

State Academies

Projects Summary

(\$ in thousands)

Project Title	Rank Fund		Project Requests for State Funds			Gov's Rec	Gov's Planning Estimates	
			2018	2020	2022	2018	2020	2022
Minnesota State Academies Safety and Security Building Corridor Education Facility Renovation	1	GO	5,300	0	0	5,300	0	0
Asset Preservation	2	GO	4,520	0	0	4,520	4,520	4,520
MSA Dorm Renovations	3	GO	3,900	0	0	2,592	0	0
Minnesota State Academies Track Project	4	GO	800	0	0	800	0	0
Total Project Requests			14,520	0	0	13,212	4,520	4,520
General Obligation Bonds (GO) Total			14,520	0	0	13,212	4,520	4,520

www.msa.state.mn.us/

AT A GLANCE

- The Minnesota State Academies (MSA) oversees two schools - the Minnesota State Academy for the Blind (MSAB), and the Minnesota State Academy for the Deaf (MSAD) on 2 campuses in Faribault, Minnesota.
- The Academies have provided educational services to blind, visually impaired, deaf-blind, deaf, and hard-of-hearing students since the 1860's. Many of our students also have additional disabilities/learning and communication needs.
- The Academies are a public school district, utilizing the same educational standards and expectations as other districts in the state. All of our students are special education students on Individual Education Plans.
- Students from 63 different school districts attended classes at the Academies during the 2016-2017 school year.
- The Academies are funded primarily through a biennial appropriation rather than by the funding formula that is applied to other districts in the state. The Academies are not able to issue any tax levies or bonding and rely on legislative action to fund all needs on our campuses.

PURPOSE

Our Mission is to educate, create opportunities, and motivate students for an independent future. We provide students with the education and skills necessary to become contributing members of Minnesota's economy, promoting transition skills to support successful employment and support for businesses in MN.

Each student is provided with opportunities to maximize their education and skills so that they can reach their transition goals, in conjunction with their Individual Education Plans. Our students range in age from infants who participate in Early Childhood services through 21 year olds who are working to meet graduation requirements and IEP expectations beyond the usual four years of high school. During the 2016-2017 school year, 59 students attended MSAB, 109 attended MSAD, and 16 graduated.

In our educational programming, we incorporate instruction and training for families in supporting communication access and educational growth for their blind and/or deaf child – this contributes to strong family connections and we are working to expand our services to support communities around the state.

While deaf or blind students are the majority of our enrollment, MSA also serve students who are both deaf and blind, and many also have significant physical or cognitive disabilities. School districts usually have very few students with those disabilities and have collaborated with MSA to provide the best available and least restrictive educational environment because 1) the needs of the students are met fully, and 2) it is more efficient to enroll a student at MSA in an established program that is designed to meet their needs and has a larger critical mass of students rather than trying to develop a minimally effective program for a small number of students with limited services and a much smaller critical mass.

The MSA contribute to four of the statewide outcomes expected for state agencies:

- **A thriving economy that encourages business growth and employment opportunities**
- **Minnesotans have the education and skills needed to achieve their goals**
- **Strong and stable families and communities**
- **Efficient and accountable government services**

STRATEGIES

- Rather than serving one geographical location, the Academies serve blind, visually-impaired, deaf-blind, deaf, and hard-of-hearing students from the entire state. The Academies provide a fully accessible educational environment that is designed specifically to meet their needs, serving as an additional option for districts which have very few deaf or blind students in their schools. Rather than hiring special education teachers and purchasing needed support services and equipment, especially with the limited number of qualified individuals available for those positions/services, the districts have the ability (with parental agreement) to send a student to the Academies with no tuition costs.

