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Minnesota State Academies

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AT A GLANCE

- The Minnesota State Academies 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 (B/VI), deafblind (DB), and deaf/hard-of-hearing (D/HH) students since the 1860s. Many of our students also have additional disabilities and learning/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 over 60 different school districts attend classes at the Academies.
- 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

The Minnesota State Academies contribute to the goals for education of providing a world class education, safe and nurturing environment, and caring and qualified teachers. Our school programs incorporate fully accessible and specially designed instructional services to our state's deaf, hard-of-hearing, deafblind, blind, and visually impaired students. We provide educational programming that ensures their full access to academics, language, social development, and mental health. Our mission is: "Minnesota State Academies empowers every student to achieve, care, and thrive in an ever-changing world." In our efforts to prepare students, we provide educational programming to support students in their development of knowledge, critical thinking, and skills necessary to become contributing members of Minnesota's economy, promoting transition skills to support successful employment, and independence after graduation.

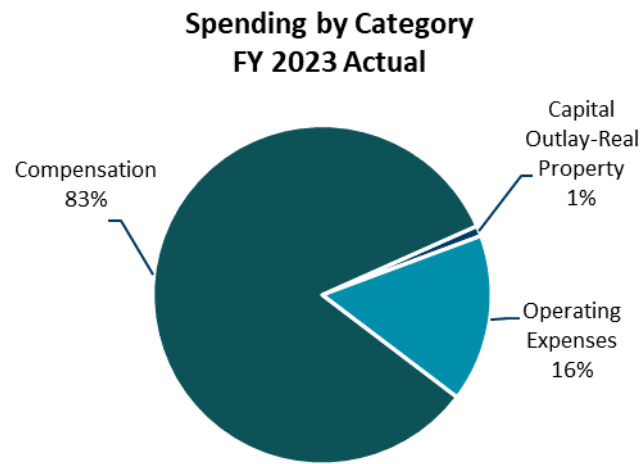
Each student is provided with opportunities to maximize their education and skills so that they can reach their transition goals, in conjunction with their Individual Education Plans. Our students range in age from infants who participate in Early Childhood services through 22-year-old students who are working to meet graduation requirements and Individual Education Plan expectations beyond the usual four years of high school. During most years, we have approximately 140-160 students. Our numbers have recently declined somewhat due to the COVID-19 pandemic, similar to the experiences of many school districts in Minnesota. However, we have begun to see an uptick in enrollments and anticipate returning to our usual enrollment numbers within the next year or two.

In our educational programming, we incorporate instruction and training for families in supporting communication access and educational growth for their B/VI, DB, or D/HH child – this contributes to strong family connections and support for their child, and we are working to expand our services to support communities around the state. As a part of our legal obligations to be a resource to school districts, we also serve school districts statewide, providing support in staff training, assessments for students, and certain support services that are required by students' Individual Education Plans.

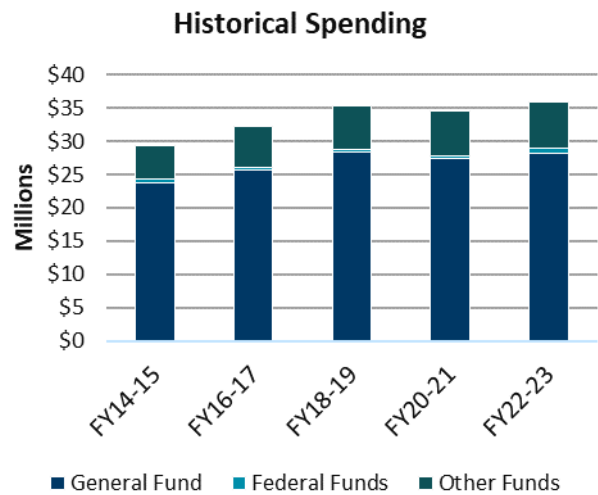
While D/HH or B/VI students are the majority of our enrollment, Minnesota State Academies also serves students who are both deaf and blind (DB), and many also have significant physical or cognitive disabilities. School districts usually have very few students with those disabilities and have collaborated with Minnesota State Academies to provide the best available and least restrictive educational environment because 1) the needs of the students are

met fully; 2) it is more efficient to enroll a student at Minnesota State Academies in an established program that is designed to meet their needs and has a larger critical mass of peers/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; and 3) our staff members are highly trained in instructional methodology that matches the needs of our students – they are able to design effective and accessible lessons, using student-centered methods and appropriate technology/strategies, including full and direct communication in the students’ most accessible language/mode of learning.

