



Summer Academic Enrichment Program Annual Report

January 18, 2025

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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 more than \$240 million annually in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

About This Report

This is a legislative-mandated report. As requested by Minnesota Statutes, section 3.197, this report cost approximately \$4,282.91 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). 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. There are no Grade Point Average (GPA) requirements for students in grades 3-6. 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. According to Minnesota Department of Education's Minnesota Report Card, for the 2023-2024 academic year, 42.4% of Minnesota's public-school students qualified for free or reduced-price meals. The 2023 Minnesota public high school graduation rate for free/reduced price eligible students was 71.99%, compared to a statewide graduation rate of 83.3%.

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 English, Fine Arts, Humanities, Mathematics, Performing Arts, Science, Social Science and World Languages & Cultures.

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 2024 Overview

For fiscal year 2024 the Office of Higher Education (OHE) did not have unspent available funds from other programs to transfer into the Summer Academic Enrichment Program to supplement the program appropriation. It has been past practice to supplement the program appropriation, when possible, to support all eligible students. The state appropriation of \$242,500 was available to support eligible student stipends for summer 2024.

Student awards are processed on a first-come, first-served basis. The 2024 student application opened for eligible sponsors to start entering student applications in OHE's database on May 28, 2024, at 8:00 a.m., by 10:00 a.m., all available funds were depleted.

All student applications entered after 10:00 a.m. on May 28, 2024, were placed on a wait list. Some of the applicants who were approved in the first round of awarding were later determined to either be ineligible for program funds or decided not to attend a SAEP program. Those funds were then re-awarded to students from the wait list. OHE was able to redistribute funds to students who had completed applications entered in OHE's database through 10:05 a.m. on May 29, 2024. Ultimately, 268 students were awarded a stipend, and 311 students were left on the wait list. As a comparison, in fiscal year 2023 OHE had access to federal American Rescue Plan (ARP) funds and awarded stipends to 935 students for a total of \$799,374. Also, all students who applied and were eligible received a stipend with no students on the wait list.

Students Served

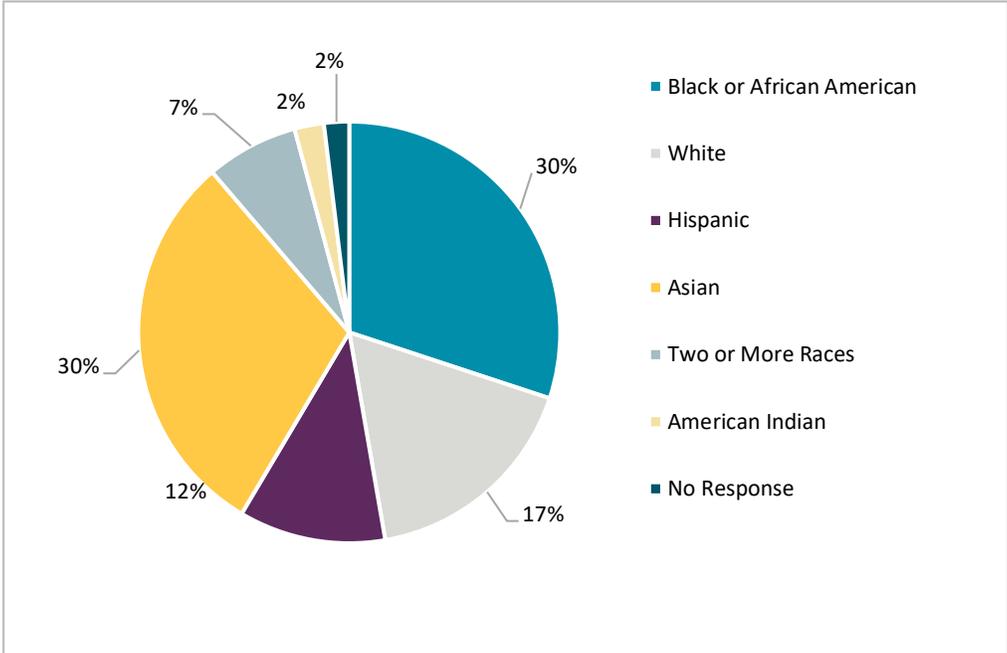
As directed by statute, the 2024 participants were Minnesota residents enrolled in grades 3 through 11 for the 2023-2024 academic year. To comply with the program’s focus on serving low-income students, all participants were required to document their families meet the income eligibility used for free or reduced-price school meals as defined by the Richard B. Russell National School Lunch Act.

Four institutions/organizations served the majority (72.04%) of the students. The four institutions/organizations were:

- Minnesota Institute of Talented Youth – 61
- BestPrep – 53
- Concordia Language Village – 41
- St Cloud State University - 32

The Office of Higher Education received applications from 623 students for summer 2024; however, some students did not show up for camp or upon verification were not eligible. Ultimately, \$242,460 in program stipends supported 268 students who attended eligible summer camps receiving an average award of \$905. We had 311 students who were not awarded due to depleted program funds. Students from racial/ethnic groups underrepresented in postsecondary education were 83% of the applicant pool. A complete breakdown can be found in Figure 1.

Figure 1. Race/Ethnicity of 2024 SAEP Program Applicants



Eligible Sponsors and Programs

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. 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 performances 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 worlds 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.

Summer Sponsor and Camp Eligibility Process

To determine if the program sponsor and the summer programs are eligible for participation, the Office of Higher Education (OHE) posted a Request for Applications (RFA) on February 28, 2024, with RFA submissions due February 15, 2024, for any new sponsors or programs wanting to be considered eligible for summer 2024. Program sponsors and summer programs who were determined eligible during the first year of the biennium will not be required to apply for the second year of the biennium, those programs will be automatically renewed the second year of the biennium. Additionally, OHE hosted two technical assistance sessions later that month. The sessions provided interested organizations and institutions with the opportunity to learn an overview of the RFA process and to demonstrate the student portal used to submit program applications.

Twenty-two organizations indicated an interest in becoming approved SAEP Program Sponsors by submitting an Intent to Submit. One new organization completed the RFA process and was found to be ineligible based on the materials submitted. Ultimately, 20 sponsors and 63 summer enrichment programs were notified of approval to be eligible Program Sponsors for SAEP summer 2024.

In advance of accepting student applications, the Office hosted additional virtual sessions to demonstrate the student portal for sponsors to enter student applications. The second set of virtual sessions again introduced the community to program staff and provided a demonstration on how to enter student applications into the SAEP portal.

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

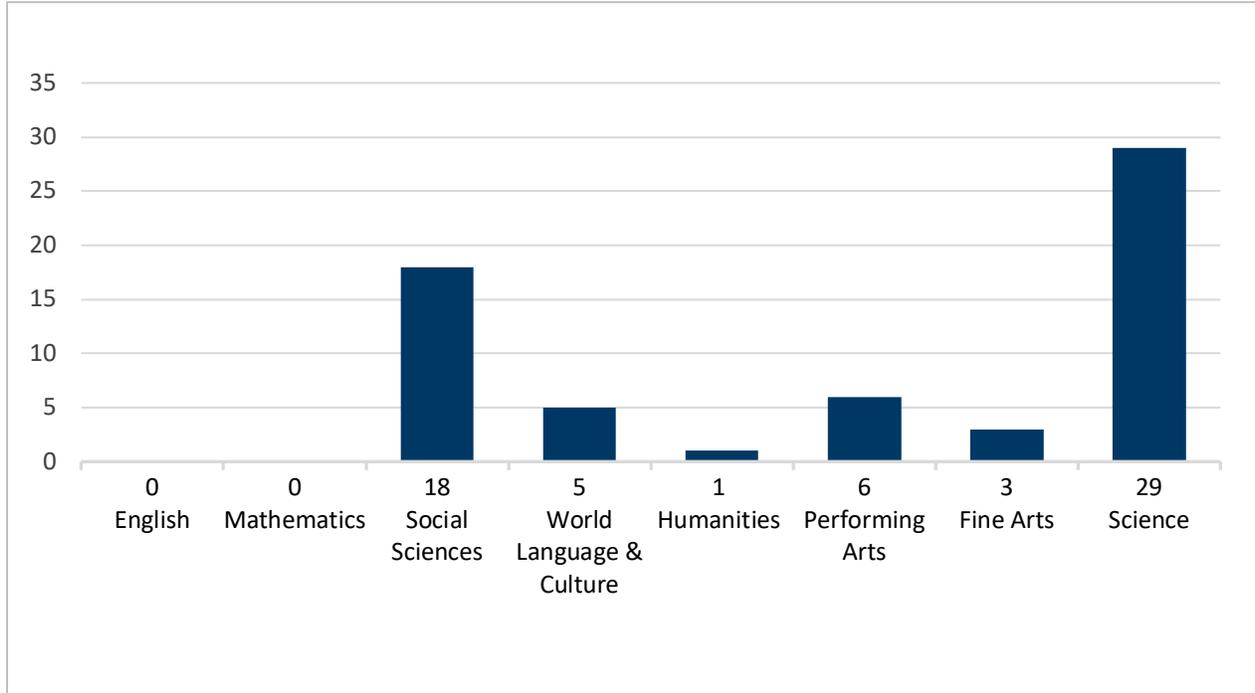
A complete breakdown of camps based on content area can be found in **Figure 2**. The goals and activities of each program are described in [Appendix B](#).

Table 1 - Eligible SAEP Program Sponsors

Institution / Organization	Total Student Stipends Received	Grade Levels Served
Above the EDGE, Inc	14	3-8
Asian Media Access	0	3-11
Bakken Museum, The	0	3-9
Best Prep	53	9-11
Breakthrough Twin Cities	27	6-8
Composers Institute	0	3-7
Concordia College	41	3-11
Friends School of MN	0	3-9
Hamline University	0	8-11

Institution / Organization	Total Student Stipends Received	Grade Levels Served
HealthForce Minnesota	15	7-11
MN Aviation Career Education (ACE) Camp	0	9-11
MN Urban Debate League	3	5-11
MN Zej Zog	0	3-11
Minnesota Institute of Talented Youth	61	5-11
St. Cloud State University	32	3-8
The Works	0	3-6
University of St. Thomas	7	9-11
Walker West Music Academy	0	3-11
White Bear Center for the Arts	0	3-11
Wolf Ridge Environmental Learning Center	15	3-11
Total	268	

Figure 2. Curricular Content Area of 2024 SAEP Programs



Program Outcomes

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

- SAEP support increased the percentage of low-income students enrolled in approved OHE summer academic programming.
- 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.

Appendix A: Summer Academic Enrichment Program Statutes

Minnesota Statutes 2024

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;
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- (1) is incorporated;
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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](https://www.revisor.mn.gov/laws/2015/0/69/#laws.3.7.0) (https://www.revisor.mn.gov/laws/2015/0/69/#laws.3.7.0)

[2024 c 124 art 2 s 12](https://www.revisor.mn.gov/laws/2024/0/124/#laws.2.12.0) (https://www.revisor.mn.gov/laws/2024/0/124/#laws.2.12.0)

[2024 c 127 art 35 s 12](https://www.revisor.mn.gov/laws/2024/0/127/#laws.35.12.0) (https://www.revisor.mn.gov/laws/2024/0/127/#laws.35.12.0)

Appendix B: 2024 Summer Academic Enrichment Program

Sponsor Goals and Activities

Summer Academic Enrichment 2024 Eligible Programs

Program: 2-Week BWCAW Canoe Wilderness Trip

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 7, 8

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The 2-wk BWCAW Wilderness program was created for those campers with a high interest in developing their environmental science knowledge and skills, as well as their outdoor adventure and recreation skills. The goals and objectives for the 2-week program are divided into 4 categories. These categories include leadership, wilderness skills, environmental science knowledge and ethics and risk management. Examples of these goals include: To develop self-reliance, self-confidence and self-respect . To develop the skills needed to be a self-leader, peer leader, designated leader and active follower. To grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. Gain the skills needed to display a tolerance for adversity and uncertainty. To grow as responsible members of their community by understanding. and practicing the personal skills needed to live and work with fellow participants and staff. Navigate using maps, charts, compass, GPS and landmarks. Develop a sense of place and appreciation by experiencing wilderness and exploring relationships with their surroundings. Develop and articulate a personal environmental ethic. Understand the Scientific Theory and how it can be applied to environmental research. Explore the natural world through observation and application of ecological concepts. Understand land management and environmental issues. Apply Leave No trace skills to camping and travel. Use technical skills, leadership, judgment, and situational awareness to manage risks; Use risk management terminology and models to assess and communicate decisions and actions together as a community. Create and implement contingency

Activities.

The 2-Week Boundary Waters Canoe Wilderness Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and

team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help students discover ways to keep learning about their environments for a lifetime.

Courses and activities for the 2-Week Boundary Waters Canoe Program include; Ornithology & Research Weather & Climate Forecasting Plant Ecology Ojibwe Culture Traditional Crafts and Skills Wild Edibles Rock Climbing Geology Adventure Ropes Team Building Northwoods Mammals Environmental Ethics Canoeing Orienteering & Map Skills Backcountry wilderness trip to the Boundary Waters Canoe Area Wilderness Astronomy.

Program: 2-Week Isle Royale Backpack Wilderness Trip

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 7, 8

Goals.

