

Chris Steller

From: Hendrickson, Chris (OHE) <chris.hendrickson@state.mn.us>
Sent: Tuesday, February 5, 2019 9:11 AM
To: Rep.Connie Bernardy; Rep.Laurie Pryor; Rep.Bud Nornes; Rep.Brian Daniels; Rep.Mary Franson; Rep.Aisha Gomez; Rep.Ginny Klevorn; Rep.Sandy Layman; Rep.Ben Lien; Rep.Leon Lillie; Rep.Eric Lucero; Rep.Jeanne Poppe; Rep.Duane Quam; Rep.Linda Runbeck; Rep.Samantha Vang; Rep.Dan Wolgamott; Rep.Tou Xiong; Rep.Lyndon Carlson; Chris Steller; Ken Savary; Nathan Hopkins; Sean Herring
Cc: Oliver, Nekey (OHE); Grimes, Tricia (OHE); Connolly, Sandy (OHE); Flores, Meghan (OHE)
Subject: Summer Academic Enrichment Program : 2018 Report to the Legislature
Attachments: Summer Academic Enrichment Program 2018 Legislative Report.pdf

Good morning.

Please contact our office with questions regarding the attached report.

The report can also be found [here](#) on our website.

Thanks much.

Chris Hendrickson

Executive Assistant | Commissioner's Office

Minnesota Office of Higher Education

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St. Paul, MN 55108

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Sent: Tuesday, February 5, 2019 9:11 AM
To: sen.rich.draheim@senate.mn; sen.greg.clausen@senate.mn; sen.jim.abeler@senate.mn; sen.jason.isaacson@senate.mn; sen.paul.anderson@senate.mn; Scot Missling; sen.scott.jensen@senate.mn; senrichardohen@visi.com; sen.jerry.newton@senate.mn; Andrew Erickson; Joan White; Danna Elling; Chris Steller; sen.jeremy.miller@senate.mn
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 **OFFICE OF
HIGHER EDUCATION**





Summer Academic Enrichment Program

January 25, 2019

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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 \$198 million in need-based grants to Minnesota. The agency oversees tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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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 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 2018-2019 academic year, 37.2% of Minnesota’s public school students qualified for free or reduced-price meals. The 2017 Minnesota public high school graduation rate for free/reduced price eligible students was 69%, compared to a statewide graduation rate of 82.7%. Participating students were recruited through school district and building contacts, mailings and e-mails to community organizations and after school program providers, and by distribution of flyers (Appendix A) to sites such as libraries and community centers.

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.

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 is found in Appendix B.

Fiscal Year 2018 Appropriation

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. To supplement the \$121,250 available to support eligible student participation in the 2018 program, funding was augmented with \$578,632 from the Get Ready program. This allowed a stipend to be awarded to a total of 801 students for participation in the 2018 SAEP.

Students Served

As directed by the statute language, the 2018 participants were Minnesota residents enrolled in grades 3 through 12 for the 2018-2019 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. Five institutions/organizations served the majority (82.6%) of the students. The five institutions/organizations were:

- Concordia Language Villages, Concordia College – 253 students
- St. Cloud State University – 127 students
- Wolf Ridge Environmental Learning Center – 99 students
- BestPrep – 75 students
- Minnesota Institute for Talented Youth, Macalester College – 70 students

Available funds supported 801 students. Due to the funding augmentation, the Office of Higher Education was able to fund all students who applied and there were no students left on a waiting list for a program stipend. Students from racial/ethnic groups underrepresented in postsecondary education were 68.6% of the applicant pool.

Organizations Providing Services

A listing of the institutions/organizations providing service, the students served by each site, and the grade levels of participating students is shown below:

| Institution / Organization | Total Students Awarded | Grade Levels |
|--|-------------------------------|---------------------|
| The Bakken Museum | 16 | 3-9 |
| Bell Museum of Natural History | 12 | 3-6 |
| BestPrep | 75 | 9-11 |
| Carleton College | 2 | 10-11 |
| Concordia College | 253 | 3-11 |
| D.I.V.I.N.E. Institute | 29 | 3-11 |
| Friends School of Minnesota | 10 | 3-9 |
| Healthforce Minnesota | 53 | 6-11 |
| Junior Composers | 1 | 8-11 |
| Minnesota Institute for Talented Youth | 70 | 4-11 |
| St. Cloud State University | 127 | 3-11 |
| St. Olaf College | 21 | 3-11 |
| University of St. Thomas | 33 | 9-11 |
| Wolf Ridge Environmental Learning Center | 99 | 3-11 |
| Total | 801 | |

Programs Offered

Of the 35 programs provided by the 14 sites, 24 were science programs, 4 were communications/language arts programs, 2 were fine arts, 2 were performing arts, and 1 program in each of the following areas: social science, social studies and world language arts and culture.

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

Program Outcomes

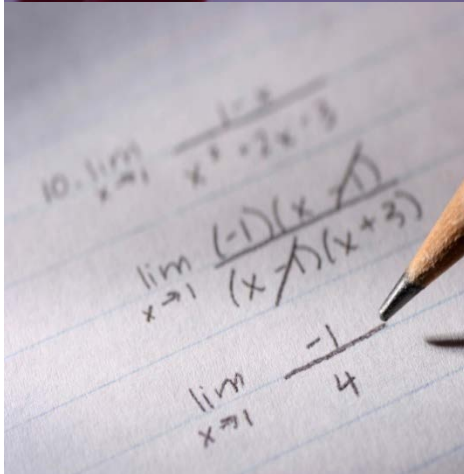
End of summer project information indicated that students were engaged in and learned from their academic coursework and postsecondary experiences. Noted outcomes of program funding included:

- 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.

Reference

Reardon, Sean F., "The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations," in Richard Murnane and Greg J. Duncan, eds., *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*, New York: Russell Sage Foundation Press, 2011.

APPENDIX A: SUMMER 2018 FLYERS



Summer 2018

WHAT WILL YOU BE DOING?

Plan now to attend a summer academic enrichment program!

If you are eligible for free or reduced price lunches and are in grades 3-11, apply for a stipend to attend a summer academic enrichment program. A stipend for up to a \$1,000 will be paid directly to the summer academic enrichment program you attend. If you are in grades 7-11, you must have either an overall "C" average or its equivalent for the most recently recorded academic term in the subject area applicable to the summer program you wish to attend. Awards will be made on a first-come, first-serve basis.

