

Project Title	Agency Priority	Funding Source	Agency Request			Governor's Rec	Governor's Planning Estimates	
			2006	2008	2010	2006	2008	2010
Asset Preservation	1	GO	\$4,509	\$4,000	\$4,000	\$2,509	\$2,500	\$2,500
MSAD Frechette Renovation	2	GO	5,557	0	0	5,557	0	0
Roads and Parking	3	GO	1,525	0	0	0	0	0
MSAB Dorm Expansion		GO	0	3,225	0	0	0	0
Mott Hall Vocational Renovation		GO	0	2,416	0	0	0	0
West Wind Noyes Phase Two		GO	0	937	0	0	0	0
MSAD Rodman Dining		GO	0	0	6,359	0	0	0
MSAD Lauritsen Recreation & Fitness Center		GO	0	0	5,217	0	0	0
MSAB Vocational Expansion		GO	0	0	1,257	0	0	0
MSAD Garage		GO	0	0	1,034	0	0	0

Project Total	\$11,591	\$10,578	\$17,867	\$8,066	\$2,500	\$2,500
General Obligation Bonding (GO)	\$11,591	\$10,578	\$17,867	\$8,066	\$2,500	\$2,500

Funding Sources:	GF = General Fund	THF = Trunk Highway Fund	OTH = Other Funding Sources
	GO = General Obligation Bonds	THB = Trunk Highway Fund Bonding	UF = User Financed Bonding

Agency Profile At A Glance

On an annual basis, the Minnesota State Academies provide services to more than 500 students, as well as school districts and educators. The Minnesota State Academies serve deaf or blind students:

- ◆ ages 0-21 who reside in the state of Minnesota;
- ◆ in a residential setting, providing 24 hour educational services;
- ◆ with additional disabilities, including physical and emotional needs.

Agency Purpose

The mission of the Minnesota State Academies (MSA) is to promote the highest level of self-sufficiency possible for deaf/hard of hearing and blind/visually-impaired students in the state of Minnesota. Established in 1863, the Academies are statewide public schools that provide education and related services to students 0-21 who are blind, visually impaired, deaf or hard of hearing, including those with multiple disabilities. The MSA are composed of two separate and unique schools--the Minnesota State Academy for the Blind (MSAB), and the Minnesota State Academy for the Deaf (MSAD). Federal law mandates that services provided by the Academies meet the student's need for a Free and Appropriate Public Education (FAPE) within the least restrictive environment

The decision to attend the MSA during the school year is made by an Individualized Educational Planning (IEP) team within the Special Education process, including the parent, the district of residence and MSA staff. Each IEP team must decide that MSA provides the most appropriate placement. Students may also attend MSA to obtain social skills or for short-term skill development. (For more information, refer to M.S. 125A.69, Admission Standards).

Core Functions

The Academies educate enrolled/non-enrolled students and/or support public schools to educate students to:

- ◆ develop self-esteem, social skills, leadership skills, and specialized skills like Braille or sign language;

- ◆ complete a course of study comparable to public schools;
- ◆ earn a living, become integrated in to the community, live on their own or in supported living arrangements;
- ◆ prepare for higher education or vocational training;
- ◆ access and utilize state of the art technology to prepare for employment in the 21st century; and
- ◆ acquire technology skills to access information otherwise inaccessible because of their disability.

Operations

The range of services provided by the Academies in support of the agency's mission is unique and often complex when compared to most public schools, making the Academies a necessary option for school districts. The Academies have provided educational services to deaf and blind students for more than 140 years. Historically, the Academies were the only educational options available to deaf or blind students. If students were deaf or blind it was assumed that they would attend the Academies. Today most deaf or blind students attend school in their local community. Recent capital improvements have positively impacted the Academies ability to meet its mission, including technology enhancements, dormitory improvements at MSAD, and an expansion of the main education building at MSAB (Lysen Hall).

