Oxtan	\$17,000.00
Nadya Reubenova	\$22,000.00

Five additional contracts under \$15,000.00 were also recommended by the Selection committee as a result of the Request for Applications process:

Person	Contract amount
Rebecca Barniskis	\$14,800.00
Steve Busa	\$13,300.00
Mary Hark	\$13,300.00
Stan Kusunoki	\$13,300.00
Lynda Monick Isenberg	\$6,800.00

Selection Team

Michael Hiatt, Director, PDR, PCAE

Barbara Cox, Partnering Resources Coordinator, PCAE

Mary Jo Thompson, TOSA, Minneapolis Public Schools

CRITERIA

All applicants should be able to demonstrate:

Qualifications and Experience (65% of review total)

- Effectiveness in working in a leadership role with more than one of these programs: ASAP, PASS, Artful Teaching and Learning: Student Achievement through the Arts, Arts for Academic Achievement, Minnesota Arts Education Network initiatives.
- Demonstrated understanding of curriculum and instruction design, implementation and assessment using the ASAP planning backwards framework, and the Tuning, Descriptive Review, and Collaborative Assessment protocols.
- A high level of expertise with collaboration and partnering, specifically in an arts education setting
- Demonstrated understanding of the following planning models: Varieties of Arts Integration (VAI) and Models of Implementation drafts (Center for Applied Research and Educational Improvement); the Partnering Lens and Complex Change planning drafts (Arts and Schools as Partners).
- Expertise with facilitating group processes and using group methodologies

Expressed Understanding of Programs and Objectives (15% of review total)

- Able to work independently as well as with a team, assess situations, be self-motivated, and take initiative in assignments
- Clear understanding of the cultures of both educators and artists, and ability to articulate how these intersect
- Excellent interpersonal skills, demonstrated competence in working with diverse student and staff populations, independent artists and arts organizations, and experience acknowledging cultural assets and addressing special needs.
- Demonstrated passion for the emerging vision for education reform that this program embodies

Cost Effectiveness (10% of review total)

- Based on experience and qualifications

Working Style (10% of review total)

- A working style that is collegial, adaptable, and supportive
- Excellent oral and written communication skills
- Strong organizational skills

All proposals received by the deadline were evaluated by representatives of the Perpich Center and Minneapolis Public Schools and 14 applicants were chosen for personal interviews. Based on those interviews we recommend the following individuals be awarded contracts for the coming year.

Financial Planning

Overall Goal:

Secure sufficient funding to accomplish our mission.

Underlying Goal:

To provide stable and dependable funding sources consistent with our mission.

Assumptions:

1. Given the current financial and political condition of the state, PCAE cannot depend on the level of funding from the state that it has had in the past.
2. There are better ways to present what we do and what we need. We must clearly describe services, costs and benefits.
3. There are other revenue sources that can be tapped or extended to support PCAE work.

Components for a Strategic Financial Plan

Revenue Alternatives

1. **THE PCAE FOUNDATION** – An annual fund, an annual fundraiser and special capital projects.

5% Goal
5 years

2. **BETTER RELATIONSHSHIP WITH AND SUPPORT FROM PRIVATE, CORPORATE AND FAMILY FOUNDATIONS**

- Minneapolis
- Annenberg
- General Mills
- Gates
- McKnight

5% Goal
5 years

3. **EARNED INCOME**

- a. Fees
- b. Products
- c. Rentals
- d. Service Contracts
- e. Others

5% Goal
10 years

Formulas

1. **PER PUPIL EXPENITURE FORMULAS: SERVICE, COSTS, BENEFITS**
2. **PDR FORMULAS: SERVICE, COSTS, BENEFITS**
3. **NEW INITIATIVES:**
 - a) Summer School
 - b) Mentorship
 - c) Other

STUDENT COST

State Average Cost per Student:	\$9,000
Art and Arts-Infused Program:	\$1,500
Small School:	\$500
Services and Student Support:	\$500
Admissions Process (Relationships):	\$500
Total	\$12,000

\$3,600,000

\$180,000 5%

Residential Costs - Separate?

Personnel Committee

August 12, 2004

Executive Director Search Record from Previous Search

Content:

1. Current Executive Director Position Description
2. Search Process Steps from July 13, 2002
3. Personnel Committee Note from June 13, 2000
4. DHR Position Specification for the Executive Director, November 5, 2002
5. Recommendations from SRSEA Faculty, October 26, 2002
6. SRSEA Recruitment Talking Points, October 17, 2002
7. Compensation Information from DOER for the Executive Director
8. Interviewing Process for Finalists Candidates
9. Candidate Sample Questions

State of Minnesota		Employee's Name:	
POSITION DESCRIPTION A			
AGENCY/DIVISION		ACTIVITY	
Perpich Center for Arts Education			
CLASSIFICATION TITLE Executive Director	WORKING TITLE (if different)	POSITION CONTROL # 199130	
PREPARED BY	PREVIOUS INCUMBENT	APPRAISAL PERIOD	
EMPLOYEE'S SIGNATURE (This position description accurately reflects my current job.)	DATE	SUPERVISOR'S SIGNATURE (This position description reflects the employee's current job.)	DATE
POSITION PURPOSE Provide leadership, direction and management for the Perpich Center for Arts Education. The center is an independent state agency charged with the education of artistically talented high school students, demonstrating and disseminating contemporary education reforms and innovations and the enhancement of arts education opportunities for children in grades K-12 statewide.			
RESPONSIBILITY Reports To: Perpich Center for Arts Education Board of Directors appointed by the Governor and confirmed by the State Senate. Supervises: Deputy Director, Director of Arts High School, Director of Professional Development and Research Group, Senior Librarian of PCAE Library, and Executive Administrative Assistant			
DIMENSIONS Budget: Clientele: Governor, legislature, state agencies, school districts, arts education and organizations, Arts High School parents and students, higher education institutions, and communities.			

POSITION DESCRIPTION		EMPLOYEE'S NAME	POSITION CONTROL #
B		David Flannery	
Resp. #	PRINCIPAL RESPONSIBILITIES, TASK AND PERFORMANCE INDICATORS:		
Priority:	I. Provide leadership in determining the future direction and agenda for the Perpich Center for Arts Education.		
A	TASKS:		
% of Time:	1. Project and predict future needs and growth and change areas based on contemporary research, information and political and economic trends. In this process, maintain key working relationships with people in appropriate leadership positions in all sectors impacting the business of the Center.		
20%			
Disc.	2. Assign development tasks to appropriate staff individuals and seek outside consultant services to form recommendations for growth and/or change.		
	3. Maintain close-working relationships with the Governor and his/her key staff and members of the education committees of the House and Senate so that future change and growth needs of the Center are heard considered and have an impact.		
Resp. #	II. Exercise leadership in the general education and arts education communities and designing implementation and dissemination strategies for the innovations and reforms developed by the Center.		
Priority:			
A	TASKS:		
% of Time:	1. Guide the development of innovation and reform to ensure that it addresses key issues.		
20%	2. Guide the development and design of dissemination activities so that it is effective with teachers and administrators in school districts.		
Disc.	3. Represent the Center before diverse education-interested audiences in order to disseminate reforms and innovations.		
Resp. #	III. Manage and direct the staff, as the appointing authority's designee, within the State of Minnesota framework.		
Priority:	TASKS:		
A	1. Select qualified directors to meet the needs of the Center.		
% of Time:	2. Assign staff to forward the agenda and needs of the Center.		
20%	3. Review staff needs on an annual basis to determine whether program needs are being met. Adjust staff assignments as necessary.		
Disc.	4. Evaluate staff in accordance with appropriate labor contracts.		
	5. Design and implement an agency staff development program.		
	6. Oversee the Health and Wellness Committee.		
	7. Participate in contract negotiations at the invitation of the Department of Employee Relations (DOER).		
	8. Lead the development and implementation of Meet and Confer Committees as specified in collective bargaining agreements.		
	9. Provide leadership in maintaining the productive working morale of all staff.		
	10. Working through the directors, approve all new staff.		
	11. Working through the directors and in accordance with all state laws and policies as well as all negotiated agreements, terminate employees if required.		

Position Description **B** continues...

POSITION DESCRIPTION		EMPLOYEE'S NAME	POSITION CONTROL #
B		David Flannery	
Resp. #	IV. Lead the development of the biennial budget process and monitor and adjust budgetary allocations as necessary.		
Priority: A	TASKS:		
% of Time: 10%	1. Analyze and assign budget priorities in line with the board's biennial program priorities.		
Disc.	2. Monitor, in cooperation with the Deputy Director, the implementation of budgetary assignments to measure cost effectiveness and productivity.		
	3. Adjust budgetary allocations as necessary to meet state budget reduction guidelines or to better address agenda items.		
	4. Work with the board to determine biennial program priorities and major goals.		
Resp. #	V. Manage the activities of the Board of Directors.		
Priority: A	TASKS:		
% of Time: 10%	1. Develop and propose policies, agenda items, and the biennial budget to the board for consideration.		
Disc.	2. Implement actions approved by the board within the confines of the Minnesota Statutes.		
	3. Represent the board within diverse public arenas.		
	4. Implement the bylaws of the Board of Directors.		
	5. Follow all board policies including the Executive Director Limitation Policy.		
Resp. #	VI. Direct the relationship between the Center and the State Legislature.		
Priority: A	TASKS:		
% of Time: 5%	1. Testify on behalf of the board as requested.		
Disc.	2. Work closely with the Deputy Director who maintains the ongoing relationships with state agency staff.		
	3. Confer with legislators to formulate agenda items.		
	4. Work with the board to prepare annual legislative agenda.		

POSITION DESCRIPTION	EMPLOYEE'S NAME	POSITION CONTROL #
C	David Flannery	
<p>NATURE & SCOPE (relationships; knowledge, skills and abilities; problem solving and creativity; and freedom to act.)</p> <p><u>RELATIONSHIPS:</u> The Executive Director provides leadership, direction, management control and coordination in matters of policy, personnel, budget, growth and change for the Perpich Center for Arts Education. The Executive Director must maintain close-working relationships with all members of the board, the Governor and his/her senior staff, members of the State Legislature, leaders in the education and arts communities, and clients directly served by the Center.</p> <p><u>KNOWLEDGE, SKILLS & ABILITIES:</u></p> <ol style="list-style-type: none"> 1. Thorough and continually updated knowledge of K-12 education issues and trends. 2. Thorough and continually updated knowledge and understanding of contemporary and historical arts forms. 3. Demonstrated working knowledge and ability in management and organizational development and change. 4. Knowledge of contemporary economics and their impact on education and arts development and trends. 5. Demonstrated ability to work with diverse individuals and to form working teams to accomplish goals and objectives quickly. <p><u>PROBLEM SOLVING:</u> The Executive Director must be able to quickly form solutions to a vast array of problems presented on a regular basis and ranging from rapid political swings to the wide variety of student and parent problems presented by a full-time boarding high school.</p> <p><u>FREEDOM TO ACT:</u> The Executive Director has considerable freedom to act. The board delegates the entire administration of the Perpich Center for Arts Education to the Executive Director so that he/she can have the flexibility to meet the wide-ranging problems, questions and issues presented on a daily basis. The Executive Director's authority is limited only by the stipulations spelled out in the board's Executive Limitation Policy.</p>		

July 13, 2002

Search Process Steps

1. Timeline

Identification of the new director by March 31 with a start date prior to July 1, 2002.

2. Position Description

3. Candidate Profile

4. Materials

Applications, center brochure, ads, announcements.

5. Mission and Strategic Issues

6. Search

Calls, internets ads, letters personal contacts, other advertizing.

7. Screening Candidates (really hard and interesting)

Criteria or matrix for a review, reference checks, site visits.

8. Community Involvement

Staff, directors, clients, students, arts organizations, professionals.

How to do this without losing control of the process requires careful thought.

9. Selection

Needs to be a public process. Questions and criteria needs to be prepared. A decision on paying to bring candidates in needs to be made in this phase and in screening.

10. Post Selection

This can involve contract negotiation, performance expectations and the review process as well as a broader entry plan.

Site Visits

Note: We can have a general or specific RFP but either should include a requirement for the search firm to provide a firm profile that includes recent searches, its distinguishing characteristic, price and hourly rate for additional service.

Personnel Committee

June 13, 2002

First Decisions

1. Timeline
2. Budget
3. Consultant Help
4. Assumption

The entire Board should be involved in the process and a part of the final decision.

Steps in the Process

1. Determine the strategic issues (5 years).
2. Clarify the Mission, if necessary
3. Identify the traits and experiences you want the candidates to have.
4. Establish a process that defines who and how constituents are involved.
5. Establish the search area.
6. Prepare the search documents (Position Description, Brochure, announcements, other) *we have*
7. Establish a screening process (Does it include site visits)
8. Define the media role and relationships.
9. Prepare an entry plan.
10. Decide on compensation, tenure and contract issues

Things that could be in Place

1. Board operating procedures and policies.
2. Clear, well defined relationship between the Board and the Executive Director.
3. An executive limitations policy *IN PLACE*
4. A performance review Process. *IN PLACE*



POSITION SPECIFICATION
Perpich Center for Arts Education
DRAFT: November 5, 2002

Title

Executive Director

Location

Minneapolis, MN

Organization

The Perpich Center for Arts Education is an independent state agency dedicated to "innovative public education centered in the arts." The primary goals of the Center are to educate and develop artistically talented high school students, to demonstrate and disseminate contemporary education best practices, and to spearhead innovations in and the enhancement of arts education opportunities for children in grades K-12 statewide.

A thirty-acre campus in Golden Valley, a suburb of Minneapolis, houses the Center's four main components:

1. The Arts High School is a tuition-free, public school for Minnesota students who qualify. The total school population consists of 310 students in grades 11 and 12, each student majoring in one of six areas: Music, Dance, Theater, Visual Arts, Media Arts, and Literary Arts. Academic courses are also an integral part of the Arts High School education.
2. The Professional Development Institute offers programs ranging from one-day workshops for beginners through multi-year partnerships with schools seeking systematic change through the arts. Minnesota's teachers, students, and artists participate in these programs.
3. The Research, Assessment and Curriculum Center division addresses the foundation questions, *What do we learn through the arts?* and *How do we know?* As the newest distinct component at the Perpich Center, this division focuses on research and policy, best practices to promote school effectiveness, and teacher and artist growth.
4. The Learning Resource Center provides an extensive arts-focused collection of free print and non-print resources for teachers, students, and artists throughout Minnesota.

The Center's 2002-03 operating budget is \$7.8 million, allocated by the State. Additional revenue is provided for programs and services by foundations and separate grants. With over 13 years of effective leadership, the Center works closely with the Governor, State Legislature, appropriate state and national agencies, school districts, other arts and arts education organizations, parents and students in the high school program, and higher education institutions

to improve k-12 education in Minnesota through a focus on the arts.

Position Charter

The Executive Director will provide leadership, direction and management for the Perpich Center for Arts Education, and will report to the Board of Directors appointed by the Governor and confirmed by the State Senate. The position will supervise the following direct reports: Director of School Programs; Director of Research, Assessment and Curriculum; Director of Professional Development Institute; Deputy Executive Director; and an Administrative Assistant.

Responsibilities

The Executive Director's responsibilities include the following:

Organizational Leadership, Budget & Strategy

The Executive Director will 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. The Executive Director will work in partnership with the Board in determining the future direction and agenda of the Center. The individual will also:

- Project and predict future needs and growth and change areas based on contemporary research as well as political and economic trends;
- Provide forward-thinking and engaging leadership, encouraging innovation and acceptance of diversity in all of the Center's programs and policies;
- Lead the biennial budget development process and monitor and adjust budgetary allocations as necessary;
- Assign tasks to appropriate individuals on staff and seek outside consultant services as needed in forming recommendations for growth and/or change;
- Manage and direct staff, as the appointing authority's designee, within the State of Minnesota framework;
- Recruit, hire and provide regular performance reviews for staff, and design and implement an Agency staff development program, seeking on-going improvement of the Center's administrative infrastructure; and
- Participate in contract negotiations at the invitation of the Department of Employee Relations.

Government Relations, Arts Education Advocacy and Policy Development

The Executive Director will manage the relationship between the Center and the State Legislature; hence, this individual will 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. Importantly, the Executive Director will

advocate on behalf of the Center to ensure the organizations revenue needs are met. The Executive Director will also:

- Testify on behalf of the Board as requested;
- Work closely with the Deputy Executive Director who maintains the ongoing informational relationships to formulate strategies for the implementation of Agency agenda items;
- Confer with legislators to formulate agenda items; and
- Confer with members of the Governor's staff to formulate key strategic issues and a legislative agenda.

The Executive Director will also 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. In addition, the Executive Director will be an active representative of the arts and arts advocacy among the general public. The Executive Director will also:

- Provide leadership in timely research, new policy innovation and reform to insure that key issues in public education and the arts are addressed;
- Provide guidance in the development and design of dissemination activities so that they are effective with teachers and administrators in schools, school districts and arts organizations; and
- Represent the Center before diverse education and arts audiences, state and national, in order to disseminate reforms and innovations.

Working with Board of Directors

This position will manage the activities of the Board of Directors and will have the following specific responsibilities:

- Work with the Board to develop a strategic vision for the future of the organization;
- Develop and propose policies, agenda items, and the biennial budget to the Board for consideration;
- Implement actions approved by the Board;
- Represent the Board within diverse public arenas;
- Implement the bylaws of the Board of Directors; and
- Assist the Board as it defines and assesses its role in relation to the role of the Executive Director.

Qualifications

The Executive Director will have an opportunity to further the influence and impact of arts education in the state. The ideal candidate will have strategic vision, knowledge of content, the ability to communicate with teachers, staff, and board members, and the ability to influence State education policy and funding. The ideal candidate will have at least ten years of successful and progressively responsible experience in arts and/or education management. The individual will

be creative, politically astute, pragmatic, flexible, and charismatic. This person will be well versed in current issues and trends in arts education and its advocacy, and will have a history of active involvement in this arena. This person may have experience working in a cultural or educational institution, and will have substantial experience working in or closely with governmental agencies. Specific qualities and attributes will include:

- A thorough and continually updated knowledge of K-12 education issues and trends;
- A thorough and continually updated knowledge and understanding of contemporary and historical arts forms;
- An expertise and ability in management and organizational development and change;
- A knowledge of contemporary, political, economics and social issues and their effect on education and arts development and trends;
- A demonstrated ability to work with diverse individuals and to form working teams to accomplish goals and objectives quickly;
- The ability to quickly develop approaches to a vast array of problems presented on a regular basis and ranging from rapid political swings to the wide variety of student and parent problems presented by a full-time boarding high school; and
- The ability to work constructively with bargaining organizations and within the State personnel system.

Contact

Please address all nominations and applications in confidence to:

James Abruzzo
Managing Director, Nonprofit Practice
% Michele Counter
DHR International
mcounter@dhrintl.net
703-631-0808

All applications and communications will be considered confidential.

To: Mr. Abruzzo
Re: Candidates for Executive Director at the Perpich Center for Arts Education
From: SRSEA Faculty
Date: October 26, 2002

This letter is from the SRSEA group of faculty at the Arts High School. We wanted to be as clear and concise as possible about the key issues we think important when considering candidates for the next executive director. These key issues are as follows: diversified applicant pool, experience, educational philosophy, leadership style, and ability to address the future.

DIVERSIFIED APPLICANT POOL

A long-standing goal has been for us to increase the diversity of our agency. The applicant pool for the executive director must reflect in every way the diverse culture that exists in Minnesota.

EXPERIENCE

We think significant, building level experience in a K-12 setting is a prerequisite. Whether anticipating and providing for the needs of individuals involved in Arts High School programs or those of individuals participating in education programs in schools and communities throughout the state, the new leader must be familiar with the needs of all stakeholders in public education and the unique dynamics that make educational institutions work effectively.

A sound background in public education, however, must be matched by an appreciation of and commitment to the value of arts in education and in life. The applicant must have demonstrated support of the arts in education in a variety of ways: a strong arts program in a school under his/her direction, a leadership role or sustained participation in an arts organization, other indicators of arts advocacy.

We believe a strong school background and a strong arts background are not mutually exclusive. There are a number of arts high schools and school based arts programs throughout the United States whose leadership pool we could draw upon.

EDUCATIONAL PHILOSOPHY

The candidate should be able to thoroughly outline his/her educational philosophy including an understanding of human development, role of parents and community in education, current pedagogical practice in public schools, multicultural and interdisciplinary curricular development, arts as a discipline and how arts can be integral to learning in all areas.

LEADERSHIP STYLE

We believe it is essential the next leader be able to empower and excite people to participate in the mission of the agency. This means the director is first able to observe and then able to help the agency articulate what it does best currently and also how all facets of the agency can better work together. A shared vision should be nurtured from the good work that already exists and also push us to work together in new and exciting ways that maximize our effectiveness.

The director must be able to lead while promoting authentic, participatory decision-making. While maintaining a sound working knowledge of the operations of all facets of the agency, the individual is able to delegate authority to a team and then support the work of that team in the face of opposition and questioning. He or she must create and nurture an atmosphere of trust built on honesty, openness, directness, and regard for the opinions of others. After considering input from a variety of sources and perspectives, the leader must be able to make tough decisions necessary for the health and growth of the agency.

ADDRESS THE FUTURE

LEGISLATURE: Because fiscal issues are key to the direction and development of our agency, the Center's relationship with the legislature and the executive branch of state government is very important. The leader must be to

move decision-makers by articulating a clear and compelling vision of the Center's mission and being an insightful, proactive and fearless champion of the Center's value in the State of Minnesota. While we believe experience working in the political realm would be ideal, it is perhaps not essential. If the candidate has high level experience in public education, he/she would be able to develop the understandings and relationships critical at the state legislature while creating a team of directors that would complement his/her strengths.

STATE-WIDE MISSION: The candidate must be able to anticipate, quickly assess and respond to contemporary issues in our state by envisioning, reenvisioning, and promoting a vital role for the agency. The director must have an ability to maximize resources within the agency while also seeking out and nurturing new relationships with arts and education organizations.

NATIONAL REPUTATION: An executive director with connections to the national network or arts education organizations could only bring benefit to the Center. However, we do not feel it is a prerequisite in order for a candidate to be considered. We feel the director must first work on understanding and developing the internal network, and then the statewide network. National recognition should be a natural outgrowth of the good work we are doing in our Center and in our state.

Thank you for your time and effort.

SRSEA RECRUITMENT TALKING POINTS

October 17, 2002

The SRSEA advocacy team thinks the key issues that need to be considered when hiring the next executive director are: **diversified applicant pool, experience, educational philosophy, leadership style, ability to address the future.**

DIVERSIFIED APPLICANT POOL

A long-standing goal has been for us to increase the diversity of our agency. The applicant pool for the executive director must reflect in every way the diverse culture that exists in Minnesota.

EXPERIENCE

Arts Background

vs

School Background

We believe a strong arts background and a strong school background are not mutually exclusive. There are a number of arts high schools and school based arts programs throughout the United States whose leadership pool we could draw upon. We think building level experience in a K-12 setting is a prerequisite, but that experience must be matched by an appreciation of and commitment to the value of arts in education and in life.

The applicant must have demonstrated their support of the arts in education in a variety of ways: a strong arts program in a school under their direction or a leadership role / sustained participation in an arts organization, other indicators of arts advocacy.

EDUCATIONAL PHILOSOPHY

The candidate should be able to thoroughly outline their educational philosophy including an understanding of human development, role of parents and community in education, current pedagogical practice in public schools, multicultural and interdisciplinary curricular development, arts as a discipline and how arts can be integral to learning in all areas.

LEADERSHIP STYLE

leader	vs	facilitator
visionary	vs	detailed

We believe it is essential the next leader be able to empower and excite people to participate in the mission of the agency. This means they are able to articulate a shared vision and promote authentic, participatory decision-making. While maintaining a sound working knowledge of the operations of all facets of the agency, they can delegate authority to a team and then support the work of their team in the face of opposition and questioning. They must create and nurture an atmosphere of trust built on honesty, openness, directness, and regard for the opinions of others. After considering input from a variety of sources and perspectives, they must be able to make tough decisions necessary for the health and growth of the agency.

ADDRESS THE FUTURE

LEGISLATURE: Because we believe fiscal issues are key to the direction and development of our agency, our relationship with the legislature and the executive branch of state government is very important. While we believe experience working in the political realm would be ideal, it is not necessarily essential. If the candidate has the skill base we think important in the aforementioned key areas, they would be able to develop the relationships and understandings critical at the state legislature.

STATE-WIDE MISSION: The candidate must be able to quickly assess and respond to the contemporary issues in our state by envisioning, reenvisioning, and promoting a vital role for the agency. They must have an ability to capitalize on resources within the agency while also seeking out and nurturing new relationships with arts and education organizations.

Information from Jill Pettis, Compensation Specialist from DOER, 651-297-5738

Compensation Package	Description
Salary	The Compensation Grid: 20-A The Compensation Range: 23 (\$70,491 – 101,038, 07/01/02 – 06/30/03)
Contract	The employee is on the commissioner's plan and has an "at will appointment". There is no contract.
Hiring Incentive	It is possible for the Center to offer an incentive up to \$5,000, which needs to be requested from DOER and can be paid after 6 months of employment.
Relocation	The Board can recommend relocation benefits up to \$12,500 of the incurred expenses. The Board may authorize payment of more than \$12,500 in individual situations.
Severance	Only available as an option after 3 years of employment. This is uncertain.
Retirement	Mandatory 4% of employee's salary is deducted from employee for this plan and the State match 4%.
Health Insurance	Employee plan paid by the state. Dependents, employee responsible for \$59.03/month. No limitation on number of dependents.
Dental Insurance	Employee plan paid by the state. Dependents, employee responsible for, depending on the plan selected, from \$25.91 to \$32.15/month. No limitation on number of dependents.
Basic Life & Death & Dismemberment Coverage	Based on salary, the state will provide coverage from \$15,000 up to \$75,000. Any premium paid by the State in excess of \$50,000 coverage is subject to a tax liability in accordance with IRS regulations. The employee may decline coverage in excess of \$50,000 by filing a waiver in accordance with Dept. of Finance procedures. Optional additional coverage is available for Life, Disability, Accidental & Dismemberment.
Auto Allowance	Non offered.

Interviewing Process for Executive Director Finalist Candidates

Outlined below is a process for finalists to meet with key Center groups and interview with the Board.

On February 12/13, the Personnel Committee will interview between five and seven executive director candidates. They will identify two or three finalists.

On February 21, the finalists will meet with three key constituent groups and three Agency Directors. Each meeting will be a maximum of 45 minutes and the candidates will rotate from group to group.

The groups will include:

1. Agency staff, parents, alumni and students.
2. The Arts High School including teachers, Student Services, and residential staff.
3. Members of arts and educational organizations, artists, and friends of the Center.

With the approval of the Board, the finalist may meet with the Directors' group.

Each group will be asked to:

1. Give each candidate a time to introduce him or herself.
2. Ask questions with an effort to ask each candidate the same basic questions (different questions are possible based on different or unique candidate experiences).
3. Provide some time for the candidate to ask questions and make a closing statement.
4. Provide a written report to the Board or an oral report if requested which speaks to how each candidate fits the Board's identified criteria which include:
 - a) Extensive experience with the legislative process;
 - b) Has great knowledge and experience with k-12 education;
 - c) Is actively engaged in the arts or has extensive arts experiences; and
 - d) Has significant fund raising experience and expertise.
5. Make a serious effort to avoid questions* that compromise the hiring process or are otherwise inappropriate.

Tentatively, the finalists would meet with the constituent groups in the a.m. and interview with the Personnel Committee in the afternoon. The Board would then either hear from the representatives of the constituent groups or break for dinner.

Following to during the dinner, the Personnel Committee will discuss the candidates and try to select a finalist for board consideration at its March meeting. Between February 21 the Board could have more references checked, make site visits or negotiate a contract with the finalist for action in March.

*A DOER handout will be reviewed with each group prior to the meetings. The handout covers some dos and don'ts in interviews.

**Sample Questions for Candidates
Executive Director
Perpich Center for Arts Education**

The following are sample questions that cover major issues related to the position of Executive Director. Please feel free to edit for each candidate, and to expand or add questions as appropriate.

1. Please provide us with a 10-minute sketch of your background and experience and could you point to some specific activities in your background that demonstrate your qualifications for this position?
2. Given its broad educational mission and state-wide scope, please describe your approach to balancing the Perpich Center's three major activities: the high school, outreach, and the learning resource center.
3. What do you see as the major challenges facing the Center, both in the near term and long term? If there are challenges that may effect how Perpich operates, how would you go about developing a vision for the Center
4. Can you tell us about your experience in K-12 education? How have you worked with professional educators and/or artists-in-residence to provide arts education to this age group?
5. Please describe the breadth and depth of your experience in the arts.
6. What is the role of the arts in preK-12 education? Are they for every student and can they impact other disciplines and experiences?
7. Can you tell us about your experience with the legislative process? Does it involve lobbying for arts or arts organizations?
8. Please describe your experience in fundraising, particularly non-government funding. Also, how would you describe your approach to fundraising?
9. What is your experience in strategic management of a business driven by mission-based objectives? Please describe your experience with strategic planning.
10. In what ways do the roles of the board and the executive differ, and how can they be complimentary?
11. How would you characterize your working style with a board of directors? With staff and educators?
12. What is your experience in building relationships with the greater community? What is your philosophy regarding how to engage the community in an arts center and in the arts in general? How would you propose that the center become more involved with local arts organizations and artists?
13. Can you tell us about what you consider some of your most innovative accomplishments?
14. What do you find attractive about this opportunity? What expectations do you have about the job?

PCAE Board Presentation

Program: Artist & Educator Institute

Date: August 11, 2004

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.

Program Description: (1-2 sentences)

The Artist & Educator Institute is a five-day conference retreat that provides space for participants to renew their artistic spirits and generate multi-dimensional responses to a key issue in arts education. The Institute is uniquely shaped each year by the expertise and resources of its individual participants who come together to create a community of shared inquiry and creative practice.

PDR Goals:

1. Help all Minnesota students meet the MN Academic Standards in the Arts.
2. Build and strengthen a network of people interested, knowledgeable and supportive of arts education for all Minnesota students.
3. Make PDR programs and opportunities more diverse and try to reach a more diverse population with those same programs.

Specific Program Objectives and Target Performance: (List up to three objectives that are action-oriented.)

1. Objective 1 Renewal

***outcome:** Participants replenish their passion for arts education; personal discoveries reverberate out into the arts education community.

- The Institute provides an opportunity to step outside one's usual role as artist, educator, administrator, or student.
- Participants come as learners, and as resources for each other.
- Participants surrender to a sense of deep play and creativity; the physical & mental self releases, stretches, reaches, rests.
- The Institute acknowledges the vital role of the body and the natural world in renewal.

Renewal at AEI – what does success look like?

Participants:

- feel renewed about their work in arts education
- discover new approaches to meeting challenges in their field
- feel more integrated in body/mind/spirit
- possess new enthusiasm for professional development in their field

****output:** see Attachments A, B,C

* outcome = effectiveness, results, i.e. teacher or student achievement

**output = efficiency, how much has been done, i.e. # of teachers, students, regions, etc.

2. Objective 2 Network

outcome: Ideas, resources, and support are transmitted from one participant to another.

- The Institute fosters bridge-building between artistic disciplines and across a range of geographic, ethnic, age, and professional backgrounds and differences.
- The Institute's open structure encourages the development of informal and organic connections between people; honest exchanges of resources, talents, and ideas regularly take place.
- Participants forge deeper personal connections over time; they find support for ongoing personal and professional transformation.

Network at AEI – what does success look like?

Participants:

- establish and/or renew specific collegial connections
- establish connections with each other that bridge varied geographic, ethnic, age, artistic, or professional backgrounds and differences
- engage in collaborative inquiry
- develop new projects
- find new resources that assist them in arts education

output: see Attachments A, B, C

3. Objective 3 Laboratory

outcome: Participants find artistic, psychic, practical spaces where they can make discoveries, take risks, and test and develop ideas, curriculum, or projects that extend beyond their week at AEI.

- The Institute honors the creative process, including the need to "get messy" by providing time as well as diverse resources and materials to participants for brainstorming and experimenting.
- Participants find space for collaboration; they carry out shared inquiry into essential questions through structured and unstructured conversations, projects, and activities.
- The Institute recognizes and values the creative tension that participants often experience when they are challenged to engage both their imaginative/chaotic and their intellectual/structured sides.

The Laboratory at AEI – what does success look like?

Participants:

- develop and/or test new projects
- develop and/or test new curricula
- gain expertise in or awareness of a new art form
- gain expertise in or awareness of a new aspect in arts education (for example, how to better work with an artist in the classroom)
- challenge an assumption about arts education

output: see Attachments A, B, C

Budget

Revenue: \$8,996

Expenditures: \$54,732

0370: \$38,388

0806: \$16,344

○ **Cost per participant (Expenditures – Revenue / Number of Participants)**

\$532 – includes conference registration, materials, supplies, lodging (5 nights) and meals (4.5 days)

Evaluation/Lessons Learned/Recommendations for Improvement:

Assessments:

1. Reflective Questionnaire: Introduce questionnaire-evaluation at beginning of Institute, use it to plant the seeds of renewal/network/lab ("These are our goals. What are yours?"). At the end of the week, ask what happened. Internal & external analysis of scores/comments. [COMPLETED]
2. Network Matrix Mapping: Small sample group (volunteers or AEI work exchange people) create map of their network before, during and after conference—up to six months later. [INCOMPLETE – LOW PARTICIPATION, GENERAL SENSE THAT THIS STRUCTURED DATA COLLECTION INTERFERED WITH ATTENDING SESSIONS DURING THE FIRST DAY ESPECIALLY.]
3. Mural: Create a "veteran's" wall for returning participants to write what happened for them over the course of the previous year as a result of AEI. Post public goals of AEI on the wall and have people put sticky dots under each goal they experience during conference (and add comments or drawings). [COMPLETED, ANALYSIS IN PROCESS]
4. Interviews: Use Roving Interviewers to interview participants during the Institute and act as "ears"; Design two or three open-ended prompts to use throughout the week. Roving interviewers turn in reports to AEI Coordinator, and may also offer to post comments or responses on the AEI Goals wall (with permission from interviewee). [COMPLETED]
5. Video and still image documentation: Edit 7 minute video for overall documentation of AEI experiences and dimensions; select up to 50 still images for PowerPoint display and image library. [COMPLETED]
6. Create video vignettes (portraits) of up to four different people and/or teams at AEI; get pre- and post-AEI footage to show the whole story of what happens, what comes out of AEI. [INITIAL FOOTAGE & INTERVIEWS COMPLETED]
7. Inviting Question Responses: (a) Book of Session notes [COMPLETED]; and (b) Re-state convening question during convergence session and ask people to reflect where they are at in response to it—videotape people's responses at convergence session. Transcribe all responses, analyze for content & trends; edit video to select 4-8 responses representing key trends. [RAW VIDEO & ORIGINAL PARTICIPANT NOTES ON FILE]
8. Followup: Triangulated study by external evaluator conducting interviews with representative random sample of AEI 2004 participants. [PENDING FUNDS AVAILABILITY]

Lessons Learned:

AEI is a unique program – the merger of Open Space Technology with art-making sessions provides multi-dimensional opportunities for teachers and artists to examine key issues in arts education from both global and personal perspectives. The interweaving of dialogic and participatory sessions has influenced arts programming at the Center as well as across the state and outside of Minnesota.