FIND PROGRAMS AND APPLY ONLINE AT

<http://www.ohe.state.mn.us/SummerEnrichment/>

Humanities • Language Arts

Communication

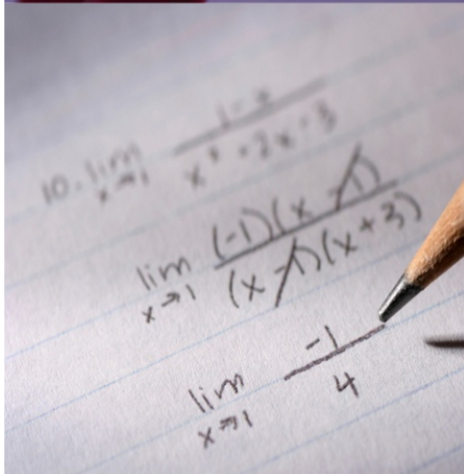
Social Studies • Science

Mathematics • Fine Arts

Performing Arts

World Languages and Cultures

This program is made available by financial aid funds administered by the Minnesota Office of Higher Education



Summer 2018

WHAT WILL YOUR CHILD BE DOING?

Plan now to have him/her attend a summer academic enrichment program!

If your child is eligible for free or reduced price lunches and is in grades 3-11, apply for a stipend for their attendance at a summer academic enrichment program. A stipend for up to a \$1,000 will be paid directly to the summer academic enrichment program that he/she attends. If your child is in grades 7-11, he/she must have either an overall "C" average or its equivalent for the most recently recorded academic term in the subject area applicable to the summer program he/she wishes to attend. Awards will be made on a first-come, first-serve basis.

FIND PROGRAMS AND APPLY ONLINE AT

<http://www.ohe.state.mn.us/SummerEnrichment/>

Humanities • Language Arts

Communication

Social Studies • Science

Mathematics • Fine Arts

Performing Arts

World Languages and Cultures

This program is made available by financial aid funds administered by the Minnesota Office of Higher Education

APPENDIX B: 2018 MINNESOTA STATUTES

2018 Minnesota Statutes

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.

(b) A nonprofit educational organization is an eligible program sponsor if it:

(1) is incorporated;

(2) has had favorable financial performance with federal or state funds; and

(3) 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.

**APPENDIX C: 2018 SUMMER ACADEMIC ENRICHMENT
ELIGIBLE PROGRAMS**

Summer Academic Enrichment Eligible Programs

| | |
|--------------------------------|--|
| Program: | Advanced Program in Technology and Science |
| Sponsoring Institution: | ST CLOUD STATE UNIVERSITY |
| Grades Served: | 10 , 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 residential program that targets high ability, high potential students who have completed 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 on the campus of 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, participants and the Scientific Discovery Program, and faculty and staff. These presentations are subject to much discussion, critique and analysis. Students in this program also participate in many field trip experiences.

| | |
|---------------------------------|--|
| Program: | Adventurers - 1 Week Program |
| Sponsoring Organization: | Wolf Ridge Environmental Learning Center |
| Grades Served: | 7 , 8 , 9 |

Goals

The goals and objectives of the Adventurers 1-Week Program is for participants to develop skills and become more comfortable in outdoor living, develop and put into practice leadership and team building skills, gain knowledge and skills in the environmental sciences and understand human connections to the environment.

Activities

Environmental education explores the science of ecosystems, plus relationships between people and their environment. We encourage participants to consider how their values and behaviors can influence and ultimately impact the world around them. Our curriculum and activities provide hands-on, memorable experiences that involve the whole person and address multiple learning styles.

The Adventurers 1 Week program was created for those participants with a high interest in developing their outdoor skills while researching and gaining knowledge of the ecosystem. Participants will be making birch bark baskets, researching

Wolf Lake, exploring wildlife and how to manage their habitat, rock climbing, developing team building and leadership skills and challenging themselves on the adventure ropes course. The highlight will be learning navigation skills by using a map, compass and GPS to read the land in-preparation for a 2-day backpacking trip on the Superior Hiking Trail.

Program: Adventurers - 2 Week Program
Sponsoring Organization: Wolf Ridge Environmental Learning Center
Grades Served: 7 , 8

Goals

The goals and objectives of the Adventurers 2-Week Program are for participants to: 1) go home with newfound self-confidence, self-direction and ability to take responsibility for their own success; 2) gain knowledge that allows participants to better care for our environment; and 3) develop skills and become more comfortable in outdoor living and camping.

Activities

Environmental education explores the science of ecosystems, plus relationships between people and their environment. We encourage participants to consider how their values and behaviors can influence and ultimately impact the world around them. Our curriculum and activities provide hands-on, memorable experiences that involve the whole person and address multiple learning styles. Participants in the Adventurers 2-week program are immersed into Minnesota's natural environment during a 7-day Boundary Waters Canoe Area Wilderness Trip. During this time, they will be developing their leadership, team building and community skills by working together to set up camp, cook, complete daily activities and portaging equipment. Prior to the 7 days spent in the BWCA, participants will be honing their wilderness travel skills by learning how to use a map, compass, and GPS; gaining knowledge to help them identify flora and fauna located in Minnesota; making a birch bark basket in Ojibwe fashion; rock climbing; and challenging themselves on the Adventure Ropes course.

Program: Botany, Potions and Magical Creatures
Sponsoring Organization: Bell Museum of Natural History
Grades Served: 3 , 4 , 5 , 6

Goals

The goal of the Bell Museum's Science Discovery Day Camps is to spark a strengthened connection, a thoughtful insight, and a new way of experiencing science and the natural world for K - 6th youth. We facilitate the self-discovery of curiosity, observation skills, and natural scientific abilities. We pioneer approaches to learning, engage all senses and ask questions fostering imagination and inquiry linked to university research that is timely and cutting edge. We advance the quest to discover, understand, and motivate those we serve to seek their role in the stewardship of life's diversity. All camps focus on four primary pedagogical approaches: 1. Hands-on Learning - Campers handle and work with collection specimens, live animals, and field and lab equipment. Teachers demonstrate many field and lab techniques. For instance,

campers will learn the mechanics of netting, pinning, preserving, and writing correct labels for insects to create their own insect collections. 2. Object-based Learning - Object-based learning allows for creative analysis, original data collection, and interpretation based on observations. The natural habitat surrounding the museum and the museum scientific collections provide “real” study objects for campers. 3. Interdisciplinary Learning—Camp teachers combine many disciplines such as art, language arts, math, and social studies to access difficult science content and concepts, to address the heavy focus in K-8 schools on improving reading and math skills. 4. Scientific Inquiry—Problem solving in science is a structured and direct way of asking and answering questions. Science inquiry requires mastering certain science process skills such as observing, classifying, communicating, measuring, estimating, identifying patterns, collecting data, predicting, making models, analysis, and interpretation of data. Campers practice these skills as they work individually or in small groups to solve problems in the field.

