



Arizona Transportation Modernization Grants

AWARDEE SNAPSHOT

February 2023





Academy of Building Industries High School

Public Charter

GRANTEE BACKGROUND

Academy of Building Industries High School (AOBIHS) serves at-risk youth that often are behind in credits due to various reasons. AOBIHS provides vocational training to ensure students can graduate not only with a high school diploma, but also with up to two certificate(s) in their chosen trade. Students attend up to 25 miles away in each direction, and sometimes more, to take advantage of vocational training, credit recovery, and a self-paced program.

Their school is in Fort Mohave, which is an unincorporated area of Mohave County along the Colorado River. They enroll students from Bullhead City, Mohave Valley, Golden Shores, Lake Havasu City, and other surrounding communities.

PROBLEM TO SOLVE

Currently, AOBIHS can only transport up to six students at a time which has led to high transportation costs per student as well as heightened number of trips and mileage covered to provide transit for those who need it. AOBIHS is struggling with efficient transit solutions and students utilizing existing transit options to access their programming. Without reliable ways to get to and from school, students remain behind in credits and are less likely to graduate college ready and with valuable certifications to enter the workforce upon graduation.

WHAT IS THE SOLUTION

AOBIHS is launching a series of micro transit routes with a 15-passenger vehicle to transport rural students in Lake Havasu City up through Golden Shores and neighboring communities in Mohave Valley. The school's science teacher commutes to work, and drives through two rural, underserved communities. The teacher will pick up and drop off students every school day. The school's automotive instructor, who lives in Mohave Valley, will serve as the backup driver.

MOHAVE COUNTY

Grant Award

\$100,000

WHAT THEY HOPE TO ACHIEVE

AOBIHS will increase the number of students per route to 14, aiming to decrease average transportation cost per student served, average cost per trip, average transport distance per student served. AOBIHS will also report on on-time performance for the morning and afternoon, by route and overall, as well as efficiency measures uncovered and utilization by trip. With more reliable transit, AOBIHS aims for more students to complete credits and ensure more AOBIHS graduates have viable skills to succeed post-high school.



YEAR 1
20
Students
Served

STUDENT DEMOGRAPHICS

- AOBIHS serves at-risk youth as measured by credits, previous drop out history, previous discipline issues, adjudicated youth, homelessness and foster youth.
- 95% of AOBIHS students qualify for free and reduced lunch.
- The student demographics consist of 60% Caucasian, 25% Hispanic, 10% African American and 5% other.



ASU Preparatory Academy

Public Charter

GRANTEE BACKGROUND

ASU Preparatory Academy (ASU Prep) is a network of schools without boundaries that believes in equity and access to education. While they offer many different learning modes, transportation is often the reason a family can't choose the learning model that would best support their child.

PROBLEM TO SOLVE

ASU Prep launched three Microschool sites this school year allowing ASU Prep Digital students to attend an in-person experience two-days a week on an ASU Campus at ASU West, ASU MIX Center, and ASU Poly campus in Fall of 2022 and the Tempe Main campus in Spring of 2023. Many families were unable to enroll at the campus that best aligned with their interests as transportation to those campuses along with distance to those campuses have been a barrier.

ASU's Immersion Program, which serves elementary and intermediate grade levels, has a need for transportation to after-school enrichment programs and activities due to many families needing to work until 5:00 p.m. or later. Students and families have provided feedback about their desire to participate in more off-campus clubs, sports, field trips, and local community events.

ASU Prep's goal is true accessibility to whatever learning model best meets student needs. For Microschools, that means access to the ASU campus and programming that best supports their career path. For Immersion schools, it's access to extracurricular, before/after enrichment care, and to/from school.

WHAT IS THE SOLUTION

ASU Prep will purchase six 15-passenger vehicles for transporting Immersion Program students to before and after school activities, enrichment learning experiences (such as field trips, college visits, etc.), and community events. Microschool students will gain greater access to multiple ASU campuses, thereby allowing them to choose the educational option that best meets their needs and future career paths. A carpool program and parent transportation reimbursement program will be utilized to make access to ASU Prep's multiple Microschool locations easier for families. A new Transportation Coordinator will coordinate mobility solutions for all ASU Prep students.

STATEWIDE

Grant Award

\$675,000

WHAT THEY HOPE TO ACHIEVE

ASU Prep aims to increase overall and Microschool enrollment at each site by at least 10% and decrease student absenteeism by at least 10% at the end of the grant period. They aim to expand access to learning opportunities outside of the traditional school day and increase student after-school participation by at least 10% at the end of Year 1 and by a cumulative 20% by Year 2.

