

Summer Academic Enrichment Program

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About the Minnesota Office of Higher Education

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

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

About This Report

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

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Introduction

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

The Summer Academic Enrichment Program (SAEP) provides stipends for low-income students completing grades 3 to 11 to attend approved summer academic enrichment programs offered by postsecondary educational institutions and nonprofits located in Minnesota. To participate, students in grades 7-11 need at least an overall “C” average or its equivalent for the most recently recorded academic term in the subject area applicable for the summer program of interest. 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. For the 2021-2022 academic year, 31.6% of Minnesota’s public-school students qualified for free or reduced-price meals. The 2021 Minnesota public high school graduation rate for free/reduced price eligible students was 70.3%, compared to a statewide graduation rate of 83.3%; from the previous year, this was a 1.3% drop in the graduation rate for free/reduced price eligible students.

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

Student Eligibility

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

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

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

Subd. 3. **Financial need.** Need for financial assistance is based on student eligibility for free or reduced-price school meals. Student eligibility shall be verified by sponsors of approved academic programs. The

office shall award stipends for students within the limits of available appropriations for this section. If the amount appropriated is insufficient, the office shall allocate the available appropriation in the manner it determines. A stipend must not exceed \$1,000 per student.”

The full content of the statute can be found in Appendix A.

Fiscal Year 2022 Overview

The base appropriation for the Summer Academic Enrichment Program is \$250,000 per fiscal year, with \$7,500 of the appropriation to be used each year for program administration. In order to enhance summer learning and help students recover from the learning challenges of the COVID-19 pandemic, Governor Walz allocated \$625,000 in funds from the federal American Rescue Plan (ARP) to the Office of Higher Education’s Summer Academic Enrichment Program. With the augmented funds supplementing the appropriation, a total of \$867,500 was available to support eligible student stipends for summer 2022. The federal ARP funds can be carried to future program years; however, they must be spent by 12/31/2024.

From summer 2019 to summer 2020 the impacts of the pandemic significantly impacted the Summer Academic Enrichment Program. The number of students receiving stipends dropped 76.6% from 568 students in 2019 to 133 students in 2020. Some gains were made for the summer 2021 programming as program sponsors again began in person camp experience; the total stipends increased to 266 for summer 2021. For summer 2022, the additional funds coupled with supplemental administrative efforts from the Office of Higher Education contributed to a significant change in program success for summer 2022. A total of 586 students received stipends for participation in SAEP for summer 2022, representing a 120% increase from summer 2021 as compared to summer 2022. This increased participation and receipt of stipends realigns the program to a participation level similar to the pre-pandemic participation rates of 2019.

Students Served

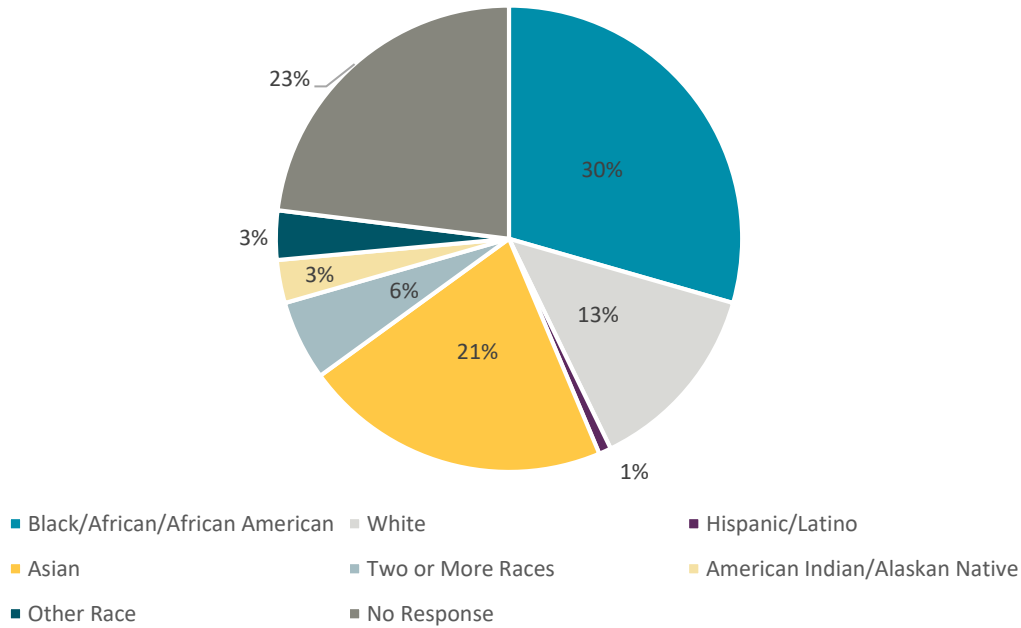
As directed by statute, the 2022 participants were Minnesota residents enrolled in grades 3 through 11 for the 2022-2023 academic year. To comply with the program’s focus on serving low-income students, all participants were required to document their eligibility for free or reduced-price school meals as defined by the Richard B. Russell National School Lunch Act. Five institutions/organizations served the majority (80.6%) of the students. The five institutions/organizations were:

- Breakthrough Twin Cities- 130 students
- Concordia Language Villages – 91 students
- Minnesota Institute of Talented Youth (MITY), Macalester College – 63 students
- BestPrep – 58 students
- Math/Science/Technology, St. Cloud State University- 56 students

The Office of Higher Education received applications from 703 students for summer 2022; however, some students did not show up for camp or upon verification were not eligible. Ultimately, \$475,039 in

program stipends supported 586 students to attend summer camps. All students who applied and were eligible received a stipend; there were no students left on a waiting list. Students from racial/ethnic groups underrepresented in postsecondary education were 63.6% of the applicant pool. A complete breakdown can be found in **Figure 1**.

Figure 1. Race/Ethnicity of 2022 SAEP Program Applicants



Organizations Providing Services

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

Table 1 - Eligible SAEP Program Sponsors Providing Summer 2022 Programs/Camps

Institution / Organization	Total Student Stipends Received	Grade Levels Served
Asian Media Access	27	6-11
The Bakken Museum	3	3-9

Institution / Organization	Total Student Stipends Received	Grade Levels Served
BestPrep	58	9-11
Bethel University	2	8-11
Breakthrough Twin Cities	130	6-8
Chicago Avenue Fire Arts Center	1	3-11
Concordia Language Villages	91	6-8
Hamline University	1	8-11
HealthForce Minnesota	90	6-11
Itasca CC - Minnesota North College	2	6-11
Minnesota Institute for Talented Youth (MITY)	63	4-11
MN Urban Debate League	14	5-11
St. Cloud State University	56	3-11
University of St. Thomas	19	8-11
Walker West Music Academy	12	3-11
Wolf Ridge Environmental Learning Center	17	3-11
Total	586	

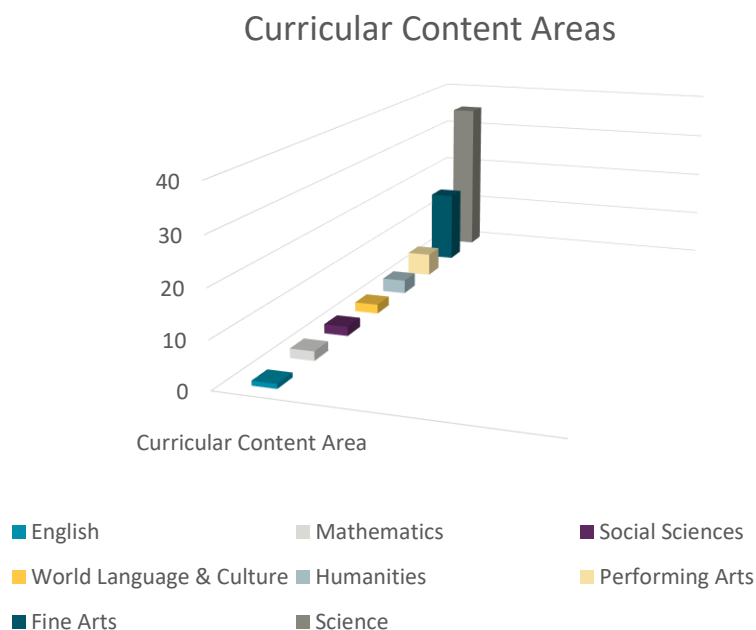
Programs Offered

The Office of Higher Education posted a Request for Applications (RFA) on January 19th, 2022 and hosted two technical assistance sessions later that month. The sessions were designed for interested organizations and institutions and to provide them with: the opportunity to learn about SAEP, an overview of the RFA process and to demonstrate the portal used to submit program applications. Twenty interested entities from across Minnesota registered for the virtual info sessions. OHE required an Intent to Submit Form, which was due February 2nd, 2022 with RFA submissions due February 18th. Twenty-eight organizations indicated an interest in becoming approved SAEP Program Sponsors by submitting an Intent to Submit. Twenty-two organizations completed the RFA process and of those, one program sponsor was found to be ineligible because based on the materials submitted, the reviewer could not identify that instruction of any kind occurred during the summer program. Ultimately, twenty-one programs were notified of approval to be eligible Program Sponsors for SAEP summer 2022. In advance of opening the student application, the Office hosted additional virtual sessions for approved programs. The second set of virtual sessions again introduced the community to program staff and provided a demonstrated on how to enter student applications into the SAEP portal.