Activities

Explore all of your favorite magical subjects such transfiguration and how animal's change in appearance, experiment with magnets and learn about levitation, discover animal mimicry and plants that eat meat, and practice your hand at different chemical reactions.

The camps are led by Bell education staff and give campers the opportunity to meet university scientists, take field trips to university learning centers such as the Raptor Center, Insect Museum, research greenhouses and more. Campers also get to take part in recreational activities including swim trips to the world class University Aquatic Center.

| | |
|---------------------------------|--------------------------------|
| Program: | CSI: Bell Museum |
| Sponsoring Organization: | Bell Museum of Natural History |
| Grades Served: | 3 , 4 , 5 , 6 |

Goals

Meet a real crime investigator and assist in solving a crime. Learn the fundamentals of identification and classification by using plant and animal evidence found at crime scenes to crack the case.

Activities

Currently, there are eighteen camps ranging from mammals to invertebrates, outer space and engineering. The week-long camps include hands-on, inquiry-based classroom and laboratory activities, as well as outdoor exploration and recreation. One example, the Sunfish, Catfish, Go FISH camp which involves fish anatomy, behavior and habitat includes daily activities such as: Day 1: Aquatic Habitats and Eco-systems: Learn about different aquatic habitats such as ponds, lakes and rivers; discover the properties of water and collect water samples, and create a habitat. Day 2: MN Fish: Dissect a fish to learn about the anatomy, learn about fish behavior and the evolution of fish. Day 3: Fishy Activities: Create a fish using a variety of materials, discuss fish adaptations, build a pop can fishing pole and make some fish prints. Day 4: Go Fishing: Visit St. Anthony Falls to try and catch fish using homemade poles, seine nets and real fishing poles. Day 5: Fisheries Management: Discuss fishing regulations and learn about invasive species, make posters for a town meeting and meet with a conservation officer. The camps are led by University of Minnesota undergraduate and graduate students and

give campers the opportunity to meet University scientists and researchers. In addition, campers take part in recreational activities on the St. Paul campus and also swim trips to the world class University Aquatic Center. Campers also take field trips to University learning centers such as the Raptor Center, Bee Lab, and Small Animal Veterinary Hospital. These visits serve to provide tangible experiences that link learning and fun to post- secondary aspirations and also provide opportunities to become familiar with an institution that can seem inaccessible to individuals without personal experiences at a college or university.

All camps focus on four primary pedagogical approaches: 1. Hands-on Learning; 2. Object-based Learning; 3. Interdisciplinary Learning; and 4. Scientific Inquiry.

| | |
|---------------------------------|--|
| Program: | Camp Ichthyology fish |
| Sponsoring Organization: | Wolf Ridge Environmental Learning Center |
| Grades Served: | 5, 6 |

Goals

The goals and objectives for Camp Ichthyology (Fish) are to: 1. Describe herbivores, carnivores and herbivores. 2. Learn the important of herbivores, carnivores and herbivores in the food pyramid and food web. 3. Name the aquatic life zones found in Minnesota lakes and streams. 4. Understand the importance of water quality. 5. Identify the common fishes of Minnesota. 6. Learn about non-native invasive species and how they impact the environment. 7. Through the use of Minnesota Game Laws, develop a stewardship plan for action. 8. Develop a person environmental ethic towards Minnesota's fisheries and water ecosystem.

Activities

Environmental education explores the science of ecosystems, plus relationships between people and their environment. We encourage participants to consider how their values and behaviors can influence and ultimately impact the world around them. Our curriculum and activities provide hands-on, memorable experiences that involve the whole person and address multiple learning styles.

Stream trout, walleyes and northern pike are plentiful in the BWCA and the greater Superior National Forest. Knowing where the fish are comes with a thorough understanding of aquatic data that is sometimes provided by the DNR, but that other times must be collected and assessed by the angler turned “citizen scientist.” Lake and stream habitat assessment will be an area of focus for this course as will ethics and the natural history of each of these species of interest. Students will record and assess data on a number of area lakes and streams before applying what they have learned as anglers. The course culminates in a 3-day, 2-night field experience on a handful of lakes in the Superior National Forest.

Program: Carleton Summer Computer Science Institute
Sponsoring Institution: CARLETON COLLEGE
Grades Served: 10 , 11

Goals

Computer Science is a rich academic field that seeks to systematically study the processes for solving problems and untangle the complexities in the concrete physical world and the abstract mathematical world. The Summer Computer Science Institute (SCSI) at Carleton focuses on understanding how to think about these processes, how to program computers to implement them, and how to apply computer science ideas to real problems of interest.

Activities

Students will be taught by Carleton professors in three disciplinary areas of Computer Science while focusing their afternoons on one of those core areas as a guided research. The end of the program in a presentation of something they built or the research they conducted and their findings presented to both the academic community at Carleton and to the community.

Program: Carleton Summer Quantitative Reasoning Institute
Sponsoring Institution: CARLETON COLLEGE
Grades Served: 10 , 11

Goals

The institute is not a “math camp” but an intense program of training in several social science disciplines: political science and international relations, economics, and psychology. Students will learn how to think like a social scientist by not only receiving instruction in how these disciplines study the world, but by designing and engaging in a sustained, three-week collaborative research project with peers and their faculty mentors.

