

# Executive Summary

The Saint Paul EMS Academy is a workforce initiative project of the City of Saint Paul that provides low-income, minority, and female youth of Saint Paul free Emergency Medical Technician (EMT) training with the goal of providing a pipeline of diverse candidates for the emergency medical workforce in the Twin Cities.

According to the National Registry of EMTs, 74% of paramedics and EMTs currently serving in the emergency medical workforce are Caucasian and 76% are male. Saint Paul is one of Minnesota's most culturally, ethnically, and economically diverse areas and the medical workforce serving the City does not reflect its residents. Emergency Medical Services is a rapidly expanding field and as more jobs for EMTs and paramedics are created it is necessary to fill these positions with multilingual and culturally knowledgeable candidates.

Communities with a diverse emergency medical workforce benefit from their EMTs' diverse experiences and abilities. Saint Paul specifically has large Hmong, Somali, and Hispanic populations which are not adequately represented in either hospitals or on ambulances. First generation members of these are not always fluent in English and by having EMTs that speak their language and understand their customs allows for more effective patient care. Furthermore, by holding positions in the emergency medical workforce, EMS Academy participants are able to break the cycle of poverty and overcome the achievement gap that plagues Minnesota. Participants of the EMS Academy who secure jobs in the Emergency Medical workforce can increase their income by 250% and gain a sense of community engagement.

Inner city communities currently suffer from a lack of access to these programs as well because of the location of the institutions that offer EMT classes. The vast majority of EMT and paramedic training programs take place at community colleges located in first ring suburbs and as a result are difficult for many urban youth to access. The result is that the homogenous workforce then receives homogenous candidates from their feeder institutions. The EMS Academy is centrally located in downtown Saint Paul along major bus lines, which allows easy access for our participants.

The EMS Academy's target participants are low-income youth, inner city youth, applicants with diverse language abilities, and applicants with varied cultural experiences. The EMS Academy seeks to eliminate the typical barriers that have been preventing diverse students from accessing EMT and paramedic training. The EMS Academy holds two Integrated classes every year, one in the spring and one in the fall. Each of these classes has 35 seats. Additionally we offer a Bridge course preceding every Integrated course that improves BASIC skills acquisition and readies students for success in the Integrated EMT training course. Between the Bridge and Integrated courses we hope to serve 150 adults during the FastTRAC grant period and of these we hope that at least 70 will obtain their EMT license and work in the medical field.

All students enrolled in the EMS Academy must meet federal low-income guidelines and we strive to create ethnically and culturally diverse classes. Cost of travel, time away from work, and cost of classes are major barriers students face when attending typical institutions that offer EMT courses. Many of our participants are single parents or have families to care for while they are enrolled in the course. The EMS Academy pays students an hourly wage to attend class in the hopes of offsetting the cost of living outside class. We also contract a social worker who assists students in securing housing, setting up SNAP benefits, and finding child care during the course. To host one cycle of the EMS Academy's Bridge and Integrated courses and secure all necessary support services, it costs \$121,292. For a class of 35 students this equates to a cost of \$3,465 per student. FastTRAC funds are requested to cover costs associated with contracting MnSCU instructors for the EMT training class, paying for student equipment fees, covering costs associated with the ABE Instructor, and contracting a social worker for wraparound services. Further costs to host EMT training classes are leveraged from our ambulance service, from workforce development funds, from the Youth Job Corps, and from other grant monies obtained.

The EMS Academy pursues multiple avenues of recruitment to ensure a diverse and inclusive class demographic. The EMS Academy hosts and organizes recruitment and outreach events for the Bridge and Integrated courses. Our staff attend local job fairs (such as the CLUES Expo), high school career days (Harding, LEAP, Central) and utilize pre-existing networks through churches and job training centers (Hubert Humphrey Job Corps).

The EMS Academy has a rigorous application process to select qualified candidates. Working in emergency medical services is strenuous and difficult even in the best circumstances, and the training is often a challenging experience. We screen applicants for genuine interest in the field, experience overcoming adversity, and commitment to challenging tasks. Students are selected on merit and professionalism during interviews with EMS Academy staff. Throughout the entire application process, we have applicants speak with EMS Academy alumni, current firefighters, paramedics, and EMTs to gain insight into their prospective career field. We also host multiple orientations prior to the start of the EMS Academy at Station 51: Freedom House in order to acclimate students to the climate in which they will be working and learning.

The Bridge and Integrated course selects the students with a demonstrated passion for service and trains them as EMTs. Throughout the Bridge and the Integrated courses, students receive support from our contracted social worker to manage out of classroom obstacles. Our social worker also assists students in soft skills development during and after the program. The EMS Academy hosts multiple EMTs, paramedics, and firefighters to provide career advice and guidance to students during the program. Both the Bridge and Integrated courses take place at Station 51: Freedom House, where we operate our Basic Life Support (BLS) Ambulance Service. The EMTs working the BLS Ambulance service offer tutoring and mentorship to students currently working through the Bridge and Integrated courses.

Students that successfully complete the EMT training program and obtain the nationally accredited EMT license are recruited to work on the BLS Ambulance Service. The BLS Ambulance Service is a social enterprise that operates out of Station 51: Freedom House and is staffed by graduates of the

EMS Academy. The BLS Ambulance Service provides on the job training for participants and greatly adds to their professional development. EMTs working the BLS Ambulance service often transition into a larger ambulance service such as Health East, Allina, or North Memorial which allows them access to better pay, benefits, and promotion opportunities.

