

Puget Sound Educational Service District

800 Oakesdale Ave SW
Renton, WA 98055-1221

Project Evaluation

*McKinney-Vento Student Transportation Demonstration
Project*

September 21, 2006

Table of Contents

Background	3
Evaluation Methodology.....	3
Evaluation Findings.....	5
Brokered Trips	6
School District Trips	7
Cost	9
Safety	11
Capacity	11
Other Findings.....	11
Think Tank Recommendations.....	12
Summary Conclusions	14
 APPENDICES	
Appendix A: Web Survey	15
Appendix B: Interview Notes.....	22
Appendix C: Project and Evaluation Plan	26

Project Evaluation

McKinney-Vento Student Transportation Demonstration Project

Lessons Learned

Background

The Puget Sound Educational Service District (PSESD) implemented a McKinney-Vento Student Transportation Demonstration project throughout the 2005-2006 school year.

The federal McKinney-Vento legislation mandates that school districts must provide transportation to the school of origin for students who are identified as homeless. Regardless of where the student is residing, the school district has a responsibility to get the student to school and back. The legislative intent is that students will be more academically successful if they stay in their school of origin even if their home life is unstable.

In 2005, the federal government appropriated one million dollars to the Washington State Department of Transportation to competitively distribute to school districts for the purpose of identifying creative ways to provide and coordinate the McKinney-Vento trips. The PSESD received a grant for \$350,000 to conduct a demonstration project. This report is an evaluation of the PSESD McKinney-Vento transportation demonstration project.

Project Purpose: The intent of the project was to demonstrate if cost efficiencies, capacity and service quality could be increased for school districts by utilizing existing non-profit and for profit service providers brokered through the current transportation infrastructure developed by the State Medical Assistance Administration for Medicaid transportation. The participating school districts used the transportation brokers to arrange transportation for out-of-district trips provided to students eligible under the McKinney-Vento Act. School districts were not able to provide these trips internally or in coordination with the school district in which the student was residing.

Project Participants: The demonstration project was collaboration between the King and Pierce County Transportation Brokers, HopeLink and Paratransit Services, and six school districts: Auburn, Federal Way, Kent, Sumner, Bethel and Tacoma. The Bellevue School District initially indicated an interest in participating in the project, but then determined they could handle the transportation demand internally.

Evaluation Methodology

All of the McKinney-Vento transportation projects throughout the state are being evaluated by researchers from the University of Washington (UW). The UW evaluation is primarily focused on the academic stability of McKinney-Vento students being transported to their school of origin, as well as a statewide comparison of the transportation modes.

This project evaluation focuses on the transportation objectives of cost, safety, and capacity for this specific transportation demonstration project conducted in Pierce and King Counties. The evaluation is conducted based on the evaluation plan that is provided under Appendix C: Project Plan. Data for this project evaluation was collected through:

- A web survey of all school districts in Pierce and King County
- Interviews with participating districts, transportation brokers and service providers
- Trip data collected by the transportation brokers

Web Survey

The web survey gathered data about school district costs associated with the transportation of McKinney-Vento eligible students. School districts completed the survey on a voluntary basis. All school districts within the PSESD service area were requested to complete the survey.

The email link to the survey was distributed to transportation managers and homeless liaisons. Superintendents were also notified of the survey through an email notice from the PSESD Superintendent, and a presentation at a PSESD superintendent meeting.

Survey responses included:

- Seventeen of the forty-four school districts in Pierce and King Counties (38 percent).
- 8 school districts from Pierce County (*Tacoma, Puyallup, Bethel, Cover Park, Sumner, Franklin/ Pierce, Dieringer, Caronado*)
- 9 school districts from King County (*Kent, Bellevue, Issaquah, Auburn, Renton, Shoreline, Tahoma, Bainbridge Island, Riverview*)
- Total enrollment size of the reporting school districts ranged from 29,882 (Tacoma) to 183 (Carbonado).

Of the seventeen reporting school districts, fourteen surveys were utilized in the data analysis. Two districts in Pierce County (Dieringer and Carbonado) reported no enrollment of McKinney-Vento eligible students, consequently these two districts were removed from the cost analysis. One district in King County (Tahoma) reported their enrollment, but did not provide cost information, so this district was removed from the cost analysis.

Five of the six demonstration project school districts completed the survey. A survey was not submitted by the Federal Way School District.

The survey questions are provided under Appendix A.

Interviews

The interviews provided information on the project impacts on quality, safety, and capacity. School district transportation managers/dispatchers, homeless liaisons, transportation brokers, and private transportation providers were interviewed. Interviews took place at a mutually agreed upon location. Interviews were conducted with:

- 6 personnel from school transportation department (managers and dispatchers)
- 2 school district homeless liaisons
- 3 personnel from transportation brokerages
- 3 providers in Pierce County and 4 providers in King County

A summary of the interview notes are provided under Appendix B.

Broker Data

Hopelink and Partatransit Services, Inc. were required to track trip and cost data every month, and report it to the PSESD on a quarterly basis. This data was used to identify the trip costs for transportation brokerages.

EVALUATION FINDINGS

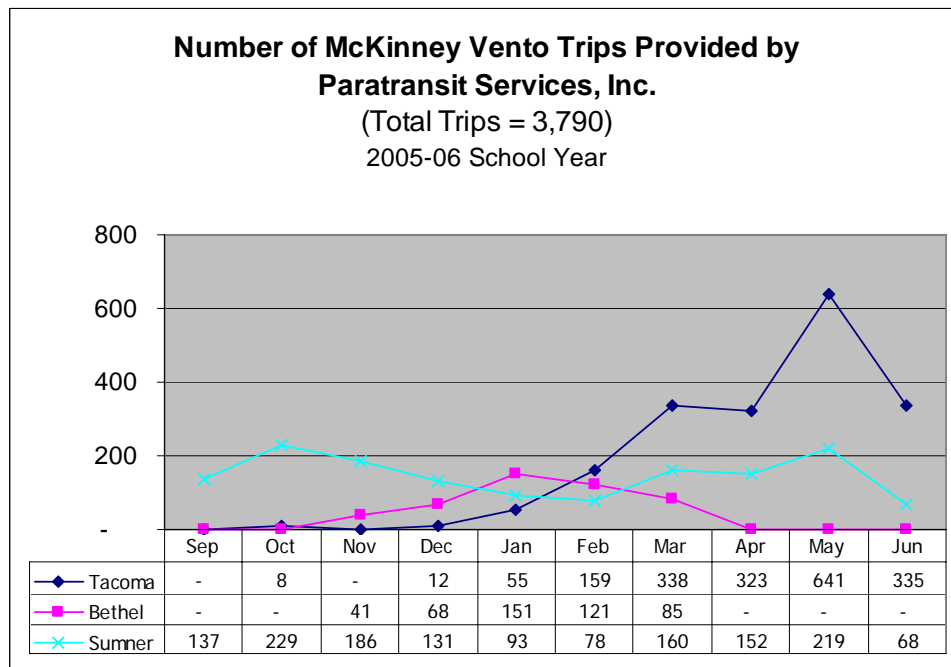
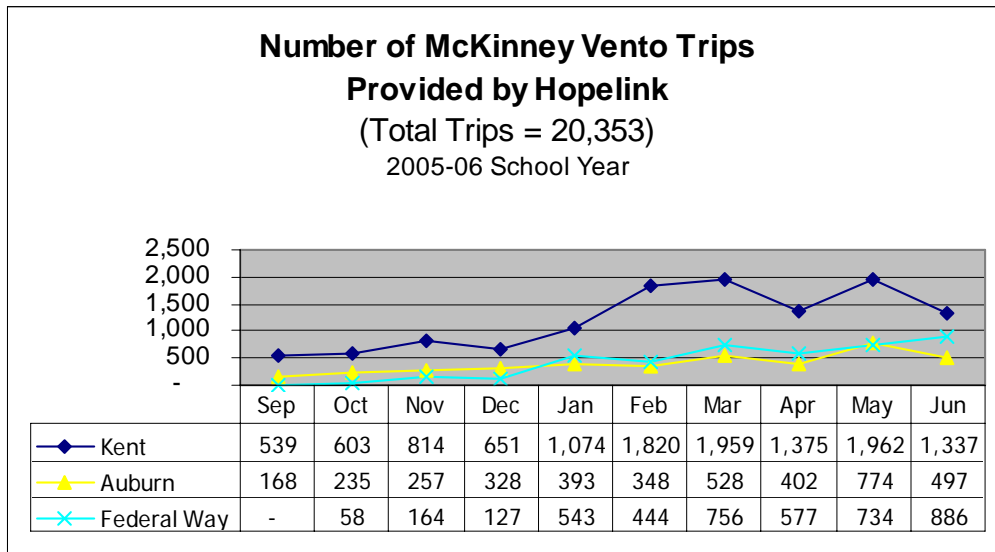
In the planning phases of the project, a workgroup of school districts, homeless liaisons, and brokers developed a project plan and evaluation plan (see Appendix C). This section reports on the findings of the survey, interview and broker data in context of the transportation measures outlined in the plan. A summary of the transportation related measures are provided in the below table. More detailed information on cost, capacity and safety findings is provided in the following pages.