The Academies:

- ◆ provide services that would be prohibitively expensive or unavailable in public schools;
- ◆ provide direct and indirect educational services through a number of program options;
- ◆ provide academic year programs, which include K-12 academics, early childhood intervention, transition, and programs for students with multiple disabilities;
- ◆ provide off-campus services in support of local school districts for non-enrolled students including specialized evaluations, direct teacher services, orientation and mobility training, and consultations;
- ◆ provide on-campus services in support of local school districts for non-enrolled students including weekend parent training programs, family

and teacher visitation at the Academies to review specialized resources, short-term direct services such as basic skills testing remediation, independent living training, extended school year programming, and transition programs;

- ◆ help the state meet federal statutory requirements of the Individuals with Disabilities Act (IDEA);
- ◆ provide access to a direct communication environment, comprehensive services, additional resources and increased opportunities which meet the individual needs of students as mandated by their IEPs; and
- ◆ offer mainstream courses via the Faribault Public Schools which provide access to broader curriculum choices, advanced coursework, opportunities to increase skills in working with interpreters, and integration with non-disabled peers.

Budget

The total budget for the Academies for the 2006-07 biennium is approximately \$26 million. Academies staff include 200 full-time equivalent employees.

Of the total budget, the vast majority (80%) comes from direct state appropriations from the General Fund. Receipts from school districts and the Department of Education account for another 15% in the form of management aid reimbursement, tuition, and compensatory education revenue. The remainder of the budget is federal funding, employee deposits in tax shelter annuities, student deposits, and gifts. Additionally the Academies collect approximately \$1.5 million in tuition from school districts that are returned to the state's General Fund.

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At A Glance: Agency Long-Range Strategic Goals

The primary long-range strategic goal of the Minnesota State Academies (MSA) is to ensure all students receive a Free and Appropriate Public Education (FAPE) within the least restrictive environment, as mandated by the Individuals with Disabilities Education Act (IDEA). The Academies provide specialized programming to equip deaf and blind students with skills necessary to become productive citizens. The Academies also provide support to local educational districts through a variety of services for non-enrolled students (approximately 210 enrolled on-campus students, and more than 500 students served in total). The Academies' long-range capital goals include:

- ◆ minimizing lifetime costs by maintaining the physical plant to preserve the state's investment in the Academies' facilities and prevent unnecessary costs to present and future taxpayers;
- ◆ provide adequate classrooms, dormitories, meeting and support space, and athletic activity space for programs to support the agency's mission;
- ◆ preserving the historic buildings, two of which are on the National Register;
- ◆ assuring that the physical plant is accessible, safe and up-to-date in areas such as energy efficiency, mechanical systems, and utility services; and
- ◆ creating healthy indoor environments that enhance employee and student productivity and wellness.

In order for the agency to fully implement its strategic plan and meet its programmatic goals, it must achieve its capital goals.

Trends, Policies and Other Issues Affecting the Demand for Services, Facilities, or Capital Programs

- ⇒ Advances in technology and the Academies' ability to provide instruction in this area will likely encourage increased enrollment for both schools. In the past, the Academies' lack of technology has had a negative impact on the level and effectiveness of educational services offered.

- ⇒ Short-term services provided by the Academies increase the total number of students served and may decrease the number of enrolled students.
- ⇒ Shortage of qualified teachers and interpreters in the state may increase enrollment at the Academies.
- ⇒ Students with increasingly complex needs will impact facility space and requirements.
- ⇒ Early identification of babies due to newborn infant hearing screening will increase the need for services.

The changing educational needs of deaf and blind students affect the capital and facility requirements of the Minnesota State Academies. Many students now arrive at the Academies with multiple challenges, and the Academies must meet these challenges by providing additional services to support students in the educational process. Other factors affecting the demand for capital programs are incorporated in the agency's long-range strategic goals.

Provide a Self-Assessment of the Condition, Suitability, and Functionality of Present Facilities, Capital Projects, or Assets

The Academy for the Deaf (MSAD) and the Academy for the Blind (MSAB) are located on separate campuses, about one mile apart from each other, in the town of Faribault, Minnesota. The MSAD is situated on 50 acres of land adjacent to Shattuck-St. Mary's School, a private educational facility. The campus houses 11 major buildings, two of which are on the National Register of Historic Places. The MSAB campus occupies 30 acres of land adjacent to the District One Hospital and the Faribault Correctional Facility. The campus consists of five major buildings.