BUDGET



Source: Budget Planning & Analysis System (BPAS)



Source: Consolidated Fund Statement

The annual operating budget for FY23 to the Minnesota State Academies is approximately 14.3 million dollars. Nearly all operating funds used by MSA are appropriated by the legislature (direct appropriations and/or reimbursed costs) as MSA does not have alternate sources of revenue. MSA also receives capital appropriations (not included in the chart above) to maintain buildings on two campuses, two of which are on the National Registry of Historic Places. The percentage of our operating budget reserved for compensation has increased over the past few years due to salary increases and other financial incentives approved within bargaining contracts.

STRATEGIES

- Rather than serving one geographical location, the Academies serve B/VI, DB, and D/HH 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 empower students to achieve, care, and thrive in an ever-changing world. 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 B/VI, DB, and D/HH individuals. We incorporate instruction in Braille, Orientation and Mobility, American Sign Language/English bilingual strategies, speech & 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 to provide a comprehensive and appropriately designed educational program for our student population. 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 neighbors and employees in Minnesota. We collaborate with other state agencies and school districts to provide a variety of transition programming.
- The Academies' 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 B/VI, DB, or D/HH. 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.

RESULTS

Measure name	Measure type	Measure data source	Historical trend	Most recent data
Kindergarten Readiness	IEP/IFSP assessments	IEP/IFSP data collection	Student achievement in the areas of social-emotional needs, social readiness, self-help, and language/communication has consistently increased due to improved programming and attention to IEP/IFSP goals	2022-2023: 92% of students made substantial progress or met their IEP/IFSP goals. (Goal is 80%)

Measure name	Measure type	Measure data source	Historical trend	Most recent data
Reading Well by 3 rd Grade	NWEA-MAP District Testing	NWEA RIT Scores	Individual student scores have increased since students returned from COVID – average scores vary from year to year due to the small number of students at MSA taking this test.	2022-2023: Average RIT score during the 2022-2023 school year for 3 rd /4 th grade students was 165 (the goal is 188).
Closing the Achievement Gap	PBIS – SWIS reports	SWIS reports IEP benchmarks	Student use of Mental Health Services and proactive behavior/coping strategies have increased. More students are showing substantial progress and/or meeting their social-emotional IEP goals.	2022-2023: 91% of students have shown progress towards IEP goals in the area of social-emotional development (goal is 85%)
Career and College Readiness	IEP Transition Assessments	IEP transition planning IEP transition goals	Students' IEPs include detailed transition plans and goals. An increasing number of students are meeting and/or making substantial progress in their transition goals	2022-2023: 91.5% of MSA students met and/or made substantial progress towards meeting their IEP transition goals. (Goal is 85%)
Graduation Rates	Graduation documentation	Graduation rates IEP data	MSA has consistently had a 100% graduation rate (with the understanding that some students stay beyond the usual 4 years of HS due to their individual needs). Historical data over the past 5 years shows that MSA exceeds a 95% graduation rate.	2022-2023: Both schools had a 100% graduation rate, including students who remained past the age of 18 in our Academy plus (A+) 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

State Academies

Agency Expenditure Overview

(Dollars in Thousands)

	Actual FY22	Actual FY23	Actual FY24	Estimate FY25	Forecast Base	
					FY26	FY27
<u>Expenditures by Fund</u>						
1000 - General	13,136	15,097	15,034	19,921	17,504	17,261
2000 - Restrict Misc Special Revenue	263	2	306	3,136	305	305
2001 - Other Misc Special Revenue	3,366	3,077	3,854	6,913	3,850	3,850
2400 - Endowment	0	0	0	7		
2403 - Gift	67	14	62	628	45	45
3000 - Federal	438	348	297	437	222	226
6000 - Miscellaneous Agency	68	28	57	250	83	69
Total	17,337	18,565	19,609	31,292	22,009	21,756
Biennial Change				15,000		(7,136)
Biennial % Change				42		(14)

Expenditures by Program

Minnesota State Academies	17,337	18,565	19,609	31,292	22,009	21,756
Total	17,337	18,565	19,609	31,292	22,009	21,756

Expenditures by Category

Compensation	14,942	15,402	16,514	18,861	18,343	18,345
Operating Expenses	2,362	3,008	3,016	12,347	3,587	3,332
Grants, Aids and Subsidies	13	14	9	18	13	13
Capital Outlay-Real Property	0	119	47	50	50	50
Other Financial Transaction	19	22	22	16	16	16
Total	17,337	18,565	19,609	31,292	22,009	21,756

Full-Time Equivalents

	151.99	151.67	155.29	157.71	153.78	153.78
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State Academies

Agency Financing by Fund

(Dollars in Thousands)

