Environment and Natural Resources Trust Fund

2026 Request for Proposal

General Information

Proposal ID: 2026-551

Proposal Title: Preparing Students for Clean Energy/Economy Careers

Project Manager Information

Name: Dawn Pape

Organization: We All Need Food and Water

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Project Basic Information

Project Summary: This multi-sector partnership equips educators and students with climate solutions and 21st-century careers training, integrating hands-on, STEM-based curricula to prepare students to be part of a clean economy/energy workforce.

ENRTF Funds Requested: $664,000

Proposed Project Completion: June 30, 2028

LCCMR Funding Category: Energy (E)

Project Location

What is the best scale for describing where your work will take place?

Statewide

What is the best scale to describe the area impacted by your work?

Statewide

When will the work impact occur?

During the Project and In the Future

Narrative

Describe the opportunity or problem your proposal seeks to address. Include any relevant background information.

Education must evolve to prepare students for a rapidly changing world and the growing clean economy. Today's curricula often fail to equip students with the skills and knowledge needed to thrive in industries powered by clean energy and new technologies. By reimagining education—leveraging partnerships, hands-on learning, and interdisciplinary approaches—we can prepare students for meaningful careers while building a more sustainable, just future.

Minnesota's clean energy sector is expanding, with nearly 60,000 jobs in 2022 and a goal of 100% carbon-free electricity by 2040. Careers in clean energy, efficiency, environmental engineering, etc., offer strong opportunities and support sustainability and economic growth in Minnesota's transition to clean energy. However, many students remain unaware of these pathways. Teachers often lack industry connections, limiting access to hands-on learning.

More STEM education, vocational training aligned to new energy jobs, and certifications accepted in industry will be key. In addition, climate change demands education that fosters critical thinking, problem-solving, and sustainability literacy. Schools can be hubs for real-world learning, linking students to green technology, energy efficiency, and environmental stewardship. Integrating clean economy education empowers students to drive solutions, not just inherit problems.

What is your proposed solution to the problem or opportunity discussed above? Introduce us to the work you are seeking funding to do. You will be asked to expand on this proposed solution in Activities & Milestones.

A powerful partnership between public, private, nonprofit, and for-profit entities is teaming up to transform 21st-century education. These cross-sector, leading organizations are creating a forward-thinking program that prepares students for careers in the sustainable workforce.

—Trane Technologies provides industry insights and career pathway examples, working with the National Coalition of Certification Centers (NC3) to align education with real-world job needs.
—The University of Minnesota contributes climate expertise, research, and professional development for educators, including En-ROADS climate simulations.
—Beyond Benign—Green Chemistry Education and area school districts integrate the curriculum into the K-12 schools, engaging students directly.
—We All Need Food and Water's "Clean Economy Educators" program leverages substitute teacher days to bring climate solutions and career pathways into classrooms.
—The Science Museum of Minnesota enhances STEM learning through hands-on experiences, equity-focused professional development, and KAYSC's outside-school STEM curriculum.
—Minnesota State Energy Center of Excellence ensures alignment with state educational standards, credentialing, dual credit opportunities, and educator resources.

This collaboration bridges traditional and non-traditional education pathways, making clean economy education accessible, engaging, and directly connected to workforce opportunities. Together, these partners create a scalable model that equips students with the knowledge and skills to thrive in a sustainable future.

What are the specific project outcomes as they relate to the public purpose of protection, conservation, preservation, and enhancement of the state's natural resources?

This project reframes climate change as an opportunity to build a skilled and diverse workforce for the renewable energy sector. By equipping students with energy transition literacy, hands-on experience, and industry-aligned credentials, they will be prepared for careers in clean energy, innovation, and climate solutions. Through real-world learning in technology, energy efficiency, and nature-based solutions, students gain the skills and agency to drive sustainability. Integrating climate education into K-12 and higher education fosters critical thinking and resilience,

empowering future leaders to protect resources, mitigate climate impacts, and advance a just, thriving, clean economy for Minnesota.