For programmatic purposes, the schools are located on two separate campuses. Because blind students rely on auditory information and deaf students rely on visual information, co-locating the schools on one campus is not feasible. Furthermore, teaching methods are so unique that higher education course work is divergent. Consequently, teachers of the blind are not qualified to work with the deaf without advanced training and vice versa.

The MSAD was constructed to house and educate a larger enrollment in an "institutional" environment. Consequently, there is structural space that can be adapted to meet most needs. For example, the strategic plan includes

future major renovation of Mott Hall to address improvements to the vocational program.

The MSAB was not designed to meet the needs of students with multiple disabilities. Consequently, its capital plan focuses on adapting the current facilities to a changing student population. As a result of several major projects funded by previous capital appropriations, including asset preservation and Capital Asset Preservation Rehabilitation Account (CAPRA) funding, many of the buildings have been improved over the past years.

Projects at both campuses have included:

- ◆ improvements of the sewage and water systems at MSAB;
- ◆ renovation of Tate Hall at MSAD;
- ◆ renovation and expansion of the Lysen Education Building at MSAB;
- ◆ improvements to the electrical systems at MSAD;
- ◆ renovation of the west wing of Noyes Hall;
- ◆ replacement of the Tate Hall tower, which burned;
- ◆ replacement of the MSAD gym floor;
- ◆ upgrades to the fire alarm systems and exterior lighting;
- ◆ replacement of a boiler burner;
- ◆ replacement of a number of roofs and windows;
- ◆ demolition of Dow Hall;
- ◆ sidewalk replacement; and
- ◆ access improvements to comply with the Americans with Disabilities Act.

Improvements have been made since the report on asset management by the Office of the Legislative Auditor in February of 1998 which found the Academies in poor condition, the only state agency given a “poor” ranking. To provide a safe and effective learning environment for students, there is additional renovation that needs to be done, but great progress has been made in improving the state’s assets on these two campuses. The Academies have developed an inventory and cost estimate of deferred maintenance projects. The estimated cost of completing all of these identified projects in the inventory is currently \$8 million.

Agency Process Used to Arrive at These Capital Requests

The Academies undertook a major master facility planning effort beginning in the winter of 1996 and ending in the summer of 1997, and updated in 1999. This process examined the current and emerging needs of both campuses. Capital projects were identified to adequately address the needs of the operational program. The architectural firm of the Adams Group was selected to lead the Academies through a process of master planning, due to their experience in school design and, as importantly, their use of strategies to involve employees in a wide-reaching participatory approach for developing capital recommendations.

Once all the facts were gathered, the Adams Group began to match current building space with future needs. Through an interactive process with the advisory team, projects were developed and placed in ideal locations for the individual campuses. Asset preservation components were included within the project to make sure all deficiencies were addressed in renovation projects. The final plan included space planning, scheduling, and cost estimates for each project identified. The master planning effort generated a long-range strategic plan that incorporates a solid planning effort based on input from both education professional and the architectural design team. (A separate brochure is available for additional information on the master planning.)

In 1999, the master plan was updated to include emerging needs and the needs of other agencies residing on the campus. The Minnesota State Academies, in partnership with the Minnesota Department of Education, developed a joint strategic facility Master Plan that also addresses the needs of the Minnesota Library for the Blind and the Minnesota Resource Centers, which are housed on the campus. While their individual missions may vary according to the services they provide, these five agencies depend on each other for support and collaborate to provide services in a coordinated manner.