Measures	Targets	Results	Notes																		
Participating students	150	218																			
Participating school districts	10	6																			
Additional school districts contracting with brokers	5	2 - Paratransit 4 - Hopelink																			
Administrative and service costs	-	<p>Out-of-District Demand Response*</p> <table border="1"> <thead> <tr> <th>Avg Cost/Student</th> <th>Service</th> <th>Admin</th> </tr> </thead> <tbody> <tr> <td>Brokers</td> <td>\$625</td> <td>\$85</td> </tr> <tr> <td colspan="3">\$24.42/trip</td> </tr> </tbody> </table> <p>In-District Additional Routes</p> <table border="1"> <thead> <tr> <th>Avg Cost/Student</th> <th>Service</th> <th>Admin</th> </tr> </thead> <tbody> <tr> <td>Project districts</td> <td>\$226</td> <td>\$124</td> </tr> <tr> <td>Non-project districts</td> <td>\$1,186</td> <td>\$458</td> </tr> </tbody> </table> <p>*Cost to school districts. Actual cost of providing trips was more at expense of providers.</p>	Avg Cost/Student	Service	Admin	Brokers	\$625	\$85	\$24.42/trip			Avg Cost/Student	Service	Admin	Project districts	\$226	\$124	Non-project districts	\$1,186	\$458	Calculation of school district costs vary by district.
Avg Cost/Student	Service	Admin																			
Brokers	\$625	\$85																			
\$24.42/trip																					
Avg Cost/Student	Service	Admin																			
Project districts	\$226	\$124																			
Non-project districts	\$1,186	\$458																			
Increased capacity of qualified drivers	20%																				
Paratransit providers with FBI fingerprints	200 additional drivers	24 additional drivers	All drivers providing trips were FBI fingerprinted																		
Hopelink providers with FBI fingerprints	500 additional drivers	0 additional drivers	Hopelink is requiring all driver to have FBI fingerprints in 2007																		
Hopelink providers with drug and alcohol testing	500 additional drivers	0 additional drivers	75% of drivers providing trips were tested by their own agency																		
Brokered transportation response time	Within 24 hours of a trip request	100% trips provided within 24 hours of trip request																			
Common standards	Consensus	Consensus reached																			
Number of new school district that give support to continue the project	-	To be determined																			
Research report outlining expansion of transportation capacity using school districts as Medicaid providers	-	Not achieved																			

Brokered Trips

During the 2005-06 school year, Hopelink and Paratransit Services, Inc. arranged for 24,143 out-of-district McKinney-Vento trips for the six participating project districts. Eight-four percent of the total trips (20,353) were provided by Hopelink. The Kent School District was the highest user of the brokerage system in King County, with 12,134 trips in the year for approximately 65-85 students. Tacoma school district was the highest user of the brokerage system in Pierce County with 1,871 trips for 16 students. With the exception of Bethel school district, all of the trips for the school districts increased beginning in late winter, early spring.

The trips arranged by the brokers were out-of-district, which were typically long and not grouped with other riders.



School District Trips

As of April 1, 2006, the average McKinney Vento enrollment as a percent of total enrollment for project school districts was higher than the average for non-project school districts (0.74 and 0.43, respectively). School districts reporting that 1% or more of their total enrollment included McKinney-Vento eligible students are: Sumner, Tacoma, Renton, Kent, and Bethel.

Project School Districts	# of McKinney Vento Students	Percent of Total Enrollment
<i>AVERAGE</i>	<i>123</i>	<i>0.74%</i>
Sumner	172	2.1%
Tacoma	492	1.6%
Kent	352	1.3%
Bethel	214	1.2%
Auburn	98	0.7%
Federal Way	Not reported	Not reported
Non-Project School Districts	# of McKinney Vento Students	Percent of Total Enrollment
<i>AVERAGE</i>	<i>58.9</i>	<i>0.43%</i>
Renton	191	1.4%
Puyallup	105	0.5%
Issaquah	66	0.4%
Shoreline	41	0.4%
Clover Park	32	0.3%
Franklin Pierce	15	0.2%
Bellevue	20	0.1%
Bainbridge Island	1	0.02%

In the month of March 2006, project school districts added an average of 31 bus stops to their regular routes, and an additional 204 bus route miles per day or 16 bus route hours per day. Of the project school districts, Kent added the most bus stops (150), Bethel added the highest bus route miles (900), and Tacoma added the highest bus route hours (70).

Non-project school districts added an average of 12 bus stops, 148 route miles per day or 10 bus route hours per day. Of the non-project school districts, Franklin Pierce added the most bus stops and additional bus route hours per day, and Clover Park added the most bus route miles per day.

Project School Districts	Extra Bus Stops Added	Additional Bus Route Miles Per Day	Additional Bus Route Hours Per Day
<i>AVERAGE</i>	<i>31</i>	<i>204</i>	<i>16</i>
Auburn	12	125	5
Bethel	80	900	50
Federal Way	Not reported	Not reported	Not reported
Kent	150	33	.9
Sumner	22	393	16
Tacoma	61	-	70
Non-Project School Districts	Extra Bus Stops Added	Additional Bus Route Miles Per Day	Additional Bus Route Hours Per Day
<i>AVERAGE</i>	<i>12</i>	<i>148</i>	<i>10</i>
Bainbridge Island	0	0	0
Bellevue	0	15	1.4
Clover Park	19	574	25
Franklin Pierce	32	57	26
Issaquah	5	170	6.3
Puyallup	23	87	6.3
Renton	0	42	7.5
Shoreline	16	240	10.5

The trips provided by project school districts were in-district, which were typically incorporated into the regular bus route. School districts also reported providing trips by using the following modes:

- Bus passes = 9 districts
- Mileage reimbursements = 6 districts
- Coordinate with other school districts = 5 districts
- Direct provider contract = 2 districts
- Contract with broker = 5 districts

Cost Evaluation

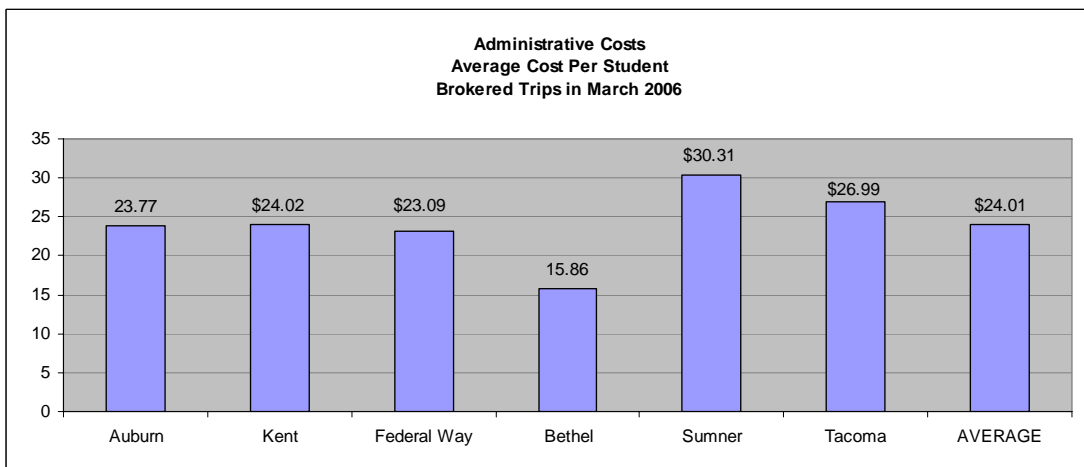
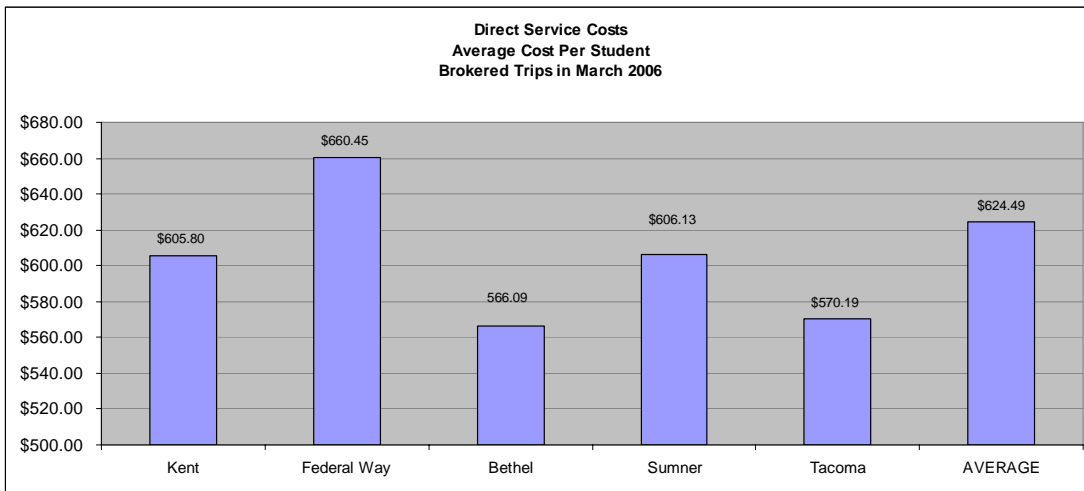
Broker Trips Costs

By utilizing the brokerage system, the intent of the project was to gain economies of scale by coordinating as many McKinney-Vento trips as possible with other trips traveling in the same direction, where appropriate. However this never occurred due to a small number of school districts participating, and school district restrictions on placing youth on the same vehicle as adults.

