



Summer Academic Enrichment Program Annual Report

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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 up to \$207 million 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 \$2,005.41 to prepare, including staff time.

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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; low-income students have shown low high school graduation rate and are identified as being at-risk for not enrolling in or completing postsecondary education. For the 2019-2020 academic year, 35.8% of Minnesota’s public school students qualified for free or reduced-price meals. The 2019 Minnesota public high school graduation rate for free/reduced price eligible students was 71%, compared to a statewide graduation rate of 83.7%.

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 2020 Overview

The base appropriation for the Summer Academic Enrichment Program remains at \$125,000 each fiscal year, with \$3,750 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 \$121,250 available to support eligible student participation; however, this year there was a significant decrease in demand for the program due to the impact of COVID-19. A total of 133 students received stipends for participation in SAEP for summer 2020, compared to 568 the prior year. The decrease of 76 percent is largely attributed to the number of programs that dropped out of participating in SAEP as they did not operate for summer, 2020.

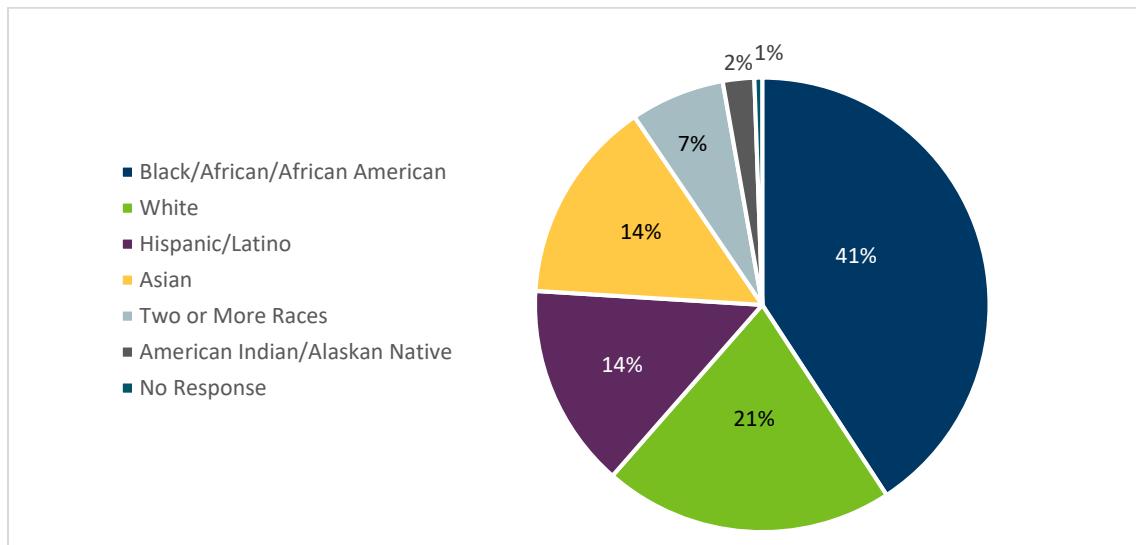
Students Served

As directed by the statute language, the 2020 participants were Minnesota residents enrolled in grades 3 through 12 for the 2020-2021 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. Three institutions/organizations served the majority (82.6%) of the students. The five institutions/organizations were:

- Math/Science/Technology, St. Cloud State University – 42 students
- BestPrep – 38 students
- Minnesota Institute for Talented Youth, Macalester College – 30 students

We received applications from 179 students for summer 2020; however, some students did not show up for camp or upon verification were not eligible. Ultimately, program stipends supported 133 students to attend virtual 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 78.2% of the applicant pool. A complete breakdown can be found in **Figure 1**.

Figure 1. Race/Ethnicity of 2020 SAEP Program Applicants



Organizations Providing Services

Figure 2 shows a listing of the institutions/organizations providing services, the students served by each site, and the grade levels of participating students.