Major Capital Projects Authorized in 2002 and 2003

Asset Preservation Projects:

Roof Replacement MSAD Gym	\$265,000
MSAD Mott Dust Collection/Air Handling	\$410,000
MSAB Industrial Building Fire Protection/HVAC	\$376,000
MSAD Power Plant Emergency Generator	\$385,000
MSAB West Cottage Demolition	\$690,000

Major Capital Projects Authorized in 2005

Asset Preservation Projects:

MSAB Chiller	\$272,000
MSAB Lysen Roof	\$978,000
MSAD Smith Hall Air Quality	\$923,000
MSAD Quinn Hall Air Quality	\$839,000
MSAD Rodman Hall Air Quality	\$815,000

Asset Preservation

2006 STATE APPROPRIATION REQUEST: \$4,509,000

AGENCY PROJECT PRIORITY: 1 of 3

PROJECT LOCATION: Minnesota State Academies Campuses, Faribault

Project At A Glance

Minnesota State Academies (MSA) Asset Preservation

◆ Sidewalk Replacement	both campuses	\$85,000
◆ Road Repair	both campuses	\$100,000
◆ Tunnel Repair	MSAD	\$345,000
◆ Drainage System	Mott Hall	\$250,000
◆ Roof Replacement	Smith Hall	\$540,000
◆ Roof Replacement	Quinn Hall	\$540,000
◆ Building Preservation	Pollard Hall	\$2,000,000
◆ HVAC System	Noyes Hall	\$649,000

Project Description

The MSA for the Deaf and the Blind are requesting \$4.5 million for asset preservation at both campuses. The MSA is a small agency with 15 major buildings that were constructed between 1890 and 1983. While the buildings continue to serve deaf or blind students, maintenance repairs are necessary to preserve the facilities. Funding is needed to meet code requirements and address deferred maintenance issues that cannot be financed with other sources. High priorities include roof, door and window replacements, air quality, and installation of fire protection systems. The need for this project results from the use of the MSA facilities to provide legally mandated programs for deaf and blind students, deferred maintenance, changes in life/safety regulations, and the aging of the building materials and systems.

First occupied in September of 1938 as a dormitory for Minnesota State Academy for the Deaf's (MSAD's) youngest children, Pollard Hall has since been home to a variety of programs and services. In recent years the role of this building in the mission of the MSA has been mixed and varied. As a state asset, Pollard Hall is structurally sound and should be preserved. The foundation and walls are solid, all the areas have been sprinkled and with new windows, accessibility upgrades and an HVAC system, this building will be useful for many years to come.

Presently we have a program need for deaf students with mental health issues and Pollard Hall is the logical place for this program to be housed. In collaboration with other state agencies, including the departments of Human Services and Education, MSAD would provide the educational services for this program and the Volunteers of America would provide the treatment piece. An inpatient program at Pollard Hall would serve up to 16 students.

Inpatient services are nonexistent and unavailable to our deaf children in Minnesota. The Volunteers of America presently send a mental health specialist to our campus on a weekly basis to meet with students who need outpatient services. While this is an improvement over no services at all, we see a dire need for an inpatient treatment program for deaf children in the Midwest. Certainly we would serve our Minnesota children first, but we also believe we would have requests for services from our neighboring states in the Midwest.

Noyes Hall which is a historic building built on the MSAD campus in 1904 has been recently renovated in both its east and west wings. The remaining area to be renovated is the auditorium. Within this space we are requesting \$649,000 for a new HVAC system. This is necessary to complete the building's HVAC system so as not to compromise the energy efficiency of the auditorium space.

The current level of repair and replacement funding available in the MSA operating budget cannot meet these asset preservation needs.

Failure to address these needs in a timely fashion will lead directly to the deterioration of the physical plant, additional expense to the state, safety hazards, and energy inefficient buildings. Benefits for completing the

Asset Preservation

projects include safer and improved facilities to provide educational services to students and to local education districts throughout Minnesota.

The Minnesota State Academy for the Blind and the MSAD contribute to educational options available to school districts. Programs provided by the Academies are either not available or too expensive for local school districts. The goal of the Academies is to produce self-sufficient and productive citizens and includes both the core curriculum like that provided by any public school and disability-specific curriculum required by students to gain access to their learning environments.

Impact on Agency Operating Budgets (Facilities Notes)

There will be no significant impact on operating costs as a result of these improvements.

