



Review of the Transportation Program of the Omaha Public Schools Fall 2016

On behalf of Mark A. Evans, Superintendent of the Omaha Public Schools (OPS), Chief Operations Officer, Antoinette E. Turnquist, requested that the Council of the Great City Schools (CGCS) provide a review of the district's transportation program. Specifically, the chief operating officer requested that the Council¹—

- Review the Department of Transportation's (DoT) mitigation of the contract-driver shortage that plagued the opening of the 2016-17 school year,
- Evaluate the current service contract with Student Transportation of America (STA) and provide recommendations to strengthen the contract development and enforcement,
- Review and comment on the DoT's existing business processes and internal controls and identify opportunities for improvement, and
- Examine the DoT's internal and external communications processes, especially between DoT and parents, schools, and STA, and recommend ways to provide more effective communications and outcomes.

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in transportation operations from other major city school systems across the country. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of team members.)

Robert Carlson, Project Director
Director, Management Services
Council of the Great City Schools

David Palmer, Principal Investigator
Deputy Director of Transportation (Retired)
Los Angeles Unified School District

¹ The Council has conducted some 300 instructional, management, and operational reviews in over 50 big-city school districts over the last 15 years. The reports generated by these reviews are often critical but they have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. These reports have also been the basis for identifying "best practices" for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

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James Beekman
General Manager, Transportation
Hillsborough County Public Schools

Nathan Graf
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Houston Independent School District

Kathi Hayward
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Dallas Independent School District

Nicole Portee
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Denver Public Schools

William Wen
Senior Director, Transportation Services
Orange County Public Schools

The team reviewed documents provided by the district prior to its four-day site visit to Omaha on September 11-14, 2016. The general schedule for the site visit is described below, and the complete working agenda for the site visit is presented as Attachment B.

The team met with Superintendent, Mark A. Evans, and Chief Operations Officer, Antoinette E. Turnquist, during the evening of the first day of the site visit to discuss expectations and objectives for the review, and to make final adjustments to the work schedule. The team used the second and third days of the site visit to observe operations, conduct interviews with key staff members (a list of individuals interviewed is included as Attachment C), and examine additional documents and data. (A complete list of documents reviewed is included as Attachment D).²

The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations, and providing the Superintendent and Chief Operations Officer with a briefing on the team's preliminary findings.

The Council sent a draft of this document to team members for their review in order to ensure the accuracy of the report and to obtain their concurrence with the final recommendations. This management letter contains the findings and recommendations that have been designed by the team to help improve the operational efficiencies, effectiveness, and sustainability of the OPS transportation program.

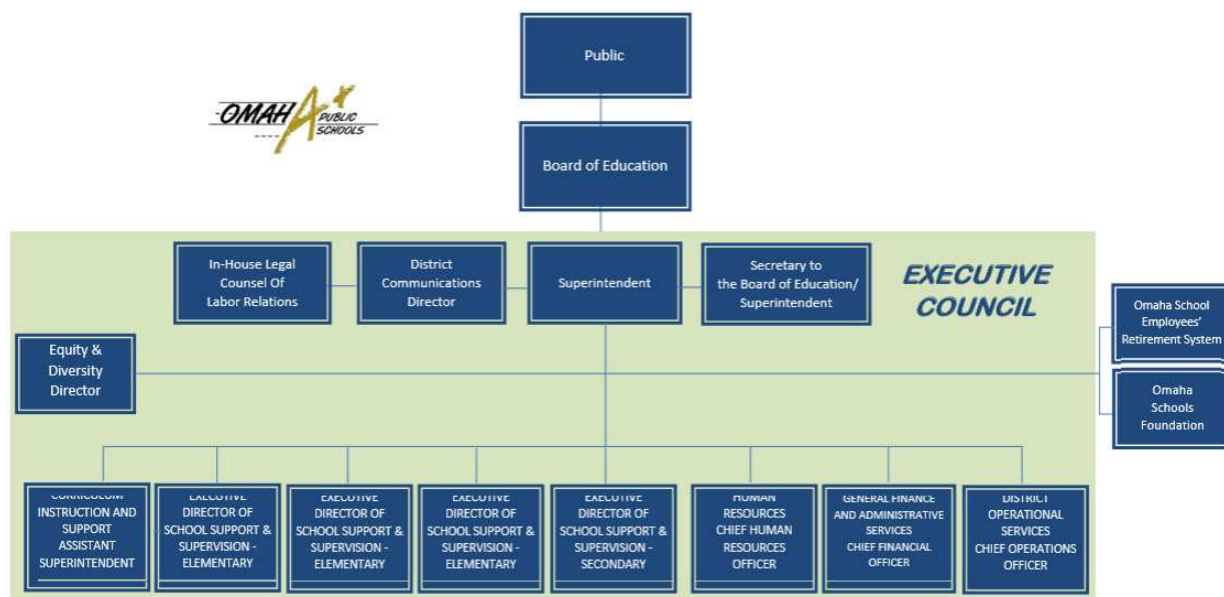
² The Council's reports are based on interviews with district staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming, but cannot always judge the accuracy of statements made by interviewees.

Omaha Public Schools

The Omaha Public Schools (OPS) is the largest school district in Nebraska, serving an enrollment of nearly 51,550 students.³ Except 2015, OPS has experienced increasing enrollment every year since 1991. OPS encompasses a geographic area that spans over 144 square miles, which, during inclement weather, can present unique transportation challenges to the district.

OPS is governed by an elected nine-member Board of Education, which appoints the Superintendent of Schools. The superintendent is responsible to the board for the effective operations of the school system, including implementation of the district's Strategic Plan⁴ that includes the following vision: *Every Student. Every Day. Prepared for Success*, and mission: *Omaha Public Schools prepares all students to excel in college, career, and life*. The superintendent is also responsible for the efficient management of the district's resources. The approved budget for 2016-17 was \$582,072,092.⁵ A high-level overview of the superintendent's administrative organization is shown in Exhibit 1.

Exhibit 1. Superintendent's Administrative Organization Chart



The Chief Operations Officer (COO), who reports directly to the superintendent, has responsibility for student transportation, the supply chain, economic inclusion, nutrition services,

³ Includes 2,350 pre-kindergarten students.