Figure 2. Eligible SAEP Program Sponsors Providing Summer 2020 Programs/Camps

| Institution / Organization | Total Student Stipends Received | Grade Levels Served |
|--|---------------------------------|---------------------|
| The Bakken Museum | 2 | 3-9 |
| BestPrep | 38 | 9-11 |
| Concordia College | 9 | 3-11 |
| Minnesota Institute for Talented Youth | 30 | 4-11 |
| St. Cloud State University | 42 | 3-11 |
| University of St. Thomas | 12 | 9-11 |
| TOTAL | 133 | |

Programs Offered and Impact of COVID-19

We started the program cycle in January, 2020 by opening the program application to program sponsors. In February, 2020 39 programs offered by 11 program sponsors were approved to participate in SAEP for summer 2020. On May 15, 2020 Governor Tim Walz signed an Executive Order directing the Commissioner of Education to provide a safe and effective summer learning environment for Minnesota's students. The order offered schools the flexibility for some in-person instruction if they were in compliance with Department of Health (MDH) guidelines on masking, social distancing, personal hygiene, screening, and cleaning, and adhered to MDH's guidance for summer programs. The public health guidelines also applied to summer programming outside of a school setting. The MDH guidance for summer programs can be found in Appendix B.

Summer 2020 SAEP programs were set to begin three short weeks after the health guidance was issued. Unfortunately, due to the exceptional circumstances surrounding the evolving response to the COVID-19 pandemic, 30 programs were cancelled and 5 program sponsors dropped completely out of participating in SAEP for summer 2020. SAEP ended up with 6 program sponsors offering a total of 9 summer programs. The 6 program sponsors that indeed participated in SAEP for summer 2020 were able to pivot and adapt programming to deliver content virtually. There were no in person SAEP summer programs for summer 2020. Of the 9 virtual programs provided by the 6 sites, 4 were science programs and 1 program in each of the following areas: world language arts and culture, social science, mathematics and fine arts.

The goals and activities of each program are described in Appendix C.

Program Outcomes

Due to the Agency's involvement in responding to the pandemic, additional staff time and resources being reallocated and unanticipated staffing shortages, unfortunately, program outcomes were not collected from 2020 SAEP program sponsors. Previous 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 from past years has 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 2020

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, Student, and Child

Care Programs

COVID-19 Prevention Guidance for Youth, Student, and Child Care Programs

This guidance document outlines the practical application of prevention strategies to reduce the spread of COVID-19 in youth and student programs. **This guidance is applicable to programs authorized to operate by [Executive Order 20-74 \(PDF\) \(\[https://mn.gov/governor/assets/EO%2020-74%20Final_tcm1055434913.pdf\]\(https://mn.gov/governor/assets/EO%2020-74%20Final_tcm1055434913.pdf\)\)](https://mn.gov/governor/assets/EO%2020-74%20Final_tcm1055434913.pdf) including youth programs, K-12 schools, colleges, universities, and day camps.** In alignment with this order, programs may operate with a maximum number of 10 people for indoor programs and up to 25 people per group for outdoor activities.

Resources for child care providers are noted on the last page of this document.

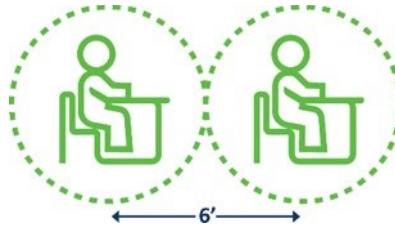
Public health guidance is based on:

- [Centers for Disease Control and Prevention \(CDC\): Childcare, Schools, and Youth Programs \(\[www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html\]\(http://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html\)\)](http://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html)
- [CDC: Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission \(PDF\) \(\[www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf\]\(http://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf\)\)](http://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf)

MDH recognizes that each program setting is unique, and it may be difficult for the proposed strategies to be implemented in every setting. Administrators are encouraged to think creatively about ways to increase the physical space between staff and program participants while limiting interactions in large group settings.

What is social distancing?

The term “social distancing” refers to measures being taken to restrict where and when people can gather in order to stop or slow the spread of infectious disease. In general, 6 feet of separation is the distance that should be kept between people interacting within their community. This recommendation is most important in any setting where there is close contact of people whose symptom status may be hard to monitor.



Small, closed groups that serve a consistent set of participants and staff offer the opportunity to more closely control the environment through monitoring of symptoms and adherence to policies for people who are ill. Additionally, staff can build routines for participants to wash hands upon entering and leaving the classroom or program space, and create regular cleaning practices for frequently used items such as desks, program equipment, writing utensils, and other programmatic materials. Social distancing guidance will support a **3-foot radius** around each participant, resulting in a 6-foot total distance between any two people.