Alumni of the EMS Academy also receive assistance transitioning into continuing education. The EMT license is often the first step our students take in their medical careers. Students successfully completing the EMS Academy gain nine MnSCU transferable credits. Our MnSCU partners and social worker assist students who need to complete a FAFSA form and we help transition students from the EMS Academy the MnSCU campuses where they can pursue further medical training.

# Minnesota FastTRAC Adult Career Pathways Program SFY 2014

## Form 1 – Cover Sheet

<b>Applicant Agency:</b> Please use the legal name and full address. This is the fiscal agent with whom the grant agreement will be executed.		<b>Program Contact Name and Address</b> (If different from the APPLICANT AGENCY)	
<b>Agency Name:</b> Department of Human Rights and Equal Economic Opportunity  <b>Director Name:</b> Jessi Kingston  <b>Telephone:</b> 651-266-8903  <b>Fax:</b> 651-266-8919  <b>Email:</b> <a href="mailto:jessica.kingston@ci.stpaul.mn.us">jessica.kingston@ci.stpaul.mn.us</a>		<b>Contact Name:</b> Casey Keyes  <b>Address:</b> 296 W. 7 <sup>th</sup> Street  <b>Telephone:</b> 651-266-8920  <b>Fax:</b> 651-266-8919  <b>Email:</b> <a href="mailto:Casey.Keyes@ci.stpaul.mn.us">Casey.Keyes@ci.stpaul.mn.us</a>	
<b>Address:</b> 15 W. Kellogg Blvd. Suite 280 Saint Paul, MN 55102		<b>Address:</b> 296 W. 7 <sup>th</sup> Street Saint Paul, MN 55102	
<b>Federal Tax ID:</b> 41-6005521		<b>Minnesota Tax ID:</b> 8025095	
<b>DUNS Number:</b> 961663390			
<b>Required Information:</b>			
<b>Program Name:</b>	Saint Paul Fire EMS Academy		
<b>Geographic Area Served:</b>	City of Saint Paul		
<b>No. of Adults to be Served:</b>	150		
<b>Program Start Date:</b>	January 13, 2014		
<b>Program End Date:</b>	December 19, 2014		
<b>Total Amount of Funding Requested:</b>	\$80,000		

*I certify that the information contained herein is true and accurate to the best of my knowledge and that I am authorized to submit this application on behalf of the applicant.*

Authorized Signature	Title	Date

## Form 2 – Minnesota FastTRAC Work Plan

**Program Name:** Saint Paul Fire EMS Academy

**Target Population – description of population(s) your program will serve** – Define the adults this program will serve who need academic and employability supports to be successful in postsecondary credential attainment.

Saint Paul is one of the most culturally and ethnically diverse areas in the state of Minnesota; however, the medical workforce serving the City does not represent the diverse communities within the city. The problem is not unique to Saint Paul. Emergency Medical Services (EMS) providers across the country also suffer from largely homogenous workforces. According to the National Registry of Emergency Medical Technicians (EMTs) **74% of paramedics and EMTs working the field are Caucasian and 76% are male** (National Registry of EMTs LEAD Study).

Furthermore, The Twin Cities have one of the largest achievement and employment gaps for low-income and minority youth, specifically among African American males. The unemployment rate for African American's in the Twin Cities is 40%, resulting in an employment gap of 20.6% between Caucasian and African American adults, the highest in the country<sup>1</sup>. Minority and low-income schools in the Twin Cities also face dramatic segregation, which further perpetuates the racial educational achievement gap<sup>2</sup>.

The EMS Academy recruits minority and female youth and young adults of the metropolitan Saint Paul area who have a strong career interest in emergency medical services (EMS). Many students in the EMS Academy are the first members of their family to seek college-level education and many more are first generation immigrants. Our applicants typically lack the academic support, reading and writing skills, and intensive classroom experience required to succeed in a typical EMT course. However, our applicants often speak multiple languages and all of them come from radically different socioeconomic and cultural backgrounds than the majority of EMS providers currently serving Saint Paul.

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<sup>1</sup> Helmstetter, "Employment and Other Disparities in the Twin Cities"

<sup>2</sup> University of Minnesota Institute on Race and Poverty

**Navigation Support Plan** – Identify which agency(ies) will provide program navigation and outline recruitment, retention, employability skill building, interaction with educators, communication plan with participants, and other activities along the career pathway.

One of the great strengths of the EMS Academy is its coordination between different agencies within both local government and the private sector. The City of Saint Paul has three major contributing departments: The Department of Human Rights and Equal Economic Opportunities (HREEO), The Saint Paul Fire Department (SPFD), and the Department of Parks and Recreation's Youth Job Corps (YJC). Inver Hills Community College (IHCC) of the MnSCU System staffs all EMS instructional staff for the Integrated course and provides EMS training equipment to the EMS Academy in-kind. IHCC also offers students support for their continuing education and allows EMS Academy participants access to IHCC student services. Saint Paul Public Schools Adult Basic Education offered through the Ronald M. Hubbs Center for Lifelong Learning (Hubbs Center) provides ABE staff and support for the EMS Academy during its Bridge and Integrated courses. The City contracts the Community Action Partnership of Ramsey and Washington Counties (CAP) to provide supporting social services for our participants.

SPFD and HREEO provide primary program navigation for the EMS Academy. Director Jessi Kingston of HREEO and Chief Tim Butler of SPFD coordinate the different programs of the EMS Academy and help delineate the roles of the other partner organizations. HREEO hosts and organizes recruitment and outreach events for the EMS Academy's Bridge and ABE courses. HREEO staff attend local job fairs (such as the CLUES Expo), high school career days (Harding, LEAP, Central) and utilize pre-existing networks through churches and job training centers (Hubert Humphrey Job Corps).