Previous Appropriations for this Project

Asset Preservation in 2002	\$2.06 million
Asset Preservation in 2005	\$4.2 million

The MSA received \$4.2 million in asset preservation monies in 2005. This included three air quality projects, asbestos removal, a fire protection project, chiller replacement, and a roof replacement.

Other Considerations

Addressing these needs would assist the Academies in becoming more proactive regarding long-range planning, instead of focusing on inefficient short-term fixes to problems. The requested funding will assist the Academies in addressing many long deferred but important maintenance concerns which do not fall within the limits of other funding available to the MSA.

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Governor's Recommendations

The Governor recommends general obligation bonding of \$2.509 for asset preservation projects, not to include the Pollard Hall renovation. Also included are budget planning estimates of \$2.5 million in 2008 and \$2.5 million in 2010.

TOTAL PROJECT COSTS All Years and Funding Sources	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
1. Property Acquisition	0	0	0	0	0
2. Predesign Fees	0	0	0	0	0
3. Design Fees	0	0	0	0	0
4. Project Management	0	0	0	0	0
5. Construction Costs	0	4,509	4,000	4,000	12,509
6. One Percent for Art	0	0	0	0	0
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	0	0	0	0
9. Inflation	0	0	0	0	0
TOTAL	0	4,509	4,000	4,000	12,509

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	0	4,509	4,000	4,000	12,509
State Funds Subtotal	0	4,509	4,000	4,000	12,509
Agency Operating Budget Funds	0	0	0	0	0
Federal Funds	0	0	0	0	0
Local Government Funds	0	0	0	0	0
Private Funds	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	0	4,509	4,000	4,000	12,509

CHANGES IN STATE OPERATING COSTS	Changes in State Operating Costs (Without Inflation)			
	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
Compensation -- Program and Building Operation	0	0	0	0
Other Program Related Expenses	0	0	0	0
Building Operating Expenses	0	0	0	0
Building Repair and Replacement Expenses	0	0	0	0
State-Owned Lease Expenses	0	0	0	0
Nonstate-Owned Lease Expenses	0	0	0	0
Expenditure Subtotal	0	0	0	0
Revenue Offsets	0	0	0	0
TOTAL	0	0	0	0
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS (for bond-financed projects)	Amount	Percent of Total
General Fund	4,509	100.0%
User Financing	0	0.0%

STATUTORY AND OTHER REQUIREMENTS	
Project applicants should be aware that the following requirements will apply to their projects after adoption of the bonding bill.	
No	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
No	MS 16B.335 (3): Predesign Review Required (by Administration Dept)
Yes	MS 16B.335 and MS 16B.325 (4): Energy Conservation Requirements
No	MS 16B.335 (5): Information Technology Review (by Office of Technology)
Yes	MS 16A.695: Public Ownership Required
No	MS 16A.695 (2): Use Agreement Required
No	MS 16A.695 (4): Program Funding Review Required (by granting agency)
No	Matching Funds Required (as per agency request)
Yes	MS 16A.642: Project Cancellation in 2011

MSAD Frechette Renovation

2006 STATE APPROPRIATION REQUEST: \$5,557,000

AGENCY PROJECT PRIORITY: 2 of 3

PROJECT LOCATION: MSAD CAMPUS - FARIBAULT

Project At A Glance

The Minnesota State Academies are requesting \$5.557 million to renovate Frechette Hall on the Minnesota State Academy for the Deaf campus. This building functions as the boys residence hall, was built in 1967 and has a square footage of 33,670.

Project Description

This request for renovation is necessary to meet the needs of the students who reside at the Minnesota State Academy for the Deaf (MSAD). This space needs to be reconfigured and improved so that students have privacy in their living areas while still providing staff with the ability to supervise.

Components of this project include the following:

- ⇒ A new electrical system
 - ◆ Currently the electricity is built in to the furniture in many areas.
 - ◆ Wiring is poor.
 - ◆ Lighting is dim in many areas.
- ⇒ A new HVAC system
 - ◆ Only parts of Frechette are currently air-conditioned.
 - ◆ Building temperature is difficult to regulate.
- ⇒ New windows to improve energy efficiency and stop the drafts.
- ⇒ Plumbing upgrades are necessary to replace old piping and stop the leaks.
 - ◆ Shower stalls are not private; individual shower stalls are needed.
 - ◆ The bathroom areas are visible from the halls and stairways, not providing necessary privacy for students.
 - ◆ Laundry facilities need to be located in the living areas.

