



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.3

Meeting Date: May 3, 2012

Subject: Safe Routes to School and Project Attendance Intervention Management

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Accountability Office

Recommendation: Receive information regarding Safe Routes to School and Project Attendance Intervention Management

Background/Rationale:

The purpose of this presentation is to update the Board and public on two initiatives that support these goals and incorporate multiple partners and stakeholders. The first is the Safe Routes to School (SRTS) program and the second is the Project Attendance Intervention Management (Project AIM) Center.

Financial Considerations: None

Documents Attached: Executive Summary

Estimated Time of Presentation: 15 Minutes

Submitted by: Lt. Katherine Lester, Sacramento Police Department

Approved by: Mary C. Shelton, Chief Accountability Officer

Board of Education Executive Summary

Accountability Office

Safe Routes to School

Project Attendance Intervention Management

May 3, 2012



I. Overview/History of Department or Program

Sacramento City Unified School District's *Strategic Plan 2010-2014: Putting Children First* makes three broad commitments to our community: Career- and College-Ready Students; Family and Community Engagement; and Organizational Transformation. The plan states under the third pillar (Organizational Transformation) that "A school district is an organization of people. To meet future challenges, our employees need to be innovative, resourceful, flexible and creative. They must value collaboration and work well in teams... On an operational level, the school district needs to break down barriers between the central office and school sites to create a more effective flow of services. Those services should include everything necessary for our schools to be clean, safe, welcoming and healthy." The partnership between local law enforcement and the Sacramento City Unified School District serves to support this pillar. The goal of the partnership is to project a consistent message, engage staff to be part of the greater safety team, and develop relationships with the central office and the sites to promote school and student safety and establish the best possible environment for academic and life success. Without a firm commitment of resources and ideology to the creation of district-wide safe learning environments, we cannot accomplish the strategic goal that students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

The purpose of this presentation is to update the Board and public on two initiatives that support these goals and incorporate multiple partners and stakeholders. The first is the Safe Routes to School (SRTS) program and the second is the Project Attendance Intervention Management (Project A.I.M.) Center.

Research on the safety of children walking and bicycling to school began in the U.S. in the early 1970s and was highlighted by release of the Department of Transportation publication "School Trip Safety and Urban Play Areas" in 1975. The term "Safe Routes to School" was first used in Denmark in the late 1970s as part of a very successful initiative to reduce the number of children injured while walking and bicycling to school. The first modern Safe Routes to School program in the U.S. began in 1997 in the Bronx, NY. In 1998, Congress funded two pilot SRTS programs through the Department of Transportation. The National Highway and Transportation Services Agency (NHTSA) issued \$50,000 each for Safe Routes to School pilot programs in Marin County and Arlington, Massachusetts. Within a year after the launch of the pilot programs, many other grassroots Safe Routes to School efforts were started throughout the United States.

As word spread in the pedestrian and bicyclist community of success with the NHTSA pilot programs, interest in a broader program grew. Efforts to include a larger SRTS program in federal legislation began in earnest in 2002. In 2003, the League of American Bicyclists organized the first meeting of leaders in pedestrian and bicycle issues to talk about SRTS issues and how a national program might work. At the same time, a number of states were developing their own SRTS programs, continuing to build momentum for the movement.

In July 2005, Congress passed federal legislation that established a National Safe Routes to School program. The program, which was signed into law in August 2005, dedicated a total of \$612 million

Board of Education Executive Summary

Accountability Office

Safe Routes to School

Project Attendance Intervention Management

May 3, 2012



towards SRTS from 2005 to 2009. The Federal Highway Administration administers the Safe Routes to School program funds and provides guidance and regulations about SRTS programs. Federal SRTS funds are distributed to states based on student enrollment, with no state receiving less than \$1 million per year. SRTS funds can be used for both infrastructure projects and non-infrastructure activities. The legislation also requires each state to have a Safe Routes to School Coordinator to serve as a central point of contact for the state.

The City of Sacramento, the County of Sacramento, and WalkSacramento work in partnership with SCUSD to improve the safety of students walking and bicycling to and from school through education, engineering, and enforcement near SCUSD schools. SCUSD received a federal mini-grant for improvements in 2011 and work to improve the safety of students traveling to and from school continues to move forward.