Activities and Milestones

Activity 1: Clean Economy Educator Workshops and Sustainable STEM Platform Development and Implementation

Activity Budget: $152,550

Activity Description:
Clean Economy Educator workshops will train 100 educators—including teachers, substitute teachers, and community college instructors—on integrating climate science, solutions, and clean economy careers into their teaching.

Beyond Benign 2 Certified Lead Teachers will ensure standard alignment and provide ongoing support and mentorship through a dedicated online platform designed for Sustainable STEM educators, adapted from the Green Chemistry Teaching & Learning Community (GCTLC) platform.

Four Workshops offered in Twin Cities, Morris, Duluth (60 teachers) and online (40 teachers) will include:

- Climate Change Science to Solutions—experience a hands-on, integrated-STEM (science, economics, social studies) approach to learning.

- Climate Action Simulation with Team Based Stakeholder Negotiations—use a live, online real-world climate and economic model (En-ROADS) to choose your own solution set to reduce emissions in this role-playing game that shows how various industry sectors and types of countries (developing vs developed) address climate change in different ways; followed by a session on using

- Clean Economy Career Exploration—connect your own skills and interests to clean economy job opportunities.

- Clean Economy Career Panel — meet employers, current UMN students, and recent graduates in climate-related fields.

After the workshops, teachers will share lesson plans, curriculum ideas and receive feedback.

Activity Milestones:

Description	Approximate Completion Date
Clean Economy/STEM web clearinghouse platform created for teacher accessibility and information sharing	July 31, 2026
20 teachers trained at 1 Clean Economy Educator workshop led by 2 Beyond Benign Leaders	August 31, 2026
80 teachers trained at three Clean Economy Educator workshop led by 2 Beyond Benign Leaders	August 31, 2027
Teachers receive support to implement curriculum, share their experiences, tell their stories.	June 30, 2028
GCTLC Platform- used by teachers to scale up and enhance clean economy Stem Teachings	June 30, 2028

Activity 2: Engaging Students—Hands-on Learning and Clean Energy Industry Connections (FY'26-'27 Non-Traditional Pathway)

Activity Budget: $120,000

Activity Description:
KAYSC youth will begin their programming with a career fair at the Science Museum of Minnesota, introducing them to careers in Clean Energy and Climate Solutions. This event will feature various employers and community organizations showcasing their innovative work, exposing youth to current issues and career opportunities in the field. A Clean Energy

and Climate Solutions "Hackathon" will enable KAYSC youth to learn and apply approaches to solving climate change challenges, culminating in pitching solutions to urgent community issues. The Skills Marketplace will offer 20 hours of classroom learning over 10 weeks, with evening classes taught by employer partners. Up to four education tracks will provide in-depth STEM content related to Climate Solutions and Clean Energy, allowing youth to complete projects demonstrating their understanding. Over the summer, youth will participate in internships and community projects focused on Climate Change and Clean Energy, spending up to four weeks working with employer or community partners. These experiences will provide hands-on exposure to work environments and real projects, further enhancing their knowledge and skills in the field.

Clean Energy/Climate Solutions Activities Include:

- Introductory convening
- Hackathon
- Skills Marketplace
- Internships/Community Projects

Activity Milestones:

Description	Approximate Completion Date
KAYSC youth will explore Clean Energy careers at a Science Museum career fair with industry	November 30, 2026
KAYSC youth will solve climate challenges and pitch solutions at the Clean Energy Hackathon.	January 31, 2027
The Skills Marketplace offers 20-hour evening classes on Clean Energy, culminating in youth projects	June 30, 2027
Youth will undertake Climate Change internships and projects, gaining real-world experience over four weeks.	August 31, 2027

Activity 3: Engaging Students—Hands-on Learning and Clean Energy Industry Connections (FY'27-'28 Non-Traditional Pathway)