- ⇒ Removal of fireplace in the commons area and elimination of the sunken seating area which is a safety hazard- especially for deaf people.
- ⇒ Addition of a recreational space for the students to utilize during inclement weather.
- ⇒ Repair of the Scout Cabin (bring up to code) so that this building can be utilized.

Impact on Agency Operating Budgets (Facilities Notes)

The recreation area will slightly increase the operating costs due to the additional square footage.

Other Considerations

Frechette Hall has not had any major work done to it since it was built in 1967. The living areas need to be reconfigured to best utilize the spaces and also provide for the safety and necessary privacy of students.

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Governor's Recommendations

The Governor recommends general obligation bonding of \$5.557 million for this project.

TOTAL PROJECT COSTS All Years and Funding Sources	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
1. Property Acquisition	0	0	0	0	0
2. Predesign Fees	0	0	0	0	0
3. Design Fees	0	25	0	0	25
4. Project Management	0	10	0	0	10
5. Construction Costs	0	4,890	0	0	4,890
6. One Percent for Art	0	45	0	0	45
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	175	0	0	175
9. Inflation	0	412	0	0	412
TOTAL	0	5,557	0	0	5,557

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	0	5,557	0	0	5,557
State Funds Subtotal	0	5,557	0	0	5,557
Agency Operating Budget Funds	0	0	0	0	0
Federal Funds	0	0	0	0	0
Local Government Funds	0	0	0	0	0
Private Funds	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	0	5,557	0	0	5,557

CHANGES IN STATE OPERATING COSTS	Changes in State Operating Costs (Without Inflation)			
	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
Compensation -- Program and Building Operation	0	0	0	0
Other Program Related Expenses	0	0	0	0
Building Operating Expenses	0	0	0	0
Building Repair and Replacement Expenses	0	0	0	0
State-Owned Lease Expenses	0	0	0	0
Nonstate-Owned Lease Expenses	0	0	0	0
Expenditure Subtotal	0	0	0	0
Revenue Offsets	0	0	0	0
TOTAL	0	0	0	0
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS (for bond-financed projects)	Amount	Percent of Total
General Fund	5,557	100.0%
User Financing	0	0.0%

STATUTORY AND OTHER REQUIREMENTS	
Project applicants should be aware that the following requirements will apply to their projects after adoption of the bonding bill.	
Yes	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
Yes	MS 16B.335 (3): Predesign Review Required (by Administration Dept)
Yes	MS 16B.335 and MS 16B.325 (4): Energy Conservation Requirements
Yes	MS 16B.335 (5): Information Technology Review (by Office of Technology)
Yes	MS 16A.695: Public Ownership Required
No	MS 16A.695 (2): Use Agreement Required
No	MS 16A.695 (4): Program Funding Review Required (by granting agency)
No	Matching Funds Required (as per agency request)
Yes	MS 16A.642: Project Cancellation in 2011

Roads and Parking

2006 STATE APPROPRIATION REQUEST: \$1,525,000

AGENCY PROJECT PRIORITY: 3 of 3

PROJECT LOCATION: Minnesota State Academies Campus - Faribault

Project At A Glance

- ◆ Safety Improvements for the Minnesota State Academies.
- ◆ The Minnesota State Academies is seeking \$1.525 million for the construction of a new roadway around the perimeter of the Minnesota State Academy for the Blind (MSAB) campus, construction of a new garage, and parking space for both campuses.

These improvements are necessary to provide for the safety needs of both the deaf and the blind students served based on state and federal law. The Academies serve students from all regions of the state, providing services for school districts that are either unavailable or prohibitively expensive to provide in local communities.

