



YST Round 8 Grant Application

LEAD APPLICANT NAME:	Tom Jerome	JOB TITLE:	Superintendent
ORGANIZATION:	Roseau School District	STREET ADDRESS:	509 3 rd St NE
CITY, STATE & ZIP:	Roseau, MN 56751		
PHONE NUMBER:	218-463-1471	EMAIL ADDRESS:	tom_jerome@roseauschool.org

Is the listed grant applicant a school, employer, community org or other?	School
Has the listed grant applicant or anyone directly involved in your partnership received YST grant funding in prior rounds?	No
Has the listed grant applicant or anyone directly involved in your partnership applied for YST funding in the past and not been awarded? If so, when?	No
Is the listed grant applicant currently running a YST Approved School Program with YST Approved Employers but without YST grant funding?	Yes

Is the Executive Director/CFO of the listed grant applicant a member of a historically under-resourced community? *People of color, Indigenous people, Native Americans, New Americans, people identifying as LGBTQIA+, people of varying disability status, low-income populations and populations represented by different geographic locations across Minnesota including both urban centers and Greater Minnesota. This is not an exhaustive list of diverse populations.	No
Is the Board membership and/or leadership staff of the listed grant applicant made up of 51% of a historically under-resourced community? *People of color, Indigenous people, Native Americans, New Americans, people identifying as LGBTQIA+, people of varying disability status, low-income populations and populations represented by different geographic locations across Minnesota including both urban centers and Greater Minnesota. This is not an exhaustive list of diverse populations.	No

YOU ARE APPLYING IN WHICH YST PROGRAM INDUSTRY(IES): (Check all that apply.)		<input checked="" type="checkbox"/> Advanced Manufacturing <input type="checkbox"/> Agriculture <input type="checkbox"/> Automotive	<input type="checkbox"/> Healthcare <input type="checkbox"/> Information Technology
PERFORMANCE PERIOD:	July 1, 2025, or the date the contract is fully executed (whichever is later) through June 30, 2027.		
ANTICIPATED NUMBER OF STUDENTS PLACED IN YST PAID WORK EXPERIENCE (OVER TWO YEARS):			40
GRANT AMOUNT REQUESTED:	\$100,000.00	ESTIMATED COST PER PLACEMENT: (Total projected budget ÷ total number of students placed in paid work = cost per participant)	\$100,000/300 students = \$333.00 per student

PLEASE LIST SEPARATELY: local school partners, employer partners, and if applicable post-secondary institutions, Tribal Nations, non-profits, workforce development agencies, Chamber of Commerce, and community organizations. Please provide contact names and titles when possible.

Roseau School District

Soren Olesen, Work Based Learning Coordinator

Employer Partners

Polaris Industries :

Roseau Jason Cummings, HR School contact, jason.cummings@polaris.com 218-841-1456
Keith Severson, Industrial Design, Keith.severson@polaris.com 218-626-599
Kellie Roth, HR, kellie.roth@polaris.com, 612-202-3280
Jason Tangen, Welding Instructor, Jason.tangen@polaris.com
Troy Weiland, Tube Fab/Welding Manager, Troy.Weiland@polaris.com 218-242-3380

CTE Advisor - Chris Haas, Engineering/machining, chris.hass@polaris.com 218-242-0612
Andrew Hoard, Welding Engineer, andrew.hoard@polaris.com 218-463-4065

Marvin Windows & Doors:

Warroad Blayne Nelson, Talent Acquisition Manager, blayne@marvin.com 218-386-4238
Anne Wittenborg, Director Marketing/Experience, AnneWitt@marvin.com 612-321-1975

Intercept Industries:

Roseau Tom Johnson, Owner, tom.johnson@interceptindustries.com 218-242-2847
Richard Tesarek, plastic donations, richard.tesarek@interceptindustries.com

Central Boiler:

Greenbush Jason Lee, Welding Manager, jasonl@centralboiler.com 218-782-2575
CTE Advisor - Ben Berning, HR recruitment, Ben.berning@centralboiler.com 218-782-2575

Karl Manufacturing Solutions:

Roseau Mark Karl, Owner, mark.karl@kmfgsolutions.com
CTE Advisor - Ryan Karl, General Manager, ryan.karl@kmfgsolutions.com 218-242-4147

Heatmor Inc. :

Warroad Chad Bakke, Manager, cbakke@heatmore.com 218-242-2792

FabTech Manufacturing:

Roseau Dave Shaw, Owner, sales@fabtechmfg.net 218-452-9751
Nate Shaw, owner, cell 218-244-5635
Joey Shaw, owner