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The 2-wk program was created for those campers with a high interest in developing their environmental science knowledge and skills, as well as their outdoor adventure and recreation skills. The goals and objectives for the 2-week program are divided into 4 categories. These categories include leadership, wilderness skills, environmental science knowledge and ethics and risk management.

Leadership To develop self-reliance, self-confidence and self-respect To develop the skills needed to be a self-leader, peer leader, designated leader and active follower To grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. Gain the skills needed to display a tolerance for adversity and uncertainty To grow as responsible members of their community by understanding and practicing the personal skills needed to live and work with fellow participants and staff.

Wilderness Skills Navigate using maps, charts, compass, GPS and landmarks **Travel** To enrich their spirit, mind and body and gain skills through challenging and fun activities that can be applied in lifelong learning experiences in nature.

Environmental Science Knowledge & Ethics Understand the Scientific Theory and how it can be applied to environmental research. Explore the natural world through observation and application of ecological concepts. Develop a sense of place and appreciation by experiencing wilderness and exploring relationships with their surroundings. Develop and articulate a personal environmental ethic. Understand land management and environmental issues. Apply Leave No Trace skills to camping and traveling.

Activities.

The Isle Royale Backpack Wilderness Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help students discover ways to keep learning about their environments for a lifetime.

Courses and activities for the 2-wk Isle Royale Backpacking Wilderness Program include: Ornithology & Research Weather & Climate Forecasting Plant Ecology Ojibwe Culture Traditional Crafts and Skills Wild Edibles Rock Climbing Geology Adventure Ropes Team Building Northwoods Mammals Environmental Ethics Canoeing Orienteering & Map Skills Backcountry wilderness trip to Isle Royale National Park Astronomy.

Program: 2-Week SHT Stewardship Backpack Wilderness Trip

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The 2-wk Superior Hiking Trail (SHT) Stewardship Backpack Wilderness Trip Program was created for those campers with a high interest in developing their knowledge and skills surrounding the environment, as well as, their outdoor adventure and recreation skills. The goals and objectives for the SHT Stewardship Backpack Program are to; Understand the Ecology of Minnesota's bird population through research and hands on activities Learn how hiking trails are created and maintained, including the history of the Superior Hiking Trail Gain knowledge that allows participants to better care for our environment. Gain a stronger sense of appreciate for Lake Superior and the environment surrounding it Understand that humans have a great ability to alter natural systems Develop self-reliance, self-confidence and self-respect Develop the skills needed to be a self-leader, peer leader, designated leader and active follower Grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. Gain the skills needed to display a tolerance for adversity and uncertainty Grow as responsible members of their community by understanding and practicing the personal skills needed to live and work with fellow participants and staff.

Activities.

The 2-wk SHT Stewardship Backpack Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to

create a life for themselves; current event classes help us to understand emerging issues; personal growth and team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help participants discover ways to keep learning about their environments for a lifetime.

Courses and activities for the 2-wk SHT Stewardship Backpack Program include; Ornithology Research Bird Banding Lake Superior Geology Lake Superior History & Culture Canoeing Leave No Trace Orienteering and Map Skills Forest Ecology Environmental Stewardship Rock Climbing Traditional Crafts and Skills Human Connections to the Environment Outdoor Cooking Adventure Ropes Astronomy Outdoor Camping 6-day/5-night camping trip along various spots on the Superior Hiking Trail to experience and practice environmental stewardship and Leave No Trace ethics.

Program: 2-Week STINT BWCAW Canoe Wilderness Trip

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The 2-wk Short Term Immersion Naturalist Training (STINT) Boundary Waters Canoe Wilderness Trip Program was created for those campers with a high interest in developing their knowledge and skills surrounding the environment, as well as their outdoor adventure and recreation skills. The goals and objectives for the STINT Program are to; Learn and implement Naturalist practices of slowing down and observation Gain knowledge that allows participants to better care for our environment Gain a stronger sense of appreciate for Lake Superior and the environment surrounding it Understand that humans have a great ability to alter natural systems Develop self-reliance, self-confidence and self-respect Develop the skills needed to be a self-leader, peer leader, designated leader and active follower Grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. Gain the skills needed to display a tolerance for adversity and uncertainty Grow as responsible members of their community by understanding and practicing the personal skills needed to live and work with fellow participants and staff.

Activities.

The 2-wk STINT BWCA Canoe Wilderness Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and

team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help participants discover ways to keep learning about their environments for a lifetime.

Courses and activities for the 2-wk STINT Canoe Wilderness Program include; Surveying and research techniques Naturalist Practices Lake Superior Geology Lake Superior History & Culture Canoeing Leave No Trace Orienteering and Map Skills Forest Ecology Environmental Stewardship Rock Climbing Wetland and Stream Ecology Wild Edibles Human Connections to the Environment Outdoor Cooking Adventure Ropes Astronomy Outdoor Camping 8-day/7-night camping trip in the Boundary Waters Canoe Wilderness on Brule Lake to learn and practice naturalist techniques.

Program: Adventurers

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 7, 8

Goals.

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The Adventurers program was created for campers with a high interest in developing their environmental science knowledge and skills, as well as their outdoor adventure and recreation skills. The goals and objectives for the Adventurers program are to: Understand that all living and nonliving components of an environment interact with one another to form an ecosystem Understand that humans have a great ability to alter natural systems Gain an appreciation of their natural surroundings and take an active role in the conservation and stewardship of our environment. Understand that a complex natural system is more stable than a simple one, and more able to absorb disturbances. Gather evidence that all living things acquire physical and behavioral adaptations to be successful in their environment. To develop self-reliance, self-confidence and self-respect. To develop leadership skills to use in their own groups and communities. To develop skills needed to build life-long friendships. To grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. To grow as responsible members of their family and community Experience a sense of community by living, working and experiencing camp with fellow campers and staff. To enrich their spirit, mind and body and gain skills through challenging and fun activities that can be applied in lifelong learning experiences in nature.

Activities.

The Adventurers Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and

team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help students discover ways to keep learning about their environments for a lifetime.

Courses and activities for the Adventurers Program include Ornithology & Research Plant Ecology Rock Climbing Geology Adventure Ropes Team Building Environmental Ethics Canoeing Orienteering & Map Skills Leave no Trace on an overnight camping/canoe trip.

Program: Adventuring for Animals

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 5, 6

Goals.

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Adventuring for Animals was created for those campers with a high interest in developing their environmental science knowledge and skills, as well as their outdoor adventure and recreation skills. The goals and objectives for the program are to; Explore various career opportunities for wildlife related professions. Understand the different methods of studying wildlife and help with ongoing research projects including bird banding and a monarch caterpillar survey. Explore Citizen Science Projects and gather ideas to attract wildlife to your yard or local green space. Engage in Citizen Science through a bio blitz. Understand that all living and nonliving components of an environment interact with one another to form an ecosystem. Understand that humans have a great ability to alter natural systems. Gain an appreciation of their natural surroundings and take an active role in the conservation and stewardship of our environment. Understand that a complex natural system is more stable than a simple one, and more able to absorb disturbances. Gather evidence that all living things acquire physical and behavioral adaptations to be successful in their environment. To develop self-reliance, self-confidence and self-respect. To develop leadership skills to use in their own groups and communities. To develop skills needed to build life-long friendships. To grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. To enrich their spirit, mind and body and gain skills through challenging and fun activities that can be applied in lifelong learning experiences in nature.

Activities.

The Adventuring for Animals Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and

team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help students discover ways to keep learning about their environments for a lifetime.

Courses and activities for the Adventuring for Animals Program are designed for participants who have dreamed of working with wildlife someday and include; Ornithology – Bird Banding Northern Minnesota wildlife ecology Herpetology research Wetland Ecology Entomology Animal tracking Wildlife research techniques – radio tracking, study plots, bird handling, trail cameras Rock climbing Adventure ropes Scientific Research Practices and Principles-framing an investigation Outdoor navigation skills – map and compass.

Program: Alexandria Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

Grades Served: 8, 9, 10, 11

Goals.

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives: The student will learn educational pathways towards multiple career fields in healthcare. The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities.

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

Program: Anoka Technical College Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

Grades Served: 8, 9, 10, 11

Goals.

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives: The student will learn educational pathways towards multiple career fields in healthcare. The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities.

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

Program: Beginning Survival Camp

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 3, 4

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The Beginning Survival Program was created for those campers with a high interest in developing their environmental science knowledge and skills, as well as their outdoor adventure and recreation skills. The goals and objectives for the program are to:

- Understand that all living and nonliving components of an environment interact with one another to form an ecosystem
- Understand that humans have a great ability to alter natural systems
- Gain an appreciation of their natural surroundings and take an active role in the conservation and stewardship of our environment
- Understand that a complex natural system is more stable than a simple one, and more able to absorb disturbances
- Gather evidence that all living things acquire physical and behavioral adaptations to be successful in their environment
- Demonstrate the ability to perform basic map and compass skills, including measuring and plotting bearings on a topographic map, with emphasis on reading contour lines, recognizing landform features, and estimating elevation gains and losses
- Develop self-reliance, self-confidence and self-respect
- Develop leadership skills to use in their own groups and communities
- Understand human connections to weather and climate and how to maximize safety during inclement weather
- To develop skills needed to build life-long friendships
- Learn basic survival skills and practice utilizing those skills
- Grow individually -provide situations for each camper to set goals and learn new skills while reflecting on their camp experience
- Experience a sense of community by living, working and experiencing camp with fellow campers and staff
- To enrich their spirit, mind and body and gain skills through challenge

Activities.

The Beginning Survival Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and

team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help students discover ways to keep learning about their environments for a lifetime.

- Courses and activities for the Beginning Survival Program include:
- Wild edibles and Plant ID of Northern Minnesota
- Navigation
- Skills and Techniques using a Compass and Map
- Reading the landscape by exploring the Geology of the Lake Superior Region
- Canoeing Survival Skills
- Traditional Skills and
- Crafts Shelter Building Renewable Energy – Solar Cooking, Harnessing the Wind for Power, Outdoor Cooking
- Traditional Fire Building Wilderness Ethics

Program: Bethel University Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives: The student will learn educational pathways towards multiple career fields in healthcare. The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities.

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

Program: Breakthrough Twin Cities

Sponsoring Organization: Breakthrough Twin Cities

Curricular area: Science

Grades Served: 6, 7, 8

Goals.

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

1. Prepare under-resourced students in grades 6-8 for college success. Provide middle school students with 150+ hours of academic instruction in STEM, literature, writing, and electives—together with increased social-emotional skill-building, community building, and 1x1 support—in a six-week summer program and monthly Saturday sessions during the school year.
2. Ensure the entire family support structure has the tools for success. - Hold conferences with families to monitor socio-emotional and academic progress and to develop goals and growth plans. - Offer guidance and support to parents on advocating for their children and navigating issues like high school choice and course selection as well

as financial literacy and college financial aid applications. - Host events where BTC families, youth, and staff come together to celebrate milestones.

3. Inspire and train the next generation of diverse, effective teachers. - Recruit and hire college students and a select number of mature high school students, all aspiring teachers, to teach middle-school student summer sessions - Provide 100+ hours of training with 150+ hours of hands-on classroom experience under the guidance of Instructional Coaches who are licensed teachers.

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

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

Activities.

Our summer program provides rigorous academic instruction, together with social-emotional skill-building, and hands-on experiences with STEM, the arts, college, and careers.

During summer programming, the day includes academic instruction and opportunities for one-on-one support, social-emotional skill development, and community-building. Students start each day with small advisory groups. Each student receives 90 minutes of science and math instruction each day, 90 minutes of literature and writing each day, and participated in at least one additional elective. Special events are held each Friday, including field trips, games, competitions, and other community-building activities.

Studies show that schools with majority BIPOC students have fewer opportunities for enrichment and advanced placement classes. Our summer program closes this gap, offering academic and enrichment opportunities with high expectations for students. Our curriculum re-envision the classroom, with high-energy, hands-on teaching; small class sizes that foster stronger relationships; and a curriculum that is culturally relevant and accessible. We also stress community building, helping students navigate barriers and feel buoyed by collective values like persistence, excellence, spirit, and collaboration. Our program recognizes that systemic barriers affect students in different ways, so we stress individualized support, seeing each student as unique and building a trusting bond over three summers to support students' growth to success.

In addition to cultivating a community of support and belonging, we provide one-on-one support to students through mentoring, academic monitoring, and resource referrals.

Program: Camp Innovation

Sponsoring Organization: Bakken, The

Curricular area: Science

Grades Served: 3, 4, 5, 6, 7, 8, 9

Goals.

Objective: To awaken the innovator within each student.

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

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

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

Activities.

Summer engineering camp at the Bakken Museum encourages campers to be innovators! Camp offers youth opportunities for growth and development. Through relationships with skilled mentors and staff, campers develop confidence, skills, and the knowledge that they can shape their world. Camp activities support the development of a growth mindset and persistence through setbacks. Each day students work in teams to tackle a creative problem-solving challenge where they must work together to design something that addresses a problem.

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 invention process: think it, make it, improve it, and show it. This approach guides them while inventing a device that solves a personal problem. This process provides students the opportunity to practice problem solving and iterative design. At the end of the week all students have a completed project that they made with their own hands and the opportunity to present the project to an audience of friends, family, and museum staff. This project goes home with them and can serve as a reminder of their abilities.