IHCC and Hubbs Center coordinate the academic instruction of the Integrated ABE and Bridge courses respectively. Both of these courses are held at **Station 51: Freedom House**. Freedom House is a retrofitted SPFD station that is now dedicated to housing EMS Academy activities.

The EMS Academy adopted the FastTRAC model when it received funding in 2011, which meant the incorporation of ABE course integration and wraparound services. ABE instructors from the Hubbs Center focus on developing foundational medical knowledge (anatomy, physiology, and medical terminology) and effective study skills while The CAP social worker assists students with any non-academic issues that arise during the program such as accessing SNAP benefits, finding childcare, paying for bus passes, and even helping them connect with car ownership programs. The EMS Academy staff has encountered students struggling with homelessness, malnutrition, and even students in need of glasses. Prior to the introduction of the CAP social worker, the EMS Academy lacked the resources to address or even to identify the issues beleaguering our students. **Since the incorporation of the CAP social worker, student attrition has dropped 40%.**

Our CAP social worker assists students with professional development and resume-building during and after the EMS Academy. SPFD hosts numerous firefighters and paramedics during the Integrated course to speak with students and provide advice for career pathways. Our students participate in clinical shadowing in hospitals and ride along with ambulances in order to fully understand and experience the duties

of an EMT. The EMS Academy's partnerships allow students to gain clinical experience within Regions Hospital, Allina Medical Transportation, and HealthEast Medical Transportation. Because of our partnership with SPFD, EMS Academy students are granted the unique experience of riding with St. Paul Fire Paramedic Units who respond to 911 Emergencies in metropolitan Saint Paul. The clinical experience in itself is a valuable networking opportunity. Many of our students have found careers in hospitals and on ambulances because of connections made during a ride-along or clinical.

SPFD and YJC also offer a variety of employment options for successful graduates of the EMS Academy. YJC staffs a first aid bike team seven days a week during the summer. In addition to providing first aid in the parks of Saint Paul, the bike team promotes helmet safety by rewarding children who wear helmets with vouchers for free ice cream cones from Dairy Queen. YJC also staffs our alumni as security guards with Parks Security and also as CPR instructors. Under the guidance of SPFD we operate a nonemergent interfacility Basic Life Support (BLS) ambulance transport service (BLS Ambulance). The BLS Ambulance offers alumni an entry-level SPFD EMT position where they receive further training and field experience working as an EMT.

**ABE Bridge Course Description** – include content area, participant eligibility requirements, site, duration, recruitment, outcomes. Programs are encouraged to build contextualized GED 2014 bridge courses to simultaneously prepare adults for success on the GED 2014 exams as well as prepare for success in postsecondary course work.

The EMS Academy specifically recruits students from non-traditional academic backgrounds and from diverse cultural and ethnic backgrounds. Many students seeking positions in the EMS Academy struggle with reading comprehension and lack the basic study skills necessary to be successful in the EMT Training Class (our Integrated ABE/Postsecondary course). In an effort to serve these individuals and broaden our recruitment pool, the EMS Academy began offering an ABE Bridge course known as the **Introduction to EMS Class** (Intro EMS Class). The Intro EMS Class is synonymous with the Bridge course. The Intro EMS Class was designed in collaboration with the Hubbs Center as an occupational class offered in their standard catalog. We are able to utilize the Hubbs Center's recruitment network when filling the Intro EMS Class. Additionally, all students interested in the Intro Class are given the chance to participate in the EMS Academy. Often students interested in the EMT Training Class who don't meet baseline reading scores or language abilities are referred to the Intro EMS Class. Students attriting from the EMT Training Class are often encouraged to complete the Intro-EMS Class before reapplying to the program.

The Intro EMS Class focuses on developing successful study and reading habits for participants. Students learn foundational medical information such as basic anatomy and physiology, medical terminology, and core EMT skills. The Intro-EMS Class is offered in our classrooms at Station 51:

Freedom House allowing students to interact with our EMTs currently serving on the BLS Ambulance. The Intro EMS Class also offers a chance for students to demonstrate work ethic and commitment to the program. The Intro-EMS Class is scheduled prior to our EMT Training Class so that when students complete their Bridge course, they can seamlessly transition into the Integrated course. Students completing the Intro-EMS Class are also equipped to pursue training as a Certified Medical Assistant or Certified Nursing Assistant.

Many students in the Intro EMS Class already have a GED or High School diploma and are bolstering study skills and foundational knowledge before applying to the EMT Training Class. We have hosted students using the Intro EMS Class as a capstone project for obtaining a high school diploma or taking the class concurrently with GED prep classes through the Hubbs Center.

**Target Participants:**

Unless students are pursuing an alternative route through their EMT training, Intro EMS students must meet the four eligibility criteria of the EMT Training Class: an address in Saint Paul, a high school diploma or GED, be between the ages of 18-24 for our summer class and 18-30 for our spring class, and meet federal low-income standards. Intro EMS Class students are NRS Functioning Level: ABE High/Intermediate and Adult Secondary Education Low, correlating to CASAS scores of 231-245 and TABE Reading of 518-566 with Grade Equivalency of 7.0-12.5.

**Goals/Outcomes:**

Upon completion of the Intro EMS Class students are expected to demonstrate improved reading and study abilities. To date, the Intro Class has demonstrated a BASIC skills acquisition rate of about 50%. TABE-D Reading and Math tests are administered before and after the class to track students' improvement. Students who successfully complete the Intro EMS Class and transition into the Academy are more likely to successfully complete the EMT Training Class.