In total, project school districts paid \$633,379 to transportation brokers for 25,935 out-of-district trips for an average cost per trip of \$24.42 (excluding administrative costs).

The average cost per student in the month of March 2006 for out-of-district brokered trips was \$625 per student. The highest average cost per student was \$738 in Auburn and the lowest was \$566 in Bethel. Ranges in cost depend upon the distance of the trip, the number of passengers per trip, and the available provider. **The trip costs reported are the cost of the trips paid by the school districts and do not reflect the true cost incurred by the transportation providers.** Provider interviews revealed that the McKinney-Vento trips were provided at a loss to the transportation agencies.

Direct service costs do not include administrative costs. Both Hopelink and Paratransit Services, Inc. charged \$3 per trip for administration. The average administrative cost per student was \$85.



School District Trip Costs

The average cost for providing school trips is more challenging to estimate since each school district tracks this information differently. The reporting school districts said that a total of \$135,781 was expended in March 2006 for additional bus routes to accommodate McKinney-Vento trips. Ranges in cost depend upon the distance of the trips, the number of homeless students transported, the number of trips incorporated into regular bus routes, and accuracy of cost tracking.

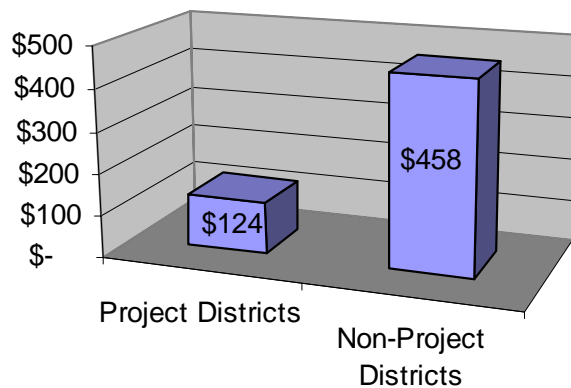
Average cost per student: Assuming that the cost of additional McKinney-Vento bus routes was provided to homeless students within the district, the average cost per student as self reported by school districts ranged from \$18.84 to \$6,886 per student in March 2006. The average cost per student was \$759 (Median = \$145).

Average cost per mile: Assuming that average cost of additional bus routes as self reported by school districts was directly related to trips provided to homeless student within the district, the average cost per mile ranged from \$0.52 to \$4.15 per mile in March 2006. The average cost per mile was \$2.52 (Median = \$2.28). School districts were also asked to provide the "cost per mile" charged for transportation cost calculations for field trips and other specialized trips. The reported costs ranged from \$1.40 to \$4.00 per mile. The higher cost per mile charges included the cost of driver salaries and benefits, fuel, insurance, maintenance and depreciation. The lower cost per mile only accounted for a few of these cost factors.

As a point of reference, the statewide average cost/revenue mile for fixed routed service for transit agencies in 2005 is: \$7.78 per mile which excludes depreciation costs.

Administrative Costs: School districts typically do not track transportation administrative costs, however the online survey asked them to track administrative costs for the month of March 2006. Assuming that the administrative costs relate to the number of in-district and out-of-district McKinney-Vento trips as self reported by school districts, the average administrative cost per student was \$306 (Median = \$101), ranging from \$25.69 to \$1,205. The average administrative cost per student for demonstration project districts brokering trips was significantly lower than non-demonstration project districts (\$124/student, \$458/student respectively).

Average Administrative Cost Per McKinney Vento Student Transported in March 2006 as reported by 11 school districts



Safety Evaluation

While the demonstration project was interested in tracking the service and administrative costs of providing the McKinney-Vento trips, the project was equally interested in maintaining the school district safety standards when brokering the trips. Consequently, grant funds were set aside to help pay for drivers to be drug and alcohol tested and FBI fingerprinted.

Paratransit Services, Inc. currently requires drug and alcohol testing for all of their providers, but do not require FBI background checks. While falling short of the target having 200 additional drivers with FBI background checks, an additional 24 providers do undergo the procedure internally. Paratransit Services reports that all of the drivers providing trips for this demonstration project were tested for drug and alcohol and had FBI background checks.

Hopelink currently has drug and alcohol policies, but does not require testing for their providers, nor do they require drivers to have FBI background checks. The target of adding 500 drivers with drug and alcohol testing and FBI background checks did not happen. However, Hopelink reports that 75 percent of the drivers providing the trips under the demonstration project were tested for drugs and alcohol independent of Hopelink; and that Hopelink plans to require all of their providers to have drivers FBI background checks in 2007.

A critical finding of this project was that transportation brokers are not listed in state law as an authorized company to request FBI background checks. According to Pierce County, all taxi drivers in Pierce County are fingerprinted, but the transportation broker is restricted by state law from accessing that information.

Capacity Evaluation

In the interviews, school districts reported extreme gratification for the additional capacity provided by the brokered providers. Instead of having to purchase additional vehicles and hiring additional drivers, school districts were able to capitalize on the existing transportation infrastructure.

Transportation brokers reported that if the school district trips increase much more, they will also be running into a capacity problem – especially during the peak morning and afternoon hours. However, the capacity issue may be related to the cost recovery issue that was identified by providers during the interviews. The market may respond to the demand for capacity if reasonable compensation is made available.

Under this demonstration project, 100 percent of the trips requested by school districts were delivered within 24 hours.

Other Findings

Related to the cost and capacity evaluation, the “no-show” rate of students scheduled to take a trips was extremely high. In Pierce County, Paratransit Services arranged for 333 trips in which the student did not get on the vehicle. This accounts for 8.7% of all the trips delivered. In King County, Hopelink arranged for 1,891 trips that were “no-shows” or 7.2% of total school trips performed. Hopelink also reported that of the 42,836 school trips booked, 35% were cancelled.

The cost to arrange for cancelled and no-show trips, and the cost to deliver “no-show” trips are not recovered by either the broker or the provider.

“Think Tank” Recommendations

On August 16, 2006, Senator Patty Murray met with a “think tank” of transportation brokers, providers, and school district superintendents, transportation managers, homeless liaisons. Senator Murray shared her continued commitment to finding stability for homeless children, and think tank participants shared what they had learned by conducting the transportation demonstration project.

Think tank participants continued to meet for the remainder of the day to identify and prioritize recommended legislative, policy, and service changes for school district and brokered McKinney-Vento transportation. Following are the identified issues.

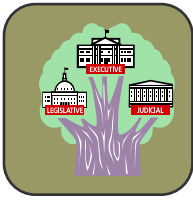
Top 5 Issues to Address

1. Unclear definitions of “homeless” and “reasonable distance”
2. Lack of funding for McKinney-Vento transportation – school districts cannot absorb this cost
3. Transitional housing/shelters is not available or placement is too far from school of origin
This is a long-term issue that needs to be addressed.
4. Reimbursement rate is too low for providers
 - Pickup/drop off windows are too short; squeezes out regular business just prior to and after school trips
 - Unused drivers and capital equipment during breaks, holidays, summers
 - Providers gave up Medicaid trips to do school trips, but didn’t get business back when school was out
 - Brokers only paid current Medicaid rates to providers even though the service standards and requirements for these trips are much higher. Brokers stated they do not have the ability to have different rates for different services and can only apply the current Medicaid rates.
5. Communication between brokers, schools, parents, and providers
 - School transportation office/individual school officer
 - Understanding needs and expectations of each other

Other Non-Ranked Issues

- Not enough providers
- Behavior issues of students being transported
- Lack of back-up plan
- Liability issues
- Issues around ride sharing (mixing students with adults)
- Do benefits for students out weigh the cost of keeping them in their school of origin?
- Distance and time students are on the vehicle for out-of-district trips

Think Tank participants also recommended the following action items for each of the top 5 issues.



CLARIFY TERMINOLOGY IN THE ACT

1	The Washington State Agency Council on Coordinated Transportation (ACCT) should recommend changes to terminology in the McKinney-Vento Act, such as clarify meaning of “reasonable distance.”
---	---



IDENTIFY STABLE FUNDING FOR STUDENT TRANSPORTATION

1	A “Yellow Ribbon Commission” of high level decision makers should identify federal and state funding sources that could pay for the cost of homeless transportation in the context of a coordinated transportation system.
2	Once funding is secured, the Washington State Office of Superintendent of Public Instruction should reimburse schools districts for homeless transportation on a monthly enrollment, not the annual count week.