In addition, ASU Prep will leverage end of semester surveys with the goal of having more than 85% of parents report satisfaction with the collective transportation program. As students utilize ASU Prep's new transit offerings, they will capture average transportation cost per student, per student trip, average transport distance per student served and estimated number of trips per student, per year. ASU Prep will report utilization and efficiency measures uncovered, including average daily on-time performance for morning and evening routes as well as overall.

YEAR 1
3,250
Students
Served

STUDENT DEMOGRAPHICS

- ASU Prep has 6,901 total students enrolled in both digital (3,718) and immersion (3,183) schools. Currently 100 of those digital students are enrolled in the ASU Prep Local Microschool programs.
- Serve grades Kindergarten to 12th grade while providing ASU college credit courses to students beginning in the upper middle and high school grades.
- The ASU Prep South Phoenix Campuses have 76% of families participating in the Free and Reduced Lunch Program and 24% of students identified as English Language Learners.



Boys & Girls Club of Flagstaff

Community Organization

GRANTEE BACKGROUND

Established in 2012, The Boys & Girls Club of Flagstaff ("the Club") was formed with one main goal - to provide a safe place for Flagstaff youth, to arm them with the necessary tools to avoid unhealthy behaviors, and to build self-esteem to allow them to become confident individuals and impactful adults. Each year the Club provides after school and summer programs for school-aged youth. The Club emphasizes positive values in the relationships members have with each other and adult leaders. It helps young people make appropriate choices in their physical, educational, social, emotional, and vocational lives. Focusing on character and leadership, healthy lifestyles, education and career, and the arts to reach deeper into the lives of those they serve, impacting them in a lasting, comprehensive way.

PROBLEM TO SOLVE

The Club is currently limited in the number of youth it is able to transport to and from the Club and its ability to expand learning and enrichment opportunities outside of the traditional classroom. Many of the families in Northern Arizona want to utilize the Club but can't leave work to drop their children off at the Club or pick them up after an enrichment learning opportunity. In rural Northern Arizona, it is much harder for school districts to transport youth from schools to another location other than home given the significant distance covered between students.

WHAT IS THE SOLUTION

BGCF will purchase two 15-passenger minibuses, which will enable BGCF to serve 60 additional Kindergarten-8th grade students each afternoon by expanding after-school pickups to three Flagstaff area schools. BGCF will also purchase an 8-passenger vehicle to provide an estimated 60 Native American teens who reside in residential dormitories with field trip excursions and learning experiences outside their traditional setting throughout the year. Because minibuses and vehicles serving less than 10 passengers do not require commercial driver licenses ("CDL"), current Club staff will cover the routes and be paid an hourly wage differential to achieve the driver rate.

COCONINO & NAVAJO COUNTIES

Grant Award

\$210,000

WHAT THEY HOPE TO ACHIEVE

This grant will create new transportation options to increase the number of youth transported to and from the Club and to ensure Flagstaff area youth can access more learning and enrichment opportunities outside of the traditional classroom. The Club will transport 60 school aged youth to attend their after-school programming and extracurricular learning experiences as measured by program attendance reports 95% of the time as well as the number and percentage of students served who attend schools not previously participating in Flagstaff Club programming as well as the total number of schools served. They will report utilization, total students served, as well as average transportation cost per student and per trip, average transportation distance per student and total number of trips per student per year.

YEAR 1
120
Students
Served

STUDENT DEMOGRAPHICS

- Participating youth at the Club are 25% Native American, 27% Hispanic, 41% Caucasian, and 7% other.





Boys & Girls Club of the Valley – Yuma Chapter

Community Organization

GRANTEE BACKGROUND

Boys & Girls Clubs of the Valley (“BGCAZ”) is the largest youth services provider in Arizona and opened their 30th Club location in Fall 2022 based in Yuma, Arizona. While at the Club, youth receive increased academic enrichment programming and learn other essential life skills, all while having fun. Every dollar invested in BGCAZ generates \$15.60 in positive economic benefits to the community.

PROBLEM TO SOLVE

Youth and families in Yuma, Arizona have limited access to after-school, summer, enrichment, and community resources due to the lack of transportation and qualified staff to drive traditional school buses, which all require a CDL.

WHAT IS THE SOLUTION

BGCAZ will provide reliable transportation via a 14-passenger minibus. Minibuses do not require CDL or other special licenses to drive so they can leverage trained BGCAZ staff to run the micro transit routes. They aim to serve at least 28 students in the Yuma High School District daily via two route runs. Should demand exceed their anticipated service level, they will add an additional run.