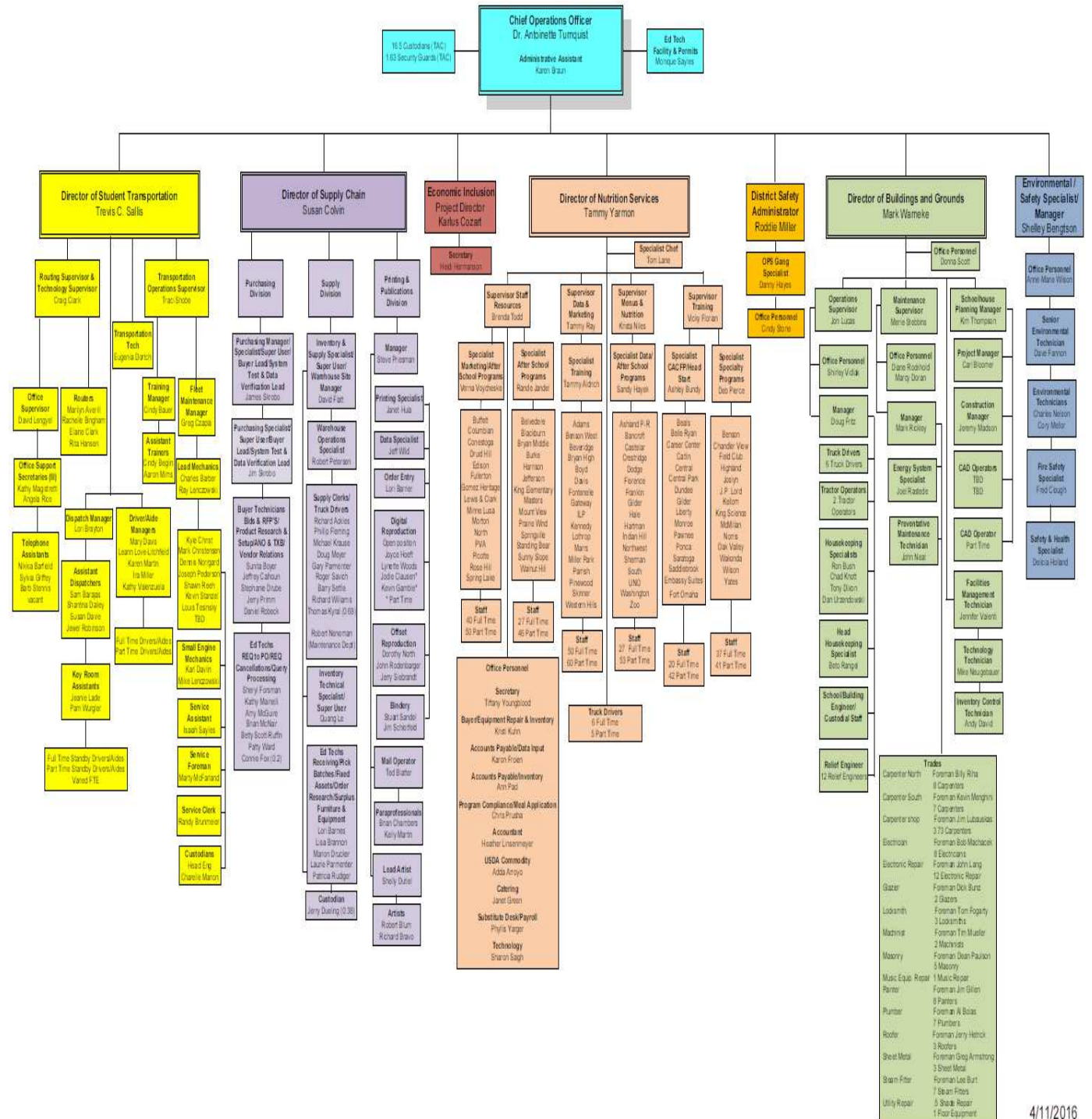
⁴ The OPS Strategic Plan can be viewed at: http://district.ops.org/LinkClick.aspx?fileticket=F2tZOU_Rwyo%3d&tabid=2336&portalid=0&mid=4019

⁵ The OPS FY17 Adopted Budget can be viewed at: <http://openbook.ops.org/Tools/2016-17AdoptedBudget/tabid/237/Default.aspx>

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safety and security, buildings and grounds, and environmental/safety. The Chief Operations Officer's organizational structure is shown in Exhibit 2.

Exhibit 2. Chief Operations Officer's Organization Chart

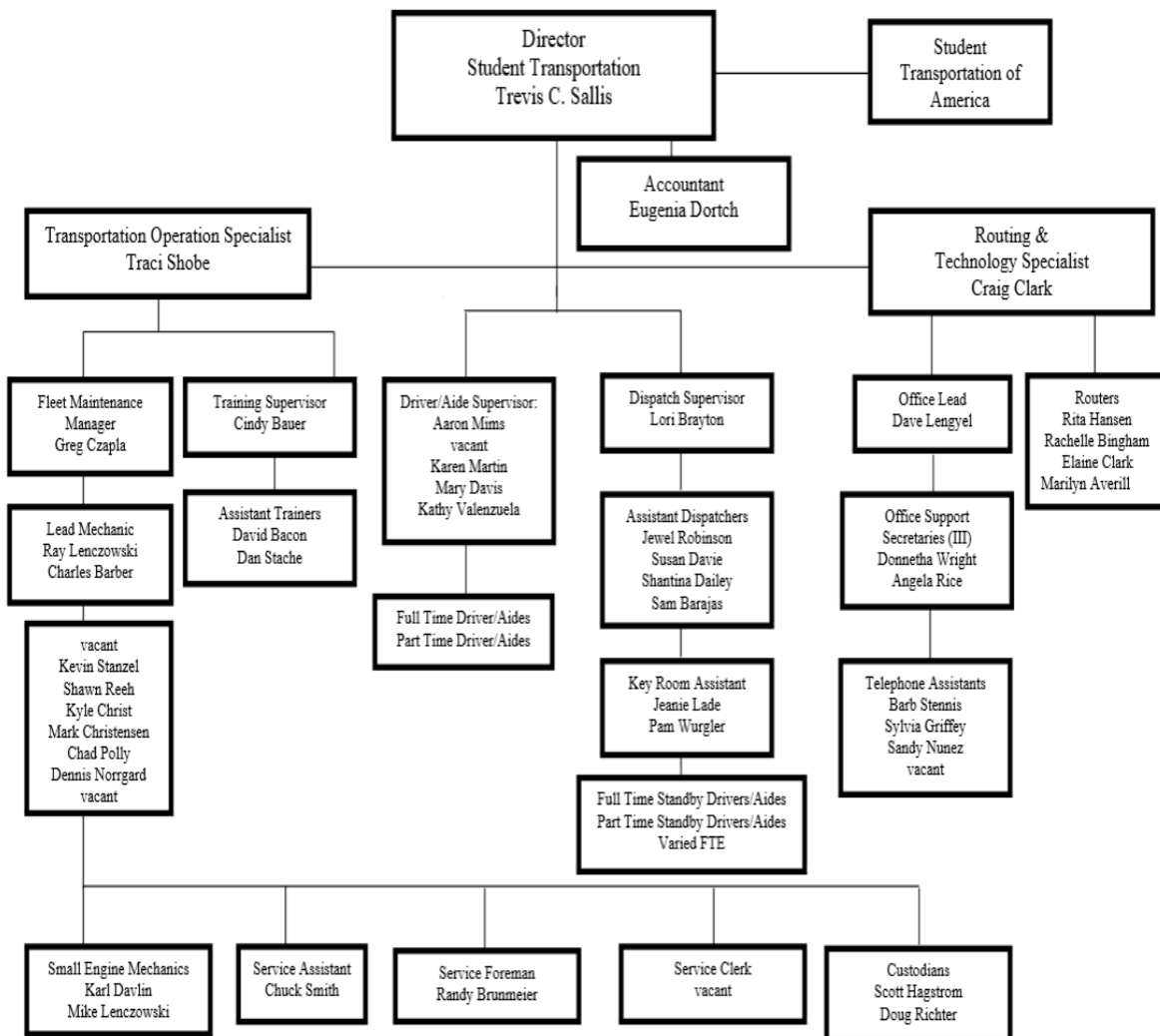


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Department of Transportation

The Department of Transportation reports directly to the Chief Operations Officer. The Director of Transportation has five direct reports: a Transportation Operations Specialist, a Driver/Aide Supervisor, a Dispatch Supervisor, a Routing and Technology Specialist, and an Accountant. Additionally, the Director of Transportation is responsible for the administration of the school bus contract with Student Transportation of American, Inc. (STA). Exhibit 3 shows the Department's organizational structure.

Exhibit 3. Transportation Department Organization Chart



The Director of Transportation's FY17 budget is \$46,244,248, which is 7.9 percent of the district's General Fund budget. Over the past several years, DoT's budget has received increasing allocations from the district. Exhibit 4 on the next page compares budget allocations to actual expenses for the past two fiscal years.