American Crystal Sugar Company:

Crookston Nichole Smestad, Recruitment, nsmestad@crystalsugar.com 218-236-4418
Cory Sandberg, HR Generalist, Cjsandbe@crystalsugar.com 218-281-1993

Alexandria Technical College:

Alexandria Sherrie Randt, Admissions, sherrir@alextech.edu 320-815-8306
Kevin Huwe, Machine tool instructor, kevinh@alextech.edu 320-762-4582
Tony Hanson, Machine Tool Instructor, tonyh@alextech.edu 320-762-4592
Carrie Hanson, Perkins Coordinator, carrieh@alextech.edu 320-762-4943

Tyler Dreher, Welding Instructor tyler.dreher@alextech.edu 320-762-4544
Tony Dropik, Welding Instructor, tonyd@alextech.edu 320-762-4578
Ben Myhre, Welding Instructor, benjamin.myhre.2@alextech.edu 320-762-4675

Northwest Technical College:

Bemidji Sarah Behrens, Admissions, sarah.behrens@ntcmn.edu 303-929-2635
Julian Dreher, Plumbing Instructor, julian.dreher@ntcmn.edu 218-368-0872
Peter thul, Electric Instructor, peter.thul@ntcmn.edu 218-333-6634

Advanced Resource Center ARC:

Warroad Kim Hrubá, Program Manager, kim@warroadarc.com 218-386-4121

Northland Technical College:

Thief River Falls Joel Ziegler, Weld instructor, joel.ziegler@northlandcollege.edu 218-683-8728
Kristianne Boroski, Continue Education, kristianne.boroski@northlandcollege.edu

Perkins Pine To Prairie/Northland:

Red Lake Falls Tom Leuthner, Perkins Director, pine.prairie.coop@gvtel.com 218-253-4393

North Country Vocational Cooperative Center:

Bemidji Elaine Hoffman, PhD, Director, d1ncvcc@paulbunyan.net 218-755-4594

Community Organizations

Northwest Manufacturing Association, Stuart McFarlane

Exhibit A: Questions, budget and budget narrative

On this form, please provide typed responses to the ten items below using 11-point Calibri font and 1.15 inch spacing. A maximum of ten pages of written narrative is required for this application (this does not include forms and financial documents).

Please note: YST grants cannot be used for CDL-only programs, EMT-only programs, child development programming, or construction/trades programming.

1. Program summary (approximately 250 words):

Provide a brief summary of program goals and outcomes and the primary activities to achieve them. Roseau High School's (RHS) Advanced Manufacturing Program prepares students with hands-on experience and technical skills for careers in advanced manufacturing. The program bridges the gap between high school education and workforce readiness by teaching industry-specific skills that align

with current labor needs. Through classroom learning, practical training, guest speakers, site tours, mentorship, and work-based learning, the RHS Advanced Manufacturing Program aims to develop a new generation of skilled workers ready to succeed in modern manufacturing.

The primary goals of the Roseau High School Advanced Manufacturing Program are to:

1. **Build Technical Skills:** Equip participants with knowledge and expertise in advanced manufacturing technologies.
2. **Develop Workplace Readiness:** Strengthen soft skills such as teamwork, communication, problem-solving, and critical thinking.
3. **Offer Real-World Experience:** Provide hands-on training and internships to expose participants to modern manufacturing environments.
4. **Promote Career Pathways:** Encourage exploration of manufacturing careers and guide youth on advancing from entry-level roles to higher-level positions.
5. **Boost Job Placement and Retention:** Help participants secure stable employment post-training through partnerships with local manufacturing companies.

By the end of the program, participants will be prepared to pursue successful careers in advanced manufacturing, with strong technical and professional foundations.

2. Equity and diversity of student population served:

Describe how this grant funding will be used to serve diverse populations and populations experiencing inequities and/or disparities. Please include recruitment and retention strategies, and provide examples of past success in working with these groups, if applicable. Diverse populations may include, but are not limited to: People of color, Indigenous people, Native Americans, New Americans, people identifying as LGBTQIA+, people of varying disability status, low-income populations and populations represented by different geographic locations across Minnesota including both urban centers and Greater Minnesota.