Activities

Students will be trained in how to use the statistical tools of these disciplines to answer a variety of research questions such as what factors cause war, how patterns of economic growth are related to social inequality, and how individuals make choices. Students in the SQRI will present their analyses and their results in writing and in public presentations, culminating at the end of the program in an oral exposition of their project’s findings using text, figures, and graphs. In short, they will have, during the three-weeks of the SQRI, the very same experience that Carleton students do who eventually major in the social sciences and go on to use their quantitative reasoning skills in diverse fields such as law, science, academics, public policy and public administration, journalism, and information technology.

| | |
|--------------------------------|-----------------------------------|
| Program: | Carleton Summer Science Institute |
| Sponsoring Institution: | CARLETON COLLEGE |
| Grades Served: | 10 , 11 |

Goals

Students who are currently in 10th and 11th grade are eligible to apply to this program (rising junior and senior over the summer of the program). The Carleton Summer Science Institute will help students learn to think and write like a scientist by doing science. That is, CSSI students, faculty, and Carleton undergraduate research assistants will engage in classroom and hands-on research related to faculty and student interests. Students will complete a collaborative guided research project which will culminate in a presentation at the CSSI Research Symposium held at the end of the program.

Activities

Students will be taught by Carleton Professors in three disciplinary areas of Computer Science while focusing their afternoons on one of those core areas as a guided research. The end of the program in a presentation of something they built or the research they conducted and their findings presented to both the academic community at Carleton and to the community.

| | |
|--------------------------------|---------------------------------|
| Program: | Carleton Summer Writing Program |
| Sponsoring Institution: | CARLETON COLLEGE |
| Grades Served: | 10 , 11 |

Goals

College-bound juniors (rising seniors) have an opportunity to study alongside faculty members from a variety of subject areas to develop better writing practices. This program also offers enrichment opportunities in the arts. Additionally, the students are taught how to analyze poems, short stories and other genres and use that in their writing. This course is offered for college credit and is only open to rising seniors in high school.

Activities

Each day begins with a morning class full of discussion of literature led by a Carleton professor. They will read both contemporary and traditional literature. This literature then becomes the focus of their papers. In addition to the morning classes, discussion sections led by current Carleton students offer one even more individual attention. Also, the writing workshop meets daily to provide students with opportunities to focus on their own writing process. Students write every day. Although we occasionally include creative writing exercises, the focus of the workshop remains on expository prose—the kind one will use in college to write academic papers. Students will also attend a writing workshop each day where the main emphasis is only on writing. This is also when students have an opportunity to meet with faculty to discuss their papers more in-depth.

| | |
|---------------------------------|-------------------------------------|
| Program: | Concordia Language Villages |
| Sponsoring Organization: | Concordia College |
| Grades Served: | 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 |

Goals

In a nationally recognized program of language and culture immersion, we provide a quality and life-changing experience for youth who are prepared to be responsible citizens in our global community. Language and culture in our program are inextricably intertwined, as they are in life. Students will increase both their language and cultural proficiency in one of 15 different languages, as well as their global citizenship skills.

Activities

Students are residents in a “Language Village,” living the language and culture through daily life in this residential camp program, while increasing their language and cultural proficiency, as well as their global citizenship skills. The experiential, residential setting immerses the participants in the culture of the countries where the target language is spoken through food, music, sports, dance, games, and activities, and students build skills in a variety of communicative tasks, such as asking and answering questions, describing, expressing opinions, and telling stories. They function in language contexts such as stores, social settings, and homes. Language and culture are embedded in “content,” the content of daily life and of recreational activities (sports, crafts) and academic subjects (environmental science, poetry).

| | |
|---------------------------------|-----------------------------|
| Program: | Create Something Great |
| Sponsoring Organization: | Friends School of Minnesota |
| Grades Served: | 3 , 4 , 5 , 6 , 7 , 8 , 9 |

Goals

Create Something Great is a multi-arts and enrichment program designed to help students retain and expand their knowledge over the summer.

Activities

Classes in visual art, performing arts, writing, science, reading, math, and recreation are offered, with a maximum class size of 14.

Program: Discoverers
Sponsoring Organization: Wolf Ridge Environmental Learning Center
Grades Served: 3 , 4

Goals

The goals and objectives of the Discoverers program are to help participants develop skills and become more comfortable in outdoor living. Develop and put into practice leadership and team building skills. Gain knowledge and skills in the environmental sciences and understand human connections to the environment.

Activities

Environmental education explores the science of ecosystems, plus relationships between people and their environment. We encourage participants to consider how their values and behaviors can influence and ultimately impact the world around them. Our curriculum and activities provide hands-on, memorable experiences that involve the whole person and address multiple learning styles.

Discoverers will be investigating animal habitats and signs, learning about the importance of Minnesota's plants, exploring Wolf Ridge using a GPS, understanding how insects adapt and survive in Minnesota, canoeing, and swimming at Wolf Lake. A highlight of the week is an all-day adventure on the Superior Hiking Trail. Participants will enjoy learning and building friendships in a nurturing, fun environment.

Program: Earth, Cosmos and Beyond
Sponsoring Organization: Bell Museum of Natural History
Grades Served: 3 , 4 , 5 , 6

Goals

Discover the wonders of the night sky. Explore the solar system and galaxy, and see how our planet fits within the structure of the universe.

Activities

Currently, there are eighteen camps ranging from mammals to invertebrates, outer space and engineering. The week-long camps include hands-on, inquiry-based classroom and laboratory activities, as well as outdoor exploration and recreation. One example, the Sunfish, Catfish, Go FISH camp which involves fish anatomy, behavior and habitat includes daily activities such as: Day 1: Aquatic Habitats and Eco-systems: Learn about different aquatic habitats such as ponds, lakes and rivers; discover the properties of water and collect water samples, and create a habitat. Day 2: MN Fish: Dissect a fish to learn about the anatomy, learn about fish behavior and the evolution of fish. Day 3: Fishy Activities: Create a fish using a variety of materials, discuss fish adaptations, build a pop can fishing pole and make some fish prints. Day 4: Go Fishing: Visit St. Anthony Falls to try and catch fish using homemade poles, seine nets and real fishing poles. Day 5: Fisheries Management: Discuss fishing regulations and learn about invasive species, make posters for a town meeting and

meet with a conservation officer. The camps are led by University of Minnesota undergraduate and graduate students and give campers the opportunity to meet university scientists and researchers. In addition, campers take part in recreational activities on the St. Paul campus and also swim trips to the world class University Aquatic Center. Campers also take field trips to university learning centers such as the Raptor Center, Bee Lab, and Small Animal Veterinary Hospital. These visits serve to provide tangible experiences that link learning and fun to post-secondary aspirations and also provide opportunities to become familiar with an institution that can seem inaccessible to individuals without personal experiences at a college or university.