The majority of SAEP programs returned to in person camp experiences for summer 2022. There was a total of sixty-six summer camp options approved and only seven of those campus were virtual camps. A complete breakdown of camps based on content area can be found in **Figure 2**.

Some program sponsors that prior to the pandemic only offered in person camp experiences have now continued the practice adopted during summer 2020 and 2021 of offering a virtual camp option, but at the same time have brought back the in-person camp experience as well. This allows students to choose between and in-person or virtual camp experience. The goals and activities of each program are described in Appendix C.

Figure 2. Curricular Content Area of 2022 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 of program funding included:

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

Appendix A: Summer Academic Enrichment Program Statutes

136A.091 SUMMER ACADEMIC ENRICHMENT PROGRAM.

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

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

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

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

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

- (1) is accredited by an agency recognized by the United States Department of Education for purposes of eligibility to participate in title IV federal financial aid programs;
- (2) offers an associate or baccalaureate degree program approved under sections 136A.61 to 136A.71; and
- (3) is located in Minnesota.

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

- (1) is incorporated;
- (2) has had favorable financial performance with federal or state funds; and
- (3) has not had significant audit findings.

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

- (1) provide, as its primary purpose, academic instruction for student enrichment in core curricular areas of English and language arts, humanities, social studies, science, mathematics, fine arts, performing arts, and world languages and culture;

- (2) not be offered for credit to postsecondary students;
- (3) not provide remedial instruction;

- (4) meet any other program requirements established by the office; and
- (5) be approved by the commissioner.

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

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

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

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

History: 2015 c 69 art 3 s 7

**Appendix B: 2022 Summer Academic Enrichment Program Sponsor
Goals and Activities**

Summer Academic Enrichment 2022 Eligible Programs

Program: Advanced Program in Technology and Science

Sponsoring Institution: ST CLOUD STATE UNIVERSITY

Curricular Area: Science

Grades Served: 9, 10, 11

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

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

Program: Adventurers 1 Week

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 1-week 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 1-week program are to; Understand that all living and non-living 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 community. 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 1-wk 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 1-wk Program include; Ornithology & Research Weather & Climate Forecasting Plant Ecology Rock Climbing Geology Adventure Ropes Team Building Northwoods Mammals Environmental Ethics Canoeing Orienteering & Map Skills Leave No Trace ethics on an overnight camping trip.

Program: Adventurers 2 Week - BWCA or Isle Royale

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 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.

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 **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 travel.

Activities: The Adventurers 2-wk 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 2-wk 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 7-Day backcountry wilderness trip to Isle Royale National Park or the Boundary Waters Canoe Area Wilderness Astronomy.

Program: Alexandria Technical & Community College

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: Two sessions will be presented at the 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 understand career day-to-day job duties, salary ranges, and educational requirements.

Program: Angling to Archery

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.

Angling to Archery was created for those campers with a high interest in developing their knowledge and skills surrounding Minnesota's freshwater ecosystems, as well as, their outdoor adventure and recreation skills. The goals and objectives for Camp Fish Program are; To describe the difference

between herbivores, carnivores and omnivores Learn the importance of the food pyramid and food web in relationship to lake ecology Name the aquatic life zones found in Minnesota lakes and streams Understand the importance of water quality Identify the common fishes of Minnesota Learn about non-native invasive species and how they impact the environment Through the use of Minnesota Game Laws, develop a stewardship plan for action in regards to fishing Develop a personal environmental ethic Understand land management and environmental issues Apply Leave No trace skills to camping and travel. 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 Angling to Archery 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.

In Minnesota, stream trout, walleyes and northern pike are plentiful. Knowing where the fish are comes with a thorough understanding of aquatic data that is provided by the DNR, but that other times must be collected and assessed by the angler turned citizen scientist. Lake and stream habitat assessment will be an area of focus for this course as will ethics and the natural history of each of these species of interest. Participants will record and assess data on a number of area lakes and streams before applying what they have learned as anglers.

Courses and activities for Camp Fish include; Weather & Climate Forecasting Freshwater Ecology Ojibwe Culture Traditional Crafts and Skills Research Techniques and Skills Rock-Climbing Northern Minnesota Geology Adventure Ropes Team Building Environmental Ethics Canoeing Orienteering & Map Skills 2-day trips to do research on lakes in the Superior National Forest.

Program: Anoka 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 health care. • The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

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

Program: Augsburg 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 health care. • The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

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

Program: Bemidji Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular Area:Science

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

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

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

Program: Bethel Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular Area:Science

Grades Served: 8, 9, 10, 11

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

Activities: 15 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: Blacksmithing Basics

Sponsoring Organization: Chicago Avenue Fire Arts Center

Curricular Area: Fine Arts

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

Goals: Introduce students to shop safety and the fundamentals of using a forge, hammer, and anvil to shape steel. Students also practice spatial thinking, weights and measurements, and creative problem solving.

Activities: Shape iron with fire and hammer! Ignite your passion for blacksmithing as you learn shop safety and gain basic knowledge of the dynamics of forging by making some cool (hot!) stuff. This hands-on workshop will give you plenty of time to practice shaping hot steel with a hammer and anvil. You'll make a variety of small items, but in this introductory class we will not be teaching bladesmithing or swordsmithing, which are advanced techniques.

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 7-9 for college success. - Provide middle school students with 250+ hours of academic instruction in STEM, literature, writing, and electives—together with increased social-emotional skill-building, community building, and 1x1 support—in a six-week summer program and monthly Saturday sessions during the school year 2. Ensure the entire family support structure has the tools for success. - Hold conferences with families to monitor socio-emotional and academic progress and to develop goals and growth plans - Offer guidance and support to parents on advocating for their children and navigating issues like high school choice and course selection as well as financial literacy and college financial aid applications - Host events where BTC families, youth, and staff come together to celebrate milestones. 3. Inspire and train the next generation of diverse, effective teachers. - Recruit and hire college students and a select number of mature high school students, all aspiring teachers, to teach middle-school student summer sessions - Provide 80 hours of training with 210 hours of hands-on classroom experience under the guidance of Instructional Coaches who are licensed teachers. Our

ultimate goal is to close the opportunity gap. We envision a future populated by transformational learning communities, where equitable access to excellent opportunities propels students on their paths to college and aspiring teachers on their paths to the classroom. Our unique students-teaching-students model creates a rigorous, vibrant learning community that supports students and fills gaps in our current inequitable education system while also building a cadre of future educators who can change the system from the ground up.

Activities: Our summer program provides rigorous academic instruction, together with social-emotional skill-building, and hands-on experiences with STEM, the arts, college, and careers. Summer 2021 programming will be conducted mostly virtually due to the pandemic, similar to last summer. New in 2021, we are planning some options for safe in-person gatherings each week for community building. During virtual programming, we have reduced academic time and stepped up one-on-one support, social-emotional skill development, and community-building. Students start each day with a small advisory group “Morning Meeting,” before heading into virtual academic classes, one per day. They participate in 1:1 virtual meetings with their advisor twice weekly, and get help on assignments through virtual office hours. Special events are held each Friday via Google Meets, or socially distanced activities in person, including games, competitions, and other community-building activities. Studies show that schools with majority BIPOC students have fewer opportunities for enrichment and advanced placement classes. Our summer program closes this gap, offering academic and enrichment opportunities with high expectations for students. Our curriculum re-envisioned 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 Resonance

Sponsoring Organization: Asian Media Access

Curricular Area: Performing Arts

Grades Served: 6, 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.