Program: Camp Resonance

Sponsoring Organization: Asian Media Access

Curricular area: Performing Arts

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

Goals.

With diverse cultural backgrounds, 6 artists will train 30 dancers about the importance of Civic Engagement and Asian dances (Bollywood, Chinese, Hmong and Thai Dances) to jointly create/present a new dance show – “Resonance”. Resonance inspires inner/outer connections to create sustainable impacts, it will serve as a communication bridge across cultural/racial lines, to mitigate racial tensions for Asian Americans, to illustrate the cross-cultural experience, and eventually promote Intercultural Harmony.

1. ACTIVITIES.

- Daily Dance Lessons from Mon – Fri from 5 - 8pm to learn different Asian dance styles through choreographed dances, as well as time for students’ own reflections through movements;
- Weekly Civic Engagement Learning and Discussion in different topics at every Wed 5:30 – 7pm;
- Hosting Story-telling events for students and families to share students’ own creations, and break out COVID-19 isolation and anxiety; and
- Showcasing the Dance Show “Resonance” throughout summer festivals.

2. PROJECT GOALS.

- Address challenges of working across cultural lines, to foster a mutual respect through project creation and staging the “Resonance” show;

- Promote deeper, richer artistic and cross-cultural dialogues for 30 Asian American youth through learning Asian Dances; Asian American history; and civic engagement conversation; and
- Overcome COVID-19 barriers and come together to create the Dance Show “Resonance.”

3. PROJECT OBJECTIVE. Our students will:

- Learn how to warm-up, stretching exercises and Asian dances;
- Explore and discover how to use different parts of the body and create shapes for Asian Dances, focusing on Bollywood, Chinese, Hmong (Miao), and Thai dances;
- Learn about the Asian Dance histories and how cultures shaping on the different style of dances; and
- Invent movements and create shapes in time to music or sound.

Activities.

Our Camp will support the MN ARTS standards: Demonstrate knowledge of the foundations of the arts area; demonstrate knowledge and use of the technical skills of the art form, integrating technology when applicable.; and demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts areas.

Below is a sample of plan:

1. LESSON #1: Bollywood Dance 101 - Students will be taught a simple starter routine as a whole group to show their interpretation of the Bollywood theme. The movements should be traditionally Indian with Arm actions; turning; side to side; head movement; and facial expression; differentiate as appropriate for less and more able (use basic movements, more/less complex interpretation of theme, advanced movements). The purpose of this process is to develop creativity among students and apply cognitive thought to practical dance movements.

2. LESSON #2: Development of motif - Understanding of choreographic elements and their uses within dance; cross cultural references made to dance actions and elements; students will begin to develop their motifs in small groups, using the Bollywood theme further. Relate to cross – culture differences where appropriate (Bollywood musicals vs. western style musicals); students will develop and understanding of the use of choreographic elements to show a variation of movements and actions. They will incorporate a range of elements into their motifs; motifs should be short, consisting of a range of movements all using the choreographic devices discussed. Students will discuss the different choreographic elements in dance and their uses. Suggested elements to include: 6 dance actions; formation; and diverse Indian dance movements.

Program: Camp SUPPORT

Sponsoring Organization: Asian Media Access

Curricular area: World Languages & Cultures

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

Goals.

Project SUPPORT (Supporting Under-served Populations through Partnership, Opportunities, Recreations and Team-building).

With diverse cultural backgrounds, 10 cultural specialists will train 60 youth about the importance of cultural heritages, languages and cross-cultural understandings.

1) **ACTIVITIES.** Split the youth into Cultural Teams – Black, Hmong, KaRen, Oromo, and Somali for authentic language and culture learning; daily Lessons from Mon – Fri from 5 - 8pm to learn cultural heritages and languages, as well as time for students’ team building activities through cultural games/sports; hosting Cross-Cultural Story-telling events for students and families to share cultural customs through foods, cultural music/dances, students’ own creations of poems, to increase cross cultural understanding and break out COVID-19 isolation and anxiety.

2) **PROJECT GOALS.** Addressing challenges of working across cultural lines and fostering a mutual respect through Camp SUPPORT; promoting deeper, richer and cross-cultural dialogues for 60 BIPOC youth through learning own cultures and sharing with each other; and overcoming COVID-19 barriers and to come together to learn and plan cultural games and sports.

3) **PROJECT OBJECTIVE.** Our students will learn through: Supporting youth learning heritage cultures and languages, and be proud of whom they are; strengthening youth’s intellectual levels with Cultural Leadership and Cultural Integration abilities; strengthening physical levels through warm-up, stretching exercises and cultural games with heritage languages; and exploring and discovering how to build team spirits, and cross-cultural collaboration.

Activities.

Our Camp will support the MN World Languages’ standards to learn the cultures and languages through immersion learning model; to broaden one’s perspective and understanding of the world and increase one’s ability to interact with people of different backgrounds and cultures; to investigate the acquisition of intercultural sensitivity through interactive cultural games and sports; and to provide knowledge and practices of intercultural learning, and cross-cultural understandings.

1) **Linguistic and Cultural Learning:** Camp SUPPORT is designed to surround learners with their heritage languages and cultures. In culture/language-focused sessions, students engage with cultural factors and histories, along with easy daily heritage language speaking to learn/ask questions, as well as through immersion learning to discuss youth concerns for example. At other times of the day, they may learn to play traditional cultural games or participate in a recreational sport, and all use the heritage languages to give instructions and communicate the rules. In the mean times between structured activities, students talk about these experiences with instructors and parents who are native speakers. Students can develop the depth of cultural understanding from different stories and daily life examples from staff and parents with heritage languages, and from observing how their teachers navigate differences of age, culture and social activities within our multicultural team throughout the Camp.

2) **Outdoor Learning:** No learner should be left indoors in summer. We embrace cultural games, and sports to unplug from screens, and we encourage the team building and healthy competition through these recreational activities.

3) **Learning of Bicultural Healthy Living:** Help our students to better understanding the **BICULTURALISM**, which is a philosophy - that people, who masters the rules and norms of their new culture without abandoning their own language,

Program: Chinese Language Enhancement Camp

Sponsoring Organization: Asian Media Access

Curricular area: World Languages & Cultures

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

Goals.

A. Program Goal: to expand students' understanding about the bicultural or multicultural perspectives and learn skills to navigate and interchange cultures in different settings.

B. Program Objectives: Learn Mandarin Chinese language skills and Chinese culture; interact with peers in a diverse setting using Mandarin; enhance world language academic knowledge, as well as civic engagement skills about racial equity and social justice. To achieve the learning objectives, our campers will examine how global issues impact local communities, exploring topics such as China-US relationship, inequality, and identity formation. In addition, campers will share the experience through a story-book project, to use their language and culture skills to express their daily life experience and develop their intercultural competence.

Activities.

We will offer language lesson plans, as well as cover communal storytelling and project-based learning ideas. Course themes are brought to life through out-of-class learning with engaging activities, for example, while students are learning about Chinese language and cultures, we will build language and toolboxes for them to start to think about social justice work. We will introduce some ideas including how to be a bystander, stereotypes, festival life, food and self-care and self-identity work. During Camp, we might invite guest lectures and meetings with local organizations and community groups from the local Mandarin Speaking Network as well as Asian immigrant communities. Campers also share their learning and make connections in discussion with peers, including students from other immersion language programs. We will also arrange one or two field trips to Asian markets and Asian history museums to learn the history, culture while practicing the daily usage of the language. We will make sure that we support our campers with total immersion learning program; unique, child-friendly curriculum; dedicated Chinese teachers and activity coordinators; language lessons complemented by workshops, discussions, cultural and art activities; and a safe and supportive environment.

Program: Crazy Ideas Institute

Sponsoring Organization: Composers Institute

Curricular area: Performing Arts

Grades Served: 3, 4, 5, 6, 7

Goals.

We strive to provide a supportive non-judgmental space for girls, nonbinary, gender-fluid and trans youth ages 9-13 to learn and explore musical composition and sound. Campers will construct instruments and explore the acoustics of sound, will build melodies and learn about different ways to notate music, will create and share music with other campers in a fun environment. Our goal is 8 students

Activities.

Students engage in fun activities to generate musical motives, develop them into longer ideas and accompany them with an ostinato. Their completed compositions are presented at the end of the week by professional musicians. They will also build simple musical instruments that they can include in their pieces.

Program: Crown College Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

- Students will explore health careers including but not limited to Nursing, Exercise Science, Medical Biology, and EMS.
- Students will engage in learning activities which introduce them to one aspect of each healthcare career.
- Students will engage with faculty from varying programs and professionals from varying healthcare careers.

Activities.

All activities are centered on the exploration of Healthcare Careers. Programs highlighted will be Nursing, Exercise Science, Medical Biology, EMS and others. Activities will/may include instruction, hands on activity, follow up/evaluation, tour of facilities, shadowing opportunities at a health care facility.

Program: Discoverers

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 3, 4

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The Discoverers Program was created for those first-time participants with a high interest in developing their knowledge and skills surrounding Minnesota's ecosystems, as well as their outdoor adventure and recreation skills. The goals and objectives for Discoverers Program are:

- To describe the difference between herbivores, carnivores and omnivores
- Learn the importance of the food pyramid and food web in relationship to amphibians and reptiles Identify the many roles and importance of seeds in our society, past and present
- Briefly describe the history of seeds as it pertains to human culture.
- Define hybrid, heirloom and genetically engineered seeds
- Examine their food purchasing habits and suggest possible environmental and personal health impacts of their choices
- Understand that humans have a great ability to alter natural systems
- Develop self-reliance, self-confidence and self-respect Develop the skills needed to be a self-leader, peer leader, designated leader and active follower
- Grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience
- Gain the skills needed to display a tolerance for adversity and uncertainty
- Grow as responsible members of their community by understanding and practicing the personal skills needed to live and work with fellow participants and staff.

Activities.

The Discoverers Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help participants discover ways to keep learning about their environments for a lifetime.

Courses and activities for Discoverers include Animal Ecology Amphibian Research Art in Nature Organic Farming Culture and History Canoeing Rock Climbing Traditional Crafts and Skills Human Connects to Farming Outdoor Cooking Adventure Ropes History of the North Shore Environmental Ethics Team Building.

Program: Engineering and Design Camp

Sponsoring Organization: The Works

Curricular area: Science

Grades Served: 3, 4, 5, 6

Goals.

The goal of The Works Museum's Engineering and Design summer camps is for students to engage in enriching science and engineering content that builds STEM knowledge and confidence, and awareness of STEM career possibilities. This is accomplished through the following objectives: * Students will learn and practice skills in science and engineering * Students will use real tools and materials * Students will identify as scientists/engineers

Activities.

Engineering and Design Camps at The Works Museum engage kids in science, technology, engineering, and math and make learning memorable and fun.

We encourage learning by doing; campers use real tools and materials to solve open-ended challenges and explore the engineering design process. They also practice the six engineering habits of mind: creativity, optimism, persistence, systems thinking, conscientiousness, and collaboration.

Each week offers different camps by topic. Camps explore themes such as carpentry, robotics, architecture, coding, and more. During a week of camp, students learn about the particular topic(s) and complete related design challenges. For example, in Junior Robotics, students learn and practice the basics of wiring a circuit, then are challenged to build a small robot that can wiggle or vibrate using a hobby motor. Campers work as a group, in pairs, and individually, completing small projects or activities each day, as well as a larger project that spans several days. Each day ends with reflection where students are encouraged to think about specific traits or actions they demonstrated that day, such as problem solving, perseverance, investigating, or data collecting. Identifying these traits helps campers view themselves as scientists/engineers.

Program: Expand Your Mind MN Institute for Talented Youth

Sponsoring Organization: Minnesota Institute for Talented Youth

Curricular area: Science

Grades Served: 8, 9, 10, 11

Goals.

MITY's mission is to inspire and challenge intellectually curious students to pursue their passions within a diverse, inclusive community and empower them by building skills and relationships for lifelong success. 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 is no comparable intensive summer learning opportunities offered for students in Minnesota.

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

Classes take place at Macalester College in St. Paul, providing meaningful exposure to a college campus that empowers students to get a glimpse of their own post-secondary journey. MITY offers 24 unique courses designed specifically for motivated learners. Students go on field trips, engage with guest speakers, conduct labs, engage in intellectual discussions, and solve real-world problems. Sample classes include Advanced Debate, C.R.E.A.T.E. with AI, Introduction to Biomedical Engineering, Novel Writing, and Songwriting.

MITY offers much more than a rigorous curriculum—its philosophy is to develop students' emotional intelligence, executive functioning skills, and leadership abilities as well. In addition to the collaborative work that is embedded into each class, a number of special events and a one-hour midday recreation time serve to build teamwork, foster friendships, and generate opportunities for creativity and effective communication. Students are free to embrace their true selves, take risks, and experience the true joy of the MITY community. 2023 students called MITY, "empowering," "a new beginning," "encouraging," and "supportive."

Program: ExplorSchool - MN Institute for Talented Youth

Sponsoring Organization: Minnesota Institute for Talented Youth

Curricular area: Science

Grades Served: 5, 6, 7

Goals.