The **Youth Skills Training (YST) Grant** will allow the **Roseau School District** to strengthen and expand our existing efforts to serve a growing diverse student population by providing equitable access to career exploration, hands-on training, and workforce development opportunities. This funding will help us address disparities in education and employment readiness for ALL students, including students from historically marginalized communities, including **students of color, Indigenous students, students with disabilities, and low-income families.**

Serving Diverse Populations & Addressing Inequities

With this grant, we will:

1. Expand Career Pathways for Underrepresented Students – Provide targeted support and career readiness training for students who may face systemic barriers to employment, ensuring equitable access to industry-recognized credentials and paid work-based learning opportunities.
2. Enhance Workforce Readiness Programs – Develop inclusive curriculum and training materials that reflect diverse career pathways and industries, preparing students for high-demand fields.
3. Strengthen Industry & Community Partnerships – Collaborate with local businesses, trade unions, and community organizations to create career opportunities for ALL students from diverse backgrounds.
4. Support Transportation & Accessibility – Provide transportation assistance and adaptive learning resources for students with disabilities as needed.

Recruitment & Retention Strategies

To ensure diverse student participation and sustain program success, we will:

- Engage Underrepresented Groups Early – Conduct outreach to Indigenous communities, immigrant families, and economically disadvantaged students to ensure early exposure to career pathways.
Example: Indian Parent Advisory Committee
- Offer Mentorship & Support – Establish mentorship programs with industry professionals from diverse backgrounds to guide and inspire students.
- Increase Awareness & Access – Host career fairs, family engagement events, and culturally inclusive workshops to connect students with career training opportunities.
- Develop a Diverse Mentor Partnership – Recruit and train mentors and industry partners from diverse backgrounds to support Roseau student population.

Examples of Past Success

The Roseau School District has a strong foundation in workforce development and equity-focused education, including:

- Successful Work-Based Learning Partnerships – Collaborating with local industries to place students in internships and apprenticeships, particularly supporting students from a rural setting.
- Indigenous & New American Career Programs – Working with community leaders to ensure students from diverse backgrounds have access to culturally relevant career guidance and support.
- Inclusive STEM & Trades Initiatives – Expanding opportunities for women, students of color, and students with disabilities in technical education, the skilled trades and through participation in the Roseau FIRST Robotics program as well as SKILLS USA program.

With the Youth Skills Training Grant, we will build on these successes and ensure that all students—regardless of background—are equipped with the skills, experience, and confidence to pursue meaningful careers.

3. Statement of need and community impact:

Provide a brief statement of need for YST grant funding: What would this funding mean to your school and employer partners and what impact would it have on your community as a whole?

Describe with detail how education, employer and community partners will collaborate to create a successful YST program and what role each will play in creating and implementing your program. Reference all partners listed who are committed to developing this program (education, employer, community organizations and post-secondary).

In Roseau County, 52 % of jobs are in manufacturing. This is 18% higher than the next leading Minnesota County. In Roseau County, the 2022 Census reported a population decrease of -0.2 percent which is approximately a shift of 300 people. The same census reported the second highest sector of Roseau County population was youth (5-18 years of age) at 23.6 %. Persons age 65+ registered at 19.4% and youth younger than 5 years was 5.3% That leaves approximately half the population of Roseau County in ages 18-65 years old to service the 413 employer establishments in the county. It is vital that Roseau County continues to retain and hire its youth. The Advanced Manufacturing Program is essential to exposing high school students to the vast manufacturing careers locally.

While it is not a problem unique to Polaris or even Polaris Roseau, Polaris Roseau especially struggles to attract and retain local talent. If you were to poll the local high school population, they would say there are two types of jobs locally in Polaris Roseau. Working assembly or line production, and/or getting a four-year Engineering Degree and working in the Engineering Department would be the two options most of the students would say are available.

While both those options are available, Polaris along with other local manufacturing companies offer so many more career opportunities and the Advanced Manufacturing Program is a way for Local manufacturing companies to showcase just a few more opportunities within the County. Local Manufacturers would like to show that there are many career opportunities that do not require a four-year degree and that can also allow students who are mechanically inclined to work with their hands while earning a livable wage.

The Advanced Manufacturing Program specifically allows students to earn high school credit while also earning a part time wage and gaining valuable workplace experience. Students go through the same orientation and safety training as all regular, full-time employees and must adhere to the same quality, safety and attendance policies as all full-time employees.

Roseau High School Advanced Manufacturing Program Participants

- Polaris Industries
- Marvin Windows & Doors:
- Intercept Industries:
- Central Boiler:
- Karl Manufacturing Solutions:
- Heatmor (Warroad):
- FabTech Manufacturing:
- American Crystal Sugar Company

4. Program marketing, growth and recruitment:

Clearly define how you will market your program and recruit students in a way that promotes equity. Describe your plan to recruit additional employers and expand the program over the two-year grant performance period.

