



ANNUAL REPORT
Arts and Cultural Heritage Fund
Legacy Amendment

Science Museum of Minnesota



**Science
Museum**
of Minnesota®

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The Science Museum of Minnesota is pleased to submit an annual report for the work completed with the generous appropriation of \$1.4 million for fiscal years 2022-2023 from the Arts and Cultural Heritage Fund of the Minnesota Legacy Amendment. This report details accomplishments in FY22 (**July 1, 2021 – June 30, 2022**) related to the following statutes: M.S. 3.303, Subd. 10, and M.S. 129D.17, Subd.2 (d).

We are grateful for your support of our programs.

Statewide Science, Education and Equity Initiative July 1, 2021–June 30, 2022

FY22 Report, 3.96 FTE

The pandemic continued to impact Minnesota families and schools like never before - particularly in communities of color. In FY22, the Science Museum of Minnesota paused in-person programming multiple times to help slow the spread of COVID-19 in our community, but we remained true to our commitment to be a statewide resource for science and education that center equity. Continuing to help our audiences see themselves in science was more important than ever.

With the building closed and community programming paused, the museum shifted its focus to delivering engaging STEM content online to users across the state - and around the world. Through an interactive approach to program development and delivery, the museum expanded its capacity to reach and serve its audiences. This report describes what we were able to accomplish in another rapidly evolving and unsettled year.

This biennium, the Science Museum will build upon our program development experience, infrastructure investments and increased audience research to deliver on our mission of *science and education centered in equity*. We will serve the changing needs of audiences, amplify and expand access to our research and collections, develop the next generation of digital and in-person programs for family groups and schools, and build the capacity of schools and communities to address equity and access in STEM participation.



Progress made towards project goals includes:

1. Realigned program offerings that meet the needs expressed by Minnesota residents.

Realigned program offerings that meet the needs expressed by Minnesota residents: through conversations with Minnesota residents (prioritizing voices for equity), SMM will imagine and create new activities and educational offerings centered around SMM’s collection that address the current needs expressed by Minnesotans.

- a) **Number and location of community meetings; number and demographics of participants in each meeting.**
- b) **Summarized community meeting documentation for all sessions, with implications for new program development.**
- c) **Program development plan for FY 22 & 23; Number of new programs or activities developed as a result of this process.**

a) Number and location of community meetings; number and demographics of participants in each meeting.

We hosted 12 synchronous, virtual community listening sessions with 40 Minnesota residents of Dakota, Ojibwe, Maya, and Hmong heritage. These identified groups have significant numbers of members living in Minnesota as well as an appreciable number of cultural items housed in our collections. We added three Dakota and Ojibwe centered sessions after the interest outpaced our initial capacity. Our goal was to recruit up to 90 participants for these sessions and a total of 95 people responded to our invitations, expressing interest in the sessions. All sessions were conducted virtually using Google Meet as we held these shortly after the COVID-19 Omicron surge. See chart below for number of meetings and number and demographics of participants in each meeting.

The goals of the sessions were to:

1. Increase awareness about what is in the Science Museum’s collections
2. Learn about what has, and what hasn’t worked for you and your community in engagements with the Science Museum, and
3. Get input about how the museum should help support community needs and desires for future engagements with the museum.

Museum staff facilitators asked the following questions during the listening sessions:

- Consider the communities you belong to. When programs or organizations try to be culturally inclusive of your community, what do they do right?
- After watching a short video about our Science Museum collections we asked “What are your reactions to the video? What does it bring up for you?”
- What are needs in your community that the Science Museum should support?
- Have you had experiences with collections in the past (either at the Science Museum or other organizations)?
 - What did that look like?
 - What kinds of things did you find encouraging/discouraging?
- What barriers do you see that prevent people from using museum collections like ours? How can we help overcome those barriers?