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.

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.” 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 w

Program: Chinese Language Enhancement Camp

Sponsoring Organization: Asian Media Access

Curricular Area: Fine Arts

Grades Served: 3, 4, 5, 6

Goals: Developing a bicultural identity, knowing how to witch codes between Chinese and Mainstream cultures; Learn Mandarin Chinese language skills and Chinese culture; Interact with peers in a diverse setting using Mandarin; Expand students’ understanding about the bicultural perspectives, and appreciate both Chinese and mainstream cultures, and can interchange cultures in different settings; and enhance academic knowledge, as well as civic engagement skills about racial equity and social justice to mitigate the Anti-Asian Hate impacts on our bicultural leaners. Additionally, our campers will examine how global issues impact local communities, exploring topics such as: China-USA relationship, inequality, and identity formation, etc. Course themes are brought to life through engaging out-of-class learning that connects students to experts and local Mandarin speaking networks. 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, along with COVID-19 impacts.

Activities: We will offer language lesson plans, as well as cover communal storytelling and project-based learning ideas. Our Camp inspires campers to think critically about the world around them, teaches them to navigate situations with empathy and respect, and helps them develop the skills and knowledge base to not just learn, but to do. Course themes are brought to life through out-of-class learning with engaging activities, for example, while students learning about Mandarin language, we will build language and tool box for them to start to do 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. At the mid of the Camp, we will invite guest lectures and meetings with local organizations and community groups from the local Mandarin Speaking Network. Campers also share their learning and make connections in discussion with peers. We may also arrange field trips to Chinese grocery stores to practice 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
- At least 10 language lessons a week
- Language lessons complemented by workshops, discussions, cultural and art activities

- Average 10 students per group
- A safe and supportive environment

Program: Concordia Language Villages

Sponsoring Organization: Concordia College

Curricular Area:World Languages & Cultures

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

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

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

Program: Crazy Ideas Institute

Sponsoring Organization: Composers Institute

Curricular Area:Performing Arts

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

Goals: Composers Institute (formerly known as Junior Composers Summer Programs) is a MN non-profit whose mission is to inspire creative musicians in community, to become more articulate, constructive, and productive through music composition in all genres by employing their unique creative imaginations. CII is a new program aiming to promote, elevate and highlight the amazing creativity of young girls. Female composers have represented about 20-30% of our registrations in our other programs over the past 20 years. We aspire to boost female participation to 50% over the next few years.

Activities: Female students ages 9-13 will receive daily music theory, group and individual music composition instruction in all genres; they will play each other's creative music projects; and explore sounds using digital and acoustic instruments. All faculty members are renowned female composers/songwriters. Five half-days in the Twin Cities metro area, 4 hours/day. Digital audio workstations and acoustic instruments will be used in exploring notation in jazz, graphic, invented and standard traditions. There will be a presentation of the new music on the last day.

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;

Voyageur Life Adventure Ropes Team Building Insects Art in Nature Astronomy Organic Farming Culture and History Ornithology & Research Plant and Animal Ecology Rock Climbing Geology Canoeing Orienteering & Map Skills

Program: EcoArtists

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 Eco-Artists Program was created for those campers with a high interest in developing their environmental science knowledge and skills, as well as, their artistic, outdoor adventure and recreation skills. The goals and objectives for the Eco-Artists Program are to; Have the ability to combine existing knowledge or understanding in new and interesting ways to create innovative works of art and personal expression Understand that we can protect the environment through recycling/reuse, conservation, regeneration and restoration Understand that all living and non-living 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 Understand how various cultures use art to express traditions To develop self-reliance, self-confidence and self-respect Work together with someone to produce an art project 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 Eco-Artists 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.

The Eco-Artists Program combines the great outdoors with artistic expression in the natural environment. It is the perfect combination of creativity and artistic expression using nature as your canvas. Participants spend time learning and exploring outdoors finding different mediums for art projects. Through hands-on experiments, they will learn the science of color and form to make expressive artworks. Eco-Artists has plenty of room for adventure and participants will be encouraged to challenge themselves both in their art expression and in outdoor adventure. Courses and activities for the Eco-Artists Program include; Earth Art Exploring the Science of Color in Nature Environmental Ethics Exploring Conservation, Recycling and Sustainability Canoeing Use Driftwood and Other Items Found at Lake Superior to Create Art Rock Climbing Adventure Ropes Plant ID

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

Sponsoring Organization: Minnesota Institute for Talented Youth (MITY)

Curricular Area: Science

Grades Served: 7, 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 are no comparable intensive summer learning opportunities offered for students in Minnesota.

MITY strives to develop intellectual passions for all of its students. This goal is supported in multiple ways, including: Intense focus on a single subject area of the 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 programs and classes to engage many interests, talents & learning styles. Ongoing opportunities to connect and apply learning to the real world. Collaborative problem-solving with other bright, eager students.

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

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

Classes take place at Macalester College in St. Paul, providing meaningful exposure to a college campus that empowers students to get a glimpse of their own post-secondary journey. MITY offers over 30 unique courses designed specifically for motivated learners. Students go on field trips, engage with guest speakers, conduct labs, engage in intellectual discussions, and solve real-world problems. Sample classes include Firing On All Synapses, Social Entrepreneurship, Astrophysics, Art as Advocacy, and Mock Trial. MITY offers much more than a rigorous curriculum—its educational philosophy is to develop

students not only academically, but physically and socially as well. In addition to the non-cognitive skills development that is woven into each class, a number of special events and an hour and a half midday recreation time serves to build teamwork, foster friendships and generate opportunities for peer support and leadership development.

Program: ExplorSchool

Sponsoring Organization: Minnesota Institute for Talented Youth (MITY)

Curricular Area: Science

Grades Served: 4, 5, 6

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

MITY's mission is to 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 of its students. This goal is supported in multiple ways, including: Intense focus on two subject areas of the students' choice, thereby providing both depth and breadth in subject areas in which students are interested. Engaging teachers who have experience working with talented youth. Intellectually challenging, unique, hands on curriculum. A range of classes to engage many interests, talents & learning styles. Ongoing opportunities to connect and apply learning to the real world. Collaborative problem-solving with other bright, eager students.

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

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

MITY's ExplorSchool offers over 20 unique courses designed specifically for motivated learners. Students go on field trips, engage with guest speakers, conduct labs, engage in intellectual discussions, and solve real-world problems. Sample classes include: The 5 Senses and Brain Science, Technomathematics, Historical Inquiry and Debate, and Viruses, Vaccines and Variants. MITY offers much more than a rigorous curriculum—its educational philosophy is to develop students not only academically, but physically and socially as well. In addition to the non-cognitive skills development that is woven into each class, an hour midday recreation time serves to build teamwork, foster friendships, and generate opportunities for peer support and leadership development. Finally, parents are invited to visit on the last day of classes.

Program: Farm Camp - Farm, Feast, and Fire

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 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 1-week program are to; Learn about the importance of sustainable agriculture for their health and for the health of their environment. Understand the primary principles and techniques of organic agriculture, including building healthy soil, farms as ecosystems, organic pest control, and crop life cycles. Learn that they can support the health of their environment by supporting local farmers, growing some food organically, eating a more plant-based, seasonal diet, and even considering a career in organic farming. Learn how to take produce directly from a farm and prepare a plant-based meal 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. Recommend actions necessary in creating a sustainable food system. Understand that all living and non-living 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. To develop self-reliance, self-confidence and self-respect

Activities: The Organic Farm Camp – Farm, Feast & Fire Program explores the science of ecosystems, plus relationships between people, farming 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 Organic Farm Camp – Farm, Feast & Fire Program are designed to develop leadership skills, responsibility and self-esteem as participants explore, harvest and cook at the Wolf Ridge Organic Farm. Activities include; Insects & pollinators Animal care Soil ecology Rock climbing Adventure ropes Harvesting vegetables for all of Wolf Ridge Campout at the Farm Harvesting, processing and sharing meals prepared by the group Choose farm community role for the week Individual projects and interests throughout the week Design, construct and building skills in relation to the farm Community and team building

Program: Flameworking: Make Glass Beads

Sponsoring Organization: Chicago Avenue Fire Arts Center

Curricular Area: Fine Arts

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

Goals: Introduce students to flameworking safety and the fundamentals of using a dual-fuel torch to melt and form glass rods into different shapes. Students also practice spatial thinking, weights and measurements, and creative problem solving.