**Delivery Model:**

The Intro EMS Class is led and coordinated by Hubbs Center ABE Instructors. The class was designed to incorporate applicable medical terminology while improving students' study skills. Special classes and specific skills trainings are led by EMS Academy alumni currently working on the BLS Ambulance. Students in the Intro EMS Class use the same textbook as the EMT Training Class so there is a continuity of material between the programs. The class meets 6 hours a week, 2 hours a day Monday, Wednesday and Friday. Additionally Station 51: Freedom House is staffed by EMTs from 8:00am-12:00am Monday through Sunday, giving students access to a TA at almost any time of day.



**Integrated ABE/Postsecondary** – include **Course Names/Numbers**; rationale for choosing these courses for integration (e.g., current pass/fail/withdraw rate), site, duration, terms, recruitment, student eligibility requirements (e.g., TABE/Accuplacer scores), credentials for which these courses are required, (provide a link to program web page online), and **integrated outcomes** (MnSCU course outcomes tied to ABE foundational skill outcomes). Include plan for meetings between ABE and MNSCU faculty and integration model they intend to provide (e.g., co-requisite, integration of ABE just-in-time skill building in college course, etc).

The EMS Academy's primary program offers nationally accredited Emergency Medical Technician (EMT) training. At the completion of our program, our participants are eligible to take the National Registry of EMT's ([www.nremt.org](http://www.nremt.org)) licensing exam. NREMT Certification is a requisite credential for anyone seeking to work as an EMT or looking to continue working towards a Paramedic's license. The NREMT Certification allows our alumni to work as emergency room technicians, first aid providers at special events, and paves the way for any career in medicine or public safety. The foundational program of the EMS Academy is the **Phase 1 EMT Training Class (Phase 1)**. The Phase 1 EMT Training Class is synonymous with the Integrated Course. Our Phase 1 instructors come from IHCC's nationally ranked EMS Department, and Phase 1 corresponds with EMS 1101 on the IHCC course catalog. Successful completion of the EMS Academy gives students 9 IHCC and MNSCU transferable credits in addition to their EMT license. Our website, [www.ehs.net/EMSAcademy](http://www.ehs.net/EMSAcademy), has current information and links to our relevant partners.

In order to support our participants, The EMS Academy constantly seeks to identify and eliminate the social, educational, and personal barriers that our participants encounter. After the first few classes of the EMS Academy, one of the lessons learned was that a distressing number of our students were not finishing program due to academic and personal barriers. In response to the academic challenges facing our students, The EMS Academy integrated ABE instructors from the Hubbs Center into Phase 1. For many of our participants, the EMS Academy is their first post-secondary education opportunity and they are not prepared for the rigors of the course. Our ABE instructors assist with developing study skills and re-teaching to boost students' retention of course material.

However, EMS Academy students also contend with substantial barriers out of the classroom. The EMS Academy recruits inner city and low-income youth who face daily challenges atypical of most college students. As a result IHCC staff was ill equipped to confront the hardships plaguing our students outside the classroom. Our students are often working multiple jobs, many are single parents, some have abusive or harmful domestic situations, and some have even been homeless while involved in the program. The CAP social worker assists EMS Academy students in managing these personal barriers so that they have the best chance to be successful in class. The first Phase 1 class held in 2009 graduated 9 out of 35 students, only a 25% graduation rate. Our most recent class had a 60% graduation rate and integration of the CAP social worker has increased participant retention as much as 40%. The EMS Academy has admitted 267 students over five years, and of these 112 successfully graduated from the program. It is important to note that due to the strenuous and difficult conditions associated with working as an EMT, typical EMT classes have attrition rates of 20%-50%. The EMS Academy's attrition rate is about 35%, and falls well within this range;

however we are constantly seeking to diminish this number.

**Target Participants:**

Our applicants are required to meet four admissions criteria in order to be eligible for the EMT Training Class. Applicants must have an address in Saint Paul, a high school diploma or GED, be between ages of 18-24 for our summer class and ages of 18-30 for our spring class, and meet federal low-income guidelines. Students in the Integrated course are typically NRS Educational Functioning Level: Adult Secondary Education Low/High, which correlates to CASAS scores 236-246+, TABE Reading of 567-596+ with a Grade Equivalency of 9.0-12.9.

**Goals/Outcomes:**

The EMS Academy hosts two Integrated courses every year and each class has 35 seats. Our goal is to graduate 2/3 of entering students. We strive to have all students graduating from the EMS Academy successfully complete the National Registry of EMTs certification test and obtain their EMT license. The Spring 2013 class boasted an NREMT pass rate of 90% on the first attempt, exceeding the pass rates of the EMT classes at IHCC. EMS Academy alumni finish the Integrated course with a nationally recognized credential and can enter the job market to improve their income. Within less than a year of graduating the Academy, our participants report an income gain of 50% and within two years 150%. The median yearly income for EMTs and Paramedics is \$30,360<sup>3</sup>, so our participants entering the workforce have the chance to increase their income by more than 250%<sup>4</sup>. Employment for EMTs and paramedics is expected to grow by 33% from 2010 to 2020<sup>5</sup>. This rate is above the average of most other occupations. EMS Academy alumni are able to earn more money and internalize the educational value of this training, which helps our participants break the cycle of poverty for their families and children.

The EMS Academy emphasizes giving back to and serving the community. Through outreach events we engender a sense of volunteerism and community service in our participants. In order to engage our students through service learning, the EMS Academy is championing the effort to earn Saint Paul designation as a Heart Safe City through the Minnesota Department of Health. This project offers alumni and current students a chance to participate in targeted outreach events to diverse communities and teach the lifesaving skill of CPR. Sudden cardiac arrest disproportionately affects African Americans<sup>6</sup> and teaching CPR to families and community members can dramatically decrease rates of the mortality and morbidity from sudden cardiac arrest.