The goal of the RHS Advanced Manufacturing Program is to create an equitable and sustainable Advanced Manufacturing Program that will equip Roseau High School students with valuable skills while offering opportunities for employment or internships. This plan outlines the strategies we will use for marketing, recruitment, and the expansion of the program over a two-year grant performance period.

The first year of the RHS Advanced Manufacturing Program will be used to increase local manufacturing partnerships by having conversations about the programs with students, families and additional local manufacturing companies. There will be several ways to distribute information about the Advanced Manufacturing Program to local businesses, students and families.

- Personal conversations with local manufacturing companies through CTE advisory committee meetings 3 times per year
 - Work Based Learning Coordinator manufacturing conversations / tours
- Roseau High School will run local newspaper stories about the Advanced Manufacturing Program
- Radio announcements through a local news spotlight with Roseau School District Superintendent
- Parent and Family SMORE Newsletter communication highlighting the Advanced Manufacturing Program
- School announcements / posting flyers around school to further share highlights of the Roseau High School Advanced Manufacturing Program.
- A website will also be created to share the course offering and to highlight opportunities through the Advanced Manufacturing Program.
- Additional information will be available through the counseling office
- The ementorship program will expose students to different careers with local manufacturing companies by being partnered with a resident expert in different manufacturing careers.

Roseau High School will partner with local manufacturing companies for tours, ementorships, product training (ie. window installation), classroom presentations and the Polaris Student Experience Program. These connections with local manufacturing companies will set the stage for future involvement in the Advanced Manufacturing Program. Roseau High School will work in conjunction with Marvin Windows and Doors to highlight local manufacturing jobs and careers through a partnered event in the Spring of 2026. These connections with local manufacturing companies will be vital to the continued success of the Advanced manufacturing Program after the two year grant period has run its course.

5. Program activities: the four program components of YST

- Industry exposure: Describe the types of industry exposure experiences you will provide students of all ages.

- Industry-related classroom instruction: What industry-related classes will high school students be required to take prior to a YST paid work experience? What percentage of students do you anticipate will receive post-secondary credit for the industry-related classroom instruction?
- Safety training and industry-recognized credentials: What industry-recognized credentials/certifications will students earn in your program? Describe safety instruction that will be provided to student learners, including how it will be delivered, such as by the school, or by the employer with on-the-job training.

YST paid work experience for high school students: Describe in detail what a paid industry-related work experience will look like for student learners. Include details about safety training, supervision, and staff-facilitated reflection with student learners during their work experience. Industry Exposure

Classroom instruction lays the foundation for developing safe work habits, technical skills, and general workplace knowledge. Students at Roseau High School gain advanced manufacturing skills through Welding and Machine Shop classes, working with manual mills, lathes, CNC milling machines, CNC plasma cutters, and robot welding systems. Safety topics, including OSHA regulations, Safety Data Sheets (SDS), and Personal Protective Equipment (PPE), are also covered in class.

Other courses, such as Computer-Aided Drafting and rapid prototyping, teach students advanced manufacturing techniques using 3D printers. Before joining the Work-Based Learning (WBL) program, students complete a Career Readiness course, where they learn workplace rules and regulations, complete OSHA 10 training, and earn their OSHA 10 wallet card.

Roseau High School partners with Polaris Industries, Marvin Windows, and other local businesses to provide paid work-based learning experiences. The WBL instructor collaborates with company supervisors, visits workplaces multiple times each semester, and ensures work environments are safe and comply with youth employment rules.

In addition to Welding and Machine Shop classes, students have access to marketing, accounting, and Career Exploration classes, expanding their understanding of advanced manufacturing careers. They also participate in site visits to national manufacturers and local businesses. Guest speakers and career fair presenters from various industries introduce students to the wide range of opportunities in advanced manufacturing. These sessions highlight career pathways, from entry-level assembly roles to advanced operator and engineering positions, and provide students with the chance to ask questions about the field.

Before participating in Roseau High School's Work-Based Learning or Advanced Manufacturing programs, students can explore Career and Technical Education (CTE) fields through courses, career tours, job shadowing, mentorships, and guest speakers.

Industry-Related Classroom Instruction

Woods 1

This course introduces students to hand and machine woodworking tools. Students design and build individual woodworking projects, learning skills such as CNC router operation, construction techniques, project planning, safety protocols, and cost calculation.

Woods 2

An advanced woodworking course where students construct projects like a cedar log end table, a red oak nightstand cabinet, and a canoe paddle. Students use advanced tools, including a CNC router, and can complete optional projects if time allows.

