



ALLIES
FOR CHILDREN

March 2026



Reflections on the Road

Successes and Lessons from Testing Shared
School Transportation in Allegheny County

Introduction

[Allies for Children](#) is a local non-profit organization looking to improve the wellbeing of all children in Allegheny County. We recognize that reliable transportation to and from school is a basic need for all children. However, nationally and locally, many find consistent transportation is not the norm.

Children in all school districts, households, and income levels rely on school transportation. Almost everyone in the school district is impacted when the transportation system struggles. In fact, lack of access to [reliable transportation](#) is a root cause of chronic absenteeism, one of the greatest indicators of a child's school success and probability of graduating. Outside of the educational consequences, logistically it takes a toll on families' schedules when buses come too late, too early, or not at all. Students in more affluent family situations can adjust by seeking alternative transportation. However, for the most vulnerable populations, the school bus may be the only option.

Many factors contribute to unreliable school transit. Schools struggling with the [national bus driver shortage](#) must alter optimized routes and use buses and drivers for multiple schools, band-aiding a solution to the lack of needed drivers for all the trips necessary. Though every stop may eventually be covered, routes become longer, more complicated, and unreliable. This results in longer bus rides for students (in some cases, up to two hours one way), inconsistent bus pickups when a bus is delayed from a previous route, and continuous daily stressors for parents, caregivers, and school staff who are left to troubleshoot the situation.

The prevalence of school choice has exacerbated the issue and stressed the system even further. Pennsylvania state law mandates that school districts provide transportation to charter and non-public school students if the school is located within 10 miles of the district's boundary (this is referred to as the "10-mile rule"). Since many families seek alternate school types, school districts are mandated to transport a small number of children across long distances, in buses that are meant to be full. The limited number of buses and drivers on hand are stretched for this small group of students, dramatically increasing costs per ride and decreasing efficiency. School districts also end up competing against each other to fight for access to the shrinking pool of drivers and contractors available to provide transportation services. As school-choice becomes more common, school districts are left with the immense burden of transporting every student in their district, but with more pressure and fewer resources to do it.

School districts have felt these complications. A [recent survey](#) representing 35% of the school districts in the county (15/43 responded) found:

60%

of respondents say transporting students to charter/non-public schools is their greatest transportation issue

87%

of respondents say the differing time schedules of charter/non-public schools complicates their busing needs

93% of respondents say the differing calendars of charter/non-public schools complicates their busing needs

93% of respondents say it is difficult to organize all the transportation needed for special circumstances
(i.e. students experiencing homelessness, students with special needs, students with mental health concerns, students in foster care, etc.)

To put it in the words of one local transportation director, “Syncing times of up to 30 different schools along with different calendars and early dismissals can make scheduling a nightmare.” The circumstances are becoming increasingly more complicated, and yet we continue offering transportation in the same way, knowing it is not working. When the original laws around school transport were made, there were more bus drivers, and bus routes were shorter and simpler. Why has nothing changed given the landscape of today?

With all these complications, families notice how it is affecting them directly without understanding the root cause. A survey¹ of 140 parents across 33 school districts in Allegheny County showed:

35% believe bus rides are too long

30% wish bus pick-up times were more consistent, and **32%** say the same about bus drop-off times

29% say they are unhappy with their child’s school bus transportation
of this 29% who are unhappy, almost half of them are parents of children who attend non-public or charter schools.