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<sup>3</sup> According to the Bureau of Labor and Statistics Occupational Outlook Handbook ([www.bls.gov](http://www.bls.gov))

<sup>4</sup> 2013 Federal Poverty Guidelines annual income for a single person household is \$11,490

<sup>5</sup> According to the Bureau of Labor and Statistics Occupational Outlook Handbook ([www.bls.gov](http://www.bls.gov))

<sup>6</sup> Galea, S. et. al. "Explaining Racial Disparities in Incidence of and Survival from Out-of-Hospital Cardiac Arrest." *American Journal of Epidemiology* 166.4 (2007): 534-43.

**Delivery Model/Duration:**

IHCC and ABE instructors co-teach morning lectures and coordinate classroom activities. IHCC instructors deliver core classroom material while ABE instructors work with students to ensure retention of material and assist in the development of proper study skills to ensure academic success. Class consists of 4 hours of lecture led by IHCC and ABE instructors and 4 hours of skills based learning led by IHCC instructors. Our summer program runs 10 weeks, 24 hours/week plus additional tutoring sessions. Our spring program runs 14 weeks, 20 hours/week plus additional tutoring sessions. Of the more than 240 hours of classroom training that constitutes the Phase 1 Class, ABE instructors are present for at least 120 hours. Additionally, Station 51: Freedom House is staffed by EMTs from 8:00am-12:00am Monday through Sunday, giving students almost unlimited access to tutoring from EMS Academy alumni.

**Continuing Pathway** – Define additional, non-integrated courses included in the pathway and identify credential(s) to be obtained. Outline work or OJT experiences. Outline support services that will continue to employment placement and retention.

After the initial classes of the EMS Academy, it became apparent that our alumni were having difficulty securing jobs in the medical field, specifically with ambulance services. Our students were finding jobs in emergency rooms and pursuing further training in nursing, but they were largely unsuccessful at landing positions within the emergency medical workforce. Many ambulance services will not hire applicants without prior on-the-job experience. Typically, this experience is gained by volunteering with an ambulance service or fire department. SPFD's EMS infrastructure does not allow for volunteer positions, nor do any of the major local ambulance providers.

IHCC offers an Ambulance Operations Course that orients students to the more technical procedures required to work on an ambulance. This course focuses heavily on patient contact, radio protocol, and logistical skills necessary for becoming successful members of an emergency medical service. The EMS Academy has hosted these courses at Station 51: Freedom House in the past, but does not have the funding to fully integrate these courses into the EMS Academy. However, our partnership with IHCC allows for a transition from Station 51: Freedom House to the IHCC campus, where these courses are offered every semester. Since all EMS Academy participants meet federal low-income requirements, and by coordinating career specialists at IHCC and the CAP social worker, we are able to assist students in filling out the FAFSA documentation

required to pay for this class. Ambulance Operations class provides college credit, transferable within the MnSCU system and can be applied towards a Paramedic certification or Associate's Degree.

While students are completing the Ambulance Operations class, they are able to apply to work for the BLS Ambulance Service. The BLS Ambulance Service was developed to succeed the EMT Training Class and give our alumni the on-the-job training they required to enter the EMS workforce. BLS ambulance runs are nonemergent transports between hospitals, assisted care facilities, specialty clinics, and patients' homes. IHCC leased two of their ambulances to the City of Saint Paul (for \$0 per year) that are now the ambulances used by the BLS Ambulance Service. Station 51: Freedom House had previously been used for the Bridge and Integrated courses, but has since expanded to also include the headquarters for the newly created BLS Ambulance Transport Service. The BLS Ambulance has already employed more than 30 alumni from the EMS Academy and demonstrated efficacy in placing students in career-track jobs. Of the original 11 member BLS Ambulance crew, 8 now work with ambulance services such as North Memorial Ambulance Services, HealthEast Medical Transportation, or Allina Medical Transportation and the program has been operational just over one year. Students may work on the BLS Ambulance as long as they need, but they are encouraged to apply to larger programs to gain access to better pay, benefits, and opportunity for promotions.

The Youth Job Corps also offers employment opportunities for EMS Academy alumni and even current students. Parks and Recreation, YJC's parent department, recruits EMS Academy students and alumni to teach CPR around the city. CPR classes are often expensive to register for but have the potential to equip the layperson with lifesaving medical training. EMS Academy CPR instructors are paid to train the City's staff and also to offer free trainings to the community. Because of our EMTs' multilingual abilities, we have taught CPR classes in Spanish and our EMTs hosted Saint Paul's first CPR class entirely taught in the Hmong language.

YJC also staffs a bicycle first aid team to patrol the larger parks in Saint Paul. EMTs working on the bicycle team provide first aid and uniformed presence in parks and reward children who wear bicycle helmets with Dairy Queen ice cream vouchers. The EMTs trained to work the bicycle team receive EMS-modified International Police Mountain Bike Association (IPMBA) training in addition to their medical credentials.

**Program and Participant Outcomes** – Note overall total served in the program and project expected number to achieve each outcome. These are overall program outcomes; individual participants are not expected to achieve all these outcomes within one grant period.