MITY's ExplorSchool provides current 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 inspire and challenge intellectually curious students to pursue their passions within a diverse, inclusive community and empower them by building skills and relationships for lifelong success. MITY addresses the educational outcomes of low-income students who require high-quality enrichment and support to counter the negative effects of their socioeconomic status. By attending MITY, students gain social skills, academic knowledge and critical attitudes necessary for success at their current school and in future academic and career pursuits. There are no comparable intensive summer learning opportunities offered for students in Minnesota.

MITY strives to develop intellectual passions for all its students. This goal is supported in multiple ways, including:

- Intense focus on two subject areas of a student's 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 and 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.

MITY's ExplorSchool offers over 40 courses designed specifically for motivated learners. Students go on field trips, engage with guest speakers, conduct labs, engage in intellectual discussions, and solve real-world problems. Sample classes include Astronomy; Cryptology; Improv; Mathematical Logic; Mock Trial; Real World Engineering; Robotics; and Studio Art.

MITY offers much more than a rigorous curriculum—its philosophy is to develop students' emotional intelligence, executive functioning skills, and leadership abilities as well. In addition to the collaborative work that is embedded into each class, a few special events and a midday recreation time serve to build teamwork, foster friendships, and generate opportunities for creativity and effective communication. Students are free to embrace their true selves, take risks, and experience the true joy of the MITY community. Parents are invited to visit on the last day of classes.

Program: Friends School Summer Camp
Sponsoring Organization: Friends School of MN
Curricular area: Science
Grades Served: 3, 4, 5, 6, 7, 8, 9

Goals.

Science Camps Include: Nature, Art, and the City, Insect Investigations, Environmental Ed & Mindfulness in the outdoors, and Science Fun. Art Camps include Puppets & Theatrical Play, Mindfulness in Arts & Crafts, and Role Playing Character Development and play. English & Humanities Camps include Mock Trial, Library Camp, Journaling in the Outdoors.

Activities.

Friends School Summer Camps are guided by the principles of progressive education, which recognize that children learn best as active participants, collaborators, and problem-solvers. Projects and curriculum are centered around helping students go deep and connect to the world around them.

Our small groups of 14-18 children with a student-to-teacher ratio of 7-to-1 allow for every child's strengths to be nurtured and well-known, and challenges to be supported.

Students learn best when they have a connection to what they are learning. Our teachers listen to the questions our children ask, and they let those questions guide our studies. Those questions connect our children to their learning and deepen their knowledge. Our summer programs teach children to ask and explore complex questions from multiple perspectives. We use skilled observation and deep reflection to help draw conclusions. This thoughtful curiosity prepares our children to thrive academically.

Program: Girls Rock the Ridge Leadership Program
Sponsoring Organization: Wolf Ridge Environmental Learning Center
Curricular area: Humanities
Grades Served: 5, 6

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The Girls Rock the Ridge Programs were created for those campers with a high interest in developing their knowledge and skills surrounding the environment, as well as their outdoor adventure and recreation skills. It incorporates leadership skills and how those relate to success outdoors, in science, in communities, and in learning environments. The goals and objectives for the Girls Rock the Ridge Programs are to; Understand human connections to the land and each other Gain knowledge that allows participants to better care for our environment. Gain a stronger sense of appreciate for Lake Superior and the environment surrounding it Understand that humans have a great ability to alter natural systems Develop self-reliance, self-confidence and self-respect Develop the skills needed to be a self-leader, peer leader, designated leader and active follower Grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. Gain the skills needed to display a tolerance for adversity and uncertainty Grow as responsible

members of their community by understanding and practicing the personal skills needed to live and work with fellow participants and staff.

Activities.

The Girls Rock the Ridge Programs 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help participants discover ways to keep learning about their environments for a lifetime.

Girls Rock the Ridge Programs are designed to connect participants to science and the environment through leadership and self-expression. The programs are full of adventure, learning and fun and are crafted to be a life-changing combination of knowledge gathering, exploration and personal growth. Courses and activities for the Rock the Ridge Programs include; Climate & Weather Forecasting Superior National Forest Flora and Fauna Lake Superior Geology Lake Superior History & Culture Canoeing Rock Climbing Traditional Crafts and Skills Human Connects to the Environment Outdoor Cooking Adventure Ropes Astronomy Leadership Building Activities 2-night/3-day Overnight Camp out At the end, participants come home, the character, leadership, and service traits you uncovered on your expedition will stay with you, helping you navigate your daily life with resilience and success and display the skills and knowledge necessary to care for our enviro

Program: HS Lincoln Douglas Debate Camp (10-Day)

Sponsoring Organization: MN Urban Debate League

Curricular area: Social Science

Grades Served: 9, 10, 11

Goals.

Lincoln Douglas Debate (LD) is a one-on-one event where debaters argue against one another on a specified resolution. Many people refer to LD Debate as a “values” debate, as questions of morality and justice are commonly examined. During this session, students will:

- focus on developing their research, writing, and public speaking skills;
- deepen or develop their listening, note taking, and critical thinking skills;
- actively participate in speaking exercises, topic discussions, and research sessions;
- understand basic elements of Lincoln Douglas speaking like values, criterion, and stock issues; and
- become familiar with basic philosophical concepts necessary to compete in Lincoln Douglas Debate

The extended 10-day Lincoln Douglas Debate camp will cover in-depth content on philosophy, with increasing difficulty and complexity with each day. Students can expect multiple lectures and workshops per day.

These skills and content knowledge directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in their English coursework. It is fundamental to our camp design that students who participate will become prepared to excel in academic courses in which they need to research, write, present, and defend positions.

Activities.

We make learning engaging, fun, and competitive.

Students learn to think on their feet and speak during games and practice rounds, improving moment to moment. We offer a low-stakes environment where students can build the skills they need to thrive at high-pressure tournaments during the season.

Our knowledgeable, caring, and experienced staff love forensics, and they want to share the activity with you! We hire experienced university instructors, classroom teachers, and speech and debate coaches who have a proven track record of coaching champion speakers from many backgrounds.

It's not all work and no play. Frequent breaks and a free lunch period are important for our camp model. We make time for rest and opportunities to connect with fellow campers. Whether students like outdoor fun, board games, or arts and crafts, they'll enjoy the 'traditional camp activities' we try to integrate where we can!

Each camp's programming increases in difficulty and complexity day-by-day, allowing shy students to become accustomed to speaking in public bit by bit before they reach the camp's cumulative event, a showcase or tournament. At 10-Day Lincoln Douglas Debate Camp, students will enjoy the opportunity to have practice debates on every night of the second week, culminating in a mock LD showcase with experienced LD judges.

Program: High School Congressional Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular area: Social Science

Grades Served: 9, 10, 11

Goals.

Most debate competitors from well-resourced suburban and private schools are expected to attend debate camp, where they can build skills and knowledge over the summer that will allow them to take a running start to the upcoming season. We designed the Minnesota Debate & Advocacy Workshop as a low-cost, high-quality alternative for students who want a rigorous but fun camp experience in the Midwest. Our goals revolve around community-building, skill-building, and forging connections between high school students and mentors in the area.

MDAW's Congressional Debate Camp is designed to help congressional debate students gain competitive success at the local and national level.

Students will grow as leaders while they learn strategies and techniques to help them develop the hard skills of congressional debate (research, writing, delivery, and round strategy); learn the soft skills of congressional debate (being empathic listeners, promoting dockets, gaining consensus among peers, and learning to read judges); learn advanced research techniques as well as how to craft legislation that debaters will vote on to the docket.

These skills are core to success in Congressional Debate, but also remain useful in the classroom and as students pursue leadership positions in their own communities. Students will learn not just how to win debates, but also how to build consensus, adapt while incorporating feedback, and using evidence to support a case for policy change.

These skills and content knowledge directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in their English and Advanced Placement/IB coursework.

Activities.

The core principle of our camp is that debate is best learned by doing. Students will have a practice debate almost every day at camp. This is a space where we learn new arguments, research new topics, and try-on new ideas.

In Student Congress / Congressional Debate, students can write and submit their own legislation to the National Speech & Debate Association (NSDA), for a chance to have students across the nation discuss it. At regular season tournaments, students also write and submit regionally- and locally specific legislation. Last year's national docket included topics ranging from free community college, to amending the Constitution to end the Presidential power of pardon, to funding the offshore wind industry. Students must be prepared to think creatively to research their own cases, as well as create compelling arguments in response to others' legislation. Our camp is designed to help students undertake this exciting and challenging task.

Each day, campers will undertake individual and group work with the guidance of coach Ross Eichele. Students will spend time researching the issues they are most passionate about, as well as proposed topics from the NSDA (national) docket.

While much of the day will be spent undertaking rigorous study and skill-building in debate, students will have intentional time for building relationships with others through free time and fun debate games. In-person campers will have the opportunity to take breaks to do fun activities like roasting s'mores, tie-dyeing T shirts, making craft projects, or simply playing frisbee on Augsburg University's lawn.

The final day of camp will culminate in a mock Congressional hearing, where students will present the strongest cases they created over the course of camp. Students will gain feedback from judges and receive awards for their work.

Program: High School Lincoln Douglas Debate Camp (5-Day)

Sponsoring Organization: MN Urban Debate League

Curricular area: Social Science

Grades Served: 9, 10, 11

Goals.

Lincoln Douglas Debate (LD) is a one-on-one event where debaters argue against one another on a specified resolution. Many people refer to LD Debate as a "values" debate, as questions of morality and justice are commonly examined. During this session, students will focus on developing their research, writing, and public speaking skills; deepen or develop their listening, note taking, and critical thinking skills; actively participate in speaking exercises, topic discussions, and research sessions; understand basic elements of Lincoln Douglas

speaking like values, criterion, and stock issues; and become familiar with basic philosophical concepts necessary to compete in Lincoln Douglas Debate.

These skills and content knowledge directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in their English coursework and beyond.

Activities.

Students learn to think on their feet and speak during games and practice rounds, improving moment to moment. We offer a low-stakes environment where students can build the skills they need to thrive at high-pressure tournaments during the season.

Our knowledgeable, caring, and experienced staff love forensics and they want to share the activity with you! We hire experienced university instructors, classroom teachers, and speech and debate coaches who have a proven track record of coaching champion speakers from many backgrounds.

It's not all work and no play. Frequent breaks and a free lunch period are important for our camp model. We make time for rest and opportunities to connect with fellow campers. Whether students like outdoor fun, board games, or arts and crafts, they'll enjoy the 'traditional camp activities' we try to integrate where we can!

Each camp's programming increases in difficulty and complexity day-by-day, allowing shy students to become accustomed to speaking in public bit by bit before they reach the camp's cumulative event, a showcase or tournament. In the case of Lincoln Douglas Debate, students hold a mock Lincoln Douglas tournament judged by volunteers who are familiar with Lincoln Douglas Debate.

Program: High School Policy Debate (Quick Start)

Sponsoring Organization: MN Urban Debate League

Curricular area: Social Science

Grades Served: 9, 10, 11

Goals.

The core goal of Policy Debate camp is to prepare our students for success as they compete in debate. Most debate competitors from well-resourced suburban and private schools are expected to attend debate camp, where they can build skills and knowledge over the summer that will allow them to take a running start to the upcoming season. Our camp is a low-cost, high-quality alternative for students who want a rigorous but fun camp experience. Our goals revolve around community-building, skill-building, and forging connections between students and the college debate community.

This camp has two sections: "Beginner" and "Advanced":

Beginner: The core session offers instruction for beginning through advanced students. Students will prepare for competition on the NSDA national topic (emerging technologies), including research, skills development, strategy, and critiqued practice speeches & debates; attend topic lectures by licensed teachers, university instructors, and receive mentorship by college students who currently compete on debate teams; collaborate and learn in research groups and have daily speeches and skill building development.

Advanced: This camp is designed for experienced debaters who want to bring their skills to the next level. Campers will receive advanced instruction on the National Speech And Debate Association (NSDA) topic, leadership training, argument preparation, and speaking skills, focused on national-level competition; develop their leadership skills and become leaders in camp and be prepared to take on leadership experiences with their school team; work directly with college competitors and coaches to understand complex concepts related to debate theory and critical theory.

These skills and content knowledge directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in English.

Activities.

The core principle of our camp is that debate is best learned by doing. Students will have a practice debate almost every day at camp. MDAW is where we learn new arguments, research new topics, and try-on new ideas.

Our policy debate camp is designed to help students grow their skills for the upcoming debate season. The upcoming topic involves intellectual property rights and their impact on fields like AI, arts, and healthcare. Camp attendees will be prepared to tackle this challenging topic in the upcoming season through focused lectures from collegiate debate coaches, current college competitors, and topic-area experts.

What sets our camp apart from other policy debate camps is the intentional community-building aspect. We believe in building a tight-knit community and growing our own leadership. Most of our junior staff were participants themselves in our camp. While much of the day will be spent undertaking rigorous study and skill-building in debate, students will have intentional time for building relationships with others through free time and fun debate games. Returning to campus means we can bring back tie-dyeing T shirts, roasting s'mores, and shaving cream fights this year.

Former camper, Emily, noted that the relaxed environment of camp helped her learn: "Debate camp's so educational, but it's also about having fun. Sometimes tournaments are a lot more about, 'Do you win? Do you lose? How can you win next time?' and involve pressure. Here, camp is less pressure." Especially considering the COVID-19 pandemic, we know that building bonds of support between students and their mentors is important for wellness. Although academically rigorous, our camp is designed with this in mind.