Exhibit 4. DoT Allocated Budget vs. Actual Expense⁶

Category	FY15		FY16		FY17
	Budget	Actual	Budget	Actual	Budget
Transportation Operations	\$ 38,858,568	\$ 37,013,850	\$ 41,109,601	\$ 37,224,313	\$ 44,926,787
Transportation Facilities	115,731	84,287	121,643	89,916	122,820
Fleet Maintenance	634,355	254,228	1,194,641	302,364	1,194,641
Funds Encumbered		211,744		1,124,771	
Total	\$ 39,608,654	\$ 37,564,109	\$ 42,425,885	\$ 38,741,364	\$ 46,244,248

Source: DoT Accountant

The DoT is responsible for the daily transportation of over 20,240 students⁷ (39.3 percent of the district's total enrollment). Students are transported on a combination of 239 district-operated bus routes and 476 contractor-operated bus routes into 97 schools and centers. Together, these buses traveled over 9,135,000⁸ miles in FY16, picking-up and dropping-off students at approximately 9,300 separate locations.

Based on current statutes, OPS is required to transport students participating in special education programs and transport students based on how far they live from school. Transportation also plays a critical role in serving magnet schools, students in shelters, and the voluntary assignment of students to provide integrated multicultural educational opportunities. One factor in determining eligibility for transportation is free or reduced-price meal status. Currently, about 74 percent of OPS students are eligible for free and reduced meals.⁹

The DoT also provides designated OPS students with summer transportation services to selected schools, and provides transportation for more than 5,700 field and athletic trips annually. In addition to the 267 district school buses used to transport students, the DoT maintains 211 white-fleet¹⁰ vehicles and numerous small-engine equipment.

Beginning in 2010-2011, transportation was also provided for students choosing to participate in the diversity plan of the Douglas – Sarpy County Learning Community. The Board of Education adopted a new Student Assignment Plan for elementary and middle schools (grades K-8)--the Partner Plan--which becomes effective at the start of the 2017-18 school year. The Partner Plan will change transportation eligibility for K-8 students not attending their neighborhood school.

⁶ Transportations Operations includes contracted bus services; Fleet Maintenance includes white fleet and small engine equipment. The majority of Funds Encumbered are for vehicle acquisition.

⁷ Source: OPS Routing Supervisor/Technology Specialist. Data include 2,165 students with disabilities (SWD) for whom transportation is a required service, and 18,077 non-SWD. Included in these totals are approximately 445 students who are transported to OPS schools but reside outside of the OPS attendance boundary.

⁸ Source: OPS Routing Supervisor/Technology Specialist. OPS buses traveled 3,794,066 miles and STA buses traveled 5,341,402 miles in FY16.

⁹ Source: OPS Division of Research.

¹⁰ A white-fleet vehicle is a district owned vehicle that is not a school bus. White-fleet vehicles typically include district trucks, vans, and automobiles.

Findings

The findings of the Council's Strategic Support Team on transportation are organized into five general areas: Commendations, leadership and management, organization, operations, and the school bus service contract with STA. These findings are followed by a set of related recommendations for the district.

Commendations

- The DoT is taking progressive steps to leverage technology in order to improve operational outcomes. For example, the DoT –
 - Updated the two-way radio system on district buses used for students with disabilities
 - Installed video cameras on district-operated buses and required STA to install video cameras on their contracted buses
 - Is exploring student tracking technology to digitally track when and where students enter and exit buses.
- The team observed a positive culture within the DoT. Specifically, the team noted that employees –
 - Displayed enthusiasm and pride in their department and its contributions to the educational program
 - Maintained a clean work environment
 - Enjoyed the company of each other
 - Appeared to be committed to their roles and to student success.
- DoT staff have a presence at the student-assignment planning table that allows them to assess the impact that potential changes might have on the department.
- DoT budgets are appropriately monitored and quality financial reporting is in place.
- Principals interviewed are very supportive and pleased with OPS-provided transportation and described DoT staff as responsive to the needs of parents being served.
- In an effort to mitigate the impact of the STA driver shortage at the start of the school year, DoT staff initiated a number of steps to minimize disruption to families and loss of instructional time for students. The DoT team –
 - Contracted for additional buses from smaller vendors in the community

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- Utilized current district employees, including coaches, mechanics, and selected DoT personnel who held proper drivers credentials, to transport students to and from school in district vehicles
- Wherever possible, DoT used available OPS bus drivers to cover routes otherwise assigned to STA.
- DoT training staff designed training tools and aids that rise to the level of “best practice” in school bus driver training. Exhibit 5 below shows an outstanding training innovation used by DoT.

Exhibit 5. Creative Training Aids Developed by the DoT



Source: CGCS Review Team Site Visit

Leadership and Management

- The team saw no evidence of a current DoT business plan with clearly stated goals and measurable outcomes that would be aligned with the OPS Strategic Plan.
- It was acknowledged by many district staff interviewed that the district’s reputation was damaged at the start of the school year as a result of the significant driver shortage and the lack of effective communications to parents and schools.
- Although progress has been made to ensure that DoT is in full compliance with all OPS policies and requirements, several practices inherited from prior department administrations were problematic and still in existence. For example –
 - A bid process is in place for the outside repair of vehicles (\$7,100 budget) but not for acquiring tires and parts (\$84,430 budget) for the fleet,

- The team could not identify who has responsibility for procuring fuel for the district's vehicles
- The Purchasing Division's involvement in bidding, solicitation, and ensuring DoT compliance has been passive. As a result, DoT historically has been allowed to acquire goods outside of the normal procurement practices.
- The team found no evidence of succession planning in the DoT in the event of retirement, promotion, or resignation of key department staff.
- The team found some resistance to route, whenever possible, students with disabilities (SwD) that receive the related service of transportation together with students without disabilities on the same bus. All 100 percent of SwD students who are transported door-to-door are transported on dedicated OPS SwD buses pursuant to the student's Individual Educational Program (IEP)¹¹ in order to provide the student with a Free Appropriate Public Education as required by the Individuals with Disabilities Education Act.¹²
- There continues to be a lack of effective communication channels in the aftermath of the driver shortage. Specifically –
 - Principals and key DoT personnel lack a confidential, direct telephone number to STA to resolve urgent and other time sensitive issues
 - DoT lacks a modern telephone call-center and call-distribution system that can serve as a single point of contact for parents and schools to resolve DoT related issues. The team heard that --
 - Parents are confused by the multiple numbers that need to call to address concerns
 - STA informed parents to call the school regarding transportation concerns, which placed an unnecessary and unacceptable burden on school site staff at the opening of the school year
 - The district utilizes *Bus Bulletin*¹³ software to notify principals of transportation service issues, but this system is not being utilized to notify parents of bus delays.

¹¹ An Individualized Education Program (IEP) is a written education plan designed to meet a child's learning needs.

¹² Pursuant to the U.S. Individuals with Disabilities Education Act, the least restrictive environment [LRE] is a principle that governs the education of students with disabilities and other special needs. LRE means that a student who has a disability should have the opportunity to be educated with non-disabled peers to the greatest extent appropriate. These students should have access to the general education curriculum, extracurricular activities, or any other program that non-disabled peers would be able to access, including transportation.

¹³ Bus Bulletin is a mass communication program that provides notifications to recipients *via* text message, email, voice, or any combination. Typical notifications include route delays, emergencies, severe weather, substitute buses, rescheduled buses, and other related information.

- The OPS transportation eligibility policy allows transportation services for students who have to walk considerably less distance than requirements under Nebraska state statute. As a result, significantly more students are transported to their home school than qualify under state statutes.¹⁴ The district may have legitimate reasons for this, but it should be clear that that is what it wants. Exhibit 6 below illustrates eligibility requirements.