- The mission of the Academies is to educate, create opportunities, and motivate students for an independent future. We meet the challenges of a student population with varied communication and learning needs through using state standards, Individual Education Programs (IEP), transition planning, and incorporation of research-based best practices for instruction of blind and deaf individuals. We incorporate instruction in Braille, Orientation and Mobility, ASL/English bilingual strategies, speech and language services, among others in ensuring that each of our students' needs are met both in the classroom and outside the classroom. We focus on the development of each child as a whole, enhancing opportunities for further success in life.
- The role of the Academies is primarily educational. We have a responsibility and obligation to provide top-quality education programming in an efficient and accountable way. Our teachers prepare lessons and instructional units to ensure that our students work towards achievement of Minnesota state standards and IEP goals established by their IEP teams. We provide professional development/learning opportunities for our teachers to maintain their knowledge and skills, ensuring that we continue to utilize research-based methodology and best practices for teaching blind and deaf students, including any additional needs that they may have. Outside of the classroom, we provide enrichment and extracurricular opportunities so that students can develop fully as a whole child (meeting their mental health, social, physical, and communication needs).
- In alignment with the expectations established by Minnesota's **Olmstead Plan**, our school supports students with coursework, experiential activities, work readiness, and independent living skills that support their ability to have an independent life after graduation that allows for them to choose a variety of occupations, living situations, and recreational/social opportunities. The Olmstead Plan is defined as a broad series of key activities our state must accomplish to ensure people with disabilities are living, learning, working and enjoying life in the most integrated setting. This enhances their ability to be contributing citizens and employees in Minnesota.
- MSA's special education program is involved in a continuous review cycle developed and overseen by the Minnesota Department of Education to ensure that we follow established processes and procedures to develop individual education plans and evaluations following the needs of each student. Our special education professionals have specific training and knowledge related to evaluations, teaching, and designing educational programming that matches our student population.
- Our Early Childhood services include instruction for students, starting as soon as the child is identified as blind or deaf. We provide home-based services, supporting students and their families with communication, language, and learning access at home until the child becomes 2 years of age. At that time, parents have the option of enrolling their children in our site-based early childhood classes for part-day/full-day instruction designed to maximize the students' learning and language opportunities. This supports the family structure and encourages continued communication and learning at home, outside of the classroom, which enhances further learning and academic success of the child.
- Lastly, we issue diplomas to students who have met the requirements for graduation, including special education goals. While working towards earning a diploma, each student receives individually designed educational programming, accommodations, and services to support his/her growth towards achieving transition goals established in their Individual Education Program.

Statutes applied to the Minnesota State Academies:

M.S. 125A.61; M.S. 125A.62; M.S. 125A.63; M.S. 125A.64; M.S. 125A.65; M.S. 125A.66; M.S. 125A.67; M.S. 125A.68; M.S. 125A.69; M.S. 125A.70; M.S. 125A.71; M.S. 125A.72; M.S. 125A.73; M.S. 125A.74

At A Glance

The primary long-range strategic goal of the Minnesota State Academies (MSA) is to provide students who are deaf, hard-of-hearing, deafblind, blind, or visually impaired (including those with additional disabilities) with specialized and fully accessible instruction that is mandated in the Individuals with Disabilities Act (IDEA).

To achieve this, our governing board and MSA employees are:

- Continually reviewing and updating our operational processes and strategic plans to ensure consistency and adherence to our mission and vision statements in all of the work we do on a daily basis.
- Overseeing long-term needs and maintenance of our facilities and equipment to ensure that our students have the necessary access to proper instructional activities.
- Overseeing current projects, including improvements outlined in previous Asset Preservation requests and completion of current bonding projects.
- Reviewing and prioritizing capital projects for 2018, 2020, and in the future.

Factors Impacting Facilities or Capital Programs

The capital needs of MSA are extensive because many of our buildings are very old. Two of our buildings – Noyes Hall and Tate Hall – are on the National Registry of Historic Places and a few others are also 75-100 years old. Many of our buildings, while beautifully constructed and still viable, are in need of ongoing maintenance: roofs, heating/cooling systems, windows, tuckpoint of stone/brick work, and so forth.

The changing educational needs of our student population also affect the capital and facility requirements of the academies. Many students at MSA also have additional disabilities, including physical challenges, and MSA must provide a safe and fully accessible environment, as well as academic support. Other factors such as the changing technological and employment issues facing our students also affect the demand for improvements and changes to our facilities and those are incorporated in our long-range strategic goals.

Self-Assessment of Agency Facilities and Assets

The Minnesota State Academies provide educational services to deaf, hard-of-hearing, deafblind, blind, and visually impaired children from birth through age 21. We serve students from all parts of the state. Because of the geographical distance for many of our students, a residential component is necessary for both campuses. We have worked hard to create a home-like environment for children who reside at MSAB and MSAD during the week.

During the last 10 years, we have focused our capital plan on adapting facilities to meet the needs of students with multiple disabilities and students who are nearing transition age to further educational/employment skills. As a result of different projects that have been funded by capital appropriations, including asset preservation and Capital Asset Preservation Rehabilitation Account (CAPRA) funds, many of our buildings have been improved over the past few years. However, there is substantial work to be done in other buildings that have not yet been addressed.