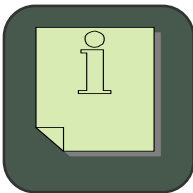
BUILD COMMUNITY BY PROVIDING HOUSING AND SUPPORT NEAR SCHOOLS

1	The U.S. Congress should appropriate funds for innovative projects in the nation that help homeless students build communities around their school district. In Washington State, the Bethel (Pierce Co) and Kent (King Co) school districts would be potential project sites where housing alternatives near schools and case management for other support are needed.
---	---



PROVIDE SUFFICIENT REIMBURSEMENT TO PROVIDERS

1	Brokers should negotiate new rates that cover the actual costs of providers.
2	School districts and brokers should allow providers to drop-off students within a 30 minute window (20 minutes for elementary) and pickup students within a 30 minute window. Complaints directed to the transportation department.
3	Rate for “no-shows” should be increased so providers can be paid for their time.
4	Brokers should be paid an administrative fee for all trips.
5	Schools, brokers and providers should identify common definitions for cost data, and then track and report information that way.



IMPROVE COMMUNICATION BETWEEN SCHOOL, BROKER, AND PROVIDERS

1	School districts should designate one person in the transportation office to be the central contact point for transportation.
2	Brokers should set and enforce rules for on board behavioral standards.
3	School districts should fully disclose, within confidentiality requirements, known information about students that could affect the safety of the driver.
4	Parents should be allowed to call brokers directly in the early morning with trip changes. “No-show” would still apply, but a trip would not be wasted.
5	Providers should be included in all phases of future project planning.

Summary Conclusions

Given the results of the survey, interviews, and broker data, and the feedback from the "Think Tank" meeting, the following conclusions are made regarding the transportation demonstration project.

- **Long Trips are Expensive:** Unless a school district can incorporate McKinney-Vento trips within their regular route, or issue bus passes or travel reimbursements, the cost of providing transportation is expensive. The average cost per student for in-district trips provided by school districts was approximately \$145; and the average cost per student for out-of-district trips arranged by brokers was \$625. Out of district trips are typically longer trips, with little to no ride sharing.
- **School District Administrative Costs Lowered:** Administrative costs per student for school districts participating in the demonstration project were 3.5 times less expensive than non-participating school districts. Broker administrative costs per student were 68 percent lower than participating school districts and nearly 6 times less expensive than non-participating school districts.
- **Cost Savings at Expense of Providers:** If school districts saved during the demonstration project, private providers lost. One provider estimated a total revenue loss of \$62,000 for the 2005-06 school year. At this rate, no provider in either county will be able or willing to provide the McKinney-Vento trips.
- **Capacity a Blessing and a Curse:** While the additional capacity was a blessing for school districts, transportation brokers worry about the strain on capacity during the peak hours. If more school districts utilize the brokerage system, more opportunities for cost sharing exist, however the capacity of the non-profit and for-profit transportation sector would need to increase. The capacity issue may be directly related to the cost reimbursement issue for providers. If providers are adequately compensated for the trip, more providers would respond to the demand for capacity.
- **Apples and Oranges:** There is nothing consistent about the way school districts track transportation service or administrative costs. Common definitions and tracking methods are needed in order to provide a more accurate evaluation of transportation costs between school districts; and between school districts and transportation brokers.
- **FBI Background Checks Critical, Yet Restricted:** While the project attempted to expand the driver pool with drug and alcohol testing and FBI background checks, target goals were not achieved. A considerable barrier to achieving the FBI background checks is that transportation brokers are not allowed to have the results of FBI background checks for publicly funded trips. Some of the transportation agencies requested drivers to individually get FBI background checks and then self report. While falling short of ideal, this method revealed the need for required FBI background checks. The Medical Assistance Administration is investigating this issue further.
- **Medicaid Model is Good, But Has Limitations:** While the transportation brokerage model implemented by the state Medical Assistance Administration proved to be a valuable asset to school districts, the infrastructure needs to be more flexible to adapt to non-Medicaid trips. McKinney-Vento trips were reimbursed at Medicaid rates, with provider caps, and based on the individual. This resulted in losses to providers and missed opportunities to group trips, had school districts allowed it. This project illustrated the need for Medicaid brokers to incorporate systems that can change rates, rules, and policies based on different funders. If this would occur, Medicaid brokers could transition into general transportation brokers, offering a larger range of transportation options to a range of transportation funders.

Appendix A: Web Survey Questions

February 15, 2006

Dear McKinney-Vento Liaisons:

The Puget Sound Educational Service District (PSESD), in cooperation with the Washington State Department of Transportation and the Office of Superintendent of Public Instruction, is helping school districts evaluate the most cost effective, safe, and quality methods of providing transportation to McKinney-Vento eligible students.

In combination with the statewide evaluation conducted by the University of Washington, this questionnaire concludes the PSESD study looking at the impacts of providing transportation to McKinney-Vento eligible students.

In order to assess the cost of this transportation, we need all school districts in Pierce and King Counties to complete the following questionnaire. This questionnaire has been reviewed and revised by a group of McKinney-Vento liaisons and transportation directors.

Completion of this questionnaire will likely take the cooperation of several staff in your school district, in particular the transportation director. I will be notifying your superintendent to encourage the cooperation of the entire district.

The information from this questionnaire will be published and made available to all school districts, as well as interested state agencies and stakeholders. We also intend to present the information to Senator Patty Murray, who has been a leader in supporting funding for McKinney-Vento transportation. You will be invited to this forum.

Thank you in advance for assisting us with this effort. We hope the survey results will inform policy makers about the financial impact the McKinney-Vento legislation has on school districts.

Best regards,

Monte Bridges, Superintendent

Puget Sound Educational Service District

INSTRUCTIONS

- Complete this questionnaire at www.PSESD.org by April 30, 2006.
- Utilize the attached daily tracking form to answer Question 12.
- If you need help with the questionnaire or tracking form, you may contact any of the following people to assist you:

Jacque Mann, PSESD Pierce County WorkFirst Director: (425) 917-7886 jmann@psesd.org

Jim Denton, Auburn School District Transportation Director: (253) 931-4938
jdenton@auburn.wednet.edu

Pat Erkers, Sumner School District Transportation Director: (253) 891-6400
Pat_Erkers@sumner.wednet.edu

Contact Information

Name of School District: _____

Contact Name: _____

Contact Phone: _____

Contact Email: _____

Name of Person Completing Questionnaire: _____

Student Information

Questions 1-4 help us identify the magnitude of your McKinney-Vento specialized transportation.

1. As of April 1, 2006, how many students are currently enrolled in your school district? _____1
2. As of April 1, 2006, how many McKinney-Vento eligible students have you identified who are currently enrolled in your school district? _____2
3. In the month of March 2006, how many McKinney-Vento eligible students living **inside** your school district did you provide or purchase transportation?* _____3
4. In the month of March 2006, how many McKinney-Vento eligible students living **outside** your school district did you provide or purchase transportation?* _____4

* Include the number of eligible students who are provided any type of McKinney-Vento transportation assistance, including those that receive trips on your own school district vehicles or receive in lieu of transportation assistance, such as bus tickets, mileage reimbursement, etc.

Transportation Information

Questions 5-7 help us identify how you are providing transportation for your McKinney-Vento eligible students.

- 5.** In the month of March 2006, how did you provide or purchase transportation for McKinney-Vento eligible students living **inside** your school district?
(check all that apply)

- We use our own school district vehicles ₁
Our school district staff use their own private vehicles ₂
We purchase bus passes/tickets ₃
We provide mileage reimbursements to parents, employees, others ₄
We coordinate trips with other school districts ₅
We contract directly with another provider (e.g. taxi) ₆
We contract with Hopelink or Paratransit Services to arrange the trips ₇
Other _____ ₈

- 6.** In the month of March 2006, how did you provide or purchase transportation for McKinney-Vento eligible students living **outside** your school district?
(check all that apply)

- We use our own school district vehicles ₁
Our school district staff use their own private vehicles ₂
We purchase bus passes/tickets ₃
We provide mileage reimbursements to parents, employees, others ₄
We coordinate trips with other school districts ₅
We contract directly with another provider (e.g. taxi) ₆
We contract with Hopelink or Paratransit Services to arrange the trips ₇
Other _____ ₈

- 7.** In the month of March 2006, how many extra bus stops did you add to your regular route specifically for McKinney-Vento eligible students? _____ ₁

Direct Service Cost Information

Questions 8-11 help us identify how you much it costs your school district to provide the McKinney Vento transportation.

- 8.** In the month of March 2006, how many additional miles outside your normal school bus route did your school district travel specifically for McKinney-Vento eligible students?

of McKinney-Vento additional bus route miles per day _____1

of McKinney-Vento additional bus route hours per day _____2

Cost of McKinney-Vento additional bus routes in March* \$ _____3

*There are 22 working days in the month of March.

- 9.** What is the “cost per mile” dollar amount your school district uses for transportation cost calculations such as field trips and other specialized trips?

Cost per mile \$ _____2

- 9a.** What costs do you include in your cost per mile calculation?

(check all that apply)

Salaries and benefits of drivers 1

Vehicle fuel 2

Vehicle insurance 3

Vehicle repairs and maintenance 4

Depreciation 5

Other Costs _____ 6

10. In the month of March 2006, how many students did you transport utilizing the types of assistance in the table below? Place your answers in Column 1.