Meeting date	Number RSVP'd	Number of participants	Participant Demographics	Memo written (yes/no)
March 16, 2022	8	2	Hmong	2
March 22, 2022	2	0	Hmong	0
March 24, 2022	5	3	Maya	3
March 29, 2022	6	3	Maya	3
March 31, 2022	9	4	Dakota, Ojibwe	4
April 6, 2022	9	4	Ojibwe	4
April 12, 2022	11	11	Dakota, Ojibwe	8
April 14, 2022	6	5	Hmong	3
April 20, 2022	0	0	Maya	0
May 10, 2022	6	5	Dakota, Ojibwe	5
May 18, 2022	4	3	Dakota, Ojibwe	3
May 26, 2022	6	0	Dakota Ojibwe	0
Totals	70	40	Hmong, Maya, Dakota, Ojibwe	40

b) Summarized community meeting documentation for all sessions, with implications for new program development.

Staff members from the museum's Evaluation & Research in Learning department took field notes during each listening session. They compiled them into meeting memos in which listening session participant personal information is removed so that staff across the museum can review them. Evaluation & Research staff led a process of summarizing these memos into a one-page document highlighting new goals and recommended areas for action. Include Connecting Listening Sessions Findings to Areas for Action in the most appropriate section of this report.

Goals broke down into three categories: programming, access, and relevance. We should create products and programming connected to existing museum collections that fill community needs. Programming should be generative to build-up and sustain identity and agency within communities by highlighting positive cultural narratives. It should also be regenerative to support people to regain and reconnect to cultural knowledge. Finally, programming should engage the community's youth in both school and out of school time settings.

Existing and potential barriers to accessing programming and collections is a second key goal area. Minnesota residents remain generally unaware of the extent of the museum collections, unaware of our approach to collections care and stewardship, and unaware of opportunities to engage with the collections. Participants also expressed psychological and emotional barriers to engagement resulting from the size of our institution and the history of trauma inflicted on communities by collecting institutions like ours.

Finally, communities need to feel our products and programming are relevant, responsive, and respectful. Communities want to be empowered to interpret their own stories and our products should show the continuity of communities' cultures. We at the museum need to develop new products and programs with humility and create clearer accountability to the communities with whom we want to connect.

These three goal areas (programming, access, and relevance) include four areas of action: communication, process, addressing access barriers, and mutual goals. We commit to communicating more about our collections work, including what has happened in the past, what is happening now and our intentions for the future. We need to address both our institution's history and the larger institution of "museums" that has a long history of upholding and benefiting from colonization mindsets. We will continue to address access barriers by expanding access beyond the museum building and continuing to invest in removing already known access barriers like time, money, and distance. Finally we commit to engaging in an ongoing process of listening and learning with communities to identify and meet community generated goals. We used these areas of action to plan new product and program development for the remainder of FY22 and all of FY23.



c) Program development plan for FY 22 & 23; Number of new programs or activities developed as a result of this process.

Throughout the 2022-2023 school year museum staff developed and distributed 1,552 free, culturally-reflective engineering automata kits and reaching resources to 10 elementary schools in the Twin Cities metro area with significant numbers of Hmong students. These kits incorporated two Hmong folktales into an engineering learning experience. All resources were developed in Hmong and English language. Building off an existing kit design, we contracted with a Hmong storyteller, illustrator and animator to take a more collaborative and culturally inclusive approach to the kit development. Link to [automata webpage](#)

As the 2022-2023 school year ended we held a variety of listening sessions to bring a wider diversity of perspectives into our collections access and education program development process. We utilized the summarized areas of action to develop a more inclusive FY23 program development plan. This plan included a pilot community curator program, further development of culturally reflective engineering automata kits, increased collections tours, and additional content developed through our existing STEM education channels.

The new community curators program is being developed in response to listening session participants' desire for community members to have a more active role in the interpretation of objects in the collections. We are identifying seven community curators who will each work with the collection in FY23 to select an object (or several) and create a small curated display with text that will be displayed in the museum lobby on a monthly basis beginning in January 2023.

