



# Summer Academic Enrichment Program Annual Report

January 21, 2022

## **Authors**

Meghan Flores  
Program Manager  
Tel: 651-355-0610  
[meghan.flores@state.mn.us](mailto:meghan.flores@state.mn.us)

## **Brenda Larter**

Program Administrator  
Tel: 651-355-0612  
[brenda.larter@state.mn.us](mailto:brenda.larter@state.mn.us)

## **About the Minnesota Office of Higher Education**

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding more than \$210 million annually in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

## **About This Report**

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$2,147.34 to prepare, including staff time.

## **Minnesota Office of Higher Education**

1450 Energy Park Drive, Suite 350  
Saint Paul, MN 55108-5227  
Tel: 651.642.0567 or 800.657.3866  
TTY Relay: 800.627.3529  
Fax: 651.642.0675  
Email: [info.ohe@state.mn.us](mailto:info.ohe@state.mn.us)

# Contents

---

|  |    |
|--|----|
| Introduction   | 1  |
| Student Eligibility  | 2  |
| Fiscal Year 2021 Overview  | 3  |
| Students Served  | 4  |
| Organizations Providing Services   | 5  |
| Programs Offered   | 6  |
| Program Outcomes   | 7  |
| Appendix A: Summer Academic Enrichment Program Statutes  | 8  |
| Appendix B: Minnesota Department of Health COVID-19 Prevention Guidance for Youth Programs and Day and Overnight Camps | 11 |
| Appendix C: 2021 Summer Academic Enrichment Program Sponsor Goals and Activities                                       | 24 |

# Introduction

---

Summer breaks from school often take a toll on student learning as students are deprived of academic stimulation. Research shows that during the summer, low-income students suffer disproportionate learning loss; and those losses accumulate over time, contributing substantially to the achievement gap between low- and higher-income children (Reardon, 2011). This “summer learning loss” is one of the least acknowledged causes of achievement gaps in America’s schools. Minnesota’s Summer Academic Enrichment Program seeks to counter the achievement gap and give children access to high-quality experiences that keep exercising their minds and boost academic performance through participation in challenging enrichment classes in core curricular areas.

The Summer Academic Enrichment Program (SAEP) provides stipends for low-income students completing grades 3 to 11 to attend approved summer academic enrichment programs offered by postsecondary educational institutions and nonprofits located in Minnesota. To participate, students in grades 7-11 need at least an overall “C” average or its equivalent for the most recently recorded academic term in the subject area applicable for the summer program of interest. Low-income students are designated SAEP participants because this student group has a low high school graduation rate and is identified as being at risk for not enrolling in or completing postsecondary education. For the 2020-2021 academic year, 32.2% of Minnesota’s public school students qualified for free or reduced-price meals. The 2020 Minnesota public high school graduation rate for free/reduced price eligible students was 71.6%, compared to a statewide graduation rate of 83.83%.

Programs attended by students provide an opportunity for students to improve academic skills and gain exposure to the college environment. Programs approved for student participation provide documentation of grade appropriate curricular offerings in the core content areas of mathematics, science, English/language arts, history, economics, geography, government, performing arts, fine arts, and world languages.

# Student Eligibility

---

The governing state statute (Minn. Stat. 136A.091) indicates that the Summer Academic Enrichment Program is to: “. . . enable elementary and secondary students to attend academic summer programs sponsored by postsecondary institutions and nonprofit organizations.

Subd.2. **Eligibility.** To be eligible for a program stipend, a student shall:

- (1) be a resident of Minnesota;
- (2) attend an eligible office-approved program;
- (3) be in grades 3 through 12, but not have completed high school;
- (4) meet income requirements for free or reduced-price school meals; and
- (5) be 19 years of age or younger.

Subd. 3. **Financial need.** Need for financial assistance is based on student eligibility for free or reduced-price school meals. Student eligibility shall be verified by sponsors of approved academic programs. The office shall award stipends for students within the limits of available appropriations for this section. If the amount appropriated is insufficient, the office shall allocate the available appropriation in the manner it determines. A stipend must not exceed \$1,000 per student.”

The full content of the statute can be found in [Appendix A](#).

## Fiscal Year 2021 Overview

---

The base appropriation for the Summer Academic Enrichment Program is \$250,000 per fiscal year, with \$7,500 of the appropriation to be used each year for program administration. If available, in the past program funding was augmented with funds from other areas of OHE to supplement the \$242,500 available to support eligible student participation; however, again this year there was a decrease from the historic demand for the program due to the continuing impact of the ongoing COVID-19 pandemic. The Minnesota Department of Health issued new COVID-19 Prevention Guidance for Youth Programs and Day and Overnight Camps on December 7, 2021. The full content of the guidance can be found in Appendix B. A total of 266 students received stipends for participation in SAEP for summer 2021, compared to 133 the prior year. Although participation increased from summer of 2020 to summer 2021, the number of participants is still far below pre-pandemic participation. In the summer of 2019, 568 students received stipends and, in the summer of 2018, there were 801 recipients.

# Students Served

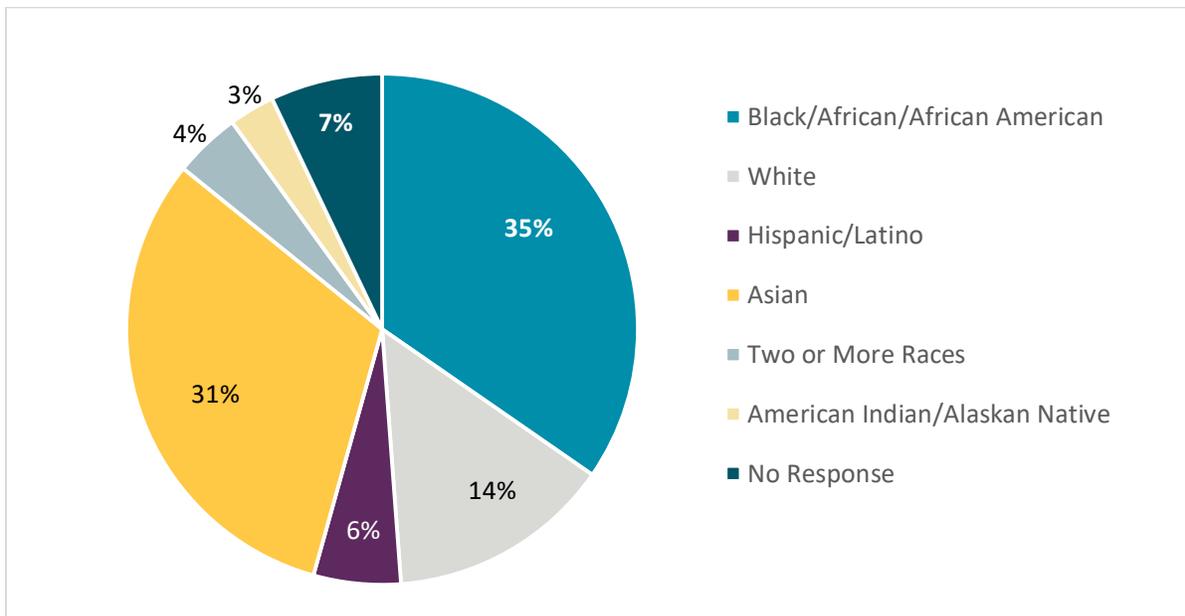
---

As directed by statute, the 2021 participants were Minnesota residents enrolled in grades 3 through 12 for the 2021-2022 academic year. To comply with the program’s focus on serving low-income students, all participants were required to document their eligibility for free or reduced-price school meals as defined by the Richard B. Russell National School Lunch Act. Four institutions/organizations served the majority (87.8%) of the students. The four institutions/organizations were:

- Minnesota Institute of Talented Youth, Macalester College – 57 students
- Concordia Language Villages – 52 students
- Breakthrough Twin Cities – 51 students
- Math/Science/Technology, St. Cloud State University- 35 students

The Office of Higher Education received applications from 382 students for summer 2021; however, some students did not show up for camp or upon verification were not eligible. Ultimately, \$198,942 in program stipends supported 266 students to attend summer camps. All students who applied and were eligible received a stipend; there were no students left on a waiting list. Students from racial/ethnic groups underrepresented in postsecondary education were 78.5% of the applicant pool. A complete breakdown can be found in **Figure 1**.