YUMA COUNTY

Grant Award

\$130,000

WHAT THEY HOPE TO ACHIEVE

This grant will support providing reliable transportation to the Yuma Club after school so that youth and families have greater access to enrichment and learning activities out-of-school time, transit stability and the opportunity for learning success.

BGCAZ aims to increase school partners by two in Year 1 and an additional two partners in Year 2 and will keep track of the total number of schools served as well as the number and percentage of students served who attend schools not previously participating in Yuma Club programming and enrichment opportunities. BGCAZ will report utilization including total number of students directly served, average transportation cost per student served, average cost per student trip and seat/vehicle trip capacity, as well as number of trips per student per year.

YEAR 1

28

Students Served

STUDENT DEMOGRAPHICS

- Participating youth at the Yuma Club are 89% Hispanic/Latino, 6% White, 2% Black/African American, 3% mixed race, Native American, and Asian or Pacific Islander.
- 25% of families in the surrounding Yuma area live below the poverty level.
- In general, 54% of Yuma Club members are receiving free or reduced lunch, 58% of their families are renting and 6% report housing insecurity, 12% are living with adults other than their parents, and 52% are living in a single parent household.



GRANTEE BACKGROUND

Camp Catanese offers year-round college access and STEAM enrichment programming to underserved students in Phoenix. Camp Catanese began as a one-week intensive learning opportunity on the ASU West Campus and has grown into a year-round enrichment program to promote college acceptance, enrollment, and persistence. Camp Catanese plans to expand, serving 500 students year-round by 2025.

PROBLEM TO SOLVE

This past summer was the first time that Camp Catanese summer camp sessions overlapped with summer school, which created a new transportation challenge for campers to actively participate. There is a huge demand to participate in Camp Catanese programs, and students often register without knowing whether they have a ride or reliable transit throughout the sessions. Therefore, Camp Catanese regularly sees gaps between registration and attendance. They anticipate that a lack of transportation will be a larger barrier as they grow because they will recruit students from a larger geographic area.

WHAT IS THE SOLUTION

Camp Catanese will utilize funding to purchase two 15-passenger vehicles to increase equitable access to their programs and camps, while also supporting their school partners with summer school attendance. With two vehicles, running routes across differing high school summer school schedules and geographic regions, Camp Catanese will be able to stagger pick-ups and drop-offs and leverage efficient micro transit options. Camp Catanese will build a schedule and routes around the schools with the largest concentration of campers, and for any geographically outlying schools, they will utilize HopSkipDrive for individual student needs.

MARICOPA COUNTY

Grant Award
\$166,000

WHAT THEY HOPE TO ACHIEVE

By offering transportation for the first-time, Camp Catanese will be able to reach more summer students and increase attendance to year-round programming, while also delivering additional program activities such as college visits and new educational trips.

Camp Catanese will serve 300 students in 2023, with 100% of campers enrolled in summer school attending 100% of summer school classes on days they are concurrently attending Camp Catanese. They will decrease attrition between student registration and attendance by at least 10% and report on the total number of schools served, total number of students utilizing transit options (both micro transit routes and HopSkipDrive support) as well as average seat/vehicle-trip capacity, average cost per student, total trips per student and distance traveled per student.

By eliminating transit barriers, the team predicts with more students fulfilling summer and year-round Camp Catanese programming, college acceptance, enrollment, and persistence rates will also increase in comparison to prior years.

YEAR 1
300
Students
Served

STUDENT DEMOGRAPHICS

- 100% of students Camp Catanese serves are eligible for free- or reduced-priced lunch.
- Approximately 90% of campers will be first-generation college students.
- 85% of campers are Latino/Hispanic and 99% identify as people of color.



GRANTEE BACKGROUND

Chicanos Por La Causa Community Schools (“CPLC”) offer high school students in low-income communities a culturally-relevant learning environment that caters to each student’s individual needs. CPLC’s vision is to grow future leaders in their community by increasing educational achievement, graduation rates, civic participation, and college entrance and graduation.

PROBLEM TO SOLVE

Traditional school bus systems are costly, unreliable, and inefficient, particularly when serving widely dispersed youth in rural communities. Public transit is limited or entirely unavailable to students.

WHAT IS THE SOLUTION

CPLC Community Schools will establish a smart transportation system that expands access to meet the needs of students and families by creating new transportation options and supports. CPLC will expand their existing fleet with 7 fully electric 15-passenger vehicles and charging infrastructure to begin providing transportation to students from Toltecalli High School and Envision High School, and to expand access for Girls Leadership Academy of Arizona (GLAAZ) students. Existing CPLC staff members will receive stipends to transport students on the vehicles, which do not require a CDL. GPS technology will be installed on all vehicles ensuring schools can track vehicle locations and monitor efficiency and utilization. CPLC will also develop a mobile app to allow families to easily communicate with the driver as well as monitor school transport arrival and departure to and from school. Student Liaisons will conduct outreach to current and potential families to review available transportation supports.