Total Number Served: 150
<p>See page 14 of RFP for full description of each outcome.</p> <ul style="list-style-type: none"> <li>• Basic skills acquisition – 150</li> <li>• Credit Accumulation – 105</li> <li>• Credential Attainment – 70</li> <li>• Job placement in career field – 50</li> <li>• Job retention – 50</li> <li>• Wage progression – 105</li> <li>• Continuation of career pathway training – 70</li> </ul>

#### Partnership – Partners and Roles

Organization	Role	Outcomes (for which partner is responsible)
<p><b>[Employers]:</b>  <b>1.) Saint Paul Fire Department-Emergency Medical Services</b>  <b>2.) Youth Job Corps</b></p>	<p>1.) SPFD-EMS manages the BLS service, which is the most viable employment opportunity for EMS Academy alumni following completion of the EMT Training Class.  2.) YJC hires EMS Academy students to teach CPR, work Parks Security, and staff the new EMS Bike Team.</p>	<p>1.) Provide on-the-job training, employment, and continued professional development for graduates of the EMT Training Class  2.) By working with YJC projects, EMS Academy graduates stay involved in the program while they transition into working on the BLS Ambulance.</p>

<b>[Workforce Development]:</b> <b>1.) Community Action Partnership of Ramsey and Washington Counties</b> <b>2.) Saint Paul Fire Department</b>	1.) CAP assists students in developing soft skills and resume writing and interview etiquette during the EMT Training Class. The CAP social worker holds sessions during and after the class to help students improve workforce readiness and professional development. 2.) SPFD firefighters and paramedics provide mentorship to EMS Academy students.	1.) EMS Academy alumni receive soft-skills training to accompany their EMT credential 2.) Guidance under SPFD allows students to gain meaningful and realistic input for what a career in EMS will look like.
<b>[ABE]</b> <b>1.) Hubbs Center</b>	1.) Hubbs center staffs ABE instructors for the Bridge and Integrated courses. ABE instructors solely execute the Bridge course and work in coordination with IHCC during the Integrated course	1.) Underprepared students receive support during the Bridge course and can successfully enter the Integrated Course. During the Integrated course students receive academic support from Hubbs staff and there is a lower attrition rate during the Integrated course.
<b>[MnSCU]</b> <b>1.) Inver Hills Community College</b>	1.) IHCC staffs instructors, teacher assistants, and coordinates volunteers during the Integrated course. IHCC staff support students after completion of Integrated course so they may pursue further medical training.	1.) Students receive superior EMS instruction from IHCC staff and are prepared to successfully transition into courses at the college.
<b>[Others]</b>		

**Administration Support Plan** – Identify agency/person responsible for overall administration of the grant including fiscal management, regular convening, staffing, and leadership for achieving program outcomes.

HREEO and SPFD are primarily responsible for the administration and coordination of the FastTRAC grant. HREEO's role in recruitment places the organization in a position to manage participant statistics and enter tracking and reporting information. HREEO Director Jessi Kingston and Saint Paul Fire Chief Tim Butler are the primary administrators responsible for the management and execution of EMS Academy Events. SPFD serves as the fiscal agent for all activities within the EMS Academy and is involved with the management of the BLS Ambulance Service. HREEO administrative staff and SPFD financial staff manage the execution of contracts between the EMS Academy's various organizations.

HREEO's director and administrative staff are the primary decision makers concerning the planning of the Bridge and Integrated courses. HREEO's director and administrative staff facilitate meetings with SPFD, CAP, YJC, IHCC, and the Hubbs center in order to keep the EMS Academy's various partners on the same page. SPFD Deputy Chief Matt Simpson coordinates the BLS Ambulance Transport service and manages the transition of students completing the EMT Training Class into positions with the BLS Ambulance.

The EMS Academy has always been an innovative project, and there are few existing models for best practices or even standard operating procedure. Since 2009 when the EMS Academy held its first class, the program has been constantly evolving and restructuring in order to better address the unique needs of our diverse participants. HREEO staffs an AmeriCorps VISTA member who tracks student feedback during and after the program, participants' careers success or failures, and gathers further information about obstacles our students encounter. HREEO and SPFD administrators meet regularly in order to address issues and initiate improvements within the program.

**Memorandum of Understanding (MOU)** – Agreement between core partners in support of this program, including data sharing practices.

Signing of MOU is awaiting upcoming EMS Academy staff meeting. If the EMS Academy receives FastTRAC funds, the MOU will be completed before disbursement of funds. Draft of MOU is attached to this document.

**Professional Learning Plan** – In order to build a community of practice, all grant recipients will participate in a set of online meetings to share best practices and create networks across the state with other adult career pathway practitioners. ***Each grant administrator should set this expectation and ensure staff have time and resources to participate.***

**GENERAL TOPICS – Fall 2013**

1. Using Workforce One for your MN FastTRAC Adult Career Pathways Program (for data entry staff)
2. Minnesota FastTRAC/*Alliance for Quality Career Pathways* Overview (for all)

**ROLE SPECIFIC TOPICS -- Winter/Spring 2014****Administrator Team (representation from lead partner agencies)**

1. Collaborative Leadership and Communication Strategies
2. Defining Roles in Your Partnership
3. Measuring Outcomes Across Partner Systems

**Integrated Instruction (MnSCU & ABE instructional team)**

1. Communication and Conflict
2. Creating Integrated Outcomes and an Integrated Syllabus
3. Team Teaching Styles & Lesson Planning

**Navigator**

1. The Role of a Navigator
2. Processes: Best Practices in Recruiting, Enrollment, Assessment
3. Proactive Intervention and Building a Student Support Network

Describe your partnership's commitment to the professional learning activities listed above and other professional development activities that support adult career pathway capacity building.

As mentioned above, HREEO is responsible for navigational support for the EMS Academy. Therefore, HREEO's director and administrative staff can commit to sending staff to relevant trainings. HREEO will coordinate with administrators from partnering agencies to ensure that EMS Academy representation is present at all trainings.