All camps focus on four primary pedagogical approaches: 1. Hands-on Learning; 2. Object-based Learning; 3. Interdisciplinary Learning; and 4. Scientific Inquiry.

| | |
|---------------------------------|--|
| Program: | Ecology Inquiry Immersion |
| Sponsoring Organization: | Wolf Ridge Environmental Learning Center |
| Grades Served: | 6 , 7 , 8 |

Goals

The goals and outcomes of the Ecology Inquiry Immersion program are in alignment with the State of Minnesota Academic Standards. They are to understand that: 1. Natural systems can include a variety of organisms that interact with one another in several ways. 2. The flow of energy and the recycling of matter are essential to a stable ecosystem. 3. Human activity can change living organisms and ecosystems. 4. Science is a way of knowing about the natural world and is characterized by empirical criteria, logical argument and skeptical review. 5. Scientific inquiry uses multiple interrelated processes to investigate questions and propose explanations about the natural world. Men and women throughout history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry. 6. Science and engineering operate in the context of society and both influence and are influenced by this concept. 7. Science, technology, engineering and mathematics rely on each other to enhance knowledge and understanding. 8. In order to maintain and improve their existence, humans interact with and influence earth systems. 9. Patterns of atmospheric movement influence global climate and local weather.

Activities

Environmental education explores the science of ecosystems, plus relationships between people and their environment. We encourage participants to consider how their values and behaviors can influence and ultimately impact the world around them. Our curriculum and activities provide hands-on, memorable experiences that involve the whole person and address multiple learning styles.

The Ecology Inquiry Immersion (EII) program is designed for 8th grade students who want to challenge themselves with an in-depth science curriculum. It will provide a meaningful and authentic setting to develop reading, writing and math skills that will spark a deeper interest in science and prepare them for high school level science programs. The coursework will include research projects with professionals from the U.S. Forest Service and Minnesota Department of Natural Resources, hands on activities that will allow them to explore the flora and fauna of Minnesota's ecosystems and discussions that will challenge their thoughts on environmental ethics. This program will also include a 4 day

backpacking trip on the Superior Hiking trail to get a first-hand look at land use and how humans impact their environment.

Program: Expand Your Mind
Sponsoring Organization: Minnesota Institute for Talented Youth
Grades Served: 7 , 8 , 9 , 10 , 11

Goals

The Minnesota Institute for Talented Youth'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 vision. The organization's goals are: 1. provide an array of enriched, hands-on courses in three age-appropriate programs; 2. attract and retain master teachers interested in sharing their commitment to their discipline; 3. attract a diverse group of students, including those not generally encouraged to attend; and 4. maintain a financially stable organization.

Activities

Approximately 370 students at MITY's summer program, Expand Your Mind, immerse themselves in an intense study of one course ranging from creative writing, engineering, theatre, jazz band, art, social sciences, math, and sciences. Class sizes are small so that everyone feels welcome and receives the attention they need for a high level of learning. Unique and experiential classroom activities help students stay excited and motivated about learning. MITY also has extracurricular activities and social events that reflect the whole-child approach to developing students academically, physically and socially. Expand Your Mind, for students in grades 7 through 12, is held on the campus of Macalester College in St. Paul. From its stages to chemistry labs, rehearsal halls to classrooms, cafeterias to athletic fields, students catch a rare glimpse of what college life is like.

Program: ExplorSchool
Sponsoring Organization: Minnesota Institute for Talented Youth
Grades Served: 4 , 5 , 6

Goals

The Minnesota Institute for Talented Youth'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 vision. The organization's goals are: 1. provide an array of enriched, hands-on courses in three age-appropriate programs; 2. attract and retain master teachers interested in sharing their commitment to their discipline; 3. attract a diverse group of students, including those not generally encouraged to attend; and 4. maintain a financially stable organization.

Activities

Approximately 100 students at MITY's summer program, ExplorSchool, immerse themselves in an intense study of two courses ranging from chemistry, drama, electricity and magnetism, aerodynamics, photography, Spanish, and mock trial. Students take half-day classes for extended time to deeply explore topics of interest and take on new challenges. Class sizes are small so that everyone feels welcome and receives the attention they need for a high level of learning. Unique and experiential classroom activities and course related field trips help students stay excited and motivated about learning. Each day, students experience the noontime special events and recreation program to help build friendships and community. This "super rec time" includes activities such as chess tournaments, soccer, board games, ultimate Frisbee, and relaxation. MITY has created a perfect mix of academic challenge and summer fun which reflects the whole-child approach to developing students academically, physically and socially. ExplorSchool, for students in grades 4 through 6, is held at St. Paul Academy and Summit School in St. Paul.

| | |
|---------------------------------|--------------------------------|
| Program: | Field Biology |
| Sponsoring Organization: | Bell Museum of Natural History |
| Grades Served: | 3 , 4 , 5 , 6 |

Goals

Explore the life of a wildlife biologist by studying living flora and fauna, and their relationship to their environment.
Learn to use field equipment and track animals.

Activities

Currently, there are eighteen camps ranging from mammals to invertebrates, outer space and engineering. The week-long camps include hands-on, inquiry-based classroom and laboratory activities, as well as outdoor exploration and recreation. One example, the Sunfish, Catfish, Go FISH camp which involves fish anatomy, behavior and habitat includes daily activities such as: Day 1: Aquatic Habitats and Eco-systems: Learn about different aquatic habitats such as ponds, lakes and rivers; discover the properties of water and collect water samples, and create a habitat. Day 2: MN Fish: Dissect a fish to learn about the anatomy, learn about fish behavior and the evolution of fish. Day 3: Fishy Activities: Create a fish using a variety of materials, discuss fish adaptations, build a pop can fishing pole and make some fish prints. Day 4: Go Fishing: Visit St. Anthony Falls to try and catch fish using homemade poles, seine nets and real fishing poles. Day 5: Fisheries Management: Discuss fishing regulations and learn about invasive species, make posters for a town meeting and meet with a conservation officer. The camps are led by University of Minnesota undergraduate and graduate students and give campers the opportunity to meet university scientists and researchers. In addition, campers take part in recreational activities on the St. Paul campus and also swim trips to the world class University Aquatic Center. Campers also take field trips to university learning centers such as the Raptor Center, Bee Lab, and Small Animal Veterinary Hospital. These visits serve to provide tangible experiences that link learning and fun to post- secondary aspirations and also provide opportunities to become familiar with an institution that can seem inaccessible to individuals without personal experiences at a college or university.