MARICOPA & PIMA COUNTIES

Grant Award
\$925,000

WHAT THEY HOPE TO ACHIEVE

CPLC aims to increase student attendance and decrease student absenteeism by a minimum of 10% at the end of the grant period. By designing a smart transportation system, CPLC wants to decrease reported transportation-related stressors on students by at least 10% and show an improvement of 10% or more in students’ pivotal development skills. CPLC will monitor the number of students utilizing the smart transportation system for both to and from school as well as after-school tutoring or programs. The team will report on efficiency measures, total students impacted and served as well as average costs, mileage, and trips per student per year.



YEAR 1
450
Students
Served

STUDENT DEMOGRAPHICS

- Toltecalli High School in South Tucson & Envision High School in West Tucson serve a student population that is 90% Latino/Hispanic, 95% free and reduced lunch, with familial unemployment rates at 6.8% and only 5.8% of residents in student zip codes have obtained a bachelor’s degree.
- Girls Leadership Academy of Arizona is a Title 1 school that serves a student population that is 76.67% Latino/Hispanic, 100% free and reduced lunch, at-risk youth including homeless, foster, low-income, exceptional special needs students, and English Language Learners.



GRANTEE BACKGROUND

Heritage Academy has partnered with the East Valley Institute of Technology (EVIT) to create an innovative school for youth experiencing foster care named Paul Revere Academy. The school community mainly consists of youth in grades 9-12 who are wanting rigorous academic offerings of Paul Revere Academy combined with technical career and college prep programs at EVIT all in one location, with a focus on serving youth experiencing foster care who reside within their target geographic region. The region of focus is within the 13 public school district boundary areas that make up the EVIT district. This area spans from the East Valley Phoenix metro area, East to Apache Junction to West near Tempe and Scottsdale, North Mesa and Scottsdale to down South towards Gilbert and Chandler.

PROBLEM TO SOLVE

The major challenge for foster care youth is transportation. The administrative team at Paul Revere Academy has met with the managers of numerous foster care providers in Arizona, and the number one issue they all face is a lack of resources to reliably transport the youth in their care to the many appointments, obligations, and school activities they need or want to be involved in. While there are some alternative transportation options available, the process of coordinating and funding those options is incredibly difficult for a foster care provider.

Another challenge is adequate and effective communication regarding school transportation between a school and foster student, families, case managers, and group home managers on behalf of the students.

WHAT IS THE SOLUTION

Heritage Academy will hire a dedicated Transportation Coordinator that will manage Paul Revere students' home to school and extracurricular routes. The complexity of their students' transportation needs will require a dedicated Transportation Coordinator to direct activities related to planning, procuring, dispatching, routing, and tracking individualized and group student transportation across multiple platforms. K-12 safe rideshare transportation will be utilized to best shuttle their dispersed student population. Heritage Academy's Transportation Manager will evaluate and actively manage rideshare transportation options, aiming to increase utilization. They will also provide Valley Metro cards to students so they may utilize public transit and purchase a 15-passenger vehicle for supporting access to extracurriculars, group trips, and other learning opportunities outside of school.

MARICOPA & PINAL COUNTIES

Grant Award

\$880,000

WHAT THEY HOPE TO ACHIEVE

This grant will support individualized and targeted transportation options for the foster youth attending Paul Revere Academy in partnership with EVIT. Heritage Academy aims to increase the average foster-care graduation rate 60% in Year 1 of the grant period and increase to 80% in Year 2. In addition, Heritage Academy and EVIT will create student college and technical school enrollment to 20% in Year 1 and 30% in Year 2 of the grant, resulting in a 95% completion rate of industry certificate by Year 2 of the grant. Heritage will report on utilization and efficiency measures uncovered including total students served, transportation costs per student and per trip, distance covered and number of trips per student per year.

YEAR 1
100
Students
Served

STUDENT DEMOGRAPHICS

- Serving youth experiencing foster care in the East Valley Communities.
- 100% of students are living in poverty.
- Student ethnicity: 37% Hispanic, 33% White, 11% Black, 8% Unknown, 5% Alaskan Native/American Indian.