Exhibit 6. Eligibility for Transportation¹⁵

Student Attends Resident School	Elem School	Middle School	High School
State Eligibility Requirements	>4 miles	>4 miles	Do Not Qualify
Current OPS Eligibility Requirements	>1.5 miles	>1.5 miles	>3.0 miles ¹⁶

Source: Nebraska State Statute 79-611 and OPS Routing Supervisor/Technology Specialist

- Although OPS submits Key Performance Indicators (KPI)¹⁷ data for the Council of the Great City Schools *Managing for Results Project*, there is little evidence that performance data are utilized throughout the year to monitor DoT quality or efficiency of service. For example –
 - Daily on-time performance is not tracked to validate that transported students are arriving to, or departing from, school on time
 - The daily percent of out-of-service vehicles is not tracked
 - Bus and seat utilization is not tracked to maximize efficiency and minimize costs.
- There was no indication that an annual, formal inter-departmental route-planning timeline exists that would integrate SwD, Student Assignments, Information Management Services, Division of Research, and DoT. As a result –
 - The team was advised that student placements come to DoT so late in the routing process that it is difficult to efficiently route students prior to the start of school
 - The school bus contractor indicated they need complete route information sooner.
- OPS lacks a centralized contract-compliance office to monitor the management of contracted services.

¹⁴ OPS 2015-2016 state report indicates that 3,787 students of the 6,130 students transported to their home schools are not eligible for transportation based on current state statutes.

¹⁵ Beginning in the 2017-18 school year, the OPS policy for elementary school transportation eligibility will be reduced to one (1) mile.

¹⁶ Excludes Burke High and Central High. These two school attendance areas are not eligible for transportation.

¹⁷ The Council's "Managing for Results" report is a performance management and benchmarking project that identifies performance measures, key indicators, and best practices that can guide the improvement of non-instructional operations in urban school districts across the nation.

- The team was informed that the DoT delayed transitioning to the new Edulog¹⁸ SQL school bus routing system. As a result –
 - There will continue to be an overreliance on the older software version (NT) that will no longer be supported by Edulog
 - DoT routers have not been trained on the new system, thus creating a lack of critical “hands-on” experience that is needed to smoothly transition to the new platform
 - DoT is unable to leverage the full functionality of the new SQL platform.
- The team noted that the district lacked a plan to recruit and retain bus drivers.¹⁹ The team also heard from interviewees that –
 - The DoT is not directly involved in the recruiting, interviewing, and selection of its own bus drivers
 - The district does not utilize exit interviews or track reasons why employees voluntarily separate from service.

Organization

- The team saw no evidence that the DoT’s organizational structure or workflows had been examined recently to determine opportunities for greater effectiveness and efficiencies.
- The DoT organization chart does not accurately reflect current reporting lines. For example, the team was told during interviews that routers are a direct report to the office lead position. The DoT organizational chart, however, indicates that routers report directly to the Routing Supervisor/Technology Specialist.

Operations

- The DoT’s approach to the route-development process does not reflect best practices. For example --
 - DoT routes 100 percent of transportation-eligible students even though, historically, some of these students have never, or no longer, ride the bus
 - If buses need to be added at the start of the school year (i.e., student assignments change or in walk-to-stop or walk-to-school distances change), then buses are added

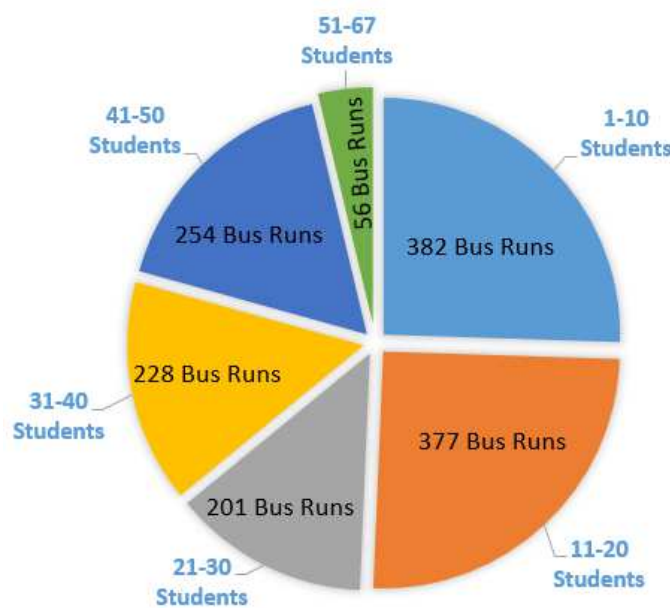
¹⁸ Edulog (Education Logistics) produces the school bus routing software utilized by OPS.

¹⁹ This is a common issue that the Council has found in its review of districts and their efforts to recruit and retain classified employees.

to the previous year's starting total--not the previous year's ending total.²⁰ This practice essentially reinstates buses that were previously consolidated out.

- Fifty percent (50 percent) of non-SwD runs²¹ assigned to STA²² have 20 or fewer students assigned to each bus. Some 382 STA runs have 10 or fewer students assigned. Exhibit 7 shows seat utilization on STA 65-72 passenger buses.

Exhibit 7. Seat Utilization



Source: OPS Routing Supervisor/Technology Specialist

- No plan or process is in place to monitor actual ridership needed to consolidate or eliminate buses and thereby reduce costs.
- OPS does not maximize opportunities in walk-to-stop distances, student ride times, or seating capacity/seat utilization, thus forfeiting chances to reduce operating costs. Exhibit 8 below illustrates these service metrics.

²⁰ To illustrate, STA was assigned 456 routes for the start of the 2015-16 school year. Through consolidation, STA ended the school year with 419 routes (37 fewer buses). DoT staff determined that 20 additional buses were needed for the start of the 2016-17 school year because of reductions in walk-to-stop distances affecting some middle school students. STA was assigned 476 routes for the start of the 2016-17 school year ($456+20=476$)--not 439 routes ($419+20=439$).

²¹ A bus run is part of a bus route. Most OPS bus routes are comprised of four bus runs (two in the morning and two in the afternoon).

²² OPS contracts for 65 and 72 passenger buses.

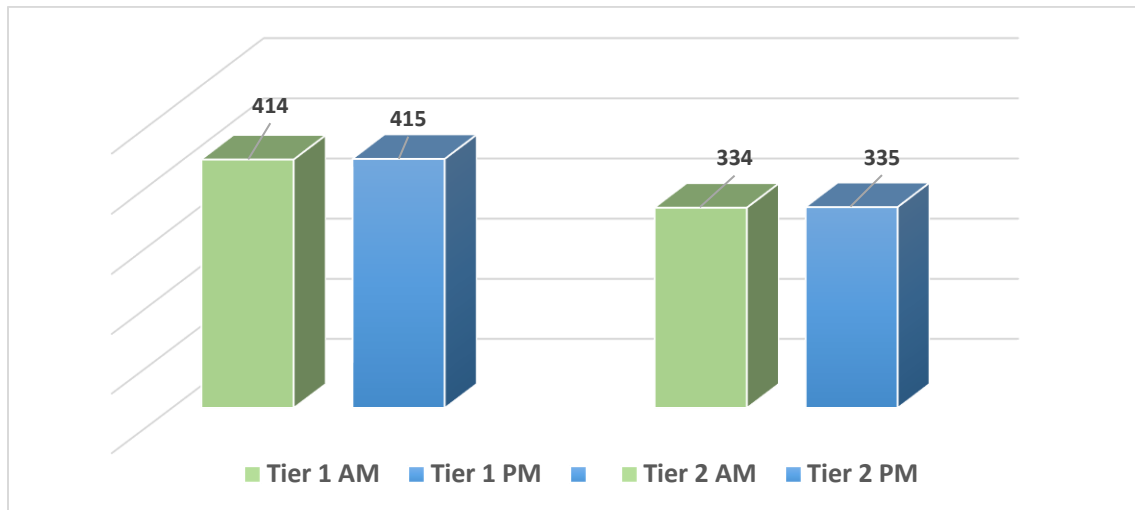
Exhibit 8. Service Metrics

Service Metric	District Policy	Actual Average
Maximum Walk To Stop Distance - Elementary School	2 blocks (.16 mile)	0.06 mile
Maximum Walk To Stop Distance - Middle School	4 blocks (.32 mile)	0.12 mile
Maximum Walk To Stop Distance - High School	6 blocks (.48 mile)	0.22 mile
Maximum Ride Time - Student With Disabilities	75 minutes	50 minutes
Maximum Ride Time - Regular Transportation	75 minutes	35 minutes
Average Number of Students on Bus per Tier - SWD		4.6 Students
Average Number of Students on Bus per Tier - Non SWD		23.81 Students