Welding and Fabrication 1

Students learn various welding processes, including gas metal arc, stick, oxy-acetylene, TIG, and aluminum welding. The course includes training with a computer-aided plasma cutter for metal art projects, as well as blueprint reading, welding symbols, and safe shop practices. Field trips and project-building opportunities are also included.

Advanced Welding and Fabrication 2

Building on concepts from Welding 1, this course offers advanced welding skills and can be taken for one or two credits. Students participate in field trips and complete personalized projects while preparing for jobs or postsecondary education.

Career Seminar

This course helps students analyze their strengths, explore career options, and develop career and academic plans. It focuses on employability skills, workplace safety, and networking. Activities may include industry tours, job shadowing, and practicing advanced workforce skills.

Work-Based Learning

This course allows students to apply their classroom knowledge in professional work environments related to their career interests. Students work with teachers and employers to set goals and gain practical industry experience.

Note: Career Seminar and Work-Based Learning are prerequisites for the Advanced Manufacturing Program. Students typically take Career Seminar in the first semester and Work-Based Learning in the second semester, starting in 11th grade and continuing into 12th grade. While Roseau High School offers a variety of CTE courses, none currently provide postsecondary college credit. Upon approval of the Advanced Manufacturing Program, the school aims to explore requirements for articulated college credit.

Safety Training and Industry-Recognized Credentials

Students in the Advanced Manufacturing Program complete OSHA 10 training during the Career Seminar course. Additionally, they can earn industry-recognized credentials through online courses from Miller Welding and Briggs & Stratton. Further certifications may be provided through employer training programs.

Paid Work Experience through YST

Roseau's Advanced Manufacturing Program provides students exposure to manufacturing careers through paid work experiences. The Work-Based Learning Coordinator will collaborate with employers to secure positions for students and assists with registration to earn high school credit.

Paid Employment

Students apply for positions with local manufacturing companies and work part-time or full-time based on their schedule and the employer's needs. Wages are competitive, ensuring financial support while gaining valuable experience.

Paid Internships

Students participate in internships with local manufacturing companies, typically lasting a semester. Internships may extend into the summer or the following school year. Interns work part-time or full-time, earning industry-standard wages while attending school.

6. Measuring success and outcomes:

Provide an estimate of the total number of students that will participate in each of the categories listed below over the two-year grant period. *Note: These numbers will be used as goals in awarded contracts.*

Quantitative outcomes

YST program goals over <u>two-year grant period</u> :	Projected number of students:
Industry Exposure: Total number of students (all grades) provided with YST industry exposure opportunities (tours, speakers, job shadow, etc.).	75
Classroom Instruction: Total number of high school students to take industry-related classes for high school credit over two-year grant period.	300

Industry Credential: Total number of high school students to earn industry-recognized credential or certification over two-year grant period.	25
YST Paid Work Experience: Total number of high school students placed in YST paid work experience over two-year grant period (does not include 14- and 15-year-old students).	35

Qualitative outcomes

At the end of the two-year grant period, briefly describe how will you determine success in the following areas:

- Development of robust and sustainable YST programming
 - Roseau's Advanced Manufacturing Program's foundation has been in the works for over the past year. Roseau High School has invested and committed to creating a solid foundation through the establishment of our RHS Work Based Learning Program. Roseau High School has dedicated class offerings within the school day for students to learn essential job related skills along with work based learning opportunities.
- Creation of strong employer and community partnerships
 - Roseau High School has committed to employer engagement by involving our local manufacturing companies in CTE related Advisory Committees, sought manufacturing tours and field trips, established local internships for students along with successful job placement in local manufacturing facilities.
 - Roseau High School has partnered with Polaris Industries (YST Approved Employer) to offer the Student Excellence Program. The SEP student experience is designed to engage and inspire students on the different aspects of design and business of Polaris other than typically seen in ROS (Engineering and Manufacturing). Local partnership longevity is seen through the establishment of programs like the SEP. These will extend far beyond the grant period.
 - The goal of the Advanced Manufacturing Program is to expose students to a wide variety of manufacturing careers and the employer and community partnerships are a key to that success.
- Increased engagement of diverse student populations through comprehensive outreach
 - The success of outreach in engaging new students from diverse backgrounds will largely depend on overcoming barriers to participation. Our Work Based Learning Coordinator in conjunction with the administrative staff will work to connect with students across diverse backgrounds through information sessions, student surveys and classroom discussions to learn more on what barriers our students are facing for participation in the Advanced Manufacturing Program.

7. Sustainability:

What is your plan to sustain the program after YST grant funding ends?