New engineering automata kit development will focus on building and distributing a Maya story kit and planning and building an Ojibwe story kit. Both will be done in close collaboration with Maya and Ojibwe storytellers, illustrators and animators.

Proposed Outcome Achievement

- **Achieved proposed outcomes (Achieved 100% of outcomes)**
- Achieved most of the proposed outcomes (Achieved greater than 50% of proposed outcomes)
- Achieved some of the proposed outcomes (Achieved less than 50% of proposed outcomes)
- Achieved none of the proposed outcomes (Achieved 0% of proposed outcomes)
- Outcomes data not yet available

2. Increased access to the SMM collection for all Minnesotans

Increased access to the SMM collection for all Minnesotans: through ongoing efforts to share objects online, make them easy to find, and publicize this resource, SMM will work to make our collection more accessible to all Minnesotans.

- a) Number of objects imaged and catalog records digitized**
- b) Description of revisions to the portal and access system for viewing the collection.**
- c) Description of online use of the collection: number of page views, location of online visitors (as possible), description of how online visitors access the collection.**

a) Number of objects imaged and catalog records digitized.

In FY22 we worked to increase access to the museum's collections through digitization of catalog records, imaging objects, and making the records ready for posting on the museum's website via a publicly accessible portal to the collection. In FY22 we digitized 7,489 records including 824 object images. The objects came from three different collections: the Hmong Collection, Pedersen site archaeology project, and the Ethnobotany Collection. In addition to the digitization work, the team focused on the physical inventory in preparation for record updates and, when needed, the creation of additional catalog records. This preliminary work set us up for more efficient and complete digitization of the Ethnobotany Collection, which continues into FY23.



b) Description of revisions to the portal and access system for viewing the collection.

SMM staff lead the development of the online portal. A pilot of this work was completed in FY22 with the goal of continuing to improve and grow the online experience in coming years. This new pilot portal was developed as part of the new updated website allowing it to be better integrated with our current design, work well on both computer and mobile devices, and includes accessibility features.

In FY22 we developed the technical cloud server infrastructure that will allow SMM to display its Ethnology collections to the public, while also providing a robust API interface to the collection for visitors. To do this the technology team built a GraphQL federation server that publishes a simplified API which allows our front-end designers to easily query the collections management system without needing direct access to the database. The technology development system wrote database resolver code (SQL) which translated the technical database fields of the collections management system to the human-readable fields that pertain to the collection. This will allow the database administrators, front-end designers, and collections experts to share a common language about the fields we wish to show to the public about each object.

The technology team also built an authentication layer on the database API so that we can restrict access to the database depending on the viewer. This will allow us to ensure we are only publishing the appropriate information about each object, while allowing elevated access to researchers via a private API.

Also during FY22, we developed a private front-end web view of the collections that is published only to SMM staff. This prototype display of the collections portal allows the staff to collaborate on the design of the eventual public display, while vetting information to ensure that the content is ready for public viewing. We have developed a list of requirements to take this portal public and will reveal this work in FY23. Working through these requirements will improve the user experience and ensure culturally sensitive material is not accessible on the website. Once the portal is working well, it will seamlessly pull data from the collections database to ensure a better user experience.

c) Description of online use of the collection: number of page views, location of online visitors (as possible), description of how online visitors access the collection.

We shared this collection work with the public via short articles on the museum's Learn From Home page of the website, during internal and external events and in the museum's visible lab, and with visiting researchers and community members with ties to the collections. Unfortunately the pilot is taking longer to transition to a public version. The online collections portal will be available to the public and researchers in FY23.

Proposed Outcome Achievement

- Achieved proposed outcomes (Achieved 100% of outcomes)
- **Achieved most of the proposed outcomes (Achieved greater than 50% of proposed outcomes)**
- Achieved some of the proposed outcomes (Achieved less than 50% of proposed outcomes)
- Achieved none of the proposed outcomes (Achieved 0% of proposed outcomes)
- Outcomes data not yet available

3. Relevant STEM programming provided through broad access to SMM programs.

Relevant STEM programming provided through broad access to SMM programs: New and existing high quality programs will be delivered to Minnesota schools, families, and communities, in line with the current needs as gathered through outcome #1 and other sources.