AEI affirms the Center's commitment to arts education across the state. The Institute has always been held in greater Minnesota, working in multiple-year partnerships with host sites to hone the capacities for smarter, stronger arts education in both the host region and the Center through in-depth partnership. Whenever possible, the Institute hires staff from within the host community.

AEI models an innovative learning community with arts at the core.

One of the Perpich Center's most responsive and innovative programs, the Artist & Educator Institute has evolved remarkably since its inception. Beginning in its 2nd year (1997), the discovery of Open Space Technology by Center staffers seeded the transition of AEI from an examination of arts learning to a community that modeled arts learning from the inside out. "The people who find the Institute to be great are those who want to be adult learners, examples to their students of someone still growing, still learning, still taking risks." (Bill Cleveland, Open Space Facilitator)

Renewal is a vital part of the professional development process of committed, creative professionals such as teachers, administrators and teaching artists. AEI redefines "renewal" not as simply a break or relief from the job, but as a rare opportunity for participants to restore and reconnect to a sense of their calling as artists & educators.

AEI both provides - and is itself - an ongoing laboratory.

ATTACHMENT A

Artist & Educator Institute 2004

Demographics and Profiles of Participants

Overall Number of Participants: 86

Report based on registered participants in attendance at AEI; also includes BSU faculty/staff/students who participated significantly in the conference.

• **Overall registration: 91 with 5 no-shows:**

1 fully paid registration (work conflict)

1 AHS teacher

1 AHS student (media assistant/student intern scholarship)

2 scholarship participants

Primary Occupation:

K-12 Teachers: 27

Higher Ed Faculty: 4

Teaching Artists: 17

Middle/High School Students: 9

Undergrad/Graduate Students: 4

Administrative/Staff: 20

Other: 6

(1 biologist, 1 social worker, 1 midwife, 1 arts-related business, 2 artists who did not list any teaching experience in registration form.)

Notes:

- Above breakdowns are based on primary wage-earning source, but AEI participants often identify themselves in multiple roles and jobs ("a high school teacher who also performs in community theater productions, will be theater artist-in-residence at Camp Cuyana in July"). Participants frequently comment that AEI supports the resonance between these different roles.
- Several Admin/Staff positions also include teaching artist duties. Derek Phillips, for example, is listed as PCAE staff, but also teaches in the schools as part of his job.

Congressional District Breakdowns (based on home addresses):

#1: 5 participants

#2: 3 "

#3: 4 "

#4: 8 "

#5: 28 "

#6: 14 "

#7: 18 "

#8: 6 "

Note:

Minneapolis/St Paul (42%)

Combined greater metro and outstate areas (58%)

Other demographic considerations:

- Diversity: Approximately 12 -13% participants of color (African-American, Carib-American, American Indian, Hispanic, or Pan-Asian).
- Age: Increased representation by students and younger artists/educators in addition to continued participation by highly experienced artists/educators/ administrators. Nine student interns participated including 5 middle school interns, 2 high school interns from Bemidji area, 1 current AHS students, and 1 AHS graduate '04. There were 3 returning AHS alumnae and 2 first-year faculty members of Arts High School attending for the first time.
- Returning Participants: 53 (attended at least one previous AEI during '96- '03)
- First Time Participants: 33

ATTACHMENT B (page 1)

AEI Reflection Questionnaire Summary Comments

By Becca Barniskis, Arts Consultant & Evaluator

Overview:

All the questionnaires were positive in tone; the people who filled them out obviously had a positive experience at AEI. In general, participants conveyed a sense of empowerment and renewal from being allowed to try their hand at art making (often in disciplines new to them). A wide range of participants wrote that what they valued most about AEI was the strong sense of community and freedom that allowed them to try new things and learn new ideas, and to test them out on each other and not feel foolish or unwelcome.

In terms of what kind of goals participants brought to AEI, most had the general goal of relaxing and re-charging (especially those who had attended before) and connecting with and learning from other artists and educators. A few of the respondents listed specific goals such as developing a curriculum unit or project idea. Many stated that they came to AEI with no goal other than to remain open to what might happen, but that they ended up exceeding their expectations. However, in almost all cases, they do not articulate clearly what it is that they have accomplished. This inarticulateness may be due to how fresh the experience is - it is hard to articulate complex and complicated experiences right away or during the process.

There are no obvious differences among the goals that artists, teachers, or administrators set for themselves, nor are there big differences among age or experience categories. Perhaps this is because AEI equalizes people's different backgrounds to a large extent; artists go to learn or teach, teachers go to make art, etc. This could also be due to participants' understanding of what to expect at AEI.

Score trends:

People tended to score themselves high in Renewal and Networking. I think this means that the goals as stated for those principles more accurately reflect what happens at AEI.

Renewal – high scores:

- I feel renewed about my work in arts education.
- I possess new enthusiasm for professional development in my field.
- I feel more relaxed and integrated in my mind and body.

Renewal – medium score:

- I discovered new approaches to meeting challenges in my field.

Network – high scores:

- I established and/or renewed specific collegial connections.
- I established connections with others that bridge varied geographic, ethnic, age, artistic, or professional backgrounds.
- I engaged in collaborative inquiry.
- I found new ideas and resources that could help me in my work.

The Laboratory scores were uneven, with some statements ranked highly congruent with peoples' experiences, and others, lower or inconsistent.

Laboratory - high scores:

- I developed and/or tested a new project.
- I gained expertise in or awareness of a new art form.
- I gained expertise in or awareness of an aspect of arts education (for example, how to better work with an artist in the classroom, how to help students take risks, creative ways to find funding, etc).

Laboratory -- lower/and/or inconsistent scores:

- I challenged an assumption I held about myself.
- I challenged an assumption I held about arts education.
- I developed and/or tested new curricula.

Because the Lab may generate curriculum or arts education projects yet to occur in the upcoming year, a more accurate assessment of the Lab probably occurs over time in the year following the Institute.

When I compared new to returning participants' scores in each category, there was not a big difference in how they responded. The highest scores for both groups were in Networking, followed by Renewal.

Specific Notes

Artists (highest scores in Networking, lowest in Lab):

- Most wrote that they met their stated goals, (connecting to new people or getting a chance to explore their own or another discipline or examine current projects) and also achieved goals that they said they didn't even know that they had. For instance, one artist came away with an idea for a project in a whole new art form.
- They were open to setting new goals for themselves based on what came up at AEI.
- One artist reflected extensively on how each year AEI leads to collaborations and connections for her that carry on into the year
- They wrote about a sense of fun and freedom to explore other art forms (one reason why they come)
- Artists who were new to AEI were struck by the openness and freedom of AEI format and how it engendered openness among participants.

Arts Administrators (highest scores in Renewal, lowest in Lab):

- They stated goals of gaining support from others in the field and to network to find out what people are thinking about in the field of arts education.
- One person was inspired to continue her degree work and thesis in arts education; another found a model to help her meet one of her strategic plan goals.

Educators (tied high scores in Renewal & Networking, lowest in Lab):

- In general, they came with a set of clear goals (practicing their art form, meeting new colleagues to gain new knowledge, pursuing a project in-depth) but like other

participants, they said that they came away from AEI having accomplished much more than they originally set out to do.

- They really value the opportunity to connect with other teachers and artists in the field of arts education. It renews their enthusiasm and sparks their imagination.

Students:

- sense of openness to the unexpected
- exciting to meet new people and make art
- space and opportunity to try new things

Staff:

- They conveyed the sense that AEI is working the way it is intended: people come to renew and connect to new people and learn and experience art making in different disciplines.
- AEI builds trust among participants and ends that sense of isolation in which teachers and artists often find themselves.

ATTACHMENT C

The Artist & Educator Institute is a collection of living stories – past, present and future. Below are some of those stories – look for the intertwined themes of renewal, laboratory, network & community.

We met so many wonderful people from all across the state, and in fact, we met the very people we were trying to hook up with for some possible residencies in northern Minnesota. AEI helped us bring our WITNESS School Program to 9 different schools in northern Minnesota last year. It was a great metro/urban collaboration – and especially delightful to have the Bemidji State Choir working with VocalEssence performers from the Twin Cities.

Faith Rynders & Kelly Brouwer, VocalEssence (AEI 2003-04)

AEI is a must for anyone in the arts education field. If you want to revitalize and recharge, this is where it is done in Minnesota. Whether an artist, educator, or both, you will come away with so much...Do it for you and your students, and have fun doing it!

Dave Guenther, Visual Arts Specialist (8-12), Pequot Lakes (AEI 1996-97, 2004)

My curriculum, partly as a result of AEI, is ever changing. First off, a very tangible aspect is that without AEI in Winona, I would not have had the personal contact and the hard copy info to bring the Rolling Plains Art Gallery to Upsala. I went to the Lions' Club for money, and got it. The artist in residence for two days was excellent, and at least 300 students toured the gallery, and all the elementary homerooms also had tours and discussion sessions with Pam Jacobson. The students in most of my art classes created mandalas based on the artist who had a piece in the show.

Secondly, AEI revived the medium of batik for me, my high school classes particularly. The summer experience with artists and educators inspired me to follow that year with a unit on batik. This also occurred with the medium fibers; namely basketry this past year. The second year at AEI, where I also took as graduate credit, fostered art history into various mediums. The feedback, some of it relative to Grad Standards and Profile requirements at the time, confirmed and enhanced the direction I presented to students.

Following the "art car" experience at AEI, I salvaged vintage oak chairs and the students were grouped to make "Art Chairs." Each group of students chose a well-known artist and one of the artist's works, or a detail of that chosen work to be painted on their chairs. These chairs included artist statements and were exhibited at the local bank where a silent auction raised money for our Permanent Art Collection framing, matting, and bronze plate costs.

Weaving art history (artists and their work) into students' expression in the form of self-portraiture has become a staple each year. Furthermore, since AEI, almost all studio assignments require an accompanying artist statement. This has enhanced any display of student art for viewers, students and staff alike.

AEI also prompted me to follow up with staff development opportunities; I applied for an ArtsConnectEd training position. As a result of that training & experience, my curriculum includes ArtsConnectEd.org to a great degree.

Lynda Tarbuck, K-12 Art Specialist, Upsala Schools (AEI 1999 – 2004)

There are more happy accidents in the AEI process—you don't take on a goal straight on, but come at it from several angles and the solution ambushes you!

Dave Robinson, Teacher, Buffalo Arts Magnet High School (AEI 2002, 2004)

Last year, I spent a lot of the time in the print studio learning how to do lithography. Though I've seen lithos on exhibit, I honestly had no sense of what the process truly entailed. Working in the BSU print studio with Jauneth, I learned the technique and had a chance to study – up close – a series of lithos by Gendred Jensen and other lithographers. Working from one of my own photographs, I was able to produce a test series of litho prints. I felt thoroughly respected as artist, and also given the space to work in beginner's mind.

What happened for me at AEI is the type of experience we hope to impart to our students – a sense of going on a journey with someone who knows the path, of getting fired up. It was especially important for me artistically because my photography had been feeling stagnant for the past few months, and this experience energized me enormously. I know that I will be looking with a much more patient eye when I compose images.

Barry Kleider, teaching artist (AEI 1999 – 2004)

When I came to the AEI last year, I had never experienced Open Space Technology, but after experiencing it among a large group of people with a common vision, we used it in Pangea's pilot project, *Bridges*, in November 2003 and February 2004 with a circle of fifteen artists. The larger question that we explored in *Bridges* was "What stories can we tell together that will provoke new ways of telling?" The discussion spawned three specific multi-disciplinary projects that will be performed over the next year and a half. The *Bridges* encounter has provided a laboratory for us that has created vibrant networks of ideas and people. Community is created both unconsciously and consciously, and one idea that Pangea has been passionate about is the creation of ensemble based networks and communities in a conscious and deliberate manner. Amid the breakdowns and celebrations of community, the project continues to feed us and renew our ideas of how to create new nomenclatures in the field, how our practice is influenced and determined by non-hierarchical processes like this one and how it is important for artists to determine for themselves what their own process will look like without the interference of a "producer" looking over their shoulder. For me the history of the *Bridges* project is clearly linked to my AEI experience last year with its attendant discussions, process and excitement.

Meena Natarajan, *Pangea World Theater* (AEI 2003)

I began attending AEI in 1998 as an intern with the Perpich Center. Realizing what a great experience it would be, I returned the following year for the entirety of the conference. As a college student, I of course was always looking for summer work, in my field preferably. We all know from experience that finding work when you have very little professional experience can be very challenging, especially when we no longer exist in what I have heard referred to as "the golden years" of arts funding. As I met the many friendly faces of the family that is AEI attendees, I got involved in helping develop new projects, saving the world...etc.

One lovely evening at dinner Barry Kleider said, I know just the thing you should do.....and so the network began..... The next summer and for the five years following I worked in community education teaching children, adults and organizing classes. All the while attending AEI every year and meeting some of the same and some new people. Once finished with college, I searched what felt the entire planet for the right job, and finally I found a listing on Springboard for the Arts website (which I learned about at AEI) for a Programming position at East Side Arts Council in St. Paul. Out of 60 applicants they tell me I am the most qualified..... I have to say I was quite puzzled. How? I am sure people with masters degrees had applied. Because I had worked for a non-profit for so long and all of the information I picked up during sessions at AEI talking to teachers, artists, funders, and everyone else, infused me with a knowledge of arts education and the challenges therein. So thanks to AEI and all of the lovely people that gave me a positive reference, encouraged me, and shared their art with me.

I have a community in AEI that would have taken ten years to find. To add to the karmic effect of a network of people working together for a worthy goal, I am constantly attempting to convert more and more young arts professionals into AEI family.

Monica Saralampi, *East Side Arts Council* (AEI 1998-2004, *Art High School* alum)



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

Finance Committee Meeting Minutes

Date & Time: August 12, 2004, at 2 p.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Penny Johnson called the meeting to order at 2:02 p.m.

2. Roll Call

Committee members present: John Davis (at 2:10), Penny Johnson, Dan Reigstad

Committee member absent: Mary Frances Skala

Others: Bob Brand Sonja Peterson, Dave Beaman, Mike Hiatt, Rene Ellis, Barbara Cox (at 2:30), David Flannery, Kou Vang

3. Agenda Approval

Recommend the committee approve this meeting agenda.

Committee member John Davis
seconded the motion. The vote was

Committee member Dan Reigstad

4. June 10, 2004, Meeting Minutes Recommend the Finance Committee

NA

meeting minutes.

Committee member John Davis
member Dan Reigstad seconded

94, meeting minutes. Committee
unanimous.

5. Consideration and Approval of Grant and Contract Requests

a. Food Service Contract

David Flannery explained that the cafeteria contract with Aramark expired June 30. State regulations require us to re-bid for these services, which include breakfast, lunch and dinner for the Arts High School students. Aramark did not submit a bid for consideration. After reviewing the bids with the state, the center has entered into a contract with Taher pending approval from the Department of Materials Management Administration. The executed contract will be shared with the board when received.

Committee member Dan Reigstad moved to approve and propose the new cafeteria contract with Taher to the board. Committee member John Davis seconded the motion. The vote was unanimous.

b. 2004-2005 Minnesota Department of Education (MDE) Grant for the Quality Teaching Network, attached as A1

Mike Hiatt explained that this grant is to support the State Council Arts Quality Teaching Network where the Perpich Center will serve as a resource on arts education for educators statewide and respond to inquiries referred by MDE.

Recommend that the Board accept a grant for \$45,000 from the Minnesota Department of Education to support the State Council Arts Quality Teaching Network (formerly State Council Arts Best Practice Network).

Committee member Dan Reigstad moved to accept and propose the \$45,000 MDE grant to the board. Committee member John Davis seconded the motion. The vote was unanimous.

c. Contract for Roger Mahn, attached as A2-3

In June, the Finance Committee reviewed this recommendation and was prepared to recommend that the board authorize the administration to enter into this agreement with Roger Mahn. This contract is being brought back to the Finance Committee to officially propose to the Board for approval.

Recommend the Finance committee approve and propose to the Board to 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.

Committee member John Davis moved to approve and propose the Roger Mahn contract to the board. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

d. FY05 pARTner School Grants, attached as A4-6

Mike Hiatt presented the following grants and answered questions.

Recommend the Finance Committee approve and propose that the Board award pARTner School Grants to the schools listed below per the specified amounts for fiscal year 2005.

<u>School</u>	<u>Amount Awarded for FY05</u>
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 pARTner School Grants Awarded for FY05	\$ 184,000.00

Committee member Dan Reigstad moved to approve and propose the FY05 pARTner School Grants as itemized above to the board. Committee member John Davis seconded the motion. The vote was unanimous.

e. Minnesota Arts & School As Partners (ASAP) PEER Coach Consultant Contracts, attached as A7-8

Minnesota ASAP provides professional development grants to support partnerships between schools, community arts organizations and artists to help all students reach their full learning potential. Teams serve students in public elementary or secondary schools (K-12) anywhere in Minnesota. Program staff and Peer Coaches provide ongoing professional development for 22 ASAP teams.

Recommend the Finance Committee approve and propose that the board approve the contracts to the consultants listed below for the specified amounts to be the Minnesota ASAP PEER Coach Consultants.

- Lisa Maren Tompson - \$18,000
- Jane Oxtan - \$17,000
- Nadya Reubenova - \$22,000

Committee member John Davis moved to approve and propose the Minnesota Arts & School As Partners (ASAP) PEER Coach Consultant contracts as itemized above to the board. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

6. Grants and Contracts Approved by the Executive Director

In accordance with the Executive Director Limitation Policy, David Flannery has awarded and approved the following grants and contracts. Mike Hiatt, Barbara Cox and Dave Beaman explained and answered questions.

a. **Arts Course for Educators (ACE), ACE~Dance Program Grants for FY05, attached as B1-2**

- \$3,430 – Northfield High School, Northfield
- \$2,960 – Birch Grove Elementary School, Brooklyn Park
- \$2,840 – Dayton's Bluff Elementary and Adams Spanish Immersion School, St. Paul District Team
- \$3,420 – Powderhorn Community School, Minneapolis
- \$4,098 – Morris Area Schools District Team, Morris
- \$5,025 – Central Collaborative School, Bemidji

Total ACE~Dance Program Grants for FY05: \$21,773

b. **ACE~Dance Instructor Contracts, attached as B3-4**

- \$8,500 – Kenna Cottman
- \$7,500 – Judith Howard
- \$8,500 – Christopher Yaeger

Total ACE~Dance Instructor Contracts: \$24,500

c. **ACE~Media Arts Program Schools (2 years 2003-05), attached as B5-6**

- \$5,395 – Studio Academy
- \$3,830 – Lakeville High School
- \$5,350 – Hopkins Public Schools
- \$3,150 – Washington Tech Magnet, St. Paul
- \$4,800 – Browns Valley Public
- \$3,855 – Princeton Middle School

Total ACE~Media Arts Programs: \$26,380

d. **FY05 Minnesota Arts & Schools AS Partners (ASAP) and Partners: Arts and Schools for Students (PASS), attached as B7-16**

ASAP Year 3 Renewing Grants

Minneapolis Public Schools Bancroft Elementary (In partnership with Stages Theater)	\$5,500
Minneapolis Public Schools Clara Barton Open (In partnership with Usry Alleyne, Community Artist)	\$5,500
Minneapolis Public Schools Lake Harriet Community School (In partnership with Red Eye Collaboration)	\$5,500
A Center for the Arts, Fergus Falls (In partnership with Cleveland Elementary, Fergus Falls)	\$5,500
Edge of the Wilderness Community Center, Big Fork (In partnership with Bigfork Elementary and Stages Theatre Company)	\$5,500
La Crescent-Hokah School District (In partnership with artist Mary Eischen)	\$5,500
Northfield Public Schools/CAPP/Greenvale Park School (In partnership with artist Perrin Boyd)	\$5,500
Northern Clay Center, Minneapolis – Brooklyn Center (In partnership with Odyssey Charter School, Brooklyn Center)	\$5,500
Independent School District 129/Ramsey Elementary, Montevideo (In partnership with artist Florence Dacy)	\$5,500
Buffalo High School, Buffalo (In partnership with Minnesota Center for Book Arts)	\$5,500
Saint Paul Public Schools/Homecroft Elementary School (In partnership with Galumph Interactive Theater)	\$5,500

ASAP Year 2 Renewing Grants

The Children's Theater Company (CTC)	\$5,500
(In partnership with Saint Paul Public Schools/Hayden Heights Elementary School) <i>Through storytelling and story writing, fourth grade students will build on their writing skills as well</i>	
Saint Paul Public Schools/Crossroads Elementary School	\$5,500
(In partnership with University of Minnesota Human Rights Center and Chinese American Association of Minnesota Dance)	
Jungle Theater, Minneapolis	\$5,500
(In partnership with Minneapolis Public Schools/Whittier Community School for the Arts)	
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)	
Stages Theater Company, Hopkins - Mankato	\$5,500
(In partnership with Mankato East Junior High School)	
Paramount Arts District, St. Cloud	\$5,500
(In partnership with Lincoln Elementary School, St. Cloud)	

Total Grants for Years 2 & 3: \$93,500

Extension Grants

El Colegio Charter School, Minneapolis	\$6,000
(In partnership with Phillips Community Television (PCTV))	
St. Paul Public Schools/Central High School Team #1	\$6,000
(In partnership with Park Square Theatre, Margolis Brown Dance Theatre, and the Minnesota Opera)	
Galumph Interactive Theater	\$6,000
(In partnership with Minneapolis Public Schools/Washburn High School)	
Parkers Prairie Public Schools	\$6,000
(In partnership with Alexandria Technical College and local artists)	
Minneapolis Public Schools/North Community High School	\$6,000
(In partnership with artists Amy Sands and Dudley Voigt)	

Total Extension Grants: \$30,000

- e. **Minnesota Arts & School As Partners (ASAP) PEER Coach Consultant Contracts (contracts were under \$15,000), attached as B17-18**

- **Rebecca Barniskis - \$14,800.00**
- **Steve Busa - \$13,300.00**
- **Mary Hark - \$13,300.00**
- **Stan Kusunoki - \$13,300.00**
- **Lynda Monick Isenberg - \$6,800.00**

7. Financial Planning

David Flannery discussed the need to alter our approach to the state's funding process. He and administrators are working on a finance plan to include formulas for per pupil and per participant spending to achieve desired results at the Arts High School and in Professional Development and Research. This item will be further discussed at the full board meeting.

8. Meeting Adjourned

Committee chair Penny Johnson adjourned the meeting at 2:55 p.m.

Minnesota Department of Education Arts Quality Teaching Network (QTN) Grant

Sessions with participating QTN teachers will include:

- Developing and piloting rubrics in all the arts to provide criteria for scoring student work.
- Developing and expanding a panel assessment process for evaluating bodies of student work.
- Research-based practices for the improvement of curriculum and instruction.
- Convening teachers from regional and state quality teaching networks to exchange data on standards implementation, arts assessment, and curriculum development.
- Inviting national assessment experts to provide instruction in selected response question construction.

Perpich Center will have a representative participate in MDE division and content area meetings throughout the fiscal year. Perpich Center will serve as a resource on arts education for educators statewide and respond to inquiries referred by MDE.

It is anticipated that the grant money will arrive according to the following schedule:

\$15,000	Upon full execution of grant contract
\$20,000	March 14, 2005 – Upon receipt and approval of expenditure report detailing actual expenses incurred to date. Expenditure reports are due to MDE by March 1, 2005.
\$10,000	Payment based upon receipt and approval of final report of all grant activities and receipt of final budget expenditures report. Final payment will not exceed actual expenses incurred or the total amount of the grant, whichever is less. Final report of grant activities and final expenditures is due in MDE by July 15, 2004.
	10% of total grant (\$4,500) is reserved for PCAE administrative costs.
	10% of total grant (\$4,500) is reserved for programmatic salary and support costs at PCAE.
\$45,000.00	TOTAL

Date: April 30, 2004

MEMORANUM

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

A3

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

A4

MEMORANDUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development and Research Group

Date: August 2, 2004

Subject: Grant Request Summary: pARTner Schools

Applicants: FY '05 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 passage into law of new Minnesota Graduation Standards in May, 2003 the Professional Development component of each school 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

PDR Staff recommend that the PCAE Board approve the following requested amounts for pARTner Schools in FY'05:

Total Grant Amounts Recommended:

\$ 184,000.00

School	Budget Amount Requested
Albert Lea High School <i>Goals for Albert Lea HS for the coming year will include working to embed theater education into the curriculum at all levels in the district, strive for equity in all arts programs throughout the district, align district art curriculum to meet MN Arts Standards, and serve schools in SE Minnsota by providing professional development opportunities for their teachers and administrators.</i>	\$18,000.00
Cold Spring Ricori High School <i>Rocori HS will continue to closely integrate the arts into its school wide program entitled, "Country of Study". This coming year the Country of study will be Venezuela. They will also be revising and expanding the digital media program at both the middle school and high school as well as better coordinating the visual and media arts curriculum k-12.</i>	\$15,000.00
Elk River High School <i>Elk River HS will continue to provide a weekly Open arts studio, which will be open to all members of the Elk River community for their creative use. A major activity of the program will be the "Evening of the Arts Celebration" which showcases the work of ERHS students and teachers in all art areas. An additional focus this coming year will be to expand the role of professional artists in the classroom, working closely with classroom teachers, to better integrate into existing curriculum.</i>	\$30,000.00
Grand Marais' Cook County High School <i>Cook County High School will focus on expanding arts integration into other curricular areas both at the high school/middle school level as well as the elementary level. They will also work to make their students more aware of arts opportunities available to them in the regional and statewide college/university system. They will continue to work closely with area arts galleries in promoting student art work through the RIPPLES program.</i>	\$30,000.00
Linwood A+ Elementary School - St. Paul <i>Major goals for Linwood A+ this coming year will include a focus on the integrated study of culture into all aspects of the curriculum both artistic and academic. Through arts infusion they will work to broaden students world view and deepen their respect for cultural differences.</i>	\$ 8,000.00

They will engage 5 different artists to work with students in their classrooms as well as provide professional development for both generalist and arts specialists as well.

Northfield High School \$15,000.00

Northfield HS will focus on broadening and strengthening the professional development connection to both St. Olaf College and Carleton College for work both within the Northfield schools as well as area school districts. They will also focus on expanding and strengthening the theater education program within Northfield HS.

Sheridan Global Arts Magnet School - Mpls. \$ 8,000.00

Sheridan Global Arts will continue to provide high quality arts learning opportunities to all of their students, increase the depth and level of collaboration among visiting artists, teachers, and students and better understand how and why arts education is impacting student academic performance. This coming year Sheridan will focus their work with 4 specific artists working in classrooms over the course of the year. They will be utilizing the Understanding by Design program model with all arts activities.

Thief River Falls Lincoln High School \$30,000.00

Northern Expressions School of the Arts will continue to provide expanded arts offerings for students both within the TRF school district as well as to students in a regional area. Arts offerings will include visual arts, music composition, media arts, theater and interdisciplinary arts. Their arts staff will also continue to work closely with area school districts on a consulting basis to assist with arts education in those districts.

Westbrook/Walnut Grove High School \$30,000.00

Westbrook/Walnut Grove HS will focus on improving its media production and media literacy program for all students. They will also concentrate on increasing the public display and recognition of student artwork in the community. The Prairie Winds Arts Festival, held in November each year, continues to be a major activity focusing on both in depth work in the arts by students from a regional area as well as providing professional development for teachers in those same schools.

TOTAL RECOMMENDED FUNDING \$ 184,000.00

MEMORANDUM

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: Minnesota ASAP PEER Coach Consultant

CC: Pam Paulson
Deputy Executive Director

Minnesota ASAP provides professional development grants to support partnerships between schools, community arts organizations and artists to help all students reach their full learning potential. Teams serve students in public elementary or secondary schools (K-12) anywhere in Minnesota. Program staff and Peer Coaches provide ongoing professional development for 22 ASAP teams.

The Perpich Center published an informal Request for Applications on the MMD website seeking individuals to work with Perpich Center staff to plan, develop, and lead major aspects of the Minnesota Arts and Schools as Partners program (ASAP).

The full Request for Applications was sent to a broad list of contacts involved in Perpich Center statewide programs; the Minneapolis Public Schools' Arts for Academic Achievement and Artful Teaching and Learning List Serve; Intermedia Arts List Serve; Saint Paul Public Schools Arts Coordinator; and Email distribution to the 11 Regional Arts Councils. 15 applications were received, and a selection team interviewed 14 applicants and identified three contractors as having the desired qualifications based on the required criteria listed below.

Selection Team

Michael Hiatt, Director, PDR, PCAE
Barbara Cox, Partnering Resources Coordinator, PCAE
Mary Jo Thompson, TOSA, Minneapolis Public Schools

CRITERIA

All applicants should be able to demonstrate:

Qualifications and Experience (65% of review total)

- Effectiveness in working in a leadership role with more than one of these programs: ASAP, PASS, Artful Teaching and Learning: Student Achievement through the Arts, Arts for Academic Achievement, Minnesota Arts Education Network initiatives.
- Demonstrated understanding of curriculum and instruction design, implementation and assessment using the ASAP planning backwards framework, and the Tuning, Descriptive Review, and Collaborative Assessment protocols.
- A high level of expertise with collaboration and partnering, specifically in an arts education setting
- Demonstrated understanding of the following planning models: Varieties of Arts Integration (VAI) and Models of Implementation drafts (Center for Applied Research and Educational Improvement); the Partnering Lens and Complex Change planning drafts (Arts and Schools as Partners).

- Expertise with facilitating group processes and using group methodologies

Expressed Understanding of Programs and Objectives (15% of review total)

- Able to work independently as well as with a team, assess situations, be self-motivated, and take initiative in assignments
- Clear understanding of the cultures of both educators and artists, and ability to articulate how these intersect
- Excellent interpersonal skills, demonstrated competence in working with diverse student and staff populations, independent artists and arts organizations, and experience acknowledging cultural assets and addressing special needs.
- Demonstrated passion for the emerging vision for education reform that this program embodies

Cost Effectiveness (10% of review total)

- Based on experience and qualifications

Working Style (10% of review total)

- A working style that is collegial, adaptable, and supportive
- Excellent oral and written communication skills
- Strong organizational skills

All proposals received by the deadline were evaluated by representatives of the Perpich Center and Minneapolis Public Schools and 14 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
Lisa Maren Thompson	\$18,000.00
Jane Oxtom	\$17,000.00
Nadya Reubenova	\$22,000.00
Total Amount of Contracts:	\$57,000.00

Contracts will be funded by grant funds received from the McKnight Foundation and state funds appropriated by the Minnesota Legislature.

B1

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

ACE Dance Instructor Positions: Kenna Cottman (\$8500)
Biographies attached Judith Howard (\$7500)
 Christopher Yaeger (\$8500)

Process:

An RFP (including job description, program overview, job qualifications and application form) was distributed beginning April 12, 2004.

Electronic Distribution:

An electronic announcement was posted to the Dance Educators Coalition's listserv, an email list of 61 dance instructors who have experience teaching in educational settings. The RFP was posted twice before the application deadline. An electronic announcement was also posted to the Minneapolis Fine Arts listserv.

Print Distribution:

The announcement appeared in Dance/Theater Briefings (Volume 8, Number 1, April 2004), which was sent to 785 addresses throughout the state.

Job Boards:

The RFP was posted on job boards at Hennepin Center for the Arts in downtown Minneapolis and the Center for Performing Arts in south Minneapolis.

Selection Criteria:

Applicant selection based on the following criteria:

- (1) The applicant demonstrates professional experience and technical proficiency in multiple dance genres; (25%)
- (2) The applicant demonstrates evidence of successful coaching and training for adult learners; (25%)
- (3) The applicant has K-12 teaching experience as an artist-in-residence, staff member or combination, and demonstrates familiarity with standards-based dance curriculum models; (25%)
- (4) The applicant shows evidence of successful collaborative planning for workshops and programs; (10%)
- (5) The applicant has the ability to communicate effectively with a broad range of people including educators, artists, administrators and support staff; (10%)
- (6) The applicant is knowledgeable about dance education resources in Minnesota. (5%)

Hiring Process

The application deadline was extended to May 22, 2004 to accommodate late notices and electronic difficulties. The RFP & hiring process for the ACE Dance Instructor position reflects the following considerations:

- 1) Recommendation to rehire previous instructors by evaluator Tim Sheldon of the Center for Applied Research in Education (University of Minnesota). Recommendation was published in *ACE~Dance 01-03 Program Evaluation* provided to PCAE and published electronically on UM/CAREI web site;
- 2) Recommendation by PDR Director in June 03 staff meeting to hire at least one new instructor for the 04-06 ACE Dance Program;
- 3) Recommendation by ACE Design Team (winter 2004) to incorporate hip hop and/or contemporary jazz content in addition to modern and world dance components of ACE Dance

curriculum. Design Team members also provided email contacts and suggestions so as to specifically promote applications by dance educators from a range of genres.

Results: Fifteen people requested applications. Twelve completed applications were submitted and reviewed by staff, who conducted in-person and phone interviews with final candidates.