The Project Attendance Intervention Management (Project A.I.M.) Center is a comprehensive approach to addressing truancy. Attendance problems are usually a symptom of other problems: Homelessness, financial challenges at home, mental and physical health concerns, substance abuse, gang involvement, criminal activity, lack of school success, learning disabilities and other personal issues. The Project A.I.M. Program is unique because it offers a holistic, family and strength-based approach, rather than a punitive one, to reducing school attendance problems. For many youth, success in school comes through engaging not only the students but also their families. To achieve this, the collaboration of schools, law enforcement, community-based organizations, community members and families is crucial.

The Project A.I.M. Program's holistic, process includes referrals for parenting classes, substance abuse counseling, family counseling, vocational services for both the parents and youth, mental health services, academic support services, legal services, housing support and almost anything a student or family may need to help them become more successful in school and in life. The goal is to help the student achieve consistent school attendance towards successful school engagement and education.

Young persons discovered in the community and considered truant are brought to the Project A.I.M. Center. Students are also referred directly to Project A.I.M. by district school sites. Once at the center, the student meets with a Panacea Services Inc. intake specialist and the student's school records are reviewed. A Panacea Services Inc. Project A.I.M. counselor then conducts an evidence-based, strength-based needs assessment with the student to determine why the student is not in school and any underlying issues possibly factoring into school attendance problems. If issues requiring further assessment or intervention are discovered, Panacea Services Inc. provides appropriate services and coordinates any referrals needed to other community service providers. The young person's family is contacted and their positive involvement encouraged and the family becomes part of the solution.

After completing the triage and referral process, the student is returned to school or released to parents. The Attendance Center may initiate an attendance contract between the school and family providing checks and balances for monitoring the student's attendance and providing on-going positive support. Home visits are established in case there are unknown, serious issues that may be causing the truancy, such as those that require outside intervention services. Finally, intensive case management of

Board of Education Executive Summary

Accountability Office

Safe Routes to School

Project Attendance Intervention Management

May 3, 2012



each student and family continues to track how the student and family are progressing and intervention is provided if barriers arise.

II. Driving Governance:

Board Policy 1400: Relations between Other Governmental Agencies and the Schools

The Governing Board recognizes that agencies at all levels of government share its concern and responsibility for the welfare, health and safety of youth. The Board and district staff shall take every opportunity to work cooperatively with these agencies for the benefit of our students. The Superintendent or designee shall initiate and maintain good working relationships with representatives of these agencies in order to help our schools and students make use of the resources which governmental agencies can provide.

Board Policy 5113: Truancy

To improve student attendance, the Superintendent or designee shall implement positive steps to identify the reasons for a student's unexcused absences and to help resolve the problems caused by truancy. Such strategies shall focus on early intervention and may include, but not be limited to, communication with parents/guardians and the use of student study teams.

Board Policy 5142: Safety

The Governing Board places a high priority on safety and on the prevention of student injury. Principals and staff are responsible for the conduct and safety of students from the time they come under school supervision until they leave school supervision, whether on school premises or not. The Superintendent or designee shall establish regulations and procedures as necessary to protect students from dangerous situations.

III. Budget:

Support for the Safe Routes to School program at SCUSD is provided by the School Resource Officer Program, partnerships with City Traffic Engineering, and technical assistance from WalkSacramento and the National Center for Safe Routes to School. Support of specific projects is through the assistance of Sacramento Police Department Traffic Officers and the California Highway Patrol. In 2011, SCUSD received funding for projects at A.M. Winn and Pacific Elementary. For example, City Traffic engineering has two Capital Improvement Funds for traffic Signs, marking and pedestrian safety. These funds are allocated about \$200,000 annually for city-wide improvements. They also allocate about \$15,000 to the Captain Jerry Program which is being offered in SCUSD schools.

The Project A.I.M. Center was funded with Youth Development project funding from the City of Sacramento through the December 2011. In 2012, additional funding was located through the Gang Violence Suppression Grant and currently the Sacramento Police Department is pursuing funding in the form of a Direct Allocation grant (Juvenile Accountability Block Grant) through the Corrections Standards Authority.

Board of Education Executive Summary

Accountability Office

Safe Routes to School

Project Attendance Intervention Management

May 3, 2012



The Sacramento Police Department has been successful in securing grant funding to support these programs as follows:

December 2010: CalGRIP 2011/12 Award of \$369,309 which funds two gang counselors, a Youth Services Specialist, two Youth Violence Prevention Specialists and financial support for three Evidence Based Programs through Panacea Services Inc.