	Actual	Actual	Actual	Estimate	Forecast Base	
	FY22	FY23	FY24	FY25	FY26	FY27
1000 - General						
Balance Forward In		920		2,732		
Direct Appropriation	14,056	14,317	17,766	17,189	17,504	17,261
Transfers In	1,444	847	1,538	155		
Transfers Out	1,444	897	1,538	155		
Cancellations		91				
Balance Forward Out	920		2,732			
Expenditures	13,136	15,097	15,034	19,921	17,504	17,261
Biennial Change in Expenditures				6,722		(190)
Biennial % Change in Expenditures				24		(1)
Full-Time Equivalents	102.47	104.69	104.74	105.98	105.88	105.88

2000 - Restrict Misc Special Revenue

Balance Forward In	2,529	2,482	2,841	2,831		
Receipts	216	360	297	305	305	305
Transfers In	38	60	35	30		
Transfers Out	38	60	35	30		
Balance Forward Out	2,482	2,841	2,832			
Expenditures	263	2	306	3,136	305	305
Biennial Change in Expenditures				3,178		(2,832)
Biennial % Change in Expenditures				1,202		(82)
Full-Time Equivalents	1.27	1.49	1.12	2.15	1.15	1.15

2001 - Other Misc Special Revenue

Balance Forward In	2,966	2,831	3,089	3,063		
Receipts	3,136	3,243	3,826	3,850	3,850	3,850
Balance Forward Out	2,736	2,997	3,062			
Expenditures	3,366	3,077	3,854	6,913	3,850	3,850
Biennial Change in Expenditures				4,324		(3,067)
Biennial % Change in Expenditures				67		(28)
Full-Time Equivalents	45.30	42.49	47.00	47.31	44.97	44.97

2400 - Endowment

Balance Forward In	6	6	6	7		
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State Academies

Agency Financing by Fund

(Dollars in Thousands)

	Actual FY22	Actual FY23	Actual FY24	Estimate FY25	Forecast Base FY26 FY27	
Receipts	0	0	0			
Balance Forward Out	6	6	7			
Expenditures	0	0	0	7		
Biennial Change in Expenditures				7		(7)
Biennial % Change in Expenditures				41,550		(100)

2403 - Gift

Balance Forward In	601	557	592	583		
Receipts	23	49	52	45	45	45
Transfers In	0					
Transfers Out	0					
Balance Forward Out	557	592	583			
Expenditures	67	14	62	628	45	45
Biennial Change in Expenditures				609		(600)
Biennial % Change in Expenditures				756		(87)

3000 - Federal

Balance Forward In	159	83	151	133		
Receipts	361	415	281	304	222	226
Balance Forward Out	83	150	134			
Expenditures	438	348	297	437	222	226
Biennial Change in Expenditures				(51)		(286)
Biennial % Change in Expenditures				(7)		(39)
Full-Time Equivalents	2.95	3.00	2.43	2.27	1.78	1.78

6000 - Miscellaneous Agency

Balance Forward In	144	126	158	181		
Receipts	50	60	81	69	83	69
Balance Forward Out	126	158	182			
Expenditures	68	28	57	250	83	69
Biennial Change in Expenditures				211		(155)
Biennial % Change in Expenditures				219		(50)

State Academies

Agency Change Summary

(Dollars in Thousands)

	FY25	FY26	FY27	Biennium 2026-27
Direct				
Fund: 1000 - General				
FY2025 Appropriations	17,189	17,189	17,189	34,378
Base Adjustments				
Current Law Base Change		291	48	339
Minnesota Paid Leave Allocation		24	24	48
Forecast Base	17,189	17,504	17,261	34,765
Dedicated				
Fund: 2000 - Restrict Misc Special Revenue				
Planned Spending	3,136	305	305	610
Forecast Base	3,136	305	305	610
Fund: 2001 - Other Misc Special Revenue				
Planned Spending	6,913	3,850	3,850	7,700
Forecast Base	6,913	3,850	3,850	7,700
Fund: 2400 - Endowment				
Planned Spending	7			
Forecast Base	7			
Fund: 2403 - Gift				
Planned Spending	628	45	45	90
Forecast Base	628	45	45	90
Fund: 3000 - Federal				
Planned Spending	437	222	226	448
Forecast Base	437	222	226	448
Fund: 6000 - Miscellaneous Agency				
Planned Spending	250	83	69	152
Forecast Base	250	83	69	152
Revenue Change Summary				
Dedicated				
Fund: 2000 - Restrict Misc Special Revenue				
Forecast Revenues	305	305	305	610

(Dollars in Thousands)

	FY25	FY26	FY27	Biennium 2026-27
Fund: 2001 - Other Misc Special Revenue				
Forecast Revenues	3,850	3,850	3,850	7,700
Fund: 2403 - Gift				
Forecast Revenues	45	45	45	90
Fund: 3000 - Federal				
Forecast Revenues	304	222	226	448
Fund: 6000 - Miscellaneous Agency				
Forecast Revenues	69	83	69	152