Project Description

The components of this project include the following:

- ⇒ A new perimeter road around the back portion of the MSAB property removing the current road from the playground area. Major delivery vehicles and automobiles would circumvent student activity areas.
- ⇒ A new perimeter road around the west side of the Minnesota State Academy for the Deaf (MSAD) campus removing the traffic from the center campus play area, the George Hanson Green.
- ⇒ New parking space to remove traffic from roadways that students use as play areas.
- ⇒ A new vehicle garage on the MSAB campus for up to 10 vans and vehicles to protect the state's assets and serve as a space to store tools as well as a space for maintenance to work.

This project is aimed at correcting long-term safety concerns based on:

- ◆ removing traffic from student play and travel areas;
- ◆ providing work storage and work space for maintenance of state equipment; and
- ◆ placing parking in more secure locations.

The current situation fails to meet safety standards. Students with sensory impairments often miss auditory and visual cues necessary to alert them of dangerous situations. Roadways are part of the playground area at both campuses and pose an ongoing safety concern.

Impact on Agency Operating Budgets (Facilities Notes)

Energy expenses created by this project can be handled within the current operating budget.

Other Considerations

This project has been present in the long-term strategic capital improvement plan (under different titles) for the past eight years. The project also provides prerequisite components for future projects included in the Master Plan by providing access to projected independent living facilities and dormitory facilities on the MSAB campus. It also meets the requirements for present and future projects of the Library for the Blind and Physically Handicapped as outlined in their capital improvement plan.

This project achieves our highest priority of meeting student safety needs for present and future students.

Roads and Parking**Project Contact Person**

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Governor's Recommendations

The Governor does not recommend capital funds for this project.

TOTAL PROJECT COSTS All Years and Funding Sources	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
1. Property Acquisition	0	0	0	0	0
2. Predesign Fees	0	5	0	0	5
3. Design Fees	0	89	0	0	89
4. Project Management	0	78	0	0	78
5. Construction Costs	0	1,121	0	0	1,121
6. One Percent for Art	0	7	0	0	7
7. Relocation Expenses	0	0	0	0	0
8. Occupancy	0	100	0	0	100
9. Inflation	0	125	0	0	125
TOTAL	0	1,525	0	0	1,525

CAPITAL FUNDING SOURCES	Prior Years	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
State Funds :					
G.O Bonds/State Bldgs	0	1,525	0	0	1,525
State Funds Subtotal	0	1,525	0	0	1,525
Agency Operating Budget Funds	0	0	0	0	0
Federal Funds	0	0	0	0	0
Local Government Funds	0	0	0	0	0
Private Funds	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	0	1,525	0	0	1,525

CHANGES IN STATE OPERATING COSTS	Changes in State Operating Costs (Without Inflation)			
	FY 2006-07	FY 2008-09	FY 2010-11	TOTAL
Compensation -- Program and Building Operation	0	0	0	0
Other Program Related Expenses	0	0	0	0
Building Operating Expenses	0	0	0	0
Building Repair and Replacement Expenses	0	0	0	0
State-Owned Lease Expenses	0	0	0	0
Nonstate-Owned Lease Expenses	0	0	0	0
Expenditure Subtotal	0	0	0	0
Revenue Offsets	0	0	0	0
TOTAL	0	0	0	0
Change in F.T.E. Personnel	0.0	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS (for bond-financed projects)	Amount	Percent of Total
General Fund	1,525	100.0%
User Financing	0	0.0%

STATUTORY AND OTHER REQUIREMENTS	
Project applicants should be aware that the following requirements will apply to their projects after adoption of the bonding bill.	
No	MS 16B.335 (1a): Construction/Major Remodeling Review (by Legislature)
No	MS 16B.335 (3): Predesign Review Required (by Administration Dept)
No	MS 16B.335 and MS 16B.325 (4): Energy Conservation Requirements
No	MS 16B.335 (5): Information Technology Review (by Office of Technology)
Yes	MS 16A.695: Public Ownership Required
No	MS 16A.695 (2): Use Agreement Required
No	MS 16A.695 (4): Program Funding Review Required (by granting agency)
No	Matching Funds Required (as per agency request)
Yes	MS 16A.642: Project Cancellation in 2011