**Figure 1. Race/Ethnicity of 2021 SAEP Program Applicants**



## Organizations Providing Services

---

**Table 1** shows a listing of the institutions/organizations providing services, the students served by each site, and the grade levels of participating students.

**Table 1 - Eligible SAEP Program Sponsors Providing Summer 2021 Programs/Camps**

| Institution / Organization             | Total Student Stipends Received | Grade Levels Served |
|--|---------------------------------|---------------------|
| The Bakken Museum                      | 4                               | 3-9                 |
| BestPrep                               | 8                               | 9-11                |
| Breakthrough Twin Cities               | 51                              | 6-8                 |
| Concordia Language Villages            | 52                              | 3-11                |
| HealthForce Minnesota                  | 41                              | 3-11                |
| Minnesota Institute for Talented Youth | 57                              | 5-11                |
| St. Cloud State University             | 35                              | 3-11                |
| University of St. Thomas               | 18                              | 8-11                |
| <b>Total</b>                           | <b>266</b>                      |                     |

## Programs Offered

---

The Office of Higher Education posted a Request for Applications (RFA) on January 19th, 2021 and hosted two information sessions later that month. The sessions were designed for interested organizations and institutions and to provide them with: the opportunity to learn about SAEP, an overview of the RFA process and to demonstrate the portal used to submit program applications. Seventeen interested entities from across Minnesota registered for the virtual info sessions. OHE did require Intent to Submit forms, which were due February 2nd, 2021 with RFA submissions due February 19th. Eleven organizations indicated an interest in becoming approved SAEP Program Sponsors; two were found to be ineligible due to not charging a program fee and ultimately nine were notified of approval to be eligible Program Sponsors for summer 2021. In advance of opening the student application, the Office hosted additional virtual sessions for approved programs. The second set of virtual sessions again introduced the community to program staff and provided a demonstrated on how to enter student applications into the SAEP portal.

Many SAEP eligible programs returned to in person camp experiences for summer 2021. However, we did see some variations to the in-person experience. Concordia Language Villages offered camp options online, as well as in person with a residential component. Breakthrough Twin Cities mostly delivered camp virtually, but did offer some options for in-person gatherings each week. The Expand Your Mind and ExlorSchool camps through the Minnesota Institute for Talented Youth offered both online and in-person options, but did not offer a residential component as in year's past. The goals and activities of each program are described in [Appendix C](#).

## Program Outcomes

---

End of summer project information indicated that students were engaged in and learned from their academic coursework and postsecondary experiences. Noted outcomes of program funding included:

- SAEP support increased the percentage of low-income students enrolled in approved OHE summer academic programming. For some programs, 50% of their participants were SAEP students.
- Participating students showed interest in continuing their education beyond high school and a commitment to four-year postsecondary programs.
- Students indicated that their horizons were broadened regarding career options.
- Students indicated that SAEP participation affected their personal growth, academic planning, and career planning. For some students their plans for secondary school now include courses in career-related fields.
- Students in the Minnesota Institute for Talented Youth program showed a positive attitudinal shift of how they viewed themselves as a mathematician or a scientist.
- Students in the Minnesota Institute for Talented Youth program reported being more likely to believe that they could achieve their ideal education/career profile, reported improved locus of control and sense of self about their futures, and reported improved self-efficacy.

**Appendix A:**  
**Summer Academic Enrichment Program Statutes**

## MINNESOTA STATUTES 2021

### 136A.091 SUMMER ACADEMIC ENRICHMENT PROGRAM.

Subdivision 1. **Establishment.** The summer academic enrichment program is established to enable elementary and secondary students to attend academic summer programs sponsored by postsecondary institutions and nonprofit organizations.

Subd. 2. **Eligibility.** To be eligible for a program stipend, a student shall:

- (1) be a resident of Minnesota;
- (2) attend an eligible office-approved program;
- (3) be in grades 3 through 12, but not have completed high school;
- (4) meet income requirements for free or reduced-price school meals; and
- (5) be 19 years of age or younger.

Subd. 3. **Financial need.** Need for financial assistance is based on student eligibility for free or reduced-price school meals. Student eligibility shall be verified by sponsors of approved academic programs. The office shall award stipends for students within the limits of available appropriations for this section. If the amount appropriated is insufficient, the office shall allocate the available appropriation in the manner it determines. A stipend must not exceed \$1,000 per student.

Subd. 4. **Eligible program sponsors.** (a) A program stipend may be used only at an eligible sponsor that is a postsecondary institution or nonprofit educational organization. A Minnesota public postsecondary institution is an eligible program sponsor. A private postsecondary institution is an eligible program sponsor if it:

- (1) is accredited by an agency recognized by the United States Department of Education for purposes of eligibility to participate in title IV federal financial aid programs;
  - (2) offers an associate or baccalaureate degree program approved under sections 136A.61 to 136A.71; and
  - (3) is located in Minnesota.
- (4) (b) A nonprofit educational organization is an eligible program sponsor if it:
- (5) is incorporated;
  - (6) has had favorable financial performance with federal or state funds; and
  - (7) has not had significant audit findings.

Subd. 5. **Eligible programs.** A program stipend may be used only for an eligible program. To be eligible, a program must:

- (1) provide, as its primary purpose, academic instruction for student enrichment in core curricular areas of English and language arts, humanities, social studies, science, mathematics, fine arts, performing arts, and world languages and culture;
- (2) not be offered for credit to postsecondary students;
- (3) not provide remedial instruction;
- (4) meet any other program requirements established by the office; and
- (5) be approved by the commissioner.

Subd. 6. **Information.** The office shall assemble and distribute information about eligible student participants, program stipends, and eligible programs.

Subd. 7. **Administration.** The office shall determine the time and manner of program applications, program approval, stipend applications, and final awards.

Subd. 8. **Program evaluation.** Each program sponsor must annually submit a report to the office stating its program goals, activities, and stipend recipient eligibility and demographic information.

Subd. 9. **Report.** Annually, the office shall submit a report to the legislative committees with jurisdiction over higher education finance regarding the program providers, stipend recipients, and program activities. The report shall include information about the students served, the organizations providing services, program goals and outcomes, and student outcomes.

**History:** *2015 c 69 art 3 s 7*

**Appendix B:**  
**Minnesota Department of Health COVID-19**  
**Prevention Guidance for Youth Programs and**  
**Day and Overnight Camps**

# COVID-19 Prevention Guidance for Youth Programs and Day and Overnight Camps

12/7/2021

## Updated COVID-19 vaccination information reflects expanded eligibility among children ages 5 and older.

While fewer children than adults have become seriously ill with COVID-19 during the pandemic, children can be infected with the virus that causes COVID-19, get sick with COVID-19, spread the virus to others, and have severe outcomes. Vaccine eligibility recently expanded to include school-aged populations ages 5 and up. However, because children under age 5 are not yet eligible to get vaccinated and children ages 5 to 11 only recently became eligible, there remains an increased risk of COVID-19 transmission in youth-serving settings. The introduction of new variants of COVID-19, as well as increasing rates of vaccination among adults and adolescents, may also change how COVID-19 impacts this population.

The Minnesota Department of Health (MDH), in alignment with current scientific evidence and guidance from Centers for Disease Control and Prevention (CDC), strongly recommends the consistent use of layered mitigation strategies to help limit the spread of COVID-19 and protect people who are not fully vaccinated, including children, youth participants, staff, and members of their households.

This document also provides recommendations around the policies, practices, and strategies for youth serving programs to promote health and safety while mitigating the risk of COVID-19 transmission to children, staff, and volunteers who are attending.