Have a plan and prepare

- CDC and MDH recommends that all youth and student serving programs identify program coordinators who are responsible for COVID-19 issues and preventive activities.
- Develop and implement a COVID-19 Preparedness Plan in accordance with state guidance. Plan templates are available at [StaySafeMN: Stay Safe Guidance for All Business Entities \(staysafe.mn.gov/industry-guidance/all-businesses.jsp\)](https://staysafe.mn.gov/industry-guidance/all-businesses.jsp).
- Summer programs should communicate with families prior to sessions beginning to set expectations for participating in programming this summer. Communication should include what strategies will be implemented to mitigate the risk of COVID-19 exposure in the summer program community, and acknowledge that strategies may change if the level of community transmission increases to the point where programming must be disrupted.
- Families should understand what actions they need to take should their child become symptomatic or be exposed to COVID-19 while participating in summer programming.

Promote a safe program environment

- Adapt practices to allow physical distancing of at least 6 feet whenever possible.
- Within the program, create consistent groupings of the same staff, volunteers, and participants. The maximum number of participants per group would be dependent upon the location of the activity, with a maximum number of 10 people for indoor activities and up to 25 people per group for outdoor activities. Organizations should not feel pressured to go up to 25 people in the outdoor settings, taking time to feel comfortable about bringing kids together is the first priority.
- Whenever possible, implement programming that refrains from intermixing groups. If intermixing of groups is necessary, limit the number of groups that intermix and keep records of staff, volunteers, and participants that intermix.

- Have a plan for back-up staffing in case a staff member or volunteer becomes ill during the day/program.
- Wherever possible, hold activities outdoors and encourage participants to spread out.
- If social distancing cannot be adhered to for some activities, cancel the activity.
- Avoid having areas easily accessible that would allow staff, volunteers, or participants to easily congregate in a limited space.
- Reduce the number of people on transportation buses to allow them to spread out. Consider using visual cues to illustrate where participants may sit to adhere to social distancing.

Maintain safe program spaces

- Modify programs where participants are likely to be in very close contact.
- Bring in specialist staff (e.g., music, art, physical education) to individual classrooms or program spaces versus rotating all kids through a shared space that is not able to be cleaned with each new participant introduction.
- Whenever possible, hold specialist lessons outside and encourage participants to spread out. Consider using visual cues to demonstrate physical spacing.
- Rearrange desks and common seating spaces to maximize the space between participants.
- Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Consider using visual aids (e.g., painter's tape, stickers) to illustrate traffic flow and appropriate spacing to support social distancing.
- Avoid community supplies when possible.
- If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.
- Do not share equipment between staff, volunteers, and participants when possible.
 - For example, consider designating paddles or tennis rackets to participants or asking families to send them with participants whenever feasible.
- Clean high touch surfaces between different groups.
- Consider ways to accommodate the needs of children and families at risk for serious illness from COVID-19.
- Honor requests of parents who may have concerns about their children attending the program due to underlying medical conditions of those in their home.
- Offer staff who cannot be at work due to their own high-risk conditions alternatives for working.
- The CDC lists underlying medical conditions that may increase the risk of serious COVID-19 for people of any age: [Groups at Higher Risk for Severe Illness \(www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/groups-at-higher-risk.html\)](https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/groups-at-higher-risk.html).

Promote cloth face coverings

- Follow cloth face covering guidance for schools and child care.
- [Masking Recommendations for Child Care and Schools](http://www.health.state.mn.us/diseases/coronavirus/schools/masks.html)
(www.health.state.mn.us/diseases/coronavirus/schools/masks.html).
- [Best Practices for Masks: Considerations for People with Disabilities and Special Health Needs \(PDF\)](http://www.health.state.mn.us/diseases/coronavirus/guidemasks.pdf)
(www.health.state.mn.us/diseases/coronavirus/guidemasks.pdf).
- Staff members working in youth and participant programs are encouraged to wear cloth face coverings during the work day as much as possible.
- Participants/children should wear cloth face coverings if they can reliably wear, remove, and handle the cloth face covering throughout the day.