Biographies:

Kenna Cottman studied at the Children's Theatre Company and performed with the North High Dance Company and Maria, Colleen, and Kids (now Young Dance). While earning a B.S. in Elementary Education at the University of Minnesota, she also studied African dance and spent a month in Ghana. Kenna has been a classroom teacher in the Minneapolis Public Schools and currently teaches Social Arts - an original idea for which she created structure, scope and sequence - at Harvest Preparatory School. In the summer of 2003, she was awarded a Community Arts grant from the Metropolitan Regional Arts Council to curate the Black Choreographers' Evening at Intermedia Arts. Kenna has recently joined Ananja Chatterjee's Women in Motion project and is also a member of Hayer Bibimma, a West African dance company. With Leah Nelson and Nubia she is creating a hip-hop curriculum for use in schools and dance centers. She teaches tap, hip-hop and modern dance at Hollywood Studio of Dance, and hip-hop at Zenon Dance School.

Judith Howard is a leading choreographer, dancer and dance educator. Contractor provided high quality professional services as an instructor for the 01-03 ACE Dance Program, and completed all assigned work in a timely manner. She was co-founder and artistic director of the Flying Sisters Theatre with Cynthia Stevens from 1995 to 2000. She is a member of Laurie Van Wieren and the B-Specifics and dances in the works of other choreographers as well. Contractor received her B.A. in Dance from the University of Maryland. She is currently on the Dance/Theater faculty of Macalester College and has taught at the University of Minnesota and Hamline University as well. She has conducted numerous dance residencies and workshops in public schools and private studios in Minnesota and has developed movement curriculum for the Science Museum. Howard is the recipient of several Jerome Foundation Dancer Pool Grants, a McKnight Choreographic Fellowship and five Minnesota Arts eXperience (MAX) grants. She is a member of the Minnesota Dance Alliance, the Dance Educators Coalition and the National Dance Education Organization.

Christopher Yeager has worked as an artist in education through school residency programs by the Minnesota State Arts Board since 1994 and through Young Audiences since 1986. He has presented workshops in over 70 schools across Minnesota as well as in Europe. As a leading dancer with the Ethnic Dance Theater, he brings over twenty years of research and training in worldwide dance into his performing and teaching work. Yeager provided high quality professional services as an instructor for the 01-03 ACE Dance Program, and completed all assigned work in a timely manner.

MEMORANDUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group
Dave Beaman
Visual & Media Arts Education Specialist

Subject: Professional Development & Research Group
Grant Request Summary

Applicant(s): Arts Courses for Educators (ACE), Media Arts Program
Schools, 2003-2005 (year 2)

cc: Pam Paulson
Deputy Director

Program Description

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

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

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

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

The purpose of the grants is to enable schools to pay substitute teacher fees for teachers from selected schools while they attend professional development workshops during the school year and reimbursement for travel, meals and lodging for those teachers traveling to the workshops from outside the metro Twin Cities area. The grants will also cover substitute teacher costs for up to five days per teacher team, for on-site training by ACE~Media Arts Instructors.

B4

These teacher teams will be engaged in second of two years of intensive training in the 2004-2005 school year. All teams have submitted a satisfactory first year final report and wish to continue with the second year of the program.

We recommend that the Board approve the following requested amounts for the ACE~Media Arts Program:

<u>Cong. Dist.</u>	<u>School</u>	<u># of Teachers on Team</u>	<u>Proposed Funding FY 05</u>
#1	Studio Academy (Rochester)	4	\$ 5395.00
#2	Lakeville High School	4	\$ 3830.00
#3	Hopkins Public Schools	5	\$ 5350.00
#4	Washington Tech Magnet (St. Paul)	3	\$ 3150.00
#7	Browns Valley Public	4	\$ 4800.00
#8	Princeton Middle School	4	\$ 3855.00
TOTAL AMOUNT REQUESTED			\$ 26,380.00

MEMORANDUM

TO: David Flannery
Executive Director

FROM: Michael Hiatt, Director
Professional Development Institute

Barbara Hackett Cox
Partnering Resources Coordinator

DATE: July 31, 2004

SUBJECT: Grant Request Summary

APPLICANTS: **FY05 Grant Recipients of**
Minnesota Arts & Schools As Partners (ASAP) and
Partners: Arts and Schools for Students (PASS)

- 2nd and 3rd year renewal sites (17 grants @ \$5500 each)
- 4th year extension renewal sites (5 grants @ \$6000 each)

cc: Pam Paulson

Program Description

Minnesota ASAP supports partnerships between schools, community arts organizations and artists to help all students reach their full learning potential.

ASAP provides professional development grants to teams of at least two teachers and at least one community arts organization or artist. Teams serve students in public elementary or secondary schools (K-12) throughout Minnesota.

The Minnesota Arts and Schools as Partners (ASAP) program began in FY01 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.

- **ASAP 2nd and 3rd year Renewal programs receive \$5,500 grants and ongoing professional development opportunities through workshops and one-on-one assistance.**
- **ASAP and PASS 4th year Extension renewal programs receive \$6000 grants and ongoing professional development opportunities. The additional \$500 (\$5500 base**

grant plus \$500) is for dissemination and documentation to allow teams to provide modeling leadership for other ASAP teams.

Perpich center staff and peer coaches will provide assistance for these teams in the following ways:

- Helping team members clarify their roles and goals,
- Deepening the impact of teaching practice on student learning that results from the partnership,
- Identifying learning goals that meet the needs of all involved students.
- Encouraging authentic assessment of student work and teaching practice, and basing continued planning on those assessments,
- Deepening the connections to arts and non arts curricular goals, and
- Encouraging creative exploration

Application and Review Process for 2nd and 3rd year renewal sites
(17 grants @ \$5500 each)

Between PASS and ASAP, 31 partnerships received funding in FY04. Of these partnerships 13 completed their 3rd year and cycled out of the program and 18 partnerships were eligible to submit 2nd and 3rd year renewal grant applications for continued funding while 17 reapplied.

The 18 sites eligible for 2nd and 3rd year renewal grants were sent final report forms and renewal grant application materials in March 2004, with applications and final reports due June 2004. Staff reviewed final reports and applications for completeness, and forwarded the applications to a review panel

Panelists participating in the review process included:

Virginia McFerran, PCAE Adjunct Theater Coordinator
Nadya Reubenova, Arts Consultant

Staff facilitating the panel discussion and contributing factual information related to the criteria listed above was Barbara Cox, Partnering Resources Coordinator.

Panelists met on July 7, 2004, to review 2nd and 3rd year grant renewal applications according to these 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.

All 17 applicants were recommended for 2nd and 3rd year renewal grants as itemized below.

Budget

We recommend that the Board approve the following requested amounts for 2nd and 3rd year renewing teams in FY05:

ASAP Year 3 Renewing Grants

Minneapolis Public Schools Bancroft Elementary (In partnership with Stages Theater) **\$5,500**

As a result of this partnership, students in 4th grade will grow to understand what makes a good story, how stories can be told in a variety of ways and how different kinds of stories define their individual lives and the world around them. 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

Minneapolis Public Schools Clara Barton Open (In partnership with Usry Alleyne, Community Artist) **\$5,500**

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

Minneapolis Public Schools Lake Harriet Community School **\$5,500**

(In partnership with Red Eye Collaboration)
By working with the artists, 3rd grade students will work in ensemble to create original theater and develop storytelling skills that will augment their verbal and written competence. 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, Fergus Falls **\$5,500**

(In partnership with Cleveland Elementary, Fergus Falls)
This partnership develops students' skill and knowledge in theater, music, and dance through professional artist residencies and attendance at productions that feature these art forms at A Center for the Arts. 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, Big Fork **\$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

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. Students will understand the significant contributions of individuals on events that shaped our country through the study of research, biographical writing, visual art and theater. 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, Minneapolis – Brooklyn Center**\$5,500**

(In partnership with Odyssey Charter School, Brooklyn Center)

Drawing on technical skills, scientific knowledge and historical information acquired over the past 2 years, students will 1. employ drawing and carving techniques to create a tile relief and 2. Learn to evaluate and interpret works of art. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District

Cong District 5

Independent School District 129/Ramsey Elementary, Montevideo**\$5,500**

(In partnership with artist Florence Dacy)

Through this partnership using a series of integrated writing experiences, 3rd, 4th and 5th grade students will understand how a healthy community depends on respect for and pride for diversity. The partnership 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

**ASAP Year 2 Renewing Grants
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 19A

School Cong District 6

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—develop skills and strategies to use in peaceful conflict resolution. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District

Cong District

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.

School Leg District School Cong District 4

Saint Paul Public Schools/Crossroads Elementary School

\$5,500

(In partnership with University of Minnesota Human Rights Center and Chinese American Association of Minnesota Dance)

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 populations. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

Leg District 65A or 65B

Cong District 4

Jungle Theater , Minneapolis

\$5,500

(In partnership with Minneapolis Public Schools/Whittier Community School for the Arts)

Through performance, related literary activities, and curricular integration, students will understand that they themselves have a unique and valuable place in history. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District

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 projects intended to foster literacy, technology, and attendance goals as well as 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

School Cong District

Stages Theater Company, Hopkins - Mankato

\$5,500

(In partnership with Mankato East Junior High School)

This partnership will incorporate playwriting activities into the seventh grade English curriculum to provide students with a clear understanding of character development. 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.

School Leg District

School Cong District 1

Paramount Arts District, St. Cloud

\$5,500

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

Working with the artists to create and perform individual monologs, 6th grade students will demonstrate an ability to understand a different point of view. This will be developed across the curriculum, including the study of history and world cultures. Support will focus on clarifying roles and goals, developing authentic assessments, and planning for long-term change.

School Leg District 16A School Cong District 6

Application and Review Process for 4th year extension renewal sites
(5 grants @ \$6000 each)

17 former ASAP/PASS partnerships that cycled out of the program at the end of FY03 or FY04 were invited to apply for a 4th year extension renewal grant of \$6000. Eligible sites were sent application materials in March 2004, with applications due June 2004. Of the 17 eligible partnerships, 10 chose to reapply while funds were available for up to 6 grants. Staff reviewed applicants final reports from their last year of participation in the program and reviewed extension grant applications for completeness, and forwarded the applications to a review panel.

Panelists participating in the review process included:

Virginia McFerran, PCAE Adjunct Theater Coordinator
Miriam Must, Theater Artist and Arts Consultant
Nadya Reubenova, Arts Consultant

Staff facilitating the panel discussion and contributing factual information related to the criteria listed below was Barbara Cox, Partnering Resources Coordinator.

Panelists met on July 8, 2004, and reviewed 4th Year Extension renewal grant 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.
6. As a team, develop a plan to sustain, disseminate, and model the collaboration and student work resulting from the partnership
7. Extend the partnership (for example: move toward whole school, dovetail other initiatives, create a small learning community, etc.)
8. Model collaborative planning and implementation of collaborative teaching for other sites

Five applicants were recommended for 4th year Extension renewal grants as itemized below.

Extension Recommended Grants

El Colegio Charter School, Minneapolis

\$6,000

(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. Dissemination includes community showing of student work and creating a documentary video to share with educators.

School Leg District 62B
School Cong District 5

PCTV Leg District 61A
PCTV Cong District 5

St. Paul Public Schools/Central High School Team #1

\$6,000

(In partnership with Park Square Theatre, Margolis Brown Dance Theatre, and the Minnesota Opera)

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. Dissemination includes crafting assessment and staff development experiences, comparing the effect of arts experiences on student learning with traditional curriculum methods, and mentoring a newer ASAP site.

School Leg District 65A School Cong District 4

Galumph Interactive Theater

\$6,000

(In partnership with Minneapolis Public Schools/Washburn High School)

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. Dissemination includes offering specialized artist and teacher trainings, creating a DVD and website describing the project, and building connections between other district schools with special education programs.

Galumph Leg District 61B
Galumph Cong District 5

School Leg District 63A
School Cong District 5

Parkers Prairie Public Schools

\$6,000

(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. Dissemination includes outreach exhibits to public school and college students.

School Leg District 10A
School Cong District

Alex Tech Leg District 10A
Alex Tech Cong District

Minneapolis Public Schools/North Community High School

\$6,000

(In partnership with artists Amy Sands 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. Dissemination includes creating a presentation workshop for educators, producing an audio documentary for radio broadcast, and producing and displaying banners in the community.

Leg District 58B

Cong District 5

Budget

Total Grant Amounts Recommended: \$123,500.00

Total amount of 2nd and 3rd year Renewal Grants recommended:
(17 grants @ \$5500 each = \$93,500.00)

Total amount of 4th year Extension Renewal Grants recommended:
(5 grants @ \$6000 each = \$30,000.00)

B17

MEMORANDUM

To: David Flannery
Interim Executive Director

From: Michael Hiatt, Director
Professional Development & Research Group

Barbara Hackett Cox
Partnering Resources Coordinator

Re: Clarification of Contracts for PEER Coach Consultant

CC: Pam Paulson
Deputy Executive Director

Minnesota ASAP provides professional development grants to support partnerships between schools, community arts organizations and artists to help all students reach their full learning potential. Teams serve students in public elementary or secondary schools (K-12) anywhere in Minnesota. Program staff and Peer Coaches provide ongoing professional development for 22 ASAP teams.

The Perpich Center published an informal Request for Applications on the MMD website seeking individuals to work with Perpich Center staff to plan, develop, and lead major aspects of the Minnesota Arts and Schools as Partners program (ASAP).

The full Request for Applications was sent to a broad list of contacts involved in Perpich Center statewide programs; the Minneapolis Public Schools' Arts for Academic Achievement and Artful Teaching and Learning List Serve; Intermedia Arts List Serve; Saint Paul Public Schools Arts Coordinator; and Email distribution to the 11 Regional Arts Councils. 15 applications were received, and a selection team interviewed 14 applicants and identified eight contractors as having the desired qualifications based on the required criteria listed below.

All proposals received by the deadline were evaluated by representatives of the Perpich Center and Minneapolis Public Schools and 14 applicants were chosen for personal interviews. Based on those interviews we recommend the following individuals be awarded contracts for the coming year.

Three contractors were brought before the board for approval:

Person	Contract amount
Lisa Maren Thompson	\$18,000.00
Jane Oxtom	\$17,000.00
Nadya Reubenova	\$22,000.00

Five additional contracts under \$15,000.00 were also recommended by the Selection committee as a result of the Request for Applications process:

Person	Contract amount
Rebecca Barniskis	\$14,800.00
Steve Busa	\$13,300.00
Mary Hark	\$13,300.00
Stan Kusunoki	\$13,300.00
Lynda Monick Isenberg	\$6,800.00

Selection Team

Michael Hiatt, Director, PDR, PCAE

Barbara Cox, Partnering Resources Coordinator, PCAE

Mary Jo Thompson, TOSA, Minneapolis Public Schools

CRITERIA

All applicants should be able to demonstrate:

Qualifications and Experience (65% of review total)

- Effectiveness in working in a leadership role with more than one of these programs: ASAP, PASS, Artful Teaching and Learning: Student Achievement through the Arts, Arts for Academic Achievement, Minnesota Arts Education Network initiatives.
- Demonstrated understanding of curriculum and instruction design, implementation and assessment using the ASAP planning backwards framework, and the Tuning, Descriptive Review, and Collaborative Assessment protocols.
- A high level of expertise with collaboration and partnering, specifically in an arts education setting
- Demonstrated understanding of the following planning models: Varieties of Arts Integration (VAI) and Models of Implementation drafts (Center for Applied Research and Educational Improvement); the Partnering Lens and Complex Change planning drafts (Arts and Schools as Partners).
- Expertise with facilitating group processes and using group methodologies

Expressed Understanding of Programs and Objectives (15% of review total)

- Able to work independently as well as with a team, assess situations, be self-motivated, and take initiative in assignments
- Clear understanding of the cultures of both educators and artists, and ability to articulate how these intersect
- Excellent interpersonal skills, demonstrated competence in working with diverse student and staff populations, independent artists and arts organizations, and experience acknowledging cultural assets and addressing special needs.
- Demonstrated passion for the emerging vision for education reform that this program embodies

Cost Effectiveness (10% of review total)

- Based on experience and qualifications

Working Style (10% of review total)

- A working style that is collegial, adaptable, and supportive
- Excellent oral and written communication skills
- Strong organizational skills

All proposals received by the deadline were evaluated by representatives of the Perpich Center and Minneapolis Public Schools and 14 applicants were chosen for personal interviews. Based on those interviews we recommend the following individuals be awarded contracts for the coming year.



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: August 12, 2004, @ 1 p.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Committee chair Sonja Peterson called the meeting to order at 1:15 p.m.

2. Roll Call

Committee members present: Bob Brandt, Sonja Peterson, Dan Reigstad

Committee members absent: Jane McWilliams, Chris Wilson

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 Bob Brandt seconded the motion. The vote was unanimous.

4. Approval of Meeting Minutes

a. June 4, 2004, Meeting Minutes, attached as M1-2

Recommend the Personnel Committee approve the June 4, 2004, meeting minutes.

Committee member Bob Brandt moved to approve the June 4, 2004, meeting minutes. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

5. Executive Director Search Process

a. Develop Criteria & Refine Position Description

The committee discussed qualification requirements for the executive director. Some important responsibilities were: legislature and government relation, organizational leadership and strategic thinking. Some knowledge and ability requirements were: K12 education, know and love the arts and good board skills.

Some examples of strategic issues were: finance, diversity (Who and how do we serve?), climate of choice (Who and how do we serve?), continuation of innovation climate and technology.

The committee also discussed important issues to propose to the full board for consideration to be discussed at the retreat meeting in September. The committee agreed on the executive director search and board development, spending two hours on each topic. Sonja Peterson will get board inputs at the September meeting to refine the executive director position description. David Flannery will check with Pam Paulson for facilitators who would be the best assist the board in developing the criteria and refining the position description.

6. Other

7. Adjourn

Committee member Bob Brandt moved to propose the meeting be adjourned. Committee member Dan Reigstad seconded the motion. The vote was unanimous.

Committee chair Sonja Peterson adjourned the meeting at 1:55 p.m.

Handouts @ mtg

Personnel Committee

August 12, 2004

Executive Director Search Record from Previous Search

Content:

1. Current Executive Director Position Description
2. Search Process Steps from July 13, 2002
3. Personnel Committee Note from June 13, 2000
4. DHR Position Specification for the Executive Director, November 5, 2002
5. Recommendations from SRSEA Faculty, October 26, 2002
6. SRSEA Recruitment Talking Points, October 17, 2002
7. Compensation Information from DOER for the Executive Director
8. Interviewing Process for Finalists Candidates
9. Candidate Sample Questions

State of Minnesota		Employee's Name:	
POSITION DESCRIPTION A			
AGENCY/DIVISION		ACTIVITY	
Perpich Center for Arts Education			
CLASSIFICATION TITLE Executive Director	WORKING TITLE (if different)	POSITION CONTROL # 199130	
PREPARED BY	PREVIOUS INCUMBENT	APPRAISAL PERIOD	
EMPLOYEE'S SIGNATURE (This position description accurately reflects my current job.)	DATE	SUPERVISOR'S SIGNATURE (This position description reflects the employee's current job.)	DATE
POSITION PURPOSE Provide leadership, direction and management for the Perpich Center for Arts Education. The center is an independent state agency charged with the education of artistically talented high school students, demonstrating and disseminating contemporary education reforms and innovations and the enhancement of arts education opportunities for children in grades K-12 statewide.			
RESPONSIBILITY Reports To: Perpich Center for Arts Education Board of Directors appointed by the Governor and confirmed by the State Senate. Supervises: Deputy Director, Director of Arts High School, Director of Professional Development and Research Group, Senior Librarian of PCAE Library, and Executive Administrative Assistant			
DIMENSIONS Budget: Clientele: Governor, legislature, state agencies, school districts, arts education and organizations, Arts High School parents and students, higher education institutions, and communities.			

POSITION DESCRIPTION		EMPLOYEE'S NAME	POSITION CONTROL #
B		David Flannery	
Resp. #	PRINCIPAL RESPONSIBILITIES, TASK AND PERFORMANCE INDICATORS:		
Priority:	I. Provide leadership in determining the future direction and agenda for the Perpich Center for Arts Education.		
A	TASKS:		
% of Time:	1. Project and predict future needs and growth and change areas based on contemporary research, information and political and economic trends. In this process, maintain key working relationships with people in appropriate leadership positions in all sectors impacting the business of the Center.		
20%			
Disc.	2. Assign development tasks to appropriate staff individuals and seek outside consultant services to form recommendations for growth and/or change.		
	3. Maintain close-working relationships with the Governor and his/her key staff and members of the education committees of the House and Senate so that future change and growth needs of the Center are heard considered and have an impact.		
Resp. #	II. Exercise leadership in the general education and arts education communities and designing implementation and dissemination strategies for the innovations and reforms developed by the Center.		
Priority:	TASKS:		
A	1. Guide the development of innovation and reform to ensure that it addresses key issues.		
% of Time:	2. Guide the development and design of dissemination activities so that it is effective with teachers and administrators in school districts.		
20%			
Disc.	3. Represent the Center before diverse education-interested audiences in order to disseminate reforms and innovations.		
Resp. #	III. Manage and direct the staff, as the appointing authority's designee, within the State of Minnesota framework.		
Priority:	TASKS:		
A	1. Select qualified directors to meet the needs of the Center.		
% of Time:	2. Assign staff to forward the agenda and needs of the Center.		
20%	3. Review staff needs on an annual basis to determine whether program needs are being met. Adjust staff assignments as necessary.		
Disc.	4. Evaluate staff in accordance with appropriate labor contracts.		
	5. Design and implement an agency staff development program.		
	6. Oversee the Health and Wellness Committee.		
	7. Participate in contract negotiations at the invitation of the Department of Employee Relations (DOER).		
	8. Lead the development and implementation of Meet and Confer Committees as specified in collective bargaining agreements.		
	9. Provide leadership in maintaining the productive working morale of all staff.		
	10. Working through the directors, approve all new staff.		
	11. Working through the directors and in accordance with all state laws and policies as well as all negotiated agreements, terminate employees if required.		

Position Description **B** continues...

POSITION DESCRIPTION		EMPLOYEE'S NAME	POSITION CONTROL #
B		David Flannery	(
Resp. #	IV. Lead the development of the biennial budget process and monitor and adjust budgetary allocations as necessary.		
Priority: A	TASKS: 1. Analyze and assign budget priorities in line with the board's biennial program priorities. 2. Monitor, in cooperation with the Deputy Director, the implementation of budgetary		
% of Time: 10%	assignments to measure cost effectiveness and productivity. 3. Adjust budgetary allocations as necessary to meet state budget reduction guidelines or to better address agenda items.		
Disc.	4. Work with the board to determine biennial program priorities and major goals.		
Resp. #	V. Manage the activities of the Board of Directors.		
Priority: A	TASKS: 1. Develop and propose policies, agenda items, and the biennial budget to the board for consideration.		
% of Time: 10%	2. Implement actions approved by the board within the confines of the Minnesota Statutes. 3. Represent the board within diverse public arenas.		
Disc.	4. Implement the bylaws of the Board of Directors. 5. Follow all board policies including the Executive Director Limitation Policy.		
Resp. #	VI. Direct the relationship between the Center and the State Legislature.		
Priority: A	TASKS: 1. Testify on behalf of the board as requested.		
% of Time: 5%	2. Work closely with the Deputy Director who maintains the ongoing relationships with state agency staff. 3. Confer with legislators to formulate agenda items.		
Disc.	4. Work with the board to prepare annual legislative agenda.		

POSITION DESCRIPTION C	EMPLOYEE'S NAME David Flannery	POSITION CONTROL #
<p>NATURE & SCOPE (relationships; knowledge, skills and abilities; problem solving and creativity; and freedom to act.)</p> <p><u>RELATIONSHIPS:</u> The Executive Director provides leadership, direction, management control and coordination in matters of policy, personnel, budget, growth and change for the Perpich Center for Arts Education. The Executive Director must maintain close-working relationships with all members of the board, the Governor and his/her senior staff, members of the State Legislature, leaders in the education and arts communities, and clients directly served by the Center.</p> <p><u>KNOWLEDGE, SKILLS & ABILITIES:</u></p> <ol style="list-style-type: none"> 1. Thorough and continually updated knowledge of K-12 education issues and trends. 2. Thorough and continually updated knowledge and understanding of contemporary and historical arts forms. 3. Demonstrated working knowledge and ability in management and organizational development and change. 4. Knowledge of contemporary economics and their impact on education and arts development and trends. 5. Demonstrated ability to work with diverse individuals and to form working teams to accomplish goals and objectives quickly. <p><u>PROBLEM SOLVING:</u> The Executive Director must be able to quickly form solutions to a vast array of problems presented on a regular basis and ranging from rapid political swings to the wide variety of student and parent problems presented by a full-time boarding high school.</p> <p><u>FREEDOM TO ACT:</u> The Executive Director has considerable freedom to act. The board delegates the entire administration of the Perpich Center for Arts Education to the Executive Director so that he/she can have the flexibility to meet the wide-ranging problems, questions and issues presented on a daily basis. The Executive Director's authority is limited only by the stipulations spelled out in the board's Executive Limitation Policy.</p>		

July 13, 2002

Search Process Steps

1. Timeline

Identification of the new director by March 31 with a start date prior to July 1, 2002.

2. Position Description

3. Candidate Profile

4. Materials

Applications, center brochure, ads, announcements.

5. Mission and Strategic Issues

6. Search

Calls, internets ads, letters personal contacts, other advertizing.

7. Screening Candidates (really hard and interesting)

Criteria or matrix for a review, reference checks, site visits.

8. Community Involvement

Staff, directors, clients, students, arts organizations, professionals.

How to do this without losing control of the process requires careful thought.

9. Selection

Needs to be a public process. Questions and criteria needs to be prepared. A decision on paying to bring candidates in needs to be made in this phase and in screening.

10. Post Selection

This can involve contract negotiation, performance expectations and the review process as well as a broader entry plan.

Site Visits

Note: We can have a general or specific RFP but either should include a requirement for the search firm to provide a firm profile that includes recent searches, its distinguishing characteristic, price and hourly rate for additional service.

Personnel Committee

June 13, 2002

First Decisions

1. Timeline
2. Budget
3. Consultant Help
4. Assumption

The entire Board should be involved in the process and a part of the final decision.

Steps in the Process

1. Determine the strategic issues (5 years).
2. Clarify the Mission, if necessary
3. Identify the traits and experiences you want the candidates to have.
4. Establish a process that defines who and how constituents are involved.
5. Establish the search area.
6. Prepare the search documents (Position Description, Brochure, announcements, other) *we have*
7. Establish a screening process (Does it include site visits)
8. Define the media role and relationships.
9. Prepare an entry plan.
10. Decide on compensation, tenure and contract issues

Things that could be in Place

1. Board operating procedures and policies.
2. Clear, well defined relationship between the Board and the Executive Director.
3. An executive limitations policy *IN PLACE*
4. A performance review Process. *IN PLACE*



POSITION SPECIFICATION
Perpich Center for Arts Education
DRAFT: November 5, 2002

Title

Executive Director

Location

Minneapolis, MN

Organization

The Perpich Center for Arts Education is an independent state agency dedicated to "innovative public education centered in the arts." The primary goals of the Center are to educate and develop artistically talented high school students, to demonstrate and disseminate contemporary education best practices, and to spearhead innovations in and the enhancement of arts education opportunities for children in grades K-12 statewide.

A thirty-acre campus in Golden Valley, a suburb of Minneapolis, houses the Center's four main components:

1. The Arts High School is a tuition-free, public school for Minnesota students who qualify. The total school population consists of 310 students in grades 11 and 12, each student majoring in one of six areas: Music, Dance, Theater, Visual Arts, Media Arts, and Literary Arts. Academic courses are also an integral part of the Arts High School education.
2. The Professional Development Institute offers programs ranging from one-day workshops for beginners through multi-year partnerships with schools seeking systematic change through the arts. Minnesota's teachers, students, and artists participate in these programs.
3. The Research, Assessment and Curriculum Center division addresses the foundation questions, *What do we learn through the arts?* and *How do we know?* As the newest distinct component at the Perpich Center, this division focuses on research and policy, best practices to promote school effectiveness, and teacher and artist growth.
4. The Learning Resource Center provides an extensive arts-focused collection of free print and non-print resources for teachers, students, and artists throughout Minnesota.

The Center's 2002-03 operating budget is \$7.8 million, allocated by the State. Additional revenue is provided for programs and services by foundations and separate grants. With over 13 years of effective leadership, the Center works closely with the Governor, State Legislature, appropriate state and national agencies, school districts, other arts and arts education organizations, parents and students in the high school program, and higher education institutions

to improve k-12 education in Minnesota through a focus on the arts.

Position Charter

The Executive Director will provide leadership, direction and management for the Perpich Center for Arts Education, and will report to the Board of Directors appointed by the Governor and confirmed by the State Senate. The position will supervise the following direct reports: Director of School Programs; Director of Research, Assessment and Curriculum; Director of Professional Development Institute; Deputy Executive Director; and an Administrative Assistant.

Responsibilities

The Executive Director's responsibilities include the following:

Organizational Leadership, Budget & Strategy

The Executive Director will 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. The Executive Director will work in partnership with the Board in determining the future direction and agenda of the Center. The individual will also:

- Project and predict future needs and growth and change areas based on contemporary research as well as political and economic trends;
- Provide forward-thinking and engaging leadership, encouraging innovation and acceptance of diversity in all of the Center's programs and policies;
- Lead the biennial budget development process and monitor and adjust budgetary allocations as necessary;
- Assign tasks to appropriate individuals on staff and seek outside consultant services as needed in forming recommendations for growth and/or change;
- Manage and direct staff, as the appointing authority's designee, within the State of Minnesota framework;
- Recruit, hire and provide regular performance reviews for staff, and design and implement an Agency staff development program, seeking on-going improvement of the Center's administrative infrastructure; and
- Participate in contract negotiations at the invitation of the Department of Employee Relations.

Government Relations, Arts Education Advocacy and Policy Development

The Executive Director will manage the relationship between the Center and the State Legislature; hence, this individual will 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. Importantly, the Executive Director will

advocate on behalf of the Center to ensure the organizations revenue needs are met. The Executive Director will also:

- Testify on behalf of the Board as requested;
- Work closely with the Deputy Executive Director who maintains the ongoing informational relationships to formulate strategies for the implementation of Agency agenda items;
- Confer with legislators to formulate agenda items; and
- Confer with members of the Governor's staff to formulate key strategic issues and a legislative agenda.

The Executive Director will also 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. In addition, the Executive Director will be an active representative of the arts and arts advocacy among the general public. The Executive Director will also:

- Provide leadership in timely research, new policy innovation and reform to insure that key issues in public education and the arts are addressed;
- Provide guidance in the development and design of dissemination activities so that they are effective with teachers and administrators in schools, school districts and arts organizations; and
- Represent the Center before diverse education and arts audiences, state and national, in order to disseminate reforms and innovations.

Working with Board of Directors

This position will manage the activities of the Board of Directors and will have the following specific responsibilities:

- Work with the Board to develop a strategic vision for the future of the organization;
- Develop and propose policies, agenda items, and the biennial budget to the Board for consideration;
- Implement actions approved by the Board;
- Represent the Board within diverse public arenas;
- Implement the bylaws of the Board of Directors; and
- Assist the Board as it defines and assesses its role in relation to the role of the Executive Director.

Qualifications

The Executive Director will have an opportunity to further the influence and impact of arts education in the state. The ideal candidate will have strategic vision, knowledge of content, the ability to communicate with teachers, staff, and board members, and the ability to influence State education policy and funding. The ideal candidate will have at least ten years of successful and progressively responsible experience in arts and/or education management. The individual will

be creative, politically astute, pragmatic, flexible, and charismatic. This person will be well versed in current issues and trends in arts education and its advocacy, and will have a history of active involvement in this arena. This person may have experience working in a cultural or educational institution, and will have substantial experience working in or closely with governmental agencies. Specific qualities and attributes will include:

- A thorough and continually updated knowledge of K-12 education issues and trends;
- A thorough and continually updated knowledge and understanding of contemporary and historical arts forms;
- An expertise and ability in management and organizational development and change;
- A knowledge of contemporary, political, economics and social issues and their effect on education and arts development and trends;
- A demonstrated ability to work with diverse individuals and to form working teams to accomplish goals and objectives quickly;
- The ability to quickly develop approaches to a vast array of problems presented on a regular basis and ranging from rapid political swings to the wide variety of student and parent problems presented by a full-time boarding high school; and
- The ability to work constructively with bargaining organizations and within the State personnel system.

Contact

Please address all nominations and applications in confidence to:

James Abruzzo
Managing Director, Nonprofit Practice
% Michele Counter
DHR International
mcounter@dhrintl.net
703-631-0808

All applications and communications will be considered confidential.

To: Mr. Abruzzo
Re: Candidates for Executive Director at the Perpich Center for Arts Education
From: SRSEA Faculty
Date: October 26, 2002

This letter is from the SRSEA group of faculty at the Arts High School. We wanted to be as clear and concise as possible about the key issues we think important when considering candidates for the next executive director. These key issues are as follows: diversified applicant pool, experience, educational philosophy, leadership style, and ability to address the future.

DIVERSIFIED APPLICANT POOL

A long-standing goal has been for us to increase the diversity of our agency. The applicant pool for the executive director must reflect in every way the diverse culture that exists in Minnesota.

EXPERIENCE

We think significant, building level experience in a K-12 setting is a prerequisite. Whether anticipating and providing for the needs of individuals involved in Arts High School programs or those of individuals participating in education programs in schools and communities throughout the state, the new leader must be familiar with the needs of all stakeholders in public education and the unique dynamics that make educational institutions work effectively.

A sound background in public education, however, must be matched by an appreciation of and commitment to the value of arts in education and in life. The applicant must have demonstrated support of the arts in education in a variety of ways: a strong arts program in a school under his/her direction, a leadership role or sustained participation in an arts organization, other indicators of arts advocacy.

We believe a strong school background and a strong arts background are not mutually exclusive. There are a number of arts high schools and school based arts programs throughout the United States whose leadership pool we could draw upon.

EDUCATIONAL PHILOSOPHY

The candidate should be able to thoroughly outline his/her educational philosophy including an understanding of human development, role of parents and community in education, current pedagogical practice in public schools, multicultural and interdisciplinary curricular development, arts as a discipline and how arts can be integral to learning in all areas.

LEADERSHIP STYLE

We believe it is essential the next leader be able to empower and excite people to participate in the mission of the agency. This means the director is first able to observe and then able to help the agency articulate what it does best currently and also how all facets of the agency can better work together. A shared vision should be nurtured from the good work that already exists and also push us to work together in new and exciting ways that maximize our effectiveness.