Finally, MDH recommends program and camp administrators review [CDC: Guidance for Operating Youth and Summer Camps: Readiness and Planning Tool](https://www.cdc.gov/coronavirus/2019-ncov/downloads/campplanning-tool.pdf) (www.cdc.gov/coronavirus/2019-ncov/downloads/campplanning-tool.pdf) for additional mitigation strategies and toolkits.

---

## Federal Government and Minnesota Administrative Rules Requirements

**Masks:** All people are required by CDC order to wear masks while at transportation hubs and on all indoor public transportation conveyances (airplanes, public buses, etc.), including school buses.

- [CDC: Requirements for Face Masks on Public Transportation Conveyances and at Transportation Hubs](https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html) (www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html)

Minnesota Rules, part 4605.7070 requires any person in charge of any institution, school, child care facility, or camp to report cases of COVID-19 to MDH.

- [Minnesota Rules, part 4605.7070](https://www.revisor.mn.gov/rules/4605.7070/) (www.revisor.mn.gov/rules/4605.7070/)

- [Reportable Diseases A-Z: Reportable Infectious Diseases](http://www.health.state.mn.us/diseases/reportable/disease.html)  
([www.health.state.mn.us/diseases/reportable/disease.html](http://www.health.state.mn.us/diseases/reportable/disease.html))

To report a positive case: [COVID-19 Case Report Form for K-12 Schools, Childcares, and Youth Programming \(Camps, Sports, Extracurricular Activities\)](https://redcap.health.state.mn.us/redcap/surveys/?s=YLH94XW7YKD9WDE9)  
(<https://redcap.health.state.mn.us/redcap/surveys/?s=YLH94XW7YKD9WDE9>)

---

## Recommendations for Mitigating COVID-19 Transmission in Youth Programs and camps

### Plan and Prepare

MDH strongly recommends that programs:

- Encourage staff to be fully vaccinated (two weeks after completion of a two-dose or a one-dose series) prior to starting camp to reduce the risk of getting seriously ill from COVID-19 and to help reduce risk of spreading COVID-19 to others.
- Communicate protocol and policy differences, if any, for people who are fully vaccinated versus those who are not fully vaccinated.
- Communicate with families prior to sessions beginning to set expectations for program participation, including following mitigation strategies and attendance requirements related to illness, symptoms, exposure, and quarantine.
- Regularly communicate with and educate participants and their families about the program's COVID-19 mitigation measures and acknowledge that strategies and available programming may change if the level of community transmission changes.
- Consider engaging program participants in developing communications or creative strategies to limit the spread of COVID-19 (e.g., develop a competition around creating new greetings, providing alternatives to hugs, or high-fives).
- Hold staff and volunteer meetings, trainings, etc. virtually or in a space large enough to accommodate physical distancing.
- Have a staffing plan that is flexible enough to accommodate staff member or volunteer absences due to illness or quarantine for exposures.
- Review sick and absentee policies to ensure they are supportive of participants staying home when sick or when in quarantine due to an exposure.
- Consider ways to accommodate the needs of staff, volunteers, children, and families at risk for serious illness from COVID-19.
- Establish clear procedures with vendors to mitigate interaction with the program and camp community.
- Overnight camp programs: Contact representatives of local municipalities (or county government) near the camp location to ensure they are aware of the camp's activities and share your COVID-19 mitigation strategies with them.

## Masking

While masks are no longer required by statewide mandate, programs can consider establishing their own requirements and recommendations, and MDH encourages programs to review this guidance before doing so. MDH has updated masking guidance for **fully vaccinated** people. In areas with substantial or high spread of COVID-19, everyone, including fully vaccinated people, should wear a mask in indoor public settings, crowded outdoor settings, and for activities with close contact with others who are not fully vaccinated. Fully vaccinated people may choose to wear masks in any situation where it feels needed, and programs and camps should be supportive of staff or campers who choose to continue to wear a mask. For more information, refer to [CDC: When You've Been Fully Vaccinated](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html) (www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html) and [CDC: COVID Data Tracker: COVID-19 Integrated County View](https://covid.cdc.gov/covid-data-tracker/#county-view) (covid.cdc.gov/covid-data-tracker/#county-view). Reference the Federal government and Minnesota Administrative Rules Requirements section above for additional details on the use of masks while on transportation vehicles.

**Unvaccinated participants**, including staff and children, are at much higher risk for getting and spreading the virus that causes COVID-19 than those who are fully vaccinated. They should wear masks in the following settings, regardless of local transmission levels of COVID-19:

- During all indoor programming, as the risk of transmission is heightened in indoor settings.
- During outdoor programming if physical distance cannot be maintained. People who are not fully vaccinated should wear masks in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated.

Anyone who is immunocompromised, at an increased risk for severe disease from COVID-19, or who lives or frequently interacts with someone who is immunocompromised, at increased risk for severe disease, or not fully vaccinated should also consider wearing a mask in the above situations, regardless of local transmission levels or vaccination status.

*No child under the age of 2 should wear a mask, and programs and camps should consider adaptations to recommendations or policies for those who are unable to tolerate a mask due to a health condition, disability, or behavioral or developmental condition.*

### Masking resources:

- [Recommendations for Wearing Masks](https://www.health.state.mn.us/diseases/coronavirus/facecover.html) (www.health.state.mn.us/diseases/coronavirus/facecover.html)
- [Train all staff how to effectively use masks. Visit CDC: Your Guide to Masks](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html) (www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html)
- [CDC Science Brief: Community Use of Cloth Masks to Control the Spread of SARS-CoV-2](https://www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/masking-science-sarscov2.html) (www.cdc.gov/coronavirus/2019-ncov/science/science-briefs/masking-science-sarscov2.html)

## Physical distancing and cohorts

Maintaining social or physical distance provides protection by reducing risk of exposure and limiting the number of close contacts when someone is infected with COVID-19. The terms “social distancing” or

“physical distancing” mean keeping space between yourself and other people. Similarly, the practice of placing people in cohorts by identifying small groups of youth and staff and keeping them together throughout an entire day reduces the risk of additional exposures by limiting unnecessary mixing of multiple groups.

Minnesota recommends certified child care centers, youth programs, and camps follow [CDC’s guidance on physical distancing and forming cohorts: Guidance for Operating Youth Camps](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html) (www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/summer-camps.html).

*While CDC does not require it, camps may still choose to implement physical distancing for all campers and staff, and this may be appropriate for camps that have both unvaccinated and vaccinated people. Physical distancing, regardless of vaccination status, can improve adherence to distancing for those who are not vaccinated and protect privacy.*

- Per CDC guidance, programs are encouraged to establish policies and implement strategies to maintain social or physical distancing among participants who are not fully vaccinated, indoors and outdoors, of:
  - At least 3 feet between all participants within a cohort.
  - At least 6 feet between all participants and staff outside of their cohort.
  - At least 6 feet while eating and drinking, including among people within the same cohort.
  - At least 6 feet between participants and staff.
  - At least 6 feet between staff.
- Consider dividing participants into small cohorts that stay together as much as possible throughout the day and from day to day, particularly among age groups not currently eligible for vaccination. Maintain 6 feet of distance between cohorts and limit unnecessary mixing between cohorts as much as possible.
- Assign program staff to one cohort whenever feasible. Program directors, coaches, guest speakers, etc. who are not regular participants in a cohort may work with different cohorts, but those who are not vaccinated are strongly recommended to maintain 6 feet of physical distance from all participants.
- Design the program to prevent staff, volunteers, or participants from different cohorts from congregating without meeting the program’s physical distancing policies or recommendations (e.g., avoid communal areas and dining without clear controls that bring together multiple cohorts).
- **Overnight camp programs:** Establish and maintain cohorts based on participants sharing sleeping spaces.

## Minimize Opportunities for Mixing between Cohorts

- Implement programming that refrains from intermixing cohorts, when feasible. If intermixing of cohorts is necessary, limit the number of cohorts that intermix, keep records of staff, volunteers,

and participants that intermix, and establish rules and controls that ensure separation between cohorts.