Program: Minnesota State Academies

Activity: Minnesota State Academy for the Deaf

<https://www.msa.state.mn.us/>

AT A GLANCE

- The Minnesota State Academy for the Deaf (MSAD) has provided educational services to students who are deaf, deaf-blind, and hard-of-hearing since 1863.
- Students from over 50 different school districts attend classes at MSAD.
- MSAD is the only school in the state that provides a residential component specifically designed to meet the needs of deaf, deaf-blind, and hard-of-hearing students.
- Students who live outside the Faribault area may live in the dormitory and participate in a variety of enrichment, educational, recreational, and social activities, including athletics. Students in the Faribault area may also participate in those activities and commute from their homes.
- MSAD provides a fully accessible educational environment, incorporating American Sign Language (ASL)/English bilingual strategies to support growth in language and learning.

PURPOSE AND CONTEXT

MSAD provides educational programming and support services for deaf, deaf-blind, and hard-of-hearing students

at different ages (Birth through age 22) throughout the school, utilizing ASL and English throughout the day to support proficiency in both languages for learning and communication. Instruction is provided by licensed teachers who have knowledge, skills, and background in working with deaf, deaf-blind, and hard-of-hearing individuals and lessons/instructional units are tailored to meet the learning, language, and communication needs of each student. Academic programs within MSAD include **Early Childhood** (Ages birth-5); **Preschool** (Ages 2-4); **Pre-Kindergarten** (Ages 4-5); **Elementary School** (Kindergarten- 5th grade); **Middle School** (6th-8th grades); and **High School** (9th-12th grades). Students may also select the option of attending part time classes at a local public or private school as appropriate. For some students with specific needs, the **Academy Plus (A+) Transition program** for students aged 18-22 is an option, providing additional instruction and practice in the areas of academic and language development, home living skills, community work, access to community resources, transportation, leisure & recreational activities, preparation for post-secondary education, and job-related skills for gainful employment.

MSAD's residential program complements the education program by providing activities and experiences outside of the classroom that enhance whole-child development, including social skills; cultural identity development; participation in organizations, activities, and athletics; and interactions with peers who have similar hearing levels and signing skills.

SERVICES PROVIDED

The Minnesota State Academy for the Deaf provides services in the following areas:

- **Academic Achievement:** Classes are rigorous, based on state standards and Individual Educational Program goals, and lead to graduation. Programming at MSAD provides students with fully accessible educational activities and utilize ASL and English so that students can have direct instruction and communication with their teachers and peers within their classrooms.
- **Whole child development:** Students at MSAD participate in activities in and outside of the classroom, including activities in MSAD's residential program, that are fully accessible, with a critical mass of deaf,

deaf-blind, and/or hard-of-hearing peers. This provides them with opportunities to develop social skills, language and communication, and participate in extracurricular activities/experiences appropriate to their age.

- **Special Education:** Individual needs of students are identified through appropriate assessments/evaluations selected by the student's IEP team, involving parents/guardians and educational professionals knowledgeable with the learning, language, and communication needs of deaf, deaf-blind, and hard-of-hearing students. Services, accommodations/modifications, and instructional strategies are selected carefully, based on each student's individual needs, providing support for growth towards meeting their transition goals.

RESULTS

Measure name	Measure type	Measure data source	Historical trend	Most recent data
% of students proficient in Reading	State Assessment Results - Reading	Annual State Testing	Individual student scores have increased since students returned from COVID – average scores fluctuate from year to year due to the small number of students at MSAB taking this test.	2023 Spring MSAD: 28.6%
% of students proficient in Math	State Assessment Results - Math	Annual State Testing	Individual student scores have increased since students returned from COVID – average scores fluctuate from year to year due to the small number of students at MSAB taking this test.	2023 Spring MSAD: 29.6%
% of students proficient in Science	State Assessment Results - Science	Annual State Testing	Individual student scores have increased since students returned from COVID – average scores fluctuate from year to year due to the small number of students at MSAB taking this test.	2023 Spring MSAD: 25.1%

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

(Dollars in Thousands)

	Actual FY22	Actual FY23	Actual FY24	Estimate FY25	Forecast Base	
					FY26	FY27
<u>Expenditures by Fund</u>						
1000 - General	4,575	4,694	5,042	5,337	5,368	5,368
2000 - Restrict Misc Special Revenue	21	0	28	42	10	10
2001 - Other Misc Special Revenue	1,831	1,500	1,836	2,971	1,863	1,863
2400 - Endowment	0	0	0	7		
2403 - Gift	12	4	10	124	12	12
3000 - Federal	272	177	140	148	144	148
6000 - Miscellaneous Agency	61	15	54	212	72	54
Total	6,772	6,389	7,109	8,841	7,469	7,455
Biennial Change				2,789		(1,026)
Biennial % Change				21		(6)