June 2011: Safe Routes to School Mini Grant of \$1,000 and technical assistance to start a formal SRTS program at SCUSD. This award also provided for projects at A.M. Winn and Pacific Elementary schools.

September 2011: COPS Office Award \$380,000 to provide for a locally based program specialist and the Strategies for Youth Program to improve school and community engagement and relationships between administrators, law enforcement and students.

October 2011: JAB-G Grant award of \$35,750 to provide for an additional counselor to support the CalGRIP initiative.

December 2011: Gang Violence Suppression Grant Reallocation/Reaugmentation: \$154,152 which provided for funding of the Project A.I.M. Center through June, 2012, an additional district wide Gang Violence Prevention Specialist and funding for the existing Gang Violence Prevention Specialist at Luther Burbank H.S. through December, 2012.

March 2012: Safe Routes to School Pedestrian Safety Education Grant \$3,525 funded by the California Department of Public Health. This grant will provide materials, video cameras, incentives, and printing to create an awareness campaign for pedestrian safety education.

IV. Goals, Objectives and Measures:

Safe Routes to Schools Goals, Objectives and Measures: The Goal of the SRTS program within SCUSD is to work in partnership with schools, families, students, government partners, private funding and Community Based Organizations to improve the safety of students traveling to and from school. Our objectives are to identify the most at-risk schools, evaluate and mediate physical hazards and educate the stakeholders (parents, students, and staff) thereby creating an environment conducive to pedestrian and bicycle travel. The measures of success are evident in rates of collisions in and around schools and rates of collision involving students.

Project A.I.M. Goals, Objectives and Measures: The Goals of Project A.I.M. are to improve school attendance, increase school engagement, improve academic performance, increase family engagement with schools, reduce school dropout rates and reduce daytime crime in neighborhoods surrounding schools.

Board of Education Executive Summary

Accountability Office

Safe Routes to School

Project Attendance Intervention Management

May 3, 2012



V. Major Initiatives:

Safe Routes to School:

- Identify at-risk schools based on:
 - High rates of pedestrian movement to and from school
 - Area served and geographical hazards
 - Traffic volume
 - Collision data
- Elementary schools are given priority
- Captain Jerry Presentations at elementary schools
- Crossing guard training
- Pedestrian safety education initiative
- Signage and marking improvements
- Crosswalk improvements
- Community outreach
- Safe Routes to School 5 E's Conference

Project A.I.M.:

- Immediate risk and needs assessment
- Direct referral to services
- Students returned to school
- Identification and treatment of factors that lead to school attendance issues
- Family involvement and home visits
- Referrals to community-based organizations
- Individualized plans
- Attendance agreements
- Intensive case management
- SARB hearing participation

VI. Results:

Safe Routes to School:

- Current projects at A.M. Winn and Pacific Elementary
- Traffic engineering evaluating and modifying the following schools:
 - John Still Elementary
 - Sutter Middle School
 - Mark Twain Elementary
 - Bret Harte Elementary
 - Will C. Wood Middle School
- Upon completion, will continue with other prioritized schools
- Crosswalk upgrades district-wide

Board of Education Executive Summary

Accountability Office

Safe Routes to School

Project Attendance Intervention Management

May 3, 2012



- Crossing guard training for parent volunteers
- Walk to School Wednesday Program

Project A.I.M.

- 2009-2010 School Year
 - 686 Intakes
 - \$26,754 in recovered ADA
- 2010-2011 School Year
 - 536 Intakes
 - \$20,904 in recovered ADA
- 2011-2012 School Year
 - 126 Intakes (as of March 2012)
 - \$4,914 in recovered ADA
- Other savings
 - Average intake attends 72 more days than non-attende
 - \$3,820,232 in potential ADA recovery over three years (1,348 Intakes)

VII. Lessons Learned/Next Steps:

Safe Routes to School:

- Continue to identify and prioritize SCUSD schools and sites;
- Schedule projects with City Traffic Engineering;
- Begin outreach with County Traffic Engineering;
- Schedule Traffic Engineering Assessment of schools and follow up with customized education plan;
- Seek additional funding for education and resources.

Project A.I.M.

- Continue case management through the end of the 2011/12 school year;
- Seek and secure additional funding for the 2012/13 school year;
- If funding cannot be secured, reassess and create a means to address truancy within SCUSD.