- Consider staggering arrival and dismissal times.
  - ✓ Minimize crowding at drop-off and pickup times.
  - ✓ Designate times for families to arrive; consider staggering times if possible.
  - ✓ Whenever possible, participant pickup and drop-off should occur outside.
  - ✓ Add visual cues or barriers to direct traffic flow and distancing.
  - ✓ Develop signage and processes to minimize interactions of families and participants who are not members of the same family.
- Consider dividing participant entry points rather than funneling all participants through the same entry space. These approaches can limit the amount of close contact between participants during high-traffic situations and times.
- If multiple cohorts are in the same area at the same time, it is recommended to establish separate areas that ensure separation between cohorts and to have cohorts visit these areas in shifts, so that they are not congregating.

## Promoting a safe program environment

- Consider limiting any nonessential visitors, volunteers, and activities involving external groups or organizations, to the extent feasible, if those participating are not fully vaccinated. If external groups and partners participate in programming, they should receive guidance and training on the program's COVID-19 mitigation strategies.
- Outdoor activities are strongly recommended whenever feasible.
- Consider bringing in specialist staff or special programs (e.g., music, art, physical education) to individual program spaces rather than rotating different cohorts through a shared space that is not cleaned or adequately ventilated between cohorts.

## Mealtimes

Programs must follow existing food safety regulations appropriate to their setting. In addition, MDH recommends the following:

- Food service workers should evaluate their current space for food preparation and allow for at least 6 feet of separation from others while performing required tasks.
- Stagger mealtimes to minimize the number of people dining inside at one time. Where possible, limit dining to one cohort at a time, or physically separate cohorts to eliminate congregation of members from different cohorts.
- Participants and staff who are not fully vaccinated and in separate cohorts should remain at least 6 feet apart when eating or drinking.
- Clean and disinfect common surfaces between use by cohorts.
- Consider prepackaged, pre-plated, or "grab-and-go" meals. Ensure physical distancing, hand hygiene, and masks for those waiting in line.

- If meals are served “family style,” programs are encouraged to address hand hygiene and discourage the use of shared utensils. Consider appointing one person to serve food to participants.
- As feasible, have children and staff who are not fully vaccinated eat meals and snacks outdoors or in well-ventilated spaces while maintaining physical distance as much as possible.

## Ventilation Systems

Ventilation is an important factor in preventing COVID-19 transmission indoors. Facility owners and operators are strongly recommended to evaluate the operational capacity of ventilation systems and to increase and maintain ventilation provided throughout the building.

Programs should review the ventilation resources appropriate to their setting:

- [CDC: Ventilation in Schools and Childcare Programs](http://www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/ventilation.html)  
([www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/ventilation.html](http://www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/ventilation.html))
- [Ventilation Guidance for Schools: COVID-19](http://www.health.state.mn.us/diseases/coronavirus/schools/vent.html)  
([www.health.state.mn.us/diseases/coronavirus/schools/vent.html](http://www.health.state.mn.us/diseases/coronavirus/schools/vent.html))
- [Coronavirus \(COVID-19\) Response Resources from ASHRAE and Others](http://www.ashrae.org/technicalresources/resources)  
([www.ashrae.org/technicalresources/resources](http://www.ashrae.org/technicalresources/resources))
- [CDC: Ventilation in Buildings](http://www.cdc.gov/coronavirus/2019-ncov/community/ventilation.html) ([www.cdc.gov/coronavirus/2019-ncov/community/ventilation.html](http://www.cdc.gov/coronavirus/2019-ncov/community/ventilation.html))

## Cleaning, Disinfection, and Hygiene Practices

The virus that causes COVID-19 is mainly spread by respiratory droplets. The virus can also be spread if you touch a surface contaminated with virus and then touch your eyes, nose, or mouth, although this is not the primary way the virus spreads. In most situations, the most reliable way to prevent infection from surfaces is to regularly wash hands or use hand sanitizer.

Programs should review the following resources for detailed guidance on cleaning, disinfection, and hygiene practices:

- [CDC: Cleaning and Disinfecting Your Facility](http://www.cdc.gov/coronavirus/2019ncov/community/disinfecting-building-facility.html)  
([www.cdc.gov/coronavirus/2019ncov/community/disinfecting-building-facility.html](http://www.cdc.gov/coronavirus/2019ncov/community/disinfecting-building-facility.html))
- [EPA About List N: Disinfectants for Coronavirus \(COVID-19\)](http://www.epa.gov/coronavirus/about-list-ndisinfectants-coronavirus-covid-19-0) ([www.epa.gov/coronavirus/about-list-ndisinfectants-coronavirus-covid-19-0](http://www.epa.gov/coronavirus/about-list-ndisinfectants-coronavirus-covid-19-0))  
All antimicrobial products (sterilizers, disinfectants, and sanitizers) that claim to prevent, destroy, repel, or mitigate a pest or the growth of unwanted organisms are pesticides, and are required to be registered by the U.S. Environmental Protection Agency (EPA).

In addition, MDH recommends that programs:

- Establish a daily schedule for routine environmental cleaning and disinfection of high-touch surfaces. High-touch surfaces include toys and games; doorknobs; light switches; sink handles; water fountains; restrooms; countertops; toilet training potties; desks, chairs; cubbies; keyboards, etc.
- Provide communication, materials, and training to ensure that staff, volunteers, and participants:

- ✓ Wash hands often with soap and water for at least 20 seconds, especially after having been in a public place or after blowing their nose, coughing, or sneezing. If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol.
- ✓ Always cover their mouth and nose with a tissue when they cough or sneeze. Throw used tissues in the trash. Those that do not have a tissue should cough or sneeze into their arm or elbow.
- Instruct staff, volunteers, and participants to wash hands upon arriving, before and after eating meals, before and after applying sunscreen, when entering or leaving indoor spaces, and when coming into contact with or using shared amenities.
- Ensure the availability of appropriate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, disinfectant wipes, and tissues) and strategically place supplies in areas where they will be used frequently.

**Additional cleaning, disinfection, and hygiene practice resources:**

- [Hand Hygiene](http://www.health.state.mn.us/people/handhygiene/index.html) (www.health.state.mn.us/people/handhygiene/index.html)
- [Cover Your Cough](http://www.health.state.mn.us/people/cyc/index.html) (www.health.state.mn.us/people/cyc/index.html)
- [Why Hand Hygiene is Important and When to Wash Your Hands](http://www.health.state.mn.us/people/handhygiene/why/index.html) (www.health.state.mn.us/people/handhygiene/why/index.html)
- [CDC: When and How to Wash Your Hands](https://www.cdc.gov/handwashing/when-how-handwashing.html) (https://www.cdc.gov/handwashing/when-how-handwashing.html)
- [CDC Handwashing: Health Promotion Materials](http://www.cdc.gov/handwashing/materials.html) (www.cdc.gov/handwashing/materials.html)

## Health screening, isolation, and quarantine

Staff, participants, families, visitors, and others should continue to be vigilant in monitoring for symptoms of illness, and protect others by staying home when they are feeling ill and following COVID-19-specific exclusion and self-isolation guidance when appropriate.

MDH strongly recommends that programs:

- Follow the [Recommended COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs](http://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf) (www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf) to determine when attendees and staff should stay home and when they may return.
- Establish and enforce sick policies to prevent the spread of disease, including:
  - ✓ Staff and participants, even if fully vaccinated, should stay home if they have tested positive for COVID-19, have symptoms of COVID-19, or are ill and waiting for a COVID-19 test result.
  - ✓ Participants and staff should stay home when they have had recent close contact with a person with COVID-19, until they meet criteria to return as outlined in [Quarantine Guidance for COVID-19](http://www.health.state.mn.us/diseases/coronavirus/quarguide.pdf) (www.health.state.mn.us/diseases/coronavirus/quarguide.pdf).