11. In the month of March 2006, how much did you spend on transportation for McKinney-Vento eligible students utilizing the types of assistance in the table below? Place your answers in Column 2.

	Q. 10	Q. 11
	COLUMN 1	COLUMN 2
Type of Assistance	Number of Students	Cost
A. Bus passes/tickets	_____ 1	\$ _____ 7
B. Mileage reimbursements to parents, school district employees, and others*	_____ 2	\$ _____ 8
C. Paid to other school districts	_____ 3	\$ _____ 9
D. Paid to contracted transportation providers	_____ 4	\$ _____ 10
E. Paid to Hopelink or Paratransit Services*	_____ 5	\$ _____ 11
F. Other _____	_____ 6	\$ _____ 12

* These are your costs. Exclude the cost billed to other school districts.

Administrative Cost Information

Question 12 and the attached worksheets help us identify how much it costs your school district to administer the McKinney Vento transportation.

12. In the month of March 2006, how much were your administrative costs for transportation for McKinney-Vento eligible students? Use the attached daily tracking forms to help estimate your administrative costs for the month.

Administrative costs \$ _____ 1

13. Please provide any other comments related to the cost of providing trips for McKinney-Vento eligible students.

Thank you for completing this questionnaire.

McKinney-Vento Transportation Administrative Costs Daily Tracking Form

Worksheet for Question #12

Please use this daily tracking form to calculate the administrative costs of providing or purchasing transportation to McKinney-Vento eligible students during the month of March 2006. There are five different forms: one each for the transportation router and supervisor, the district liaison; the liaison support; the school secretaries; and the school counselors. Please work with your transportation director and other appropriate staff to summarize the daily reports into one form for each classification. Add the totals for each form, and enter the answer in #12 of the questionnaire.

Date:	A	B	C	D	E	For Internal Use		
						F	G	H
	Hours for in district trips	Hours for out of district trips	Total Hours (Column A + Column B)	Average Hourly Rate	Subtotal (Column C x Column D)	Benefits (Calculated at 25%)	Average Overhead (Calculated at 10%)	Total Admin Cost
Identifying students that need transportation								
Dispatching, scheduling, eligibility identification								
Communicating and coordinating with parents and others								
Responding to inquiries								
Processing trip forms; contracts; payments								
Monitoring contracts for safety; contract compliance								
Collecting and reporting transportation data								
Other related administrative tasks								
TOTAL								

Appendix B: Interview Notes

General Comments & Stories

View	Topic
All	All of the interview participants questioned if transportation was really the solution to this problem. Perhaps more shelters closer to the schools would be a wiser investment.
All	There is nothing consistent about providing trips to students without stable homes. The pickup and drop off points were constantly changing. For example, the parents of one kindergarten student moved while he was in school. After school he was crying because he did not know where "home" was.
School	The brokers were a "life saver". Without the use of the brokers, it would have been challenging to meet the need of transporting McKinney Vento eligible students.
School	Whenever there were issues regarding an individual driver, the broker was immediately responsive in resolving the issue.
School	The brokers were very easy to work with, professional and responsive to district needs.
School	Hiring a transportation coordinator for these trips was critical for communication in Kent School District
Broker	When the school districts had a direct contact person the brokers worked with, it was more successful and there were less issues overall.
Broker	Two drivers were suspended from one company for a week by the broker for stopping and buying the students they were transporting something to eat before they dropped them off to school. The drivers stated the children were crying as they were hungry. Although both drivers knew this was not allowed for safety reasons they both felt compassion for the children they were transporting as they had been raised in poverty and knew what it was like to go hungry. The company put them to work on other things in the office so they would not lose pay during the week they could not drive.
Broker	One provider, who has a high level training program for their drivers, was able to report non-transportation related safety issues to the broker. In turn, the broker reported to the school when there were serious issues. One driver reported a student talking about taking a gun to school. One driver reported a student who was in a potentially abusive home situation. The schools were able to take proper action in all cases.
Broker	Many drivers developed positive relationships with students they transported on a regular basis. Many times if a driver did not wait for student in the morning to get ready they would have missed school for the day, as they would not have had transportation.
Broker	One driver waited for a parent to be home for thirty minutes, losing other revenue, rather than leave the child unattended and outside the residence.

Provider	Drivers quit as they did not want to do school trips. They went to work for other providers/companies that were not doing these trips.
Provider	The majority of the providers that were interviewed at the end of the school year stated they were not willing to participate in the project in future years.

Legislative/Policy Issues

View	Topic
School	The school of origin may not be the best choice for the student because of the length of trip or the lost opportunity to participate in their local community.
School	Some districts stated that it is probably more expensive to send a school bus to pick-up kids living outside their district versus paying the broker. However, the costs to use their own vehicles can be more easily absorbed versus paying the broker.
School	The pick-up and drop-off of the students was problematic. Typically, the students were dropped off too early or picked up too late. This made the staff at the schools unhappy. School district staff was then responsible for supervising the pupils during those times.
School	One district stated they would like to be able to refer their younger children to the broker for transportation. School districts with early childhood programs such as Head Start and ECEAP are responsible for the transportation of these children five years and younger. The Pierce County broker will only accept referrals for children five years and older.
School	One district stated that they were still uncomfortable putting small children with non-school district providers. They chose to refer only their secondary pupils to the broker.
Broker	The "zero" pick-up and drop-off window in King County and a very short window in Pierce County was very challenging. This resulted in a high level of complaints due to pupils being dropped off too early for school and picked up too late after school.
Broker	The volume of referrals became an issue. Brokers need to build capacity in order to sustain the service to school districts.
Broker	The school trips compete with peak Medicaid hours therefore this could be an issue if Medicaid trips can not be completed due to insufficient number of providers. Medicaid trips are the broker's top priority.
Broker	In King County the broker was able to do more shared student trips for students traveling to the same school district. The Pierce County Broker was not able to share trips due to the school district's request.
Provider	The school trips took away their other Medicaid trips which equated to a loss in revenue for these providers.

Provider	The cabulance providers used their ADA accessible vehicles for the school trips. These vehicles are to assist people with disabilities or mobility needs and the school trips did not cover the costs of operating these vehicles. These vehicles are more costly to operate which results in a loss of revenue.
Provider	Due to the inflexibility in the pick-up and drop-off times for the school trips, the providers could not schedule trips on either side of the school trip. This resulted in a greater loss of revenue for the providers.
Provider	When schools are out for vacation and during holidays, the providers do not receive other non-school trips from the broker resulting in a loss of revenue, while maintaining all capital and insurance costs.
Provider	Providers were not allowed to coordinate these trips with other trips such as their Medicaid trips or in some cases other school district trips to maximize efficiency. This added service duplication.

Service Issues

View	Topic
School	Some districts would like to contract with both the King and Pierce County brokers so that the brokers can bill each district, and districts would not have to bill one another. Currently billing district to district is very time consuming. Pierce County districts do not regularly bill one another.
School	Some districts would like to have follow up to assure disciplined drivers would not be used for any future school trips.
School	Many districts would like the drivers to have more specific training on working with students to include training on confidentiality, behavior management and other specific training related to the transportation of children.
School	Some districts would like to use the broker referral form for more than one pupil. Currently they must complete one form for each student even if there is more than one sibling in a home sharing transportation.
School	Some districts would like confirmation by the broker of who the driver will be and what time the pick-up is scheduled for their student one day prior to the trip.
Broker	The large number of no shows and cancellations was an issue. The broker staff booked every trip that was referred to them. When the trip was cancelled or there was a no show the broker did not receive any reimbursement for the time their staff spent in booking the trip.
Broker	Brokers want more information on the referral form so they can better inform their providers when there might be potential issues such as a behavior issue, a custody

	issue, and other issues that affect the safe transportation of the pupil.
Broker	Brokers want to be given the weight and age of child so they can ensure if a booster seat is needed they arrange for the appropriate provider.
Broker	The lack of communication between the individual school programs or program staff and the district's transportation office was problematic. The school personnel at the building may have had different expectations for the transportation of their student than was conveyed by the transportation office in the referral that was sent to the broker.
Broker	Once the school district referred a student the broker often felt as if the district no longer felt responsible for that student.
Broker	The Brokers are finding it difficult to find and retain providers who want to do school district trips.
Provider	Providers need to be informed by the broker when there are behavioral issues or other issues that affect the safety of the driver and the student.
Provider	Drivers had to wait in the morning to pick-up students as they were often not ready. This resulted in drivers missing or being late to their next pick-up.
Providers	Providers want to know what to do with younger students who do not have an adult waiting when they drop them off. It is usually too late to bring them back to their school of origin.
Provider	The communication system needs to improve between the school, the broker and the provider. The providers were sent a trip even though they had knowledge that a student was not at a location they were being sent to pick-up the student. (The student/family would inform a driver before the family would inform school of where they were currently living).