Roseau High School is committed to partnering with local manufacturing companies to create a robust Advanced Manufacturing Program in conjunction with the Work Based Learning Program. Roseau High School has committed the necessary staffing and training to create a Work based Learning Coordinator position along with

the accompanying courses of study to further support the implementation of the Advanced Manufacturing Program. The YST grant provides the flexibility to further support the implementation process, wages of the Work based Learning Coordinator, along with funding to support future growth with additional local partners through career tours, internships, and paid employment.

When implementing a new program, there are costs associated with personnel, marketing, travel and updating the necessary equipment to create a successful Advanced Manufacturing Program that will not be there in the future years. The YST grant will provide the necessary resources for Roseau High School to create lasting partnerships with local manufacturing companies, create new curriculum and expose students on a different level to the manufacturing careers in our local area.

When the two year grant expires, Roseau High School will have worked with local manufacturing companies to set up the Advanced Manufacturing Program, create pathways for marketing and registration, ementorships, along with updating local resources and curriculum to support a fully sustaining Advanced Manufacturing Program. Roseau High School will remain committed to sustaining and further enhancing the Advanced Manufacturing Program upon expiration of the grant period.

8. Budget and budget narrative:

Based on allowable expenditures for YST grant funding, please complete the proposed YST grant funding form below.

Categories	Examples of Allowable Expenditures
Grant-funded personnel	Individuals employed by organization listed as grantee (wages, benefits and taxes directly related to the coordination of YST programs)
Contractual Personnel/ Sub-Grants	Individuals contracted by organization listed as grantee. There must be a contract between grantee and any sub-grantee.
In-state travel for grant-funded personnel	Reimbursed at the current federal mileage rate. *Expenses such as hotels, meals and car rental are NOT allowable for reimbursement with YST funds.
Marketing/Recruitment	Marketing and recruiting employers, schools, students and others involved in the creation and implementation of YST program.
Student transportation	Transportation for students participating in YST related activities.
Industry-related training, certifications, supplies and curriculum	Costs associated with industry-related credentials/certifications earned by students, supplies, equipment, and curriculum required for student training. Can include teacher Professional Development in approved YST industry areas. *Capital expenses cannot comprise the majority of the proposed grant expenditures.

NOTE: Grant awards may not be used to pay the wages of a student learner directly or indirectly. Other ineligible expenses are noted in the YST RFP.

Grant awards may be approved for student use for **supportive services** in the areas of childcare, counseling, accommodations for people with disabilities, and emergency services on a case-by-case basis. In this event, grantees must contact DLI YST staff for prior approval.

Total Grant Funding Requested	<u>\$100,000.00</u>
<u>Proposed Spending by Category</u>	<u>Amount</u>
Grant-funded personnel (wages and benefits)	<u>\$46,467.16</u>
Contractual personnel/sub grants	<u>\$4,685</u>
In-state travel for grant-funded personnel (current federal mileage rate)	<u>\$500.00</u>
Marketing and recruiting (students, schools, employers)	<u>\$1,500.00</u>
Student transportation directly related to YST program activities	<u>\$1,500.00</u>
Industry-related training, certifications, supplies and curriculum	<u>\$45,347.84</u>
Total budget	<u>\$100,000.00</u>

Project Budget Narrative:

1. Provide a brief narrative of how you will use the proposed spending listed above.

- Grant-funded Personnel
 - Work Based Learning Coordinator 2025-2027 / Roseau High School Advanced Manufacturing Program Instructor
 - Wages : \$46,467.16
 - Total : \$46,467.16
- Contractual personnel/Sub-Grants
 - Substitutes for teachers to attend career tours
 - 15 Career Tours. Cost is \$179.00 per day for a substitute = \$2,685.00
 - Bus Driver personnel cost. 10 days at \$200.00 per day = \$2,000.00
- In-state travel for grant-funded personnel
 - Mileage at the current rate of .67 x 75 miles a month to coordinate services and implement activities for the Work Based Learning Coordinator, based on nine months while students are in session. Cost = \$500.00
- Marketing/Recruitment
 - Supplies/printing for marketing = \$500.00
 - Food/supplies for multiple ementorship Program / Industry meet and greet : \$1,000.00
- Student Transportation
 - Buses for 12-15 Career Tours
 - Mileage/Busing cost for career visits – 1,000 miles at \$1.50 per mile for cost of utilizing School District Bus. Number of miles equates to current career tour locations within Northern Minnesota.