Program: High School Policy Debate Camp (10 Days)

Sponsoring Organization: MN Urban Debate League

Curricular area: Social Science

Grades Served: 9, 10, 11

Goals.

The core goal of Policy Debate camp is to prepare our students for success as they compete in debate. Most debate competitors from well-resourced suburban and private schools are expected to attend debate camp, where they can build skills and knowledge over the summer that will allow them to take a running start to the upcoming season. We designed camp as a low-cost, high-quality alternative for students who want a rigorous but fun camp experience. Our goals revolve around community-building, skill-building, and forging connections between students and the college debate community.

This camp will cover basic and advanced content.

Basic: The core session offers instruction for beginning through advanced students. Students will prepare for competition on the NSDA national topic (emerging technologies), including research, skills development, strategy, and critiqued practice speeches & debates; attend topic lectures by licensed teachers, university instructors, and receive mentorship by college students who currently compete on debate teams; collaborate and learn in research groups and have daily speeches and skill building development.

Advanced: This camp is designed for experienced debaters who want to bring their skills to the next level. Campers will receive advanced instruction on the National Speech And Debate Association (NSDA) topic, leadership training, argument preparation, and speaking skills, focused on national-level competition; develop their leadership skills and become leaders in camp and be prepared to take on leadership experiences with their school team; work directly with college competitors and coaches to understand complex concepts related to debate theory and critical theory.

These skills and content knowledge directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in their English

Activities.

The core principle of our camp is that debate is best learned by doing. Students will have a practice debate almost every day at camp. This space is where we learn new arguments, research new topics, and try-on new ideas.

Our policy debate camp is designed to help students grow their skills for the upcoming debate season. The upcoming topic involves intellectual property rights and how they intersect with AI, the arts, and healthcare. Camp attendees will be prepared to tackle this challenging topic in the upcoming season through focused lectures from collegiate debate coaches, current college competitors, and topic-area experts.

What sets our camp apart from other policy debate camps is the intentional community-building aspect. We believe in building a tight-knit community and growing our own leadership. Most of our junior staff were participants themselves in our camp. While much of the day will be spent undertaking rigorous study and skill-building in debate, students will have intentional time for building relationships with others through free time and fun debate games. Returning to campus means we can bring back tie-dyeing T shirts, roasting s'mores, and shaving cream fights this year.

Former camper, Emily, noted that the relaxed environment of camp helped her learn: "Debate camp's so educational, but it's also about having fun. Sometimes tournaments are a lot more about, 'Do you win? Do you lose? How can you win next time?' and involve pressure. Here, camp is less pressure." Especially considering the COVID-19 pandemic, we know that building bonds of support between students and their mentors is important for wellness. Although academically rigorous, our camp is designed with this in mind.

Program: High School Policy Debate Comprehensive Camp

Sponsoring Organization: MN Urban Debate League

Curricular area: Social Science

Grades Served: 9, 10, 11

Goals.

The core goal of Policy Debate camp is to prepare our students for success as they compete in debate. Most debate competitors from well-resourced suburban and private schools are expected to attend debate camp, where they can build skills and knowledge over the summer that will allow them to take a running start to the upcoming season. We designed our camp as a low-cost, high-quality alternative for students who want a rigorous but fun camp experience. Our goals revolve around community-building, skill-building, and forging connections between students and the college debate community.

This camp will cover both basic and advanced content.

Basic: The core session offers instruction for beginning through advanced students. Students will prepare for competition on the NSDA national topic (emerging technologies), including research, skills development, strategy, and critiqued practice speeches and debates; attend topic lectures by licensed teachers, university instructors, and receive mentorship by college students who currently compete on debate teams; collaborate and learn in research groups and have daily speeches and skill building development.

When covering Advanced content, campers will receive advanced instruction on the National Speech and Debate Association (NSDA) topic, leadership training, argument preparation, and speaking skills, focused on national-level competition; develop their leadership skills and become leaders in camp and be prepared to take on leadership experiences with their school team; and work directly with college competitors and coaches to understand complex concepts related to debate theory and critical theory.

These skills and content knowledge directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in their English coursework.

Activities.

The core principle of our camp is that debate is best learned by doing. Students will have a practice debate almost every day at camp. This space is where we learn new arguments, research new topics, and try-on new ideas.

Our policy debate camp is designed to help students grow their skills for the upcoming debate season. The upcoming topic involves intellectual property rights and how they intersect with AI, the arts, and healthcare. Camp attendees will be prepared to tackle this challenging topic in the upcoming season through focused lectures from collegiate debate coaches, current college competitors, and topic-area experts.

What sets our camp apart from other policy debate camps is the intentional community-building aspect. We believe in building a tight-knit community and growing our own leadership. Most of our junior staff were participants themselves in our camp. While much of the day will be spent undertaking rigorous study and skill-building in debate, students will have intentional time for building relationships with others through free time and fun debate games. Returning to campus means we can bring back tie-dyeing T shirts, roasting s'mores, and shaving cream fights this year.

Former camper, Emily, noted that the relaxed environment of camp helped her learn: "Debate camp's so educational, but it's also about having fun. Sometimes tournaments are a lot more about, 'Do you win? Do you lose? How can you win next time?' and involve pressure. Here, camp is less pressure." Especially, in light of the

COVID-19 pandemic, we know that building bonds of support between students and their mentors is important for wellness. Although academically rigorous, our camp is designed with this in mind.

Program: High School Public Forum Camp

Sponsoring Organization: MN Urban Debate League

Curricular area: Social Science

Grades Served: 9, 10, 11

Goals.

Most debate competitors from well-resourced suburban and private schools are expected to attend debate camp, where they can build skills and knowledge over the summer that will allow them to take a running start to the upcoming season. We designed the Minnesota Debate & Advocacy Workshop as a low-cost, high-quality alternative for students who want a rigorous but fun camp experience in the Midwest. Our goals revolve around community-building, skill-building, and forging connections between high school students and mentors in the area.

Participants in this camp will become successful in Public Forum Debate. Students will learn the fundamentals of the Public Forum Debate activity, including building cases, cross-examination, responding to arguments, and learning how to respond to multiple angles of an issue; be exposed to sample public forum debate topics and have the opportunity to craft cases in response; independently build cases in response to the contemporary issues they are most passionate about; and choose a partner and learn strategies for working together effectively.

These skills are core to success in Public Forum Debate, but also remain useful in the classroom and as students pursue leadership positions in their own communities. Students will learn not just how to win debates, but also how to adapt while incorporating feedback, work closely with a partner, use evidence to support a case for policy change, and weigh the potential impacts of policy action for various interests.

These skills and content knowledge directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in their English coursework and Advanced Placement/IB courses.

Activities.

The core principle of our camp is that debate is best learned by doing. Students will have a practice debate almost every day at camp. MDAW is where we learn new arguments, research new topics, and try-on new ideas.

In Public Forum Debate, students must respond to a new topic each month and build affirmative (pro side) and negative (con side) cases about each area. For example, the current Public Forum Debate February topics are: “Resolved: On balance, Turkey’s membership is beneficial to the North Atlantic Treaty Organization.” and “Resolved: In the United States, the benefits of increasing organic agriculture outweigh the harms.” Students must learn fundamental knowledge about international relations and domestic political structures to prepare for the changing topic each season. Our experienced Public Forum coach will help students become flexible and knowledgeable in approaching topics through individual, large-group, and small-group discussions. Debate games and drills will help students gain fluency as public speakers, while dedicated reading and research time will help students gain the content knowledge they need to succeed in this dynamic activity.

While much of the day will be spent undertaking rigorous study and skill-building in debate, students will have intentional time for building relationships with others through free time and fun debate games. In-person campers will have the opportunity to take breaks to do fun activities like roasting s'mores, tie-dyeing T shirts, making craft projects, or simply playing frisbee on Augsburg University's lawn.

The final day of camp will culminate in a Public Forum Debate tournament, where students will present the strongest cases they created over the course of camp. Students will gain feedback from judges and receive awards for their work.

Program: High School Speech Camp

Curricular area: Performing Arts

Grades Served: 9, 10, 11

Goals.

HIGH SCHOOL SPEECH CAMP - BEGINNERS/INTERMEDIATE: This camp is intended for students who are interested in learning MSHSL Speech for the first time, or those who have experience but want to try a new event.

HIGH SCHOOL SPEECH CAMP – ADVANCED: Students in 8th-12th grade are invited to participate in High School Speech Camp.

Goals and Objectives:

- Tailor instruction to the students' event categories, including Advanced Interp (similar to acting) training and advanced Public Address and Limited Prep training.
- Helping students become an effective and confident public speakers
- Students will build their empathy, persuasion skills, and confidence through giving a variety of speeches. Teaching will be based on the available Minnesota MSHSL Speech Events.
- Prepare to perform the first draft of a performance intended to be used in competition during the 2024-25 season.

Activities.

Students will work with licensed teachers and community coaches. Students will participate in lectures to develop their skills, but most of the learning will be by doing. Students can expect lots of practice rounds and skill sessions. Camp will culminate in a student showcase.

Elements of oral interpretation (interp), public address, and limited preparation are included in this camp.

Program: Imagine Art

Sponsoring Organization: White Bear Center for the Arts

Curricular area: Fine Arts

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

Goals.

At White Bear Center for the Arts' Imagine Art youth summer camp, a creative expedition awaits students going into grades 1 through 8 from June to August. Picture this: a kaleidoscope of art mediums, a canvas of endless possibilities, and a whole lot of FUN!

Classes are taught by professional teaching artists, with students learning from multiple artists throughout the day. Our camps provide a supportive space for growth, where kids not only acquire new skills but also thrive in a community that celebrates their artistic spirit.

Activities:

Teacher lead lessons on projects in many paint mediums, ceramics and fiber.

Program: Innovation Camp

Sponsoring Organization: Hamline University

Curricular area: Science

Grades Served: 8, 9, 10, 11

Goals.

This camp will introduce basic principles and best practices of the innovation process and provide the opportunity to develop and present an innovation plan.

Activities.

The students will learn ins and outs of the innovative process from accomplished innovators, such as ideation, market analysis, financial planning, risk management, design thinking, systems thinking, opportunity analysis, and intellectual property. They will form several teams and work with other team members to develop, write, and present an innovation plan.

Program: MN Aviation Career Education Summer Camps

Sponsoring Organization: MN Aviation Career Education (ACE) Camp

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

The purpose of Minnesota Aviation Career Education Camp (MN ACE Camp) is educational: To teach, guide, and encourage high school students interested in careers in the aviation and aerospace industries. This includes but is not limited to providing hands-on activities and unique experiences that engage students in aviation and aerospace subjects; facilitating mentorship opportunities between industry experts and students interested in aviation and aerospace; developing the value and self-esteem of each individual participant; and creating a positive atmosphere where camaraderie, inclusiveness, accountability, learning, and respect are valued.

MN ACE Camp's mission is to expose high school students to careers in aviation and aerospace, independent of the student's background, financial ability, culture, or any other obstacle they may face. Our relationship with each individual student begins with a week-long, residential summer camp that exposes students to all facets of aviation in the Minneapolis/Saint Paul area, continues with their professional exploration and culminates in the student finding their desired path within aviation and aerospace. The students' exposure during our week-long camp is a unique and interesting interface with STEM education through aviation and aerospace.

MN ACE Camp's hands-on, activities-based approach is intended to help break down barriers and to show the world of aviation within reach for each student. The personal relationships formed with our staff and other industry professionals during the week make career paths understandable and relatable. During our program's

graduation ceremony, students can share what they learned and share the excitement of their journey with loved ones.

Activities.

MN ACE Camp's week-long, activity-based schedule explores and highlights the many different possibilities of aviation careers. This includes, but is not limited to giving students experience in and access to: glider, helicopter and airplane flights; multiple full-motion flight simulators, tours of Air Force bases, multiple Air Traffic Control facilities including the MSP Tower, the MSP Air Route Traffic Control Center, aerospace engineering programs and firms; multiple aircraft maintenance hangars; airport and airline operations tours through the MSP Metropolitan Airports Commission and Delta Air Lines, flight attendant training, FAA technical operations, and much more.

Students are encouraged to and are naturally excited to interact with the wide range of activities they are exposed to over the course of the week. MN ACE Camp's 100% volunteer staff and leadership are comprised of aviation and aerospace professionals with many years of experience in many different disciplines, for example: pilots, air traffic controllers, flight attendants, mechanics, airport operations management, FAA technical operations, etc. Our staff and leadership take an active role in getting to know each student and help them craft and further understand the individual interests that they experience during the week.

Just as importantly, each camp has thirty students who create their own peer groups and lean on each other for many years to come. Many of our current volunteers and leadership were once students who returned to MN ACE Camp to give back after they had established their own careers.

Program: Mankato Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives: The student will learn educational pathways towards multiple career fields in healthcare. The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities.

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

Program: Math Science Computer Camp

Sponsoring Organization: ST CLOUD STATE UNIVERSITY

Curricular area: Science

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

Goals.

This program is designed to expose students from underrepresented groups to science, math, and technology in fun and innovative ways. While specially designed for students of color and girls, all students are welcome to participate. Our program seeks to break through cultural divides by providing access to positive social and emotional activities with our summer camps for grades 3-8. We seek to provide peers from diverse backgrounds who serve as positive role models by hiring student employees whom the target population can identify with and form positive relationships.