Appendix C: Project Plan

Coordinating McKinney-Vento Transportation in the Puget Sound

A demonstration project of the Puget Sound Educational Service District

Project Plan

Project Coordinator:

Faith Trimble, FLT Consulting, Inc.
360-754-1954
faitht@fltconsulting.com

Project Managers:

Jacque Mann
(425) 917-7886
jmann@psed.org

Elizabeth Watson
ewatson@psed.org

August 22, 2005

Revised November 10, 2005

Project Description

Puget Sound Educational Service District (PSES) will facilitate a voluntary partnership between King and Pierce school districts and Medicaid transportation brokers/providers to arrange for unique or non-fixed route school-related trips, with specific focus on students experiencing homelessness as defined by the McKinney-Vento Act.

Project Purpose

This project will demonstrate if transportation capacity, cost efficiencies, and service quality can be increased by brokering trips for out-of-district McKinney-Vento eligible students. This project will also evaluate the impacts on McKinney-Vento eligible student achievement by ensuring transportation to their school of origin.

Problem Statement

The reauthorization in 2001 of "No Child Left Behind" strengthened the McKinney-Vento Homeless Assistance Act. This act requires states to ensure that homeless children and youth have equal access to the same free public education, including a public preschool education, as is provided to other children and youth. States must eliminate enrollment barriers faced by homeless children and youth, including transportation. This means providing or arranging for the transportation of McKinney-Vento eligible students to and from the school of origin, as feasible. Problems impacting the delivery of transportation services for McKinney-Vento eligible students include:

1. **Limited fiscal resources** – The federal mandate does not provide additional funding for local school districts to provide the transportation. For many school districts, the cost is significant.
2. **Not fixed route** - Service is demand responsive in nature rather than the general fixed route nature of school bus transportation.
3. **Challenges of providing transportation** - Transportation for McKinney-eligible students needs to be provided immediately and can be difficult to arrange. Factors include varying geographic locations, short notice of location changes, and unpredictable volume of trips.
4. **Limited internal resources** - School districts have limited in-house drivers and fleet available to provide the service in an efficient manner.
5. **Capacity of external resources** – The transportation provider community outside of the school districts includes non-profit providers, taxi companies, cabulance companies, and ADA and non/ADA transit service. These service providers' primary business is not to transport students, as a result there are issues and/or concerns about vehicle and driver standards (drug testing, level of background checks, driver training, and fleet design). There is also a question of whether or not enough external fleet and driver capacity is available during peak hours.

Goals & Objectives

GOAL 1: McKinney-Vento eligible students who are transported to their school of origin will be more academically successful.

OBJECTIVES:

- a) Encourage 10 or more school districts in the region to participate in the transportation demonstration project for the 2005- 2006 school year, enabling up to 150 or more McKinney-eligible students (unduplicated) to participate.
- b) Develop evaluation criteria and tools, with the least minimal impact on school personnel, which will measure the performance of the project on participating student's achievement.

GOAL 2: Improve school districts ability to meet the federal mandate of the McKinney-Vento Act – providing trips within federal safety requirements and at the lowest cost possible.

OBJECTIVES:

- c) Participating school districts and brokers will agree to common standards related to procedures, drivers and fleet. All school district personnel may be invited to participate in this conversation.
- d) Hopelink will expand their pool of drug and alcohol tested and FBI fingerprinted providers in King County by 550 drivers. One-third of the target providers will be tested and fingerprinted by September 2005, another one-third by December 2005, and the final third by end of the school year.
- e) Paratransit Services will expand their pool of FBI fingerprinted providers in Pierce County by 200 drivers. Currently, all their drivers are required to have drug and alcohol testing. Half of the target providers will be fingerprinted by September 2005, and the other half fingerprinted by the end of the school year.
- f) When a school district contacts a broker with a trip request, transportation will be available within 24 hours.
- g) Identify baseline administrative and services costs for the most recent year of out-of-district McKinney-Vento transportation provided by the school district.
- h) Track and evaluate change administrative and services costs over the project period and compare it to the baseline to see if costs decreased.

GOAL 3: Develop and improve a self-sustaining community transportation system for McKinney-Vento eligible students.

- i) Increase the capacity of qualified drivers who can provide McKinney-Vento student transportation in the community by 20%.
- j) Explore feasibility of school districts becoming providers of Medicaid and other funded trips.

Assumptions

1. School districts will contract directly with Hopelink (King County) and Paratransit Services (Pierce County) for transportation services.
2. The cost of participating will be cost neutral or a savings for local school districts.
3. Each participating school district will receive a small stipend for participating in the project.
4. Evaluation requirements for school districts will not be onerous.
5. Brokers in Pierce and King Counties will communicate and coordinate trips between county lines.
6. Brokers will arrange for the lowest cost, most appropriate, available trip. Brokers may also provide trips. Structures and policies will be communicated to all project participants.
7. Brokers are working with providers to ensure driver requirements meet minimum statutory requirements. Discretionary requirements will be evaluated and agreed upon by the end of the project period.
8. Grouping students from different districts is allowable, if appropriate and allowed by the school district.
9. Grouping other funded passengers with older students is allowable, if appropriate and allowed by the school district.

Roles and Responsibilities

Puget Sound Educational Service District (PSESD)

- Facilitate common invoicing, contracts, forms, and reporting standards.
- Negotiate, monitor and ensure common driver and vehicle standards meet minimum school district requirements over project time period.
- Facilitate contract negotiations between school districts and brokers, as needed.
- Communicate cost allocation agreements between participating and non-participating school districts
- Facilitate collection of academic data and provide support to districts and evaluators in determining the success of the project.
- Provide technical assistance to school districts in order to facilitate Title X compliance.
- Provide meetings as needed, for Title X Liaisons and Transportation Directors to provide feedback on program forms and standards.
- Invoice Washington State Department of Transportation for reimbursement of costs funded in accordance with grant contract; and provide reports to WSDOT as requested.
- Promote and advocate for removal of barriers and the statewide expansion of the project. Outreach will be offered to:
 - School district superintendents
 - Homeless coordinators
 - Transportation directors
 - Funders, including state and federal government
 - Other ESDs
 - OSPI

Brokers (Hopelink and Paratransit Services)

- Coordinate the start-up for new schools participating in the project.
- Work collectively with broker's internal contract management team to assure the broker has a sufficient number of qualified drivers.
- Work collectively with broker's internal contact management teams to address training requirements, service standards, vehicle requirements, and driver requirements and to assist providers in the implementation of any changes.
- Arrange trips with qualified providers for the lowest cost, most appropriate trip.
- Help providers meet agreed upon school trip requirements and driver standards.
- Work with broker scheduling department on potential grouping of trips and to identify service practices (school district or broker) which restrict the ability to group students.
- Monitor providers and enforce requirements.
- Handle and resolve complaints.
- Report trip data to school districts on a monthly basis.
- Report no-shows and other incidents to school districts on a daily basis, as needed.
- Bill school districts on a monthly basis, providing standard reports on trip data.
- Provide information to school districts about opportunities to coordinate trips between different funders.
- Provide separate invoice to PSESD for broker costs funded with Washington State Department of transportation grant.
- Prepare final project reporting requirements by end of project as developed by PSESD's program manager and evaluator.
- Identify service and administrative cost increase related to changes in service standards, vehicle requirements, and driver requirements.
- Educate providers about the project.

School districts

- Determine the transportation eligibility of McKinney-Vento students.
- Coordinate trips between districts first. When unable to coordinate district to district transportation, send referral to brokers.
- Provide necessary information directly to the brokers using the standard trip request form. Attachment # A.
- Work directly with family/guardian contacts.
- Identify and provide personal attendants, if needed.
- Work with McKinney eligible students and families to decrease any reported "no-shows" or student tardiness issues.
- Attend meetings with the brokers to reach agreement on common forms and address standards.
- Monitor broker contract – ensure requirements and policies are followed
- Provide brokers with information regarding school closures (weather), spring breaks, holidays, in-service, and other non-student days
- Pay invoices to broker within 30 days of date on invoice.
- Complete data collection and reports as needed for measuring transportation costs and student achievement. Work with program evaluators to determine the success of the demonstration project.
- Facilitate McKinney-Vento, Title X trainings for school staff in cooperation with the PSESD Homeless Education Program Coordinator. Provide agendas and sign-in sheets.
- Inform families about the project.
- Assign a single contact person for the project who will be responsible for communicating project activities and needs to appropriate personnel within the school district.

Timeline and Milestones

PLANNING

	<i>Due Date</i>
Project Plan complete	May 1, 2005
Trip request /billing form finalized	May 1, 2005
Common provider standards agreed upon	May 1, 2005
PSESD/School district contract complete, including distribution of payments to school districts	May 20, 2005
PSESD/Broker contract complete	May 30, 2005
Boilerplate broker/school district contract complete	May 30, 2005
Standardized invoicing forms/processes completed	June 15, 2005
Communication plan finalized	June 15, 2005

IMPLEMENTATION

Superintendents sign contract with PSESD	May 27, 2005
Brokers sign contract with PSESD	June 30, 2005
School districts sign contract with brokers	June 30, 2005
School districts notify appropriate personnel/students/families	August 15, 2005
Brokers notify providers of project	August 15, 2005
Launch Program	September 1, 2005

EVALUATION

Evaluation tools/methods developed	June 30, 2005
Baseline data collected	August 30, 2005
Data collected monthly	Sep 2005-Jun 2006
Check-in on D&A testing and fingerprint objectives	Nov/Jan/Apr/Jun
Compile, analyze and report on the performance of the project	July 15, 2006
Determine next steps	August 15, 2006

Risk Management Plan

Rising Provider Rates

Risk: By increasing the provider standards, the overall cost of providing trips may increase. Not only does that relate to increase direct service costs to school districts, this also means an increase of direct service costs to Medicaid and other agencies that rely on the community transportation network.