School security is an area in which MSA continues to have room to improve. At the time when many of our buildings were built, security was not a great concern. Retrofitting buildings to achieve reasonable levels of security in our modern world is a costly necessity.

In 2005, a study of state agency buildings was done by the State Facilities Management Group and approximately 63% of our Academies' square footage was rated as good, while approximately 37% was rated as poor. To continue providing a safe, effective, and accessible environment for students, there is additional renovation that needs to be done, despite our great progress in improving the state's assets on both campuses. MSA has developed an inventory and cost estimate for deferred

maintenance projects and the estimated cost for completing all of those identified projects in our inventory is currently approximately \$8.5 million.

Agency Process for Determining Capital Requests

Capital requests are developed by our administration (leadership team) and reviewed/approved by our governing board. Our requests are based on needs identified in our 2012 Master Plan Consolidated Study as well as a self-study of asset preservation needs and a long term assessment of deferred maintenance needs.

Major Capital Projects Authorized in 2016 and 2017

Fiscal Year 2016:

- A. \$10,654,000 for new dorm on MSAD Campus.

Fiscal Year 2017:

- A. \$50,000 for design of a security corridor connecting Smith Hall, Quinn Hall, and Noyes Hall
- B. \$2,000,000 in asset preservation funds - mainly allocated towards a new roof for Noyes Hall

Minnesota State Academies Safety and Security Building Corridor|Education Facility Renovation

AT A GLANCE

2018 Request Amount: \$5,300

Priority Ranking: 1

Project Summary: The Minnesota State Academies are requesting \$5.3 million (Part A-\$3.5 million and Part B-\$1.8 million) for the construction of a Safety and Security Building Corridor on the MN State Academy for the Deaf campus as well as major renovation of interior space, restrooms, office, classrooms, science labs, technology labs for Smith and Quinn Halls on the MN State Academy for the Deaf campus.

Project Description

The intent of this project is to establish a central point of access to Smith, Quinn Hall and Noyes Halls, establishing a central office for administrators and clerical support as well as shared support services and work areas. This will improve the safety and security of our campus by establishing a check-in location, supervision of entrance ways to the three buildings and allowing students to access all educational areas without having to go outside.

Within this renovation project, we would like to establish a reception area with clerical support, technology, and door buzzers to supervise visitors and parents who enter the area to drop off their children and/or participate in school activities, meetings, and so forth. The security corridor will incorporate receptionist and visitor area and will also provide for security monitoring system for access to the three main education facilities. The security corridor will connect Smith Hall, Quinn Hall and Noyes Hall with an enclosed passageway.

Additionally, this project will incorporate the major renovation of Smith and Quinn Halls to include interior space, restrooms, office, classrooms, science labs and technology labs.

Part A which amounts to \$3.5 million is for the construction of a Safety and Security Building Corridor.

Part B which amounts to \$1.8 million is for the major renovation to Smith and Quinn Halls.

We anticipate this will cost \$5.3 million. We've received \$50,000 for Pre-design and planning of the Security Corridor project.

Project Rationale

Increasing student and staff safety is a high priority for the State Academies. We have limited access to all buildings throughout the Academies by installing ID activated card readers. The safety corridor would be a significant step toward creating a safer and more secure environment for all individuals on campus.

The Smith/Quinn renovation would considerably enhance the educational opportunities and learning environment for our deaf, blind, and hard of hearing students.

Currently, students and staff must access one of the three education facilities by an open air sidewalk, which leaves them vulnerable to the weather conditions and virtually unprotected from anyone

planning to inflict harm on them.

The security corridor would provide an enclosed walkway to access each facility from the other shielding the students and staff from the elements and provide a much more secure and controlled access between the three educational facilities and provide for an improved means to put the facilities into a Lock-Down condition.

Smith Hall high school and middle school students move the open air walkway to access classrooms, computer labs, library, counseling, ASL services and theater/drama/art classes/programs and life skills classes located in Noyes Hall. Quinn Hall Elementary students use the open air walkway to access Smith and Noyes Halls for special classes, counseling, audiology, ASL and library services and theater/drama programs. Staff from all three facilities travel between buildings for various classes and activities and one-on-one services.