Activities.

The SCSU Math Science Computer Camp is a 5-day residential program featuring exercises involving computers, mathematics, and science. Students engage in problem-solving and research-oriented activities designed to improve their knowledge of science, the environment, and culture. There is a significant focus on the biological and environmental sciences, with many activities taking place on the SCSU campus and other outdoor, natural environments. Our science curriculum is based on hands-on, experimental, cooperative learning strategies, emphasizing students' discovery and exploring natural phenomena. Math classes emphasize problem-solving, creative thinking, and the application of math concepts to everyday life. Computer applications involve word processing, spreadsheet usage, database creation and management, email, internet access, graphics, digital imaging, and robotics. Participants also engage in recreational activities, go on field trips to places of scientific interest, play games, and socialize with other students from Minnesota.

Program: Metro/Augsburg University Day Camp

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives: The student will learn educational pathways towards multiple career fields in healthcare. The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities.

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

Program: Microscope Adventure Camp

Sponsoring Organization: Hamline University

Curricular area: Science

Grades Served: 8, 9, 10, 11

Goals.

The students will observe, reveal and understand the 'invisible' world via light microscopes and the state-of-the-

art scanning electron microscope as well as utilize photomicrography to present and scientifically explain observations.

Activities.

The students will interact with local experts to learn the principles of light microscopes, electron microscopes, and photomicrography and their applications in environmental sciences, forensic sciences, life sciences, and materials sciences. The students will conduct hands-on experiments with light microscopes and the state-of-the-art environmental scanning electron microscope. The students will form teams and work with other team members to utilize microscopy and microanalysis techniques to create/edit/present images and share scientific findings to different audiences.

Program: Middle School 3-Day Speech & Debate Sampler Camp

Sponsoring Organization: MN Urban Debate League

Curricular area: Performing Arts

Grades Served: 5, 6, 7, 8

Goals.

- Students in 5-8th grade with or without speech/debate experience are invited to participate in Middle School Speech and Debate Sampler.
- Each student will become an effective and confident public speaker after attending.
- Students will build their empathy, persuasion skills, and confidence through giving a variety of speeches.

Objectives.

- Learn fundamentals of each overarching speech type (limited prep, public address, oral interpretation)
- Research, write, and perform speeches daily
- Get one limited preparation speech showcase ready
- Get one public address speech showcase ready (unmemorized)
- Get one oral interpretation piece showcase ready
- Learn concrete skills to minimize speech anxiety and maximize confidence

These skills and content knowledge provided at this camp directly translate to classroom work. Speech writing and structure helps prepare students for success in their English coursework. Students are asked to consider multiple perspectives in crafting the content of their persuasive and informative speeches. Participants gradually gain confidence in public speaking through repeated, low-stakes exposure to an audience. This skill becomes useful in all aspects of life, and in any courses where students are required to do public presentations. Middle school students can also bring these skills to later high school speech competitions and other oratorical contests.

As students move from distance learning to in-person learning, it is particularly important to re-engage their voices and face-to-face interaction. Students will also learn techniques to mitigate public speaking anxiety and ways to cope when overwhelmed during in-person presentations.

Activities.

We make learning speech engaging, fun, and competitive. Students learn to think on their feet and speak during games and practice rounds, improving moment to moment. We offer a low-stakes environment where you can build the skills students need to thrive at high-pressure tournaments during the season.

It's not all work and no play. Frequent breaks and a free lunch period are important for our camp model. We make time for rest and opportunities to connect with fellow campers. Whether a student likes outdoor fun, board games, or arts and crafts, they will enjoy the 'traditional camp activities' we try to integrate where we can.

Program: Middle School Congressional Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular area: Social Science

Grades Served: 5, 6, 7, 8

Goals.

Participants will:

- Learn to successfully debate with civility in an academic setting
- Gain the soft skills necessary to build consensus among people with diverse opinions
- Learn strategies and best practices to help them grow as empathic listeners who can adapt messages to meet the needs of diverse audiences.
- Learn how to respond to and successfully refute opposing arguments.
- Be prepared to excel in academic courses in which they need to research, write, present, and defend positions.

These skills and content knowledge directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in their English coursework. It is fundamental to our camp design that students who participate will become prepared to excel in academic courses in which they need to research, write, present, and defend positions. Middle school students can also bring these skills to later high school Congressional debate competitions and other oratorical contests.

Activities.

We make learning engaging, fun, and competitive.

Students learn to think on their feet and speak during games and practice rounds, improving moment to moment. We offer a low-stakes environment where students can build the skills they need to thrive at high-pressure tournaments during the season.

Our knowledgeable, caring, and experienced staff love forensics, and they want to share the activity with you! We hire experienced university instructors, classroom teachers, and speech and debate coaches who have a proven track record of coaching champion speakers from many backgrounds.

It's not all work and no play. Frequent breaks and a free lunch period are important for our camp model. We make time for rest and opportunities to connect with fellow campers. Whether students like outdoor fun, board games, or arts and crafts, they'll enjoy the 'traditional camp activities' we try to integrate where we can!

Each camp's programming increases in difficulty and complexity day-by-day, allowing shy students to become accustomed to speaking in public bit by bit before they reach the camp's cumulative event, a showcase or tournament. In the case of Congressional Debate, students hold a mock Congress session where they will share their bills with others.

Program: Middle School Policy Debate Camp
Sponsoring Organization: MN Urban Debate League
Curricular area: Social Science
Grades Served: 5, 6, 7, 8

Goals.

Students will:

- Learn about and debate important topics relevant to their lives while gaining communication, reasoning, and public speaking skills.
- Learn to disagree in a healthy and productive way centered around reasoning and evidence!
- Learn the fundamentals of policy debate and learn about the topic area for competitive debate in the 24-25 school year (Mars Colonization)
- Master the fundamentals of argumentation using the Claim, Evidence, Warrant Model

Although this camp is designed for students who intend to join policy debate teams in the future (either in middle school or during high school), it will benefit all students who are interested in learning more about current events and becoming more persuasive.

These skills and content knowledge learned at this camp directly translate to essay writing and analysis in social studies courses. Public speaking, argumentative writing, and deep reading of non-fiction texts prepares students for success in their English coursework.

Activities.

We make learning engaging, fun, and competitive and complex information accessible through our program design.

Students learn to think on their feet and speak during games and practice rounds, improving moment to moment. We offer a low-stakes environment where students can build the skills they need to thrive at high-pressure tournaments during the season.

Our knowledgeable, caring, and experienced staff love forensics, and they want to share the activity with you! We hire experienced university instructors, classroom teachers, and speech and debate coaches who have a proven track record of coaching champion speakers from many backgrounds.

It's not all work and no play. Frequent breaks and a free lunch period are important for our camp model. We make time for rest and opportunities to connect with fellow campers. Whether students like outdoor fun, board games, or arts and crafts, they'll enjoy the 'traditional camp activities' we try to integrate where we can!

Each camp's programming increases in difficulty and complexity day-by-day, allowing shy students to become accustomed to speaking in public bit by bit before they reach the camp's cumulative event, a showcase or tournament. At policy debate camp, students are preparing for a mock tournament on the final day, where they will compete for medals and the title of camp champion (though everyone goes home with accolades and candy bars!)

Program: Middle School Speech Camp: Oral Interpretation

Sponsoring Organization: MN Urban Debate League

Curricular area: Performing Arts

Grades Served: 5, 6, 7, 8

Goals.

Students will:

- Become an effective and confident public speaker through basic training on vocalics like pace, diction, vocal tone, volume, etc.
- Build their confidence and skill set
- Learn the art of single-script and program oral interpretation
- Learn the fundamentals of oral interpretation, including selecting literature, cutting pieces, identifying themes, and writing introductions
- Understand acting fundamentals such as characterization (internalization/externalization), blocking, use of tech (miming), and scene building
- Develop a minimum of one piece (either single-script or program oral interpretation) to be 'tournament ready' by the showcase date.

These skills and content knowledge provided at this camp directly translate to classroom work. Speech writing, structure, and interpretation of literature help prepare students for success in their English coursework. Students are asked to consider multiple perspectives in crafting the content of their persuasive and informative speeches. Participants gradually gain confidence in public speaking through repeated, low-stakes exposure to an audience. This skill becomes useful in all aspects of life, and in any courses where students are required to do public presentations. Middle school students can also bring these skills to later high school speech competitions and other oratorical contests.

As students move from distance learning to in-person learning, it is particularly important to re-engage their voices and face-to-face interaction. Students will also learn techniques to mitigate public speaking anxiety and ways to cope when overwhelmed during in-person presentations.

Activities.

We make learning engaging, fun, and competitive.

Students learn to think on their feet and speak during games and practice rounds, improving moment to moment. We offer a low-stakes environment where students can build the skills they need to thrive at high-pressure tournaments during the season.

Our knowledgeable, caring, and experienced staff love forensics, and they want to share the activity with you! We hire experienced university instructors, classroom teachers, and speech and debate coaches who have a proven track record of coaching champion speakers from many backgrounds.

It's not all work and no play. Frequent breaks and a free lunch period are important for our camp model. We make time for rest and opportunities to connect with fellow campers. Whether students like outdoor fun, board games, or arts and crafts, they'll enjoy the 'traditional camp activities' we try to integrate where we can!

Each camp's programming increases in difficulty and complexity day-by-day, allowing shy students to become accustomed to speaking in public bit by bit before they reach the camp's cumulative event, a showcase or tournament. At Oral Interpretation Camp, students will perform the pieces they have developed in a showcase attended by parents and family members.

Program: Middle School Speech Camp: Public Address

Sponsoring Organization: MN Urban Debate League

Curricular area: Fine Arts

Grades Served: 5, 6, 7, 8

Goals.

Students will:

- Learn the basic elements of public address speaking, including persuasive speaking, informative speaking, and limited preparation events (impromptu and extemporaneous speaking).
- Understand the core structure of persuasive speaking (including Monroe's Motivated Sequence) and a 3-point Informative Speaking format
- Master basic elements of public speaking (substance, structure, and style) via research, outlines, and best practices for delivery, including gestures, base vocalics, body language, and facial expressions
- Build their empathy, persuasion skills, and confidence through giving a variety of speeches.
- Receive comprehensive preparation for Minnesota speech events (when combined with Middle School Speech Camp-Interps)
- Write basic outlines of a persuasive, informative, and limited preparation speech, and develop one of the speeches to be 'tournament ready' by the showcase.

These skills and content knowledge provided at this camp directly translate to classroom work. Speech writing and structure helps prepare students for success in their English and Language Arts coursework. Students are asked to consider multiple perspectives in crafting the content of their persuasive and informative speeches. Participants gradually gain confidence in public speaking through repeated, low-stakes exposure to an audience. This skill becomes useful in all aspects of life, and in any courses where students are required to do public presentations. Middle school students can also bring these skills to later high school speech competitions and other oratorical contests.

As students move from distance learning to in-person learning, it is particularly important to re-engage their voices and face-to-face interaction. Students will also learn techniques to mitigate public speaking anxiety and ways to cope when overwhelmed during in-person presentations.

Activities.

Students learn to think on their feet and speak during games and practice rounds, improving moment to moment. We offer a low-stakes environment where students can build the skills they need to thrive at high-pressure tournaments during the season.

Our knowledgeable, caring, and experienced staff love forensics, and they want to share the activity with you! We hire experienced university instructors, classroom teachers, and speech and debate coaches who have a proven track record of coaching champion speakers from many backgrounds.

It's not all work and no play. Frequent breaks and a free lunch period are important for our camp model. We make time for rest and opportunities to connect with fellow campers. Whether students like outdoor fun, board games, or arts and crafts, they'll enjoy the 'traditional camp activities' we try to integrate where we can!

Each camp's programming increases in difficulty and complexity day-by-day, allowing shy students to become accustomed to speaking in public bit by bit before they reach the camp's cumulative event, a showcase or tournament. Students will perform in a showcase attended by family and friends, where they will perform their speeches.

Program: Minnesota Business Venture

Sponsoring Organization: BestPrep

Curricular area: Social Science

Grades Served: 9, 10, 11

Goals.

Minnesota Business Venture Goals:

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

Activities.

Minnesota Business Venture Objectives:

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

Program: Minnesota State University Moorhead Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives: The student will learn educational pathways towards multiple career fields in healthcare. The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities.

Healthcare and Health Science sessions will be presented at the MSUM Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the

session, the student will have an understanding of career day-to-day job duties, salary ranges, and educational requirements.

Program: Ornithology Field Camp

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The Ornithology Field Camp was created for those campers with a high interest in developing their knowledge and skills surrounding Minnesota's ecosystems and bird populations, as well as their outdoor adventure and recreation skills. The goals and outcomes of Ornithology Field Camp Program are to; Participate in hands-on field-based experiences with professionals to learn how scientific investigation is essential to understanding and responding to real life issues Strengthening the participant's interest in environmental concerns Gain a better understanding of the world of breeding birds, how we study them, and how we can help their populations thrive Understand that natural systems and include a variety of organisms that interact with one another in several ways Understand that science is a way of knowing about the natural world and is characterized by empirical criteria, logical argument and skeptical review Understand that humans have a great ability to alter natural systems Develop self-reliance, self-confidence and self-respect Develop the skills needed to be a self-leader, peer leader, designated leader and active follower Grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience Gain the skills needed to display a tolerance for adversity and uncertainty Grow as responsible members of their community by understanding and practicing the personal skills needed to live and work with fellow participants and staff

Activities.