- Educate staff, participants, and families about the signs and symptoms of COVID-19, and about when they/their children should stay home and when they may return to programming.
- **Overnight camp programs:**
  - ✓ If feasible, conduct daily health checks (for example, checking symptoms) of staff and campers, safely and respectfully and in accordance with any applicable privacy laws and regulations. Programs should ensure that campers are educated about symptoms of COVID-19 and know to whom to report should they become ill.
  - ✓ Consider asking parents to send a digital thermometer to camp with their child, so they can take their own temperature each morning as part of a daily health screening.
  - ✓ When camp staff are away from camp (for example, during days off), they should engage in low-risk activities and continue daily screening upon return.

#### **Additional resources:**

- If You are Sick or Test Positive: [How long to stay home](http://www.health.state.mn.us/diseases/coronavirus/sick.html#stayhome)  
(www.health.state.mn.us/diseases/coronavirus/sick.html#stayhome)
- [What to Do While You Wait for a COVID-19 Test Result](http://www.health.state.mn.us/diseases/coronavirus/waiting.html)  
(www.health.state.mn.us/diseases/coronavirus/waiting.html)
- [Close Contacts and Quarantine: COVID-19](http://www.health.state.mn.us/diseases/coronavirus/close.html)  
(www.health.state.mn.us/diseases/coronavirus/close.html)

## **Handling confirmed cases of COVID-19**

**Report a positive test result by completing the [COVID-19 Case Report Form for K-12 Schools, Childcares, and Youth Programming \(Camps, Sports, Extracurricular Activities\)](https://redcap.health.state.mn.us/redcap/surveys/?s=YLH94XW7YKD9WDE9)**  
(https://redcap.health.state.mn.us/redcap/surveys/?s=YLH94XW7YKD9WDE9).

MDH also strongly recommends that programs:

- Develop policies for notifying MDH about the positive case, managing case follow-up, and notifying exposed people, consistent with [Best Practices for Handling a Confirmed Case of COVID-19](http://www.health.state.mn.us/diseases/coronavirus/schools/casehandle.pdf)  
(www.health.state.mn.us/diseases/coronavirus/schools/casehandle.pdf).
- Consider designating a staff person who will be responsible for responding to COVID-19 concerns and coordinating with local health authorities regarding positive COVID-19 cases. Programs should ensure all families and staff know who this person is and how to contact them.
- Create a plan for staff or participants who develop symptoms of COVID-19, including:
  - ✓ Immediate isolation of symptomatic people in a designated isolation space and sending the person home as soon as possible.
    - Notification of parents when their child becomes ill.
    - Transportation home or to medical care if needed.

- Limiting the number of staff who have face-to-face interactions with people who have symptoms.
- ✓ Means to ensure that symptomatic participants who are waiting to be picked up remain under the visual supervision of a staff member, who stays at least 6 feet away.
- ✓ Both the symptomatic participant and the supervising staff should each wear a face covering or a surgical mask, even if they are vaccinated. Do not place masks or surgical masks on anyone who is unconscious or has trouble breathing, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a face covering due to developmental, medical, or behavioral health needs.
- Establish a dedicated space for children or staff who are experiencing symptoms. Distinguish this space from areas where health services will be delivered to those who are well and need routine types of care (e.g., medication administration or first aid).

## Transportation

Programs should reference the Federal Government and Minnesota Administrative Rules Requirements section for additional details on the use of masks while in public transportation vehicles.

In addition, MDH recommends that programs:

- Systematically review and evaluate transportation capacity where vaccination status is unknown or mixed (vaccinated and unvaccinated people), with the goal of creating physical distance between participants, staff, and drivers on buses or transportation (e.g., seat children one child per row, skip rows), when possible. Participants and staff who live in the same household (or are in an overnight camp cohort) are encouraged to be seated together.
- Assign and document seating for riders to assist with notifications when there is a person who is found to be infectious on the bus. Riders should remain seated in their assigned seats.
- Make sure the vehicle is well ventilated and use natural ventilation (e.g., opening windows) to mix fresh outdoor air with indoor air. Consider consulting with a specialist to inform specific strategies for maximizing cross ventilation under different conditions.
- Clean and disinfect transportation vehicles regularly and between routes, focusing on frequently touched surfaces in the vehicle (e.g., surfaces near the driver's seat, hard seats, door handles, seat belt buckles, light and air controls, doors and windows, grab handles).
- Maintain an extra supply of masks on program transportation for riders who forget to bring their own.
- Encourage families to transport their children to camp or programs in private vehicles whenever feasible.
- Keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Keep people who become ill during the day from using group transportation to return home.
- Create a plan for getting ill staff and participants home safely. If a driver becomes sick during the day, they should follow protocols outlined for people who are ill; they should not return to drive participants.

---

## Additional Recommendations for Overnight Camp Programs

### Testing and Vaccination

- Vaccine-eligible staff, volunteers, campers, and family members should be fully vaccinated for COVID-19. Ideally, wait two weeks after completing vaccination for COVID-19 before traveling to camp.
- Request that staff and campers follow CDC's guidance for travelers, [CDC: Domestic Travel During COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html) (www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html), in the 14 days before arriving at camp to reduce exposure to COVID-19.
- Ask staff and campers to conduct daily health checks for the 14 days leading up to camp.
- Recommend testing of campers and staff who are not fully vaccinated and consider asking them to provide proof of a negative viral test taken no more than one to three days before arriving at camp. Delay arrival for campers or staff with confirmed positive test results.
  - ✓ If asking for and maintaining documentation of test results, make sure to protect camper privacy and comply with applicable federal and state law that governs camper data and privacy. Camps that are uncertain about their legal obligations are strongly encouraged to consult with legal counsel.
  - ✓ A negative COVID-19 test at one point in time does not mean a person will remain negative while participating in camp. A negative test result does not replace the need to: wear masks when required or recommended; continue frequent handwashing; avoid touching the face; and practice physical distancing. These are our best tools to help prevent the spread of illness.
- For people who are not fully vaccinated, screening testing can help to identify cases of COVID-19 in asymptomatic or pre-symptomatic people and prevent transmission. People who are fully vaccinated with no COVID-19-like symptoms and no known exposure should be exempted from routine screening testing programs, if feasible.
- Work with your local public health agency to address situations where there may be delays in sending ill staff or campers home and plan for access to health care, COVID-19 testing, and transportation to a health care facility.
  - ✓ For camp programs lasting longer than one week, confirm there is adequate access to testing and isolation space available if a staff member or camper becomes ill with symptoms consistent with COVID-19. Have a plan in place for isolating campers and staff who are sick and test negative, and for those who test positive.
  - ✓ Should a camper or staff person test positive, have a plan in place to address the need to quarantine and to test close contacts.
  - ✓ Additional testing may be recommended in some circumstances, in consultation with state or local public health, such as transmission of COVID-19 identified in camp, or if levels of COVID-19 are high in the local community.
- Recommend testing three to five days after returning home from camp for those who are unvaccinated.

## Masking

- When the program requires or recommends masks, suggest that campers bring several masks with them to camp. The camp should consider keeping a supply of masks in case they are needed. Also consider training and setting expectations for staff to model wearing a mask and washing their hands within the camp community.

## Lodging

- Designate staff and camper cohorts based on those who share cabins, tents, or other lodging.
- Consider sleeping arrangements that allow campers to maintain 6 feet of physical distance while sleeping. For example, reduce the number of campers in the cabin, or have campers sleep head to toe.
- Set up designated storage areas that allow each camper and staff to keep their belongings separated from others.
- Limit lodging access to only people who reside in that lodging.

## Shared Bathrooms

- Create showering schedules that limit the number of people using the showers at one time.
- Encourage campers and staff to bring their own toiletries from home to avoid using shared supplies.
- Post signs encouraging campers and staff to properly wash their hands.

## Travel

- Visit [Protect Yourself and Others: Traveling](http://www.health.state.mn.us/diseases/coronavirus/prevention.html#travel) (www.health.state.mn.us/diseases/coronavirus/prevention.html#travel) for more information and current recommendations.
- Parents should have a plan in place with the camp if their child becomes ill and needs to be sent home.