Activities: Flameworking (also known as torchworking or lampworking) is the art of creating decorative beads of glass using a dual-fuel torch. In this camp you'll work with a torch and Italian soft glass, as you create a series of beads in different shapes, sizes, and colors. We'll cover how to use flameworking tools and equipment and follow safety protocol. Then, through plenty of hands-on practice, you'll learn basic glass manipulation, shaping techniques and surface decoration. The class will culminate in a '10-Bead Challenge'!

Program: Hibbing 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 health care. • The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities: 10 sessions will be presented at the Hibbing Scrubs Camp. Sessions will be taught by college/university faculty members, as well as experts in their respective career fields. The session will include a hands-on activity with follow up discussion regarding the respective career being presented. By the end of the session, the student will understand career day-to-day job duties, salary ranges, and educational requirements.

Program: ICC Engineering Camp-Explore Engineering Design

Sponsoring Organization: Itasca CC

Curricular Area: Science

Grades Served: 8, 9, 10, 11

Goals: Goal #1: Stimulate interest and awareness of careers in engineering and related STEM fields. Objectives: campers will demonstrate increased awareness of engineering industries and their career attributes, campers will be able to describe the four main branches of engineering, campers will demonstrate increased understanding related to the work of an engineer. Goal #2 - Strengthen analytical and problem-solving skills Objectives: Campers will show progressive problem-solving skills

throughout their approach to the project challenges, campers will show increased knowledge of core concepts as they apply them to their project solutions, campers will show the progression of knowledge related to the design process through team interviews, presentations, finished project work, etc. Goal#3 - Strengthen communication and team-building skills Objectives: Campers will show increased communication and teamwork through the idea sharing and project plan development process, campers' complete projects in teams striving for each team member to have a notable role, campers communicate effective phases of work through team interviews, and demonstration of balanced workload, etc. Goal #4 - Mentor students to be proactive in their math and science education choices Objectives: Through the use of tours, speakers, and visiting engineers, campers will learn to identify essential courses that will benefit them in high school, and topics and skill development areas that will build confidence in the STEM areas of study. Goal #5 - Foster the development of self-confidence, pride in work, and recognition of challenges overcome. Objectives: Through discussion, interview, presentations, etc. campers will communicate the theory behind their designs, challenges they overcame, and future corrective measures. Campers will identify skill areas they would like to work on and identify their areas of strength and how they contributed to their group.

Activities: The instructor uses mini sessions with concept development and skill-building activities (ex. motors, speed controllers, gears, radio controllers, Solidworks, laser cutter, design process, etc.). Design challenges are then presented to small teams where they apply the concepts to their design solution (ex. saran wrap canoes, radio-controlled boats/cars, hydraulic walking devices, RC airplanes, Quadcopters, speakers, etc. The challenges and projects are more complex and use a high skill level than the Jr High camp. Other activities to relate project work to the real world are industry tours, visiting engineers. Many recreational and traditional camp activities are included to promote a healthy social dynamic and positive teamwork.

Program: ICC Engineering Camp-Get Inspired...

Sponsoring Organization: Itasca CC

Curricular Area:Science

Grades Served: 6, 7, 8

Goals: Goal #1: Stimulate interest and awareness of careers in engineering and related STEM fields. Objectives: campers will demonstrate increased awareness of engineering industries and their career attributes, campers will be able to describe the four main branches of engineering, campers will demonstrate increased understanding related to the work of an engineer. Goal #2 - Strengthen analytical and problem-solving skills Objectives: Campers will show progressive problem-solving skills throughout their approach to the project challenges, campers will show increased knowledge of core concepts as they apply them to their project solutions, campers will show the progression of knowledge related to the design process through team interviews, presentations, finished project work, etc. Goal#3 - Strengthen communication and team-building skills Objectives: Campers will show increased communication and teamwork through the idea sharing and project plan development process, campers' complete projects in teams striving for each team member to have a notable role, campers communicate effective phases of work through team interviews, and demonstration of balanced workload, etc. Goal #4 - Mentor students to be proactive in their math and science education choices Objectives: Through the use of tours, speakers, and visiting engineers, campers will learn to identify essential courses that will benefit them in high school, and topics and skill development areas that will build confidence in the STEM areas of study. Goal #5 - Foster the development of self-confidence, pride in work, and recognition of challenges overcome. Objectives: Through discussion, interview,

presentations, etc. campers will communicate the theory behind their designs, challenges they overcame, and future corrective measures. Campers will identify skill areas they would like to work on and identify their areas of strength and how they contributed to their group.

Activities: The goals/objectives and learning process are the same in each of our programs. However, we achieve these through slight differences in our content and project selections depending on the age group. The instructor uses mini sessions with concept development and skill-building activities (ex. pulleys, levers, simple gears, 3D drawing, speed controllers, RC controllers, etc.). Design challenges are then presented to small teams where they apply the concepts to their design solution (ex. RC air cars/boats, bridges, Rube Goldberg designs, simple speakers, simple motors, etc.) Other activities to relate project work to the real world are industry tours, visiting engineers. Many recreational and traditional camp activities are included to promote a healthy social dynamic and positive teamwork.

Program: Imagine Art!

Sponsoring Organization: White Bear Center for the Arts

Curricular Area: Fine Arts

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

Goals: Goal 1: Students learn about an artistic, cultural practice

Objective 1: Students receive a period of instruction from a professional teaching artist. Objective 2: Students are taught how to use art materials in a specific application, such as an art project. Objective 3: Students make connections between the origins of artistic practices and the present day.

To achieve these objectives and goal, WBCA will: ensure teaching artists have a professional level of proficiency in their craft, understand the expectations of what will be covered in class, and actively support the students through both classroom instruction and individualized attention.

Goal 2: Students demonstrate growth in confidence and self-expression

Objective 1: Students take an active role in creating a work of art. Objective 2: Students apply ideas from their interests and experiences in class. Objective 3: Students practice communicating about their work and can explain what they have created.

To achieve these objectives and goal, WBCA will: support and encourage student's participation in the activities, give opportunities in class for students to share their work, and demonstrate how students can make different personal choices with the art materials.

Goal 3: Students form healthy social relationships with their peers and adult teaching artists

Objective 1: Students and teachers maintain respect through both periods of instruction and working time. Objective 2: All students are engaged in class and feel comfortable participating. Objective 3: Students feel welcome to use WBCA's amenities and can navigate around the art center.

To achieve these objectives and goal, WBCA will: communicate clear expectations to teaching artists and reflect the organization's values within their contract, support the classroom environment with trained volunteers, welcome and assist students throughout the day, and ensure students' families are familiar with the art center.

Activities: Major studies conducted by the National Endowment for the Arts have demonstrated linkages between students' participation in arts classes and increased academic achievement (in both arts and non-arts related subjects); better physical, social, and emotional health; increased civic

engagement and sense of place; and improved self-expression, confidence, and sense of self-worth. By achieving the goals described above, Imagine Art! creates a durable impact in the lives of students.

Although the subject, instructor, and media changes, the format of most Imagine Art! classes are similar. The teacher begins with introductions and a basic orientation of the classroom and art center. Students are shown the art materials, examples of finished work (both physically and through other media like photos), and given historical examples and grounding context that is age-appropriate.

A few classes are offered for multiple weeks on the same day, such as with clay classes. During the multi-day sessions, students are continuing to work on pieces week-to-week, building on skills, and learning traditions that require time in between steps.