Source: Interviews, OPS Routing Supervisor/Technology Specialist, and CGCS 2014-2015 KPI Report

- Even though the DoT constructs and manages all routes, there is an over-reliance on the contractor to consolidate routes, which should be a DoT responsibility.
- The team was told that the DoT discontinued annual check rides for drivers that were conducted to verify driver proficiency.
- The DoT does not regularly conduct surveys to gauge customer satisfaction with services provided or to identify areas of concern.
- The district does not enjoy the benefits of a three-tier²³ bell-schedule system to maximize routing efficiencies and decrease cost. The district currently uses a two-tier system as shown in Exhibit 9 below.

Exhibit 9. Number of Runs per Tier



Source: Interviews and OPS Routing Supervisor/Technology Specialist

²³ Three (3) morning runs and three (3) afternoon runs accommodating all transported students.

- Older technology and software currently utilized by the Fleet Maintenance Section provides minimal tracking and reporting capabilities to improve fleet efficiencies and effectiveness.
- Although DoT budgets for capital vehicle replacement, it lacks a formal, multi-year, bus replacement strategy or written plan.
- Principals interviewed raised several operational concerns to the team. For instance--
 - Issues with student discipline on buses continue to be a concern. If not mitigated --
 - Student safety is jeopardized
 - There is increased risk and liability
 - Driver morale is affected
 - Driver attrition increases
 - On a scale of 1- 10 (10 being high), principals rated the services provided by DoT and STA. Principals rated DoT services between 8 and 9.5. Principals rated STA services between 2 and 5.5
 - Several principals reported that the previous service provider was more accessible and provided a higher level of service than the current provider.
- Upon review of the Council's 2014-15 KPI report, the team noted the following –
 - The FY15 cost²⁴ to operate a district bus was \$70,170²⁵ vs. \$56,194 for a contract bus
 - The FY15 cost²⁶ per rider was \$2,226 vs. the CGCS-member median of \$953 per rider
 - The FY15 buses-per-mechanic was 26.7 vs. the CGCS-member median of 19.8²⁷
 - The FY15 route-to-router/planner ratio was 47 vs. the CGCS-member median of 63.²⁸

²⁴ Source: 2014-2015 CGCS *KPI Report*.

²⁵ The Team recognizes the gap is due, in part, to the district's overhead in managing and administering the contract, and managing the routing. The team also recognizes contract requirements and profitability are factored into the cost of a contract bus. It must be noted that the students OPS transports on their buses are all students with disabilities, which requires a costlier level of service.

²⁶ Source: 2014-2015 CGCS *KPI Report*

²⁷ *Ibid*

²⁸ *Ibid*

Contract with Student Transportation of America²⁹

- The service provided by STA appears to lack comprehensive monitoring and enforcement by DoT staff. As a result –
 - The level of service provided to OPS students suffers
 - DoT staff failed to enforce all conditions described in the contract. For example –
 - According to the contractor, STA has never been assessed a liquidated damage³⁰ charge, as described in the contract, for late performance
 - Documentation provided by STA indicates that its preventative maintenance schedule is set in 60-to-75 day intervals, not 30 days as required in the contract. The contract stipulates that the sum of \$50 per day, per bus, is to be deducted for each day that the contractor failed to perform required preventative maintenance on a bus. The team found no record that deductions have ever taken place
 - There is a failure to ensure that when STA utilizes a single bus to cover two routes, the district shall only be charged for one route and that STA be charged the equivalent of 1.5 times the daily contract rate for each missed run
 - DoT staff does not verify that STA drivers have successfully completed all required training, background, and driving-history reviews prior to allowing drivers to transport OPS students
 - OPS elected not to enforce the contract requirement that, at no cost to the district, STA was to station a customer-service representative on site at the OPS transportation facility
 - The team was not able to verify that STA's contractually required insurance and performance bonds are up-to-date
 - The DoT failed to physically inspect STA buses that transport OPS students. This inspection should occur twice each year.

²⁹ OPS contracts for school bus transportation through a cooperative association known as MOEC Interlocal Transportation Association (MOEC). MOEC Interlocal Transportation Association is a Nebraska public body corporate and politic. OPS enters into other cooperative agreements in the areas of technology, energy, utility, school safety, printing, distance education, and land revitalization. For FY16, \$51,101,605 was funded for cooperative agreements, which included \$22.95M for school bus transportation. Note: It is not uncommon for school districts to join associations, cooperatives or consortiums in an attempt to leverage economies of scale when procuring supplies and services.

³⁰ Liquidated damages are damages whose amount the parties designate during the formation of a contract for the injured party to collect as compensation upon a specific breach (e.g., late performance).

- Staff from both the DoT and STA expressed frustration over the lack of effective communications between the two entities. As a result –
 - In the months leading up to the opening of the 2016-17 school year –
 - There were no regularly scheduled meetings that increased in frequency as the opening of school approached. The failure to meet face-to-face placed DoT staff in the position of not being able to appropriately assess STA’s readiness for the first day of school
 - Once the school year began –
 - Principals and DoT routers were, and still are, dissatisfied with STA’s telephone system, which is hampering--for long periods of time--a caller’s ability to reach STA parking facilities. The team was told that –
 - The STA telephone numbers are “always busy”
 - Requested call backs often do not occur
 - School-site staff members reportedly encountered STA dispatchers that lacked professionalism and that some drivers “show up” at schools not knowing what route they are driving or missing the needed route sheet
 - The team was told that --
 - Current OPS routing data are not electronically available to the STA team
 - STA does not provide DoT GPS data in a user friendly format
 - STA is changing routes without DoT knowledge or approval
 - Requested route changes proposed by STA are processed too slowly by the DoT.
- Existing contract language is often vague or confusing.³¹ For example –
 - Section 11 – lacks specificity as to the consequence for failure to provide required (10 percent) standby buses, 10 activity buses, and 25 special education buses and drivers
 - Section 24 – one portion of this section states, “The Contractor shall report daily to the affected district *as soon as reasonably practical*, all missed, late and doubled routes,” whereas contained in the same paragraph is the following language, “Contractor shall *immediately* notify the affected district and the school involved in the event of delay”. (emphasis added)

³¹ The team recognizes that the contract language may be the responsibility of MOEC, but nonetheless the team wants to ensure that OPS and its students are fully protected.