- a) Number of new and existing programs delivered as a result of this project.*
- b) Number, location, and demographics of new and existing program participants.*
- c) Evaluation findings from new and existing programs around enjoyment, relevance, and learning, wherever possible.*

a) Number of new and existing programs delivered as a result of this project

Programming continued to shift and evolve throughout 2021 and 2022 amid the ongoing pandemic and the return to in-person offerings. The museum continued to build and expand on program offerings for schools and communities focused on providing relevant and accessible experiences throughout the state. Legacy funds were a critical support for the development and improvement of standards-aligned programs that were available to schools across Minnesota. We were able to reopen field trip programs and resume in-person outreach programs based on what we learned from our public-facing museum operations, including how to operate safely and confidently. We also refined and improved the many virtual programs developed in previous years. Nearly all free, online lessons underwent at least some redevelopment this past year based on feedback from users and our own learnings.

In addition to resuming in-person offerings such as field trips and assemblies, virtual programming was ongoing. The museum was able to experiment with new ways to provide programming to students. This included thirty-three assemblies live-streamed through social media, and two days of drop-in programming at the museum for field trip groups to engage in 20-minute hands-on lessons. Staff expanded on kit offerings with the development and distribution of a new Automata Kit focused on Hmong folktales. We also resumed operations at the Lending Library, which had been closed since March 2020.

The IDEAL (Inclusion, Diversity, Equity, Access and Leadership) Center continued with virtual programming that was adopted in FY21 to engage a variety of adult teacher/educator audiences through equity-focused professional development programs. These programs continued to utilize modifications put in place last year to support a virtual environment. The PAGE Leadership Program occurred over the course of 11 days for a total of 73 hours of professional development.

Overall, there were four assembly programs available, eight student-paced Nearpod programs, three kits, and nine different online lessons and resources. The various program offerings in FY22 are listed below.

- **Assemblies (Synchronous, in-person and online)**
 - Water is Life
 - Engineering Introduction
 - Dinosaur programs
 - Water programs
- **Student Paced Programs (Asynchronous online)**
 - Dino Discovery
 - Dino Dentist
 - Engineer It: Solving Problems Together
 - Turn the Crank!
 - Sources of Energy
 - Personal Energy Use: Crank Smarter
 - What's in Your Stream
- **Kits**
 - Engineer It: Get Moving
 - Automata: Be a Storyteller
 - Automata II: Storytelling devices
- **Online Lessons and Resources**
 - Big River: Plant for the Future Story Map
 - Race and Identity Showcase
 - Energy Connections
 - Scratch Explorations
 - Voting (for) Rocks
 - Mystery Objects Mini Lesson
 - Engineer It Lesson Plan
 - Automata Lesson Plan
 - Automata II Lesson Plan

b) Number, location, and demographics of new and existing program participants

75,000 student engagements with programming

Overall, there were around 75,000 student engagements with educational programming in FY22 and around 11,000 engagements with educators. As field trips and additional programming resumed, we saw an increase from in-person engagements this year particularly among students. However, online offerings continued to be a primary way of engaging with students and were the predominant way that we engaged with educators.