- Industry-related training, certifications, supplies and curriculum
 - OSHA 10 Certification cost is \$59.00 per student for 25 students = \$1,475.00
 - Tormach CNC Lathe: Industry Standard CNC Lathe = \$32,660.60
 - Enables students to train on industry standard equipment prior to employment with local manufacturing companies.
 - Machine Vise
 - Three (3) KUM1 DX6 Machine vises and base. Cost is \$1,004.08 per unit for a total of \$3,012.24
 - Software
 - Vectric CNC Software. Two year subscription. Cost + \$700.00
 - Amazon Appstream 2.0 Software. Utilized for Computer-Aided Design Drafting Class. Cost = \$7,500.00

2. Provide information regarding personnel and roles of staff who will be charging their time to the grant.

Soren Olesen, Manufacturing Careers Instructor at Roseau High School *NW Minnesota CTE Educator of the year
Professional License areas: Manufacturing Careers & Work Based Learning Coordinator

Roseau High School has the fiscal capacity to manage this grant. The district's finance director is Mr. Thomas Jerome, Superintendent of Roseau Community School. Mr. Jerome has previously secured and managed several other state and federal grants for the district.

Application Checklist

Required documents for all applicants:

- ☐ YST Grant Application and Addendum – Exhibit A (this document) and Exhibit B (below)
- ☐ Exhibit C: Capacity responses (below)
- ☐ Exhibit D: Certification (below)

Additionally required documentation for non-profit and for-profit applicants ONLY:

- ☐ Exhibit E: Evidence of good standing for non-profit and for-profit **ONLY** (below)
- ☐ Exhibit F: Required financial document for Non-profit **ONLY** (below)
- ☐ Exhibit G: Required financial document for For-profit (business entity) **ONLY** (below)

**See YST Request for Proposals for more information.*

Exhibit B: Addendum

Addendum

Grantee affirmatively accepts the following terms:

- ✓ Agrees to submit timely and thorough quarterly reports which will include performance measures, statistics and supporting narrative. In addition, grantee will submit an end-of-the-grant report by specified due dates.
- ✓ Agrees to submit timely and thorough quarterly invoices and provide required documentation to support requests for reimbursement by report due dates listed below.
- ✓ All activities will be completed by June 30, 2027 and invoiced by July 31, 2027.
- ✓ Agrees to provide documentation of workers' compensation insurance coverage for employers of YST student learners as required by Minnesota law.
- ✓ Agrees that a proposal submitted with incomplete information will not be eligible for further review and consideration.
- ✓ Agrees to allow site visits by Minnesota Department of Labor and Industry (DLI) staff.
- ✓ Agrees to fully cooperate with DLI or the State in any grant audits conducted during or after the grant period.

YST Grant Year 1		YST Grant Year 2	
End of Quarter	Reporting/Invoicing due	End of Quarter	Reporting/Invoicing due
September 30, 2025	Oct. 31, 2025	September 30, 2026	October 31, 2026
December 31, 2025	*January 16, 2026	December 31, 2026	*January 15, 2027
March 31, 2026	April 30, 2026	March 31, 2027	April 30, 2027
June 30, 2026	July 31, 2026	June 30, 2027	July 31, 2027

***Please note the accelerated invoicing and reporting dates on 1/16/2026 and 1/15/2027.**

By signing, the grantee is acknowledging that it understands and agrees to the terms outlined in this addendum.

NAME (Lead Applicant):	Thomas A. Jerome	TITLE:	Superintendent
SIGNATURE:		DATE:	2.4.25

Exhibit C: Performance capacity (all applicants)

Instructions: Respond to these performance capacity questions as required by [Minnesota Statutes 16B.981 Subd. 2 \(1\)](#) and as part of the response to this grant's request for proposal.

1. Describe your history of performing the work that will be funded by the grant:
 - This includes describing your organization's current staffing, current budget and your administrative and fiscal capacity to successfully conduct and administer grant programming. The Roseau School District has an annual expenditure budget of \$15,073,849. Total expenditures for Fiscal Year ending on June 30th 2024 was \$15,334,924. The Roseau School District has managed and administered successfully millions of dollars of grant funding, most recent examples would include ESSER Grant dollars as a result of Covid.
2. Have you been awarded or have an active grant from the Minnesota Department of Labor and Industry in the past five years?
☒ No
☐ Yes
If yes, provide grant names and dates.
3. Has your organization previously received grant funding for which you performed similar work in the last five years? No

If yes, list the grant names, granting agency or organization and dates.
4. Have there been recent changes in your organization's leadership (including CEO/Executive Director/Superintendent and/or your finance officer) or your financial management systems in the past 12 months? If yes, describe. No

Exhibit D: Certification: No conviction of felony financial crime by a principal (all applicants)

Instructions: Grant applicant must certify to this condition required under this Grant Request for Proposal.