Activity Budget: $189,000

Activity Description:

Year 2 will expand access to activities for more youth in the Twin Cities, leveraging partnerships with organizations like Project Success and the Saint Paul and Minneapolis School Districts. Activities will be hosted at partner sites to enroll more participants in a refined version of the initial program. Four career introduction events will be held, one at the Science Museum of Minnesota (SMM) and three at partner locations. A "Hackathon" event at SMM will engage all participating youth, with industry and community partners demonstrating their work and helping youth develop solutions to Climate Change and Clean Energy problems. Skills Marketplace classes at each partner site will offer 20 hours of classroom learning (2 hours/week for 10 weeks). These evening classes, taught by employer partners, will provide in-depth STEM content related to Climate Solutions and Clean Energy. Youth will complete projects demonstrating their understanding, with up to four education tracks available. Youth from all sites can enroll in summer work-based learning experiences similar to Year 1, including Climate Change and Clean Energy internships and community projects. These four-week experiences will provide hands-on exposure to real work environments and projects.

Activity Milestones:

Description	Approximate Completion Date
Partners will host activities, expanding youth enrollment for refined Year 1 programs and career events.	November 30, 2027
Youth will solve climate challenges and pitch solutions at the Clean Energy Hackathon.	January 31, 2028
The Skills Marketplace offers 20-hour evening classes on Clean Energy, culminating in youth projects	June 30, 2028

Youth will undertake Climate Change internships and projects, gaining real-world experience over four weeks.	June 30, 2028

Activity 4: Engaging Students In Schools—Hands-on Learning and Clean Economy/Energy Industry Connections

Activity Budget: $105,450

Activity Description:
Participating high school teachers and Clean Economy Educators (substitute teachers) deliver curriculum to approximately 26,000 students over two school years. Industry partners will collaborate with educational professionals and participate in classrooms to engage young scholars and energize the future clean energy workforce.

Activity Milestones:

Description	Approximate Completion Date
Integrate functionality into substitute teacher app for classroom teachers to choose a "Clean Economy Educator" sub	February 28, 2028
Clean Economy Educators (substitute teachers) deliver curriculum to ~10,000 students	May 31, 2028
Participating High School Teachers deliver curriculum reaching ~ 16,000 students	May 31, 2028

Activity 5: Evaluation & Insight Sharing

Activity Budget: $18,000

Activity Description:
The evaluation contract holder will assess the final set of pre and post survey results and provide an evaluation report focused on climate solution and clean economy career learning gains of participants and students. Team member reflections on the experience will be incorporated into a final evaluation report, which will be shared with all participants. Evaluation Tasks for the Initiative
Survey Analysis – Review and analyze pre- and post-survey data to measure student learning gains related to climate solutions and clean economy career pathways.

Stakeholder Interviews – Conduct interviews or focus groups with educators, industry partners, and students to assess engagement, program effectiveness, and areas for improvement.

Curriculum Integration Review – Evaluate how well sustainability and workforce-related content is embedded across K-12 and postsecondary education, ensuring alignment with career pathways.

Industry Partnership Impact – Assess how Trane Technologies, NC3, and other industry partners influence student awareness, skill-building, and career readiness in the clean economy sector.

Professional Development Outcomes – Measure educator engagement and effectiveness of training provided by the University of Minnesota, the Science Museum of Minnesota, and others.

Hands-On Learning Assessment – Examine the role of interactive STEM experiences in deepening student understanding and interest in sustainability careers.