All camps focus on four primary pedagogical approaches: 1. Hands-on Learning; 2. Object-based Learning; 3. Interdisciplinary Learning; and 4. Scientific Inquiry.

Program: Junior Naturalist - 2 Week
Sponsoring Organization: Wolf Ridge Environmental Learning Center
Grades Served: 9 , 10 , 11

Goals

The goals and objectives of the Junior Naturalists 2 - Week Program 1) Develop skills and become more comfortable in outdoor living. 2) Develop and put into practice leadership and team building skills. 3) Gain knowledge that allows participants to better care for our environment. 4) Learn about and participate in various research techniques involved in the management of birds. 5) Understand the techniques involved in caring for educational program animals. 6) Gain a stronger sense of appreciate for Lake Superior and the environment surrounding it.

Activities

Environmental education explores the science of ecosystems, plus relationships between people and their environment. We encourage participants to consider how their values and behaviors can influence and ultimately impact the world around them. Our curriculum and activities provide hands-on, memorable experiences that involve the whole person and address multiple learning styles. The Junior Naturalists 2-Week program is designed to immerse participants into 2 weeks of research, bird management and kayaking. Together with naturalists and researchers, Junior Naturalist will kayak and explore Lake Superior and the bird life around it. They will shadow ornithologists to learn what birds live where, how their nesting areas are doing and what they eat. Participants will work with researchers to help band local birds, work with and care for program animals, and hone their bird watching skills while on a week-long kayaking trip in the Apostle Islands National Seashore.

Program: Math-Science-Computer Camps
Sponsoring Institution: ST CLOUD STATE UNIVERSITY
Grades Served: 3 , 4 , 5 , 6 , 7 , 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 program emphasizes the study and exploration of science, mathematics and computer technology from a discovery perspective. Students engage in problem-solving and research-oriented activities designed to improve their knowledge of

science, the environment and culture. There is a major focus on the biological and environmental sciences with many activities taking place on farms or in parks and other outdoor, natural environments.

Program: Middle School Scrubs Camp -- Rochester
Sponsoring Organization: HealthForce Minnesota
Grades Served: 6 , 7 , 8

Goals

This camp is located at Rochester Community and Technical College. Programs focus on math and science. This is just a sampling of what type of classes students are taking: Anatomy, Forensic Science, Clinical Lab Sciences, Dental, and Health Exercise and Rehabilitation Science. Among the most popular sessions are Anatomy in Clay, DNA in Action, Public Health and Epidemiology, and the SIM LAB. Students are creating the human body and its organs from clay, collecting their DNA in test tubes, conducting a food-borne disease outbreak investigation through lab analysis as part of the epidemiology focus, and working together as a team to save a person's life on simulation mannequin by reading the vital signs, determining how much medication to give the person, etc. One lab experience is testing water quality after collecting water samples. As part of the camp evaluations, students take a pre-survey and post-survey to see what types of math and science classes they are taking, and after camp what type of math and science classes they are going to take. We ask about such classes as algebra, geometry, pre-calculus, biology, chemistry and physics. Scrubs Camps are unlike any other science-based summer camp. Participants are learning much and applying their knowledge through many hands-on activities.

Activities

Students will explore many healthcare careers. They will participate in hands-on activities and tour medical facilities. They will learn what type of classes they need to take in middle school and high school if they are interested in the healthcare field.

Program: Minnesota Business Venture
Sponsoring Organization: BestPrep
Grades Served: 9 , 10 , 11

Goals

Minnesota Business Venture (MBV) is a weeklong residential summer program for students in grades 9-12. Each summer, MBV brings students together from across the state to spend a week with business leaders to learn about business skills, financial literacy concepts and career options.

Minnesota Business Venture Goals: 1. To improve business and financial literacy skills of high school students. 2. To provide students with the skills needed to be successful in college, work, and life. 3. To provide an opportunity for students to explore career options.

Activities

Business people become the MBV faculty, called Resident Business Leaders, sharing their knowledge and business experience with the future workforce. Throughout the week-long session, students and business mentors attend sessions on career development, college admissions, entrepreneurship, ethics, buying your first car, and insurance. They participate in activities such as simulated job interviews and sessions to develop financial literacy skills. A business simulation exercise is the core project for the week. Students take on roles in the areas of marketing, finance, or operations to create and develop a product and present a business plan to a panel of judges.

The Minnesota Business Venture curriculum has been developed and will continue to be refined annually by the Advisory Committee.

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| Program: | OleChess Camp |
| Sponsoring Institution: | ST OLAF COLLEGE |
| Grades Served: | 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 |

Goals

Chess directly contributes to academic performance by building on focus, visualization, thinking ahead, weighing options, analyzing correctly, abstract thinking, planning, multi-tasking. These skills are all part of the game and as a result campers will become more critical thinkers, better problem solvers and more independent decision makers.

Activities

OleChess offers learning options for all levels, beginners through advanced students. Program consists of classes, demonstrations, lectures, tournaments and games. A rotating instructional schedule allows campers to study with a variety of teachers.

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| Program: | Saint Paul Scrubs Camp |
| Sponsoring Organization: | HealthForce Minnesota |
| Grades Served: | 8 , 9 , 10 , 11 |

Goals

This camp is located at Saint Paul Community and Technical College. Our programs focus on math and science. This is just of sampling of what type of classes students are taking: Anatomy, Forensic Science, Clinical Lab Sciences, Dental, and Health Exercise and Rehabilitation Science. Among the most popular sessions are Anatomy in Clay, DNA in Action, Public Health and Epidemiology, and the SIM LAB. Students are creating the human body and its organs from clay, collecting their DNA in test tubes, conducting a food-borne disease outbreak investigation through lab analysis as part of the epidemiology focus, and working together as a team to save a person's life using a simulation mannequin by reading the vital signs, determining how much medication to give the person, etc. One lab experience is testing water quality after collecting water samples. As part of the camp evaluations, students take a pre-survey and post-survey to see what types of

math and science classes they are taking, and after camp what type of math and science classes they are going to take. We ask about such classes as algebra, geometry, pre-calculus, biology, chemistry and physics. Scrubs Camps are unlike any other science-based summer camp. Participants are learning much and applying their knowledge through many hands-on activities.