Expenditures by Category

Compensation	6,447	6,099	6,686	7,195	7,038	7,038
Operating Expenses	318	282	416	1,637	425	411
Grants, Aids and Subsidies	6	6	5	9	6	6
Other Financial Transaction		3	2			
Total	6,772	6,389	7,109	8,841	7,469	7,455

Full-Time Equivalents

65.74	61.15	65.62	65.63	63.62	63.62
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(Dollars in Thousands)

	Actual	Actual	Actual	Estimate	Forecast Base	
	FY22	FY23	FY24	FY25	FY26	FY27
1000 - General						
Direct Appropriation	5,348	5,355	5,529	5,337	5,368	5,368
Transfers In	1		10			
Transfers Out	774	661	497			
Expenditures	4,575	4,694	5,042	5,337	5,368	5,368
Biennial Change in Expenditures				1,109		357
Biennial % Change in Expenditures				12		3
Full-Time Equivalents	38.99	37.95	40.60	40.60	40.60	40.60

2000 - Restrict Misc Special Revenue

Balance Forward In	16	14	18	14		
Receipts	2	4	10	10	10	10
Transfers In	18	18	18	18		
Transfers Out	1	18	4			
Balance Forward Out	14	18	14			
Expenditures	21	0	28	42	10	10
Biennial Change in Expenditures				49		(50)
Biennial % Change in Expenditures				235		(71)
Full-Time Equivalents	0.02	0.01				

2001 - Other Misc Special Revenue

Balance Forward In	1,343	1,107	1,193	1,108		
Receipts	1,500	1,493	1,751	1,863	1,863	1,863
Balance Forward Out	1,012	1,101	1,108			
Expenditures	1,831	1,500	1,836	2,971	1,863	1,863
Biennial Change in Expenditures				1,477		(1,081)
Biennial % Change in Expenditures				44		(22)
Full-Time Equivalents	25.10	22.29	23.99	24.00	21.99	21.99

2400 - Endowment

Balance Forward In	6	6	6	7		
Receipts	0	0	0			
Balance Forward Out	6	6	7			
Expenditures	0	0	0	7		

(Dollars in Thousands)

	Actual FY22	Actual FY23	Actual FY24	Estimate FY25	Forecast Base FY26 FY27	
Biennial Change in Expenditures				7		(7)
Biennial % Change in Expenditures				41,550		(100)

2403 - Gift

Balance Forward In	96	102	108	112		
Receipts	18	9	14	12	12	12
Transfers Out	0					
Balance Forward Out	102	108	112			
Expenditures	12	4	10	124	12	12
Biennial Change in Expenditures				118		(110)
Biennial % Change in Expenditures				747		(82)

3000 - Federal

Balance Forward In	123	0	0			
Receipts	149	176	140	148	144	148
Balance Forward Out			0			
Expenditures	272	177	140	148	144	148
Biennial Change in Expenditures				(161)		4
Biennial % Change in Expenditures				(36)		2
Full-Time Equivalents	1.63	0.90	1.03	1.03	1.03	1.03

6000 - Miscellaneous Agency

Balance Forward In	128	111	139	158		
Receipts	44	43	74	54	72	54
Balance Forward Out	111	139	159			
Expenditures	61	15	54	212	72	54
Biennial Change in Expenditures				190		(140)
Biennial % Change in Expenditures				250		(53)

Program: Minnesota State Academies**Activity: Minnesota State Academy for the Blind**<https://www.msa.state.mn.us>**AT A GLANCE**

- The Minnesota State Academy for the Blind (MSAB) has provided educational services to students who are blind, visually impaired, and/or deaf-blind since 1866.
- Students from more than 40 different school districts attend classes at MSAB.
- MSAB is the only school in the state that provides a residential component specifically designed to meet the needs of blind, visually impaired, and/or deaf-blind students.
- Students who live outside the Faribault area may live in the dormitory and participate in a variety of enrichment, educational, recreational, and social activities, including athletics. Students in the Faribault area may also participate in those activities but commute from their homes.
- MSAB provides a fully accessible educational environment, incorporating Braille and technology, to support growth in language and learning.