Students receive working time and get individualized attention from both their teacher and volunteer classroom assistants. Volunteers receive training from WBCA, an opportunity that some Imagine Art! students have 'paid forward' after aging out of the program. At the end of class, students are always proud to show their work and are excited to bring their projects home. Some students and families coordinate lunch (in the library, atrium, community room, or outdoors at WBCA's campus) and remain at WBCA all day. Families are welcome to explore the gallery exhibitions and enjoy art center activities while waiting for their students.

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: J-Nats 2-Week (Apostle Islands or Quetico)

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 Jr. Naturalists 2-wk 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 Jr Naturalists 2-wk Program are to; Understand the Ecology of Minnesota's bird population through research and hands on activities Know the difference between weather forecasting and climate forecasting 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 Jr. Naturalists 2-wk 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 Jr. Naturalists 2-wk Program include; Climate & Weather Forecasting Ornithology Research Bird Banding Lake Superior Geology Lake Superior History & Culture Canoeing Kayaking Rock Climbing Traditional Crafts and Skills Human Connects to the Environment Outdoor Cooking Adventure Ropes Astronomy Outdoor Camping 8-day/7-night camping trip to Quetico Canoe Area or Apostle Islands National Lakeshore to explore first-hand the geology, culture, and natural history of the area

Program: JA STEM Camp

Sponsoring Organization: Junior Achievement North

Curricular Area: Science

Grades Served: 3, 4, 5, 6

Goals: The goals and objectives for students attending the Junior Achievement STEM Camp include: - Learn how to run, promote, and manage a successful business at JA BizTown - Create project plans, science experiments, and video commercials - Discover how STEM is used in the workplace and in business - Discover STEM careers through meetings and presentations from business professionals - See how the money you earn works in the JA BizTown economy

Please note, JA Summer camps were not hosted in 2021, but we have a strong history of providing these programs from previous years. All summer camp curriculum is based on the successes of previous year.

Activities: JA Summer Camps run for one-week sessions where students work to run a business and “work” in JA BizTown. Summer Camps occur in JA BizTown, a 12,000 square foot simulated city located at our state-of-the-art facility in St. Paul. With the support of JA staff, JA student mentors, and professional and corporate volunteers, students learn through interdisciplinary lessons. Specific camp

activities and volunteers are identified beginning in March with individual and group volunteers confirmed by May.

Past JA STEM Camps have included the following activities: - Campers compete in the Creative Toy Challenge, giving them an opportunity to learn about business costs, human resources, and pricing to make a profit. Student teams create a commercial to advertise their toy prototype. - Campers make (and eat) real ice cream by teaching them colligative properties, create edible molecules using gumdrops, learn about chromatography through a M&M experiment, and discover capillary action through a flower project. - Campers learn how to film stop-action video commercials to promote their JA BizTown business. - Campers use uncooked pasta to engineer a soap box derby car. They transform potential energy into kinetic energy as they race against other teams down the STEM ramp! - There are discussions about the environmental impact of the BP Oil Spill. Campers work together to clean oil out of duck feathers. They also learn about skimming, dispersing, and soaking up oil in tanks of water before learning about innovated new ways to clean up ocean spills. Campers learn about the global water crisis and about how to act to provide funds for water, sanitation, and hygiene education globally. Campers use new innovative tablets to clean dirty water samples, making them suitable for drinking!

JA STEM Camp is interdisciplinary (English, Language Arts, Social Studies, Math, and Science).

Program: JA Young Entrepreneurs Camp

Sponsoring Organization: Junior Achievement North

Curricular Area: Social Science

Grades Served: 3, 4, 5, 6

Goals: The goals and objectives for students attending the Junior Achievement Young Entrepreneurs Camp include: - Discover what it takes to be an entrepreneur - Develop new ways to advertise your business - Create unique products and services - Conduct market research and develop a business plan - Create a plan to obtain business start-up funding (think "Shark Tank")

Please note, JA Summer camps were not hosted in 2021, but we have a strong history of providing these programs from previous years. All summer camp curriculum is based on the successes of previous years.

Activities: JA Summer Camps run for one-week sessions where students work to run a business and "work" in JA BizTown. Summer Camps occur in JA BizTown, a 12,000 square foot simulated city located at our state-of-the-art facility in St. Paul. With the support of JA staff, JA student mentors, and professional and corporate volunteers, students learn through interdisciplinary lessons. Specific camp activities and volunteers are identified beginning in March with individual and group volunteers confirmed by May.

Past JA Young Entrepreneurs Camps have included the following activities: - Campers dive into the Shark Tank, pitching their business idea to a panel of judges from several local businesses. In order to receive funding, the campers need to explain details about their company and answer some tough questions from the sharks. - Local entrepreneurs share their journey, like Lisa Nicholson, founder and CFO of Salsa Lisa. Lisa shares her journey from farmer's market entrepreneur to CFO of one of the largest salsa brands in the United States. - Campers learn about sustainability and small steps any business can do to become environmentally friendly, such as creating a garden rooftop, turning off the lights at night, low flush toilets, and recycling. - JA students from the JA Company Program share their inspiration and new companies with campers. - Campers learn how to promote their JA BizTown business with branding, logos, and advertising. - Campers learn about interpersonal skills, and how to step up to not be just a

boss but what it takes to truly become a great leader. - Entrepreneurs like Johnathan Johnson, owner of Home Grown, shares his journey of starting his own clothing company from scratch. He talks to campers about how he came up with his innovative design and how he markets his product nationwide.

Please note, the JA Young Entrepreneurs Camp is interdisciplinary (English, Language Arts, and Social Studies).

Program: MDAW High School Congressional Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Humanities

Grades Served: 8, 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 MDAW 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 Student Congress / Congressional Debate, students have the opportunity to write and submit their own legislation to the National Speech & Debate Association (NDSA), 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: MDAW High School Debate & Argumentation Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Fine Arts

Grades Served: 8, 9, 10, 11

Goals: Many students are curious about debate but do not have the opportunity to compete on their own school's team. Or, they may want to join, but feel intimidated by certain aspects of the activity. In this camp, students who are new to speech & debate will have a chance to learn the ropes of basic argumentation and public speaking before joining the speech & debate team at their school. Our goal is to provide a welcoming, comfortable, low-stakes environment where students can try (and fail, and try again) to learn the core tenets of this activity.

Because this designed for students who are new to speech & debate, students will:

Learn the fundamentals of debate: public speaking, refutation, research, and cross examination skills
Learn about opportunities to compete, whether through formal teams or oratorical contests, in this setting
Leave camp prepared for classroom debates, presentations, or joining their school's competitive debate team.

These debate skills are core to success in competitive debate activities, 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. For many students, this will also be their first opportunity to speak in front of large groups. We believe this skill is particularly important in light of the recent return to in-person programming after virtual schooling during the COVID-19 pandemic.

The skills and content knowledge debate provide 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 MDAW 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. For many students, attending this camp will be their first time ever attempting the activity. Our staff members will be supportive and help them grow their skills from any entry point.

While there are many speech and debate camps, most are aimed at students who have already elected to join a specific activity (i.e. public forum debate, Congressional debate, original oratory.) We designed this camp to give students who are new to the activity a sampling of what speech & debate has to offer, and the opportunity to build their skills outside of a team.

Students will learn the fundamentals of argumentation, including mastering the claim-data-warrant model. Through independent, small-group, and large-group work led by Dr. David Cram Helwich, students will have the opportunity to explore arguments and build cases about the topics they are most passionate about. In mock practice debates, students will work with a partner, get feedback from educator judges, and build exposure to the stresses and challenges of in-person public speaking in a low-stakes environment.

What sets the MDAW apart from other debate camps is the intentional community-building aspect. MDAW believes strongly in the importance of developing positive relationships between staff and students – along with growing our own leadership. The vast majority of our staff were participants themselves in MDAW. 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.

The final day of camp will culminate in a mock debate with an audience, where students will present the strongest cases they created over the course of camp.

Program: MDAW High School Policy Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Humanities

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 the MDAW 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 has two sections: “Advanced” and “All Levels”:

All Levels: 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 MDAW 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 is: “Resolved: The United States federal government should substantially increase its security cooperation with the North Atlantic Treaty Organization in one or more of the following areas: artificial intelligence, biotechnology, cybersecurity.” 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 MDAW apart from other policy debate camps is the intentional community-building aspect. MDAW believes in building a tight-knit community and growing our own leadership. The vast majority of our junior staff were participants themselves in MDAW. 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. Virtual campers will also get a chance to bond through fun virtual games and icebreakers.