Activities

Students will explore the healthcare field and network with faculty, healthcare professionals and college students. Some of the health careers that will be examined are dental, nursing, public health, emergency medicine, cardiovascular laboratory, clinical laboratory sciences, anatomy and biology, nutrition and health promotion and more.

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| Program: | Scientific Discovery Program |
| Sponsoring Institution: | ST CLOUD STATE UNIVERSITY |
| Grades Served: | 9 , 10 |

Goals

The program is designed to introduce students to scientific research activities at an early age and to provide opportunities for continuous involvement in educational pursuits with a research focus, so as to encourage college attendance and increase interest in STEM fields.

Activities

Participants will experience biological, chemical, computer sciences, mathematical, social and statistical sciences through laboratories, special demonstrations, presentations, field trips and lectures related to water quality and solid waste management. Participants will use the knowledge and skills they develop to conduct research on topics that have social and environmental significance in their communities. University and practicing scientists will work closely with the student in identifying, designing, developing and implementing the research project.

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| Program: | Scrubs Camp - Urban Augsburg |
| Sponsoring Organization: | HealthForce Minnesota |
| Grades Served: | 8 , 9 , 10 , 11 |

Goals

This camp is located at Augsburg College. Our programs focus on math and science. This is just a sampling of what type of classes students are taking: Anatomy, Forensic Science, Clinical Lab Sciences, Dental, and Health Exercise and Rehabilitation Science. Among the most popular sessions are Anatomy in Clay, DNA in Action, Public Health and Epidemiology, and the SIM LAB. Students are creating the human body and its organs from clay, collecting their DNA in test tubes, conducting a food-borne disease outbreak investigation through lab analysis as part of the epidemiology focus,

and working together as a team to save a person's life using a simulation mannequin by reading the vital signs, determining how much medication to give the person, etc. One lab experience is testing water quality after collecting water samples. As part of the Camp evaluations, students take a pre-survey and post-survey to see what types of math and science classes they are taking, and after camp what type of math and science classes they are going to take. We ask about such classes as algebra, geometry, pre-calculus, biology, chemistry and physics. Scrubs Camps are unlike any other science-based summer camp. Participants are learning much and applying their knowledge through many hands-on activities.

Activities

A variety of sessions are offered. The students get an overview of each session on the first day of camp and are then asked to make their own schedule by picking what sounds the most interesting to them. Field trips to medical facilities are also offered. Evening activities include games, movies, ropes course, talent show, and some small group time to reflect on what the campers have learned each day.

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| Program: | Scrubs Camp - WSU |
| Sponsoring Organization: | HealthForce Minnesota |
| Grades Served: | 8 , 9 , 10 , 11 |

Goals

This camp is located at Winona State University. Our programs focus on math and science. This is just a sampling of what type of classes students are taking: Anatomy, Forensic Science, Clinical Lab Sciences, Dental, and Health Exercise and Rehabilitation Science. Among the most popular sessions are Anatomy in Clay, DNA in Action, Public Health and Epidemiology, and the SIM LAB. Students are creating the human body and its organs from clay, collecting their DNA in test tubes, conducting a food-borne disease outbreak investigation through lab analysis as part of the epidemiology focus, and working together as a team to save a person's life using a simulation mannequin by reading the vital signs, determining how much medication to give the person, etc. One lab experience is testing water quality after collecting water samples. As part of the Camp evaluations, students take a pre-survey and post-survey to see what types of math and science classes they are taking, and after camp what type of math and science classes they are going to take. We ask about such classes as algebra, geometry, pre-calculus, biology, chemistry and physics. Scrubs Camps are unlike any other science-based summer camp. Participants are learning much and applying their knowledge through many hands-on activities.

Activities

A variety of sessions are offered. The students get an overview of each session on the first day of camp and are then asked to make their own schedule by picking what sounds the most interesting to them. Field trips to medical facilities are also offered. Evening activities include games, movies, ropes course, talent show, and some small group time to reflect on what the campers have learned each day.

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|--------------------------------|-------------------------|
| Program: | St Olaf Acting Camp |
| Sponsoring Institution: | ST OLAF COLLEGE |
| Grades Served: | 6 , 7 , 8 , 9 , 10 , 11 |

Goals

To instill in aspiring young actors a deeper understanding of what goes into producing theater. Campers will be exposed to movement, stage makeup, vocal expression, character developments, stage combat, audition techniques and backstage roles and etiquette.

Activities

This process-driven camp is filled with classes, rehearsals, and fun social activities. Campers will work with talented instructors as well as guest specialists in musical theater, acting, and movement.

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| Program: | St. Olaf Summer Music Camp |
| Sponsoring Institution: | ST OLAF COLLEGE |
| Grades Served: | 8 , 9 , 10 , 11 |

Goals

This performance based experience will challenge and encourage students to stretch their musical abilities. Everyone participates in at least one large ensemble (band, orchestra, or choir). Students will complete their day with elective classes and an optional second ensemble. Students will return home with new skills, new energy, new friends and a heightened commitment to music.

Activities

Days are filled with classes, lessons, rehearsals, practice. Daily faculty and student recitals and performances are conducted. Two private lessons are included in each camp registration.

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| Program: | Summer Composition Camps |
| Sponsoring Organization: | Junior Composers |
| Grades Served: | 8 , 9 , 10 , 11 |

Goals

The Junior Composers program seeks to increase students' musical understanding, encourage students' musical growth, and strengthen students' abilities to creatively collaborate with each other.

Activities

Each student participates in daily theory classes, and has exposure to renown performing artists and guest ensembles. Each student receives 3-8, one-on-one private composition lessons from members of the JC faculty, composes a new piece for chamber ensemble, and facilitates rehearsals of that piece, which is premiered on the last day of camp. In addition to composing, rehearsing, and performing one's own work, each student assists other students in the rehearsal and performance of their respective pieces.