The corridor will provide for a central/main entrance and controlled access for all three buildings for student arrivals, parents/guardians, visitors, vendors and contractors. The controlled access to the education directors' office areas would include a waiting area and public restrooms. This means visitors would no longer have to use restrooms meant for staff and students and would no longer have access to hallways, classrooms and offices.

The corridor/reception area would become the primary entrance which would be much easier to locate. Currently, the entries are somewhat hidden from view. It would also provide for a more welcoming environment for students, staff and visitors. The corridor will also improve accessibility for students and staff in wheelchairs and mobility devices.

The corridor will also contribute to energy savings for all three facilities by minimizing the opening of three main entrances to the exterior extremes of hot and cold temperature as there would now be one primary entrance with much improved temperature controls.

Smith Hall & Quinn Hall Renovation (Part B)

Current classroom design and setup for both buildings has not change much from the original construction in 1971 for Quinn Hall and 1973 for Smith Hall, and no longer meets the adaptability requirements for providing the necessary education spaces and learning/teaching environment for MSAD Students.

Interior spaces are in need of a major "facelift" as much of the flooring material and window treatments are original. Most furnishings, including student desks, teacher workstations, shelving and storage units are also original.

Minor upgrades for use of electronic devices/systems have been installed, but are a hodgepodge of wiring and surface mounted devices. This does not provide for "today's" level of instruction and makes the learning environment very unattractive/uninviting.

The Smith Hall main education office locations are such that there is no clear view of the main entry or any entry into the facility and anyone who enters the facility has immediate access to all the interior hallways and classrooms. This is a high level safety concern.

The Quinn Hall main office location is somewhat better located for visual of the main entry, but anyone who enters the building has immediate access to the interior hallways and classrooms. A more direct entry to the main office area would be established. Quinn Hall classroom entry doors are full panel glass with sidelights, and this presents a security risk to the occupants. All interiors doors would need

to be replaced with solid panel doors and new locks/hardware.

The renovation would also focus on meeting all current ADA construction requirements to provide equal access to all students, staff and visitors. This would include restroom remodeling, classroom restructuring, and fixtures/furnishings. Restrooms are for student age groups 2yrs – 21yrs and adults so upgrades will be age appropriate.

Quinn Hall would have new exterior windows installed to improve and meet current energy conservation and B3 requirements and for added security. Existing windows are vulnerable to forced entry.

Smith and Quinn Halls will also have the exterior wood shake singled mansard style overhang system stripped and new surfacing materials installed.

Fire Alarm and evacuation systems would be upgraded, as the current systems are 20+ years old and do not provide the level of notification for occupants with disabilities.

Project Timeline

July 2018-September 2018-Pre-Design and Engineering.

October 2018-November 2018-Bid and Award.

March 2019-September 2020-Construction.

Other Considerations

None.

Impact on Agency Operating Budgets

No impact.

Description of Previous Appropriations

Received \$50,000 for design and planning of the Security Corridor in the 2017 bonding bill.

Project Contact Person

Randy Dirks

Physical Plant Director

507-384-6770

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Governor's Recommendation

The Governor recommends \$5.3 million in general obligation bonds for this request.

State Academies

Project Detail

(\$ in thousands)

Minnesota State Academies Safety and Security Building Corridor|Education Facility Renovation

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2018	FY 2020	FY 2022
State Funds Requested				
General Obligation Bonds	\$ 50	\$ 5,300	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 50	\$ 5,300	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2018	FY 2020	FY 2022
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 50	\$ 46	\$ 0	\$ 0
Design Fees	\$ 0	\$ 525	\$ 0	\$ 0
Project Management	\$ 0	\$ 80	\$ 0	\$ 0
Construction	\$ 0	\$ 3,993	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 53	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 160	\$ 0	\$ 0
Inflationary Adjustment	\$ 0	\$ 443	\$ 0	\$ 0
TOTAL	\$ 50	\$ 5,300	\$ 0	\$ 0

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2018	FY 2020	FY 2022
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 5,300	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

The following requirements will apply to projects after adoption of the bonding bill.

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	Yes
Has the predesign been submitted to the Department of Administration?	Yes
Has the predesign been approved by the Department of Administration?	Yes
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	No
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	Yes
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2022?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 174.93: Guideway Project	
Is this a Guideway Project?	No
Is the required information included in this request?	N/A

Asset Preservation

AT A GLANCE

2018 Request Amount: \$4,520

Priority Ranking: 2

Project Summary: The State Academies are requesting \$4.52 million in asset preservation funds to maintain and preserve buildings on the campuses of the MN State Academy for the Blind and the MN State Academy for the Deaf. Two buildings, Tate Hall and Noyes Hall, are listed on the National Registry of Historic Places.