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: MDAW High School Public Forum Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Humanities

Grades Served: 8, 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. -
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 MDAW 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, Deserea Niemann, 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: MDAW High School Debate & Argumentation Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Fine Arts

Grades Served: 8, 9, 10, 11

Goals: Many students are curious about debate but do not have the opportunity to compete on their own school’s team. Or, they may want to join, but feel intimidated by certain aspects of the activity. In this camp, students who are new to speech & debate will have a chance to learn the ropes of basic argumentation and public speaking before joining the speech & debate team at their school. Our goal is to provide a welcoming, comfortable, low-stakes environment where students can try (and fail, and try again) to learn the core tenets of this activity.

Because this designed for students who are new to speech & debate, students will:

Learn the fundamentals of debate: public speaking, refutation, research, and cross examination skills
Learn about opportunities to compete, whether through formal teams or oratorical contests, in this setting
Leave camp prepared for classroom debates, presentations, or joining their school's competitive debate team.

These debate skills are core to success in competitive debate activities, 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. For many students, this will also be their first opportunity to speak in front of large groups. We believe this skill is particularly important in light of the recent return to in-person programming after virtual schooling during the COVID-19 pandemic.

The skills and content knowledge debate provide 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 MDAW 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. For many students, attending this camp will be their first time ever attempting the activity. Our staff members will be supportive and help them grow their skills from any entry point.

While there are many speech and debate camps, most are aimed at students who have already elected to join a specific activity (i.e. public forum debate, Congressional debate, original oratory.) We designed this camp to give students who are new to the activity a sampling of what speech & debate has to offer, and the opportunity to build their skills outside of a team.

Students will learn the fundamentals of argumentation, including mastering the claim-data-warrant model. Through independent, small-group, and large-group work led by Dr. David Cram Helwich, students will have the opportunity to explore arguments and build cases about the topics they are most passionate about. In mock practice debates, students will work with a partner, get feedback from educator judges, and build exposure to the stresses and challenges of in-person public speaking in a low-stakes environment.

What sets the MDAW apart from other debate camps is the intentional community-building aspect. MDAW believes strongly in the importance of developing positive relationships between staff and students – along with growing our own leadership. The vast majority of our staff were participants themselves in MDAW. 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.

The final day of camp will culminate in a mock debate with an audience, where students will present the strongest cases they created over the course of camp.

Program: MDAW High School Policy Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Humanities

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 the MDAW 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 has two sections: “Advanced” and “All Levels”:

All Levels: 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 MDAW 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 is: “Resolved: The United States federal government should substantially increase its security cooperation with the North Atlantic Treaty Organization in one or more of the following areas: artificial intelligence, biotechnology, cybersecurity.” 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 MDAW apart from other policy debate camps is the intentional community-building aspect. MDAW believes in building a tight-knit community and growing our own leadership. The vast majority of our junior staff were participants themselves in MDAW. 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. Virtual campers will also get a chance to bond through fun virtual games and icebreakers.

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: MDAW High School Public Forum Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Humanities

Grades Served: 8, 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.
- 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 MDAW 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, Deserea Niemann, 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: MDAW Middle School Congressional Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Fine Arts

Grades Served: 5, 6, 7, 8

Goals: Many middle school students are trying speech & debate out for the first time, or are unable to compete in the activity until high school. In this camp, middle school students who are new to Congressional debate will have a chance to learn the ropes of basic argumentation, case-building, and debating. Our goal is to provide a welcoming, comfortable, low-stakes environment where students can try (and fail, and try again) to learn the core tenets of this activity.

Middle school students, whether they have debate experience or not, will become skilled Student Congress debaters at our camp. Students will: - Learn to successfully debate with civility in an academic setting - Gain the soft skills necessary to build consensus among people with diverse opinions - Gain research, writing, and presentation skills that build from what they learned in other camps - 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.

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: The core principle of MDAW 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. Camp experience also includes a camp tournament and awards ceremony on the final day.

At our day camp, students will learn the fundamentals of debate through games and activities held in individual, large group, and small group settings. Students will attend lectures covering the core skills needed to succeed as Congress debaters. The campers will also have an opportunity to write their own legislation based on important community issues, as well as hold multiple mock Congress sessions in which students will advocate for their own legislation. Coach Ross Eichele and members of high school Congress teams will help students spend time researching the issues they are most passionate about, as well as proposed topics from the high school NSDA (national) docket.

What sets the MDAW apart from other debate camps is the intentional community-building aspect. MDAW believes strongly in the importance of developing positive relationships between staff and

students – along with growing our own leadership. The vast majority of our staff were participants themselves in MDAW.

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. Campers can do fun activities like roasting s'mores, tie-dyeing T shirts, making craft projects, or simply playing frisbee on Augsburg University's lawn. Frequent breaks and games will help keep students engaged as they return to in-person learning.

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: MDAW Middle School Policy Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Fine Arts

Grades Served: 5, 6, 7, 8

Goals: Many middle school students are trying speech & debate out for the first time, or are unable to compete in the activity until high school. In this camp, middle school students who are new to policy debate will have a chance to learn the ropes of basic argumentation, case-building, and debating. Our goal is to provide a welcoming, comfortable, low-stakes environment where students can try (and fail, and try again) to learn the core tenets of this activity. Students who already have gained some skills on their school's policy debate team will find the opportunity to lead, polish their skills, and compete at an advanced level during our final tournament of the week.

Our Middle School Policy Debate Camp is designed to introduce students to the art of debate and prepare them to compete on policy debate teams at their schools. In this camp, students will:

- Understand the fundamentals of policy debate, including case-building, cross-examination, and refutation
- Gain research skills and learn how to develop effective arguments using the claim-data-warrant method.
- Build their advocacy and leadership skills, including public speaking
- Research the upcoming debate topic for the 2022-23 school year (emerging technologies)
- Undertake practice debates

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: The core principle of MDAW 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. For many students, attending this camp will be their first time ever attempting the activity. Our staff members will be supportive and help them grow their skills from any entry point.

Students who are curious about how laws are made or passionate about current affairs will have a great time at middle school policy debate camp because it gives them the opportunity to deeply research current issues.

Through debate games, research labs, group lectures, and individual work, students will master the fundamentals of policy debate. In mock practice debates, students will work with a partner, get feedback from educator judges, and build exposure to the stresses and challenges of in-person public speaking in a low-stakes environment.

What sets the MDAW apart from other debate camps is the intentional community-building aspect. MDAW believes strongly in the importance of developing positive relationships between staff and students – along with growing our own leadership. The vast majority of our staff were participants themselves in MDAW. 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 debate with an audience, 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. Family and friends are invited to attend.

Program: MDAW Middle School Spanish Debate Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: World Languages & Cultures

Grades Served: 5, 6, 7, 8

Goals: In 2014, we put our debate model in the hands of Spanish teachers and our students' family members. From that seed sprouted the concept for the Spanish Debate League. Spanish Debate League is designed to be a place where Spanish speaking students have an academic space where speaking in Spanish and having your culture celebrated and affirmed is primary.

Our Spanish Debate Summer Camp is an extension of this work. Marni Ginther, Spanish Debate League coach at Edison High School, explains: "This kind of debate gives academic prestige and importance to students' culture and home language, therefore validating both parts of these students' identities. It shows kids that their home language is worthy of academic study and discussion."

By extending this programming into the summer months, students can build upon the knowledge they learned in spring competitions. They can also maintain relationships with debate friends over the summer and build new friendships with other Spanish-speaking students from the Twin Cities.

Our primary goals for Spanish Debate camp include:

- Improve Spanish fluency through debate methods: research, case-writing, public presentation, cross examination, and refutation.
- Gain advanced Spanish vocabulary through reading non-fiction sources about contemporary issues.
- Help students create bonds with other members of the Spanish-speaking community in the Twin Cities.
- Provide opportunities for students to see Augsburg University's campus and learn about the full-tuition Augsburg Promise Scholarship.