PURPOSE AND CONTEXT

MSAB provides educational programming and support services for blind, visually impaired, and/or deaf-blind students at different ages throughout the school, from birth through age 22. Instruction is provided by licensed teachers who have knowledge, skills, and background in working with blind and visually impaired individuals and lessons/instructional units are tailored to meet the learning, language, and communication needs of each student. Instruction is provided in small group settings with emphasis on exposure to Braille and assistive technology. MSAB's specially designed curriculum includes academic skills, communication, orientation and mobility training, social skills, independent living, recreation and leisure activities, career education, and self-advocacy instruction. Students with multiple challenges have increased support provided by teachers and assistants with specific training to support their physical and learning needs. Some students may also select the option of attending classes at a local public or private school as appropriate. For some students with specific needs, the Academy Plus (A+) Transition program for students aged 18-22 is an option, providing additional instruction and practice in the areas of academic development, home living skills, grooming, community work, access to community resources, transportation, leisure and recreational activities, preparation for post-secondary education, and job-related skills for gainful employment.

MSAB's residential program complements the education program by providing activities and experiences outside of the classroom that enhances whole-child development alongside peers who are also blind or visually impaired. Students are encouraged to participate in athletic competitions like track, wrestling, and swimming, and club activities such as chess. The dormitories have facilities which promote life skills such as cooking and grooming. A semi-independent living program challenges students to learn practical decision-making skills in a home environment, such as budgeting, meal preparation, and laundry, among others.

SERVICES PROVIDED

The Minnesota State Academy for the Blind provides services in the following areas:

- **Academic Achievement:** Classes are rigorous, based on state standards and Individual Education Plan goals, and lead to graduation. Programming at MSAB provides students with fully accessible educational activities and utilizes Braille and/or assistive technology so that students can have access to all instructional materials and activities within their classroom.

- **Whole child development:** Students at MSAB participate in activities in and outside of the classroom, including activities in MSAB’s residential program, which are fully accessible, with a critical mass of blind, visually impaired, and/or deafblind peers. This provides them with opportunities to develop social skills, language and communication, and participate in extracurricular activities/experiences appropriate to their age.
- **Special Education:** Individual needs of students are identified through appropriate assessments and evaluations selected by the student’s Individual Educational Program team, involving parents/guardians and educational professionals knowledgeable with the learning, language, and communication needs of blind and visually impaired students. Services, accommodations/modifications, and instructional strategies are selected carefully, based on each student’s individual needs, providing support for growth towards meeting their transition goals.

RESULTS

Measure name	Measure type	Measure data source	Historical trend	Most recent data
% of students proficient in Reading	State Assessment Results - Reading	Annual State Testing	Individual student scores have increased since students returned from COVID – average scores fluctuate from year to year due to the small number of students at MSAB taking this test.	2023 Spring MSAB: 66.6%
% of students proficient in Math	State Assessment Results - Math	Annual State Testing	Individual student scores have increased since students returned from COVID – average scores fluctuate from year to year due to the small number of students at MSAB taking this test.	2023 Spring MSAB: 66.6%
% of students proficient in Science	State Assessment Results - Science	Annual State Testing	Individual student scores have increased since students returned from COVID – average scores fluctuate from year to year due to the small number of students at MSAB taking this test.	2023 Spring MSAB: 50%

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

(Dollars in Thousands)

	Actual FY22	Actual FY23	Actual FY24	Estimate FY25	Forecast Base	
					FY26	FY27
<u>Expenditures by Fund</u>						
1000 - General	3,087	3,225	3,187	3,857	4,037	4,037
2000 - Restrict Misc Special Revenue	41	0	31	737	32	32
2001 - Other Misc Special Revenue	1,524	1,570	2,000	2,731	1,926	1,926
2403 - Gift	55	10	52	504	33	33
3000 - Federal	14	14	11	18	18	18
6000 - Miscellaneous Agency	7	13	3	38	11	15
Total	4,728	4,833	5,284	7,885	6,057	6,061
Biennial Change				3,608		(1,051)
Biennial % Change				38		(8)

Expenditures by Category

Compensation	4,447	4,612	4,990	5,732	5,602	5,602
Operating Expenses	269	211	289	2,144	448	452
Grants, Aids and Subsidies	7	8	5	9	7	7
Capital Outlay-Real Property		1				
Other Financial Transaction	4	0	0			
Total	4,728	4,833	5,284	7,885	6,057	6,061

Full-Time Equivalents

46.70	46.25	47.20	48.53	47.20	47.20
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(Dollars in Thousands)

	Actual	Actual	Actual	Estimate	Forecast Base	
	FY22	FY23	FY24	FY25	FY26	FY27
1000 - General						
Direct Appropriation	3,400	3,400	4,012	4,012	4,037	4,037
Transfers In	355	11	103			
Transfers Out	669	186	928	155		
Expenditures	3,087	3,225	3,187	3,857	4,037	4,037
Biennial Change in Expenditures				732		1,030
Biennial % Change in Expenditures				12		15
Full-Time Equivalents	26.22	25.97	24.07	24.07	24.07	24.07