Project Description

The State Academies operate boarding schools for deaf and blind students in Faribault on two campuses containing dorms, cafeterias, classrooms, gyms, and offices. Asset Preservation appropriations along with their operating funds are the only source of money the Academies have for maintaining their historic and varied facilities. Examples of Asset Preservation projects that the Academy will need to complete in the near future include:

MN State Academy for the Blind

- Replace six air handlers that control heating and cooling in the dormitory and education areas.
- Replace the Industrial Building roof.
- Repair the stone exteriors of two buildings.
- Replace deteriorated concrete and asphalt walkways, parking lots and drives on campus.

MN State Academy for the Deaf

- Purchase a back-up generator for Tate Hall.
- Replace the 60+ year old steam boilers in the central plant.
- Replace deteriorated concrete or asphalt walkways and drives on campus.
- Repair the stone exteriors of four buildings: Mott Hall, Pollard Hall, Lauritsen Gymnasium and Noyes Hall.

Project Rationale

The \$4.52 million that we are requesting will allow us to address many projects that have been deferred over the years. Increasing our asset preservation funds is one of our highest priorities.

Our capital needs are extensive because many of our buildings are very old. Two of our buildings, Noyes Hall and Tate Hall, are on the National Registry of Historic Places and a few others are also 75-100 years old. Many of our buildings, while beautifully constructed and still viable, are in need of ongoing maintenance: roofs, heating/cooling systems, windows, tuckpoint of stone/brick work, and so forth.

Project Timeline

Timeline will vary by project.

Other Considerations

None.

Impact on Agency Operating Budgets

None.

Description of Previous Appropriations

The State Academies received \$1,000,000 in 2012, \$700,000 in 2014, and \$2,000,000 in 2017 for Asset Preservation.

Project Contact Person

Randy Dirks
Physical Plant Director
507-384-6770
randy.dirks@msa.state.mn.us

Governor's Recommendation

The Governor recommends \$4.52 million in general obligation bonds for this request. Also included are budget estimates of \$4.52 million for each planning period for 2020 and 2022.

State Academies

Project Detail

(\$ in thousands)

Asset Preservation

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2018	FY 2020	FY 2022
State Funds Requested				
General Obligation Bonds	\$ 3,700	\$ 4,520	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 3,700	\$ 4,520	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2018	FY 2020	FY 2022
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 0	\$ 0	\$ 0	\$ 0
Design Fees	\$ 270	\$ 452	\$ 0	\$ 0
Project Management	\$ 24	\$ 50	\$ 0	\$ 0
Construction	\$ 3,406	\$ 3,445	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 0	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 0	\$ 0	\$ 0
Inflationary Adjustment	\$ 0	\$ 573	\$ 0	\$ 0
TOTAL	\$ 3,700	\$ 4,520	\$ 0	\$ 0

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2018	FY 2020	FY 2022
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 4,520	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

The following requirements will apply to projects after adoption of the bonding bill.

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	No
Has the predesign been submitted to the Department of Administration?	No
Has the predesign been approved by the Department of Administration?	No
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	N/A
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	N/A
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2022?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 174.93: Guideway Project	
Is this a Guideway Project?	No
Is the required information included in this request?	N/A

MSA Dorm Renovations**AT A GLANCE****2018 Request Amount:** \$3,900**Priority Ranking:** 3**Project Summary:** The Minnesota State Academies are requesting \$3.9 million for the renovation of Pollard Hall on the Deaf School Campus and Kramer, Brandeen and Rode Dorms on the Blind School Campus.**Project Description**

The scope of the project will include new HVAC system to meet B3 requirements and indoor air quality standards, wallscaping, window upgrades, flooring replacement, installation of new ceilings, kitchen remodeling, replacement of fixtures and appliances. Bathroom and laundry room renovations to include complete demo and redesign to meet ADA requirements which also includes new fixtures, flooring replacement and wallscaping. The project will also be inclusive of electrical, fire and communication systems.

Project Rationale

To provide a quality residential, homelike and secure environment for our residential students who are typically between the ages of 5-21. The enhancements included in the renovation will allow these facilities to meet B3 energy savings.