Strategize meal times

- Wherever feasible, encourage bag lunches from home.
- Stagger meal times to minimize the number of people dining inside at one time and keep people 6 feet apart.
- Don't intermix groups, and maintain a consistent set of participants that are dining at the same time each day whenever possible. These steps will help minimize transmission and also allow for swift contact tracing if needed.
- Clean and disinfect common surfaces between groups.
- If meals are typically served family-style, plate each meal to serve it so that multiple people are not using the same serving utensils (e.g., have staff serve food to participants).
- Serve meals outside or in alternative indoor areas as weather allows.

Staff serving meals should follow [MDH's Food Service Worker Safety Information \(PDF\)](http://www.health.state.mn.us/diseases/coronavirus/schools/foodservice.pdf)
(www.health.state.mn.us/diseases/coronavirus/schools/foodservice.pdf).

Minimize opportunities for mixing between groups

- Stagger arrival and/or dismissal times.
- Minimize crowding at drop-off and pick-up times.
 - Designate times for families to come, consider staggering times if possible.
 - Whenever possible, participant pick-up 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.

- 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 in high-traffic situations and times.
- MDH recognizes that busing times are often tightly scheduled. Consider making arrival schedule changes for participants who walk or are dropped off by a parent or caregiver.
- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size following current state guidance.
- Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Pursue virtual activities and events in lieu of field trips, assemblies, and special performances, as possible.
- Avoid taking multiple groups to the bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess).
- Limit nonessential visitors.
- Limit the presence of volunteers for activities.
- Use virtual formats for guest speakers and reading programs.
- For schools, move parent-teacher conferences, 504, and individualized education program (IEP) meetings to phone conferences or a virtual format.
- Do not allow community members access to indoor facilities during the hours a youth program is in progress.
- Follow MDH's guidance on playgrounds, youth sports, and reopening of swimming pools.
- Offer outdoor play in staggered shifts. If multiple groups are outside at the same time, they should have a minimum of 6 feet of open space between outdoor play areas or visit these areas in shifts so that they are not congregating. Always wash hands immediately after outdoor playtime.
- Keep groups together; maintain the same groups from day to day. This will help reduce potential exposures and may prevent an entire program from shutting down if exposure occurs.
- [Playground Guidance for Schools and Child Care Programs \(PDF\)](#)
[\(www.health.state.mn.us/diseases/coronavirus/schools/playground.pdf\)](http://www.health.state.mn.us/diseases/coronavirus/schools/playground.pdf)

Encourage and reinforce social norms and health etiquette

- Promote materials and trainings 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 your nose, coughing, or sneezing. If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol.
- [Hand Hygiene \(www.health.state.mn.us/people/handhygiene/index.html\)](http://www.health.state.mn.us/people/handhygiene/index.html)

- Always cover your mouth and nose with a tissue when you cough or sneeze. Throw used tissues in the trash. If you don't have a tissue, cough or sneeze into your arm or elbow.
- [Cover Your Cough \(www.health.state.mn.us/people/cyc/index.html\)](http://www.health.state.mn.us/people/cyc/index.html)
- Ask staff, volunteers, and participants to wash hands upon arriving, before and after eating meals, before and after applying sunscreen, and when entering or leaving indoor spaces.
- Consider ways to reinforce good hand hygiene. For example, provide incentives (e.g., creative summer program or camp accolades) for proper and thorough handwashing.
- Exercise caution if using shared public amenities like picnic tables and benches—Assume such equipment has not been cleaned.
- Have staff, volunteers, and participants wash hands or use hand sanitizer if they come into contact or use shared amenities.
- Have hand sanitizer and tissues readily available for use by staff, volunteers, and participants.
- Ensure the availability of appropriate cleaning supplies (e.g., disinfectant wipes) for cleaning of hightouch surfaces (see more details below).
- Educate staff, volunteers, and participants on the importance of avoiding touching their faces throughout the day, and washing their hands when they do.
- Ensure participants aren't sharing water bottles, food, or other items.
- Exercise caution when using drinking fountains.
- Think carefully about how drinking fountains are being used and how regularly they are being cleaned in making a decision to use them. Consider encouraging participants to use refillable water bottles to avoid direct contact with the fountain equipment.
- If you do use them, ensure there are hand hygiene products available right next to the drinking fountain and encourage users to perform hand hygiene before and after using one.
- For licensed child care centers, follow current licensing standards regarding the use of reusable water bottles or cups.
- Avoid using other employees' phones, desks, offices, or other work tools or equipment.
- Consider engaging program participants in developing communications or creative strategies to limit the spread of COVID-19 (e.g., develop a competition around creating the new camp greeting, providing alternatives to hugs or high-fives).
- Post posters, use social media, email communication, etc. around symptoms of COVID-19 and health etiquette expectations.