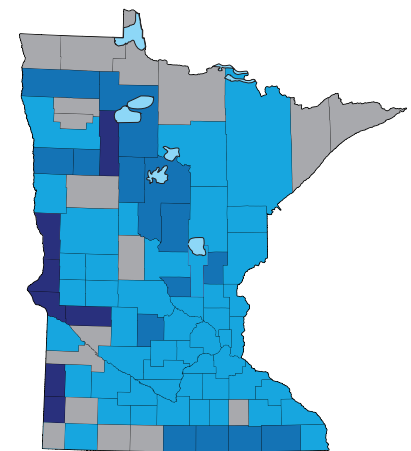
- The majority of student engagements (54%) were tied to synchronous offerings including field trips and assemblies. This included 34,506 student engagements on field trips, and 5,925 student engagements through outreach programs.
- Nearly 30% of student engagements occurred through online or asynchronous programs (Nearpods, Kits, Lending Library). This includes 5,754 engagements through the Lending Library, 5,364 engagements through asynchronous Nearpods and online lessons, and 3,759 engagements through kits.
- Kits reached around 3,800 students and just over 150 educators statewide, with Automata II kits reaching almost 1,900 students and educators.
- Among educators, just under 80% of engagements occurred through online offerings. These included 1) asynchronous engagements such as visits to the educator landing page and the educator email list and 2) synchronous virtual engagements such as the PAGE Leadership Program for Leaders in K-12 Education.

Programming reached 70 counties in Minnesota

This year, programming was able to reach students and educators in 70 out of 87 Minnesota counties; including 24 counties that were not reached in FY21 and 3 counties for the first time since FY19. These engagements include outreach and field trip programs as well as asynchronous programming through Nearpods, online lessons, and the SMM website.

Across programs, field trips reached 64 counties. Online lessons and Nearpods reached 21 counties, outreach programming reached 11 counties, and kits reached 7 counties in Minnesota. Around two-thirds of student engagements occurred in the Twin Cities Metro area, with the majority occurring in Hennepin county (9000+ engagements) and Ramsey county (5000+ engagements).

Figure x. County reach



FY22 Counties Reached

Field trip demographics

This year, we are able to compare our field trip participants to information collected by the Minnesota Department of Education (MDE). The MDE gathers and shares information about the student population at each public school in the state, allowing us to create demographic estimates about the public school students who came on field trips to SMM. About 72% of field trip schools are from public schools in Minnesota; the other 30% are from private schools or non-Minnesota schools for which we do not have demographic information, and are left out of this description. This work will inform ongoing efforts to create integrated data sources at SMM that will allow us to estimate demographics for participants across a variety of SMM educational programming.

Overall, groups who came on field trips included a greater proportion of BIPOC students, English language learners, and students receiving free or reduced lunch than the statewide distribution.

- Just over 40% of public school students who came on a field trip identified as BIPOC, higher than the proportion of BIPOC students in the state
- Just under 40% of public school students who attended SMM with a field trip group received free or reduced lunch; this number is higher than the statewide percentage of students who receive free or reduced lunch
- Nearly 15% of field trip attendees from public schools were English Language Learners, again a higher percentage than seen statewide
- Just under half (48%) of public school students who came on a field trip identified as girls, relatively close to the state number

c) Evaluation findings from new and existing programs around enjoyment, relevance, and learning, wherever possible

This year, work continued to be guided by evaluation findings around program enjoyment, relevance, and learning. Throughout the school year, the evaluation team used multiple strategies to collect program evaluation data from teachers and from students, when possible. This included post-experience surveys sent to educators via email, as well as software that allowed us to collect data directly from students following an online lesson.

- Across all educational offerings (field trips, outreach programs, and kits), programs are consistently rated as excellent or outstanding by educators. Among respondents to the post-field trip survey, more than a third of respondents rated the experience as outstanding, and just over 50% indicated that it was excellent.
- Similarly, around 70% of those who responded to the post-outreach program survey rated their experience as excellent or outstanding.
 - “We rely on the fact that the program provided for our participants will be consistently of high quality. Parents really appreciate that kids are directly involved throughout the presentation. Our parent feedback forms over the years consistently rate the SMM program as Excellent.”
- For some programs, like asynchronous online Nearpods, we were able to gather feedback directly from students. Nearly 40% of students rated their experience as “Awesome” and 85% rated their Nearpod experience as good, very good, or awesome.