Recommendations

1. Develop a comprehensive and definitive DoT business plan with goals, objectives, benchmarks, performance measures, accountabilities, and costs that support the district's strategic plan. The plan shall include timelines and process descriptions—at a minimum—for the following activities –
 - a. A departmental business plan linked to the OPS vision and strategic plan
 - b. Yearly cost-savings initiatives and recommendations
 - c. Identification of all new or moved program placements and policy changes
 - d. Annual route planning, including the timely receipt of student data
 - e. Timely procurement of contracted services and release of routing information
 - f. Budget development
 - g. Fleet replacement
 - h. Training and professional development
 - i. Technology and program initiatives
 - j. Defined performance measures, including KPIs and industry standards for all major functions of the department, and manager accountability for these measures
 - k. Employee performance appraisal and evaluation for all DoT staff.
2. Strengthen internal controls for ensuring full compliance and transparency in DoT procurement activities. All DoT staff members who recommend, purchase, or approve purchases should be provided training on relevant OPS policies and Nebraska State codes that relate to the procurement of goods and services.
3. Create a committee of leaders from the Departments of Transportation and Special Education to confer on issues of mutual concern. At a minimum, these discussions should cover –
 - a. Establishing when a DoT representative should be present at an IEP meeting to discuss specialized equipment or services a student might require
 - b. Identifying opportunities to ensure a more effective transportation system by–
 - Identifying SwD students who are currently transported door-to-door and/or who have transportation as a related service who can be integrated onto busses with their non-disabled peers.
 - Designing runs that will safely accommodate both corner and door-to-door stops.

4. Identify opportunities to increase student safety and reduce risk and liability by –
 - a. Designing an appropriate and timely response to student discipline issues occurring on buses
 - b. Ensuring all drivers of OPS students (district and contract), along with operations staff, have received training on OPS policies and required responses to Bus accidents, bus breakdowns, buses running late, unauthorized individuals attempting to board the bus, smoking on the bus, reported weapon on the bus, and all other student safety related situations
 - c. Requiring DoT staff's ongoing review of training, background, and driving history information of all district and contract drivers who transport OPS students.
5. Develop succession planning within the DoT to ensure knowledge transfer and the orderly transition of responsibilities.
6. Reinstate the Assistant Transportation Director position as soon as funds are available. This position should provide needed support for the Director of Transportation in managing contracts, assisting in the day-to-day operation of the department, and ensuring performance metrics and accountability measures are in place throughout the DoT.
7. Create an effective communications system throughout the DoT organization, including communications channels up and down the system that involve regular meetings at each level with specific agendas, documented minutes of discussions, decisions, and follow-up activities, so employees know—
 - a. The department's goals and objectives and how they will be achieved
 - b. How employees will be held accountable for and be evaluated on the goals
 - c. That managers and supervisors are held accountable for ensuring that information is decimated throughout the organization and feedback is passed back up the organization.
8. Reestablish the best practice of having DoT staff perform check rides on OPS drivers, and expand the practice to include contract drivers who transport OPS students.
9. Begin a comprehensive review all DoT routing processes to identify opportunities for improving routing outcomes. In order to move forward, the DoT should --
 - a. Establish an annual interdepartmental routing-timeline committee that will develop appropriate and acceptable deadlines for the submission of data and completion of tasks. This committee should be comprised of key staff from Information Management Services, Special Education, Student Placement Office, Human Resources, Division of Research, Boundary/Demographics, and DoT. The committee should ensure that --
 - Routing staff has sufficient time to prepare summer and fall routes that are efficient and cost effective

- The timelines include contractor meetings, adequate time for recruiting/hiring/training of drivers and aides, reviewing contractor backgrounds and driving records, dry run(s), and vehicle maintenance in preparation for the school year
 - There is appropriate time for the contractor to review routing and provide feedback prior to the opening of school
- b. Begin to identify and fiscally quantify opportunities to reduce transportation costs by maximizing or increasing –
- Walk-to-stop distances
 - Walk-to-school distances
 - Average ride time
 - Earliest pickup time
 - Bus loads and seat utilization
 - Tiering
 - The opportunity to transport students into two nearby schools on the same bus, such as a middle school with a nearby high school, simultaneously
- c. Use--to the greatest extent possible--the previous school year's ending routing configuration as the starting point for next year's routing. Maximize seat utilization by routing all new and continuing students who actually rode the bus the previous school year
- d. Begin training on the new Edulog SQL system and fully "stress test" all functions before implementing. Run parallel systems³² until the new SQL system is been validated as functioning correctly
- e. Design a DoT strategy for monitoring actual ridership throughout the school year with the goal of aggressively identifying stops, runs, and ultimately routes that could be consolidated or eliminated.
10. Implement a program to measure or assess customer satisfaction, including the use of customer surveys, to identify service concerns and establish future priorities. At a minimum, input from parents, school administrators, customers of Fleet Services, teachers on field trips, athletic directors, and coaches should be solicited.

³² Parallel systems would include the older NT system and the newer SQL system--both operating during final testing phases.

11. Invest in a modern telephone call-center infrastructure that supports automated call distribution technology. This investment should provide parents, school staff, students, and employees a one-stop, single point of contact for callers seeking information and problem resolution. At a minimum, this system should include –
 - a. Computer telephony integration and digital call recording for training and quality control
 - b. Performance-management analytic reporting, including calls received, calls abandoned, wait times, average length of call, and complaint resolution
 - c. Real-time dashboards allowing managers and supervisors the ability to monitor call volume and hold times in order to quickly make staffing adjustments to meet current demand
 - d. Ability to expand answering stations, including expansion to off-site locations, during high call volume times, such as the start of school, inclement weather, and emergencies
 - e. Tracking caller concerns and complaints that can be electronically forwarded to the appropriate office for resolution, closing, and trending by call type
 - f. Ensure that all DoT work stations can transfer calls, receive voicemail, conduct conference calls, and forward incoming calls after hours.
12. Expand the use of *Bus Bulletin* to notify parents in a timely fashion of route delays and other interruptions of service.
13. Strengthen contract compliance by creating a central office function whose primary responsibility is to monitor district contract management, compliance, accountability, and best practices.
14. Evaluate DoT organizational structures and workflows to determine if selected staff can be repurposed to achieve operational efficiencies and effectiveness. Review and revise job descriptions to reflect the duties that need to be performed. Assign staff with the right skill sets, in appropriate numbers, to ensure that day-to-day functions are performed effectively and in a timely way.
15. Transition from the Human Resources Department being the “owner” of bus driver and bus aide recruitment and onboarding to DoT’s “owning” the process and the Human Resources Department becoming the primary “supporter.” Together they should –
 - a. Maintain and track the number of vacancies at all times to inform recruiting, training, and position control
 - b. Track all costs associated with recruiting, training, and onboarding for future budgeting justifications
 - c. Establish exit interview protocols for DoT employees that voluntarily separate from OPS, and identify and track opportunities to make or recommend policy changes

- d. Plan and staff recruitment opportunities and job fairs by leveraging mass communications opportunities and social media. Consider using *Bus Bulletin* to invite parents to join the “team”
 - e. Design strategies to assist applicants who are not computer savvy to navigate the required online application process.
16. Prioritize enforcement and monitoring of all DoT contracts. Develop training for key staff in the area of best practices in contract administration. Design and monitor performance indicators to ensure vendor compliance with all terms, conditions, and damage clauses agreed to by the parties.
17. Invest in an automated fleet maintenance-management system that incorporates robust asset tracking, lifecycle data, financials, fuel logging and integration, parts inventory and tracking, long-range strategic planning, quality management data, and dashboards.
18. Establish open communication lanes between STA and DoT with regularly scheduled meetings that rotate between STA and DoT locations. Require the attendance of key operations staff at these meetings. Agenda items should be submitted by both teams with the goal of –
- a. Improving the telephone experience between STA and OPS, especially during peak hours
 - b. Providing confidential telephone number access to reach key DoT and STA staff members throughout the day
 - c. Identifying opportunities to deliver the highest possible service to OPS students by sharing resources, including STA digital read-only access to OPS routing, STA GPS summary information, and streamlined processes for modifying routes. The new streamlined process should facilitate timely route modifications and parent notifications.
19. Conduct—in collaboration with appropriate OPS and legal staff--an in-depth review and analysis of the existing service contract with STA. This process should involve –
- a. Reviewing a variety of school bus contracts used in similarly sized or larger school districts throughout the country for “best practice” contract language to be incorporated in future OPS contracts
 - b. Identifying and strengthening existing contract language that is ambiguous and difficult to enforce
 - c. Reviewing bus capacity needs to ensure maximum seat utilization on all buses
 - d. A cost analysis of the benefit(s) of contracting services through cooperative agreements vs. contracting directly with the vendor(s).