Promote health checks

- Promote social distancing and reduce congestion in the health office.
 - Use the health services office for participants, staff, and volunteers with COVID-19 like symptoms and, if possible, create a satellite location for first aid or medication distribution.
-

- Allow for flexible administration of health care tasks for participants who are able to independently manage needs.
- Consider using visual cues to demonstrate physical spacing.
- Emphasize the importance of daily health checks.
- This includes screening for participants, staff, and volunteers to ensure those who develop symptoms are not attending.
 - Screening process for children: [CDC: Guidance for Child Care Programs that Remain Open \(\[www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidancefor-childcare.html#ScreenChildren\]\(https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidancefor-childcare.html#ScreenChildren\)\)](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidancefor-childcare.html#ScreenChildren)
 - Consider using a similar system to the employee screening checklist: [Visitor and Employee Health Screening Checklist \(PDF\) \(\[www.health.state.mn.us/diseases/coronavirus/facilityhlthscreen.pdf\]\(https://www.health.state.mn.us/diseases/coronavirus/facilityhlthscreen.pdf\)\)](https://www.health.state.mn.us/diseases/coronavirus/facilityhlthscreen.pdf)
- If it is not feasible to conduct health screening given the setting:
 - Provide parent education about the importance of monitoring symptoms and staying home while ill through classroom applications and other district messaging.
 - Ask about access to thermometers and consider implementing temperature checks for households that do not have one.
 - Use existing outreach systems to provide text and email reminders to staff and families to check for symptoms of household members in the morning and evening.
- Use exclusion guidance and isolate symptomatic staff and program participants.
- Follow exclusions guidance and ensure staff and participants stay home when sick: [Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care, Programs \(PDF\) \(\[www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf\]\(https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf\)\)](https://www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf)
- Ensure sick policies are supportive of participants and staff staying home when sick.
- Have a plan if staff or participants get sick.
 - Make a plan with parents prior to sessions around expectations if their child becomes ill while at the program.
 - Plan to have a room or area that can be used to isolate a symptomatic staff member, volunteer, or participants while they wait to be picked up or are able to leave on their own; ensure there is enough space for multiple people placed at least 6 feet apart (in the case more than one participant becomes ill).
 - Ensure that they have hygiene supplies available, including a cloth mask, facial tissues, and alcohol-based hand rub.
- If you have a participant or staff who is diagnosed with COVID-19 reach out to MDH or your local public health agency for further direction.

Be mindful of traveling

- Limit participation in summer programming to participants and staff who are arriving from Minnesota or bordering states.
 - Ask staff and participants to limit their interaction with local communities when off-site to obtaining only essential services; and only allow sparingly or find other ways to get supplies/services. Follow appropriate social distancing and health etiquette measures when interacting with the community.
 - Encourage staff to limit their interactions with others on their time off.
-

Promote a safe workplace for staff and volunteers

- Hold staff and volunteer meetings virtually or in a large enough space to accommodate social distancing.
- Encourage non-essential planning and preparatory activities be conducted outside program facilities.
- Consider allowing staff and volunteers to use alternate spaces (e.g., telecommute) for discretionary preparation time.
- Conduct professional development virtually whenever possible.
- Ensure policies are supportive of participants, staff, and volunteers staying home when sick and offer options for people who are at high risk of developing serious symptoms associated with COVID-19.
- Explore opportunities for staff and volunteers who cannot be on-site due to their own high-risk conditions or those of their family members to complete work using alternate spaces (e.g., telecommute).
- Ensure classroom access to hand hygiene products (e.g., hand sanitizer, soap, tissues, disinfectant wipes).
- Ensure the availability of appropriate cleaning supplies (e.g., disinfectant wipes) for cleaning of high-touch surfaces.
- Have hand sanitizer and tissues readily available for use by participants, staff, and volunteers throughout the building.
- Arrange classrooms to allow staff and volunteers to practice social distancing.
- Turn desks to face in the same direction (rather than facing participants) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Ensure daily cleaning of the program environment.
- Routine cleaning and disinfecting is key to maintaining a safe environment for staff, volunteers, and participants. Cleaning removes dirt and most germs and is usually done with soap and water. Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label.