2000 - Restrict Misc Special Revenue

Balance Forward In	645	659	689	693		
Receipts	50	30	25	32	32	32
Transfers In	12	12	12	12		
Transfers Out	7	12	1			
Balance Forward Out	659	689	693			
Expenditures	41	0	31	737	32	32
Biennial Change in Expenditures				727		(704)
Biennial % Change in Expenditures				1,770		(92)
Full-Time Equivalents	0.33	0.21	0.15	1.15	0.15	0.15

2001 - Other Misc Special Revenue

Balance Forward In	622	704	792	805		
Receipts	1,606	1,658	2,013	1,926	1,926	1,926
Balance Forward Out	704	792	805			
Expenditures	1,524	1,570	2,000	2,731	1,926	1,926
Biennial Change in Expenditures				1,637		(879)
Biennial % Change in Expenditures				53		(19)
Full-Time Equivalents	20.15	20.07	22.98	23.31	22.98	22.98

2403 - Gift

Balance Forward In	504	455	485	471		
Receipts	5	40	38	33	33	33
Transfers In	0					
Balance Forward Out	455	485	471			

(Dollars in Thousands)

	Actual FY22	Actual FY23	Actual FY24	Estimate FY25	Forecast Base	
					FY26	FY27
Expenditures	55	10	52	504	33	33
Biennial Change in Expenditures				491		(490)
Biennial % Change in Expenditures				758		(88)

3000 - Federal

Balance Forward In		0	0			
Receipts	14	14	11	18	18	18
Balance Forward Out		0	0			
Expenditures	14	14	11	18	18	18
Biennial Change in Expenditures				1		8
Biennial % Change in Expenditures				2		26

6000 - Miscellaneous Agency

Balance Forward In	16	15	19	23		
Receipts	6	17	8	15	11	15
Balance Forward Out	15	19	24			
Expenditures	7	13	3	38	11	15
Biennial Change in Expenditures				21		(15)
Biennial % Change in Expenditures				102		(37)

Program: Minnesota State Academies

Activity: Minnesota State Academies Operations

<https://www.msa.state.mn.us/shared-services>

AT A GLANCE

- Minnesota State Academies Operations include central administration, student support services, human resources, business services, physical plant operations, health services, food services, information technology, and interpreter services, supporting staff and students on both the Minnesota State Academy for the Deaf and Minnesota State Academy for the Blind.
- Approximately 40% of the students enrolled in the Academies live on campus in the dormitories during the week, requiring 24 hours a day supervision and services.
- Nursing staff provide around-the-clock medical support to students during the school day and after school to the students living in the dormitories.
- Physical plant workers respond to alarms and unanticipated system malfunctions, such as heating, cooling.
- Food Service employees and Interpreter services are scheduled when needed on weekdays, evenings, and on occasion, weekends for student and staff activities/functions.

PURPOSE AND CONTEXT

The Minnesota State Academies implemented a shared services model for operations to provide top-quality services to a group of students with very specific and resource-intensive needs. Rather than utilizing two parallel systems, a single service delivery model supports both campuses and all services for the Minnesota State Academy for the Blind and the Minnesota Academy for the Deaf. The campuses are about one mile apart and Academies personnel frequently work on both campuses, providing close support and attention to the student body and faculty at both schools.

SERVICES PROVIDED

- **Central Administration (Superintendent's office):** Responsible for the overall functioning of the State Academies, along with the support of the Minnesota State Academies Board. The Superintendent supervises both schools with the assistance of administrators for each campus as well as department heads of shared service divisions.
- **Outreach Services:** Provides consultation and direct support to school districts statewide in relation to educational approaches, evaluation/assessments, instructional strategies, parent/family educational activities, and other activities upon request.
- **Online Academy:** Supports access to educational classes for deaf and hard of hearing students statewide – with focus on providing visually accessible coursework provided by licensed D/HH teachers.
- **Student Support Services (including Special Education Services):** Responsible to ensure compliance with federal and state laws, regulations, and requirements to meet students' needs as defined in their Individual Education Programs (IEPs) – includes all related and support services that are available to students on both campuses.
- **Human Resources:** Supports approximately 250 full-time, part-time, and intermittent employees within 7 labor groups. Supports staff members with related services such as insurance coverage, benefit management, and job audits.
- **Fiscal Services:** Processes payroll, issues payments, coordinates purchases, and provides general budget oversight.

- **Physical Plant Operations:** Maintains 18 buildings and grounds on two campuses, covering 40 acres. Oversees scheduling and maintenance of school vehicles. Supports oversight of new construction. Responsible for safety operations of both campuses.
- **Health Services:** Provides health services on both campuses for all students, including medication and monitoring, and providing on-call support after hours.
- **Food Services:** Prepares three meals each day for residential students and lunch for day students on both campuses.
- **Information Technology:** Provides support for all technology needs on campus, including student information systems, web site support, classroom technology and applications, and videophones
- **Interpreting and ASL Evaluation Services:** Provides interpretation of information using ASL, English, and on occasion, other languages such as Spanish or Somali. Provides tactile interpreter services for deaf-blind students. Supports students in mainstreaming programs in local schools. Supports Sign Language Proficiency Interviews and ratings for the Academy for the Deaf as well as school districts statewide.