---

## Additional Resources

- [American Academy of Pediatrics: Guidance for Families and Pediatricians on Camp Attendance During the COVID-19 Pandemic](https://www.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/guidance-for-families-and-pediatricians-on-camp-attendance-during-the-covid-19-pandemic/) (https://www.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/guidance-for-families-and-pediatricians-on-camp-attendance-during-the-covid-19-pandemic/)
- [American Camp Association: Field Guide for Camps](http://www.acacamps.org/resourcelibrary/coronavirus/camp-business/field-guide-camps) (www.acacamps.org/resourcelibrary/coronavirus/camp-business/field-guide-camps)
- [American Camp Association: Suggested Camp Supplies and Materials for 2020 Camp Season](http://www.acacamps.org/sites/default/files/resource_library/operations-guide/ehe-suggested-campsupplies.pdf) (www.acacamps.org/sites/default/files/resource\_library/operations-guide/ehe-suggested-campsupplies.pdf)

- [COVID-19 Response Child Care Information for Families and Providers](https://mn.gov/childcare/) (https://mn.gov/childcare/)



Minnesota Department of Health | [health.mn.gov](https://health.mn.gov) | 651-201-5000  
625 Robert Street North PO Box 64975, St. Paul, MN 55164-0975

Contact [health.communications@state.mn.us](mailto:health.communications@state.mn.us) to request an alternate format.

**Appendix C:**  
**2021 Summer Academic Enrichment Program**  
**Sponsor Goals and Activities**

# Summer Academic Enrichment Eligible Programs

## ***Program: Advanced Program in Technology and Science***

**Sponsoring Institution:** ST CLOUD STATE UNIVERSITY

**Curricular Area:** Science

**Grades Served:** 9, 10, and 11

### **Goals**

---

This is a special program for high-ability, high potential 9th, 10th, and 11th grade students who are seriously interested in a future in technology, science, mathematics, or engineering.

### **Activities**

---

The three-week residential program will focus on scientific research for students from historically underrepresented groups and expose them to career options in technology. They will meet positive role models in these fields. Sessions will encourage professional mentor/mentee relationships. They will produce a research paper, a newsletter, website and present at seminars. They will also go on educational fieldtrips.

## ***Program: Anoka Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 8, 9, 10, and 11

### **Goals**

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

### **Activities**

---

Fifteen sessions will be presented at the Anoka Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

## ***Program: Around the World in 5 Days***

**Sponsoring Organization:** Academy of Whole Learning

**Curricular Area:** World Language & Cultures

**Grades Served:** 6, 7, 8, 9, 10, and 11

## Goals

---

Students will expand their worldview and understand that many cultures exist within our world. Students will develop a working definition of culture as a diverse and dynamic concept. Students will learn keywords and phrases related to culture and apply those concepts cross-culturally. Students will compare and contrast similarities and differences between world cultures. Students will use maps, charts, text, and digital media to examine world cultures and geography. Students will participate in community-based instruction that will directly relate to the world cultures discussed in the classroom. Students will respectfully participate in various cultural practices including traditions, food, and music.

## Activities

---

In just five days students will 'travel' to five different countries from the comfort of the Twin Cities. They will learn about each country's history and culture and get a chance to partake in traditions, crafts, cooking, and music. This camp will include community outings. Students will visit new places in the Twin Cities and participate in activities that teach them about a country's culture, whether it be cooking an Italian meal, visiting a Russian museum, or exploring a multicultural world market. This camp will combine in-class lessons and activities with community-based instruction that connects learned concepts with hands-on activities.

### ***Program: Art and Animation Camp***

**Sponsoring Organization:** Academy of Whole Learning

**Curricular Area:** Science

**Grades Served:** 9, 10, and 11

## Goals

---

Students will learn basic drawing fundamentals (ex. volumes, shading, proportions, perspective, etc.) Students will develop technical drawing skills and creative planning. Students will understand the 12 principles of animation and the basic fundamentals of animation. Students will learn to use storyboarding to plan event sequences. Students will learn to use technology (tablet, drawing software) to create digital illustrations. Students will learn about careers in art and animation.

## Activities

---

During this camp, students will explore the 12 principles of animation laid out by pioneers at Disney Studios. Using the school's digital tools, students will practice basic animation techniques, try their hand at storytelling, and put together a short reel of all the animations they've created during the camp. Students will leave this camp with a basic understanding of how to use the Procreate App to draw and animate.

### ***Program: Augsburg Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 3, 4, 5, 6, 6, 8, 9, 10, and 11

## Goals

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.

- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

### Activities

---

Twenty sessions will be presented at the Augsburg Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: Bemidji Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 7, 8, 9, 10, and 11

### Goals

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

### Activities

---

Twenty sessions will be presented at the Bemidji Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: Bethel Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 8, 9, 10, and 11

### Goals

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

### Activities

---

Fifteen sessions will be presented at the Bethel Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will

include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: Brainerd Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 6, 7, 8, and 9

#### **Goals**

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

#### **Activities**

---

Ten sessions will be presented at the Brainerd Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: Breakthrough Twin Cities***

**Sponsoring Organization:** Breakthrough Twin Cities

**Curricular Area:** Science

**Grades Served:** 6, 7, and 8

#### **Goals**

---

Breakthrough's summer program strives toward the following goals and objectives:

1. Prepare under-resourced students in grades 7-9 for college success. - Provide middle school students with 250+ hours of academic instruction in STEM, literature, writing, and electives—together with increased social-emotional skill-building, community building, and 1x1 support—in a six-week summer program and monthly Saturday sessions during the school year
2. Ensure the entire family support structure has the tools for success. - Hold conferences with families to monitor socio-emotional and academic progress and to develop goals and growth plans - Offer guidance and support to parents on advocating for their children and navigating issues like high school choice and course selection as well as financial literacy and college financial aid applications - Host events where BTC families, youth, and staff come together to celebrate milestones
3. Inspire and train the next generation of diverse, effective teachers. - Recruit and hire college students and a select number of mature high school students, all aspiring teachers, to teach

middle-school student summer sessions - Provide 80 hours of training with 210 hours of hands-on classroom experience under the guidance of Instructional Coaches who are licensed teachers

Our ultimate goal is to close the opportunity gap. We envision a future populated by transformational learning communities, where equitable access to excellent opportunities propels students on their paths to college and aspiring teachers on their paths to the classroom.

Our unique students-teaching-students model creates a rigorous, vibrant learning community that supports students and fills gaps in our current inequitable education system while also building a cadre of future educators who can change the system from the ground up.

### Activities

---

Our summer program provides rigorous academic instruction, together with social-emotional skill-building, and hands-on experiences with STEM, the arts, college, and careers. Summer 2021 programming will be conducted mostly virtually due to the pandemic, similar to last summer. New in 2021, we are planning some options for safe in-person gatherings each week for community building.

During virtual programming, we have reduced academic time and stepped up one-on-one support, social-emotional skill development, and community-building. Students start each day with a small advisory group “Morning Meeting,” before heading into virtual academic classes, one per day. They participate in 1:1 virtual meetings with their advisor twice weekly, and get help on assignments through virtual office hours. Special events are held each Friday via Google Meets, or socially distanced activities in person, including games, competitions, and other community-building activities.

Studies show that schools with majority BIPOC students have fewer opportunities for enrichment and advanced placement classes. Our summer program closes this gap, offering academic and enrichment opportunities with high expectations for students. Our curriculum re-envision the classroom, with high-energy, hands-on teaching; small class sizes that foster stronger relationships; and a curriculum that is culturally relevant and accessible. We also stress community building, helping students navigate barriers and feel buoyed by collective values like persistence, excellence, spirit, and collaboration.

Our program recognizes that systemic barriers affect students in different ways, so we stress individualized support, seeing each student as unique and building a trusting bond over three summers to support students’ growth to success. In addition to cultivating a community of support and belonging, we provide one-on-one support to students through mentoring, academic monitoring, and resource referrals.