The Ornithology Field Camp Program 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 curriculum for the Ornithology Field Camp Program is based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. This program provides participants with a first-hand experience of the importance of field research in relation to bird populations. Participants will bird band, conduct song surveys, and explore the diverse ecosystems that draw so many species to northeastern Minnesota. Handle forest songbirds and make sound maps to locate nesting territories. Learn about peregrine falcon research on the north shore. Activities and courses during the Ornithology Field Camp Program include; Meet other young birders and naturalists with similar interests Develop advanced field identification skills in a bird rich environment Participate in authentic field research projects including; MAPS: Monitoring Avian Productivity and Survivorship Sound Census for bird population on the Superior Hiking Trail Peregrine Falcon banding and data collection Learn proper bird handling, net removal skills, and in-hand aging and bird sexing techniques Hone observation and

analytical abilities Develop an understanding of ecology and conservation biology Challenge yourself rock climbing and hiking Enjoy learning in the beautiful landscapes of Lake Superior's north shore.

Program: Renewable Energy Camp

Sponsoring Organization: Hamline University

Curricular area: Science

Grades Served: 8, 9, 10, 11

Goals.

The Renewable Energy Camp will enhance understanding of renewable energy and demonstrate how to design, test, construct, fabricate, and present energy conversion and storage devices.

Activities.

The students will interact with local experts to learn the principles of and conduct hands-on experiments with renewable energy conversion and storage devices like solar cells, supercapacitors, and lithium-ion batteries. The students will form teams and work with other team members to design, fabricate, and test energy conversion and storage devices as well as analyze and present experimental results.

Program: ST. CLOUD SCRUBS CAMP

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

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

Goals.

Learn about career fields in Health and Wellness areas, increase student interest in health and wellness

Activities.

Students will participate in activities where they learn health and wellness practices such as measuring blood pressure, heart rate, administering CPR, conducting hearing tests

Program: STREAM 3-5 Hope Academy

Sponsoring Organization: Above the EDGE, Inc

Curricular area: Social Science

Grades Served: 3, 4, 5

Goals.

ATE's STREAM (Solving Thinking Relationships Entrepreneurship Arts and Math) Program supports student's educational and economic achievement with a holistic approach to intrapersonal, interpersonal, and group-level skill-building. The program empowers multicultural students of color through unique opportunities presented by members of the community with deep insights into their specific struggles. The program will consist of discussions, presentations, videos, student projects and guest speakers, focused on selected benchmarks from the Minnesota Academic Standards in Science. These benchmarks embedded in issues around self-knowledge and the building of positive relationships, because our experience has shown us that in working with students of color that the building of positive relationships where they can take chances and fail without fear of ridicule, is crucial. ATE uses a culturally responsive racial identity development program. These programs purposely use a multiethnic STREAM

pedagogy for underserved scholars of multiracial backgrounds. ATE identifies & recognizes the cultural capital and tools that scholars of color bring to the classroom. Sessions will be organized into three sections: personal development, knowledge acquisition, and knowledge application/skill building. Students will work in their groups in the development, execution, and presentation of their projects. At the end of each week, each group will present to all participants their work in progress and get comments, questions and suggestions that would help them improve their work. At the end of the four weeks, there will be final presentations and celebrations with family members, friends, and the community. We will also offer 1-2 field trips that allow program participants to witness professional training, trials, executive shadowing, research, etc.

Activities.

The learning process includes Leadership Development Sessions: Scholars are taught a subject by special guest mentors (people of color who share similar life experiences and have expertise in a STREAM subject area – see list of topics below). These sessions will include one-on-one support by volunteers, leadership development with a focus on skills to succeed in academic classroom settings and tutoring to improve each student’s critical subject areas. Experiential Learning: Experiential learning and exposure are major components of a scholars’ development. Scholars will have the opportunity to get outside and engage in sports to develop health education and leadership skills, as well as take field trips to see workplaces and sites aligned with the STREAM curriculum. The goal of experience-based learning involves something personally significant or meaningful to the students. 1) Students should be personally engaged. 2) Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process. 3) The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities. 4) Students should be recognized for prior learning they bring into the process. 5) Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students. Description of Activities: ATE uses a culturally responsive racial identity development program. These programs purposely use a Afro centric and multiethnic STREAM pedagogy for unserved and underserved students of multiracial backgrounds. ATE identifies & recognizes the cultural capital and tools that students of color bring to the classroom. In our 1hr sessions we break them down into 3 groups 20 minutes lecture, 20-minute stories, 20-minute pics, video, music and then write or video the experience. We are strategically transforming the State of our learning with a systemic analysis.

Program: STREAM 3-5 Hope Academy

Sponsoring Organization: Above the EDGE, Inc

Curricular area: Social Science

Grades Served: 3, 4, 5

Goals.

ATE’s STREAM (Solving Thinking Relationships Entrepreneurship Arts and Math) Program supports student’s educational and economic achievement with a holistic approach to intrapersonal, interpersonal, and group-level skill-building. The program empowers multicultural students of color through unique opportunities presented by members of the community with deep insights into their specific struggles. The program will consist of discussions, presentations, videos, student projects and guest speakers, focused on selected benchmarks from the Minnesota Academic Standards in Science. These benchmarks embedded in issues around self-knowledge and the building of positive relationships, because our experience has shown us that in working with students of color that the building of positive relationships where they can take chances and fail without fear of ridicule, is crucial. ATE uses

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Activities.

The learning process includes Leadership Development Sessions: Scholars are taught a subject by special guest mentors (people of color who share similar life experiences and have expertise in a STREAM subject area – see list of topics below). These sessions will include one-on-one support by volunteers, leadership development with a focus on skills to succeed in academic classroom settings and tutoring to improve each student’s critical subject areas. Experiential Learning: Experiential learning and exposure are major components of a scholars’ development. Scholars will have the opportunity to get outside and engage in sports to develop health education and leadership skills, as well as take field trips to see workplaces and sites aligned with the STREAM curriculum. The goal of experience-based learning involves something personally significant or meaningful to the students. 1) Students should be personally engaged. 2) Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process. 3) The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities. 4) Students should be recognized for prior learning they bring into the process. 5) Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students. Description of Activities: ATE uses a culturally responsive racial identity development program. These programs purposely use a Afro centric and multiethnic STREAM pedagogy for unserved and underserved students of multiracial backgrounds. ATE identifies & recognizes the cultural capital and tools that students of color bring to the classroom. In our 1hr sessions we break them down into 3 groups 20 minutes lecture, 20-minute stories, 20-minute pics, video, music and then write or video the experience. We are strategically transforming the State of our learning with a systemic analysis.

Program: STREAM 6-8 Hope Academy

Sponsoring Organization: Above the EDGE, Inc

Curricular area: Social Science

Grades Served: 6, 7, 8

Goals.

ATE’s STREAM (Solving Thinking Relationships Entrepreneurship Arts and Math) Program supports student’s educational and economic achievement with a holistic approach to intrapersonal, interpersonal, and group-level skill-building. The program empowers multicultural students of color through unique opportunities presented by members of the community with deep insights into their specific struggles. The program will consist of discussions, presentations, videos, student projects and guest speakers, focused on selected benchmarks from the Minnesota Academic Standards in Science. These benchmarks embedded in issues around self-knowledge and the building of positive relationships, because our experience has shown us that in working with students of color that the

building of positive relationships where they can take chances and fail without fear of ridicule, is crucial. ATE uses a culturally responsive racial identity development program. These programs purposely use a multiethnic STREAM pedagogy for underserved scholars of multiracial backgrounds. ATE identifies & recognizes the cultural capital and tools that scholars of color bring to the classroom. Sessions will be organized into three sections: personal development, knowledge acquisition, and knowledge application/skill building. Students will work in their groups in the development, execution, and presentation of their projects. At the end of each week, each group will present to all participants their work in progress and get comments, questions and suggestions that would help them improve their work. At the end of the four weeks, there will be final presentations and celebrations with family members, friends, and the community. We will also offer 1-2 field trips that allow program participants to witness professional training, trials, executive shadowing, research, etc. in STEM institutions.

Activities.

The goal of experience-based learning involves something personally significant or meaningful to the students. 1) Students should be personally engaged. 2) Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process. 3) The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities. 4) Students should be recognized for prior learning they bring into the process. 5) Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students.

Program: STREAM 6-8 St Louis Park Middle School

Sponsoring Organization: Above the EDGE, Inc

Curricular area: Social Science

Grades Served: 6, 7, 8

Goals.

ATE's STREAM (Solving Thinking Relationships Entrepreneurship Arts and Math) Program supports student's educational and economic achievement with a holistic approach to intrapersonal, interpersonal, and group-level skill-building. The program empowers multicultural students of color through unique opportunities presented by members of the community with deep insights into their specific struggles. The program will consist of discussions, presentations, videos, student projects and guest speakers, focused on selected benchmarks from the Minnesota Academic Standards in Science. These benchmarks embedded in issues around self-knowledge and the building of positive relationships, because our experience has shown us that in working with students of color that the building of positive relationships where they can take chances and fail without fear of ridicule, is crucial. ATE uses a culturally responsive racial identity development program. These programs purposely use a multiethnic STREAM pedagogy for underserved scholars of multiracial backgrounds. ATE identifies & recognizes the cultural capital and tools that scholars of color bring to the classroom. Sessions will be organized into three sections: personal development, knowledge acquisition, and knowledge application/skill building. Students will work in their groups in the development, execution, and presentation of their projects. At the end of each week, each group will present to all participants their work in progress and get comments, questions and suggestions that would help them improve their work. At the end of the four weeks, there will be final presentations and celebrations with family members, friends, and the community. We will also offer 1-2 field trips that allow program participants to witness professional training, trials, executive shadowing, research, etc. in STEM institutions.

Activities.

The goal of experience-based learning involves something personally significant or meaningful to the students. 1) Students should be personally engaged. 2) Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process. 3) The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities. 4) Students should be recognized for prior learning they bring into the process. 5) Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students.

Program: STREAM 9-11 - Robbinsdale Armstrong School

Curricular area: Social Science

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

Goals.

ATE's STREAM (Solving Thinking Relationships Entrepreneurship Arts and Math) Program supports student's educational and economic achievement with a holistic approach to intrapersonal, interpersonal, and group-level skill-building. The program empowers multicultural students of color through unique opportunities presented by members of the community with deep insights into their specific struggles. The program will consist of discussions, presentations, videos, student projects and guest speakers, focused on selected benchmarks from the Minnesota Academic Standards in Science. These benchmarks embedded in issues around self-knowledge and the building of positive relationships, because our experience has shown us that in working with students of color that the building of positive relationships where they can take chances and fail without fear of ridicule, is crucial. ATE uses a culturally responsive racial identity development program. These programs purposely use a multiethnic STREAM pedagogy for underserved scholars of multiracial backgrounds. ATE identifies & recognizes the cultural capital and tools that scholars of color bring to the classroom. Sessions will be organized into three sections: personal development, knowledge acquisition, and knowledge application/skill building. Students will work in their groups in the development, execution, and presentation of their projects. At the end of each week, each group will present to all participants their work in progress and get comments, questions and suggestions that would help them improve their work. At the end of the four weeks, there will be final presentations and celebrations with family members, friends, and the community. We will also offer 1-2 field trips that allow program participants to witness professional training, trials, executive shadowing, research, etc. in STEM institutions.

Activities.

The learning process includes Leadership Development Sessions: Scholars are taught a subject by special guest mentors (people of color who share similar life experiences and have expertise in a STREAM subject area – see list of topics below). These sessions will include one-on-one support by volunteers, leadership development with a focus on skills to succeed in academic classroom settings and tutoring to improve each student's critical subject areas. Experiential Learning: Experiential learning and exposure are major components of a scholars' development. Scholars will have the opportunity to get outside and engage in sports to develop health education and leadership skills, as well as take field trips to see workplaces and sites aligned with the STREAM curriculum. The goal of experience-based learning involves something personally significant or meaningful to the students. 1) Students should be personally engaged. 2) Reflective thought and opportunities for students to write or discuss their experiences should be ongoing throughout the process. 3) The whole person is involved, meaning not just their intellect but also their senses, their feelings and their personalities. 4) Students should be recognized for

prior learning they bring into the process.5) Teachers need to establish a sense of trust, respect, openness, and concern for the well-being of the students. Description of Activities: ATE uses a culturally responsive racial identity development program. These programs purposely use an Afro centric and multiethnic STREAM pedagogy for unserved and underserved students of multiracial backgrounds. ATE identifies & recognizes the cultural capital and tools that students of color bring to the classroom. In our 1hr sessions we break them down into 3 groups 20 minutes lecture, 20-minute stories, 20-minute pics, video, music and then write or video the experience. We are strategically transforming the State of our learning with a systemic analysis.

Program: Summer Jazz Intensive

Sponsoring Organization: Walker West Music Academy

Curricular area: Performing Arts

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

Goals.

Participants will enhance their understanding of jazz and gain practice and performance experience.

Activities.