Junior Achievement of Arizona

Community Organization

GRANTEE BACKGROUND

During the previous school year, Junior Achievement of Arizona (“JAA”) served more than 108,000 students throughout Arizona including more than 80,000 low-income students each year. JAA exists to teach youth how to manage their money, be ready to enter the workplace and to think innovatively. JAA students are 54% more likely to have their bachelor’s degree than the general population and students who experienced JAA earn 20% more than the general population.

PROBLEM TO SOLVE

Currently, there is a waitlist of more than 100 Arizona schools that have requested JAA’s programming. One of the greatest barriers that is currently being faced by JAA is that schools - particularly low-income, rural sites - do not have the funding for transportation to bring their students to JAA’s program site in Tempe; therefore, their students cannot participate in JAA’s programming. In addition, rural and remote students are repeatedly asked to travel long distances to gain access to enrichment learning but it is rarely brought to their own communities.

WHAT IS THE SOLUTION

JAA will launch a new Money on the Move program – which brings JAA’s programming directly to students at their schools and communities, thus removing the transportation barriers for the schools who need and want this education the most. JAA staff members will drive non-CDL vehicles and utilize redesigned instructional materials suitable to travel.

YEAR 1
800
Students
Served

STUDENT DEMOGRAPHICS

- Participating students are approx. 46% Hispanic, 38% Caucasian, 6% African American, 5% Multi-Racial or Other, 3% Asian, and 2% American Indian.
- More than 55% come from low-income households.

STATEWIDE

Grant Award

\$400,000

WHAT THEY HOPE TO ACHIEVE

This program will remove the transportation costs and barriers for students, especially those from rural and underserved communities, who are unable to commute to the Junior Achievement site in Tempe. JAA will decrease its waiting list of 100 to 0 schools by the end of Year One of the grant period and reach at least 100 new students in rural cities and towns. At least 80% of students participating in the program demonstrate an average knowledge gain of at least 20%. The team will report on grant reach, impact, and number of students directly served because of the new mobile programming options.





GRANTEE BACKGROUND

The Marana Vocational Program (“MVP”) Transition Center is part of the Marana Unified School District (“MUSD”) and exists to provide 18–22-year-old students with special needs an innovative vocational program designed to facilitate students’ successful transition to employment after high school. With the goal to increase student employability, independent living skills, and community integration, MVP’s holistic approach focuses on partnerships with state agencies, local businesses, and non-profit organizations to fully support each student’s transition to his or her highest possible level of personal independence.

PROBLEM TO SOLVE

In a school district with 550 square miles of land, much of it rural or remote, transition partnerships require student access to reliable transportation resources in vehicles equipped to ensure safety and accessibility for students with special needs. CDL driver and mechanic shortages make use of existing vehicles infeasible. Further, MUSD schools on the west side of the I-10 Freeway have very limited access to public transportation, with even fewer school buses equipped for students with special needs, nor are they appropriately sized to efficiently serve small groups of students or staffed by drivers with expertise in serving students who need additional support while en route.

WHAT IS THE SOLUTION

MUSD will purchase 7-passenger vehicles that do not require a commercial driver license to operate, allowing trained teacher and job coaches to serve as drivers. Use of these smaller 7-passenger vehicles allows for more flexibility and adaptability for students with special needs as well as easier maintenance. Vehicles will be wheelchair accessible, have mobility assistive features, automatic doors, and seat modifications for students with physical limitations. Educators driving the vehicles will have experience and capability to communicate with students who may have language impairments, developmental delays, or intellectual disabilities. The vehicles will primarily serve the 20 students in the MVP Transition Center.

When the vehicles are not in use by students in the MVP Transition Center, they will be utilized to expand learning and related service access for the other approximately 2,500 students with special needs within MUSD, including to attend educational evaluations, speech pathology, occupational and physical therapy, Transition To Employment (TTE), Extended School Year (ESY), summer enrichment and more.

PIMA COUNTY

Grant Award
\$120,000

WHAT THEY HOPE TO ACHIEVE

This grant will support increasing student access to workforce skill development opportunities and resources in vehicles equipped to ensure safety and accessibility for students with special needs. MUSD will report total number of students directly served, average transportation cost per student served, average cost per student trip, average transport distance per student served and estimated number of trips per student, per year in the MVP program and by other participating schools. Each semester, MUSD aims to have more than 85% of parents, students, and staff report satisfaction with the new transportation program.