Risk Response: Direct service costs will be evaluated as part of this project and shared with all interested stakeholders. PSESD will work in collaboration with ACCT, and the PACT working group, to identify the best ways to deal with this potential cost increase. For example, Medicaid may determine that the higher service standards are a desired result for their program as well. Since some of the standards are directly related to OSPI interpretation of federal policies and regulations, perhaps OSPI would be willing to provide ongoing funding for increasing and maintaining provider standards so that the overall trip costs would not be impacted.

Evaluation Results

Risk: The evaluation of the project will include a 1-year snapshot of transportation costs and student achievement. One year may not be a sufficient time period to truly evaluate the performance of the project, in particular as it relates to student achievement. Policies and decisions may be made on 1-year results, rather than waiting for more realistic multi-year results.

Risk Response: PSESD will work with the evaluator to clearly note the limitations of the evaluation results, and what the appropriate uses of 1-year results should be.

Common Provider Standards Not Maintained After Project

Risk: If larger school districts do not agree to the common provider standards developed under this project, it is possible that providers will not maintain those standards after the project is over. There would be no incentive to maintain higher standards if larger districts continue to contract with providers who do not meet these standards.

Risk Response: Invite all Pierce and King County school districts and OSPI to the discussion on developing common provider standards.

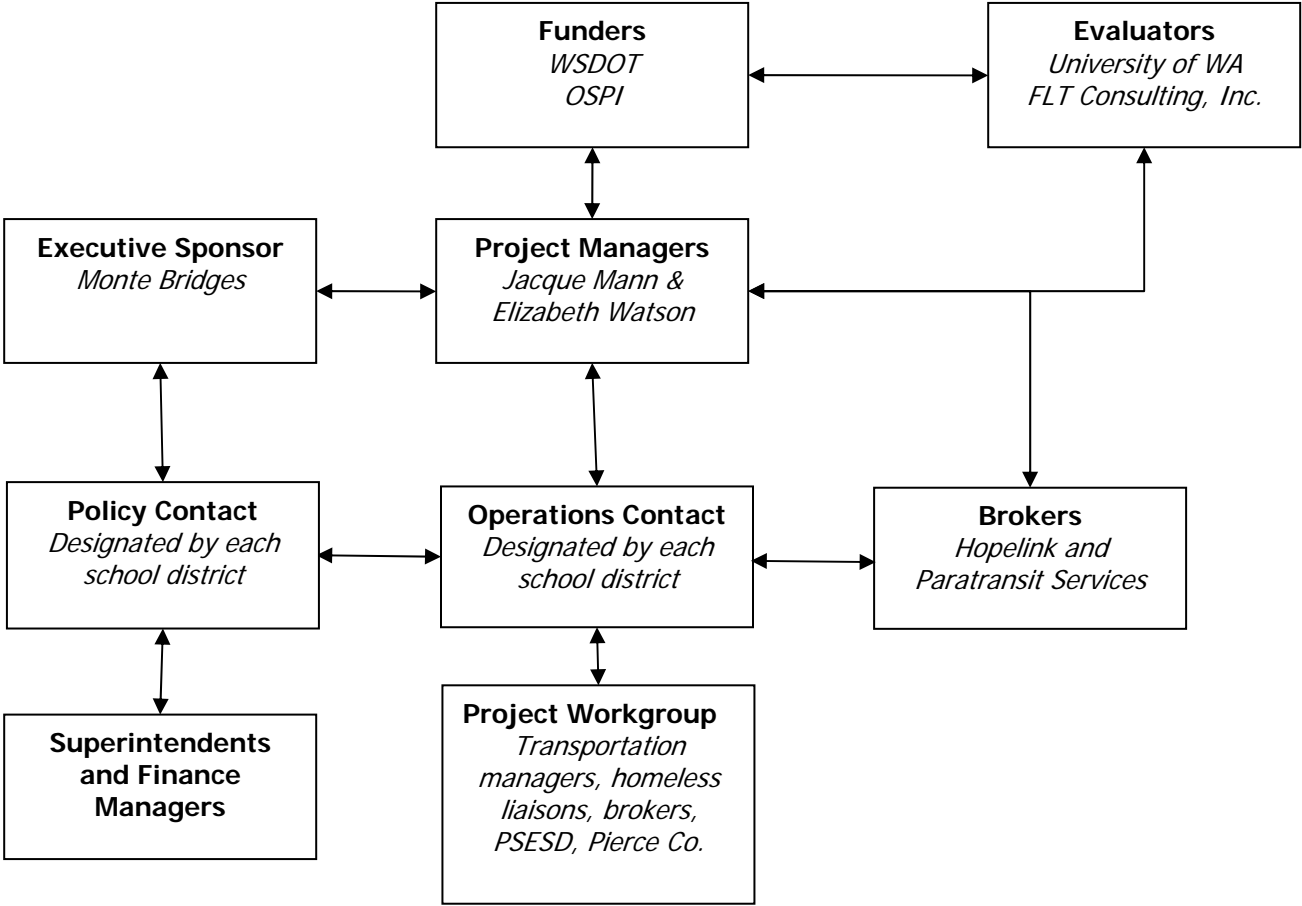
Communication Plan

This communication plan describes our strategy for keeping the project stakeholders sufficiently informed to avoid any disappointment regarding cost, schedule, or project goals. Following are the roles and responsibilities of each major player, the lines of communication, and the type of communication.

Roles and Responsibilities

	Project Plan & Mngmt	Contract Mngmt	Operations	Project Evaluation/Reports
Project Managers	Lead	Lead - school contracts	-	Lead - progress reports to funders
Executive Sponsor	Approval required	Approval required	-	Approval required
School Districts	-	-	-	-
Superintendents	Input required	Accountable – broker & school contracts	-	Review
Finance Manager	Input required	Lead – PSESD contract	-	Review
Transportation Mgr	Input required	Lead – broker contract	Main contact for broker	Provide data/review
Homeless Liaison	Input required	-	-	Provide data/review
Brokers	Input required	Accountable - broker contracts	Lead – subcontractor management, scheduling, trip reporting	Provide data/review
Evaluators	Input required	-	-	Lead – statewide evaluation
Funders	Input required	-	-	Approval required

Lines of Communication



Type of Communication

Stakeholder	Information needs	Frequency	Medium	Response
Project Managers				
Jacque Mann	Written status reports from brokers	monthly	Email	None
Elizabeth Watson	Written status reports from homeless liaisons	monthly	Email	None
Executive Sponsor				
Monte Bridges	<ol style="list-style-type: none"> 1. Written/verbal status reports from project managers 2. Change requests to project scope, budget, or schedule from project managers 	monthly	Email	<ol style="list-style-type: none"> 1. Response to risk issues 2. Approval or disapproval of changes
School Districts				
Transportation Managers	<ol style="list-style-type: none"> 1. Workgroup meeting notices and minutes from project managers 2. No show reports from broker 3. Invoice from broker 4. Trip reports from broker 	<ol style="list-style-type: none"> 1. As needed 2. daily 3. monthly 4. monthly 	Hard copy or fax	
Homeless Liaisons	Workgroup meeting notices and minutes from project managers	As needed	Email	
Superintendents	Superintendent meeting notices and minutes from Exec sponsor	As needed	Email	
Financial Managers	Contract and contract amendments from project managers	As needed	Mail	Payment within 30 days from time of approval

Brokers				
Hopelink & Paratransit Services	<ol style="list-style-type: none"> 1. Trip request forms 2. Workgroup meeting notices and minutes 3. Feedback 	<ol style="list-style-type: none"> 1. daily 2. quarterly 3. as needed 	Email/fax	<ol style="list-style-type: none"> 1. Bill finance managers for trips requested 2. Notify project managers of meeting attendance plans
Funders				
WSDOT (Don)	<ol style="list-style-type: none"> 1. Project evaluation from evaluators 2. Invoices from PSESD/PC 	<ol style="list-style-type: none"> 1. end of project 2. monthly 	Hard copy and email	Payment within 30 days from time of approval
OSPI (Allan, Melinda)	Project evaluation from evaluators	End of project	Hard copy and email	
Evaluators				
UW Researchers	Data from transportation managers, homeless liaisons, and brokers	TBD	TBD	
Others				
Parents/Guardians/Students	Notification of transportation project by school district	Before project begins	Letter	
Pierce County Community Services (Jackie Montgomery)	Written status reports from project managers	quarterly	Email	None
Senator Patty Murray	Project evaluation report from WSDOT/OSPI	End of project	Email	None

Evaluation Plan

A statewide evaluation of all the McKinney-Vento grant funded projects in Washington State will be conducted by the University of Washington. An evaluation of the PSESD McKinney-Vento project will be conducted by the PSESD. Since there is some overlap in the statewide and project evaluation, the researchers will coordinate the data collection and reporting so that data contributors will only be required to provide the same information once.