The MSAB Dorms were constructed in 1982 and have seen minimal remodeling and upgrades during these 35 years. The scope of the renovation would include a complete interior “facelift” and modifications to bedrooms, restrooms/shower/bathing areas, kitchen/dining areas, laundry areas, staff office, student lounge. Also included in the scope of the project would be a complete upgrade of the fire alarm/evacuation systems, electrical/communication systems and new (HVAC) heating/cooling/ventilation systems. All areas would be designed and remodeled to meet current ADA compliance for accessibility. New window systems would be included in the scope of the project to add security for the room occupants and to comply with B3 energy conservation measures.

Pollard Hall was constructed in 1937 as a residence for the elementary age students and included bedrooms, playrooms, instructional areas, a full prep kitchen and dining room. Over the past 80 years, a few changes have occurred with the interior and exterior of the building. Since 2010, there have been several small renovation projects on the main level that included remodel of the rooms to be used as space for student learning and staff offices and the restrooms. This was designed to meet the needs of the program administered by the Volunteers of America Group, which closed down their program several years ago. New windows were installed in 2012 throughout the building and several new exterior doors were installed. A new roof was installed in 2012.

The scope of the Pollard Hall project renovation would include upgrades to the fire alarm/suppression system, electrical, communication/notification system, replacing the 80 year old steam radiation heating system and adding new HVAC systems and equipment with BAS controls to comply with B3 requirements and greatly improve the indoor air quality, adding shower areas on the main level and restroom facilities on the lower level, remodeling the original bedrooms on the 2nd level and any

modifications throughout the building to make the spaces ADA compliant, and adding laundry facilities and kitchen facilities.

Project Timeline

July 2018-November 2018-Pre-Design and Engineering.

December 2018-February 2019-Bid and Award.

March 2019-March 2020-Construction.

Other Considerations

None.

Impact on Agency Operating Budgets

None.

Description of Previous Appropriations

None.

Project Contact Person

Randy Dirks

Physical Plant Director

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Governor's Recommendation

The Governor recommends \$2.592 million in general obligation bonds for this request.

State Academies

Project Detail

(\$ in thousands)

MSA Dorm Renovations

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2018	FY 2020	FY 2022
State Funds Requested				
General Obligation Bonds	\$ 0	\$ 3,900	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 0	\$ 3,900	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2018	FY 2020	FY 2022
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 0	\$ 92	\$ 0	\$ 0
Design Fees	\$ 0	\$ 380	\$ 0	\$ 0
Project Management	\$ 0	\$ 50	\$ 0	\$ 0
Construction	\$ 0	\$ 3,052	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 0	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 0	\$ 0	\$ 0
Inflationary Adjustment	\$ 0	\$ 326	\$ 0	\$ 0
TOTAL	\$ 0	\$ 3,900	\$ 0	\$ 0

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2018	FY 2020	FY 2022
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 3,900	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

The following requirements will apply to projects after adoption of the bonding bill.

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	Yes
Has the predesign been submitted to the Department of Administration?	No
Has the predesign been approved by the Department of Administration?	No
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	Yes
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	Yes
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	No
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	No
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	Yes
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2022?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 174.93: Guideway Project	
Is this a Guideway Project?	No
Is the required information included in this request?	N/A

Minnesota State Academies Track Project**AT A GLANCE****2018 Request Amount:** \$800**Priority Ranking:** 4**Project Summary:** The Minnesota State Academies are requesting \$800,000 for its portion of construction costs for a track at the Minnesota State Academies.**Project Description**

This project would construct a track facility to be used by students from both campuses. The track would provide students at the Academies with opportunities to participate in wellness, fitness, and athletic activities, especially within our physical education classes and after school activities. This track would also allow for our students to participate in extracurricular athletics, something that is currently available to students in most of the public secondary schools in Minnesota. Design modifications would need to be added to this track to ensure accessibility for blind athletes. This project has the support of local chapters of the National Federation for the Blind and the American Council for the Blind, as well as staff, families, and students on both campuses.