HREEO coordinates meetings with IHCC and the Hubbs Center to address issues that arise during the EMS Academy. SPFD administrative staff is almost always present for these meetings as well to ensure that all lead partner agencies are kept up to date on events and developments. Prior to every Integrated course IHCC and Hubbs Center staff plan and coordinate for the upcoming Integrated course. The EMS Academy has



utilized the FastTRAC model for its past four classes. At this point instructors for the Integrated course have the majority of the team teaching strategy developed and incorporated. Evaluations from students and administrative staff are used to update and refine the model and curriculum of the EMS Academy. Professional development and reassessment of the EMS Academy is already a part of EMS Academy.

The navigator is a professional social worker who has been working effectively with the EMS Academy for the last six months already and CAP has experience with the EMS Academy's past four classes. Further training for the social worker along with assessment of the issues our students are facing is essential to the ongoing success of the CAP social worker and ultimately the success of our students. The CAP social worker has office hours at Station 51: Freedom House at least two days every week making it convenient for students to seek resolution on issues that arise. IHCC and Hubbs Center instructors work closely with the CAP social worker to report behavioral or personal issues that arise. The CAP social worker then schedules time with or reaches out to the students in an effort to resolve these issues.

## Form 3 – Budget Information Summary

A. FISCAL ADMINISTRATION		
<b>Contact Information</b>		
Name of Fiscal Agent	Saint Paul Fire Department	
Address of Fiscal Agent	645 Randolph Ave Saint Paul, MN 55102	
Name, Title of Fiscal Contact Person	John Swanson Executive Services Director	
Phone, Fax and Email of Contact Person	john.swanson@ci.stpaul.mn.us Phone:(651) 224-7811 Fax:(651) 228-6255	
B. PROPOSED BUDGET FOR MN FastTRAC FUNDS		
Cost Category	Requested MN FastTRAC Funds	Matching Funds In-kind or cash match (no minimum required)
<b>1. Total Administration of WSA/Fiscal Agent</b> (SWIFT ACTIVITY 833 Subgrant Administration)	\$0	\$15,000

Represents administrative staff contribution from SPFD as fiscal agent of the EMS Academy		
<b>2.Total Staff of WSA/Fiscal Agent for Programming</b> (SWIFT ACTIVITY 828 Support Services)	\$0	\$60,306
Estimation for staff hours provided in-kind by HREEO, AmeriCorps VISTA, SPFD, and Parks and Recreation.		
<b>3.Total Direct Support for Participants</b> (SWIFT ACTIVITY 870 Participant Support)	\$0	\$157,000
200 hours of student wages paid at a rate of \$7.05 for three classes of 35 students. Funds come from HREEO and Youth Job Corps.		
<b>4. Total Grant/Contracted Services</b> (SWIFT ACTIVITY 884 specify who/what services)	\$79,491	\$338,767
<b>MnSCU</b>	\$61,000	\$324,542
Requested funds represent IHCC contract for one class of student fee (e.g., NREMT testing fee, uniforms, textbooks) and cost of paying for instructional staff for MnSCU integrated course. Matching funds represent in-kind donations of equipment and materials used during the EMS Academy and contribution from SPFD to host additional Phase 1 classes (\$274,542 for in-kind equipment and \$50,000 for instructional staff)		
<b>Workforce</b>	\$16,284	\$8,142
314 hours per EMS Academy Session at a rate of \$25.93/hr. Each EMS Academy session includes 125 hrs of Intro Class coverage, 152 hrs of EMS wrap-around services, and 37 hrs of Post EMS Academy job search assistance and followup		
<b>ABE</b>	\$2,207	\$6,083

Costs include collaboration and meetings with ABE instruction for .08 FTE during 8/26/13-6/14/14, FICA, TRA, and insurance. Matching funds are costs that the Hubbs Center recoups for student contact hours which offset costs to the EMS Academy.		
<b>5. Total Other</b> (SWIFT ACTIVITY 830 Other Activities)	\$0	\$0
<i>Write Narrative Here...</i>		
<b>TOTAL</b>	\$79,491	\$571,073
<b>BUDGET INSTRUCTIONS</b>		
Expenditures under a funding stream should total the amount of the funding stream allotment. Administration - must not exceed 10% of total award. Includes administrative salaries, supplies, etc., not specific to programming. Contracted services - specify individual amounts for ABE provider, MnSCU, or CBO.		

# Form 4 – Fiscal Capacity Checklist

This form is to be used in order to determine the financial capacity of grant applicants. The creation and implementation of this form is in response to the best practices stated in the Office of Legislative Auditor's report "State Grants to Nonprofit Organizations," January 2007.

SECTION A: APPLICANT INFORMATION		
1. Organization Name and Address Department of Human Rights and Equal Economic Opportunity Suite 280 15 W. Kellogg Blvd. Saint Paul, MN 55102	2. Employer Identification Number: 41-6005521	3. Number of Employees: Full Time: 31      Part Time: 3
	4. If applicable, when did the applicant receive 501(c) status? (MM/DD/YYYY)  N/A	
5a. Is the applicant affiliated with or managed by any other organizations (e.g. regional or national offices)? [ ] Yes [x] No If yes, provide details:		6a. Total revenue in most recent accounting period (12 months):  <b>3,770,524</b>
5b. Does the applicant receive management or financial assistance from any other organizations? [ ] Yes [x] No If yes, provide details:		6b. How many different funding sources does the total revenue come from?  <b>3</b>
7. Does the applicant have written policies and procedures for the following business processes?  a. Accounting [x] Yes [ ] No [ ] Not Sure b. Purchasing [x] Yes [ ] No [ ] Not Sure c. Payroll [x] Yes [ ] No [ ] Not Sure		
SECTION B: ACCOUNTING SYSTEM		
1. Has a federal or state agency issued an official opinion regarding the adequacy of the applicant's accounting system for the collection, identification, and allocation of costs for grants? [x] Yes [ ] No		
a. If yes, provide the name and address of the reviewing agency:  HREEO is a federal agency, our Office of Financial Services has budgeted the EMS Academy to receive grants		
2. Which of the following best describes the accounting system? [ ] Manual [ ] Automated [x] Combination		
3. Does the accounting system identify the deposits and expenditures of program funds for each and every grant separately? [x] Yes [ ] No [ ] Not Sure		
4. If the applicant has multiple programs within a grant, does the accounting system record the expenditures for each and every program separately by budget line items? [ ] Yes [ ] No [ ] Not Sure [x] Not Applicable		