- Adapt practices to ensure high-touch surfaces such as doorknobs, stair rails, counters, dining hall tables and benches, program equipment, and other items are regularly cleaned and disinfected.
Follow MDH guidance for cleaning and disinfecting:
 - [COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs](http://www.health.state.mn.us/diseases/coronavirus/schools/clean.html)
 - [COVID-19 Cleaning and Disinfecting Guidance for Institutes of Higher Education](http://www.health.state.mn.us/diseases/coronavirus/schools/cleanihe.html)
- Clean and disinfect bathrooms regularly, particularly high-touch surfaces, and ensure they have handwashing supplies.
- Use EPA-registered household disinfectants recommended by the CDC: [EPA: Coronavirus \(COVID-19\) Information on Disinfectants](http://www.epa.gov/coronavirus).
- Dedicate individual classroom and office materials.
- Do not share writing utensils, classroom, and office supplies between participants, staff, or volunteers (when possible).
- Frequently clean office materials or equipment that cannot be designated.
- Place hand hygiene supplies in close proximity to shared equipment (e.g., printer/copier).

Child Care Resources

[Schools and Child Care: COVID-19](http://www.health.state.mn.us/diseases/coronavirus/schools/index.html)

[\(www.health.state.mn.us/diseases/coronavirus/schools/index.html\)](http://www.health.state.mn.us/diseases/coronavirus/schools/index.html)

[Child Care Information for Families and Providers \(mn.gov/childcare/\)](http://mn.gov/childcare/)

[CDC: Guidance for Child Care Providers that Remain Open](http://www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/guidance-for-childcare.html)

[\(www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/guidance-for-childcare.html\)](http://www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/guidance-for-childcare.html)

[CDC: Childcare, Schools, and Youth Programs](http://www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/index.html)

[\(www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/index.html\)](http://www.cdc.gov/coronavirus/2019ncov/community/schools-childcare/index.html)



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Appendix C:
2020 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

One of the goals of this project is to encourage college participation. Another is to promote interest in science and technology. Students also acquire first-hand experience with scientific research methods and writing.

Activities

The Advanced Program in Technology and Science is a three-week online program that targets high ability, high potential students who have completed 9th, 10th and 11th grade and are seriously interested in a future in technology and science. The program provides them with a program of individual research and study of scientific and technical topics online through St. Cloud State University. The immediate and direct focus is on methods of scientific research and individual research projects. In addition, students are organized in small groups and are given topics of contemporary scientific and technical concern to research and present in research seminars before peer students in the APTS program, and faculty and staff. These presentations are subject to much discussion, critique and analysis.

Program: Concordia Language Villages

Sponsoring Organization: Concordia College

Curricular Area: World Languages & Cultures

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

Goals

Provide children with an iso-immersion language learning setting for instruction in one of 14 world languages and the associated culture, as well as a summer camp environment to allow campers to develop courage and cultural competencies.

Activities

Campers are engaged in small group language learning, cultural and historical simulation, and culturally appropriate activities. In our one week online programs, villagers will have 2 hours of online instruction and one hour of offline activity. Our online credit program will be either 7.5 hours per day, six days a week over 4 weeks, or 6 hours per day, 6 days a week, over 5 weeks, in a mixture of synchronous and asynchronous learning. Our credit program will offer 180 hours of instruction.

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's goal each year is to support at least 25% of our student population with full or partial scholarships according to need. In 2019, 23% of the students received financial aid, roughly 83% of these students were of color and 78% qualified for free or reduced lunch.

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.

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.

Due to COVID-19, MITY has cancelled its in-person program for summer 2020; however, it is offering 17 unique online courses designed specifically for motivated learners. Each class features a combination of synchronous and asynchronous instruction, enabling students to engage in intellectual discussions, collaborate in small group online environments to solve real-world problems, and create and learn through individual projects.

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, MITY staff will host weekly non-academic virtual sessions so that students can socialize, develop friendships, find peer support, explore new talents, take risks, and expand their cultural awareness.