The director must be able to lead while promoting authentic, participatory decision-making. While maintaining a sound working knowledge of the operations of all facets of the agency, the individual is able to delegate authority to a team and then support the work of that team in the face of opposition and questioning. He or she must create and nurture an atmosphere of trust built on honesty, openness, directness, and regard for the opinions of others. After considering input from a variety of sources and perspectives, the leader must be able to make tough decisions necessary for the health and growth of the agency.

ADDRESS THE FUTURE

LEGISLATURE: Because fiscal issues are key to the direction and development of our agency, the Center's relationship with the legislature and the executive branch of state government is very important. The leader must be to

move decision-makers by articulating a clear and compelling vision of the Center's mission and being an insightful, proactive and fearless champion of the Center's value in the State of Minnesota. While we believe experience working in the political realm would be ideal, it is perhaps not essential. If the candidate has high level experience in public education, he/she would be able to develop the understandings and relationships critical at the state legislature while creating a team of directors that would complement his/her strengths.

STATE-WIDE MISSION: The candidate must be able to anticipate, quickly assess and respond to contemporary issues in our state by envisioning, reenvisioning, and promoting a vital role for the agency. The director must have an ability to maximize resources within the agency while also seeking out and nurturing new relationships with arts and education organizations.

NATIONAL REPUTATION: An executive director with connections to the national network or arts education organizations could only bring benefit to the Center. However, we do not feel it is a prerequisite in order for a candidate to be considered. We feel the director must first work on understanding and developing the internal network, and then the statewide network. National recognition should be a natural outgrowth of the good work we are doing in our Center and in our state.

Thank you for your time and effort.

SRSEA RECRUITMENT TALKING POINTS

October 17, 2002

The SRSEA advocacy team thinks the key issues that need to be considered when hiring the next executive director are: **diversified applicant pool, experience, educational philosophy, leadership style, ability to address the future.**

DIVERSIFIED APPLICANT POOL

A long-standing goal has been for us to increase the diversity of our agency. The applicant pool for the executive director must reflect in every way the diverse culture that exists in Minnesota.

EXPERIENCE

Arts Background

vs

School Background

We believe a strong arts background and a strong school background are not mutually exclusive. There are a number of arts high schools and school based arts programs throughout the United States whose leadership pool we could draw upon.

We think building level experience in a K-12 setting is a prerequisite, but that experience must be matched by an appreciation of and commitment to the value of arts in education and in life.

The applicant must have demonstrated their support of the arts in education in a variety of ways: a strong arts program in a school under their direction or a leadership role / sustained participation in an arts organization, other indicators of arts advocacy.

EDUCATIONAL PHILOSOPHY

The candidate should be able to thoroughly outline their educational philosophy including an understanding of human development, role of parents and community in education, current pedagogical practice in public schools, multicultural and interdisciplinary curricular development, arts as a discipline and how arts can be integral to learning in all areas.

LEADERSHIP STYLE

leader	vs	facilitator
visionary	vs	detailed

We believe it is essential the next leader be able to empower and excite people to participate in the mission of the agency. This means they are able to articulate a shared vision and promote authentic, participatory decision-making. While maintaining a sound working knowledge of the operations of all facets of the agency, they can delegate authority to a team and then support the work of their team in the face of opposition and questioning. They must create and nurture an atmosphere of trust built on honesty, openness, directness, and regard for the opinions of others. After considering input from a variety of sources and perspectives, they must be able to make tough decisions necessary for the health and growth of the agency.

ADDRESS THE FUTURE

LEGISLATURE: Because we believe fiscal issues are key to the direction and development of our agency, our relationship with the legislature and the executive branch of state government is very important. While we believe experience working in the political realm would be ideal, it is not necessarily essential. If the candidate has the skill base we think important in the aforementioned key areas, they would be able to develop the relationships and understandings critical at the state legislature.

STATE-WIDE MISSION: The candidate must be able to quickly assess and respond to the contemporary issues in our state by envisioning, reenvisioning, and promoting a vital role for the agency. They must have an ability to capitalize on resources within the agency while also seeking out and nurturing new relationships with arts and education organizations.

Information from Jill Pettis, Compensation Specialist from DOER, 651-297-5738

Compensation Package	Description
Salary	The Compensation Grid: 20-A The Compensation Range: 23 (\$70,491 – 101,038, 07/01/02 – 06/30/03)
Contract	The employee is on the commissioner's plan and has an "at will appointment". There is no contract.
Hiring Incentive	It is possible for the Center to offer an incentive up to \$5,000, which needs to be requested from DOER and can be paid after 6 months of employment.
Relocation	The Board can recommend relocation benefits up to \$12,500 of the incurred expenses. The Board may authorize payment of more than \$12,500 in individual situations.
Severance	Only available as an option after 3 years of employment. This is uncertain.
Retirement	Mandatory 4% of employee's salary is deducted from employee for this plan and the State match 4%.
Health Insurance	Employee plan paid by the state. Dependents, employee responsible for \$59.03/month. No limitation on number of dependents.
Dental Insurance	Employee plan paid by the state. Dependents, employee responsible for, depending on the plan selected, from \$25.91 to \$32.15/month. No limitation on number of dependents.
Basic Life & Death & Dismemberment Coverage	Based on salary, the state will provide coverage from \$15,000 up to \$75,000. Any premium paid by the State in excess of \$50,000 coverage is subject to a tax liability in accordance with IRS regulations. The employee may decline coverage in excess of \$50,000 by filing a waiver in accordance with Dept. of Finance procedures. Optional additional coverage is available for Life, Disability, Accidental & Dismemberment.
Auto Allowance	Non offered.

Interviewing Process for Executive Director Finalist Candidates

Outlined below is a process for finalists to meet with key Center groups and interview with the Board.

On February 12/13, the Personnel Committee will interview between five and seven executive director candidates. They will identify two or three finalists.

On February 21, the finalists will meet with three key constituent groups and three Agency Directors. Each meeting will be a maximum of 45 minutes and the candidates will rotate from group to group.

The groups will include:

1. Agency staff, parents, alumni and students.
2. The Arts High School including teachers, Student Services, and residential staff.
3. Members of arts and educational organizations, artists, and friends of the Center.

With the approval of the Board, the finalist may meet with the Directors' group.

Each group will be asked to:

1. Give each candidate a time to introduce him or herself.
2. Ask questions with an effort to ask each candidate the same basic questions (different questions are possible based on different or unique candidate experiences).
3. Provide some time for the candidate to ask questions and make a closing statement.
4. Provide a written report to the Board or an oral report if requested which speaks to how each candidate fits the Board's identified criteria which include:
 - a) Extensive experience with the legislative process;
 - b) Has great knowledge and experience with k-12 education;
 - c) Is actively engaged in the arts or has extensive arts experiences; and
 - d) Has significant fund raising experience and expertise.
5. Make a serious effort to avoid questions* that compromise the hiring process or are otherwise inappropriate.

Tentatively, the finalists would meet with the constituent groups in the a.m. and interview with the Personnel Committee in the afternoon. The Board would then either hear from the representatives of the constituent groups or break for dinner.

Following to during the dinner, the Personnel Committee will discuss the candidates and try to select a finalist for board consideration at its March meeting. Between February 21 the Board could have more references checked, make site visits or negotiate a contract with the finalist for action in March.

*A DOER handout will be reviewed with each group prior to the meetings. The handout covers some dos and don'ts in interviews.

**Sample Questions for Candidates
Executive Director
Perpich Center for Arts Education**

The following are sample questions that cover major issues related to the position of Executive Director. Please feel free to edit for each candidate, and to expand or add questions as appropriate.

1. Please provide us with a 10-minute sketch of your background and experience and could you point to some specific activities in your background that demonstrate your qualifications for this position?
2. Given its broad educational mission and state-wide scope, please describe your approach to balancing the Perpich Center's three major activities: the high school, outreach, and the learning resource center.
3. What do you see as the major challenges facing the Center, both in the near term and long term? If there are challenges that may effect how Perpich operates, how would you go about developing a vision for the Center
4. Can you tell us about your experience in K-12 education? How have you worked with professional educators and/or artists-in-residence to provide arts education to this age group?
5. Please describe the breadth and depth of your experience in the arts.
6. What is the role of the arts in preK-12 education? Are they for every student and can they impact other disciplines and experiences?
7. Can you tell us about your experience with the legislative process? Does it involve lobbying for arts or arts organizations?
8. Please describe your experience in fundraising, particularly non-government funding. Also, how would you describe your approach to fundraising?
9. What is your experience in strategic management of a business driven by mission-based objectives? Please describe your experience with strategic planning.
10. In what ways do the roles of the board and the executive differ, and how can they be complimentary?
11. How would you characterize your working style with a board of directors? With staff and educators?
12. What is your experience in building relationships with the greater community? What is your philosophy regarding how to engage the community in an arts center and in the arts in general? How would you propose that the center become more involved with local arts organizations and artists?
13. Can you tell us about what you consider some of your most innovative accomplishments?
14. What do you find attractive about this opportunity? What expectations do you have about the job?



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: September 9, 2004
Lunch at 12 p.m., the Meeting to begin at 12:45 p.m.

Location: Glass Box, Gaia (PCAE)

I. Call Meeting to Order

Board chair Bob Brandt called the meeting to order at 12:45 p.m.

II. Roll Call

Board members present: Bob Brandt, John Davis, Scott Halgrim, Penny Johnson, Roberta Jones, Virginia Katz, Kat Knudson, Jane McWilliams, Sonja Peterson, Dan Reigstad, MaryAne Wilimek, Chris Wilson, Kaimay Yuen-Terry

Board members absent: Mary Frances Skala, Mohammed Lawal

Others: Pam Paulson, Elsie Martin, David Flannery, Kou Vang, Rene Ellis (part of the meeting), Mike Hiatt (part of the meeting)

III. Agenda Approval

Recommend the Board approve this meeting agenda.

Board member Dan Reigstad moved to approve the agenda. Board member Roberta Jones seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

a. August 12, 2004, Meeting Minutes, attached as M1-8

Recommend the Board approve the August 12, 2004, meeting minutes.

Board member Sonja Peterson moved to approve the August 12, 2004, meeting minutes. Board member Penny Johnson seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report and Committee Assignments-- Bob Brandt

Bob Brandt shared with the board the introduction process that was used at his place of employment. He asked everyone to introduce him or herself and comment on their choice of the artist (dead or alive) they would like to invite to have lunch with and join the board meeting. He started the introduction and everyone followed.

b. Executive Director's Report

David Flannery reported on the following:

1. PCAE Foundation hosted an Open House on September 3. The Open House was well received by staff and student parents, allowing parents an opportunity to meet other parents the faculty and visit their son or daughter's classes. Foundation members Rachel Fine, Chris Quinn, Janet Spatafore, Sue, Beth Glassman, Steve Shapiro and staff members Mary Pietruszewski and Shelly Davenport organized this function. Rachel Fine leads the PCAE Foundation events and has formed a group to organize and manage fundraising events. They have a website, fun.com, where people can find out information about their work and volunteer.
2. Parent Advisory Committee (PAC) is well represented by out-state parents and metro area parents. The chair and co-chair are both from the metro area.
3. PCAE received \$11,000 rebate from Risk Management based on the center's 2003 experience factor.

4. The out-state October board meeting will be Willmar. Penny Johnson and Dan Reigstad will make the arrangements. Pam Paulson will introduce our partners along with Penny and Dan's help. David will be in Milwaukee at conference.

c. Foundation Report –Kat Knudson

Kat Knudson reported that the foundation is already planning for a grandparent day to also give grandparents the opportunity to be involved with their grandson/daughter and learn about their PCAE life and interests. The foundation's second big fundraising event will be February 4, 2005. There will be performances in the Black Box and Performance Hall as well as auction items. She asked board members to reserve the date and invited them to attend.

The foundation continues to look for members to shape and strengthen their board. She encouraged board members to let her know of people that they think may have an interest to serve on the foundation board.

She also highlighted on the foundation funding to support the Arts High School. For school year 2004/05, the foundation released \$15,000 to assist with student fees, \$30,000 to support salaries and \$10,000 for supplies.

d. Other

VI. Consent Calendar

VII. New Business

a. Financial Planning 1 p.m. Elsie Martin Will Facilitate the Discussion

David Flannery spoke briefly about the process used for the 2004/05 biennium and introduced Elsie Martin. Elsie is the parent of an alumna and was the consultant who worked with the board and administrators on the previous biennium budget plan.

Elsie directed board members to the budget process packet and reviewed information with board members. She facilitated two staff meetings that included staff from all areas of the agency to refine and update information to the 2004/05-budget plan. At this meeting, she would like board members to review the mission objectives and priorities and comment on whether the information is still accurate or does it need to be revised. After some discussion, the board noted that the process was confusing, partly because of too much information. Elsie tried to clarify some of the board members questions.

After further discussion, the board endorsed the objectives as presented, with some recommendations on the scales as described below.

- Arts High School (AHS) Students –Add planning for careers, both in the arts and non-art related fields.
- K-12 Students – Because of PCAE statute, "All Students" should be changed to "K-12 Students". Use more words about students in the circles on the chart, similar to AHS Students chart. Need more attention to outcomes, rather than modes of achievement. Do evaluation of impact on kids similar to evaluation done with teachers.
- Innovation – More emphasis on documentation of risks. Be a catalyst for what goes on in the schools.

The board confirmed priorities from the 2004/05 process as a guide in preparing 2006/07 budget filing for October 1. The board agreed that they would like to do a "poker chip" exercise to weight the priorities in November.

b. Break 3 p.m.

The board took ten minutes break. Chair Bob Brandt reconvened the meeting at 3:45 p.m.

c. Executive Director Search Process 3:15 p.m. Elsie Martin will also Facilitate this discussion.

David Flannery spoke briefly about the search and noted that Elsie will also facilitate this process. David directed board members to review the executive director position description (PD). He noted that the PD as provided represents what he currently does and the board may want to redefine the criteria and responsibilities.

After the board reviewed the PD, to develop the criteria, Elsie asked board members to think about the strategic issues facing the center now and future. The following strategic issues were defined. The board started scoring the issues in order of importance to define the criteria qualifications. The scoring was difficult to total, as there were duplication issues noted but were worded differently and new issues were being added at the same time board members were ranking their choices. After some discussion of the criteria, the board recommended the Personnel Committee convene a meeting to finalize the strategic issues and criteria and design a process to meet the deadlines as stated in the June 4, 2004, Personnel Committee meeting minutes. The Personnel Committee will attempt to present a search plan for discussion and consideration at the next full board meeting.

Strategic Issues:

- Survival or Organization
- Demonstrate credibility throughout the state
- Growth of technologies in next 3-5 years
 - Implications for how we provide service
 - Keeping students safe
- Declining resources
 - Alternate revenue
 - Foundation
 - Declining in public education
 - Privatization of public functions
- Climate of choice for students
 - Competitors – other arts school
 - Charter schools in the arts
- Demographic changes
 - Declining out-state
 - Growing metro
- Growing and maturing alumni base
- Diversity – Open enrollment for all kids
 - Socioeconomic
 - Geographic
 - Cultural and ethnic
 - GLBT
- Political climate growing more conservative
- Drive for accountability
 - Quantification
 - Testing “No Child Left Behind”
 - Program evaluation
 - Better information to the board
- Demographic of Staff
 - Retirement 10-15 years
 - Turnover 20%
- Facility Maintenance and Growth
- Internal Control
 - Infrastructure communication between staff and board
- Visionary Leadership (practical)
- Balance of public and private resources
- Document to track economic population
- Safety
 - How can we make parents feel safer about their kids being away from with issues of threats?
- New staffing models, new ways to work together
- Licensure issues and requirement

Criteria:

1. K-12 Knowledge
2. Passion for the Arts
3. Vision and Innovation (grounding and practical)

4. Communication & Marketing (people skills)
5. Leadership and Problem Solving Skills
6. Organizational Skills (supervisory, budget, administration skills)
7. Education requirement?

VIII. Personnel

IX. Information and Decisions

X. Open Forum at 4 p.m.

XI. Meeting Adjourn

Board member Kaimay Yuen-Terry moved to adjourn the meeting. Board member Dan Reigstad seconded the motion. The vote was unanimous.

Board chair Bob Brandt adjourned the meeting at 5:05 p.m.

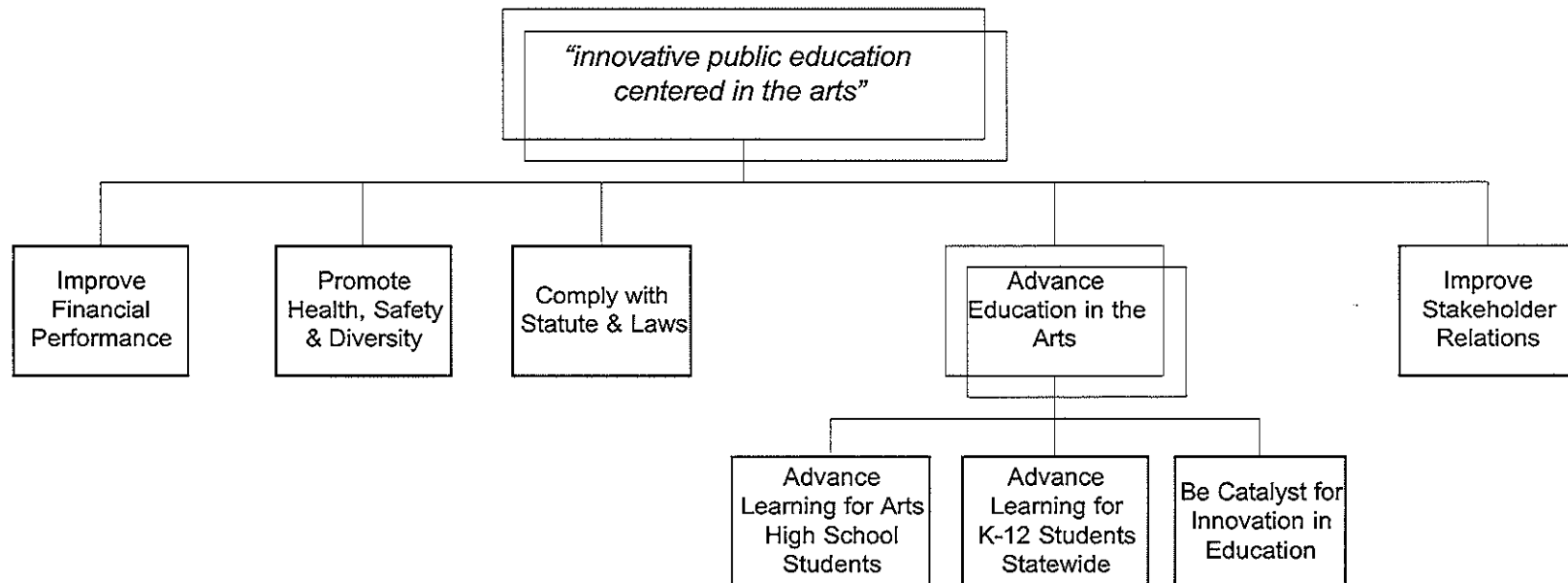
The Perpich Center for Arts Education

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.

Mission Objectives used to develop 2004-05 Budget:



NBZ

State of Minnesota		Employee's Name:	
POSITION DESCRIPTION A		David Flannery	
AGENCY/DIVISION		ACTIVITY	
Perpich Center for Arts Education			
CLASSIFICATION TITLE	WORKING TITLE (if different)	POSITION CONTROL #	
Executive Director	Interim Executive Director	199130	
PREPARED BY	PREVIOUS INCUMBENT	APPRAISAL PERIOD	
EMPLOYEE'S SIGNATURE (This position description accurately reflects my current job.)	DATE	SUPERVISOR'S SIGNATURE (This position description reflects the employee's current job.)	DATE
POSITION PURPOSE Provide leadership, direction and management for the Perpich Center for Arts Education. The center is an independent state agency charged with the education of artistically talented high school students, demonstrating and disseminating contemporary education reforms and innovations and the enhancement of arts education opportunities for children in grades K-12 statewide.			
RESPONSIBILITY Reports To: Perpich Center for Arts Education Board of Directors appointed by the Governor and confirmed by the State Senate. Supervises: Deputy Director, Director of Arts High School, Director of Professional Development and Research Group, Senior Librarian of PCAE Library, and Executive Administrative Assistant			
DIMENSIONS Budget: Clientele: Governor, legislature, state agencies, school districts, arts education and organizations, Arts High School parents and students, higher education institutions, and communities.			

POSITION DESCRIPTION		EMPLOYEE'S NAME	POSITION CONTROL #
B		David Flannery	NB3
Resp. #	PRINCIPAL RESPONSIBILITIES, TASK AND PERFORMANCE INDICATORS:		
Priority:	I. Provide leadership in determining the future direction and agenda for the Perpich Center for Arts Education.		
A	TASKS:		
% of Time:	1. Project and predict future needs and growth and change areas based on contemporary research, information and political and economic trends. In this process, maintain key working relationships with people in appropriate leadership positions in all sectors impacting the business of the Center.		
20%	2. Assign development tasks to appropriate staff individuals and seek outside consultant services to form recommendations for growth and/or change.		
Disc.	3. Maintain close-working relationships with the Governor and his/her key staff and members of the education committees of the House and Senate so that future change and growth needs of the Center are heard considered and have an impact.		
Resp. #	II. Exercise leadership in the general education and arts education communities and designing implementation and dissemination strategies for the innovations and reforms developed by the Center.		
Priority:	TASKS:		
A	1. Guide the development of innovation and reform to ensure that it addresses key issues.		
% of Time:	2. Guide the development and design of dissemination activities so that it is effective with teachers and administrators in school districts.		
20%	3. Represent the Center before diverse education-interested audiences in order to disseminate reforms and innovations.		
Disc.			
Resp. #	III. Manage and direct the staff, as the appointing authority's designee, within the State of Minnesota framework.		
Priority:	TASKS:		
A	1. Select qualified directors to meet the needs of the Center.		
% of Time:	2. Assign staff to forward the agenda and needs of the Center.		
20%	3. Review staff needs on an annual basis to determine whether program needs are being met. Adjust staff assignments as necessary.		
Disc.	4. Evaluate staff in accordance with appropriate labor contracts.		
	5. Design and implement an agency staff development program.		
	6. Oversee the Health and Wellness Committee.		
	7. Participate in contract negotiations at the invitation of the Department of Employee Relations (DOER).		
	8. Lead the development and implementation of Meet and Confer Committees as specified in collective bargaining agreements.		
	9. Provide leadership in maintaining the productive working morale of all staff.		
	10. Working through the directors, approve all new staff.		
	11. Working through the directors and in accordance with all state laws and policies as well as all negotiated agreements, terminate employees if required.		

Position Description **B** continues...

NB 4

POSITION DESCRIPTION B		EMPLOYEE'S NAME David Flannery	POSITION CONTROL #
Resp. #	IV. Lead the development of the biennial budget process and monitor and adjust budgetary allocations as necessary.		
Priority: A	TASKS:		
% of Time: 10%	1. Analyze and assign budget priorities in line with the board's biennial program priorities.		
	2. Monitor, in cooperation with the Deputy Director, the implementation of budgetary assignments to measure cost effectiveness and productivity.		
	3. Adjust budgetary allocations as necessary to meet state budget reduction guidelines or to better address agenda items.		
Disc.	4. Work with the board to determine biennial program priorities and major goals.		
Resp. #	V. Manage the activities of the Board of Directors.		
Priority: A	TASKS:		
% of Time: 10%	1. Develop and propose policies, agenda items, and the biennial budget to the board for consideration.		
	2. Implement actions approved by the board within the confines of the Minnesota Statutes.		
	3. Represent the board within diverse public arenas.		
	4. Implement the bylaws of the Board of Directors.		
Disc.	5. Follow all board policies including the Executive Director Limitation Policy.		
Resp. #	VI. Direct the relationship between the Center and the State Legislature.		
Priority: A	TASKS:		
% of Time: 5%	1. Testify on behalf of the board as requested.		
	2. Work closely with the Deputy Director who maintains the ongoing relationships with state agency staff.		
	3. Confer with legislators to formulate agenda items.		
Disc.	4. Work with the board to prepare annual legislative agenda.		

NB 5

POSITION DESCRIPTION C	EMPLOYEE'S NAME David Flannery	POSITION CONTROL #
<p>NATURE & SCOPE (relationships; knowledge, skills and abilities; problem solving and creativity; and freedom to act.)</p> <p><u>RELATIONSHIPS:</u> The Executive Director provides leadership, direction, management control and coordination in matters of policy, personnel, budget, growth and change for the Perpich Center for Arts Education. The Executive Director must maintain close-working relationships with all members of the board, the Governor and his/her senior staff, members of the State Legislature, leaders in the education and arts communities, and clients directly served by the Center.</p> <p><u>KNOWLEDGE, SKILLS & ABILITIES:</u></p> <ol style="list-style-type: none"> 1. Thorough and continually updated knowledge of K-12 education issues and trends. 2. Thorough and continually updated knowledge and understanding of contemporary and historical arts forms. 3. Demonstrated working knowledge and ability in management and organizational development and change. 4. Knowledge of contemporary economics and their impact on education and arts development and trends. 5. Demonstrated ability to work with diverse individuals and to form working teams to accomplish goals and objectives quickly. <p><u>PROBLEM SOLVING:</u> The Executive Director must be able to quickly form solutions to a vast array of problems presented on a regular basis and ranging from rapid political swings to the wide variety of student and parent problems presented by a full-time boarding high school.</p> <p><u>FREEDOM TO ACT:</u> The Executive Director has considerable freedom to act. The board delegates the entire administration of the Perpich Center for Arts Education to the Executive Director so that he/she can have the flexibility to meet the wide-ranging problems, questions and issues presented on a daily basis. The Executive Director's authority is limited only by the stipulations spelled out in the board's Executive Limitation Policy.</p>		

NB6

To: Mr. Abruzzo
Re: Candidates for Executive Director at the Perpich Center for Arts Education
From: SRSEA Faculty
Date: October 26, 2002

This letter is from the SRSEA group of faculty at the Arts High School. We wanted to be as clear and concise as possible about the key issues we think important when considering candidates for the next executive director. These key issues are as follows: diversified applicant pool, experience, educational philosophy, leadership style, and ability to address the future.

DIVERSIFIED APPLICANT POOL

A long-standing goal has been for us to increase the diversity of our agency. The applicant pool for the executive director must reflect in every way the diverse culture that exists in Minnesota.

EXPERIENCE

We think significant, building level experience in a K-12 setting is a prerequisite. Whether anticipating and providing for the needs of individuals involved in Arts High School programs or those of individuals participating in education programs in schools and communities throughout the state, the new leader must be familiar with the needs of all stakeholders in public education and the unique dynamics that make educational institutions work effectively.

A sound background in public education, however, must be matched by an appreciation of and commitment to the value of arts in education and in life. The applicant must have demonstrated support of the arts in education in a variety of ways: a strong arts program in a school under his/her direction, a leadership role or sustained participation in an arts organization, other indicators of arts advocacy.

We believe a strong school background and a strong arts background are not mutually exclusive. There are a number of arts high schools and school based arts programs throughout the United States whose leadership pool we could draw upon.

EDUCATIONAL PHILOSOPHY

The candidate should be able to thoroughly outline his/her educational philosophy including an understanding of human development, role of parents and community in education, current pedagogical practice in public schools, multicultural and interdisciplinary curricular development, arts as a discipline and how arts can be integral to learning in all areas.

LEADERSHIP STYLE

We believe it is essential the next leader be able to empower and excite people to participate in the mission of the agency. This means the director is first able to observe and then able to help the agency articulate what it does best currently and also how all facets of the agency can better work together. A shared vision should be nurtured from the good work that already exists and also push us to work together in new and exciting ways that maximize our effectiveness.

The director must be able to lead while promoting authentic, participatory decision-making. While maintaining a sound working knowledge of the operations of all facets of the agency, the individual is able to delegate authority to a team and then support the work of that team in the face of opposition and questioning. He or she must create and nurture an atmosphere of trust built on honesty, openness, directness, and regard for the opinions of others. After considering input from a variety of sources and perspectives, the leader must be able to make tough decisions necessary for the health and growth of the agency.

ADDRESS THE FUTURE

LEGISLATURE: Because fiscal issues are key to the direction and development of our agency, the Center's relationship with the legislature and the executive branch of state government is very important. The leader must be to

move decision-makers by articulating a clear and compelling vision of the Center's mission and being an insightful, proactive and fearless champion of the Center's value in the State of Minnesota. While we believe experience working in the political realm would be ideal, it is perhaps not essential. If the candidate has high level experience in public education, he/she would be able to develop the understandings and relationships critical at the state legislature while creating a team of directors that would complement his/her strengths.

STATE-WIDE MISSION: The candidate must be able to anticipate, quickly assess and respond to contemporary issues in our state by envisioning, reenvisioning, and promoting a vital role for the agency. The director must have an ability to maximize resources within the agency while also seeking out and nurturing new relationships with arts and education organizations.

NATIONAL REPUTATION: An executive director with connections to the national network or arts education organizations could only bring benefit to the Center. However, we do not feel it is a prerequisite in order for a candidate to be considered. We feel the director must first work on understanding and developing the internal network, and then the statewide network. National recognition should be a natural outgrowth of the good work we are doing in our Center and in our state.

Thank you for your time and effort.

PCAE Board Retreat

September 9, 2004

New Business

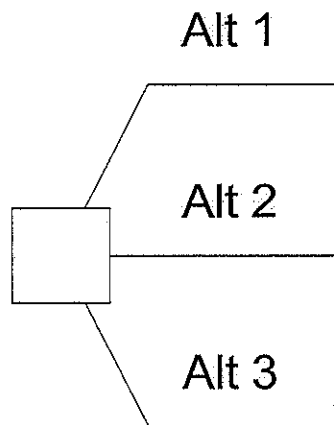
- Financial Planning for 2006-07 Biennium Budget
 - Understand process
 - Confirm Mission Objectives and priorities
- Executive Director Search
 - Review Position Description
 - Brainstorm strategic issues
 - Create candidate profile

Overview of Budget Process

- What is decision framework?
- How we used it to help with 2004-05 biennium budget
- Schedule to prepare Oct 1 filing
- Need for Board input
 - Confirm Mission Objectives
 - Review changes proposed by staff
 - Confirm Priorities
 - Review priorities from 2004-05
 - Would a “poker chip” exercise be helpful?