### ***Program: Concordia Language Villages***

**Sponsoring Organization:** Concordia College

**Curricular Area:** World Languages & Cultures

**Grades Served:** 3, 4, 5, 6, 7, 8, 9, 10, 11

### Goals

---

Participants will be engaged in a full-immersion language and cultural experience in one of thirteen languages. Participants will be encouraged and empowered to engage with the language as much as possible while also learning about another culture, current global events, and history.

### Activities

---

Participants will engage either virtually or in person with music, visual art, performance, cooking, and other traditional camp games, as well as formal language instruction, to gain proficiency in vocabulary, grammar, and accent in a foreign language.

### ***Program: Dakota County Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 6, 7, 8, and 9

### Goals

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

### Activities

---

Ten sessions will be presented at the Dakota County Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: Environmental Science Camp***

**Sponsoring Organization:** Academy of Whole Learning

**Curricular Area:** Science

**Grades Served:** 9, 10, and 11

### Goals

---

Students will gain a basic understanding of how the natural world around them works (for example, where do the streams around our school come from and lead to? What life forms do these streams support?) Students will understand how humans interact with the environment and impact the environment. Students will learn to identify solutions to current environmental problems through innovation and collaboration. Students will learn to use various tools that help environmental scientists study the natural world around them and understand the impact of human activity. Students will understand the definitions of key terms related to environmental science (ex. ecosystem, climate, sustainability, conservation)

### Activities

---

Environmental Science camp will engage students in meaningful, fun-filled learning through active participation in nature. Our knowledgeable instructors will lead students on daily explorations of the natural world and foster an appreciation for the natural world around us. Students will experience first-hand how scientists incorporate technology and field experiences to study the changing environment and sustainability issues. Our school is conveniently located within walking distance to a marsh, forest,

and creek which will serve as our outdoor classroom. Teachers will connect in-class lessons to hands on activities in nature while giving students the opportunity to think critically and create sustainability solutions for our community.

### ***Program: Environmental Science Camp (6<sup>th</sup>-9<sup>th</sup>)***

**Sponsoring Organization:** Academy of Whole Learning

**Curricular Area:** Science

**Grades Served:** 6, 7, 8, and 9

#### **Goals**

---

Students will gain a basic understanding of how the natural world around them works (for example, where do the streams around our school come from and lead to? What life forms do these streams support?) Students will understand how humans interact with the environment and impact the environment. Students will learn to identify solutions to current environmental problems through innovation and collaboration. Students will learn to use various tools that help environmental scientists study the natural world around them and understand the impact of human activity. Students will understand the definitions of key terms related to environmental science (ex. ecosystem, climate, sustainability, conservation) Students will learn to evaluate and interpret evidence from text, media, and data to draw conclusions and identify problems within the environment. Students will learn about each of the environmental science disciplines and what careers exist within each field.

#### **Activities**

---

Environmental Science camp will engage students in meaningful, fun-filled learning through active participation in nature. Our knowledgeable instructors will lead students on daily explorations of the natural world and foster an appreciation for the natural world around us. Students will experience first-hand how scientists incorporate technology and field experiences to study the changing environment and sustainability issues. Our school is conveniently located within walking distance to a marsh, forest, and creek which will serve as our outdoor classroom. Teachers will connect in-class lessons to hands on activities in nature while giving students the opportunity to think critically and create sustainability solutions for our community.

### ***Program: Expand Your Mind***

**Sponsoring Organization:** Minnesota Institute for Talented Youth

**Curricular Area:** Science

**Grades Served:** 7, 8, 9, 10, and 11

#### **Goals**

---

MITY's mission is to provide an educational community where diverse, intellectually curious students can experience the excitement of learning and expand their academic and social visions. MITY addresses the educational outcomes of low-income students who require high-quality enrichment and support to counter the negative effects of their socioeconomic status. By attending MITY, students gain social skills, academic knowledge and critical attitudes necessary for success at their current school and in future academic and career pursuits. There are no comparable intensive summer learning opportunities offered for students in Minnesota.

MITY strives to develop intellectual passions for all of its students. This goal is supported in multiple ways, including: Intense focus on a single subject area of the students' choice. This provides both depth

and breadth in a subject area in which students are interested. Engaging teachers who have experience working with talented youth and who can focus on teaching and inspiring rather than a letter grade. Giving students meaningful exposure to a college campus so that they can see their area of interest linked to a higher education experience. Intellectually challenging, unique, hands-on curriculum. A range of programs and classes to engage many interests, talents & learning styles. Ongoing opportunities to connect and apply learning to the real world. Collaborative problem-solving with other bright, eager students. Last summer we moved all of our programs online due to COVID-19. Unfortunately, many of our scholarship students chose not to attend as a result. This summer, we are offering both online and in-person classes, although we will not have a residential component due to the pandemic. We believe that giving students the opportunity to participate in MITY's programs is more important now than ever before due to the events of the past year.

### Activities

---

Expand Your Mind challenges students academically while developing leadership skills, instilling self-confidence, and fostering lifelong friendships among like-minded peers.

MITY's approach is guided by the following core attributes: 1. exceptional, award-winning teachers; 2. small class sizes (16 or less) so that everyone feels welcome to participate and learn; 3. unique, experiential and integrated learning activities; 4. diverse class choices (STEM, arts, humanities) that appeal to multiple intelligences; 5. a whole-child approach to developing students academically, physically and socially.

Classes take place at Macalester College in St. Paul, providing meaningful exposure to a college campus that empowers students to get a glimpse of their own post-secondary journey. MITY offers over 30 unique courses designed specifically for motivated learners. Students go on field trips, engage with guest speakers, conduct labs, engage in intellectual discussions, and solve real-world problems. MITY offers much more than rigorous curriculum—its educational philosophy is to develop students not only academically, but physically and socially as well. In addition to the non-cognitive skills development that is woven into each class, a number of special events and an hour and a half midday recreation time serves to build teamwork, foster friendships, and generate opportunities for peer support and leadership development.

### *Program: ExplorSchool*

**Sponsoring Organization:** Minnesota Institute for Talented Youth

**Curricular Area:** Science

**Grades Served:** 4, 5, and 6

### Goals

---

MITY's ExplorSchool provides rising 5<sup>th</sup>-7<sup>th</sup> grade students a unique opportunity to investigate new topics and dive deeper into their passions at a level that is challenging and motivating. Intellectually curious students take two classes, one in the morning and one in the afternoon, enabling them to explore different disciplines, experience things that are not possible within a normal school setting, and forge new friendships.

MITY's mission is to provide an educational experience in which talented students can explore their passions and are challenged to grow on an academic, creative and personal level. MITY addresses the educational outcomes of low-income students who require high-quality enrichment and support to counter the negative effects of their socioeconomic status. By attending MITY, students gain social skills, academic knowledge and critical attitudes necessary for success at their current school and in future

academic and career pursuits. There are no comparable intensive summer learning opportunities offered for students in Minnesota.

MITY strives to develop intellectual passions for all of its students. This goal is supported in multiple ways, including: Intense focus on two subject areas of the students' choice, thereby providing both depth and breadth in subject areas in which students are interested. Engaging teachers who have experience working with talented youth. Intellectually challenging, unique, hands-on curriculum. A range of classes to engage many interests, talents & learning styles. Ongoing opportunities to connect and apply learning to the real world. Collaborative problem-solving with other bright, eager students. Last summer we moved all of our programs online due to COVID-19; many of our scholarship students chose not to attend as a result. This summer, we plan to offer both online and in-person classes. We believe that giving students the opportunity to participate in MITY's programs is more important now than ever.

### Activities

---

ExplorSchool challenges students academically while developing leadership skills, instilling self-confidence, and fostering lifelong friendships among like-minded peers.

MITY's approach is guided by the following core attributes: 1. exceptional, award-winning teachers; 2. small class sizes (16 or less) so that everyone feels welcome to participate and learn; 3. unique, experiential and integrated learning activities; 4. diverse class choices (STEM, arts, humanities) that appeal to multiple intelligences; 5. a whole-child approach to developing students academically, physically and socially.