Please sign below to finalize response and submit this document as part of the grant application materials/response to the Grant Request for Proposal.

Please upload or attach an organizational chart or list of principals that you are certifying for below.

[16B.981 Subd. 2 \(6\)](#) requires that no current principals of a grantee have been convicted of a felony financial crime in the last 10 years. **A principal is defined as a public official, a board member, or**

staff (paid or volunteer) with the authority to access funds provided by this grant opportunity or to determine how those funds are used.

By signing here, I warrant that no current principal of my organization has been convicted of a felony financial crime in the last 10 years.

I certify that this information is true, correct, and reliable.

The submission of inaccurate or misleading information may be grounds for disqualification from the grant contract agreement award and may subject me/my organization to suspension or debarment proceedings, as well as other remedies available to the State, by law.

Print Name	Signature	Title	Date
Thomas A. Jerome	TL q. J	2-4-25 Superintendent	2-4-25

Exhibit E: Evidence of good standing (non-profit and for-profit applicants ONLY)

Instructions: Potential grantee must certify that the organization has a status of "In Good Standing" with the Secretary of State as required by [Minn. Stat. 16B.981 Subd. 2 \(3\)](#) and as part of the response to this Grant Request for Proposal.

Is your organization (for-profit or nonprofit) registered with the Secretary of State and has a status of "In Good Standing"?

- ☒ Yes
☐ No

Exhibit F: Required nonprofit grantee documents as applicable

Instructions: Please answer the following questions and provide the requested information

1. Were you required to submit a 990 or a form 990-EZ for your organization's last fiscal year?
☐ Yes
☐ No
2. If you are exempt from filing or your organization has been in business for less than one year, please describe the internal controls you have over business expenditures and outcomes of the grant funds, if awarded. Examples of internal controls include, but are not limited to: documented policies and procedures; segregation of duties such as having different staff who enter receivables versus those who post payments; using a payroll system; requiring usernames and passwords, along with appropriate levels of access to systems; supervisor review and approval of payments and timecards; and other internal controls to ensure compliance with laws and regulations and safeguard use of grant funds.
3. Are you a charitable organization that made over \$750,000 in your last fiscal year and were required to have an audited financial statement per MS 309.53?
☐ Yes
☐ No

Nonprofit grant applicants who are applying for \$50,000 or more are required to submit the following documents, as applicable to the organization and as required by 16B.981 Subd. 2 (2) and Subd. 2 (5) as part of the pre-award risk assessment:

- Most recent 990 or Form 990-EZ filed with the IRS
- If not in existence long enough or not required to file Form 990, Form 990 EZ or most recent audit, the nonprofit grant applicant must:
 - Demonstrate exemption – i.e. Provide a copy of the IRS determination letter
 - Submit the most recent set of board-reviewed (or managing group if applicable) financial statements
- Most recent audit as required, under Section 309.53, Subdivision 3 (If a 990 and an audit were both required, both documents must be submitted as part of the application.)

Exhibit G: For-profit required documents, lien disclosure, and certification

Instructions: Please answer the following questions and provide the requested certification.

4. Has the for-profit entity filed its most recent state and federal tax returns?
☐ Yes
☐ No
5. If you have been in business less than a year, please describe the internal controls you have over business expenditures and outcomes of the grant funds, if awarded. Examples of internal controls include but are not limited to: documented policies and procedures; segregation of duties such as having different staff who enter receivables versus those who post payments, using a payroll system, requiring usernames and passwords along with appropriate levels of access to systems, supervisor review and approval of payments and timecards, and other internal controls to ensure compliance with laws and regulations and safeguard use of grant funds.
6. Asset lien disclosure:
☐ I do not have any liens on assets
☐ I do have liens on assets: Please describe the assets and associated liens below:

7. Certify not under bankruptcy proceedings

By signing below, I certify that the business is not under bankruptcy proceedings.

I certify that the information is true, correct, and reliable.

The submission of inaccurate or misleading information may be grounds for disqualification from the grant contract agreement award and may subject me/this for-profit entity to suspension or debarment proceedings, as well as other remedies available to the State, by law.

Print Name _____ Signature _____ Title _____ Date _____

For-profit grant applicants who are applying for \$50,000 or more are required to submit the appropriate documents pursuant to 16B.981 Subd. 3 as part of the pre-award risk assessment:

- Most recent federal and state tax returns
- Current Financial Statements