YEAR 1
20
Students
Served

STUDENT DEMOGRAPHICS

- 28% of students are Exceptional Student Services Combined Autistic, Developmental, Mild, Moderate, Severe.
- 34% of participating students qualify for Free and Reduced-Price Lunch.
- The student population consists of 1% American Indian/Alaska Native, 2% Asian, 2% Black/African American, 39% Hispanic, 5% multiple races, 4% Native Hawaiian/Pacific Islander, 52% Caucasian, 47% female, and 53% male.
- 6 Title 1 eligible schools will participate.



Mexicayotl Academy of Excellence

Public Charter

GRANTEE BACKGROUND

Mexicayotl means 'Heart of the Community' (Corazon del Pueblo). Mexicayotl Academy of Excellence ("Mexicayotl") is located on the international border of the U.S. and Mexico. The community of Ambos Nogales includes the twin cities of Nogales, Arizona and Nogales, Sonora. Mexicayotl offers a successful dual language and intercultural instructional model. The school was the only school in Southern Arizona to be recognized as a 2020 National Blue Ribbon School.

PROBLEM TO SOLVE

Mexicayotl needs a mobility solution that will facilitate access to their school sites and new outdoor youth leadership center as well as travel to other rigorous learning opportunities across the state and region. Due to the limited public transportation options in Santa Cruz County, the burden to commute and access quality education options becomes the sole responsibility of parents and school officials. Mexicayotl has identified the need to launch a nimble micro fleet suited to students' unique needs and geography of the school.

WHAT IS THE SOLUTION

Mexicayotl is creating a specialized micro fleet made up of a variety of vehicles. The most localized vehicles will be off road style golf carts capable of transporting people during outdoor educational activities to and from the outdoor learning center. Mexicayotl will also acquire and convert E-series passenger vans into 4x4 vehicles to provide students and staff members access to science outdoor learning opportunities throughout southern Arizona desert and the Santa Cruz Heritage Area. For traditional student pickup and drop-off, Mexicayotl will utilize electric passenger vehicles and small hybrid vehicles to best meet the needs of students and staff. Mexicayotl will utilize school transportation software to better design student routes and maximize the reach of the school's new micro fleet.

PIMA & SANTA CRUZ COUNTIES

Grant Award

\$930,000

WHAT THEY HOPE TO ACHIEVE

Mexicayotl will provide transportation options for students by creating a specialized micro fleet that will better meet the localized mobility needs of their sites and at their outdoor youth leadership center. As a result of this expanded and efficient transit system, Mexicayotl will increase student enrollment by at least 10% and decrease student absenteeism by at least 10% by the end of the grant program. Moreover, Mexicayotl will increase student participation in after-school activities and enrichment opportunities by at least 10% in Year 1 and by a cumulative of 20% by Year 2. With greater access to resources and reliable transportation to get to school, Mexicayotl seeks to achieve 70% of their English language learners increasing a minimum of 3 DRA reading levels at the end of each school year. Mexicayotl will also report on utilization, efficiency measures uncovered, decrease in transportation fuel costs, and total students served as well as mileage, cost, and number of trips per student, per year.

YEAR 1
350
Students
Served

STUDENT DEMOGRAPHICS

- Mexicayotl serves a student population that is predominantly made up of students of color-98% of the students self identify as Hispanic/Latino.
- 50% of the student population are developing English language learners.
- 40.4% of the student body is male and 59.6% is female.
- 95% of the students qualify for Free or Reduced-Price lunch.





Phoenix International Academy

Public Charter

GRANTEE BACKGROUND

Phoenix International Academy ("PIA") is an innovative public charter school, located in South Phoenix. Their school primarily serves the South Mountain Community where they are located; however, many families choose to attend PIA because of their model, so they also have students who travel from the North Phoenix and East Valley Mesa areas.

PROBLEM TO SOLVE

Currently, PIA hires out for transportation needs, which has left them with canceled routes at the last minute, unstable drivers, outside employees unfamiliar with their students and their model, and inconsistent pick-up and drop-off timelines. In addition, their students have limited field trip and access to learning opportunities outside of the school campus because transportation costs are too high with contracted buses or vans.

WHAT IS THE SOLUTION

PIA's plan has two parts: First, PIA will provide parents with an In Lieu of Transportation stipend for transporting their students and carpooling with other students who live nearby. Second, PIA will purchase six transit vehicles and stipend PIA staff drivers. They plan to transition all transportation services in-house, leveraging vehicles and small buses that do not require a CDL and employing drivers who also work for the school as support staff, custodians, lunch supervisors, and special education assistants.