Scalability & Replication Potential – Identify strengths, challenges, and

Activity Milestones:

Description	Approximate Completion Date
Curriculum Integration Review – Evaluate how content is embedded across 6-12, ensure alignment with career pathways	September 30, 2027
Stakeholder Interviews – Conduct interviews with educators, industry partners, and students to assess program effectiveness	May 31, 2028
Industry Partnership Impact – Assess how industry partners influence student awareness, skills, career readiness	May 31, 2028
Scalability & Replication Potential – Identify strengths, challenges, and best practices for expanding initiative to new areas	May 31, 2028
Evaluation Tasks for the Initiative Survey Analysis – Review and analyze pre- and post-survey data to measure student learning gains related to climate solutions and clean economy career pathways. Stakeholder	June 30, 2028
Professional Development Outcomes – Measure educator engagement and effectiveness of training provided	June 30, 2028
Synthesize findings and insights into a report with recommendations for program improvement.	June 30, 2028
Attending STEM education conferences	June 30, 2028

Activity 6: Clean Energy Industry Partner Engagement

Activity Budget: $55,000

Activity Description:
The Clean Energy Resource Teams (CERTs), in partnership with the MN State Energy Center for Excellence, and industry professionals will organize 4-5 regional energy career workshops. These workshops aim to support green career pathways and student engagement opportunities by connecting industry professionals from across the state with both informal and formal education partners. The workshops will provide valuable insights and networking opportunities for students interested in pursuing careers in the clean energy sector.
The initiative will include approximately 1,000 hours annually of industry engagement. Leveraging the expertise of industry professionals, the workshops will offer students a comprehensive understanding of the various career opportunities available in the clean energy field, as well as the skills and knowledge required to succeed. This collaborative effort aims to foster a strong connection between students and the clean energy industry, ultimately contributing to the development of a skilled workforce ready to tackle the challenges of a sustainable future. Clean energy industry professionals will also participate in supporting participating teachers throughout the duration of the grant period to bring real, relevant, and impactful expertise to students across the state.

In-kind valuation of $200,000 Clean Energy industry professionals volunteer time added to non-ENTRF-funds contribution

Activity Milestones:

Description	Approximate Completion Date
Recruit industry professionals statewide to support green career pathways and student engagement with education partners.	June 30, 2028
4-5 regional energy career workshops with CERTs, MN State, and Industry partners	June 30, 2028

Activity 7: Certification and Workforce Pathways

Activity Budget: $24,000

Activity Description:
Minnesota State Energy Center of Excellence serves major industries that face serious workforce challenges. The centers collaborate with industry and educators to attract and prepare students for success in high-demand careers.

Strategically located throughout the state, the Minnesota State Centers of Excellence drive workforce innovation through education and industry collaboration - and provide thought leadership on workforce development in their respective industries.

Activity Milestones:

Description	Approximate Completion Date
Engage students, support curriculum, and provide internships for a competitive workforce advantage.	May 31, 2027
Offering career-focused resources and training for educators across all education levels.	June 30, 2028

Project Partners and Collaborators

Name	Organization	Role	Receiving Funds
Beth Mercer-Taylor, bethmt@umn.edu	University of Minnesota—Sustainability Education Co-Director, IonE	Teacher training, especially En-ROADS	Yes
Aaron Hanson, hans4732@umn.edu	University of Minnesota—Energy Programs Specialist, IonE	Curriculum specialist and teacher trainer	Yes
Phil Engen, Education & Outreach Director, engen@umn.edu	University of Minnesota—Materials Research Science and Engineering Center	Research, curriculum compilation, teacher training	No
Cassandra Lydon, cassandra.lydon@isd624.org	Chemistry Teacher Certified Lead Teacher with Beyond Benign (Green Chemistry) MRSEC RET Coordinator and Participant with U of Minnesota	Classroom teacher	Yes
Dawn Pape	We All Need Food and Water	Grant administrator, lead on creating and implementing the Clean Economy Educator—Making Substitute Teacher Days Feel Like Field Trips initiative	Yes
Jon Severson, jseverson@smm.org	The Science Museum of Minnesota	Senior Director of Strategic Partners & Government Relations	Yes
Logan Schrader, logan.schrader@mnwest.edu	Minnesota State Energy Center of Excellence	Executive Director	Yes
Thomas Huberty, Thomas.Huberty@tranetechnologies.com	Trane Technologies	Strategic Energy Solutions Executive	No
Joseph Adamaji	The Science Museum of Minnesota	Senior Director - the Center for Equity and Systems Change	Yes
Thulani Jwacu	The Science Museum of Minnesota	Director Kitty Andersen Youth Science Center	Yes