This one-of-a-kind intensive gives students a chance to learn from and interact with the world-class jazz faculty at Walker|West. The program provides well-rounded instruction, offering young students all the necessary tools for development and artistry, with classes ranging from applied instrument workshops, Jazz Theory, Composition and History lectures, Ensemble practice, and Masterclasses from local Twin Cities jazz luminaries.

Program: Summer Jazz Violin Workshop

Sponsoring Organization: Walker West Music Academy

Curricular area: Performing Arts

Grades Served: 5, 6, 7, 8, 9, 10, 11

Goals.

This workshop is for violin students looking to branch out from traditional classical violin or who desire to take their improvisation to the next level. Goals: Greater flexibility and creativity through the instrument Ability to improvise on a theme Rhythm and chord progressions Expanded comfort with playing music without being tied to sheet notation Less fear of making mistakes.

Activities.

Students learn in a group setting through lecture and applied classes covering the following topics: Ear Training/Critical Listening to identify elements in a performance, e.g., rhythm, intro, outro, melody, etc.; strategies for improvisation e.g., rhythmic restrictions, phrase restrictions, note restrictions, target tones, etc.; how to learn a new tune; tune deconstruction; intro to harmonizing the major scale.

Program: Summer Youth Overnight

Sponsoring Organization: Concordia Language Villages

Curricular area: World Languages & Cultures

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

Goals.

Students participate in iso-immersion programming designed to foster language learning for beginning through high-level learners. Villagers will gain fluency and confidence in speaking and listening skills in their language as well as receiving instruction in reading, writing, and formal grammar. Our high school credit program awards either one or two semesters of language learning credit (two week credit program is one semester, four week credit program is two semesters)

Activities.

Villagers are engaged in an immersion setting the entire time they are awake. They will participate in formal language instruction, song time, summer-camp style activities, and other large scale simulation activities and games to foster language learning and practice their skills.

Program: Survival Camp

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 7, 8

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The Survival Program was created for those campers with a high interest in developing their environmental science knowledge and skills, as well as their outdoor adventure and recreation skills. The goals and objectives for the program are to; Understand that all living and nonliving components of an environment interact with one another to form an ecosystem Understand that humans have a great ability to alter natural systems Gain an appreciation of their natural surroundings and take an active role in the conservation and stewardship of our environment. Understand that a complex natural system is more stable than a simple one, and more able to absorb disturbances. Gather evidence that all living things acquire physical and behavioral adaptations to be successful in their environment Demonstrate the ability to perform basic map and compass skills To develop self-reliance, self-confidence and self-respect To develop leadership skills to use in their own groups and communities. Understand human connections to weather and climate and how to maximize safety during inclement weather. To develop skills needed to build life-long friendships Describe the backcountry ethics associated with leave no trace (LNT) travel and camping. Identify the major impacts resulting from human use of wilderness and backcountry areas and describe methods for minimizing these impacts. To grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. Experience a sense of community by living, working and experiencing camp with fellow campers and staff. To enrich their spirit, mind and body and gain skills through challenging experiences in nature.

Activities.

The Survival Program 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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help students discover ways to keep learning about their environments for a lifetime.

Courses and activities for the Survival Program include; Wild edibles and Plant ID of Northern Minnesota Mammal Identification Navigation Skills and Techniques using a Compass, Map and GPS Reading the Landscape by exploring the Geology of the Lake Superior Region Survival Skills Traditional Skills and Crafts Shelter Building Renewable Energy – Solar Cooking, Harnessing the Wind for Power, Outdoor Cooking Traditional Fire Building Wilderness Ethics Outdoor Ropes Course Canoeing Native American and French Voyageurs Connections to the Land.

Program: ThreeSixty Journalism Summer Camps

Sponsoring Organization: UNIVERSITY OF ST THOMAS

Curricular area: Fine Arts

Grades Served: 9, 10, 11

Goals.

ThreeSixty students will learn hands-on reporting, writing and multimedia skills during our suite of summer camps. They will produce stories for ThreeSixty Journalism’s print and digital publication and professional publications like the Star Tribune, the Pioneer Press, MinnPost, and more. ThreeSixty students are taught by ThreeSixty staff and guest professionals who bring dynamic, real-world journalism and communication experience into the classroom. The students are also mentored by emerging media, strategic communication and digital media arts professionals from around the Twin Cities, with a special focus on BIPOC professionals who share identities with our students. Most of the programming takes place at St. Thomas University's state-of-the-art STEAM building, Schoenecker Center, where students will engage in career and college exploration and leadership training in addition to their storytelling skill development.

Activities.

RADIO CAMP is offered in partnership with MPR News, KRSM Radio and MIGIZI during the last week of June. Students will produce audio stories related to the arts and conduct field interviews. They will learn to record interviews, write radio scripts, and edit audio from reporters, editors, and technical staff, and they will receive behind-the-scenes tours of MPR and hear broadcast and career tips from newsroom speakers.

MULTIMEDIA STORYTELLING INSTITUTE is a three-week immersive experience where students will learn the fundamentals of journalism and narrative justice. In partnership with the Center for Prevention at Blue Cross and Blue Shield of Minnesota, students will explore topics of community healing through the lens of racial health equity. Student reporters will produce written and multimedia stories for professional publication. They will engage in hands-on learning and journalism practice at the University of St. Thomas College of Arts and Sciences and work side-by-side with professional mentors to complete projects, which will be published by media partners. They will build their multimedia storytelling toolkit with ethical, technical and entrepreneurial training.

COLLEGE ESSAY WORKSHOP is weeklong camp focused on personal/college essay writing. Students will develop their voice to create—start-to-finish—a polished, adaptable essay for submission to colleges, scholarships, and more, supported by professional volunteers from media industries across the Twin Cities. They will learn to steward challenging or sensitive life experiences for writing and storytelling in ethical and thoughtful ways and sharpen their collaboration, presenting, and leadership skills through activities and peer-to-peer review.

Program: Voyageurs

Sponsoring Organization: Wolf Ridge Environmental Learning Center

Curricular area: Science

Grades Served: 5, 6

Goals.

Our teaching philosophy is simple: learning happens best when one experiences it. Lives it. Breathes it. Hands-on activities combined with an unbelievably beautiful campus make our living laboratory the kind of educational experience you can't get anywhere else.

The Voyageurs program was created for those campers with a high interest in developing their environmental science knowledge and skills, as well as their outdoor adventure and recreation skills. The goals and objectives for the Voyageurs program are to; Understand that all living and nonliving components of an environment interact with one another to form an ecosystem Understand that humans have a great ability to alter natural systems Gain an appreciation of their natural surroundings and take an active role in the conservation and stewardship of our environment. Describe the role of voyageurs, gentlemen, and Native Americans during the fur trade era. Demonstrate traditional fire-starting and cooking techniques Use traditional tools to design and create a voyageur encampment Evaluate and choose aspects of a voyageur's life to incorporate into their own lives. Understand that a complex natural system is more stable than a simple one, and more able to absorb disturbances. Gather evidence that all living things acquire physical and behavioral adaptations to be successful in their environment. To develop self-reliance, self-confidence and self-respect To develop leadership skills to use in their own groups and communities. To develop skills needed to build life-long friendships To grow individually; to provide situations for each camper to set goals and learn new skills while reflecting on their camp experience. Experience a sense of community by living, working and experiencing camp with fellow campers and staff To enrich their spirit, mind and body and gain skills through challenging and fun activities that can be applied in lifelong learning experiences in nature.

Activities.

The Voyageurs Program explores the science of ecosystems, plus relationships between people and their environment. Specifically, the Voyageurs will example the cultural history of Minnesota through the eyes of the French Voyageurs and the Ojibwe Culture.

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.

We choose curricular content based on the local, natural and cultural history of Minnesota, as well as broader environmental issues. Science-based classes provide opportunities to learn more about our planet and how it

works; cultural history classes give a glimpse of the way our predecessors interacted with local ecosystems to create a life for themselves; current event classes help us to understand emerging issues; personal growth and team-building classes develop skills for meeting personal and group challenges; and outdoor skill classes help students discover ways to keep learning about their environments for a lifetime.

Courses and activities for the Voyageurs Program include Northwoods Mammal Research Birds & Raptors Cultural History – French Voyageurs and Ojibwe Heritage Rock climbing Adventure ropes Team Building Traditional Crafts & Skills Reading the Landscape using Navigation Skills – GPS, Map & Compass Overnight Campout.

Program: We As One Chinese Language Camp

Sponsoring Organization: Asian Media Access

Curricular area: World Languages & Cultures

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

Goals.

We As One Chinese Language Camp is a summer enrichment program designed for students from immersion schools, heritage Chinese families, and/or students who had outside school Chinese learning experience. In our week-long camp, we provide a high-quality Chinese language immersion environment focusing on oral proficiency, cultural dialogues and hands-on activities. Students not only get to work with many native Chinese instructors, but also have the opportunity to interact and collaborate with students from other immersion schools and Chinese speaking families. Besides language acquisition, a big focus of our camp is to initiate some meaningful conversations on topics such as race, identity, diversity and inclusion. Our goal is to use language as a bridge, to create real-life opportunities for students to experience and discuss things that can sometimes be sensitive and difficult to talk about. Our curriculum is specifically designed to give all students a richer sense of who we are, where we all come from, and what we can build together as a community. All of the courageous conversations are done through social justice themed literature, stories shared by adults and peers, and open-ended discussions suitable for the student's cognitive development level.

Activities.

In We As One Chinese Language Camp, students will: 1) Read 3-5 social justice-themed books in Chinese language and complete follow-up tasks that relate to the literacy Experience culture-related activities such as cooking, Chinese embroidery, Chinese board-games, Calligraphy and brush painting, etc. 2) Get real-life experiences to meet different peers and adults (teachers and guests) from diverse backgrounds, and learn skills to ask and answer courageous questions related to race, identity, diversity and inclusion. 3) Gain more perspectives on other cultures and our history as a nation, and skills on how to work as a community despite our differences. Hopefully take what we learn in this enrichment program back to their own everyday lives and keep practicing those perspectives and skills. 4) Take a field trip to an outside Asian market or museum, and experience diverse cultures in Asian communities in Minnesota while practicing Chinese target language.

Program: Winona Residential Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular area: Science

Grades Served: 9, 10, 11

Goals.

The goal of Scrubs Camp is to encourage student exploration into the healthcare sector. This is accomplished through the following objectives: The student will learn educational pathways towards multiple career fields in healthcare. The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities.

15-18 sessions will be presented at the Winona Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will understand career day-to-day job duties, salary ranges, and educational requirements.

Program: Your Extraordinary Summer MN Inst Talented Youth

Sponsoring Organization: Minnesota Institute for Talented Youth

Curricular area: Science

Grades Served: 3, 4

Goals.

MITY's Your Extraordinary Summer (YES) program provides advanced learners in grades 1 - 4 with the opportunity to continue their learning with peers who share their interests. Students take 4 unique classes each day for one week, choosing from 20 STEAM and humanities options. Small class sizes and an inclusive environment enables students to take risks, be themselves, and find "their people".

MITY's mission is to inspire and challenge intellectually curious students to pursue their passions within a diverse, inclusive community and empower them by building skills and relationships for lifelong success. 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 is no comparable intensive summer learning opportunities offered for students in Minnesota.

MITY strives to develop intellectual passions for all its students. This goal is supported in multiple ways, including:

- Inquiry-based exploration of subject areas chosen by the student, thereby giving them a measure of control over their own learning.
- Engaging teachers who have experience working with talented youth.
- Intellectually challenging, unique, hands-on curriculum.
- A range of classes to engage many interests, talents and learning styles.
- Ongoing opportunities to connect and apply learning to the real world.
- Collaborative problem-solving with other bright, eager students.

Activities.

MITY's approach is guided by the following core attributes: 1. exceptional, passionate teachers; 2. small class sizes (15 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 interests; 5. a whole-child approach to developing students academically, physically and socially.

MITY's YES program enables students to pursue their passions and discover new interests at a developmentally appropriate pace. Full day participants take four 75-minute courses each day interspersed with breaks for

movement, snacks and community-building. Students conduct labs, program robots, design and build projects, engage in discussions, play educational games, and more. Sample classes include: The Art of Japan, Character Parade, Design Thinking with Scratch, Graphic Design for Kids, Engineering with a Purpose, Greek Mythology, The Human Footprint, and The Math of Sports.

MITY offers much more than a rigorous curriculum—its philosophy is to develop students’ emotional intelligence, executive functioning skills, and leadership abilities as well. In addition to the collaborative work that is embedded into each class, a morning meeting and midday recreation time serve to build teamwork, foster friendships, and generate opportunities for creativity and effective communication. Students are free to embrace their true selves, take risks, and experience the true joy of the MITY community.

Program: iStrive Hmong Summer Camp

Sponsoring Organization: MN Zej Zog

Curricular area: World Languages & Cultures

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

Goals.

iStrive Hmong Camp's Goals: To instill 90% of students and staff with Hmong Pride through by creating a safe place language and culture to thrive? To remove barriers for educational excellence: mental health and equity by providing trainings to staff and lessons through an equity lens? To prepare students for becoming leaders tomorrow through Student Centered Learning Approaches

Activities.

1. Students will have breakfast and lunch.
2. Students will attend whole group morning gatherings.
3. Students will attend whole class activities to develop their self-awareness of being Hmong, language, literacy and culture in Hmong through the arts, and leadership.
4. Students will see a specialist during their prep.



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