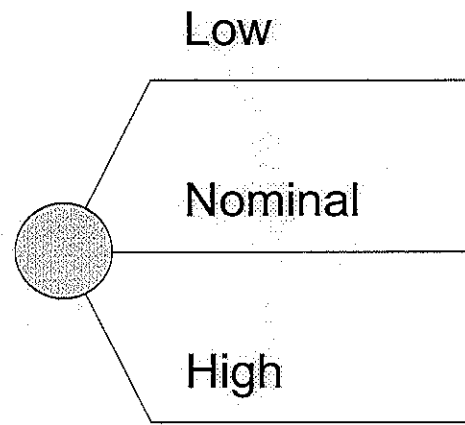
A Decision in 3 Parts:

Decision



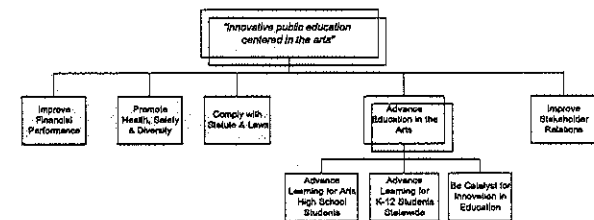
What we can do,
Our alternatives

Uncertainty



What we don't control,
What we know & believe

Objectives



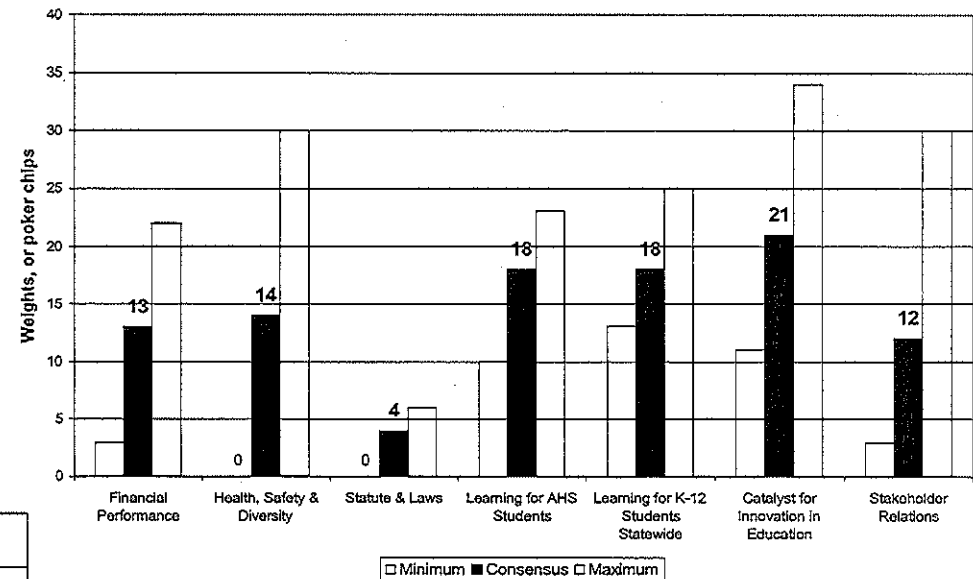
What we value,
Outcomes we want

Phase I – Clarify Mission

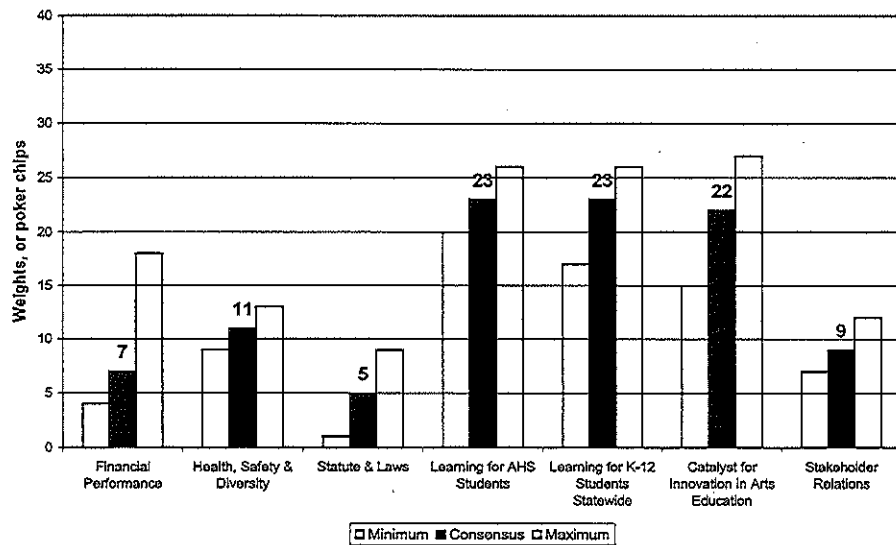
- The Board, Directors and staff:
 - Specified mission objectives in an objectives hierarchy
 - Captured factors influencing outcomes and created scales to measure performance
 - Assessed weights, or priorities, via poker chip exercise

“Poker chip” exercises to debate priorities

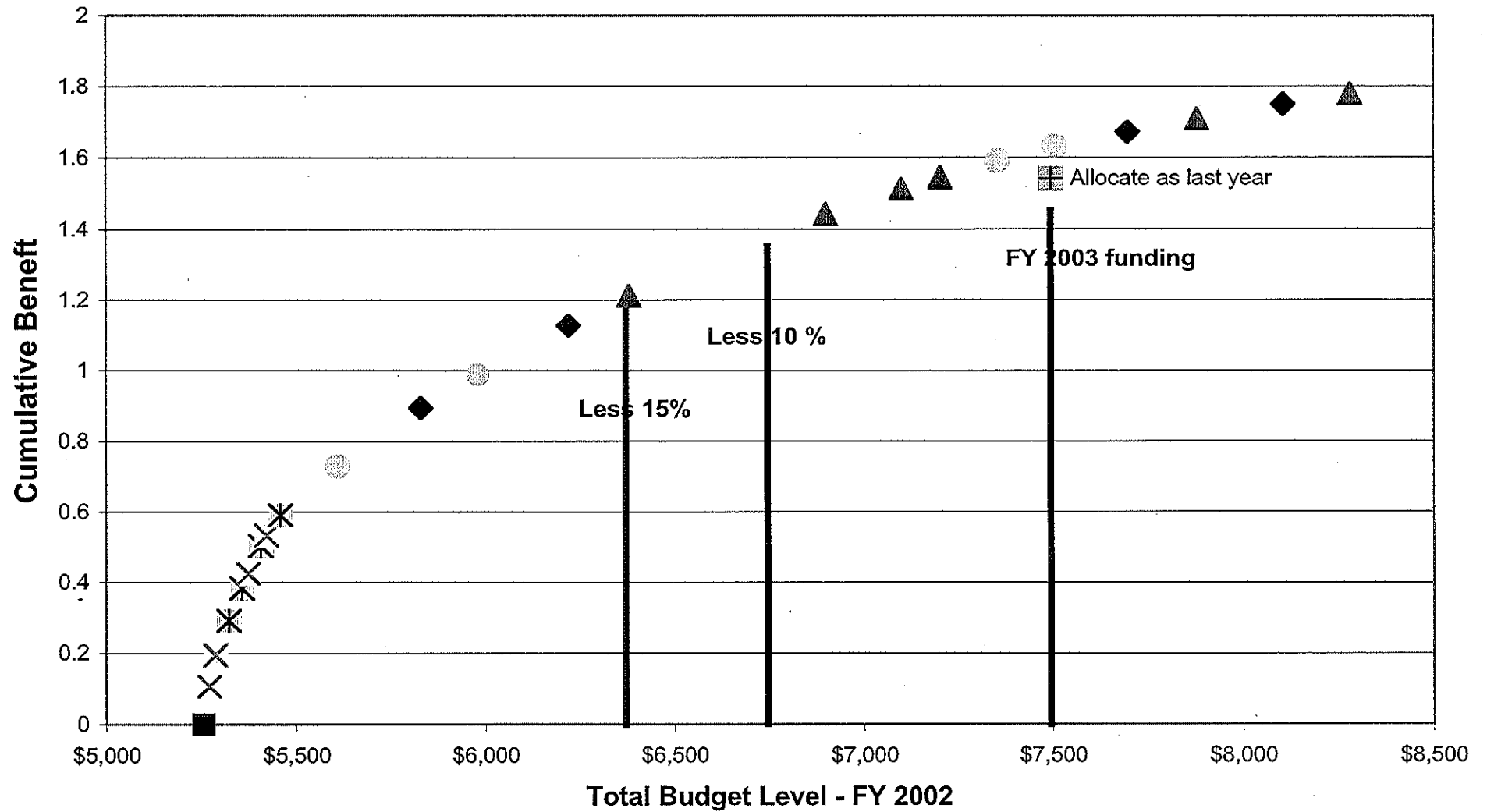
Board's Consensus Weights, August 27, 2002



Directors Recommendation of Weights from August 19, 2002



Perpich Center for Arts Education Benefit to Cost Curve



Schedule to complete Stage 1: Filing to state on Oct 1, 2004

- Review schedule and steps Aug 31
- 2 staff groups revise performance scales Sep 2 & 8

Confirm objectives & priorities w/ Board Sep 9

- Gather data & draft initial budget Sep 13-14
- 3 staff groups review & expand budget scenarios for their program areas Sep 20-21
- Prepare 20-60-20 budget recommendation Sep 22
- Present budget to full agency Sep 27
- Gain Board approval Sep 29
- Present to Dept of Finance Oct 1, 2004

Final 2006-07 Budget for PCAE May, 2005

Need for Board Input

- Confirm Mission Objectives
 - What are directives to staff for clarifying objective definitions and scales?
- Confirm Priorities
 - We will use the Board's priorities from 2004-05 to guide preparation of the budget filing on October 1
 - Would a “poker chip” exercise be helpful for stage 2 after October 1?

Advance Learning for Arts High School Students

Scale

5 BEST

- ? 90% of students continue to be engaged in the arts in some way after graduation
- ? Of those students who desire to go on to professional preparation, 98% are accepted into a professional training program
- ? 98% or more of students meet graduation standards
- ? 2% or less have an academic probation
- ? Of those students who have been here a year, 100% feel that they have at least 1 adult at school who knows and cares about them
- ? More than half of the PCAE staff practice or make art
- ? More than half PCAE staff pursue post-employment certificates or advanced degrees

1 WORST

- ? 30% of students continue to be engaged in the arts in some way after graduation
- ? Of those students who desire to go on to professional preparation, 10% are accepted into a professional training program
- ? 70% of students meet graduation standards
- ? 15% or more have academic issues, e.g., below a C average
- ? Of those students who have been here a year, 20% feel that they have at least 1 adult at school who knows and cares about them

2004 score is _____

Advance Learning for K-12 (ALL?) Students Statewide

5 BEST

- We have a clear definition of our areas of influence on students, both “Direct” and “Indirect”
- Pilot our assessment process for measuring student achievement in the arts in 8 districts across the state during this biennium. Show that the tool is reliable, significant and efficient.
- 100% (850,000?) elementary & middle school students meet minimum art standard in 2 art areas; 50% exceed minimum and meet it in 3 art areas; 100% high school students meet art standard in 1 art area; 50% exceed minimum and meet it in 2 art areas.
- 80% districts have specialists in 4 or more art areas.
- 50% of students learn through on-going arts education partnerships which include practicing artists
- 20% (1000) specialists participate in PCAE professional development that improves their teaching practice, e.g., ...
- 10% (6,000) generalists (non-specialists) participate in PCAE professional development that improves their teaching practice using the arts, e.g., ...
- We define our sphere of influence (e.g., the districts where we have had an impact). We show growth in our sphere of influence.

1 WORST

- We have only a vague definition of our areas of influence on students
- Pilot our assessment process for measuring student achievement in the arts in only 2 districts across the state during this biennium.
- 30% of students 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% of students learn through on-going arts education partnerships which include practicing artists
- 2% specialists participate in PCAE professional development
- <1% generalists (non-specialists) participate in PCAE professional development
- Our sphere of influence is unclear.

2004 score is 2 for Dance and Theater
 3.5 for Music and Visual Arts
 3 for Media

Catalyst for Innovation in Education

5 BEST

- Multiple risks are taken and documented. Perpich Center staff, teachers & teaching artists produce and share work that pilots innovation in teaching practices and student learning.
- 30 case examples of programs, practices, etc. that relate to arts-rich, comprehensive school reform design are adopted in Minnesota, another state or another country.
- PCAE innovations are adopted into state and district education policy and practice during the biennium.
- PCAE shapes a vision of education in and through the arts for the state and we articulate it to others.
- PCAE receives a multi-thousand dollar grant in collaboration with another organization each biennium.

1 WORST

- No risks are taken, status quo is maintained.
- 0 case examples are adopted. No one watches us.
- PCAE fails to influence state or district education policy and practice in the biennium.
- There is no clearly stated vision of education in and through the arts.
- PCAE receives no “major” grant in 4 years.

2004 score is 3.5

Promote Diversity, Health & Safety

Scale

5 BEST

- ? Meet or exceed diversity goals among AHS students in all 3 categories:
 - o ethnicity – 20% minority
 - o geographic region – 40% outstate, non -metro
 - o socio-economic – *create goal for % on free & reduced lunch program*
- ? Exceed state goals for affirmative action among PCAE staff
- ? 100% of students report feeling 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 with regard to public assistance, disability, sexual orientation or age
- ? 0 tolerance for discrimination or harassment
- ? 98-100% of staff are skilled to work with a diverse population
- ? Support services are available for students within same day
- ? 100% of students improve their scores from Junior to Senior year in 3 questions on Search Institute Survey

1 WORST

- ? Little diversity among AHS students in any of the 3 categories
- ? Do not meet state goals for affirmative action among PCAE staff
- ? ___% of students report feeling safe ...
- ? 50% of staff are skilled to work with a diverse population
- ? Support services are available for students within same month
- ? ___% of students show the state -average dip in their scores from Junior to Senior year in 3 questions on Search Institute Survey
- ? 10% of students have non -academic suspension or disciplinary action per year
- ? Minimum state compliance on buildings and grounds, reactive mode for hazards

2004 score is

Improve Stakeholder Relations

5 BEST

- ? We have a positive reputation among key legislators & staff and among Administration & staff
- ? Most Minnesota legislators have a basic understanding of what happens here.
- ? The general public understands our mission
- ? Our reputation extends beyond Minnesota.

3

- ? Reputation among some key legislators or the Administration is strained
- ? Most legislators know we are here.
- ? The general public knows we are here and has some minimal understanding of our mission.

1 WORST

- ? Very negative reputation among some legislators and the Administration, e.g., a bill is introduced to abolish PCAE
- ? Most legislators lack understanding of what happens here
- ? The general public does not know we are here.

2004 Score is ??

Comply with Statute & Laws

5 BEST

- ? PCAE statute – Comply with all parts.
- ? Finance – Meet 100% of reporting requirements on -time and have implemented finance procedures
- ? Administration – All contracts are executed legally and all purchasing is completed using guidelines
- ? Employment – Compliance with all human resource laws and honor all labor contracts
- ? Governance – Follow state guidelines for Conflict of Interest, hold Open Meetings and follow Data Practices, including confidentiality and appropriate public access.
- ? Education (C,F&L) – Follow all high school laws and policies.

1 WORST

- ? Receive one major audit finding or one major violation of law

2004 Score is ??



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: October 14, 2004 at 1 p.m.

Location: Willmar Education and Arts Center
611 5th Street SW, Willmar

I. Call Meeting to Order

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

II. Roll Call

As there were guests attending this meeting, Bob Brandt started the meeting with an introduction and asked everyone to also introduce his/herself.

Board members present: John Davis, Dan Reigstad, Jane McWilliams, Kaimay Yuen-Terry, Kat Knudson, Bob Brandt, Virginia Katz, MaryAnne Wilimek, Sonja Peterson, Scott Halgrim (late arrival 1:30 p.m.), Chris Wilson (late arrival 2 p.m.)

Board member absent: Penny Johnson, Mohammed Lawal, Mary Frances Skala

Others: Pam Paulson, Rene Ellis, Mike Hiatt, Dave Beaman, Albert Katz

Presenters (present for part of the meeting): Representative Al Juhnke, Senator Dean Johnson, Karin Gilbertson, Lisa Strom, Monica Villars, David Johnson, George Morrow, Nicole (last name?), Kathy Leedom (part of meeting only)

III. Agenda Approval

Recommend the board approve this meeting agenda.

To accommodate the legislators and presenters' schedules, Bob Brandt recommended hearing from them first. **The agenda was approved.**

To better familiarize Representative Al Juhnke and Senator Dean Johnson with the center and its work statewide, Pam Paulson reviewed the list-served data attached as R1-3 and R4-6. She gave a brief introduction of how teachers and educators of Willmar and surrounding areas connected with PCAE through the Professional Development and Research programs and the Best Practice Network (BPN) now called Quality Teaching Network (QTN). The program started in 1998 and has expanded to include three new regional networks funded by the McKnight Foundation. She included a brief history of how the program was developed and organized to help teachers and educators throughout Minnesota. She then introduced Monica Villars to do the first presentation.

Monica Villars, an arts teacher at Willmar Public Schools, talked briefly about her background then followed with how she learned of PCAE. She expressed appreciation for the PCAE support she received through BPN, which provided creative teaching approaches to improve student learning. She shared pictures of her class and students' work as a result of the BPN program. She also talked about her experience visiting a school site in Japan and shared things she learned about Japanese culture and art. Her focus this year is to teach her students about Japanese culture and arts. She invited board members to visit her school after the meeting.

After the presentation, Pam opened the meeting to Representative Juhnke and Senator Johnson for questions and asked them to share insights on the upcoming legislative session. Senator Johnson started the conversation with a memory of his meeting with the late Governor Rudy Perpich. He elaborated briefly on the bonding bill. Although no bonding bill happened last legislative session, he acknowledges our capital request. He noted that the legislature has intentions to vote on a bonding bill sometime January 2005. He continued with information on the budget and noted that the state has a \$1 billion deficit so cuts will take place, as the Governor is firm on not raising taxes.

Representative Juhnke started the conversation with his memory of the late Governor. He confirms what Senator Johnson said and he continued with possible changes after November 2. He noted that if the

Republicans control the House, there will be a new speaker elected and if Democrats, there will be a new legislature structure. He summarized the order of how the budget process moves through the legislature.

Board members asked how they and PCAE could positively lobby support from the legislature. Representative Juhnke and Senator Johnson recommended PCAE and board members to be active at the legislature in educating representatives about PCAE's work. In addition, have constituents write their representatives in recognition of PCAE's good work. Personal letters would be best or emails would also work. Representative Juhnke noted that although he's not a new member in the legislature, he learned a lot about PCAE and its work with this presentation. He affirmed that a good mechanism to lobby support from the legislature is for PCAE and its constituents to continually educate representatives in the House and Senate about the work PCAE does. He also noted that having data that measured the work of PCAE was very helpful.

The board thanked Representative Juhnke and Senator Johnson for coming to the meeting and expressed appreciation for the information they shared about the upcoming legislation session.

The next presentation started with partners from Morris Public High Schools. David Johnson, English 10 teacher, briefly talked about how the various programs: Arts Courses for Educators (ACE) Dance, Minnesota Arts and Schools As Partners (ASAP), Comprehensive Arts Planning Program (CAPP), Artist & Educators Institute (AEI), and Partners: Arts and Schools for Students (PASS) provided opportunities for learning, innovating and improving teaching.

George Morrow, Principal at Morris Public High School, talked about the AEI that recently took place in June. The program allowed educators, teaching artists, and arts education administrators throughout Minnesota to work together in a new community environment, encouraging different experiences and creative educational practices. Their group learned how to solder scrap metal pieces into art. They created a huge metal sculpture, Iron Work, now placed at their school grounds. They enjoyed learning from one another in creating the piece. He expressed thanks to PCAE for the wonderful opportunity and invited people to visit when in the area.

The board took a 10-minute break at 2:55 p.m. Chair Bob Brandt reconvened the meeting at 3:05 p.m.

Pam introduced Karin Gilbertson as the next presenter. Karin is a teacher at Prairie Lakes Juvenile Detention Center in Willmar. The center services kids from all over the state. She became aware of PCAE through BPN. She continues to use the skills learned from BPN groups to incorporate with her own methodology of teaching arts to troubled youth. She reviewed a sample sheet of what she designed to help students discuss and learn art. She also shared some responses from her students, demonstrating how art stimulates them to express emotions. She thanked PCAE for its ongoing support for various programs to improve student learning through the arts.

The next presenter was Lisa Strom, a 3rd and 4th grader teacher at Lincoln Elementary School, Willmar. She was aware of PCAE through the QTN program. As Lincoln was a small school, there was no funding for a separate arts department. She taught all subject areas at Lincoln. She had very little experience in the arts and through inquiries she was connected to PCAE who recommended her to the QTN program. She commended the quality of educators collaborating to research best practices for effective teaching and learning through the arts. She expressed great appreciation and thanked PCAE for making a program such as this available. She showed board members drawings done by her students. The board was impressed by the quality of art produced by her 3rd and 4th grade students.

Pam introduced Kathy Leedom, superintendent of Willmar Public Schools. Kathy thanked board member Dan Reigstad for setting up the meeting and board members for meeting at their site. She thanked PCAE for support over the years. Rural schools struggle to have adequate teaching support and resources available. She and the Willmar Public Schools are thankful to have PCAE as a support resource for their teacher/staff development. PCAE has made grant opportunities available to organize valuable programs in effective teaching and learning. Programs like the QTN helped teachers and education administrators to be involved in strategic inquiries, providing forward thinking and discussion to improving K-12 education.

IV. Consideration and Approval of Minutes

- a. **September 9, 2004, Meeting Minutes, attached as M1-4**

Recommend the board approve the September 9, 2004, meeting minutes.

Board member Sonja Peterson moved to approve the September 9, 2004, meeting minutes. Board member John Davis seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report -- Bob Brandt

Bob Brandt has no report but he expressed thanks to Dan for hosting and setting up the meeting. He will also personally thank Penny Johnson for her help with the meeting and for arranging legislators to attend the meeting. He thanked Pam and Mike for setting up the teacher presenters and thanked all the teachers for making time to share information with the board.

b. Committee Reports

1. **Executive Committee -- Bob Brandt** (no meeting)
2. **Finance Committee -- Penny Johnson** (no meeting)
3. **Personnel Committee -- Sonja Peterson**
Sonja Peterson reported that the committee met recently and has fine-tuned the executive director search work done by the board at the annual retreat meeting in September. The committee will meet October 29 to finish drafting the plan. The committee intends to have an ad posted by October 30 and have a draft plan to the board for consideration at the November meeting.
4. **Board Development Committee --** (no meeting)
5. **Programs Committee -- Kat Knudson** (no meeting)

c. Executive Director's Report

1. Data Information

- **Arts High School**, attached as R1-3
Students served in the Willmar and surrounding areas.
- **Professional Development and Research**, attached as R4-6
Schools/school districts and arts organizations/institutions.

Pam Paulson reviewed and explained reports to legislators and board members. See notes above.

There was no executive director information to report but she prompted board members to start thinking about the legislative agenda. She noted that from David's and her discussions and from previous board meetings, the items below were mentioned for inclusion.

- Bonding Bill
- Biennium Budget
- Charter School Sponsorship
- E-meeting & Voting

Board member Jane McWilliams noted to include the executive director's salary for discussion.

The board asked to have data information like the reports generated for Willmar compiled for each board member within their area. Mike Hiatt will follow up with information.

d. Foundation Report -- Kat Knudson

Kat Knudson noted that there was no new information to share but she would, again, like to remind the board of the PCAE Foundation's big fundraising event set for February 4, 2005. She hopes board members can attend and support the foundation's effort. She also added that the majority of the foundation board members are current student parents and alumni parents. The foundation is looking to get involvement from outside members, and she asked board members to keep the foundation in mind should they come across interested candidates.

e. Other

VI. Consent Calendar

VII. Old Business

a. Biennium 2006/07 Budget Plan, attached as OB1-6

Pam Paulson reviewed the budget plan that was submitted to the Department of Finance October 1. This is the beginning of the budget process and as the center receives directives from the Department of Finance to adjust the budget, the board will have another opportunity to work on the final budget proposal. The board commented that the budget scenarios were very clear and well done.

Yet, some board members expressed confusion about the materials provided for the budget planning session at the board retreat. There was some dissatisfaction in how the budget process and executive director search process were facilitated. Board member John Davis recommended an evaluation form be provided to the board for input. The board asked Kou Vang to check with Elsie Martin for an evaluation form. The form can be emailed to board members.

VIII. New Business

a. Representative Al Juhnke, Senator Dean Johnson (tentative) and Representative Bud Heidgerken (tentative)

b. Report from our Partners in the Willmar Area and Surrounding Communities

1. Willmar Teachers: Karin Gilbertson, Lisa Strom, Monica Villars and Laura Welle
2. Morris Public Schools: David Johnson

c. Superintendent Kathy Leedom will welcome the board to the Willmar School District

Presentation and reports were done at the beginning of the meeting. See notes above.

IX. Personnel

X. Information and Decisions

- a. Board Contact and Committee Chart, attached as I1-2**
- b. Revised Board Meeting Calendar, attached as I3**
- c. Direction and Map to Willmar from the Perpich Center, attached as I4-5**

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn

R1

14 Current Students from CD 7

10/04/04

Last Name	First Name	Address	City	St	Zip	Home Phone #	CD	LD	County	Gr.
Westberg	Zachary	45115 Pembina Trl NW	Karlstad	MN	56732	218-436-3172	7	01A	Kittson	11
Otto	Traverty	35092 210th St	Roseau	MN	56751	218-463-0226	7	01A	Roseau	11
Edman	Andrew	21770 320th Ave NW	Warren	MN	56762	218-745-4597	7	01B	Marshall	12
Belleveau	Caleb	24011 Hwy 89 NW	Puposky	MN	56667	218-243-2685	7	02B	Beltrami	12
McCrary	Allina	36924 Hwy 108	Dent	MN	56528	218-758-2325	7	10B	Otter Tail	11
Minge	Raymond	838 5th Ave SW	Perham	MN	56573	218-346-7578	7	10B	Otter Tail	11
Priebe	Leah	340 3rd Ave SW	Perham	MN	56573	218-346-5170	7	10B	Otter Tail	11
Bailly	Danielle	1143 Linden Ln	Detroit Lakes	MN	56501	218-847-4970	7	11A	Becker	12
Kladstrup	Jennifer	200 Country Club Heights Rd NW	Alexandria	MN	56308	320-763-9669	7	11B	Douglas	12
DeGiudice	Rachel	10255 Greenbrier Rd, Apt 309	Minnetonka	MN	55305	952-544-1645	7	11B	Todd	11
King	Elijah	15125 Co 38	Long Prairie	MN	56347	320-732-3321	7	11B	Todd	12
Brown	Aaron	210 S 2nd St PO Box 71	Grove City	MN	56243	612-922-9265	7	18B	Meeker	12
Eastman	Jessica	125 SE 4th St	Ortonville	MN	56278	320-839-2006	7	20A	Big Stone	12
Miller	Meghann	77283 350th St	Olivia	MN	56277	320-523-1535	7	20B	Renville	12

81 Alumni from CD 7

10/04/04

Last Name	First Name	Address	City	St.	Zip	Phone #	CD	LD	County	Grad Yr.
YANOK	BENJAMIN	RR3 BOX 269	WARROAD	MN	56763	320-230-1183	7	01A	ROSEAU	1997
RACHUY	KATRINA	809 LAKE ST NE	WARROAD	MN	56763	218-386-2749	7	01A	ROSEAU	2003
SPIELMAN	HEATHER	1602 20TH ST NW	EAST GRAND FORKS	MN	56721	218-773-9309	7	01B	POLK	1998
MYHRER	PATRIKK	10504 32ND ST SE	ST HILAIRE	MN	56754		7	01B	PENNINGTON	1992
SEEGER	ALAYNA	309 BOTTINEAU AVE NW	RED LAKE FALLS	MN	56750	218-253-4471	7	01B	RED LAKE	2003
KLINKE	DEVIN	PO BOX 599	FOSSTON	MN	56542	218-668-2880	7	02A	POLK	2004
CONGRAVE	GABRIELLE	RT 1 BOX 417A	BAGLEY	MN	56621	218-694-6464	7	02B	CLEARWATER	2000
TORGERSON	TONJA	29809 CO RD 110	CALLAWAY	MN	56521	218-375-4054	7	02B	BECKER	2003
LEINBACH	GUSTAV	30007 EMERSON DR NE	BLACKDUCK	MN	56630	218-835-6463	7	02B	BELTRAMI	2004
LARSON	SARAH	5032 IRVINE AVE NW	BEMIDJI	MN	56601	218-751-2058	7	04A	BELTRAMI	2004
HOLDEN	LUKE	1104 MINNESOTA AVE	BEMIDJI	MN	56601	218-751-6231	7	04A	BELTRAMI	2000
HUNT (OLSON)	JULEE	14530 WILDWOOD RD NE	BEMIDJI	MN	56601		7	04A	BELTRAMI	1995
BERNSTROM	KATHLEEN	415 AMERICAN AVE NW	BEMIDJI	MN	56601	218-444-5767	7	04A	BELTRAMI	2002
MADSON	STEVEN	22439 510TH ST	BEMIDJI	MN	56601	218-751-7896	7	04A	BELTRAMI	2003
ROIGER-TARAY	TONI	10202 30TH ST SE	BEMIDJI	MN	56601	218-755-9311	7	04A	BELTRAMI	2003
KNUDSON	SCOTT	RT 4 BOX 251-C	BEMIDJI	MN	56601		7	04A	BELTRAMI	1993
CALDIE	EDWIN	618 MAPLE LANE	MOORHEAD	MN	56560	218-233-4735	7	09A	CLAY	1991
RICE	VICTORIA	1605 5TH AVE S	MOORHEAD	MN	56560	218-233-8355	7	09A	CLAY	2002
STENBERG	JENNIFER	533 MAPLE LN	MOORHEAD	MN	56560	218-671-2947	7	09A	CLAY	1991
BEARE	TOM	422 BIRCH LN	MOORHEAD	MN	56560	218-233-4246	7	09A	CLAY	2001
CONTEH	PATRICK	902 S 16TH ST	MOORHEAD	MN	56560	218-233-1112	7	09A	CLAY	1997
CERMAK	JAMES	1203-17TH ST S	MOORHEAD	MN	56560	218-233-2996	7	09A	CLAY	1998
NELSON	RACHEL	1617 3RD AVE S	MOORHEAD	MN	56560	218-233-6030	7	09A	CLAY	2001
NYGARD	AMANDA	8 3RD AVE W	SABIN	MN	56580	218-789-7693	7	09B	CLAY	2001
ERICKSON-DAVIS	MORGAN	14502 CTY HWY 5	LAKE PARK	MN	56554	218-532-4946	7	09B	BECKER	2002
ERICKSON-DAVIS	CORDELIA	14502 CO HWY 5	LAKE PARK	MN	56554	218-532-7946	7	09B	BECKER	2002
HEIT	JAIME	PO BOX 142	BRECKENRIDGE	MN	56520	218-643-9248	7	09B	WILKIN	2002
WHITAKER	VANESSA	19613 130 AVE S	BARNESVILLE	MN	56514	218-493-4251	7	09B	CLAY	2003
SONNENBERG	ADAM	461 S PELICAN AVE	VERGAS	MN	56587	218-342-2915	7	10A	OTTER TAIL	2004
PETERSON	KATY	PO BOX 666	BATTLE LAKE	MN	56515		7	10A	OTTER TAIL	1995
MAXWELL-PARISH	JEREMY	RR 1 BOX 405	RICHVILLE	MN	56576	218-346-5436	7	10A	OTTER TAIL	1999
MILTICH	PETER	516 E CHANNING	FERGUS FALLS	MN	56537	218-736-6778	7	10A	OTTER TAIL	2001
MOORE	MEGHAN	23585 CASTLE TR	HENNING	MN	56551	218-583-2662	7	10A	OTTER TAIL	2003
MCCLAIN	KALE	707 S SHERIDAN	FERGUS FALLS	MN	56537	218-739-6201	7	10A	OTTER TAIL	1995
MANOSKI	WILLIAM	41037 SAUK LAKE RD	SAUK CENTRE	MN	56378	320-352-6838	7	10B	STEARNS	2000
FICEK	MOLLIE	1211 LAKEVIEW DR	SAUK CENTRE	MN	56378	320-352-2070	7	10B	STEARNS	2002
BORDEAUX	CHRISTOPHER	11680 FORADA BEACH RD SE	ALEXANDRIA	MN	56308	320-763-4356	7	10B	DOUGLAS	2003
MESSER	NICOLE	42739 CO RD 184	SAUK CENTRE	MN	56378	320-352-2558	7	10B	STEARNS	1997
MAJERUS	CALEB	16888 LONGVIEW LN	DETROIT LAKES	MN	56501	218-847-1225	7	11A	BECKER	2001
DORHOLT	LOGYN	357 5TH AVE SW	PERHAM	MN	56573	218-346-5667	7	11A	OTTER TAIL	2001
LINDA	ALICE	RT 3 BOX 83	NEW YORK MILLS	MN	56567	218-385-3708	7	11A	OTTER TAIL	1997
JOHNSON	NICHOLAS	17090 LONGVIEW DR	DETROIT LAKES	MN	56501	218-847-1074	7	11A	BECKER	2002

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LEE	ANNE	RR 3 BOX 379	FRAZEE	MN	56544	218-346-4242	7	11A	BECKER	2000
SUOMALA	LANA	111 E SPRUCE AVE	FRAZEE	MN	56544	218-334-3756	7	11A	BECKER	1992
ANDERSON	TASA	29240 PACER DR	BROWERVILLE	MN	56438	218-894-0177	7	11B	TODD	2000
ANDERSON	DEREK	29240 PACER DR	BROWERVILLE	MN	56438	218-894-0177	7	11B	TODD	2004
SANKEY	BOBBI	25126 280TH AVE	STARBUCK	MN	56381	320-239-4102	7	13A	POPE	1998
EVENSON	NATHAN	209 W 6TH ST	MORRIS	MN	56267	320-589-3998	7	13A	STEVENS	1991
O'REILLY	SIOBHAN	BOX 123 RT 1	DONNELLY	MN	56235		7	13A	STEVENS	1991
FLUEGEL	JETHRO	506 W 7TH ST	MORRIS	MN	56267	320-589-4231	7	13A	STEVENS	1995
LERAS	JENNY	PO BOX 184	BARRETT	MN	56311	320-528-2508	7	13A	GRANT	1998
NELSON	ISAAC	875 MAPLE ST	DAWSON	MN	56232	320-769-4516	7	13B	LAC QUI PARLE	2002
HERMANSON	KYLE	311 S 12TH ST	MONTEVIDEO	MN	56265	320-269-7602	7	13B	CHIPPEWA	2001
KRIESEL	RYAN	228 N MINNESOTA ST	ORTONVILLE	MN	56278	320-839-3102	7	13B	BIG STONE	2001
EHRENBERG	SHANTEL	RR1 BOX 25	CORRELL	MN	56227	320-596-2159	7	13B	BIG STONE	1992
COLER	RACHEL	1423 N 6TH ST	MONTEVIDEO	MN	56265	320-269-8461	7	13B	CHIPPEWA	2004
SHERMAN	SAMUEL	228 2ND ST NW	ORTONVILLE	MN	56278	320-839-2152	7	13B	BIG STONE	1999
STERN	SYDNEY	428 OSEN AVE	ORTONVILLE	MN	56278	320-839-6265	7	13B	BIG STONE	2000
SHERMAN	MARIKA	228 2ND ST NW	ORTONVILLE	MN	56278	320-839-2152	7	13B	BIG STONE	2003
FABER	JOSE	11E 4TH ST S	MELROSE	MN	56352		7	14B	STEARNS	1993
DITMARSON	ELIZABETH	206 1ST AVE SW	NEW LONDON	MN	56273	320-354-4498	7	15A	KANDIYOHI	2004
DYER	ALISON	251 LAKE AVE S	SPICER	MN	56288		7	15A	KANDIYOHI	1995
DYER	ERIN	251 LAKE AVE S	SPICER	MN	56288		7	15A	KANDIYOHI	1998
GOSSMAN	SIRI	313 1ST AVE SE BOX 312	NEW LONDON	MN	56273	320-354-5723	7	15A	KANDIYOHI	2004
JAROSCH	NATHAN	215 5TH 4TH ST	OLIVIA	MN	56277	320-523-1904	7	15B	RENVILLE	2000
FISCHER	CHAD	302 E ASH	OLIVIA	MN	56277	320-858-8828	7	15B	RENVILLE	1995
WENNER	SCOTT	250-3RD ST E	HECTOR	MN	55342		7	15B	RENVILLE	1993
MOON	MICHELLE	635 FRANKLIN ST	HUTCHINSON	MN	55350	320-587-6602	7	20A	MCLEOD	2002
NOLL	NATALIE	213 4TH AVE NE APT 215	HUTCHINSON	MN	55350	320-234-7723	7	20A	MCLEOD	2000
BRENNEMAN	TIFFANY	705 CENTURY AVE SW APT 201	HUTCHINSON	MN	55350	320-587-7062	7	20A	MCLEOD	2003
HALTER	STACY	1025 PRAIRIE VIEW DR SW	HUTCHINSON	MN	55350	320-587-5126	7	20A	MCLEOD	2001
JOHNSON	PATRICK	316 1ST AVE NW	HUTCHINSON	MN	55350	320-587-8350	7	20A	MCLEOD	2003
PULKRABEK	PATRICK	168 FLORIDA ST NW	HUTCHINSON	MN	55350	320-587-5691	7	20A	MCLEOD	2003
JOHNSON	SAMUEL	316 1ST AVE NW	HUTCHINSON	MN	55350	320-587-8350	7	20A	MCLEOD	2003
CARLSON	CHARLES	18150 668TH AVE	DARWIN	MN	55324	320-275-2210	7	20A	MEEKER	2003
NOLL	LISA	1220 BRADFORD ST SE #103	HUTCHINSON	MN	55350	320-234-7723	7	20A	MCLEOD	2000
QUENEMOEN	BJORN	RR 1 BOX 66	CLARKFIELD	MN	56223	320-769-2247	7	21A	YELLOW MEDICINE	1999
ERLER	AILEEN	267 W FALLS DR	REDWOOD FALLS	MN	56283	651-470-2201	7	23A	REDWOOD	1991
KASAL	MALAYA	7705 UNIT AVE	BROWNTON	MN	55312	612-964-7569	7	23B	MCLEOD	1994
PLEASANTS	LINDSEY	6572 6TH AVE PO BOX 195	NEW AUBURN	MN	55366	320-864-5725	7	23B	SIBLEY	2003
SWENSON	EMILY	PO BOX 431	HENDERSON	MN	56044	507-248-3644	7	23B	SIBLEY	1992