MARICOPA COUNTY

Grant Award

\$545,000

WHAT THEY HOPE TO ACHIEVE

This grant will support streamlining and expanding transportation options for students and increase the number of high-quality seats for students all over the valley. Moving transportation in-house will reduce transportation costs up to 75%, expand field trip and out-of-school learning opportunities, and provide consistent drivers who know their students, know their school and culture, and report to campus for their other work obligations throughout the day. PIA aims to decrease student route times and distance traveled by at least 10%, increase student attendance to at least 90% and decrease chronic absenteeism by at least 10% at the end of the grant period. PIA aims for more than 85% of parents and teachers to report satisfaction with their enhanced transportation program. Finally, PIA will capture utilization and efficiency as well as student data on access, use, costs, mileage, and attendance differentiated by mode and primary transit use.



YEAR 1
177
Students
Served

STUDENT DEMOGRAPHICS

- The student population is made up of 80% Latino (all races), 15% Black (not Latino), 3% Caucasian, 1% Native American, and 1% Asian/Pacific Islander.
- 94% of PIA students qualify for Free and Reduced-Price Lunch.
- 33% of PIA students have IEPs for their unique learning needs.



Show Low Unified School District

Public District

GRANTEE BACKGROUND

The Show Low Unified School District (“Show Low”) serves students within Navajo and Apache counties. Transportation is provided to students who live in unincorporated areas of Vernon, Concho, Clay Springs, Pinedale, Linden, and White Mountain Lakes as well as students in the towns of Taylor and Lakeside.

PROBLEM TO SOLVE

Show Low currently has two buses with accessibility features designed for serving students with special needs. The buses are diesel-powered, unreliable and transport students on the bus for an hour or more across rural terrain. Given the lengthy duration of most journeys, it can be challenging for caregivers to not have insight into how trips are progressing or when vehicles and their student will arrive or depart.

WHAT IS THE SOLUTION

Show Low will purchase two special needs buses and a new GPS tracking system to add to their existing transportation system. Each student will receive an RID card to scan when they board and disembark the bus, enabling the transportation department as well as caregivers the ability to monitor the school bus route, receiving real time GPS location information.

APACHE & NAVAJO COUNTIES

Grant Award

\$450,000

WHAT THEY HOPE TO ACHIEVE

Show Low will increase transparency for families and safety for students riding the bus as well as replacing special needs buses that run more efficiently and are environmentally friendly. Show Low aims to decrease safety incident reports by at least 10% each year and to have more than 85% of parents and community members report satisfaction with the enhanced transportation program each quarter. The team will report efficiency measures uncovered by mode and overall, utilization, daily ridership compared to planned ridership, and average daily GPS coverage as well as other relevant student metrics.

YEAR 1

1,435

Students
Served

STUDENT DEMOGRAPHICS

- Show Low serves 2,600 students in grades K-12 in a very rural community.
- 42.7% of families served are low-income.
- The student population consists of 3.2% Asian, African American, and Pacific Islander; 5.6% Native American; 21.1% Hispanic; and 70.1% Caucasian.





Tombstone Unified School District

Public District

GRANTEE BACKGROUND

Tombstone Unified School District #1 (“Tombstone”) serves three communities in Southern Arizona across 1,200 miles with a large open enrollment population. The district covers a large geographical area of more than 510 square miles, including the communities of Coronado, Fairbank, Gleeson, Huachuca City, Presidential Estates, Whetstone, Woody Hills, and Tombstone, Arizona.

PROBLEM TO SOLVE

Currently, Tombstone operates buses for students consistently throughout the school year and summer. A problem that has surfaced is the ability of the Tombstone transportation department to have well-equipped immediate response vehicles if a bus is in trouble. Given the miles covered, a broken vehicle could result in significant delays to school and thus missed learning opportunities. Additionally, Tombstone has struggled to find CDL drivers and thus normal bus routes have not been reliable for families.

WHAT IS THE SOLUTION

Tombstone will launch an immediate response vehicle fleet to support with the maintenance, mechanics, emergency services, and transportation of drivers away from the main depot. Bus drivers, maintenance staff, and mechanics need vehicles that can provide emergency service, help perform routine service, and decrease costs and mileage to get vehicles moving and transporting students as quickly as possible. To combat the severe driver shortage, Tombstone will purchase two 14-passenger vehicles, which will be operated by school employees, and provide new micro transit routes for students. These smaller buses, which do not require a CDL, will allow additional students to attend learning experiences outside of campus and enable Tombstone to grow its student population, especially with open enrollment kids.