Because students will learn fundamental debate skills (including public speaking, argumentation, and case-building) as well as improve their Spanish language skills, this camp supports multiple academic

outcomes. Naturally, Spanish language skill-building will be useful in World Language coursework. Students will also use argumentation and public speaking skills within their English, Social Studies, and Advanced Placement/IB co

Activities: After hosting the nation's largest Spanish Debate League since 2014, we have expanded to offer summer programming for Spanish speakers. In Summer 2022, MNUDL will offer Spanish Debate Summer Camp for the first time.

Spanish-speaking students will build community, improve their fluency, and learn argumentation skills at this fun, challenging, and exciting day camp. They'll also create and strengthen their bonds with other Spanish speakers in the Twin Cities.

Debate camp won't be all work and no play. Each fundamental debate skill will be taught through fun and engaging debate games, instructed by caring and energetic Spanish-fluent camp staff members. Students will also have the opportunity to blow off steam and enjoy the summer weather during breaks and outdoor games at Murphy Square on Augsburg University's campus.

Students will have the opportunity to construct speeches about the topics that they are most passionate about. Our overarching debate topic will be developed with input from Spanish Debate League coaches and students.

Throughout camp, parents and members of our volunteer group from our Spanish Debate League will be invited to share their expertise and serve as debate judges. As judges, volunteers listen to students, provide feedback for improvement, and choose a winner for each debate. Judges are trained to carefully examine students' arguments and provide constructive criticism. These volunteers come from groups including Normandale Community College's LUNA Club, Spanish language graduate students at the University of Minnesota, the Minnesota Hispanic Bar Association, the Consulado de México in Saint Paul, and more.

On the final day of camp- Saturday, July 9th- the event will end with an exciting family celebration. Students can invite parents, family members, and friends to their final debate showcase, where we will provide a meal, cupcakes, and trophies for a special award ceremony.

Program: MDAW Middle School Speech Camp

Sponsoring Organization: MN Urban Debate League

Curricular Area: Fine Arts

Grades Served: 5, 6, 7, 8

Goals: Many middle school students are trying speech & debate out for the first time, or are unable to compete in the activity until high school. In this camp, middle school students who are new to Speech will have a chance to learn the ropes of speech structure, audience adaptation, public presentation, and different speech occasions/styles. Our goal is to provide a welcoming, comfortable, low-stakes environment where students can try (and fail, and try again) to learn the core tenets of this challenging activity.

Students at speech camp: - Will become an effective and confident public speaker after attending. - Learn leadership strategies and public speaking decorum. - Master specific skills to help them craft and deliver persuasive, informative, and entertaining speeches to audiences of all ages. - Gain skills that allow them to excel in all academic courses and activities in which they have to present to diverse groups of people.

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: The core principle of MDAW is that debate is best learned by doing. Students will have an opportunity to speak publicly almost every day at camp. MDAW is where we learn new speech structures, research new topics, and try-on new ideas.

Each day, students will do small group, full group, and independent work, as well as fun speech games to help get them excited and make connections with others. Students will learn how to speak extemporaneously and memorize speeches, including: Informative Speeches, Persuasive Speeches, and Storytelling. Topic choices will be self-directed. Students will present in front of groups of increasing size to allow them to gradually become more comfortable with public speaking.

What sets the MDAW apart from other speech camps is the intentional community-building aspect. MDAW believes strongly in the importance of developing positive relationships between staff and students – along with growing our own leadership. The vast majority of our staff were participants themselves in MDAW.

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. Campers can do fun activities like roasting s'mores, tie-dyeing T shirts, making craft projects, or simply playing frisbee on Augsburg University's lawn. Frequent breaks and games will help keep students engaged as they return to in-person learning. Students who join us virtually will have frequent breaks through speech and drama games and icebreakers.

The camp will culminate on Saturday with an exciting mini-tournament, where they will get feedback from college speech alumni & expert judges. Students will have the opportunity to invite friends and family to watch them, and also receive trophies and medals for their work.

Program: Mankato 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 health care. • The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities: 15 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 Camps

Sponsoring Institution: 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 computers in fun and innovative ways. While specially designed for students of color and girls, all students are welcome to participate.

Activities: The SCSU Math Science Computer Camp is a 5-day residential program featuring exercises involving computers, mathematics, and science. Students engage in problem-solving and research-oriented activities designed to improve their knowledge of science, the environment, and culture. There is a significant focus on the biological and environmental sciences, with many activities taking place on farms and other outdoor, natural environments. Our science curriculum is based on hands-on, experimental, cooperative-learning strategies, emphasizing students' discovery and exploring natural phenomena. Therefore, most of the scientific activities and research will occur on the Peck's Farm, owned by Dr. John H. Peck, retired SCSU biology professor and longtime wildlife rehabilitator Linda Peck. Activities will be coordinated mainly by their son, Dr. John E. Peck, a professor of Environmental Studies at Madison College, along with other relatives and friends of the Peck family. The Peck Farm is a very natural and rustic place, adjacent to a County Park and the Sauk River, and is home to much wildlife, including some injured animals under long-term care and used for educational purposes. Math classes emphasize problem-solving, creative thinking, and the application of math concepts to everyday life. Computer applications involve word processing, spreadsheet usage, database creation and management, email, internet access, graphics, and digital imaging. Participants also engage in recreational activities, go on field trips to places of scientific interest, play games and socialize with other students from Minnesota.

Program: Metal Arts Sampler

Sponsoring Organization: Chicago Avenue Fire Arts Center

Curricular Area:Fine Arts

Grades Served: 3, 4, 5, 6

Goals: Introduce young learners to a variety of fire art forms including blacksmithing, welding, brazing, and cutting through hands-on activities. Students also practice spatial thinking, weights and measurements, and creative problem solving.

Activities: What are metal arts? This class will introduce you to the fiery forms of artwork that are created with metal, heat, and flame! You'll observe as our plasma cutter cuts a sheet of metal into shapes you design and give blacksmithing a try, swinging a hammer to form metal that's been heated in a forge. Pick pieces out from our metal scrap bin and learn how they can be welded or brazed together. From there, you'll create a kinetic mobile with the pieces and scraps you've collected, designed to balance and spin as it hangs.

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: 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.

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

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

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

Program: 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: 15 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 understand 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. This program focuses on beginning or budding birders. The goals and outcomes of Ornithology Field Camp Program are in alignment with the State of Minnesota Academic Standards and 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 will 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 the Superior Hiking Trail Enjoy learning in the beautiful landscapes of Lake Superior's north shore.

Program: Oxy-Acetylene Found Object Sculpture

Sponsoring Organization: Chicago Avenue Fire Arts Center

Curricular Area: Fine Arts

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

Goals: Introduce students to shop safety, metallurgy, and the fundamentals of using an oxy-acetylene torch to weld, braze, and cut. Students also practice spatial thinking, weights and measurements, and creative problem solving.

Activities: Discover scrap metal and learn to make sculptural projects from it using oxy-acetylene welding and metal fabrication techniques. This beginning-level camp will cover cutting, welding and brazing processes using an oxy-acetylene torch. Learn the limitations and benefits of these processes through the design and fabrication of your own work of art! Methods for identifying metals, surface preparation for scrap welding, along with aesthetic and protective surface treatments for finishing pieces will also be covered.

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: Royal Academy - Astronomy

Sponsoring Organization: Bethel University

Curricular Area: Science

Grades Served: 7, 8, 9

Goals: The goal of the camp is for students to learn about astronomy and about space-related technology. Objectives include learning new astronomy concepts, exploring space-related technology, applying astronomy/space technology concepts, and gaining appreciation for the beauty of the heavens.

Activities: Programmatic segments will include a mixture of covering new content, discussion, and hands-on activities. Possible topics for activities would include: telescope basics and set-up, basic observational astronomy (locating stars and constellations), which planets/moons in our solar system would be best for colonization & designing a colony, possibly basic 'rover robotics,' basic rocketry, how stars change over time, solar observation, and spectroscopy.

Program: Royal Academy - Biochemistry

Sponsoring Organization: Bethel University

Curricular Area: Science

Grades Served: 10, 11

Goals: The goal of this camp is to encourage young women to be confident in their laboratory experiences and motivate them to pursue a career in the sciences. Most students understand clinical research with humans or even laboratory animals such as mice and rats, but not many have been exposed to cultured cells or plant biochemistry. In a brand-new state-of-the-art science facility, students will perform hands-on experiments such as: fluorescence microscopy, ELISA, flow cytometry, and GC/MS.