**OVERVIEW OF PCAE INVOLVEMENT
WITHIN 17-COUNTY AREA SURROUNDING WILLMAR, MN
1995 – Present**

Counties: Big Stone, Chippewa, Grant, Kandiyohi, Lac Qui Parle, Lincoln, Lynn, Renville, Swift, Morrison, Pope, Redwood, Stearns, Stevens, Todd and Todd/Wadena, Traverse, & Yellow Medicine

Programs: ACE (Dance, Theater, & Media Arts), ASAP (Arts and Schools as Partners), CAPP (Comprehensive Arts Planning Program), DEI (Dance Education Initiative), MAX (MN Arts Experience), Mentor Program, pARTner, & POP (Professional Opportunities Program)

Program	\$ allocated	# of program sites	# of program participants
ACE/DEI	\$72,170	6	48
ASAP	43,000	3	25
CAPP	75,476	19	152
MAX	86,765	4	248
MENTOR	46,250	1 Region	
pARTner	114,000	1 district	Dist 750 – Cold Spring
POP	8,720	5	4

DETAIL OF PCAE INVOLVEMENT
1995-Present
West Central MN (Selected Counties)

R5

Year	Org	Name	Grant Total	Total Pd	City	County
2002	ACE~Dance	Minnewaska Area School District	\$3,330.96	\$2,498.00	Glenwood	Pope
2003	ACE~DNC	Minnewaska Area School District	\$3,685.00	\$2,763.00	Glenwood	Pope
2005	ACE~DNC	Morris Area School District, #769	\$4,098.00	\$3,074.00	Morris	Stevens
1999	ACE~DNC	Richmond Elementary School	\$6,254.35	\$3,712.93	Richmond	Stearns
2000	ACE~DNC	Richmond Elementary School	\$3,636.86	\$3,136.86	Richmond	Stearns
TOTAL			\$21,005.17	\$15,184.79		
2004	ACE~MA	Browns Valley Public School, ISD #801	\$4,900.00	\$3,675.00	Browns Valley	Traverse
2005	ACE~MA	Browns Valley Public School, ISD #801	\$4,800.00	\$3,600.00	Browns Valley	Traverse
TOTAL			\$9,700.00	\$7,275.00		
2000	ACE~THTR	Minnewaska Area Schools	\$4,104.60	\$2,878.28	Glenwood	Pope
2001	ACE~THTR	Minnewaska Area Schools	\$4,104.60	\$3,044.40	Glenwood	Pope
2000	ACE~THTR	Charles Lindbergh Elementary School	\$3,728.94	\$1,864.47	Little Falls	Morrison
2001	ACE~THTR	Charles Lindbergh Elementary School	\$3,850.62	\$1,925.00	Little Falls	Morrison
2003	ACE~THTR	MorrisArea Schools	\$3,865.00	\$2,898.75	Morris	Stevens
2004	ACE~THTR	MorrisArea Schools	\$4,245.00	\$3,185.75	Morris	Stevens
TOTAL			\$23,898.76	\$15,796.65		
2002	ASAP	Dawson-Bowd School District #378	\$5,000.00	\$5,000.00	Dawson	Lac Qui Parle
2003	ASAP	Dawson-Bowd School District #378	\$5,500.00	\$5,500.00	Dawson	Lac Qui Parle
2003	ASAP	Ramsey Elementary School	\$5,500.00	\$5,500.00	Montivideo	Chippewa
2004	ASAP	Ramsey Elementary School	\$5,500.00	\$5,500.00	Montivideo	Chippewa
2005	ASAP	Ramsey Elementary School	\$5,500.00	\$0.00	Montivideo	Chippewa
2002	ASAP	Morris School District #769	\$5,000.00	\$5,000.00	Morris	Stevens
2003	ASAP	Morris School District #769	\$5,500.00	\$5,500.00	Morris	Stevens
2004	ASAP	Morris School District #769	\$5,500.00	\$5,500.00	Morris	Stevens
TOTAL			\$43,000.00	\$37,500.00		
1995	CAPP	Canby Public Schools, ISD #891	\$1,694.23	\$1,694.23	Canby	Yellow Medicine
1997	CAPP	MACCRAY Public Schools	\$2,542.42	\$2,542.42	Clara City	Chippewa
1998	CAPP	I. S. D. #55	\$1,900.00	\$1,900.00	Clinton	Big Stone
1999	CAPP	Clinton-Graceville-Beardsley	\$1,900.00	\$1,900.00	Clinton	Big Stone
2004	CAPP	Clinton-Graceville-Beardsley Schools	\$2,000.00	\$1,800.00	Clinton	Big Stone
1995	CAPP	Holdingford Public Schools, ISD #738	\$1,694.23	\$1,694.23	Holdingford	Stearns
2000	CAPP	Holdingford Public Schools	\$4,222.00	\$3,800.00	Holdingford	Stearns

2001	CAPP	Holdingford Public Schools	\$4,222.00	\$4,222.00	Holdingford	Stearns
2002	CAPP	Red Rock Central Public School	\$7,600.00	\$3,000.00	Lamberton	Redwood
2003	CAPP	Red Rock Central Public School	\$7,600.00	\$4,600.00	Lamberton	Redwood
1999	CAPP	I. S. D. #482	\$1,900.00	\$1,700.00	Little Falls	Morrison
1999	CAPP	I. S. D. 482 - Little Falls	\$1,900.00	\$1,900.00	Little Falls	Morrison
1995	CAPP	Melrose Public Schools, ISD #740	\$1,694.23	\$1,694.23	Melrose	Stearns
2004	CAPP	Morris Area Schools	\$8,000.00	\$7,400.00	Morris	Stevens
1998	CAPP	I. S. D. #345	\$1,900.00	\$1,900.00	New London	Kandiyohi
1999	CAPP	New London-Spicer Schools	\$1,900.00	\$1,900.00	New London	Kandiyohi
1997	CAPP	Pierz Public Schools	\$2,542.42	\$2,542.42	Pierz	Morrison
2004	CAPP	Royalton Public Schools	\$8,000.00	\$7,400.00	Royalton	Morrison/Benton
1995	CAPP	Freshwater Education District #6004	\$1,694.23	\$1,694.23	Staples	Todd/Wadena
1997	CAPP	Staples/Motley Public Schools	\$2,542.42	\$2,542.42	Staples	Todd/Wadena
1995	CAPP	Wheaton Public Schools, ISD #803	\$1,694.23	\$1,694.23	Wheaton	Traverse
1996	CAPP/CAPP	MACCRAY Public Schools	\$2,111.10	\$2,111.10	Clara City	Chippewa

DETAIL OF PCAE INVOLVEMENT
1995-Present
West Central MN (Selected Counties)

Re

1996	CAPP/CAPP	Pierz School District	\$2,111.10	\$2,111.10	Pierz	Morrison
1996	CAPP/CAPP	Staples/Motley Public Schools, I.S.D. #2170	\$2,111.10	\$2,111.10	Staples	Todd/Wadena
			\$75,475.71	\$65,853.71		
1996	DEI	Dawson-Boyd Elementary School	\$0.00	\$2,751.89	Dawson	Lac Qui Parle
1997	DEI	Dawson-Boyd Public Schools	\$3,204.60	\$2,373.11	Dawson	Lac Qui Parle
1997	DEI	Richmond Elementary School - SUPPLEMENT	\$1,440.00	\$0.00	Richmond	Stearns
1997	DEI	Richmond Elementary School	\$5,740.72	\$740.12	Richmond	Stearns
1998	DEI	Richmond Elementary School - SUPPLEMENT	\$1,440.00	\$0.00	Richmond	Stearns
1998	DEI	Richmond Elementary School	\$5,740.72	\$4,078.59	Richmond	Stearns
TOTAL			\$17,566.04	\$9,943.71		
1997	GLS	Staples/Motley Public Schools	\$1,000.00	\$1,000.00	Staples	Todd/Wadena
1997	GLS	Wheaton Public Schools	\$1,000.00	\$1,000.00	Wheaton	Traverse
TOTAL			\$2,000.00	\$2,000.00		
1995	MAX	Cold Spring School District #750	\$20,000.00	\$20,000.00	Cold Spring	Stearns
1996	MAX	Cold Spring School District #750	\$13,750.00	\$13,750.00	Cold Spring	Stearns
1998	MAX	Cold Spring School District #750	\$12,000.00	\$12,000.00	Cold Spring	Stearns
1995	MAX	Dawson-Boyd Elementary, ISD #0378	\$4,772.00	\$3,180.00	Dawson	Lac Qui Parle

2001	MAX	Freshwater Education District	\$6,000.00	\$5,000.00	Staples	Todd/Wadena
2002	MAX	Freshwater Education District	\$6,000.00	\$400.00	Staples	Todd/Wadena
1995	MAX	Willmar Community Education	\$3,500.00	\$1,150.00	Willmar	Kandiyohi
1996	MAX	Willmar Community Education	\$3,500.00	\$2,350.00	Willmar	Kandiyohi
1998	MAX	DEMO (Developing Exploring Maintaining Originality)	\$2,503.00	\$2,252.70	Willmar	Kandiyohi
1999	MAX	DEMO	\$2,503.00	\$250.30	Willmar	Kandiyohi
1999	MAX	DEMO, Inc	\$3,218.50	\$2,500.00	Willmar	Kandiyohi
2000	MAX	DEMO, Inc	\$2,900.00	\$2,193.00	Willmar	Kandiyohi
2000	MAX	DEMO, Inc	\$3,218.50	\$718.50	Willmar	Kandiyohi
2001	MAX	DEMO, Inc	\$2,900.00	\$417.00	Willmar	Kandiyohi
TOTAL			\$86,765.00	\$66,161.50		
1997	pARTner	Cold Spring School District #750	\$12,000.00	\$12,000.00	Cold Spring	Stearns
1999	pARTner	Cold Spring School District #750	\$12,000.00	\$12,000.00	Cold Spring	Stearns
2000	pARTner	Cold Spring School District #750	\$15,000.00	\$15,000.00	Cold Spring	Stearns
2001	pARTner	Cold Spring School District #750	\$15,000.00	\$15,000.00	Cold Spring	Stearns
2002	pARTner	Cold Spring School District #750	\$15,000.00	\$15,000.00	Cold Spring	Stearns
2003	pARTner	Cold Spring School District #750	\$15,000.00	\$15,000.00	Cold Spring	Stearns
2004	pARTner	Cold Spring School District #750	\$15,000.00	\$15,000.00	Cold Spring	Stearns
2005	pARTner	Cold Spring School District #750	\$15,000.00	\$13,500.00	Cold Spring	Stearns
TOTAL			\$114,000.00	\$112,500.00		
1995	POP	Bussmann, Mary A.	\$325.00	\$0.00	Avon	Stearns
1997	POP	DUNN, Thomas	\$1,200.00	\$1,050.00	Browerville	Todd
1998	POP	DUNN, Thomas	\$1,200.00	\$0.00	Browerville	Todd
1995	POP	Weber, Michael S.	\$1,195.00	\$1,075.50	Cold Spring	Stearns
1995	POP	Weeks, Sandra Lee	\$1,200.00	\$1,050.00	Redwood Falls	Redwood
1997	POP	LARSON, Ramona	\$1,200.00	\$1,050.00	Redwood Falls	Redwood
1998	POP	LARSON, Ramona	\$1,200.00	\$0.00	Redwood Falls	Redwood
1996	POP	Villars, Monica	\$1,200.00	\$0.00	Willmar	Kandiyohi
TOTAL			\$8,720.00	\$4,225.50		

Perpich Center for Arts Education Biennium 2006/07 Budget Plan

1. Agency Strategy for Budget Planning

First and foremost, it is important to understand that everything done at the Perpich Center for Arts Education supports or delivers k-12 education. We are the state's Arts Education Agency.

Second, for the last three years PCAE has had a decrease in state appropriations of 15%, or over \$1,000,000. In the process, we have not just reduced expenses and balanced the budget, though this has happened, we conducted a complete analysis of all services and support mechanisms. We did this with an eye to directing dollars to the highest priorities where each state dollar buys the most service.

In this way, the agency established budgets that have enabled our staff and programs to continue to provide quality service with less state money.

Our financial planning included creative ways to bring additional special revenue and gift funds to support the agency as it delivers quality educational services. We have reduced staff, including two high level administrators who have not been replaced and one high level administrator who was replaced at a lower classification.

We have saved and economized in other areas and our staff is performing with skill and at a high level. Current staff is doing more with less, but the quality of our work remains high.

We have, however, now reached the point that as we move toward further reductions in the next biennium, we will need to reduce services and/or the quality of the services we currently provide.

Following the directives from the Department of Finance and using a zero based budgeting approach (and a multivariate objective analysis process), we prepared a budget that we believe allocates dollars to areas that maximize education for Minnesota's K-12 children though at a reduced level and quality of service.

2. Assumed Changes in Current Law or reallocations:

Using a zero based approach, if we were funded at 20% of FY2005's appropriation, \$1,285,000, we would not be able to operate the Arts High School. And the law that directs us to offer a high school experience for 11th and 12th graders would need to be changed. Minnesota 11th and 12th graders who are passionate about the arts and who have demonstrated talent and commitment to the arts would no longer have the Arts High School as an option. This loss would be felt particularly in rural communities where a specialized magnet high school is not a possibility.

Under the funding scenarios up to the 100% scenario, we could and would deliver some, but not all, of the current services to teachers, students, schools and artists all across Minnesota. And, as we continue to streamline and focus the work we do in Minnesota school districts with teachers, students, artists and other community leaders and educators, our law, which specifies certain programs would require tweaking.

3. Funding Scenarios

a) 20% Funding

Priorities We Would Fund

1. PCAE LIBRARY \$100,000
We would continue to offer quality library reference help and art education materials to more than 1,500 subscribers. This would continue to be a free and valuable service to Minnesota teachers and residents.

In fact, since this would be our only library function, we would double the numbers of subscribers and the amount of current service.

The \$100,000 is 60% of what we have allocated to Library Services this year.

2. PROFESSIONAL DEVELOPMENT & RESEARCH (PDRG) \$900,000
We would continue to offer professional development services to schools, teachers, artists and other Minnesota educators. And we would continue to promote and develop arts and interdisciplinary curriculum. Research would be disseminated but very little would originate at the Center.

The \$900,000 is 62% of what we have allocated to PDRG this year.

3. OPERATIONS \$280,000
We would continue to provide administration and support to the library and for professional development.

The \$280,000 is 13% of what we have allocated for operations this year.

Activities that we would no longer do:

1. ARTS HIGH SCHOOL
A high performing, one of a kind high school, would close. The long line of 1,700 successful, high performing graduates would come to an end. Rural Minnesota students with an interest in the arts would lose their chance for serious pre-professional training in a tuition-free public school.
2. PROFESSIONAL DEVELOPMENT & RESEARCH (PDRG)

Much, if not all of the state appropriation that flows through to schools and school districts in Minnesota would not happen. Approximately \$450,000 to support programs, artists and professional development in local districts would be cut from our budget.

b) 80% Funding

Priorities We Would Fund

1. ARTS HIGH SCHOOL \$2,055,000
We would provide an Arts High experience for motivated, talented Minnesota students. It would be substantially different from the current program with its two-year emphasis on arts and academics, interdisciplinary experiences and a focus on the development of the student voice. The program may be a one year program or one that focuses only on the arts, but however it would be defined, it would not be what it currently is, nationally recognized as one of the best high schools in America.

The \$2,055,000 is 60% of what we have allocated to AHS this year.

2. PROFESSIONAL DEVELOPMENT & RESEARCH (PDRG) \$1,541,000
We would increase our efforts in the areas of professional development, curriculum development and research. The funds that flow through to the schools would resume, as would nearly all other programs and services.

The \$1,541,000 is 107% of what we have allocated to PDRG this year.

3. OPERATIONS \$1,541,000
We would add the support services that permit the Arts High School and Professional Development and Research Group to do their work.

The \$1,541,000 is 71% of what we have allocated to AHS this year

Priorities We Would Not Fund or Fund Differently

1. LIBRARY
We would have to look at how the high school operated and what PDRG services required library support and reference help. These, then, would be funded from the three allocations for Operations, AHS and PRDG.

c) 100% Funding

Priorities We Would Fund

Basically we would fund all current programs, the PCAE Library, the Arts High School and the Professional Development Group. Each activity would be scrutinized and some would be cut back, some would be cut and other new, higher priorities would be added.

The bottom line, however, is that even as we continue to provide all our educational programs and services, we would not be able to maintain the same high quality service while absorbing inflationary increases for salaries and non salary items as well as making up for lost revenue currently provided through our carry forward.

1. ARTS HIGH SCHOOL \$3,200,000

The Arts High School would receive an allocation that is 90% of the current year's allocation.

2. PROFESSIONAL DEVELOPMENT & RESEARCH (PDRG) \$1,290,000

PDRG would receive an allocation that is 90% of the current year's allocation.

3. OPERATIONS \$1,930,000

Operations would receive an allocation that is 90% of the current year's allocation. Operations include:

- Buildings and Facilities \$772,000/40%
- Technology and Communications \$425,000/22%
- Administration \$733,000/30%

4. PCAE LIBRARY

This would be supported from the allocations to AHS, PDRG and Operations.

4. Multi Agencies for Further consideration

The Perpich Center for Arts education has had and continues to have partnerships and collaborations with other state agencies as well as school districts, schools, arts organizations and community groups throughout Minnesota.

State agencies like the Minnesota Department of Education and the State Arts Board have worked closely with PCAE and have depended on us. Other agencies like the Academies at Faribault are hoping to partner with us to provide more effective education through the arts.

Our Professional Development and Research Group partners with MDE to effectively respond to questions, concerns and challenges about the status of arts education in Minnesota schools. A key difference between us and the MDE is that we have a school laboratory on the Arts High School campus, which keeps us closely connected to the classroom. We provide critical professional development opportunities for hundreds of Minnesota teachers each year, both specialists and classroom teachers. And we bring arts educators together to plan for and implement major state initiatives like the arts standards, one of the five academic areas in which all Minnesota students are required to study and achieve.

We also connect schools and teachers to artists and arts organizations. For our entire history, we have partnered with the State Arts Board to cosponsor the Comprehensive Arts Planning

Program (CAPP). Using the CAPP process and with our support, more than 250 school districts in Minnesota have improved education for their students.

What we do and are able to continue to do has a direct impact on other state agencies, schools, school districts and communities throughout Minnesota.

5. New Initiatives

The administration and staff at the Perpich Center used the zero based budgeting approach to identify new initiatives we would fund if we had 110% of our current funding. Doing this provided the opportunity for us to look at services and programs and identify what we aren't doing that perhaps we should be. This exercise helped us take the blinders off and get beyond the idea that "this is what we ought to do because this is what we're doing."

Thinking beyond what we do allows us to reexamine our priorities in broader context. The new initiatives that came out of our process include:

1. Diversity \$120,000

The Board and staff at the Perpich Center believe that our future is in becoming a more diverse organization both in who we serve and how we serve our students and clients.

Our Arts High School, for example, has been a special place, in part, because we brought together students from farms, small towns, cities outside the metro and students from the metro area to study and live together. In these polarized times, the Arts High School serves as a laboratory of the state and a model for building a unified, pluralistic culture out of the diversity of greater Minnesota.

We want to maintain and increase the mix of students we serve and provide them an education where their cultures and arts are included.

To do this in all our programs we will need to hire specially trained staff who can help us develop relationships with communities beyond the metropolitan area as well as with immigrant communities and with communities of color. We will also train our existing staff to better support a broad range of students.

We would also need to greatly expand our transportation network to get less-affluent students from the core cities of Minneapolis and St. Paul to the Arts High School and back home again. What exists now is parent provided transportation and some limited service in the twin cities.

2. Technology \$300,000

We intend to continue to invest in and experiment with a variety of distance learning technologies that would enable us to serve teachers and students throughout Minnesota without the expense and time of travel.

We have had some experience and success in bringing quality arts experiences to multiple sites and groups throughout Minnesota and beyond. There is great promise in learning and teaching in the arts through existing and tested technologies.

3. Summer School \$65,000
In order to serve middle school students and to provide hands on professional develop as well as create and test curriculum, we wish to initiate a summer school program for middle school students. The middle-school population tends to be underserved in summer opportunities. Through the arts we can reveal a positive world for middle school youth as well as build a bridge to literacy skills.

Initially we would serve students from the metropolitan area but eventually we could bring in students from greater Minnesota or serve them in regional programs.

We will seek financial support from foundations and pilot the program in 2005.

4. A Year 13 Program \$50,000
This program would add a dimension to the Arts High School that allows students to stay in their home high schools but receive post high school training that will enable them to enter and succeed in some of the most successful Bachelor of Fine Arts programs in the country.

We could charge tuition for this program, which eventually may make the program self-supporting, and perhaps even a revenue source. Our statute allows us to offer a year 13.

PCAE Board Member Information - October 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
		01/05/08	St. Paul, MN 55116		brandt@macalester.edu	
Davis, John	M	08/12/03	P O Box 14	1	H-507.467.0102	Executive Director of the Kids Philosophy Slam, a national philosophy program for k-12 students.
		01/01/07	Lanesboro, MN 55949		info@philosophyslam.org	
Halgrim, Scott	M	08/12/03	Peabody Terr. #1101	5	C-617.233.1897	Computer Programmer at CNT, Plymouth, MN.
		01/02/06	Cambridge, MA 02138		SRussellHall@yahoo.com	
Johnson, Penny	F	03/03/01	608 11th Ave. Southeast	7	H-320.235.0655	Program Director at Willmar Regional
		01/03/05	Willmar, MN 56201		pennyhmj@charter.net	
Jones, Roberta	F	03/03/04	3710 Vincent Ave. N.	5	W-612.348.8766	Assistant Hennepin County Attorney, Civil Division
		01/03/05	Mpls., MN 55412		roberta.jones@co.hennepin.mn.us	
Katz, Virginia	F	06/24/04	7825 Congdon Blvd	8	H-218.525.4356 W-218-343-9505	Associate Professor in the Dept. of Communication at the U of M, Duluth
		01/07/08	Duluth, MN 55804		amkatz1@msn.com	
Knudson, Kat	F	08/12/03	3301 Garfield Ave S #4	5	H-612.872.1365 W-763.383.4435	Consumer Marketing Manager at Affinity Group.
		01/01/07	Mpls., MN 55408		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	
McWilliams, Jane (Vice Chair)	F	03/03/01	901 1st Street West	2	H-507.645.8423	At home mom and active in various community voluntary work related to education.
		01/03/05	Northfield, MN 55057-1613		jmcmwilli@charter.net	
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	
Skala, Mary-Frances	F	08/12/03	2 10th Street East	8	W-218.725.6807 F-218.625.9207	Attorney at Fryberger, Buchanan, Smith & Frederick, P.A.
		01/01/07	Duluth, MN 55805		mfskala@fryberger.com	
Wilimek, MaryAnne	F	06/24/04	12567 Sundug Trail NE	7	H/W-218.243.3120	Freelance Editor. Previously served as executive director at the Region Two Arts council. Bemidji.
		01/07/08	Bemidji, MN 56601		mwilimek@paulbunyan.net	
Wilson, Chris	F	11/01/03	8600 NE Odean Ave	6	W/H-763.441.1563	Business Owner & Teaching Artist
		10/31/07	Elk River, MN 55330-7167		chris@chriswilsonstudios.com	
Yuen-Terry, Kaimay	F	08/18/04	5109 Ridge Road	3	H-952.933.4963	Founder and owner of VideoMed, Inc. She is a Chinese American community activist in the Twin Cities and is also actively involved with arts organization.
		1/7/08	Edina, MN 55436		KaiMaTerry@aol.com	
Total Female	10	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	15	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	1			
		4	1			
		5	4			
		6	1			
		7	4			
		8	2			
		Members Total	15			

PCAE Board Committee List - October 04

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Full Board	
Last	First
Brandt	Bob (Chair 02/04)
Davis	John
Halgrim	Scott
Johnson	Penny
Jones	Roberta
Katz	Virginia
Knudson	Kat
Lawal	Mohammed
McWilliams	Jane (Vice Chair)
Peterson	Sonja
Reigstad	Dan
Skala	Mary Frances
Willimek	MaryAnne
Wilson	Chris
Yuen-Terry	Kaimay

Executive Committee	
Last	First
Brandt	Bob (Chair) 02/04
Johnson	Penny
Knudson	Kat
Peterson	Sonja
Skala	Mary Frances

Personnel Committee	
Last	First
Brandt	Bob
Katz	Virginia
McWilliams	Jane
Peterson	Sonja (Chair 06/04)
Reigstad	Dan
Wilson	Chris

Finance Committee	
Last	First
Davis	John
Johnson	Penny (Chair) 04/04
Jones	Roberta
Reigstad	Dan
Skala	Mary Frances

meet @ 2 pm
same day

Board Development Committee	
Last	First
Brandt	Bob
Halgrim	Scott
Johnson	Penny
McWilliams	Jane
Skala	Mary Frances
Willimek	MaryAnne

meet @ 2pm
same day

Programs Committee	
Last	First
Davis	John
Jones	Roberta
Knudson	Kat (Chair) 12/03
Peterson	Sonja
Yuen-Terry	Kaimay

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)

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

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Revised Calendar

2004/05 Board Meeting Calendar

Date	Meeting	Time
03/11/04 Thursday	Personnel Committee	1 p.m.
	Board Development Committee	2 p.m.
	Full Board	3 p.m.
04/08/04 Thursday	Finance and Programs Committees	2 p.m.
	Full Board	3 p.m.
05/13/04 Thursday	Personnel Committee	1 p.m.
	Board Development Committee	2 p.m.
	Full Board	3 p.m.
06/10/04 Thursday	Finance and Programs Committees	2 p.m.
	Full Board	3 p.m.
July	No Meeting	Off-Month
08/12/04 Thursday	Personnel Committee	1 p.m.
	Board Development Committee	2 p.m.
	Full Board	3 p.m.
09/09/04 Thursday	Full Board (Annual Retreat)	Lunch 12 p.m. Meeting 1 p.m.
Remaining Calendar Revised		
10/14/04 Thursday	Out-state Location in Willmar – Dan Reigstad, Host	No lunch
	Full Board	1 – 4 p.m.
11/11/04 Thursday	Board Development	2 p.m.
	Programs Committees	2 p.m.
	Full Board	3 p.m.
12/09/04 Thursday	Personnel Committee	2 p.m.
	Finance Committee	2 p.m.
	Full Board	3 p.m.
01/13/05 Thursday	Board Development	2 p.m.
	Programs Committees	2 p.m.
	Full Board	3 p.m.
02/10/05 Thursday	Personnel Committee	2 p.m.
	Finance Committee	2 p.m.
	Full Board – Annual Organizational Meeting	3 p.m.

** Note: All meetings will be at the Perpich Center for Arts Education except for October 14, which will be announced at a later date. The Executive Committee will meet on a need to basis only. The board may call other meetings.*

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 Starting from: **A** pcae 6125 Olson Memorial Hwy, Minneapolis, MN 55422-4918

 Arriving at: **B** willmar arts ed ctr 611 5th St Sw, Willmar, MN 56201-3218

Distance: 89.6 miles Approximate Travel Time: 2 hours 24 mins

Your Directions

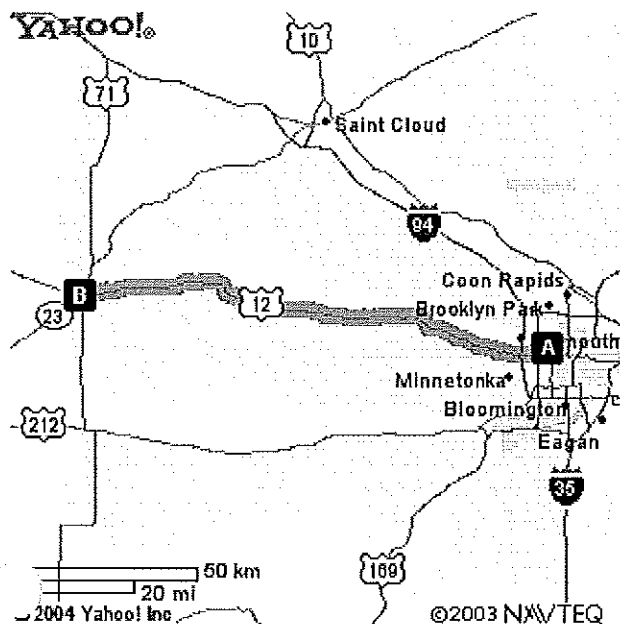
1.	Start at 6125 OLSON MEMORIAL HWY, MINNEAPOLIS - go < 0.1 mi
2.	Turn R on DOUGLAS DR N - go < 0.1 mi
3.	Turn L on MN-55 WEST - go 2.1 mi
4.	Take US-169 SOUTH - go 0.7 mi
5.	Take the I-394 WEST exit - go 2.7 mi
6.	Continue on US-12 WEST towards WAYZATA - go 17.1 mi
7.	Continue on US-12 WEST/US-12 SE - go 0.5 mi
8.	US-12 WEST/US-12 SE becomes BABCOCK BLVD W - go 1.0 mi
9.	Continue on BABCOCK BLVD - go 0.5 mi
10.	BABCOCK BLVD becomes US-12 WEST/US-12 SE - go 5.3 mi
11.	Continue on 60TH ST SW - go 0.5 mi
12.	60TH ST SW becomes NELSON BLVD - go 1.1 mi
13.	NELSON BLVD becomes US-12 WEST/US-12 SW - go 1.6 mi
14.	US-12 WEST/US-12 SW becomes US-12 WEST - go 1.0 mi
15.	Continue on US-12 WEST/US-12 SW - go 3.8 mi
16.	US-12 WEST/US-12 SW becomes 6TH ST - go 1.2 mi
17.	Continue on US-12 WEST/US-12 SW - go 0.6 mi
18.	US-12 WEST/US-12 SW becomes 60TH ST S - go 4.4 mi
19.	Continue on US-12 WEST/US-12 SW - go 0.4 mi
20.	US-12 WEST/US-12 SW becomes COKATO ST E - go 0.5 mi
21.	Continue on COKATO ST W - go 0.5 mi
22.	COKATO ST W becomes 50TH ST SW - go 2.7 mi
23.	50TH ST SW becomes US-12 WEST - go 37.1 mi
24.	Continue on US-12 WEST/US-12 E - go 0.9 mi
25.	Continue on 1ST AVE E - go 1.5 mi
26.	Continue on US-12 WEST/US-12 E - go 0.2 mi
27.	Continue on US-12 WEST - go 1.3 mi

IS

- | | |
|-----|---|
| 28. | Turn L on 4TH ST SW - go 0.3 mi |
| 29. | Turn R on MINNESOTA AVE SW - go 0.1 mi |
| 30. | Arrive at 611 5TH ST SW, WILLMAR |

When using any driving directions or map, it's a good idea to do a reality check and make sure the road still exists, watch out for construction, and follow all traffic safety precautions. This is only to be used as an aid in planning.

Your Full Route



Your Destination



Address:

willmar arts ed ctr 611 5th St Sw
Willmar, MN 56201-3218

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PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Full Board Meeting Agenda

Time and Date: January 13, 2005

3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

I. Call Meeting to Order

II. Roll Call

III. Agenda Approval

Recommend the board approve this meeting's agenda.

IV. Consideration and Approval of Minutes

Recommend the board approve the December 9, 2004 meeting minutes. The minutes are included on M1-2.

V. Reports

a. Chair's Report – Bob Brandt

b. Committee Reports

- 1. Executive Committee – Bob Brandt**
- 2. Finance Committee – Penny Johnson**
- 3. Personnel Committee – Sonja Peterson**
- 4. Board Development Committee – Jane McWilliams**
- 5. Programs Committee – Kat Knudson**

c. Executive Director's Report

d. Critical Links Website

Pam Paulson and Cheryl Ostrom created a web-based professional development resource that helps teachers and administrators apply research to their daily practice. This project was done in collaboration with the Arts Education Partnership and is linked to their national website, as well as our PCAE website. Pam will discuss ways that teachers and administrators use this inquiry process to develop and support learning communities within schools.

VI. Consent Calendar

VII. Old Business

a. Financial Reports

Rene Ellis will review the latest report format with the board. The reports are intended to provide the board the clearest, most complete view of our monthly financial status. Copies of the reports are included.

b. The Work on Mission Objectives

Pam Paulson or Elsie Martin will report on what the administration is doing to incorporate the suggestions board members made at the November meeting. A complete list of these suggestions is included with the packet.

VIII. New Business

a. The February "Organization" Meeting

Current Board Bylaws specifically lists the February meeting as the Board's organization meeting. This is the meeting where the board annually elects officers, sets the meeting calendar for the following year, identifies official banks and makes other decisions for the year.

The Bylaws call for the chair to name a nominating committee to poll all board members on their wishes and intentions. Based on what the committee learned, they prepared a slate of candidates for the positions of board chair and vice chair. The section of the Bylaws that describes this process is on NB-1. This is a way of making sure that everyone who wishes to be considered is and that the Board consciously thinks about the leadership it wants and needs. The nominating committee last year included Kat Knudson, Bob Brandt, and Penny Johnson.

Included on NB-2 is a tentative calendar of Board Meetings for the next year. It is based on meeting on the Second Thursday of each month, which is current practice. The board can change the date and the time to eliminate conflicts or to better meet the needs of the organization or the members. It is, however, helpful for everyone's plans to set the calendar for the year.

The Board will confirm or appoint all committee memberships at the organizational meeting.

IX. Personnel

a. Executive Director Search

Sonja, members of the Personnel Committee and Rusty King will update the board on the search process including progress on the screening and interviewing process.