Learning and relevance

We also ask educators across our programs if their students learned something new, and if the program content felt relevant to their group. Educators consistently agree that their students were able to learn new material, and that the experience was relevant.

- Among respondents to the field trip experience survey, 95% agreed that their students learned something new from the field trip.
- The majority of respondents to the post-field trip survey also agreed or strongly agreed that the field trip experience felt relevant to their students.
- Similarly, the majority of educators who attended outreach programs (assemblies online or in-person) agreed or strongly agreed their students learned something new from the program, and 85% of educators agreed that it felt relevant.

This year, we were also able to hear from educators who used the newly developed Automata II kits which featured a Hmong folktale, told both in English and in Hmong, and designed in collaboration with Hmong storytellers and artists.

- Nearly all respondents to the survey (91%) indicated that they saw evidence that the cultural story context was effective to engage learners with engineering, and no respondents disagreed with this statement.
- The majority of educators who responded to the survey (72%) strongly agreed their students learned something new, and 72% also strongly agreed that the experience felt relevant for their students.
- Within the open-ended comments, several educators shared that their positive experience related strongly to the Hmong cultural connections

“I have many students who speak the Hmong language. They were smiling when they got to hear the stories being read in Hmong, as well as English. This program felt very inclusive for my students”

“The kids were extremely engaged and worked independently after watching the videos. Kids that struggle with behavior were completely involved, engaged and interested. Most of my students are Hmong so this held importance to them.”

In FY22, evaluation of the IDEAL Center's equity-focused PAGE program evidenced enjoyment, relevance, and learning for the attending leaders in K-12 Education. Reflections from participants highlighted that they learned new relevant content...

“This training has been revolutionary for me. I thought I was semi-aware of the concepts of classism, racism, white privilege, and patriarchy. I didn't realize how much I didn't know about these systems of oppression and I am so thankful to have been able to deep dive into these. I know that the history, information, and growth will be so much deeper than I am currently and I can't wait to keep digging.”

“The content in here is so lean, solid and strong - I feel like I could go through the [PAGE program] a second time and learn just as much as I did the first time.”

...noted that the program was thoughtfully designed to engage participants and facilitate learning...

“I want to thank the facilitation team! As a person who also plans and facilitates professional development, I can appreciate the countless hours it took to curate the videos and readings you included. It was also apparent the care you took in the “how” of this training--the attention to every detail. Your careful and meticulous work resulted in an excellent institute.”

“This program is really well designed to create a safe place for communication and bridge building. The risks that I took really opened me up to be able to hear and understand different perspectives and ideas.”

...and felt as though the program left a lasting impact.

“This week has been powerful and impactful. I am/will be a different leader because of this week.”

“PAGE has completely opened my eyes to a greater depth of not just what needs to be done, but systematic ways we can start to work on it.”

Proposed Outcome Achievement

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As of June 30, 2022, the FY22 direct expenses for SMM Legacy projects are \$551,195.45. The administrative costs are \$77,127.16. Additional funding supporting the Statewide Science, Education and Equity Initiative includes gifts from private donors totaling \$629,073. **We are grateful for the support of the Arts and Cultural Heritage Fund to realize these projects.**

Information | July 1, 2021–June 30, 2022

The Science Museum of Minnesota gratefully submits this report on the work supported by the Arts and Cultural Heritage Fund of the Legacy Amendment in FY2022. The museum's staff, Board of Trustees, and dedicated volunteers are proud of the work supported by Legacy project funding and look forward to continuing these important initiatives. The Museum welcomes the opportunity to provide tours of the museum to legislators and staff highlighting our world-class exhibits, school services, and collection vault! We would also be happy to answer any additional questions. Please contact Jon Severson for additional information at jseverson@smm.org or 651-221-9499.

Legacy project information is accessible online at: <http://www.smm.org/legacy>
<https://www.legacy.mn.gov/funds/arts-cultural-heritage-fund/reports/science-museum-minnesota>

ADDENDUM: Science Museum of Minnesota - Board of Trustees 2022

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