ATTACHMENT A. STRATEGIC SUPPORT TEAM

Robert Carlson

Robert Carlson is Director of Management Services for the Council of the Great City Schools. In that capacity, he provides Strategic Support Teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of Chief Financial Officers, Chief Operating Officers, Transportation Directors, and Chief Information Officers and Technology Directors; fields hundreds of requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Dr. Carlson was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral and master degrees in administration from The Catholic University of America; a B.A. degree in political science from Ohio Wesleyan University; and has done advanced graduate work in political science at Syracuse University and the State Universities of New York.

David M. Palmer

David Palmer, Deputy Director of Transportation (retired), Los Angeles Unified School District, is a forty-year veteran of the school bus industry. Mr. Palmer's executive responsibilities included the management and oversight of bus operations (transportation of over 75,000 students on 2,500 school buses into over 850 schools and centers), fleet maintenance (3,300+ vehicles), strategic planning and execution, budget development and oversight, and contract administration. Mr. Palmer oversaw the design and implementation of performance standards, benchmarks and accountabilities for department staff and advised the Council of Great City Schools on the *Key Performance Indicator* project. Mr. Palmer also instructs the transportation component in the School Business Management Certificate Program at the University of Southern California. Mr. Palmer currently provides consulting services for school districts and providers.

James Beekman

James Beekman is the General Manager of Transportation for Hillsborough County (Florida) Public Schools (HCPS). HCPS is currently the 8th largest school district in the nation servicing over 205,000 students. Mr. Beekman began his career in student transportation in 1983 and has been in a leadership role since 1989. He has been active in the Florida Association of Pupil Transportation where he served as a Regional Director, as President and has chaired numerous committees in both operations, fleet and school bus specifications. He was recognized by School Bus Fleet Magazine as the national 2014 Administrator of the Year. In his role at HCPS, he directs the daily operation of Transportation Services which transports over 90,000 students daily on 996 routes that cover an annual total of 17 million miles. In addition to yellow bus, Transportation Services also maintains over 600 vehicles in its white fleet used by a variety of departments in the District. He is a graduate of Florida Southern College in Lakeland with a B.S. in Business

Nathan Graf

Nathan Graf is General Manager of Transportation Services for The Houston Independent School District (HISD). HISD serves over 200,000 students and is the seventh largest school district in the nation. Mr. Graf oversees the largest school district fleet operations in Texas. He is directly responsible for transporting over 29,000 students daily, 1000 school buses, 1050 white fleet vehicles, and a budget of over \$40 million. Mr. Graf has been employed with HISD since July 2002 and has served in a number of management roles, each with increasing responsibility, until being promoted to his current position. Mr. Graf earned a master's degree in business administration from the University of Texas in 1994, graduating in the top ten percent of his class and earning the distinction of a Sord Honors Graduate. Mr. Graf came to HISD from KPMG Accounting, L.L.P., where he had moved up from staff accountant to senior manager in just three years. Under Mr. Graf's leadership, the transportation department for HISD has earned several industry awards such as earning a spot in the *Government Fleet* top 100 fleets for 2011 and 2012, and was also ranked as the top school district green fleet in the nation. In addition, the department received the Clean Air Champion Award from The Houston-Galveston Area Council in 2011. And finally, the transportation department for HISD was one of two districts in the country nominated for the National Association for Pupil Transportation (NAPT) Larson Quality Award in 2012.

Kathi Hayward

Kathi Hayward is the Executive Director of Operation Business Services for the Dallas Independent School District (Dallas ISD). Dallas ISD is comprised of 384 square miles and is the second-largest public school district in the state of Texas, and the 14th-largest district in the nation serving approximately 160,000 students. In addition to directing the Transportation and Fleet Services department and managing the Interlocal Agreement with the District's transportation service provider responsible for operating 842 pupil vehicles, Ms. Hayward oversees three additional departments, Business Services, Real Property Management, and Service Centers. Under her leadership, the Transportation and Fleet Services department has been awarded local, state and federal grants and recently received the risk management *Eagle Safety Award*. She joined the Pre-K-12 learning community in 2008 as the Assistant Controller for Houston ISD. Ms. Hayward brought over fifteen years of accounting, budget development/management, internal auditing, and financial analysis and reporting experience. She earned her master's degree in business administration from East Texas Baptist University and her undergraduate degree in finance from the University of Oklahoma. Ms. Hayward has often been recognized championing outstanding Performance Management Systems and is frequently requested to provide training. A lifelong learner, she hones her skills in leadership and management through advanced certificate programs and professional organization memberships.

Nicole Portee

Nicole Portee currently serves at the Executive Director of the Denver Public Schools (DPS) Transportation Department, overseeing a fleet of more than 400 school buses, 500 personnel, \$24M budget, and transportation for over 39,000 students throughout Denver. Mrs. Portee earned a B.A. from American InterContinental University. She is a distinguished leader within the field of school bus transportation. Her passion for Transportation came while working for Council of the Great City Schools

the Air Force & Accounting on Lowry AFB and United Parcel Service (UPS) where she served in various capacities with emphasis on Workforce Planning. In 2003 Nicole joined Denver Public Schools Transportation team and served in various capacities before accepting the role of Executive Director in 2010. In 2013 Nicole was honored by the DPS Superintendent and awarded “Persons of the Year” for exemplifying DPS Shared Core Values. In 2014 she was also named one of the 14 Phenomenal Women in School Transportation by the School Bus Fleet magazine and again in 2014 one of the 14 Fascinating Personalities in Pupil Transportation School Bus Fleet magazine. Nicole has continued to be recognized by various organizations for her leadership and outstanding out of the box thinking. Nicole served as the President of the Colorado State Pupil Transportation Association (CSPTA) from 2013-2014 and 2014-2015. She has presented at several National Conferences such as Transporting Students with Disabilities and Preschoolers National Conference.

William Wen

William Wen currently serves as the Senior Director of Transportation Services for Orange County Public Schools (OCPS) in Orlando, Florida. OCPS is the 10th largest school district in the nation (4th largest in Florida) transporting approximately 70,000 students. OCPS operates just over 900 buses daily traveling over 18 million miles per year. Mr. Wen has been involved in passenger transportation for over 31 years, including fixed route service, transit contracting, charter/sightseeing, para-transit, and pupil transportation with OCPS for the last 10 years. During the course of his transportation career, he has served as a Bus Operator, Radio Dispatcher, Road Supervisor, Safety and Training Manager, Security Officer, ESF-1 representative at the Orange County Emergency Operations Center, and Area Operations Manager. He was also a member of the Traffic Safety Department of the AAA National Office where he worked on driver safety education and child passenger safety programs. He is a graduate of the University of Maryland, University College with a MS in Applied Management.