X. Information and Decisions

a. Minnesota Retreat for the Arts, Conference Coordinator

David Flannery approved a contract with Debra Hunt for \$12,000 to be the Conference Planner for the 2005 Minnesota Retreat. In the past, PCAE has contracted with individuals to do the coordination and planning for the Minnesota Retreat. Following the same posting process and all state requirements, Mike Hiatt recommended contracting with Debra Hunt. Mike will be available to answer questions you might have about the retreat or the planning process. A copy of the contract is available in Mike's office or in the Executive Director's office.

b. Resignations

Kou Vang, effective December 13, 2004
Pattie Peterson, effective December 23, 2004
Pegatha Hughes, effective January 3, 2005

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn

PERPICH CENTER ARTS EDUCATION

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

Full Board Meeting Minutes

Time and Date: January 13, 2005

3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:06 p.m.

II. Roll Call

Board members present: Bob Brandt, John Davis, Virginia Katz, Kat Knudson, Jane McWilliams, Sonja Peterson, Chris Wilson

Board members absent: Scott Halgrim, Penny Johnson, Mohammed Lowal, Dan Reigstad, Mary-Francis Skala, MaryAnne Wilimek

Board members arriving late: Kaimay Yuen-Terry (3:30 p.m.), Roberta Jones (4:00 p.m.)

Others: Albert Katz, Pam Paulson, Rene Ellis, Rie Gilsdorf, Ryan Davis, Diane Aldis

III. Agenda Approval

Recommend the board approve this meeting's agenda.

Board member Sonja Peterson moved to approve the agenda, with on additioni, to extend Joann Winter's leave of absence. Board member John Davis seconded the motion. The vote was unanimous.

Rie Gilsdorf requested to extend Spanish Instructor Joann Winter's leave of absence and continue the employment of her replacement, Elaine Drivas. Rie fully supports both appointments.

Board member Sonja Peterson moved to approve the continued leave and continued replacement. Board member Chris Wilson seconded the motion. The vote was unanimous.

IV. Consideration and Approval of Minutes

a. December 9, 2004 Meeting Minutes, attached as M1-2

Recommend the board approve the December 9, 2004 meeting minutes.

Board member Jane McWilliams moved to approve the December 9, 2004 meeting minutes.

Board member Virginia Katz seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report – Bob Brandt

Bob met with David Flannery and Pam Paulson in early January to discuss the February board meeting and the February organization meeting of the board.

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Penny Johnson (no meeting)

3. Personnel Committee – Sonja Peterson

Sonja reported that there were currently 7 completed Executive Director applications submitted. Rusty later informed the board that 3 additional applications had been received for a total of 10 completed applications. The committee will meet on January 21st to review the applications for Full Board interviews and to finalize the interview questions.

Jane was concerned about the cut off date for accepting applications. Sonja stated that those who are truly interested and who are serious about being considered have met the January cut off date. Other qualified candidates will also be considered if not received too late into the process. Rusty will send any applications (received after January 21) to the committee on a daily basis if additional applications are received.

Bob commended Rusty on his work during this search process.

4. Board Development Committee – Jane McWilliams

Today's meeting was canceled. Scott Halgrim will be doing a presentation at the February meeting on the Carver method as a management tool.

5. Programs Committee – Kat Knudson

The programs committee met today with a quorum, which Kat was quite excited about. They discussed the board presentations and encouraged board members for their feedback. She will stress with the presenters that they stay within their time limit and Bob will assist in making sure this limit is enforced. Also discussed was the idea of the 60 "commercial," with the focus on getting all areas of the agency displayed, as well as the other possible uses of the "commercials:" recruitment, information, website inclusion.

The committee also discussed the changes to the charter school groups accountability measures.

c. Executive Director's Report

1. David is on a well deserved vacation in Mexico and was not present at the meeting.
2. Pam Paulson reported the following.
 - a. Four students have won First Prize in the Zeitgeist new music ensemble composition contest. They are: Annika Johnson, Elliot Manthey, Jeff Sunquest, and Mariah Mills. Their piece, which was a tribute to a 91 year old bank robber, was the first and only application to use DVD and they won \$100. It will be performed on January 22nd at the Unity Church in St. Paul and all are invited to attend.
 - b. Pam Paulson will be testifying at the Board of Teaching meeting on January 14th to support a resolution to separate the theater/dance license, which the agency helped create. Pam stated that some educators want to be licensed in only dance or only theater. She supports two separate licenses and also keeping the current combined theater/dance license, as there are also educators who feel that connection is valid and useful.
 - c. The staff recognition lunch, supported by the PCAE Foundation, will be held on January 14th from 12:00-1:00 p.m. in the cafeteria.
 - d. Legislative
 - i. Gov. Pawlenty has recommended \$1.8 million for PCAE in his Capital Budget request. The dorm renovations were not included in his plan. Representative Ron Latz from Golden Valley has requested \$3.6 million, which includes dormitory renovations. Barb Sykora will co-sponsor the bill in the House.

- ii. The charter school sponsorship and distance meeting bills are also moving forward.
- iii. Representatives Rob Latz and Barb Sykora as well as Sen. Steve Kelley are all very supportive of the work the center does and will be supporting us in the Legislature.
- iv. Legislators Day will be held at PCAE on January 21st from 1:00-3:00 p.m. All board members are invited to attend.
- v. Bob has met with representatives from District 64 and all are very supportive of PCAE and the arts.

d. Critical Links Website

Pam and Rusty showed a PowerPoint presentation on the Critical Links Website. It is a professional development resource that helps teachers and administrators apply research to their daily practice. This site, which was done in collaboration with the Arts Education Partnership, has brought in \$12,000 to the center and is being very well received nationally. Pam will be presenting the Critical Links in Los Angeles at the end of the month.

Kaimay was very excited about the possibilities of the website (bulletin boards, chats, resources for people in remote areas) and Chris felt that the URL should be forwarded to all arts educators in the state.

e. Dance Education Summit

Diane Aldis handed out a postcard for the Dance Education Summit, with is being held at PCAE on February 5th. The first conference was very successful and the response for this one has been excellent.

VI. Consent Calendar

VII. Old Business

a. Financial Reports

Rene Ellis reviewed the latest report of our financial status and was able to clearly explain the state appropriations, special revenue funds (grants, student services, performance tickets, etc.), and how money rolls over from year to year with the biennium.

John expressed concern that if we are raising money through organizations such as the McKnight Foundation, are we hurting ourselves when it comes to state funding. Rene felt that as long as we are spending the money, we should be fine; special revenue should not increase unless expenses go up. Otherwise, it sends up a red flag.

Pam stated that we took the same cuts as other state agencies but not the same cuts as education. Roberta asked if are our cuts were comparable with other school districts, but Rene was not sure.

Everyone expressed gratitude to Rene for putting this information together, as it gives everyone a clearer understanding of the big picture.

b. The Work on Mission Objectives

Pam, David, Rie, and Mike are still in the process of meeting with the staff. Meetings have been planned for January 27th and February 3rd. The Diversity Committee will also be meeting to create a new diagram and scale.

VIII. New Business

a. The February "Organization" Meeting

Bob requested that board members get any meeting conflicts for the 2005/2006 year to him before the February meeting. The board will continue to meet on the second Thursday of the month.

Chair & Vice-Chair will also be voted on at this meeting. Those interested in serving in these capacities should contact the Nominating committee. Those on the Nominating committee who will set the slate for the February meeting are: Scott Halgrim, Mary-Francis Skala, and Chris Wilson. This committee will then email the board the slate of candidates.

There are 3 openings on the board to be appointed by the Governor. Each board member may serve 2 four-year terms. Those members whose appointments are up are: Penny Johnson, Roberta Jones, Jane McWilliams, and Sonja Peterson.

Bob asked that David contact him regarding how board members reapply for board positions. Ryan will pass the message on to David.

Committee membership will also be discussed at the February meeting. Bob asked that board members start thinking about what committees they would like to stay on and what they would like to change.

IX. Personnel

a. Executive Director Search

There are 10 completed applications in thus far. Rusty stated that there are 3 additional applications that are not complete yet, so the number may rise to 13.

X. Information and Decisions

a. Minnesota Retreat for the Arts, Conference Coordinator

Jane expressed excitement that Debra Hunt will be back as the planner for the retreat.

b. Resignations

Kou Vang, effective December 13, 2004
Pattie Peterson, effective December 23, 2004
Pegatha Hughes, effective January 3, 2005

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn

Board member Kat Knudson moved to adjourn the meeting at 5:00 p.m. Board member Sonja Peterson seconded the motion. The vote was unanimous.

PERPICH CENTER ARTS EDUCATION

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

Full Board Meeting Agenda

Time and Date: February 10, 2005

3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

I. Call Meeting to Order

II. Roll Call

III. Agenda Approval

Recommend the board approve this meeting's agenda.

IV. Consideration and Approval of Minutes

Recommend the board approve the January 13, 2005 meeting minutes. The minutes are included on pages M1-4.

V. Reports

a. Chair's Report – Bob Brandt

b. Committee Reports

1. Executive Committee – Bob Brandt
2. Finance Committee – Penny Johnson
3. Personnel Committee – Sonja Peterson
4. Board Development Committee – Jane McWilliams
5. Programs Committee – Kat Knudson

c. Executive Director's Report

1. First Place in the Zeitgeist Composition Contest
2. Scholastic Exhibition Awards

VI. Consent Calendar

VII. Old Business

a. The Legislative Process

David will discuss where things stand on our operating budget, the capital investment request, the electronic board meeting bill, and the sponsorship of charter schools enabling legislation.

The board can advise the administration on the next steps and clarify its own involvement in the process.

VIII. New Business

a. The Election of the Board Chair and Vice Chair

The nominating sub committee will makes it report and then an election of officers will be held.

b. The March 2005 through February 2006 Board Meeting Schedule

A schedule that continues the practice of meeting the second Thursday of each month at 3 pm is attached. Consistent with the Bylaws, the schedule includes an out of the metro meeting in October and the organization meeting in February. It also includes a September board retreat.

Recommend the board approve a meeting schedule for 2005/2006 as listed on page NB1.

Also attached is a schedule for the board's subcommittee meetings. The schedule is intended to assist in board travel and planning for the year. Each subcommittee can schedule special meetings on other days and times.

c. Merrill Fellger Resolution

Merrill Fellger was one of the key players in the creation of the Minnesota Resource Center for the Arts, now the Perpich Center for Arts Education.

Members of the PCAE Administration believe that it would be appropriate for us to recognize his contribution to the Center and to education in Minnesota. In our 20th year of operation, perhaps we could honor someone at each meeting.

Recommend that the Board approve the following resolution: Be it resolved on this day, February 10, 2005, that the Board of Directors and staff of the Perpich Center for Arts Education proclaim their sincere appreciation for the contributions Merrill Fellger made to the creation of the Center. During this year that marks the 20th anniversary of the Center's initial legislation, we celebrate one of the original founders, whose vision helped launch an innovative and successful state agency dedicated to serving students and teachers statewide in and through the arts.

d. Student nurses

If the contracts are ready, the administration will ask the board to enter into agreements with two nurse training institutions that would allow them to place student nurses at the Arts High School.

Pam Paulson will present the contracts and the rationale.

IX. Personnel

X. Information and Decisions

- a. A list of the students who placed first in the Zeitgeist Composition Contest**
- b. A list of students and their teachers who were Scholastic Exhibition Award recipients**
- c. Arts High School Staff are applying for a General Mills Nutrition and Fitness Grant which if awarded would require Board action to accept.**

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn



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: February 10, 2005, at 3:00 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:10 p.m.

II. Roll Call

Board members present: Bob Brandt, Virginia Katz, Kat Knudson, Jane McWilliams, Sonja Peterson, Chris Wilson, MaryAnne Wilimek, Scott Halgrim, Penny Johnson, Dan Reigstad, Roberta Jones

Board members absent: Mohammed Lowal, Mary-Francis Skala, John Davis, Kaimay Yuen-Terry

Others: David Flannery, Rusty King, Albert Katz, Pam Paulson, Mike Hiatt, Byron Richard, Diane Aldis, Rene Ellis, Rie Gilsdorf, Tom Carlson, Joao Bichinho, Tom Kanthak (not all stayed for entire meeting)

III. Agenda Approval

Recommend the board approve this meeting's agenda.

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

Interim Executive Director David Flannery requested that an agenda item be added to Old Business for Elsie Martin to discuss the strategic planning process.

IV. Consideration and Approval of Minutes

a. January 13, 2005 Meeting Minutes, attached as M1-4

Recommend the board approve the January 13, 2005 meeting minutes.

Board member Sonja Peterson moved to approve the January 13, 2005 meeting minutes. Board member Penny Johnson seconded the motion. The vote was unanimous.

Board member Scott Halgrim raised the question of his travel expenditures from outside the state. David Flannery will check with the Attorney General's office to see if reimbursement for Scott's travel is appropriate. Board member MaryAnn Wilimek asked if flying from Bemidji to Minneapolis for board meetings would be an option for her. Flying would make her commute easier and more likely in the event of bad driving conditions. Board member Dan Reigstad expressed concern that flying board members to meetings could generate bad publicity. David Flannery responded that the whole cost for governance at the agency is relatively small for a state agency.

Board member Scott Halgrim requested that the board create a policy for travel based on the Attorney General's recommendation.

V. Reports

a. Chair's Report – Bob Brandt

Board chair Bob Brandt commended temporary Executive Assistant Ryan Davis for his hard work for the Board of Directors and the PCAE Foundation for the past month.

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Penny Johnson (no meeting)

3. Personnel Committee – Sonja Peterson

Committee chair Sonja Peterson reported that the Personnel Committee received 14 applications for the Executive Director position and they have identified five candidates to interview, and two back-up for possible interview. The Personnel Committee will interview the five candidates on March 18, 2005 from 9:00 a.m. to 3:45 p.m. at the Visitors Center at the Perpich Center for Arts Education. The full board will interview the 2–3 finalists for the position on March 23 in the late afternoon, after the finalists have had a chance to meet with stakeholder groups. Stakeholders will be asked to submit written responses to each candidate to the full board prior to the interview. All interviews will be open to the public, in accordance with Open Meeting Laws. The Personnel Committee has also set aside April 7 as a possibility for conducting the second round of interviews, but the board prefers March 23.

4. Board Development Committee – Jane McWilliams

Committee chair Jane McWilliams reported that board member Scott Halgrim presented the Carver model of policy governance at their meeting, but they did not have time to fully discuss the model. The committee will discuss the model again at their next meeting and report to the full board with a recommendation.

5. Programs Committee – Kat Knudson (no meeting)

Board member Kat Knudson reported to the Board that she resigned from the PCAE Foundation Board of Directors and requested that another PCAE Board member rotate onto that board in her place. The Foundation board meets on the first Wednesday of the month from 6:30 – 9:00 p.m. Board member Roberta Jones indicated that she may be interested in joining and would follow up with Kat.

c. Executive Director's Report

Interim Executive Director David Flannery reported that the PCAE Foundation raised approximately \$20,000 at the “Big Event” fundraiser on February 4, 2005. The money was raised through ticket sales, the bake sale, silent auction, and individual donations.

David has hired a full-time Executive Assistant, Jaddie Edwards. She will start on February 28. David commended Ryan Davis for his excellent work while the position was vacant, and he hopes to find ways to keep Ryan connected to PCAE.

David reported on upcoming dance and theater performances.

A group of AHS students won a composition contest sponsored by the local musical group Zeitgeist. We also had a large number of Scholastic Exhibition Awards winners.

VI. Consent Calendar

VII. Old Business

a. The Legislative Process

David reported on a number of pieces of legislation that affect the Perpich Center.

1. Capital Investment—The MN Senate approved a \$1.9 million bonding bill that includes asset preservation, the demolition of the Beta building and renovation of the Alpha building, and \$90,000 for lights in the Black Box Theater. The MN House still needs to pass the bill before it goes to conference committee for final approval. The Governor had recommended a \$1.8 million bonding bill for PCAE.

2. Teleconferencing—Senator Kelley and Rep. Sykora are sponsoring this legislation that will allow the PCAE board to conduct business, vote, and be active members via phone.

3. Charter school legislation—This legislation allowing PCAE to sponsor charter schools may be challenged in this session. David will keep board members posted.

4. Operating budget—The Governor has recommended a \$336,000 reduction in PCAE's operating budget over the next biennium—a \$168,000 reduction in FY06 and again in FY07. David asserted that PCAE needs \$7.0 million a year to do its work, and the Governor's proposal would put PCAE \$800,000 below that target for the next two years if it is approved. David believes that the final budget figure will be closer to \$7.0 million than \$6.0 million.

David and Deputy Director Pam Paulson will meet with Rep. Sykora and Sen. Kelley on February 11, 2005 and will discuss the budget.

The Governor directed that his proposed cut affect only the Professional Development and Research Group (PDR), not the Arts High School or the PCAE Library. David invited PDR staff members Diane Aldis and Byron Richard to speak about this issue. AHS faculty member Tom Kanthak also spoke. The staff encouraged board members to contact their legislators in support of the entire agency as one entity, opposing the directed cuts at particular departments.

Board member Virginia Katz asked why the Governor directed the cuts at PDR. David responded that PCAE's Executive Budget Officer indicated that the Governor does not want budget cuts to directly affect the classroom. Board member Jane McWilliams encouraged board members to contact both their House and Senate representatives.

David said that February 22, 2005 is Arts Advocacy Day at the Capitol and he encouraged board members to attend in support of PCAE, and arts in Minnesota. David will send an e-mail to the board members regarding Arts Advocacy Day and how to RSVP.

b. Budget Process

Elsie Martin reviewed the descriptions and measures with the Board. Staff made adjustments to several objectives based on Board suggestions. In addition, staff reconsidered the mission objectives of Health and Safety, Diversity, and Stakeholder objectives based on the recommendation to split health and safety off from diversity.

Elsie explained that the priorities are important so that the budgets align with the wishes of the board. Board chair Bob Brandt asked board members to read the descriptions and measures thoroughly before the next board meeting and continue the discussion.

VIII. New Business

a. The Election of the Board Chair and Vice Chair

Board member Scott Halgrim, in his role as chair of the Nominating Committee, reported that the committee had made two nominations for office. The committee proposes a slate of Kat Knudson for Vice Chair (replacing Jane McWilliams, whose term as Vice Chair has expired) and Virginia Katz for the Nominating Committee (replacing Scott Halgrim, whose term on the nominating committee has expired).

Board member Jane McWilliams moved that the board elect Kat Knudson as PCAE Board Vice Chair and Virginia Katz to the Nominating Committee. Board member Penny Johnson seconded the motion. The vote was unanimous.

Board chair Bob Brandt thanked Jane McWilliams and Scott Halgrim for their service to the board.

b. The March 2005 – February 2006 Board Meeting Schedule

Board member Sonja Peterson moved that the board continue its practice of meeting the second Thursday of each month at 3:00 p.m. and include an out-of-metro meeting in October and the organizational meeting in February. Board member Virginia Katz seconded the motion. The vote was unanimous. The calendar listed on NB1 was adopted.

c. Merrill Fellger Resolution

David Flannery explained that since PCAE is in its 20th year, the agency administration has decided to honor one person each month of 2005 who is an important part of PCAE's history. Deputy Director Pam Paulson explained that the February honoree is Merrill Fellger, one of the Center's founders.

Board member Jane McWilliams moved that the board approve the following resolution: Be it resolved on this day, February 10, 2005, that the Board of Directors and staff of the Perpich Center for Arts Education proclaim their sincere appreciation for the contributions Merrill Fellger made to the creation of the Center. During this year that marks the 20th anniversary of the Center's initial legislation, we celebrate one of the original founders, whose vision helped launch an innovative and successful state agency dedicated to serving students and teachers statewide in and through the arts. Board member MaryAnn Wilimek seconded the motion. The vote was unanimous.

d. Student Nurses

Deputy Director Pam Paulson explained that PCAE and the school nurse, Jolene Rayer, would like to sponsor student teachers from the nursing programs at the University of Minnesota and St. Scholastica. The student nurse will observe our school nurse and will not give out medication or provide counseling. The student nurse will provide one class or workshop for the students. The contracts are annual and they can be terminated with six weeks of notice. The contract for the University of Minnesota is ready to go but the St. Scholastica contract is still in process.

Board member Virginia Katz moved to approve the student nursing contract with the University of Minnesota. Board member Chris Wilson seconded the motion. The vote was unanimous.

IX. Information and Decisions

X. Open Forum at 4 p.m.

XI. Meeting Adjourn

Board chair Bob Brandt adjourned the meeting at 5:13 p.m.

PERPICH CENTER ARTS EDUCATION

Arts High School • Professional Development • Research

6125 Olson Memorial Hwy., Golden Valley, MN 55422

Full Board Meeting Agenda Addendum

Date & Time:

February 10, 2005 at 3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

VII. Old Business

d. Budget Process

Elsie Martin will review the attached descriptions and measures with the Board. Staff made adjustments to several objectives based on Board suggestions. In addition, staff reconsidered the mission objectives of Health and Safety, Diversity and Stakeholder objectives based on the recommendation to split health and safety off from diversity.



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

Full Board Meeting Agenda

Time and Date: March 10, 2005

3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

I. Call Meeting to Order

II. Roll Call

III. Agenda Approval

Recommend the board approve this meeting's agenda.

IV. Consideration and Approval of Minutes

Recommend the board approve the February 10, 2005 meeting minutes. The minutes are included on M1-4.

V. Reports

a. Chair's Report – Bob Brandt

b. Committee Reports

1. Executive Committee – Bob Brandt
2. Finance Committee – Penny Johnson
3. Personnel Committee – Sonja Peterson
4. Board Development Committee – Jane McWilliams
5. Programs Committee – Kat Knudson

VI. Consent Calendar

VII. Old Business

a. The Legislative Process

David will discuss where things stand on our operating budget, the capital investment request, the electronic board meeting bill, and the sponsorship of charter schools enabling legislation.

b. Student nurses

The Board authorizes the administration to enter into agreements with St. Scholastica nurse training institution for 2004/2005 that would allow them to place student nurses at the Arts High School.

c. Letter to the Governor

Included on OB1 is a draft of a letter intended to be sent from our Board to the Governor. It expresses concern about his proposed cut to Center's appropriation and the fact that we think our Board should decide where cuts to staff and program, if they need to happen, should happen. The Board will be asked to approve this letter for delivery or amend it.

VIII. New Business

a. Wally Kennedy Resolution

Wally Kennedy was one of the key players in the creation of the Minnesota Resource Center for the Arts, now the Perpich Center for Arts Education.

Members of the PCAE administration believe that it would be appropriate for us to recognize his contribution to the Center and to education in Minnesota. In our 20th year of operation, perhaps we could honor someone at each meeting.

Recommend that the Board approve the following resolution: Be it resolved on this day, March 10, 2005, that the Board of Directors of the Perpich Center for Arts Education proclaim their sincere appreciation for the contributions Wally Kennedy made to the creation of the Center. During this year that marks the 20th anniversary of the Center's initial legislation, we celebrate one of the original founders, whose vision helped launch an innovative and successful state agency dedicated to serving students and teachers statewide in and through the arts.

b. The Poker Chip Exercise

Either Elsie Martin or Pam Paulson will lead the Board through this exercise. The process is designed to enable the Board to establish priorities of our mission objectives. These Board priorities will guide administration and staff decisions as they work to present a balanced budget for the agency.

A copy of the latest draft of the mission objectives work will be included with this packet and titled: 2006-2007 Biennium Budget Process Mission Objectives.

c. Student Fees

The Board will be asked to set fees for next year. It is important that we act quickly so that we can inform prospective students and their families.

The administration will develop a plan for consideration and possible implementation in the future that would provide more financial aid for families with limited ability to pay while charging families with resources something closer to the actual cost.

A copy of the proposed fee schedule is attached on NB01.

d. The Issue of Board Member Residence

Chair Bob Brandt and Director Halgrim will discuss the current situation with Scott's residence, propose a course of action for his situation and highlight the implications this may have for a policy or an amendment to the by-laws.

e. Arts High School Calendar

Rie Gilsdorf will present a draft of the school for 2005-2006. It will be important for the board to approve the start and end date for the school year and for the teacher year.

IX. Personnel

X. Information and Decisions

a. Letter from Members of the Arts High School Faculty

Members of the faculty are concerned about the number of applicants and the demographics of our applicants. They may wish to discuss their view with the Board directly at open forum. The letter is included on I1-I3.

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn



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: March 10, 2005, at 3:00 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

The meeting was called to order at 3:00 p.m. In the absence of Board Chair Bob Brandt, Vice Chair, Kat Knudson, chaired the meeting.

II. Roll Call

Board members present: John Davis, Virginia Katz, Kat Knudson, Sonja Peterson, Chris Wilson, MaryAnne Willimek, Scott Halgrim, Penny Johnson, Roberta Jones

Board members absent: Bob Brandt, Jane McWilliams, Dan Reigstad, Mohammed Lowal, Mary-Francis Skala, Kaimay Yuen-Terry

Others: David Flannery, Rusty King, Pam Paulson, Joao Bichinho, Colleen Brennan, Tom Carlson, Mary Pietruszewski (not all stayed for entire meeting)

III. Agenda Approval

Recommend the board approve this meeting's agenda.

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

IV. Consideration and Approval of Minutes

a. February 10, 2005 Meeting Minutes, attached as M1-4

Recommend the board approve the February 10, 2005 meeting minutes.

Board member Sonja Peterson moved to approve the February 10, 2005 meeting minutes. Board member Penny Johnson seconded the motion. The vote was unanimous.

V. Reports

a. Chair's Report – Bob Brandt

(No report due to Board Chair's absence).

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Penny Johnson (no meeting)

3. Personnel Committee – Sonja Peterson

The Personnel Committee will interview the five candidates on March 18, 2005 from 9:00 a.m. to 3:45 p.m. at the Visitors Center at the Perpich Center for Arts Education. The full board will interview the 2–3 finalists for the position on April 7. All interviews will be open to the public. Names of candidates will be posted for all on Next Wednesday.

4. Board Development Committee – Jane McWilliams

(No meeting)

5. Programs Committee – Kat Knudson (No meeting)

c. Executive Director's Report

Interim Executive Director David Flannery will send out a written report on Legislative issues next week.

VI. Consent Calendar

VII. Old Business

a. The Legislative Process

Interim Director David Flannery reported on pieces of legislation that affects the Perpich Center, including a potential cut in budget. David will send out a separate report next week.

b. Letter to the Governor

Virginia Katz, along with other Board Members, suggested changes in wording in order to give the letter more clarity, especially in paragraphs 2, 3 and 4. Other suggestions included: Ask for a meeting, determining before hand the end results of what's wanted from the meeting; make a list of districts represented by Board Members; and send members of the Board to visit the Governor.

VIII. New Business

a. Wally Kennedy Resolution

Deputy Director Pam Paulson shared the important contributions Wally Kennedy has made and explained that he was one of the key players in the creation of Urban Arts, and the Minnesota Resource Center for the Arts, now the Perpich Center for Arts Education.

Recommend that the Board approve the following resolution: Be it resolved on this day, March 10, 2005, that the Board of Directors of the Perpich Center for Arts Education proclaim their sincere appreciation for the contributions Wally Kennedy made to the creation of the Center. During this year that marks the 20th anniversary of the Center's initial legislation, we celebrate one of the original founders, whose vision helped launch an innovative and successful state agency dedicated to serving students and teachers statewide in and through the arts.

Board member Scott Halgrim moved that the board approve the resolution, and Board member MaryAnn Wilimek seconded the motion. The vote was unanimous.

a. The Poker Chip Exercise

Elsie Martin lead the Board through this exercise. The process is designed to enable the Board to establish priorities for our mission objectives. These Board priorities will guide administration and staff decisions as they work to present a balanced budget for the agency. The findings from this exercise will be discussed at a later date.

b. Student Fees

Mary Pietruszewski reported on the plan to increase student fees for next year. The plan is to charge families with limited ability to pay a lesser fee. The Board agreed to raise the fee from \$2,300 to \$2,340 next year.

Board member Penny Johnson moved to approve the increase in fees. Board member Sonja Peterson seconded the motion. The vote was unanimous.

c. The Issue of Board Member Residence

Board member Scott Halgrim raised the question of his travel expenditures from outside the state, and submitted a verbal resignation. All resignations have to go to the Governor. David Flannery checked with Beverly Bryant of the Attorney General's office on the appropriateness of reimbursement for Scott's travel and service. Bryant's feelings are, while Scott's continuing service is within the "letter of the law", she felt that it would be more consistent with the spirit of the law if board members were Minnesota residents. David will draft, with help from Mary Frances, a policy or By-law change that establishes guidelines to help us in the event that board members move out of the state.

d. Arts High School Calendar

The calendar was approved as presented.

IX. Information and Decisions

X. Open Forum at 4 p.m.

Tom Carlson was present to review the letter that was sent by some staff to each of the Board Members concerning campus diversity. Their major concern includes: we have not reached our goals for increasing the number of out state students and students of color. And the concern is heightened by the fact David Flannery is leaving the Center.

Board Member Scott Halgrim wanted to know if the Perpich Center has set diversity goals, and if so, what are they? David Flannery responded that goals have been set in the areas of staffing, and student recruitment.

XI. Meeting Adjourn

The Board meeting was adjourned at 5:35 by vice chair Kat Knutson.

Addendum

VIII.

New Business

e. The Arts High School Calendar

Recommend that the Board adopt a calendar for 2005/2006 that includes a student start date of August 29 with graduation on May 26. Winter break will be December 22 through January 3. And spring break will be March 27 through April 2.

Other calendar items will be worked out by the Arts High School Director and will include, conferences, performances and the start and ending date for Staff.



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

Full Board Meeting Agenda

Time and Date: April 14, 2005

3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

I. Call Meeting to Order

II. Roll Call

III. Agenda Approval

Recommend the board approve this meeting's agenda.

IV. Consideration and Approval of Minutes

Recommend the board approve the March 10, 2005 meeting minutes. The minutes are included on M1-3.

V. Reports

a. Chair's Report – Bob Brandt

b. Committee Reports

- 1. Executive Committee – Bob Brandt**
- 2. Finance Committee – Penny Johnson**
- 3. Personnel Committee – Sonja Peterson**
- 4. Board Development Committee – Jane McWilliams**
- 5. Programs Committee – Kat Knudson**

c. Report on the Arts High School Academic Program

Rie Gilsdorf will discuss the high school academic program, its scope, goals, and impact.

VI. Consent Calendar

VII. Old Business

a. Girls Hockey Resolution

Recommend that the Board officially discontinue its joint sponsorship of the Armstrong High School/Arts High Girls Hockey team.

In 2003/2004 the Board authorized the Arts High School to jointly sponsor a girls hockey team with Armstrong High School so that one of our students could participate. Since no one else is

expected to participate, we are asking the board to discontinue the formal relationship.

b. Mission Objectives

The administration would like to present and ask the board to discuss the weighting of the mission objectives that was completed on March 10. A copy of the Board's March 10 weighting, with and without David Flannery's scores, along with, the weighting done by staff on March 8 and the work done by the board in 2002 are included on OB 1-4.

c. By Laws Change

Mary Frances Skala has agreed to draft a change in our by laws that would specify the Board's expectation that members whose state residency changes with more than six months remaining in their term, resign. This would be the expectation as only the Governor and the member can alter the appointment. We will also discuss a draft of a reimbursement policy.

VIII. New Business

a. Paid Advertising in the PACE

The Board will be asked to advise the administration on the appropriateness of accepting paid advertising for our newsletter, **The Pace**. In times of tight and shrinking resources, it may be wise for us to seek to off-set the cost of production and mailing by selling advertising. The administration would like to discuss the pros and cons of paid advertising with the board. Included on NB1-2 is a beginning list of pros and cons and suggested rates. We believe that those advertising should be able to demonstrate that they share or somehow support our mission. NB 1-3.

b. Dan Loritz Resolution

Recommend that the Board approve the following resolution: Be it resolved on this day, April 14, 2005, that the Board of Directors of the Perpich Center for Arts Education proclaim their sincere appreciation for the contributions Dan Loritz made to the creation of the Center. During this year that marks the 20th anniversary of the Center's initial legislation, we celebrate one of the original founders, whose vision helped launch an innovative and successful state agency dedicated to serving students and teachers statewide in and through the arts.

IX. Personnel

a. Executive Director Contract

There may be a resolution to hire an Executive Director

X. Information and Decisions

a. Resignations for three teachers have been submitted and accepted effective at the end of this school year:

Harry Kitts, Mathematics
Beth Fratzke, English and Speech
Joan Gartner, Mathematics

b. Brittany Edwards, Perpich Center alum, was hired for the Student Services Receptionist effective through June 30, 2005.

c. Mary Frances Skala submitted her resignation from the Perpich Center Board to Governor Tim Pawlenty on March 28, 2005. I-1.

d. Extending leave of absence for JoAnn Winter. I-2.

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn



Perpich Center for Arts Education
Arts High School • Professional Development • Research • Library
6125 Olson Memorial Highway
Golden Valley, MN 55422

Board Meeting Agenda Addendum

April 14, 2002 – 3:00 p.m.

VII. Old Business

a. Girls Hockey Resolution

RESOLVED, that the Governing Board of the Perpich Center for Arts Education, 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 certified to the State Commissioner of Education as provided for by Minnesota Statutes.

IX. Personnel

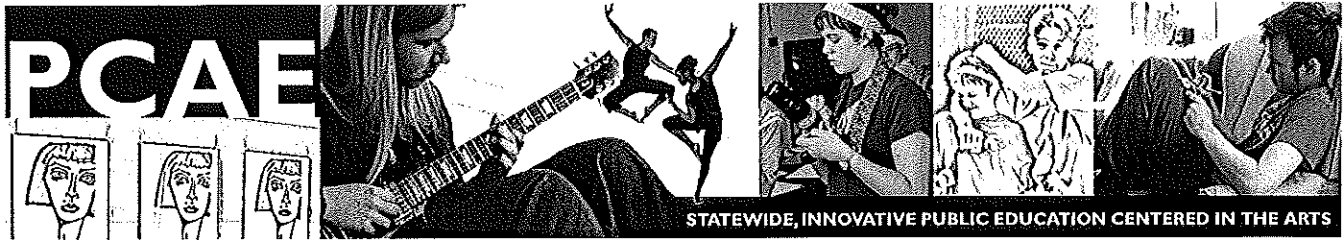
a. Executive Director Contract

Recommend the board appoint Nathan Davis as the new Executive Director of the Perpich Center for Performing Arts replacing Interim Executive Director David Flannery. The appointment will become effective July 1, 2005.