Following is an overview of the statewide evaluation objectives and measurements. The data collected for this evaluation will be supplemented by other data that supports the project outcomes illustrated in the logic model on page 20. The additional indicators to be collected for the project evaluation follow the logic model.

The statewide evaluation will be based on the following criteria:

**University of Washington Statewide Evaluation
Data Collection Specific to PSESD Grant Districts**

Revised October 26, 2005
By Daniel Carlson and Sheri Reder from a table developed by Faith Trimble

	Academic	Transportation
Research Questions	Are homeless students* staying in school of origin more academically successful than those that do not?	What mode(s) of transportation provided to homeless students is/are most efficient and effective, and meet the needs and desires of students and their parents/guardians.
Study Design	Comparison of academic success of homeless students remaining in their school or origin with academic success of homeless students leaving their school of origin (i.e. new to a school district). Quantitative and qualitative measures will be employed (see below). For contextual purposes we will compare this information to statewide data when available.	Comparison of cost and performance of homeless student trips funded by the McKinney-Vento program by mode and service area (i.e. urban, rural). Quantitative and qualitative measures will be employed (see below).
Population	All homeless students in grant school districts,	Transportation provided to homeless students funded by the McKinney-Vento grant.
Data collection timeframe	05-06 academic year	05-06 academic year

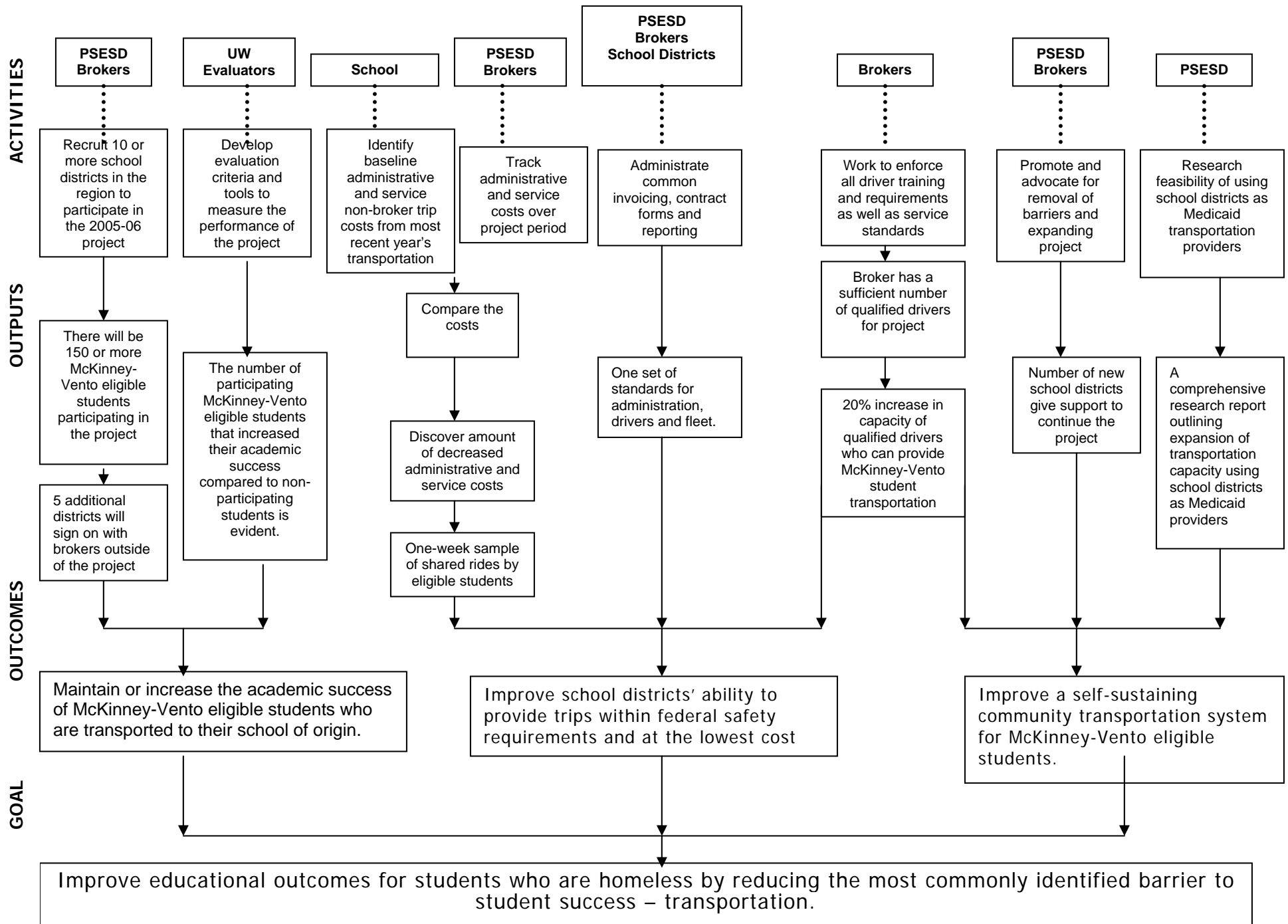
Outcome	Measure	Data Collection Method	Notes
Context for Academic Success	Number of homeless students by grade level who are: (1) new to the school** (2) remain in school of origin,	Schools currently report to OSPI	
Context for Academic Success and Transportation Effectiveness	Student on-time attendance. (a) Average days of school attendance and (b) Average number of tardy days (for start of school), by grade level, for:	1. Schools track, but do not currently report. 2. Same as 2.	Researchers will provide form for homeless student liaisons to distribute.

	(1) Homeless students new to school. (2) Homeless students remaining in school of origin		
Academic success	WASL scores for grades 4, 7, and 10. Average scores by grade level for: (1) Homeless students new to school. (2) Homeless students remaining in school of origin	Schools currently report to OSPI	
Academic success	Student grades. Average grades for semester 1 and 2, by grade level for : (1) Homeless students new to school. (2) Homeless students remaining in school of origin	(1) Schools need to de-identify the data and calculate individual GPAs and GPAs by grade level. (2) Same as 2.	Researchers will provide a table showing how to calculate GPAs for the use of homeless student liaisons.
Academic Success	Administrator perceptions of the extent to which keeping students in their school of origin is supporting personal and academic success of students.	Structured interviews with homeless student liaison by UW researchers.	
Transportation Efficiency	Cost per broker-provided van trips (and other modes if brokers provide them)	Brokers currently report to PSESD	Brokers will provide the basis for per trip calculations.
Transportation Efficiency	Amount of time school district transportation managers and homeless student liaisons spend managing McKinney-Vento student trips.	-Brokers currently report to PSESD -Transportation managers and homeless liaisons need to track % of time managing McKinney-Vento student trips	Researchers will provide a 2-4 week time period for managers and liaisons to track % of time.
Transportation Effectiveness	Participant perceptions of the extent to which transportation funded by MKV grant meets the needs and desires (e.g., safe, timely, makes homeless status obvious), of students and parents.	Homeless liaisons in PSESD will recruit 6 students and 3 parents for interviews with UW researchers.	Recruitment scenarios and instructions will be provided to homeless liaisons.
Transportation Efficiency and Effectiveness	Administrator perception of the ease or difficulty in managing transportation funded by MKV grant.	Structured interviews with transportation managers by UW interviewers.	

* See definition for homeless students in the McKinney-Vento Act.

** Homeless students are considered new to a school at the beginning of, or any time during the school year, if they have changed schools for any reason other than graduation.

PSESD McKinney-Vento Project Logic Model



In addition to the data collected by the statewide evaluation, the PSESD will be collecting information from all PSESD school districts to measure the cost efficiency, safety, capacity, and timeliness outcomes of the project.

PSESD Project Evaluation
(in addition to academic and transportation data collected by the statewide evaluation)

Outcome	Measurement	Method	Notes
Cost efficiency	Service cost per trip by mode (broker, yellow, voucher, etc) and type (in district/out of district) for each school district	-Brokers currently report to PSESD -For school districts, PSESD will design and distribute a survey to all school districts.	-Are service costs defined the same between school districts as well as brokers?
Cost efficiency	Administrative cost by mode (broker, yellow, voucher, etc) and type (in district/out of district) for each school district	-Brokers currently report to PSESD -For school districts, PSESD will design and distribute a survey to all school districts.	-Are administrative costs defined the same between school districts as well as brokers?
Safety	Number of additional providers with FBI background checks, fingerprinted, and drug & alcohol tested (Target: 1250 drivers)	Brokers currently report to PSESD	
Capacity	Number of new providers available to provide trips for school districts (Target: 20% increase)	Brokers currently report to PSESD	
Timeliness	Percent of trips delivered within 24 hours (Target 100%)	Brokers currently report to PSESD	