MITY's ExplorSchool offers over 20 unique courses designed specifically for motivated learners. Students go on field trips, engage with guest speakers, conduct labs, engage in intellectual discussions, and solve real-world problems. Sample classes include: Linguistics, Project Citizen, Creating Cool Chemistry, Robotics, Real World Engineering Challenges, and Model UNI. MITY offers much more than rigorous curriculum—its educational philosophy is to develop students not only academically, but physically and socially as well. In addition to the non-cognitive skills development that is woven into each class, an hour midday recreation time serves to build teamwork, foster friendships, and generate opportunities for peer support and leadership development. Finally, parents are invited to visit on the last day of classes.

### ***Program: Hibbing Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 8, 9, 10, and 11

### Goals

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

### Activities

---

Ten sessions will be presented at the Hibbing Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on

activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: Mankato Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 9, 10, and 11

#### **Goals**

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

#### **Activities**

---

Fifteen sessions will be presented at the Mankato Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: Math-Science-Computer Camps***

**Sponsoring Institution:** ST CLOUD STATE UNIVERSITY

**Curricular Area:** Science

**Grades Served:** 3, 4, 5, 6, 7, and 8

#### **Goals**

---

This program is designed to expose students from underrepresented groups to science, math, and computers in fun and innovative ways. While specially designed for students of color and girls, all students are welcome to participate.

#### **Activities**

---

The SCSU Math Science Computer Camp is a 5-day residential program featuring exercises involving computers, mathematics, and science. Students engage in problem-solving and research-oriented activities designed to improve their knowledge of science, the environment, and culture. There is a significant focus on the biological and environmental sciences, with many activities taking place on farms and other outdoor, natural environments. Our science curriculum is based on hands-on, experimental, cooperative-learning strategies, emphasizing students' discovery and exploring natural phenomena. Therefore, most of the scientific activities and research will occur on the Peck's Farm, owned by Dr. John H. Peck, retired SCSU biology professor and longtime wildlife rehabilitator Linda Peck. Activities will be coordinated mainly by their son, Dr. John E. Peck, a professor of Environmental Studies at Madison College, along with other relatives and friends of the Peck family. The Peck Farm is a very natural and rustic place, adjacent to a County Park and the Sauk River, and is home to much wildlife,

including some injured animals under long-term care and used for educational purposes. Math classes emphasize problem-solving, creative thinking, and the application of math concepts to everyday life. Computer applications involve word processing, spreadsheet usage, database creation and management, email, internet access, graphics, and digital imaging. Participants also engage in recreational activities, go on field trips to places of scientific interest, play games and socialize with other students from Minnesota.

### ***Program: Minnesota Business Venture***

**Sponsoring Organization:** BestPrep

**Curricular Area:** Social Science

**Grades Served:** 9, 10, and 11

#### **Goals**

---

Minnesota Business Venture Goals: 1. Students will develop workforce readiness skills including teamwork, communication and networking. 2. Students will gain a better understanding of how to manage their personal finances. 3. Students will become more motivated to take steps to achieve success in the future.

Minnesota Business Venture Objectives: 1. At least 90% of students will report increased confidence in their skills, including teamwork, communication, and time management. 2. At least 90% of students will report that they now feel more motivated to take steps to achieve success in the future. 3. At least 90% of students will feel more comfortable with their money management skills such as saving, credit scores, investing, and budgeting.

#### **Activities**

---

Business people become the MBV faculty, called Resident Business Leaders, sharing their knowledge and business skills with the future workforce. Throughout the four-day session, students and business mentors attend online breakout presentations on career opportunities, college admissions, entrepreneurship, presentation skills, and finance. They participate in activities such as a mock interview, financial planner Q&A panel, and sessions to develop financial literacy skills. A business simulation exercise is the core project for students, where they focus on roles in the areas of marketing, finance or operations to create and develop a product or service that they then present to a panel of business plan judges.

The Minnesota Business Venture curriculum has been developed and will continue to be refined annually by the Advisory Committee, which is comprised of business professionals from top companies in Minnesota.

### ***Program: Scrubs Online***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular:** Science

**Grades Served:** 6, 7, 8, 9, 10, and 11

#### **Goals**

---

The Scrubs Online Career Exploration program will give middle school and high school students the abilities and skills to start their pathway into healthcare careers of the students choosing. The Scrubs Online program has 4 learning objectives for the students:

The student will graduate the program with an understanding of job duties, average salary, and education requirements with 10 or more healthcare careers that are highly needed within the Minnesota healthcare workforce. The student will graduate the program with a strong understanding of professional skills needed such as writing a resume, cover letter and thank you letter. The student will graduate the program with two or more career options that would be realistically achievable for the student; as well as an understanding of two or more higher education institutions that their chosen career(s) certificate or degree field could be received. The student will be able to write adequate research on a chosen career field. By completing the Scrubs Online career exploration program, students will be prepared for multiple careers in healthcare, professional skills needed in a working environment, and will grow throughout the program to understand the needs of working within the healthcare field. Students who complete the program will be encouraged to attend future Scrubs Camps, the HealthForce Minnesota in-person career exploration camp program hosted across Minnesota.

---

### Activities

Students will complete 6 asynchronous modules covering healthcare careers and professional skills, as well as completing a final research assignment that will indicate a desired career path, educational path, and career goals. The program is completed on the students own time through the dates of the program offering.

### ***Program: St. Cloud Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades served:** 7, 8, 9, 10, and 11

---

### Goals

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

---

### Activities

30 sessions will be presented at the St. Cloud Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: St. Paul Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular Area:** Science

**Grades Served:** 8, 9, 10, and 11

## Goals

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

## Activities

---

Twenty sessions will be presented at the St. Paul Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

### ***Program: Summer Science Camp***

**Sponsoring Organization:** The Bakken Museum

**Curricular area:** Science

**Grades served:** 3, 4, 5, 6, 7, 8, and 9

## Goals

---

Objective: To awaken the innovator within each student.

Goal 1: To provide the opportunity for over 300 students to experience high quality camp experience.

Goal 2: To provide access to tools, materials, and training so that each student can design and construction a personally meaningful, individual project.

Goal 3: To provide multiple girls only weeks of camp lead by a female instructor.

## Activities

---

Summer Science camp at the Bakken Museum encourages campers to be innovators. Camp offers youth opportunities for growth and development. Through relationships with skilled mentors and staff, campers develop confidence, skills, and the knowledge that they can shape their world. Camp activities support the development of a growth mindset. Each day students work in teams to tackle a creative problem-solving challenge where they have to work together to solve a challenge. Students receive safety training, so they have the confidence and aptitude to work with real tools and materials. Over the course of the week, students learn about the wonder, try, discover, share innovation process. This approach guides them while inventing a device that solves a personal problem. This process provides students the opportunity to practice problem solving and iterative design. At the end of the week all students have a completed project that they made with their own hands. This project goes home with them and can serve as a reminder of their abilities.

### ***Program: ThreeSixty Journalism Summer Camps***

**Sponsoring Institution:** University of St. Thomas

**Curricular Area:** Communications/Language Arts

**Grades Served:** 8, 9, 10, and 11

## Goals

---

ThreeSixty students learn hands-on reporting, writing and multimedia skills, producing stories for ThreeSixty Journalism's publications while working side-by-side with media professionals. Our summer programs create career-building opportunities, leadership training and college success pathways.

## Activities

---

ThreeSixty students are taught by ThreeSixty staff who bring professional journalism and communication experience into the classroom. The students are also introduced to emerging media, strategic communication and digital media arts professionals from around the Twin Cities, with a special focus on BIPOC professionals. Students engage in hands-on learning, while receiving mentoring along the way.

## ***Program: Winona Scrubs Camp***

**Sponsoring Organization:** HealthForce Minnesota

**Curricular area:** Science

**Grades served:** 6, 7, 8, 9, 10, and 11

## Goals

---

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives:

- The student will learn educational pathways towards multiple career fields in health care.
- The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

## Activities

---

Thirty sessions will be presented at the Winona Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements. j



OFFICE OF  
HIGHER EDUCATION

2022