Program: ExplorSchool

Sponsoring Organization: Minnesota Institute for Talented Youth

Curricular area: Science

Grades Served: 4, 5 and 6

Goals

MITY's ExplorSchool provides rising 5th-7th 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 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's goal each year is to support at least 25% of our student population with full or partial scholarships according to need. In 2019, 23% of the students received financial aid, roughly 83% of these students were of color and 78% qualified for free or reduced lunch.

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.

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.

Due to COVID-19, MITY has cancelled its in-person program for summer 2020; however, it is offering 21 unique online courses designed specifically for motivated learners. Each class features a combination of synchronous and asynchronous instruction, enabling students to engage in intellectual discussions, collaborate in small group online environments to solve real-world problems, and create and learn through individual projects.

In addition to the non-cognitive skills development that is woven into each class, MITY staff will host weekly non-academic virtual sessions so that students can socialize, develop friendships, find peer support, explore new talents, take risks, and expand their cultural awareness.

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

This is a five day online program that is designed for students currently in 3rd through the 8th grade. This program will expose students from underrepresented groups to science, math, and computers in fun and innovative ways.

Program: Minnesota Business Venture

Sponsoring Organization: BestPrep

Curricular Area: Social Science

Grades Served: 9, 10 and 11

Goals

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

Minnesota Business Venture Objectives: At least 90% of students will report that they have increased their workforce readiness skills including teamwork, communication, and networking. At least 90% of students will report that they have gained a better understanding of how to manage their personal finances. At least 90% of students will report feeling more motivated to take steps to achieve success in the future.

Activities

Business people become the MBV faculty, called Resident Business Leaders, sharing their knowledge and business skills with the future workforce. Throughout the three-day session, students and business mentors attend breakout presentations on career opportunities, college admissions, entrepreneurship, ethics, buying your first car and insurance. They participate in activities such as a mock interview, scavenger hunt, 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: 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 with each students. Goal 1: To provide the opportunity for over 500 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 volunteer mentors, campers develop confidence, skills, and the knowledge 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 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 iteration design. At the end of the week all students have a completed project that they made with their own hands. This projects goes home with them and can serve as a reminder of their abilities. Any online camp that may be required as a result of the COVID-19 pandemic will involve much the same learning process and similar, if adjusted, activities, but with collaboration being conducted through online meetings, and with tools and materials being limited to what we can provide them at home, or what they already have. The learning objectives and the goal of a personal student-constructed project will remain the same.

Program: ThreeSixty Journalism Summer Camps

Sponsoring Institution: UNIVERSITY OF ST THOMAS

Curricular Area: Communications/Language Arts

Grades Served: 9, 10 and 11

Goals

Objective: Introduce and spark interest in high school students to communication and journalism, including news literacy and ethics. Students will learn the fundamentals of reporting and will write a story for publication, as well as explore additional multimedia opportunities such as blog and Facebook reflections and photography. Related field trips that complement classroom learning will be scheduled, and journalism and multimedia opportunities at St. Thomas and the University of Minnesota will be explored.

General student goals:

- Short-Term: Students learn the power of journalism and produce their first story for publication, recognize post-secondary multimedia opportunities at St. Thomas and beyond as well as career opportunities.
- Intermediate: Students continue to engage in storytelling and participate in ThreeSixty school-year programming and beyond. Students know ThreeSixty Journalism and St. Thomas support their futures.
- Long-Term: Students continue to create content at Tommie Media and other organizations to amplify absent narratives in their communities.

Activities

ThreeSixty Journalism, an intensive multimedia program for high school students, is part of the College of Arts and Sciences at the University of St. Thomas. ThreeSixty trains and supports the next generation of diverse thinkers, communicators and leaders.

Our summer programming offers students the chance to find and share their voice and story, enhance their critical thinking skills and develop their college readiness. Whether they dream of writing for a newspaper, working in broadcast news, engaging in a new-media profession or becoming a strategic communicator, ThreeSixty offers intensive writing, communication and college readiness programming to prepare them for success.

The virtual camps will be structured with instructional lessons in Zoom sessions, independent creative assignments, breakout group work and personal mentoring with professional writing coaches and editors. ThreeSixty will implement check-ins and ensure all students are able to complete their writing assignment by the end of the week.



2021