RESULTS

Measure name	Measure type	Measure data source	Historical trend	Most recent data
Invoices issued*	Quantity	Fiscal Services Records	2021: 91 2022: 84 2023: 128	2024: 75
Contracts generated**	Quantity	Fiscal Services Records	2021: 30 2022: 30 2023: 36	2024: 22
Physical Plant Projects Completed	Quantity	Physical Plant Records	2021: 2 2022: 6 2023: 4	2024: 3
Interpreter Services Provided	Quantity	Interpreter Services Records	2021: 3,058 2022: 2,741 2023: 3,367	2024: 4,001

*Our office is responsible for the invoicing of Accounts Receivables relating to Orientation and Mobility services, outside interpreting, office rental and invoices sent to other state agencies for services or reimbursement for various programming.

**Our office is responsible for initiating contracts such as Professional Technical Services which includes income, interagency, joint powers, Memorandum of Understandings and Annual Plans.

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

Academy Operations

Activity Expenditure Overview

(Dollars in Thousands)

	Actual FY22	Actual FY23	Actual FY24	Estimate FY25	Forecast Base	
					FY26	FY27
<u>Expenditures by Fund</u>						
1000 - General	5,473	7,177	6,805	10,727	8,099	7,856
2000 - Restrict Misc Special Revenue	201	2	247	2,357	263	263
2001 - Other Misc Special Revenue	11	7	17	1,211	61	61
3000 - Federal	152	157	147	271	60	60
Total	5,837	7,342	7,216	14,566	8,483	8,240
Biennial Change				8,603		(5,059)
Biennial % Change				65		(23)

Expenditures by Category

Compensation	4,048	4,691	4,838	5,934	5,703	5,705
Operating Expenses	1,774	2,515	2,311	8,566	2,714	2,469
Capital Outlay-Real Property	0	118	47	50	50	50
Other Financial Transaction	15	18	20	16	16	16
Total	5,837	7,342	7,216	14,566	8,483	8,240

Full-Time Equivalents

39.55	44.27	42.47	43.55	42.96	42.96
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Academy Operations

Activity Financing by Fund

(Dollars in Thousands)

	Actual	Actual	Actual	Estimate	Forecast Base	
	FY22	FY23	FY24	FY25	FY26	FY27
1000 - General						
Balance Forward In		920		2,732		
Direct Appropriation	5,308	5,562	8,225	7,840	8,099	7,856
Transfers In	1,087	836	1,425	155		
Transfers Out	1	50	113			
Cancellations		91				
Balance Forward Out	920		2,732			
Expenditures	5,473	7,177	6,805	10,727	8,099	7,856
Biennial Change in Expenditures				4,881		(1,577)
Biennial % Change in Expenditures				39		(9)
Full-Time Equivalents	37.26	40.77	40.07	41.31	41.21	41.21

2000 - Restrict Misc Special Revenue

Balance Forward In	1,868	1,809	2,134	2,124		
Receipts	164	327	263	263	263	263
Transfers In	8	30	5			
Transfers Out	30	30	30	30		
Balance Forward Out	1,809	2,134	2,125			
Expenditures	201	2	247	2,357	263	263
Biennial Change in Expenditures				2,402		(2,078)
Biennial % Change in Expenditures				1,187		(80)
Full-Time Equivalents	0.92	1.27	0.97	1.00	1.00	1.00

2001 - Other Misc Special Revenue

Balance Forward In	1,001	1,020	1,104	1,150		
Receipts	30	91	62	61	61	61
Balance Forward Out	1,020	1,104	1,149			
Expenditures	11	7	17	1,211	61	61
Biennial Change in Expenditures				1,210		(1,106)
Biennial % Change in Expenditures				6,883		(90)
Full-Time Equivalents	0.05	0.13	0.03			

3000 - Federal

Balance Forward In	36	83	150	133		
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Academy Operations

Activity Financing by Fund

(Dollars in Thousands)

	Actual FY22	Actual FY23	Actual FY24	Estimate FY25	Forecast Base	
					FY26	FY27
Receipts	199	224	131	138	60	60
Balance Forward Out	83	150	133			
Expenditures	152	157	147	271	60	60
Biennial Change in Expenditures				109		(298)
Biennial % Change in Expenditures				35		(71)
Full-Time Equivalents	1.32	2.10	1.40	1.24	0.75	0.75