Long-Term Implementation and Funding

Describe how the results will be implemented and how any ongoing effort will be funded. If not already addressed as part of the project, how will findings, results, and products developed be implemented after project completion? If additional work is needed, how will this work be funded?
School districts already fund classroom and substitute teachers, so the majority of costs are upfront for educator training. Once the teachers are trained, the program can operate within existing school budgets. Trane Technologies has a foundation that may provide support for the program. Additional ongoing efforts will be backed by a combination of public and private funding, including grants, industry sponsorships, and educational partnerships.

U of M's Institute on the Environment, Materials Research Science and Engineering Center and College of Education's STEM Center will share findings and results through their networks and may be able to fund additional work.

Project Manager and Organization Qualifications

Project Manager Name: Dawn Pape

Job Title: Executive Director at We All Need Food and Water, 501(c)(3) nonprofit

Provide description of the project manager's qualifications to manage the proposed project.
With 30 years of experience in environmental education and outreach, Dawn Pape is a proven leader in program development, curriculum design, and community engagement. As the Executive Director of We All Need Food and Water, Pape has successfully led large-scale initiatives that bridge environmental science and education, making complex sustainability challenges accessible and actionable for diverse audiences.

Pape's expertise is backed by a Master's in Environmental Education and a Minnesota teaching license, ensuring that all programs under her leadership align with educational standards and pedagogical best practices. She has worked extensively with schools, local governments, and nonprofits, from founding Blue Thumb—Planting for Clean Water®, which now implements the statewide Lawns to Legumes program, to piloting the Resource Teachers program in collaboration with the Centennial School District and Rice Creek Watershed District.

Her extensive experience in managing partnerships across various sectors equips her to lead the proposed "Preparing Students for Clean Energy/Economy Careers" project in collaboration with Trane Technologies, the University of Minnesota, White Bear School District, the Minnesota State Energy Center of Excellence, and the Science Museum. Pape also possesses strong writing and facilitation skills that will ensure effective project delivery.

Pape is an innovator in environmental storytelling, using puppetry, books, and interactive events to engage children and adults in climate solutions. Her Green Light Puppets—"Go" Actions for People and the Planet initiative has reached thousands, empowering audiences to take tangible environmental actions. She understands the psychology of behavior change and incorporates commitment strategies into her programming to create lasting impact.

With a track record of securing and managing grants, implementing successful educational initiatives, and fostering collaborations, Pape is uniquely positioned to administer the LCCMR grant—ensuring that it translates into measurable progress in green workforce development, STEM education, and environmental stewardship.

Organization: We All Need Food and Water

Organization Description:
We All Need Food and Water (WANFAW) works to secure a stable climate for today's children through education, community-building, and storytelling that unites humanity. We believe access to clean water, nutritious food, and a livable climate is a fundamental right. Our programs focus on increasing climate literacy, normalizing climate

conversations, and empowering people to challenge learned helplessness and take meaningful action.

WANFAW's current core programs are Green Light Puppets—"Go" Actions for People and the Planet and Community FUN Events (Future Unfolds Now). In 2024, our Green Light Puppets program was featured on Yale Climate Connections (700+ radio stations) and the Weather Channel, reaching millions of people! We are expanding our Green Light Puppets program internationally by partnering with the UK-based organization Our Kids' Climate and its many collaborators.