X. Information and Decisions

d. Extending leave of Absence for JoAnn Winter

Pursuant to Article 17, Section 5F (Association Leave) of the State Residential Schools Education Association contract, David Flannery approved the continuing leave of absence for Ms. JoAnn Winter, Spanish Instructor at the Perpich Center for Arts Education for the 2004/2005 school year. Ms. Winter has been appointed as a full time field staff representing SRSEA.



Full Board Meeting Minutes

Date & Time: April 7, 2005 @ 3 p.m.

Location: PCAIE, Visitors Center

1. Call Meeting to Order

Bob Brandt called the meeting to order at 3:05 p.m.

2. Roll Call

Members present: Jane McWilliams, Kaimay Yuen Terry, Chris Wilson, Sonja Peterson, Roberta Jones, MaryAnne Wilimek, Kat Knudson, Penny Johnson, Dan Reigstad, John Davis, Virginia Katz, Scott Halgrim and Bob Brandt

Committee Members absent: Mohammed Lawal and Mary Frances Skala who recently submitted her letter of resignation from the Board to the Governor.

Others: David Flannery and a variety of other staff members throughout the meeting

3. Agenda Approval

From 3:00 p.m. through 3:30 p.m. the full board met to organize the meeting, review the questions for the candidates and discuss the interview process.

4. The Interviews

From 3:30 p.m. through 7 p.m. the Board interviewed the three finalists for the Executive Director Position: Nathan Davis, Larry Gorrell and Steve Sandell. There were breaks between the interviews.

5. Break for Dinner 7 p.m. to 7:30 p.m.

6. Reports from the Constituent Groups

The Board heard from spokespersons for each constituent Group. Kevan Nitzberg reported for the Statewide Group; Mary Harding reported for the Operations Group, Susan Stemme and Lauren Roach reported for the Arts High Group and Rie also reported from the Directors Group. Each reporter mentioned candidate strengths and weaknesses and also indicated it first two preferences. The Board Members thanked the group for their participation and feedback.

7. Deliberations 8 p.m. to 10 p.m.

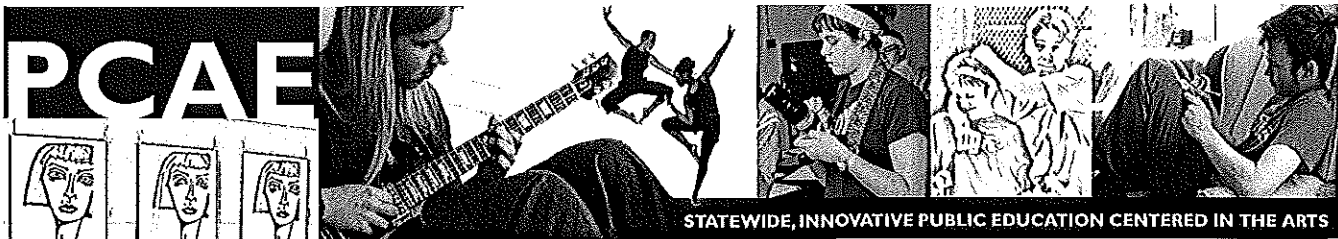
Bob Brandt facilitated as the board discussed the candidates and assessed their strengths and perceived limitations. After a lengthy discussion and some ranking of the candidates, the Board passed two resolutions:

The first resolution identified Nathan Davis as the board's choice to be the Center's next Executive Director and authorized Chair Bob Brandt to negotiate a contract with Mr. Davis. The vote passed by a vote of 8 to 5 with Kaimay Yuen Terry, Sonja Peterson, MaryAnne Wilimek, John Davis, Virginia Katz, Scott Halgrim, Bob Brandt and Jane McWilliams voting yes and Roberta Jones, Chris Wilson, Kat Knudson, Penny Johnson and Dan Riegstad voting no.

A second motion followed to authorize Chair Brandt to negotiate an Executive Director contract with Steve Sandell if negotiations fail with Mr. Davis or if he withdraws as a candidate.

8. Adjourn

Board Chair Bob Brandt adjourned the meeting at 9:57 p.m.



Full Board Meeting Minutes

Date & Time: April 7, 2005@ 3 p.m.

Location: PCAE, Visitors Center

1. Call Meeting to Order

Bob Brandt called the meeting to order at 3:05 p.m.

2. Roll Call

Members present: Jane McWilliams, Kaimay Yuen Terry, Chris Wilson, Sonja Peterson, Roberta Jones, MaryAnne Wilimek, Kat Knudson, Penny Johnson, Dan Reigstad, John Davis, Virginia Katz, Scott Halgrim and Bob Brandt

Committee Members absent: Mohammed Lawal and Mary Frances Skala who recently submitted her letter of resignation from the Board to the Governor.

Others: David Flannery and a variety of other staff members throughout the meeting

3. Agenda Approval

From 3:00 p.m. through 3:30 p.m. the full board met to organize the meeting, review the questions for the candidates and discuss the interview process.

4. The Interviews

From 3:30 p.m. through 7 p.m. the Board interviewed the three finalists for the Executive Director Position: Nathan Davis, Larry Gorrell and Steve Sandell. There were breaks between the interviews.

5. Break for Dinner 7 p.m. to 7:30 p.m.

6. Reports from the Constituent Groups

The Board heard from spokespersons for each constituent Group. Kevin Nitzberg reported for the Statewide Group; Mary Harding reported for the Operations Group, Susan Stemme and Lauren reported for the Arts High Group and Rie also reported from the Directors Group. Each reporter mentioned candidate strengths and weaknesses and also indicated it first two preferences. The Board Members thanked the group for their participation and feedback.

7. Deliberations 8 p.m. to 10 p.m.

Bob Brandt facilitated as the board discussed the candidates and assessed their strengths and perceived limitations. After a lengthy discussion and some ranking of the candidates, the Board passed two resolutions:

The first resolution identified Nathan Davis as the board's choice to be the Center's next Executive Director and authorized Chair Bob Brandt to negotiate a contract with Mr. Davis. The vote passed by a vote of 8 to 5 with Kaimay Yuen Terry, Sonja Peterson, MaryAnne Wilimek, John Davis, Virginia Katz, Scott Halgrim, Bob Brandt and Jane McWilliams voting yes and Roberta Jones, Chris Wilson, Kat Knudson, Penny Johnson and Dan Riegstad voting no.

A second motion followed to authorize Chair Brandt to negotiate an Executive Director contract with Steve Sandell if negotiations fail with Mr. Davis or if he withdraws as a candidate.

8. Adjourn

Board Chair Bob Brandt adjourned the meeting at 9:57 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 14, 2005, at 3:00 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:10 p.m.

II. Roll Call

Board members present: Bob Brandt, Virginia Katz, Kat Knudson, Jane McWilliams, Sonja Peterson, Chris Wilson, MaryAnne Wilimek, Scott Halgrim, Penny Johnson, John Davis, Kaimay Yuen-Terry

Board members absent: Mohammed Lawal, Mary-Francis Skala, Roberta Jones, Dan Reigstad

Others: David Flannery, Albert Katz, Pam Paulson, Rene Ellis, Rie Gilsdorf

III. Agenda Approval

Recommend the board approve this meeting's agenda.

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

IV. Consideration and Approval of Minutes

a. March 10, 2005 Meeting Minutes, attached as M1-3

Recommend the board approve the March 10, 2005, meeting minutes.

Board member Sonja Peterson moved to approve the March 10, 2005 meeting minutes. Board member Kat Knudson seconded the motion. The vote to approve was unanimous.

V. Reports

a. Chair's Report – Bob Brandt

Board chair Bob Brandt moved to approve the appointment of Nathan Davis as the next Executive Director of Perpich Center for Arts Education, effective July 1, 2005. The vote to hire Dr. Davis was unanimous. Nathan will be invited to the June 9, 2005, Board Meeting. The Board, along with David and Nathan will create a transition plan. David will take the last two weeks in June as vacation, and return to work the first week in July.

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Penny Johnson (no meeting)

3. Personnel Committee – Sonja Peterson

Sonja thanked all Board members and staff for good work and for presenting the top candidates to the Board. The Personnel Committee will schedule a meeting in May to discuss Nathan Davis' transition, and to schedule a performance review with David.

4. Board Development Committee – Jane McWilliams

The Committee will develop ideas for the Board Retreat in September.

- Committee chair Jane McWilliams reported that board member Scott Halgrim presented the Carver model of policy governance at an earlier meeting. At the May meeting, the Committee will discuss ways for the board and Nathan to set a direction for the governance of our agency.

5. Programs Committee – Kat Knudson (no meeting)

c. Executive Director's Report

David Flannery reported on the work Craig Farmer did with his students using online materials using a site called ArtStor. Mr. Farmer's work not only impacts his students, but it impacts classes and student in at least 11 other high schools throughout the country.

VI. Consent Calendar

VII. Old Business

a. Girls Hockey Resolution

Recommended and approved that the joint sponsorship of the Armstrong High School/Arts High Girls Hockey team be discontinued. A motion was made by Jane McWilliams, and second by Sonja Peterson. The motion was approved unanimously.

b. Mission Objectives

The Board members discussed the mission objective priorities that were determined by the current Board, a staff group and by the Board in 2002.

c. By Laws Change

Scott Halgrim will resign after today's meeting. John Burns, the governor's appointment person, has informed us that Scott should not remain on the Board while living out of state.

Mary Frances has resigned from the Board, but will continue to contribute when she can.

The Board authorized Board Chair Bob Brandt to write a letter to Mohammed Lawal asking him to resign from the Board. Bob will write this letter by May 1, 2005.

VIII. New Business

a. Paid Advertising in the PACE

Jane McWilliams suggested that a cost benefit analysis be made. The issue will be brought back to the Board at the next Board meeting.

b. Dan Loritz Resolution

Deputy Director Pam Paulson shared the important contributions Dan Loritz, Chief of Staff to former Governor Rudy Perpich, made to the success of the Perpich Center.

Recommend that the Board approve the following resolution: Be it resolved on this day, April 14, 2005, that the Board of Directors of the Perpich Center for Arts Education proclaim their sincere appreciation for the contributions Dan Loritz made to the creation of the Center. During this year that marks the 20th anniversary of the Center's initial legislation, we celebrate one of the original founders, whose vision helped launch an innovative and successful state agency dedicated to serving students and teachers statewide in and through the arts.

Board member Jane McWilliams moved that the board approve the resolution, and board member Virginia Katz seconded the motion. The vote to approve was unanimous.

IX. Personnel

- a. A resolution was made to hire Nathan Davis as the new Executive Director.

X. Information and Decisions

- a. Resignations for three Arts High School teachers have been submitted and accepted effective at the end of this school year:

Harry Kitts, Mathematics
Beth Fratzke, English and Speech
Joan Gartner, Mathematics

- b. Brittany Edwards, an Arts High School alum, was hired as the Student Services Receptionist through June 30, 2005.

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn

Board chair Bob Brandt adjourned the meeting at 5:20 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 Agenda

Time and Date: May 12, 2005

3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

I. Call Meeting to Order

II. Roll Call

III. Agenda Approval

Recommend the board approve this meeting's agenda.

IV. Consideration and Approval of Minutes

Recommend the board approve the April 14, 2005, meeting minutes. The minutes are included on M1-3.

V. Reports

a. Chair's Report – Bob Brandt

b. Committee Reports

1. Executive Committee – Bob Brandt

2. Finance Committee – Penny Johnson

3. Personnel Committee – Sonja Peterson

The Chair of the Committee will discuss the Performance Review Process for David Flannery. She will distribute the forms and goals and ask for feedback from the full board.

4. Board Development Committee – Jane McWilliams

5. Programs Committee – Kat Knudson

c. Executive Director's Report

VI. Consent Calendar

VII. Old Business

a. By Laws Change

Mary Frances Skala has drafted a change in our by laws that would specify the Board's expectation that members resign their position if they move from the state with more than six months remaining in their term. This would be an expectation as only the Governor and the member can alter the appointment. We will also discuss a draft of a reimbursement policy. It takes two meeting to change the bylaws so any action to approve the change will need to happen at the June meeting.

The Bylaws are included on OB1-11 with the suggested change occurring on OB11.

b. The 2005/2006 Operating Budget

David Flannery will report on the status of our appropriation at the legislature and then discuss several scenarios with the board. The one that will receive the bulk of the attention will be an option to reduce the operations budget by 10 %. The other option will focus on cuts to cover inflationary increases, approximately 2 % to 3 %. David would like to review in general terms the impact on staff and program. The board should know which programs will be considered for reduction or elimination and the number of FTE to be considered in the overall cuts.

VIII. New Business

a. Paid Advertising in the PACE

The Board will be asked to advise the administration on the appropriateness of accepting paid advertising for our newsletter, **The PACE**. In times of tight and shrinking resources, it may be wise for us to seek to off-set the cost of production and mailing by selling advertising. The administration would like to discuss the pros and cons of paid advertising with the board. Included on NB1-3 is a beginning list of pros and cons and suggested rates. We believe that those advertising should be able to demonstrate that they share or somehow support our mission.

b. John Weckle Resolution

Recommend that the Board approve the following resolution: Be it resolved on this day, May 12, 2005, that the Board of Directors of the Perpich Center for Arts Education proclaim their sincere appreciation for the contributions John Weckle made to the creation of the Center. During this year that marks the 20th anniversary of the Center's initial legislation, we celebrate one of the original founders, whose vision helped launch an innovative and successful state agency dedicated to serving students and teachers statewide in and through the arts.

Some more information about Mr. Weckle's contribution to PCAE was provided by Pam Paulson and is included on NB4.

c. Grants

1. PCAE Grants

a. ACE Theater Grants

Recommend that the Board approve first year theater program grants to the following six schools for the 2005/2006 school year in the amounts listed. The Grants are contingent on available resources.

1. Rockford Elementary School	\$3,443
2. Wayzata Middle School	\$3,000
3. Linwood A+ School, St. Paul	\$2,840
4. Marcy Open School, Minneapolis	\$3,400
5. Montevideo Public Schools	\$4,867
6. Thief River Falls School District	\$5,338

- b. Recommend that the Board approve Comprehensive Arts Planning Grants to the following seven school districts for \$4,000 a year for two years, 2005/2006 and 2006/2007 contingent on available funds and successful development of a comprehensive, five-year arts education plan for the school district during the first year of funding:

Austin Schools, ISD 492
Burnsville, Eagan, Savage, ISD 191
Cloquet, ISD 94
NorthWest Suburban Integration District, ISD6078
Orono Schools, ISD 278
Proctor Schools, ISD 704
East Metro Integration District, ISD 6067

Michael Hiatt and staff will be at the meeting to answer questions and describe the programs which are all on-going. In addition, information about the program and the process of selecting these districts is included on NB5-10.

2. Requests for Proposals for the Quality Teacher Networks

Michael Hiatt and staff will describe and discuss the request for proposals that we intend to disseminate for three contractors to work with the Quality Teacher Networks. The total expenditure for the three contractors will come to approximately \$71,000. The three contractors will convene approximately 100 educators in dance, literary arts, media arts, music, theater and visual arts in locations throughout the state in 2005/2006. The funding to cover QTN costs including the contractors is a combination of state funds and McKnight funds.

A request for applications is included on NB11-13.

3. Grant Application for U.S. Department of Education Funds

Pam Paulson is coordinating an effort to secure funds for the Quality Teaching Networks from the U.S. Department of Education. This grant would allow us to do more of this important work with teachers throughout Minnesota.

d. First Amendment Schools

Staff and the Director of the Arts High School wish to apply to become a "First Amendment" School. Rie Gilsdorf will be present to discuss what this would mean for our students and staff and why we would want to go in this direction. Schools whose application is accepted as First Amendment School receive a \$10,000 grant for training and program implementation.

A description of what First Amendment Schools are all about is included on NB14.

IX. Personnel

a. Transition Plan for Nathan Davis and the Performance Review Process

Sonja Peterson and members of the Personnel Committee will discuss transition ideas with the full board and seek input for this as well as for the performance review for David Flannery.

X. Information and Decisions

- a. Scott Halgrim submitted his resignation from the Perpich Center Board to Governor Tim Pawlenty on April 11, 2005. I-1.

- b. **Mohammed Lawal submitted his resignation from the Perpich Center Board to Governor Tim Pawlenty on April 11, 2005. I-2.**
- c. **Sun Yung Shin was hired as the new English teacher effective July 1, 2005. I-3.**

XI. Open Forum at 4 p.m.

XII. Meeting Adjourned



Perpich Center for Arts Education
Ara High School • Professional Development • Research • Library

6125 Olson Memorial Highway
Golden Valley, MN 55422

Full Board Meeting Minutes

Date & Time: May 12, 2005, at 3:00 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:05 p.m.

II. Roll Call

Board members present: Bob Brandt, Virginia Katz, Kat Knudson, Jane McWilliams, Chris Wilson, MaryAnne Wilimek, Penny Johnson, John Davis, Kaimay Yuen-Terry, Roberta Jones

Board members absent: Sonja Peterson, Dan Reigstad

Others: David Flannery, Albert Katz, Jaddie Edwards, Rene Ellis, Rie Gilsdorf, Chris Schanus, Tom Carlson, Elaine Drivas, Mary Pietruszewski, Craig Farmer, Michael Hiatt, Byron Richard, Dave Beaman, Diane Aldis, Joao Bichinho (not all stayed for entire meeting).

III. Agenda Approval

Recommend the board approve this meeting's agenda.

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

IV. Consideration and Approval of Minutes

a. April 14, 2005 Meeting Minutes, attached as M1-3

Recommend the board approve the April 14, 2005, meeting minutes.

Board Member MaryAnne Wilimek moved that item VII c. under Old Business be changed to Board Resignations instead of By Laws Change. Jane McWilliams seconded. The vote to change the minutes was unanimous.

Board member Jane McWilliams moved to approve the April 14, 2005, meeting minutes. Board member Kat Knutson seconded the motion. The vote to approve with a change was unanimous.

V. Reports

a. Chair's Report – Bob Brandt

Board chair Bob Brandt reported on Senator Kelley's continued support to increase funding for the Center. He also reported that Roberta Jones is joining the Board Development Committee, replacing Scott Halgrim.

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Penny Johnson

Penny Johnson reported that only she and one other board member are serving on the Finance Committee, and she requested that other members consider joining. Rene Ellis presented financial information and explained numbers to the board. Michael Hiatt and staff described and discussed the request for proposals for three contractors to work with the Quality Teacher Networks. The total expenditure for the three contractors will come to approximately \$71,000. The three contractors will convene

approximately 100 educators in dance, literary arts, media arts, music, theater and visual arts in locations throughout the state in 2005/2006. The funding to cover QTN costs including the contractors is a combination of state funds and McKnight funds.

3. Personnel Committee – Sonja Peterson

- In the absence of Committee Chair Sonja Peterson, Board Chair Bob Brandt served as Committee Chair. The Committee discussed the Performance Review Process for David Flannery, and distributed the forms and goals and asked for feedback from the full board. Bob requested that the full board return the Performance Evaluation form by May 23, after which the Personnel Committee will schedule a performance review with David to be done at a closed meeting.
- The committee discussed a transition plan for Nathan Davis, including planning an official welcome in October/November, possibly with the PCAE Foundation. Board members were asked to introduce Nathan in their communities to increase his visibility, especially outstate. Nathan attended a legislative committee session with David at the Capitol and was introduced to key supporters of the Center. The Committee will set a time to meet with Nathan and review goals for next year.

4. Board Development Committee – Jane McWilliams

- The Committee reviewed a revision of the By Laws. The committee agreed to adopt current administrative policy. Roberta Jones will conduct more research on what the state requires in terms of residency.
- Committee Chair Jane McWilliams suggested that a decision on board governance would not be made until Nathan can participate. Board members were asked to review the Carver web site.
- It was recommended that the Board Development Chair and the Board Chair be involved in the orientation of new board members.

5. Programs Committee – Kat Knudson (no meeting)

c. Executive Director's Report

- David Flannery reported on the status of the Center's appropriation at the legislature.
- David read a student letter that asked her friends and relatives to contribute to the PCAE Foundation in lieu of a graduation gift. She wanted the opportunity she had to be available to future students.

VI. Consent Calendar

VII. Old Business

a. By Laws Change

The Board was given a draft of a by laws change that specified the Board's expectation that members resign their position if they move from the state with six or more months remaining in their term. This would be the expectation as only the Governor and the member can alter an appointment. The draft of a reimbursement policy was not discussed at this meeting.

b. The 2005/2006 Operating Budget

- By law the Legislature has to have its work completed by Monday, May 23, 2005. If they fail to adopt a budget, there will most likely be a special session. David will ask the Board to adopt a budget on June 9 that can be adjusted to fit the appropriation. The budget being considered now for the upcoming year is a little less than 10% below what is currently budgeted.
- David reviewed a chart of how much would be cut and where the cuts would be made for each major area of the Center.

VIII. New Business

a. Paid Advertising in the PACE

At the April 12, Board meeting Jane McWilliams requested that a cost benefit analysis be made. Chris Schanus was present and presented his findings. The board discussed the pros and cons of paid advertising with Chris Schanus. Following the discussion:

Board member John Davis moved that the board approve the selling of advertisement, and board member Virginia Katz seconded the motion. The vote to approve was unanimous.

b. John Welckle Resolution

Recommend that the Board approve the following resolution: Be it resolved on this day, May 12, 2005, that the Board of Directors of the Perpich Center for Arts Education proclaim their sincere appreciation for the contributions John Welckle made to the creation of the Center. During this year that marks the 20th anniversary of the Center's initial legislation, we celebrate one of the original founders, whose vision helped launch an innovative and successful state agency dedicated to serving students and teachers statewide in and through the arts.

Board member Jane McWilliams moved that the board approve the resolution, and board member Virginia Katz seconded the motion. The vote to approve was unanimous.

c. Grants

• PCAE Grants

ACE Theater Grants

The Recommendation that the Board approve first year theater program grants to six schools for the 2005/2006 was approved unanimously. The Grants are contingent on available resources.

1. Rockford Elementary School	\$3,443
2. Wayzata Middle School	\$3,000
3. Linwood A+ School, St. Paul	\$2,840
4. Marcy Open School, Minneapolis	\$3,400
5. Montevideo Public Schools	\$4,867
6. Thief River Falls School District	\$5,338

Board member Penny Johnson moved that the board approve all six, and board member Kat Knudson seconded the motion. The vote to approve was unanimous.

Recommend that the Board approve Comprehensive Arts Planning Grants to seven school districts for \$4,000 a year for two years, 2005/2006 and 2006/2007 contingent on available funds and successful development of a comprehensive, five-year arts education plan for the school district during the first year of funding. CAPP Grants were awarded to:

Austin Schools, ISD 492
Burnsville, Eagan, Savage, ISD 191
Cloquet, ISD 94
NorthWest Suburban Integration District, ISD6078
Orono Schools, ISD 278
Proctor Schools, ISD 704
East Metro Integration District, ISD 6067

Board member Penny Johnson moved that the board approve all seven, and board member MaryAnne Wilimek seconded the motion. The vote to approve was unanimous.

- **Requests for Proposals for the Quality Teacher Networks**

Michael Hiatt and staff described and discussed the request for proposals that we intend to disseminate for three contractors to work with the Quality Teacher Networks. The funding to cover QTN costs including the contractors is a combination of state funds and McKnight funds.

- **Grant Application for U.S. Department of Education Funds**

Pam Paulson is coordinating an effort to secure funds for the Quality Teaching Networks From the U.S. Department of Education. This grant would allow us to do more of this important work with teachers throughout Minnesota.

d. First Amendment Schools

Rie Gilsdorf was present and discussed what it mean for our students and staff and why we would want to become a "First Amendment" School. Schools whose application is accepted as First Amendment School receive a \$10,000 grant for training and program implementation.

Board member Jane McWilliams moved to recommend that the board approve, and board member Penny Johnson seconded the motion. The vote to approve was unanimous.

IX. Personnel

a. Transition Plan for Nathan Davis and the Performance Review Process

Members of the Personnel Committee discussed transition ideas with the full board and sought input for this as well as for the performance review for David Flannery.

X. Information and Decisions

a. Scott Halgrim submitted his resignation from the Perpich Center Board to Governor Tim Pawlenty on April 11, 2005.

b. Mohammed Lawal submitted his resignation from the Perpich Center Board to Governor Tim Pawlenty on April 11, 2005.

c. Sun Yung Shin was hired as the new English teacher effective July 1, 2005.

XI. Open Forum at 4 p.m.

XII. Meeting Adjourn

Board chair Bob Brandt adjourned the meeting at 5:20 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 Agenda

Time and Date: June 9, 2005

3 p.m.

Location:

Perpich Center for Arts Education, Visitors Center

I. Call Meeting to Order

II. Roll Call

III. Agenda Approval

Recommend the board approve this meeting's agenda.

IV. Consideration and Approval of Minutes

Recommend the board approve the May 12, 2005, meeting minutes. The minutes are included on M1-3.

V. Reports

a. Chair's Report – Bob Brandt

In compliance with the Open meeting law, Chair Brandt will report on the Performance Review done by the Personnel Committee for David Flannery.

b. Committee Reports

1. Executive Committee – Bob Brandt
2. Finance Committee – Penny Johnson
3. Personnel Committee – Sonja Peterson
4. Board Development Committee – Jane McWilliams
Chair McWilliams will ask the Board members to confirm the September 8 retreat from Noon to 6:00 p.m. with Board Governance as the single topic.
5. Programs Committee – Kat Knudson
6. PCAE Foundation – Roberta Jones

c. Executive Director's Report

VI. Consent Calendar

VII. Old Business

a. By Laws Change

Mary Frances Skala has drafted a change in our by laws that would specify the Board's expectation that members resign their position if they move from the state with more than six months remaining in their term. This would be an expectation as only the Governor and the member can alter the appointment. It takes two meeting to change the bylaws and since the issue was raised in the May meeting it is appropriate for the Board to act at the June meeting.

Recommend that the Board change the Bylaws to include the language spelled out on OB 1.

b. The 2005/2006 Operating Budget

David Flannery and members of the administration will discuss recommended reductions to the 2005/2006 budget to conform to a worst-case scenario. A reduction of the operating budget of 11% is recommended. Budget materials are included on OB 2-11.

Recommend the Board approve the budget listed on OB-2 that is based on an appropriation of \$6,255,000.

David and others will discuss the implications and staff reductions at the time of the meeting.

VIII. New Business

a. ACE (Arts Courses for Educators) Dance Program--Second Year

Recommend the Board award the grants to the following schools and districts for the 2005/2006 School Year and in the amounts also listed.

Congressional Dist.	School	Proposed Funding
2	Northfield District Team: Northfield	\$3,485
3	Birch Grove Elementary School: Brooklyn Park	\$3,480
4	St. Paul District Team: Dayton's Bluff Elementary & Adams Spanish Immersion School	\$2,920
7	Morris Area Schools District Team: Morris	\$4,340
7	Central Collaborative School: Bemidji	\$5,290

Mike Hiatt and staff will be available to answer questions and discuss the ACE Dance Program.

b. ASAP (Arts and Schools as Partners) Grants--New Schools

Recommend the Board award \$5,500 to each of the following schools for the 2005/2006 School Year.

Congressional Dist.	School	Proposed Funding
7	Bemidji Middle School	\$5,500
5	Interdistrict Downtown School	\$5,500
7	Lakeview School, Cottonwood, MN	\$5,500
4	Guadalupe Alternative Programs: St. Paul, MN	\$5,500
5	Valley View Elementary, Columbia Heights School	\$5,500

Mike Hiatt and staff will be available to answer questions and discuss the ACE Dance Program.

IX. Personnel

a. Transition Plan for Nathan Davis and the Performance Review Process

Sonja Peterson and members of the Personnel Committee will discuss transition ideas, and possible goals for Nathan with the full board.

X. Information and Decisions

a. Heather Marie Voss has been hired as a full time mathematics teacher at the Arts High School. A copy of her resume is included as I-1.

b. May Financial Reports.

c. David Flannery's letter of resignation.

XI. Open Forum at 4 p.m.

XII. Meeting Adjourned



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 9, 2005, at 3:00 p.m.

Location: PCAE, Visitors Center

I. Call Meeting to Order

Chair Bob Brandt called the meeting to order at 3:05 p.m.

II. Roll Call

Board members present: Bob Brandt, Virginia Katz, Kat Knudson, Chris Wilson, MaryAnne Wilimek, Penny Johnson, Kaimay Yuen-Terry, Roberta Jones, Dan Reigstad

Board members absent: Sonja Peterson, Jane McWilliams, John Davis

Others: David Flannery, Albert Katz, Jaddie Edwards, Rene Ellis, Rie Gilsdorf, Tom Carlson, Elaine Drivas, Mary Pietruszewski, Craig Farmer, Erin Strauss, Michael Hiatt, Diane Aldis, Joao Bichinho, Pam Paulson, Rusty King, Karen Monson, Barbara Morin, Jennifer Brandt, Lauren Roach, Jennifer Roach, Mary Hardin, Tom Kanthak, Staci Heidtke, Sue Mackert (not all stayed for entire meeting).

III. Agenda Approval

Recommend the board approve this meeting's agenda.

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

IV. Consideration and Approval of Minutes

a. May 12, 2005 Meeting Minutes, attached as M1-4

Recommend the board approve the May 12, 2005, meeting minutes.

Board member Penny Johnson moved to approve the May 12, 2005, meeting minutes. Board member MaryAnne Willimek seconded the motion. The vote to approve the minutes was unanimous.

V. Reports

a. Chair's Report – Bob Brandt

Board chair Bob Brandt reported on the Performance Review and Exit Interview the Personnel Committee conducted with David Flannery. The Performance Review consisted of a self-evaluation from David and input from the full Board. There was time for the board and David to brainstorm goal areas. There was no goal setting with David. A separate orientation will be scheduled for Nathan to set goals for the Executive Director. David's performance was rated high by Personnel Committee members, and the complete performance review was forwarded to Human Resources.

b. Committee Reports

1. Executive Committee – Bob Brandt (no meeting)

2. Finance Committee – Penny Johnson

Michael Hiatt and staff described and discussed the request for proposals for the ASAP and ACE arts programs. The total expenditure for the programs will come to approximately \$47,015. No quorum present, grants were approved.

3. Personnel Committee -- Sonja Peterson

- In the absence of Committee Chair Sonja Peterson, Board Chair Bob Brandt reported on the Special Closed meeting of the Personnel Committee.

4. Board Development Committee -- Jane McWilliams (no meeting)

- In the absence of Committee Chair Jane McWilliams, Board Chair Bob Brandt reported that the committee is recommending that the Board review the Carver model for the September Board Retreat. An expert will conduct training. The Board is asked for a Noon to 6:00 p.m. time commitment.

5. Programs Committee -- Kat Knudson (no meeting)

6. PCAE Foundation Report -- Roberta Jones

- Roberta Jones attended her first meeting on June 1, 2005, as a member of the PCAE Foundation Board Member. The Foundation is committed to supporting the Perpich Center for Arts Education in anyway it can through the budget cuts. They are committed to raising funds, recruiting volunteers, generating support, and will continue to work with the PCAE Board.

c. Executive Director's Report

- David Flannery reported on the status of the Center's appropriation at the legislature.
- David presented letters from concerned parents and students on potential faculty cuts. There was one letter as well from staff.

VI. Consent Calendar

VII. Old Business

a. By Laws Change

The Board adopted a by laws change that specified the Board's expectation that members resign their position if they move from the state with six or more months remaining in their term. This would be the expectation as only the Governor and the member can alter an appointment. The draft of a reimbursement policy was not discussed at this meeting.

b. The 2005/2006 Operating Budget

- David began by reviewing a chart of how much would be cut and where the cuts would be made for each major area of the Center.
- Presentations on the budget were made by David Flannery, Pam Paulson, Rie Gilsdorf, and Mike Hiatt. The Board heard from the following staff, parents and students: Barbara Morin, Mary Hardin, Craig Farmer, Lauren Roach, Jennifer Roach, Jennifer Brandt, and Tom Kanthak.
- After a discussion on the budget by Board members, Board member Virginia Katz moved to recommend that the Board approved the budget, and Board member Roberts Jones seconded the motion. Bob Brandt, Virginia Katz, Kaimay Yuen-Terry, MaryAnne Wilimek, Penny Johnson, Roberta Jones, Dan Reigstad voted yes, and Chris Wilson and Kat Knudson voted no to approve the budget.

VIII. New Business

a. ACE (Arts Courses for Educators) Dance Program--Second Year

Recommend the Board award the grants to the following schools and districts for the 2005/2006 School Year and in the amounts also listed.

Congressional Dist.	School	Proposed Funding
2	Northfield District Team: Northfield	\$3,485

3	Birch Grove Elementary School: Brooklyn Park	\$3,480
4	St. Paul District Team: Dayton's Bluff Elementary & Adams Spanish Immersion School	\$2,920
7	Morris Area Schools District Team: Morris	\$4,340
7	Central Collaborative School: Bemidji	\$5,290

b. ASAP (Arts and Schools as Partners) Grants--New Schools

Recommend the Board award \$5,500 to each of the following schools for the 2005/2006 School Year.

Congressional Dist.	School	Proposed Funding
7	Bemidji Middle School	\$5,500
5	Interdistrict Downtown School	\$5,500
7	Lakeview School, Cottonwood, MN	\$5,500
4	Guadalupe Alternative Programs: St. Paul, MN	\$5,500
5	Valley View Elementary, Columbia Heights School	\$5,500

Board member Penny Johnson moved to recommend that the board approve, and board member Virginia Katz seconded the motion. The vote to approve was unanimous.

IX. Personnel

Heather Marie Voss withdrew as a candidate for the position of mathematics teacher at the Arts High School. Her ability to remain in her current position caused her to decline the position that was offered. The search for a Mathematics teacher continues.

X. Information and Decisions

- a. May Financial Reports.
- b. David Flannery's letter of resignation.

XI. Open Forum at 4 p.m.

- Mary Hardin, Tom Kanthak and Barbara Morin reported on what the impact of cutting the French program and Dance instructor position would have on the Arts High School, and outreach in the community.
- Lauren Roach read her comments in French, after which her mother commented on Lauren's success in the French program, and the importance of offering French in both the Junior and Senior year.
- Craig Farmer and Jennifer Brandt stressed the importance of not cutting any programs, and Craig recommended that the board make an amendment that there be no cuts in Dance or French.

XII. Meeting Adjourn

Board chair Bob Brandt adjourned the meeting at 5:25 p.m.