ATTACHMENT B. WORKING AGENDA

CGCS Strategic Support/Technical Assistance Team Transportation Review Omaha Public Schools September 11-14, 2016

Dr. Antoinette Turnquist
Chief Operations Officer
antoinette.turnquist@ops.org

Trevis C. Sallis
Director, Student Transportation
trevis.sallis@ops.org

Sunday, September 11

Group Team Arrival
Omaha Hilton
1001 Cass Street.
402.998.3400

6:15

Team to Meet in Hotel Lobby

6:30

Dinner Meeting
Liberty Tavern (In Omaha Hilton)

Dr. Antoinette Turnquist
Chief Operations Officer
Mark Evans
Superintendent of Schools

Monday, September 12 @ OPS Transportation Facility, 3833 North 72nd Street, Omaha NE 68134-4403

7:00 - 7:45

Team Continental Breakfast @ Transportation

8:00 - 9:00

Team Interview

Trevis Sallis
Director, Student Transportation

9:15 - 10:15

Team Interviews

Craig Clark
Transportation Routing & Technology Supervisor
David Lengyel
Office Supervisor

10:30 - 11:15

Team Interview

Traci Shobe
Transportation Operations Supervisor

12:00 - 1:00

Working Luncheon @ Transportation

1:00 - 2:00

Team Interview

Marilyn Averill
Rachelle Bingham
Elaine Clark
Rita Hansen
Transportation Routers

2:15 - 3:00

Team Interview

Lori Brayton
Dispatch Manager

3:15 - 4:00

Team Interview

Anne M. MacFarland
Student Placement Supervisor

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4:15 - 5:00	Team Interview	<u>Cindy Bauer</u> Training Supervisor
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5:30 p.m.	Group Team Discussion of Work Plan
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Tuesday, September 13

7:00 - 7:45	Team Continental Breakfast @ Transportation	
8:00 - 8:45	Team Interview	<u>Susan Colvin</u> Director, Supply Chain <u>James Skrobo</u> Purchasing Manager
9:00 - 9:45	Team Interview	<u>Scott SchmidtBonne</u> Research Director
10:00 - 10:45	Team Interview	<u>Matt Ray</u> Secretary to the Board of Education
11:00 - 11:45	Team Interview	<u>Driver Aide Managers</u>
10:00 - 10:45	Team Interview	<u>Greg Czapl</u> Fleet Maintenance Manager
11:00 - 11:45	Team Interview	<u>Eugenia Dortch</u> Accountant

12:00 - 1:00 p.m.	Working Luncheon @ Transportation
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1:00 - 2:00	Team Interviews	<u>David Prince</u> General Manager Student Transportation of America <u>Kris Rose</u> Manager, South Base Location <hr/> Manager, North Base Location
2:15 - 3:00	Office Visit	<u>Routing Office</u>
3:15 - 4:30	Team Interviews	Randomly Selected Principals across grade levels, across zones

Group Team Discussion of Work Plan for Balance of Site Visit @ TAC Conference B

Wednesday, September 14

7:00 - 7:30	Team Continental Breakfast @ TAC, Conference Room B	
7:30 - 12:00	Team Working Meeting	Synthesis of Findings & Recommendations
12:00 - 1:00	Team Working Luncheon	<u>Dr. Antoinette Turnquist</u> Chief Operations Officer <u>Mark Evans</u> Superintendent of Schools

ATTACHMENT C. DISTRICT PERSONNEL INTERVIEWED

- Trevis Sallis, Director, Student Transportation
- Graig Clark, Transportation Routing & Technology Supervisor
- David Lengyel, Office Supervisor
- Traci Shobe, Transportation Operations Specialist
- Marilyn Averill, Transportation Router
- Rachelle Bingham, Transportation Router
- Elaine Clark, Transportation Router
- Rita Hansen, Transportation Routing Supervisor
- Pam Cohn, Secondary Executive Director
- Lisa Auderbach, Elementary Executive Director
- Anne M. MacFarland, Student Placement Supervisor
- Cindy Bauer, Training Supervisor
- Susan Colvin, Director, Supply Chain
- James Skrobo, Purchasing Manager
- Scott SchmidtBonne, Research Director
- Casey Hughes, Staff Assistant
- Matt Ray, Secretary to the Board of Education
- Greg Czapl, Fleet Maintenance Manager
- Eugenia Dortch, Accountant
- David Prince, General Manager, Student Transportation of America
- Kris Rose, Manager, South Base Location
- Brian Urwin, Maintenance Manager
- Jan Martin, Principal
- Adriana Vargas, Principal
- Ruben Cano, Principal
- John Campin, Principal
- Michaela Jackson, Principal
- Andrew Walters, Principal
- Boris Moore, Principal
- Decau Jean-Baptiste, Principal
- Kristi Reinsch, Principal
- Gene Haynes, Principal

ATTACHMENT D. DOCUMENTS REVIEWED

- Douglas County School District #0001 – Financial Statements, August 31, 2014
- Douglas County School District #0001 – Financial Statements, August 31, 2015
- Omaha Public Schools – New Board Policies (Draft)
 - Policy 5501 – Bus Transportation
 - Policy 5503 – Use of School Buses
 - Policy 5504 – Special Education Transportation
 - Policy 5506 – Safe Pupil Transportation Plan
- Omaha Public Schools - Organization Charts
 - Office of the Superintendent
 - Chief Operating Officer
 - Transportation Department
- OPS Timeline
- Nebraska State Statutes
 - Chapter 79 Section 611
 - Chapter 79 Section 241
 - Chapter 79 Section 2110
 - Chapter 81 Section 1176
- Student Transportation of America Contract, February 19, 2013
- First Amendment to Contract for Bus Transportation Services
- Second Amendment to Contract for Bus Transportation Services
- Budget Documents
 - Transportation FYE Worksheet
 - Transportation 2011-2012 Worksheet
 - Transportation FYE 2015 Worksheet
 - Transportation FYE 2016 Worksheet
- Transportation Eligibility Changes 2017-2018 (viewed online – OPS webpage)
- Handbook for Transportation Employees
- Phase 1 and Phase 3 – Omaha Public Schools
- Student Transportation Agreements
 - Chief School Bus Services
 - Eastern Nebraska Community Action Partnership
- Bus Replacement Schedule
- Nebraska School District Classification
- Bus Driver Training Matrix
- Elementary/Middle School Partner Plan 2017-18
- Current Student Assignment Plan Summary
- Services Performed on Vehicle (STA)
- Proposed Consolidated Routes (STA)
- OPS Routes Sheets Noting Unauthorized Changes Made by STA
- May 2015 STA Invoice to OPS
- Invoice for Transportation Services (Field Trips and Athletics)
- Student Route Information Letter Provided to Student by STA regarding pickup time change
- 2014-15 CGCS KPI Survey Data
- 2013-14 OPS State Report Data on Pupil Transportation
- 2014-15 OPS State Report Data on Pupil Transportation

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- 2015-16 OPS State Report Data on Pupil Transportation
- Nebraska Department of Education Pupil Transportation Report – District Summary – Omaha Public Schools 2015-16
- Proposed Consolidated Routes
- STA GPS – Davis
- Route Brains – STA Loads
- Zone Daily Detail by Vehicle
- OPS Membership/Enrollment 1945 – 2015
- OPS 5-Year Membership/Enrollment Projections
- OPS 2016 Day Nine Membership/Enrollment Report
- OPS School Listing
- Average Load Counts for OPS
- Route Brains – September 27, 2016
- OPS Brains – Average Load
- Elementary School Walk to Stop Distance
- Middle School Walk to Stop Distance
- High School Walk to Stop Distance
- OPS CGCS KPI Quartile Scoring
- Average Ride Time – SWD
- Average Ride Time – STA Routes

ATTACHMENT E. COUNCIL REVIEWS

History of Strategic Support Teams of the Council of the Great City Schools

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to its member urban school districts over the last 18 years.

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014

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	Facilities	2016
Bridgeport		
	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte- Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000

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	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002

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	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
Fresno		
	Curriculum and Instruction	2012
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and finance	2015

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Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing study	2009
Memphis		
	Information Technology	2007
	Special Education	2015
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
Minneapolis		

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	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016
	Organizational Structure	2016
Nashville		
	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006

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	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001

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St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009