Our newest initiative, Clean Economy Educators—Making Substitute Teacher Days Feel Like Field Trips, recognizes that the new clean economy offers vast and changing workforce opportunities. This initiative aims to convert "lost" middle and high school class time into opportunities for exploring climate solutions and clean energy careers. WANFAW is engaged in a multi-sector collaboration working with teachers and students, preparing students for 21st-century clean economy careers in a thriving, sustainable

Budget Summary

Category / Name	Subcategory or Type	Description	Purpose	Gen. Ineligible	% Benefits	# FTE	Classified Staff?	$ Amount
Personnel								
Dawn Pape		Project Manager			24%	0.8		$65,000
							Sub Total	**$65,000**
Contracts and Services								
Science Museum of Minnesota	Subaward	The Science Museum of Minnesota enhances STEM learning through hands-on experiences, equity-focused professional development, and the Kitty Andersen Youth Science Center (KAYSC). KAYSC provides hundreds of underserved youth out-of-school programming with the goals of building leadership skills, career readiness, and fostering confidence with STEM. Subaward includes more than just FTE				3		$309,000
Clean Energy Resource Teams (CERTs)	Subaward	Four Regional Clean Economy and Energy Careers Workshops. CERTs connects Minnesotans to the resources they need to identify and implement community-based clean energy projects. They offer unbiased technical assistance across Minnesota.				0.4		$45,000
Minnesota State Energy Center for Excellence	Subaward	Aligning varied pathways for clean economy work and careers - including Minnesota standards for high school STEM classes, PSEO and CIS classes, career and technical education, workforce training certifications and college courses.				0.2		$10,000
Beyond Benign provides educators with the tools, training and support to make green chemistry an integral part	Subaward	Beyond Benign develops and disseminates green chemistry and sustainable science educational resources that empower educators, students, and the community at large to practice sustainability through chemistry and across all sciences. This subaward includes workshops, mentoring and web platform listed in Activity 1 but doesn't include travel.				0.4		$53,000

of STEM education.								
We All Need Food and Water	Service Contract	Underutilized substitute teacher days will be transformed into valuable class time—like an in-school field trip—with the Clean Economy Educators program. Substitute teachers equipped with high-quality, engaging lessons will educate middle and high school students about pressing issues and solutions and connect them to meaningful career opportunities.				2		$115,000
University of Minnesota Institute on the Environment	Service Contract	IonE team members to provide consulting and execution on En-Roads climate and economic modeling.				0.1		$15,140
							Sub Total	**$547,140**
Equipment, Tools, and Supplies								
							Sub Total	**-**
Capital Expenditures								
							Sub Total	**-**
Acquisitions and Stewardship								
							Sub Total	**-**
Travel In Minnesota								
	Miles/ Meals/ Lodging	For 2 Certified Lead Teachers, Miles, meals & lodging costs for 2 workshops (Duluth, Morris) and 2 in-state conferences (such as MnSTA)	For Certified Lead Teachers travel to facilitate workshops.					$7,000
							Sub Total	**$7,000**
Travel Outside Minnesota								

							Sub Total	**-**
Printing and Publication								
	Printing	Printing of conference materials and curriculum packets - 100	For use by workshop participants					$2,000
							Sub Total	**$2,000**
Other Expenses								
		3 institutes in person with 20 people each, 1 online with 40 people	teachers/ instructors- stipends $80 per day in person and $40 per day online					$12,800
		Stipends	Panelists pursuing green careers receive $80 for one day participation					$960
		Lunches	lunch expenses $30 per day for 60 people in person for 6 days for three 2-day workshops					$10,800
		Facility rental	Facilities costs, such as parking, supplies, room rental - $750 per site					$2,300
		Stipends for teachers	Stipend per teacher or instructor who uses the curriculum in their classes - assumes 80 teachers at $200 each					$16,000
							Sub Total	**$42,860**
							Grand Total	**$664,000**

Classified Staff or Generally Ineligible Expenses

Category/Name	Subcategory or Type	Description	Justification Ineligible Expense or Classified Staff Request

Non ENRTF Funds

Category	Specific Source	Use	Status	Amount
State				
			State Sub Total	**-**
Non-State				
In-Kind	Clean Energy industry professional's student engagement and volunteer time.	We estimate ~1,000 volunteer hours to be contributed annually to the project to scale out impact and empower the workforce of the future. (2,000 hours x $100/hr)	Potential	$200,000
			Non State Sub Total	**$200,000**
			Funds Total	**$200,000**

Total Project Cost: $864,000

This amount accurately reflects total project cost?