5. Are times studies conducted for an employee(s) who receives funding from multiple sources? [ ] Yes [ ] No [ ] Not Sure [x] No, Multiple Sources	
6. Does the accounting system have a way to identify over-spending of grant funds? [x] Yes [ ] No [ ] Not Sure	
<b>SECTION C: FUND CONTROL</b>	
1. Is a separate bank account maintained for grant funds? [x] Yes [ ] No [ ] Not Sure	
2. If grant funds are mixed with other funds, can the grant expenses be easily identified? [x] Yes [ ] No [ ] Not Sure [ ] Not Applicable	
3. Are the officials of the organization bonded? [ ] Yes [ ] No [x] Not Sure	
<b>SECTION D: FINANCIAL STATEMENTS</b>	
1. Did an independent certified public accountant (CPA) ever examine the organization's financial statements? If yes, attach a copy of the management letter from the most recent audit. [x] Yes [ ] No [ ] Not Sure	
<b>SECTION E: CERTIFICATION</b>	
I certify that the above information is complete and correct to the best of my knowledge.	
1. Authorized Signature:	2. Date:
3. Title:	

(This form was adapted from an Accounting System and Financial Capability Report Form used by the Minnesota Office of Higher Education, August 2011.)

## **Memorandum of Understanding**

The Memorandum of Understanding is entered into between the City of Saint Paul Department of Human Rights and Equal Economic Opportunity (HREEO), Saint Paul Public Schools, Saint Paul Fire Department, Saint Paul Parks and Recreation, Inver Hills Community College, and Community Action Partnerships of Ramsey and Washington Counties; hereafter referred to as Partnering Agencies.

### **A. Purpose**

1. The City of Saint Paul is applying for the Minnesota FastTRAC Adult Career Pathways 2013 Grant, hereafter referred to as the FastTRAC Grant, funded through the Minnesota Department of Employment and Economic Development (DEED), Minnesota Department of Education, and Minnesota Department of Human Services Greater Twin Cities in order to fund the ongoing education and training of low-income, minority, and underrepresented youth of the City of Saint Paul.
2. Partner Agencies will provide programs and services as described in the grant proposal for the project. The intent of this MOU is to coordinate resources and ensure effective and efficient delivery of services through this grant.

### **B. Services**

1. The Services to be offered through this initiative are described in Attachment 1, the application form for the FastTRAC Grant

### **C. Duration**

1. This MOU shall become effective on the date it is fully executed by all of the parties named herein and shall remain in effect until March 31, 2015 or until terminated by written agreement of all then-current parties or by operation of law.

### **D. Data and Reporting**

1. DEED will work with all grantees to identify data collection requirements and measurable outcomes that will be reported. All recipients of funding will be required to track and report outcomes through state data systems: Workforce One; ISRS; MABE/MARCS.
2. HREEO staff members will be responsible for reporting participant data necessitated by the FastTRAC Grant, including but not limited to databases mentioned in D.
3. The Saint Paul Fire Department will be responsible for all financial reports on allocation and use of funds distributed through the FastTRAC Grant
4. In order to ensure accuracy of data used to report EMS Academy outcomes, HREEO staff members require access to all participant information accrued by Partnering Agencies during the grant period.
5. Partnering agencies will cooperate and provide HREEO staff all information regarding EMS Academy participants during the grant period solely for the purpose of reporting participant outcomes in state data systems: Workforce One; ISRS; MABE/MARCS.

### **E. Provisions**

1. The Parties enter into this MOU while wishing to maintain their own separate and unique missions and mandates, and their own accountabilities. Unless specifically provided otherwise, the cooperation among the Parties as outlined in this MOU shall not be

construed as a partnership or other type of legal entity or personality. Each Party shall accept full and sole responsibility for any and all expenses incurred by itself relating to this MOU. Nothing in this MOU shall be construed as superseding or interfering in any way with any agreements or contracts entered into among the Parties, either prior to or subsequent to the signing of this MOU. Nothing in this MOU shall be construed as an exclusive working relationship. The Parties specifically acknowledge that this MOU is not an obligation of funds, nor does it constitute a legally binding commitment by any Party or create any rights in any third party

**F. Certification**

\_\_\_\_\_  
City of Saint Paul-Department of Human Rights and Equal  
Economic Opportunity

\_\_\_\_\_  
Date

\_\_\_\_\_  
City of Saint Paul-Fire Department

\_\_\_\_\_  
Date

\_\_\_\_\_  
City of Saint- Department of Paul Parks and Recreation

\_\_\_\_\_  
Date

\_\_\_\_\_  
Community Action Partnership of Ramsey and Washington  
Counties

\_\_\_\_\_  
Date

\_\_\_\_\_  
Inver Hills Community College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Saint Paul Public Schools-Ronald M. Hubbs Center for  
Adult Basic Education

\_\_\_\_\_  
Date