Activities: To encourage young women (after their sophomore or junior year of high school) to be confident in their laboratory experiences and motivate them to pursue a career in the sciences, I would like to host a 'biochemistry summer research camp' at Bethel. This camp would follow the schedule created for other Bethel Academy Camps to provide an on-campus experience and interaction with students studying other disciplines. Together with a female Bethel student that has just finished Biochemistry II with me, I would like to provide these students "hands-on" experiences in our new biochemistry lab with techniques such as cell culture, fluorescence microscopy, ELISA, proliferation assays, flow cytometry, GC/MS, and plant biotechnology. During incubation periods between experiments, I would like to ask additional female Bethel faculty and alums to share details about their experiences and careers.

Program: Royal Academy - Video Production

Sponsoring Organization: Bethel University

Curricular Area: Fine Arts

Grades Served: 8, 9, 10, 11

Goals: To educate students in the art of storytelling through video production.

Activities: Students will participate in a hands-on technical video production process. From storyboarding, through shooting, editing, and rendering video they will learn what makes a compelling and interesting story for video.

Program: Royal Academy - Video Production

Sponsoring Organization: Bethel University

Curricular Area: Fine Arts

Grades Served: 8, 9, 10, 11

Goals: To educate students in the art of storytelling through video production.

Activities: Students will participate in a hands-on technical video production process. From storyboarding, through shooting, editing, and rendering video they will learn what makes a compelling and interesting story for video.

Program: S.M.A.R.T. Summer Program

Sponsoring Organization: Relentless Academy

Curricular Area: Science

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

Goals: The program aims to introduce STEM education in order to increase youth engagement in the field.

Activities: Our program brings scientists and students together for mentoring and hands-on STEM learning experiences (i.e. dissecting insects/animals, rigamajigs, gas and electricity experiments, etc.), helping young people from diverse backgrounds envision a future for themselves in STEM.

Program: S.M.A.R.T. Summer Program (Art)

Sponsoring Organization: Relentless Academy

Curricular Area: Fine Arts

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

Goals: Students learn to make critical decisions as they develop aesthetic perception by interacting with works of art and becoming knowledgeable about history and world culture.

Activities: Provide students with art instruction via the classroom, hands-on training, and online activities that support learning.

Program: S.M.A.R.T. Summer Program (Math)

Sponsoring Organization: Relentless Academy

Curricular Area: Mathematics

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

Goals: To provide math instruction to underserved youth to prevent the academic summer slide.

Activities: Students will receive age appropriate math instruction via classroom and online activities. Relentless Academy.

Program: S.M.A.R.T. Summer Program (Reading/ELA)

Sponsoring Organization: Relentless Academy

Curricular Area: Fine Arts

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

Goals: The goal and objectives are to develop and improve competence in reading, writing, listening, and speaking, and to encourage a positive attitude toward reading and effective use of language.

Activities: Provide classroom instruction and online activities to support learning.

Program: Sculptural Metal Casting

Sponsoring Organization: Chicago Avenue Fire Arts Center

Curricular Area: Fine Arts

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

Goals: Introduce students to foundry safety, mold-making techniques, and the fundamentals of pouring molten metal. Students also practice spatial thinking, weights and measurements, and creative problem solving.

Activities: Have you ever wondered what happens when you heat metal until it looks like lava? Discover the amazing world of cast metal sculpture in this beginner's course! In this class we will learn shop safety and pour metal each day, creating one-of-a-kind pieces from four different molding and pouring techniques. You can expect to experiment with modern and traditional methods while gaining experience in the ancient art of metal casting!

Program: Small Things Casting with Lost Wax

Sponsoring Organization: Chicago Avenue Fire Arts Center

Curricular Area: Fine Arts

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

Goals: Introduce students to safety in the jewelry studio, wax carving and mold-making techniques, and the fundamentals of pouring molten metal. Students also practice spatial thinking, weights and measurements, and creative problem solving.

Activities: Do you have an idea for a small-size sculpture or jewelry piece that you'd like to make in cast silver or bronze? Dive into the world of lost wax casting in miniature form. The lost wax process starts with carving/forming an object out of wax, making a mold of the object, and then melting the wax out of the mold to create a hollow vessel into which you'll pour molten metal. You'll be able to cast small art objects (things you can fit in your hand) or jewelry pieces using centrifugal and vacuum assist casting equipment. We'll cover safety protocols, the tools and techniques for carving and pouring, and basic finishing of cast artworks. As time allows, you'll also be able to experiment with some jewelry techniques like soldering and heat forming.

Program: St. Cloud Scrubs Camp

Sponsoring Organization: HealthForce Minnesota

Curricular Area: Science

Grades Served: 6, 7, 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 health care. • The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

Activities: St. Cloud Scrubs Camp will focus on the theme of technology in healthcare. 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: St. Paul 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 health care. • The student will learn career pathways and advancement opportunities towards multiple career fields in healthcare.

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

Program: Stained Glass Jewelry & Sculpture

Sponsoring Organization: Chicago Avenue Fire Arts Center

Curricular Area: Fine Arts

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

Goals: Introduce students to skills used to create small pieces out of stained glass, including cutting, soldering, and installing hardware or closures. Students also practice spatial thinking, weights and measurements, and creative problem solving.

Activities: Learn how to make your own stained-glass jewelry and sculptures! In this weeklong class we will cover how to safely work with glass and lead-free solder. Our first project will be making our own pendants or earrings to learn the basics of the medium and practice skills like cutting and soldering. After that, we will dive into following patterns or drafting your own to make three-dimensional sculptures and vessels out of glass! We'll also talk about how you can make your own stained-glass workspace at home.

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 Science Camp

Sponsoring Organization: The Bakken Museum

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 high quality camp experience. Goal 2: To provide access to tools, materials, and training so that each student can design and construct a personally meaningful, individual project. Goal 3: To provide multiple girls-only weeks of camp lead by female instructors.

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

Program: ThreeSixty Journalism Summer Camps

Sponsoring Institution: UNIVERSITY OF ST THOMAS

Curricular Area: English

Grades Served: 8, 9, 10, 11

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

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

Program: Tribally Focused Pilot Scrubs Camp (FDLTCC)

Sponsoring Organization: HealthForce Minnesota

Curricular Area: Science

Grades Served: 8, 9, 10, 11

Goals: Students for this Tribal Focused Pilot Camp can be from anywhere in Minnesota and is targeted towards, but not limited to, students self-identifying as having a tribal connection/affiliation. 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. 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: Students will participate in off campus site visits (UMD College of Pharmacy and Medical School among others TBD) and on campus career focused sessions. The camp will incorporate traditional medicine and cultural teachings and activities. Students will engage with native providers and medical students.

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 non-living 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 community. 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; Stream Ecology Northwoods Mammal Research Birds & Raptors Cultural History – French Voyageurs and Ojibwe Heritage Rock climbing Adventure ropes Team games Traditional Crafts & Skills Reading the Landscape using Navigation Skills – GPS, Map & Compass Canoeing Overnight Campout

Program: Winona 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 health care. • 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: Youth Jazz Violin Camp

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: “Grow Through Music” Summer Camp

Sponsoring Organization: Walker West Music Academy

Curricular Area: Performing Arts

Grades Served: 3, 4, 5, 6

Goals: Engage students in a capacity-building learning program. Provide a venue for exploration of instrumental and digital music. Enable students to comprehend and identify names, parts and uses of instruments and equipment. Introduce students to elementary performance techniques and concepts on each instrument. Prepare students for performance and presentation of learned skills. Through program activity, support students in further developing communication skills, interpersonal skills and developmental skills. Provide students with access to a supportive environment for musical and personal growth. Provide families with an affordable summer activity for their students in a safe environment. Ensure an environment built on respect is identified, understood and supported by students, families, faculty and staff.

Activities: Students are grouped by skill level and age and rotate through daily group instrumental classes such as keyboard, wind instrument, African drumming, digital music production. Students also have a daily recreation class and breakfast and lunch. The camp culminates in a final performance that is free and open to the public.