Yes

Attachments

Required Attachments

Visual Component

File: e684e914-5a5.pdf

Alternate Text for Visual Component

This graphic illustrates how collaborators are working to prepare students for clean energy/economy careers. The six partners are in a circle with arrows pointing to each other, indicating their connections. All partner categories (credentialing, industry/workforce, traditional and non-traditional education) point to preparing students for clean energy/economy careers....

Financial Capacity

Title	File
Tax Filing History	bcf63d8b-991.pdf
WANFAW 2024 Statement of Activity (P&L) 2024	44fe3f98-301.pdf
WANFAW Financial Position	eeb0d3fe-692.pdf
WANFAW SOS Certificate of Good Standing	70f1a201-b7e.pdf

Board Resolution or Letter

Title	File
WANFAW Board Resolution	83156adc-17f.pdf

Supplemental Attachments

Capital Project Questionnaire, Budget Supplements, Support Letter, Photos, Media, Other

Title	File
CERTs Letter of Support	78247ba3-b66.pdf
Beyond Benign Letter of Support	88ad10b5-08d.pdf
CEEM Letter of Support	c64d1379-6f5.pdf

Administrative Use

Does your project include restoration or acquisition of land rights?

No

Do you understand that travel expenses are only approved if they follow the "Commissioner's Plan" promulgated by the Commissioner of Management of Budget or, for University of Minnesota projects, the University of Minnesota plan?

Yes, I understand the Commissioner's Plan applies.

Does your project have potential for royalties, copyrights, patents, sale of products and assets, or revenue generation?

No

Do you understand and acknowledge IP and revenue-return and sharing requirements in 116P.10?

N/A

Do you wish to request reinvestment of any revenues into your project instead of returning revenue to the ENRTF?

N/A

Does your project include original, hypothesis-driven research?

No

Does the organization have a fiscal agent for this project?

No

Does your project include the pre-design, design, construction, or renovation of a building, trail, campground, or other fixed capital asset costing $10,000 or more or large-scale stream or wetland restoration?

No

Do you propose using an appropriation from the Environment and Natural Resources Trust Fund to conduct a project that provides children's services (as defined in Minnesota Statutes section 299C.61 Subd.7 as "the provision of care, treatment, education, training, instruction, or recreation to children")?

Yes

Do you certify that background checks are performed for background check crimes, as defined in Minnesota Statutes, section 299C.61, Subd. 2, on all employees, contractors, and volunteers who have or may have access to a child to whom children's services are provided by your organization?

Yes

Provide the name(s) and organization(s) of additional individuals assisting in the completion of this proposal:

Jon Severson, Science Museum of Minnesota
Thomas Huberty, Trane Technologies
Logan Schrader, MN State Energy Center of Excellence
Thulani Jwacu, Science Museum of MN's Kitty Anderson Youth Science Center
Cassandra Lydon, Chemistry Teacher and Certified Lead Teacher with Beyond Benign (Green Chemistry)
Beth Mercer-Taylor, U of M Institute on the Environment (IonE)
Aaron Hanson, U of M IonE
Phil Engen, U of M, Materials Research Science and Engineering Center

Do you understand that a named service contract does not constitute a funder-designated subrecipient or approval of a sole-source contract? In other words, a service contract entity is only approved if it has been selected according to the contracting rules identified in state law and policy for organizations that receive ENRTF funds through direct appropriations, or in the DNR's reimbursement manual for non-state organizations. These rules may include competitive bidding and prevailing wage requirements

Yes, I understand