COCHISE COUNTY

Grant Award

\$560,000

WHAT THEY HOPE TO ACHIEVE

This grant will support growing Recipient’s transportation options to remove the CDL driver barrier and driver shortage. Tombstone aims to decrease transit response times for bus service and maintenance by 10% each semester as well as total number of maintenance incidents and vehicle breakdowns, time to repair with the goal to improve vehicle uptime and availability for transporting students. Tombstone will increase overall student enrollment by at least 10% by the end of the grant cycle and aims to increase student transit ridership by 50% because of the new features. The team will report on efficiencies and utilization as well as relevant student data including number of trips per student per year, distance traveled, and average cost.



YEAR 1
420
Students
Served

STUDENT DEMOGRAPHICS

- 40% of the Tombstone student population qualifies for Free & Reduced-price Lunch.
- 47% of the district is ethnically diverse.
- Additional relevant subgroups include students with disabilities 18%, English language learners 3%, and Homeless or Foster Care 1%.



Topock Elementary School District

Public District

GRANTEE BACKGROUND

Topock Elementary School ("Topock") is in Topock, Arizona. Topock believes education is a partnership among parents, students, staff, and the neighboring community. They are committed to building a learning community of responsible citizens who have a passion for learning through an integrated curriculum.

PROBLEM TO SOLVE

The Topock community is a rural, isolated, unincorporated area of Mohave County where there are no sidewalks, streetlamps, and consists primarily of unpaved roads. These conditions prevent students from traveling safely by foot to school, especially in the extreme desert temperatures that the Mohave Desert faces.

WHAT IS THE SOLUTION

The district will purchase a 15-passenger vehicle to transport students efficiently thru micro transit support. This will solve many issues with transportation barriers to alleviate long bus rides or walks in excessive heat as well as serve as a backup mode of transportation when students need it most.

YEAR 1
130
Students
Served

STUDENT DEMOGRAPHICS

- 82% of Topock students live at or below the federal and state government poverty standards.
- They serve homeless and foster youth & 100% of their student population are on the Free & Reduced-price Lunch program.
- Student population consists of 14% Hispanic, 4% Multi-ethnic, 1% African American, 9% Native-American, and 72% Caucasian.

MOHAVE COUNTY

Grant Award

\$60,000

WHAT THEY HOPE TO ACHIEVE

The primary goal is to increase efficiency in transporting students and improve student safety to get to and from school. Topock aims to decrease students' time in transit by at least 10%, decrease transportation costs by 20% compared to prior transportation operations, and have more than 85% of parents, students, and teachers report satisfaction with the enhanced transit options as measured each semester. The team will report utilization and efficiency measures uncovered, daily on-time performance by route and overall as well as students served, cost per student and milage covered, as well as total trips per student by transit modality per year.





Yuma Educational Transportation Consortium

Public District

GRANTEE BACKGROUND

The Yuma Educational Consortium (“YEC”) is a collaboration among Arizona Western College, Northern Arizona University – Yuma Branch, Yuma Elementary District No. One, and Yuma Union High School District. YEC promotes efficient and maximal use of available educational resources through the pooling and sharing of common and complementary resources of each institution. The Intergovernmental Agreement among the members is the basis for subsequent cooperative endeavors. Currently, there are three departments under the umbrella of the Consortium: Technology, Materials Management, and Transportation.

PROBLEM TO SOLVE

YEC’s transportation challenges are threefold: bus drivers are distracted by using an antiquated paper route system; incidents of misconduct and bullying on school buses is on the rise, and participating schools are unable to accurately account for students on their way to and from school.

WHAT IS THE SOLUTION

Yuma Elementary School District One and Yuma Union High School District #70, through its innovative partnership in YEC, will enhance the safety of its bus-riding students by installing cameras, turn-by-turn navigation systems, and location monitoring of students while on Consortium buses.



YUMA COUNTY

Grant Award

\$785,000

WHAT THEY HOPE TO ACHIEVE

This grant will support enhancing the safety of bus-riding Yuma students. Cameras will provide evidence in discipline cases on buses or in accident scenarios. The YEC model aims to decrease the number of discipline referrals and bus suspensions by at least 10% after installing the bus cameras and have more than 85% of parents report satisfaction with the transportation program each semester. Location tracking will reduce parents’ stress by allowing them to quickly verify the location of the buses their children are riding or the children’s entry and exit times. The GPS and turn-by-turn navigation systems will increase driving safety and decrease driver stress, thereby increasing bus driver retention and driver satisfaction. The team will report on utilization, daily ridership, and average daily GPS coverage as well as overall impact data to students, travel time, and costs.

YEAR 1

9,000

Students Served

STUDENT DEMOGRAPHICS

- 74% of participating students are from low-income households.
- Students participating in student transit enhancements are 78% Hispanic, 18% Caucasian/Non-Hispanic students, and 4% all other ethnicities.