Project Rationale

This project will create a public/private partnership to construct a running track that will be used by students in both Academies. The project partner that is anticipated is the Minnesota State Academy for the Blind Foundation, a philanthropic organization with a history of providing financial support to schools for students who have a visual or hearing loss and the State of Minnesota. The Minnesota State Academy for the Blind Foundation has agreed to contribute up to \$100,000 towards this project. The Minnesota State Academy for the Deaf athletic program has been using a track field on the Shattuck-St. Mary's campus which is adjacent to their campus. However, Shattuck-St. Mary's has recently decided that they will be razing their track to make room for additional soccer fields, parking, and other athletic facilities on their campus. The Minnesota State Academy for the Blind campus has never had a track field and has been limited to a walking path and a short sprinting area. With the loss of the ability to use the Shattuck-St. Mary's track, this will leave us with no access to a track for our programs.

Project Timeline

July 2018-September 2018-Design and Engineering.

October 2018-November 2018-Bid and Award.

May 2019-August 2019-Construction.

Other Considerations

None.

Impact on Agency Operating Budgets

None.

Description of Previous Appropriations

None.

Project Contact Person

Randy Dirks
Physical Plant Director
507-384-6770
randy.dirks@msa.state.mn.us

Governor's Recommendation

The Governor recommends \$800 thousand in general obligation bonds for this request.

State Academies

Project Detail

(\$ in thousands)

Minnesota State Academies Track Project

PROJECT FUNDING SOURCES

Funding Source	Prior Years	FY 2018	FY 2020	FY 2022
State Funds Requested				
General Obligation Bonds	\$ 0	\$ 800	\$ 0	\$ 0
Funds Already Committed				
Pending Contributions				
TOTAL	\$ 0	\$ 800	\$ 0	\$ 0

TOTAL PROJECT COSTS

Cost Category	Prior Years	FY 2018	FY 2020	FY 2022
Property Acquisition	\$ 0	\$ 0	\$ 0	\$ 0
Predesign Fees	\$ 0	\$ 0	\$ 0	\$ 0
Design Fees	\$ 0	\$ 40	\$ 0	\$ 0
Project Management	\$ 0	\$ 10	\$ 0	\$ 0
Construction	\$ 0	\$ 691	\$ 0	\$ 0
Relocation Expenses	\$ 0	\$ 0	\$ 0	\$ 0
One Percent for Art	\$ 0	\$ 0	\$ 0	\$ 0
Occupancy Costs	\$ 0	\$ 0	\$ 0	\$ 0
Inflationary Adjustment	\$ 0	\$ 59	\$ 0	\$ 0
TOTAL	\$ 0	\$ 800	\$ 0	\$ 0

IMPACT ON STATE OPERATING COSTS

Cost Category	FY 2018	FY 2020	FY 2022
IT Costs	\$ 0	\$ 0	\$ 0
Operating Budget Impact (\$)	\$ 0	\$ 0	\$ 0
Operating Budget Impact (FTE)	0.0	0.0	0.0

SOURCE OF FUNDS FOR DEBT SERVICE PAYMENTS

	Amount	Percent of Total
General Fund	\$ 800	100 %
User Financing	\$ 0	0 %

STATUTORY REQUIREMENTS

The following requirements will apply to projects after adoption of the bonding bill.

Is this project exempt from legislative review under M.S. 16B.335 subd. 1a?	No
Predesign Review (M.S. 16B.335 subd. 3):	
Does this request include funding for predesign?	N/A
Has the predesign been submitted to the Department of Administration?	N/A
Has the predesign been approved by the Department of Administration?	N/A
Will the project design meet the Sustainable Building Guidelines under M.S. 16B.325?	N/A
Will the project designs meet applicable requirements and guidelines for energy conservation and alternative energy sources (M.S. 16B.335 subd. 4 and 16B.32)?	N/A
Have Information Technology Review Preconditions been met (M.S. 16B.335 subd. 5 & 6 and 16E.05 subd. 3)?	N/A
Will the project meet public ownership requirements (M.S. 16A.695)?	Yes
Will a use agreement be required (M.S. 16A.695 subd. 2)?	Yes
Will program funding be reviewed and ensured (M.S. 16A.695 subd. 5)?	Yes
Will the matching funds requirements be met (M.S. 16A.86 subd. 4)?	N/A
Will the project be fully encumbered prior to the Cancellation Deadline (M.S. 16A.642): December 31, 2022?	Yes
M.S. 16A.502 and M.S. 16B.31 (2): Full Funding Required	Yes
M.S. 174.93: Guideway Project	
Is this a Guideway Project?	Yes
Is the required information included in this request?	N/A