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| Program: | Ecology Inquiry Immersion |
| Sponsoring Organization: | Wolf Ridge Environmental Learning Center |
| Grades Served: | 6, 7, 8 |

Goals

The goals and outcomes of the Ecology Inquiry Immersion program are in alignment with the State of Minnesota Academic Standards. They are to understand that; 1. Natural systems and include a variety of organisms that interact with one another in several ways. 2. The flow of energy and the recycling of matter are essential to a stable ecosystem. 3. Learn how human activity can change living organisms and ecosystems. 4. Understand that science is a way of knowing about the natural world and is characterized by empirical criteria, logical argument and skeptical review. 5. Scientific inquiry uses multiple interrelated processes to investigate questions and propose explanations about the natural world. Men and women throughout history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry. 6. Science and engineering operate in the context of society and both influence and are influenced by this concept. 7. Science, technology, engineering and mathematics rely on each other to enhance knowledge and understanding. 8. In order to maintain and improve their existence, humans interact with and influence earth systems. 9. Patterns of atmospheric movement influence global climate and local weather.

Activities

Environmental education explores the science of ecosystems, plus relationships between people and their environment. We encourage participants to consider how their values and behaviors can influence and ultimately impact the world around them. Our curriculum and activities provide hands-on, memorable experiences that involve the whole person and address multiple learning styles. <P>

The Ecology Inquiry Immersion (EII) program is designed for 8th grade students who want to challenge themselves with an in-depth science curriculum. It will provide a meaningful and authentic setting to develop reading, writing and math skills that will spark a deeper interest in science and prepare them for high school level science programs. The coursework will include research projects with professionals from the U.S. Forest Service and Minnesota Department of Natural Resources, hands on activities that will allow them to explore the flora and fauna of Minnesotas ecosystems and discussions that will challenge their thoughts on environmental ethics. This program will also include a 4 day backpacking trip on the Superior Hiking trail to get a firsthand look at land use and how humans impact their environment.

| | |
|---------------------------------|---------------------------|
| Program: | Summer Science Camp |
| Sponsoring Organization: | The Bakken Museum |
| Grades Served: | 3 , 4 , 5 , 6 , 7 , 8 , 9 |

Goals

The Bakken’s education programs integrate science, technology, and the humanities in dynamic ways to inspire and empower youth. Maintaining a low adult to camper ratio ensures that each student receives individual attention and support. Summer camps at The Bakken aim to create a community of creative minded students who all share a common interest in making and doing.

Activities

Summer Science Camp is a week-long program where students design and build their own inventions, practice creative thinking skills, make magic tricks, and play games. During the week every camper will design, make, and take home his or her own unique project. We provide a large variety of materials and tools for project building. Campers will exercise their critical thinking and creative skills through a variety of problem solving challenges and hands on activities.

| | |
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| Program: | ThreeSixty Journalism Summer Camps |
| Sponsoring Institution: | UNIVERSITY OF ST THOMAS |
| Grades Served: | 9 , 10 , 11 |

Goals

ThreeSixty Journalism Summer Camps offers high school students who are freshmen, sophomores, or juniors unique learning opportunities in college essay writing, reporting, interviewing, photography, and writing on deadline, as well as media tours and guest speakers. Plus, students will have the opportunity for published work in ThreeSixty Magazine and on ThreeSixtyJournalism.org.

Activities

Students will learn how to write, edit and report like a professional; use photos and words to tell their story; engage with media professionals; build confidence and skills for college; have their work published in ThreeSixty Magazine; and experience campus life at the University of St. Thomas. Students who complete a ThreeSixty Journalism summer program are eligible to continue in ThreeSixty school-year programming as well as compete for a full-tuition, four-year scholarship at St. Thomas.

| | |
|---------------------------------|------------------------------------|
| Program: | Verbal Advantage |
| Sponsoring Organization: | D.I.V.I.N.E. Institute |
| Grades Served: | 3 , 4 , 5 ,6 , 7 , 8 , 9 , 10 , 11 |

Goals

Program goals include having participants: pronounce 50 words, retain 30 words; spell 30 words; write out all words; memorize five proverbs; memorize five adages; become familiar with 50 etiquette techniques; demonstrate all etiquette techniques; learn how and when to use a dictionary; read five books; research plausible career options; understand what it takes to matriculate into college; take pre-test, weekly test, and final test; have lots of fun; and then have some more FUN!!!

Activities

D.I.V.I.N.E. Institute (DI) serves children beyond the classroom under the auspices of an arcade-like (fun) environment. While we use education as the medium for change, it is our intentionality and program design that creates the impetus for lifelong learning and life improvement. DI has used its participants to help with designing how they learn since our formation. During our summer institute our Verbal Advantage and Principles for Living sessions use mnemonics to engage the youth. The youth help create the mnemonics that will be use during the summer program. Some of the memory devices the youth have implemented to retain their words and adages are skits (plays), improvisational comedy, divergent games, and songs. The more outlandish the mnemonic the better the participants are at retaining the vocabulary word, adage, or Proverb. All mnemonics are done in a wholesome manner. DI operates under the notion of a high-energy, fun, and exciting place to learn.

| | |
|---------------------------------|--|
| Program: | Voyageurs |
| Sponsoring Organization: | Wolf Ridge Environmental Learning Center |
| Grades Served: | 5 , 6 |

Goals

The goals and objectives of the Discoverers is to have participants: develop skills and become more comfortable in outdoor living, develop and put into practice leadership and team building skills, gain knowledge and skills in the environmental sciences, and understand human connections to the environment.

Activities

Environmental education explores the science of ecosystems, plus relationships between people and their environment. We encourage participants to consider how their values and behaviors can influence and ultimately impact the world around them. Our curriculum and activities provide hands-on, memorable experiences that involve the whole person and address multiple learning styles.

Community is an important aspect as a Voyageur. Participants will spend the week focusing on the cultural and ecological history of northern Minnesota while developing teambuilding and leadership skills through hands-on games and activities. Participants practice these newly developed skills as they work together to paddle the voyageur canoe, learn how to use a GPS, explore the ecosystem of Sawmill Creek and go on an overnight camping trip to Raven Lake.