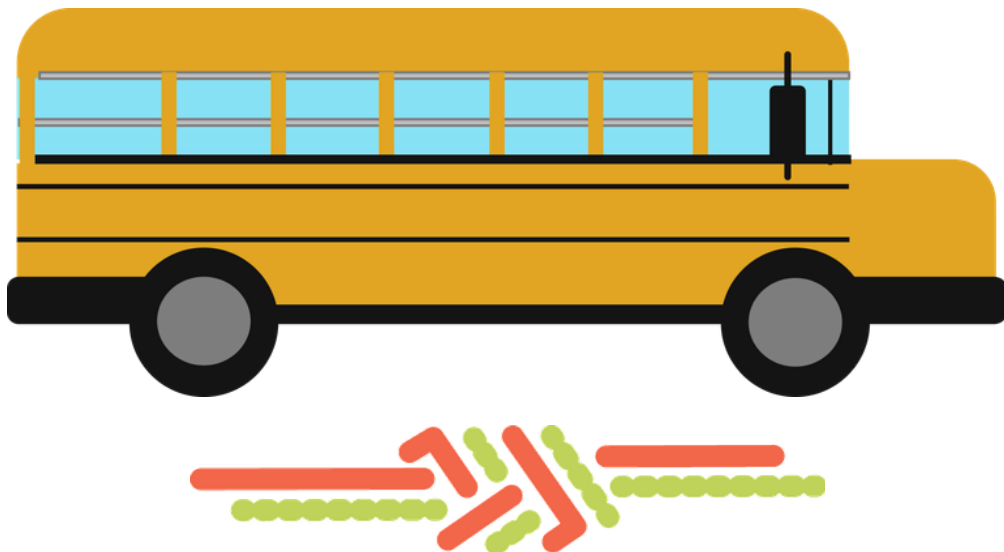
While the survey respondents represent just a snapshot of all parents in the county, the findings are representative of broader families’ concerns about the complications with school transportation.

1. Allies for Children distributed a survey to families via numerous social media outlets, by sharing with nonprofit, corporate, and school partners throughout the region, and via personal request. Between January and April of 2024, we received 140 unique responses, from 33 of the 43 school districts in Allegheny County. Responses varied across grade levels (elementary, middle, and high school), and also included 17 (12%) families sending their students to non-public or charter schools.

Innovative Approach

Allegheny County school districts need to think creatively about how to effectively transport children. [Research](#) has shown that consolidated student transportation systems can save money and resources. In 2020, it was found that 38 bus routes could be eliminated if just eight Allegheny County school districts shared services for charter and non-public students. This route sharing approach would limit vehicles on the road and produce a possible annual savings of well over \$1 million dollars. On top of this, sharing could improve ride times for children and free-up much needed bus drivers to do other important routes. Imagine the savings that could occur, the time saved, and the buses reduced if 43 school districts could work together on transportation.

[National examples have shown that sharing buses works.](#) Over the last six years, Allies for Children has partnered with school districts in an effort to share school bus routes. Despite many attempts and many second-hand successes from these attempts, multiple factors contributed to the inability to implement shared routes at a large scale. This report reflects on the challenges faced throughout this process, and offers recommendations on how to move forward.



Shared Routes in Allegheny County from 2017-2024

2017-2019

First pilot: Sharing with a major city public school district

Partners:

Allies for Children convened two Allegheny County school districts with some of the greatest transportation needs to see if sharing routes could save resources and improve ride times for students. To this day, these districts have a significant number of students going to non-public and charter schools, and have a high rate of students experiencing foster care and homelessness, all of which get mandated transportation guarantees that stretch transportation resources. Collectively, this means these districts regularly deal with complicated routing scenarios. Additionally, buses were frequently late or inconsistent, sometimes not showing up at all.

Initially it was known that both districts struggled individually with transportation, but it was not realized how challenging it would be to connect them. The larger, urban district's intricate transportation system made it very difficult to find commonalities with the smaller district. On top of this, in the first year the transportation director was fully supportive of shared routes, but also soon to retire. Once a new transportation director was hired, all the enthusiasm and momentum with the former staff disappeared as the new director adjusted to the role.

With these two school districts, the present difficulties of their circumstances hindered their ability to offer time into anything else. After working with them for over a year to consolidate routes, the partnership successfully eased some of their transportation needs, though not to the extent originally planned.

Successes:

In January of 2018 these two districts collaborated on two bus routes, saving each district the cost of one bus. Forgoing a single bus created a savings of over \$40,000; a big win on top of consolidating the routes.

Allies for Children also introduced one of the participating school districts to the public transit system to provide transportation options for older students. School districts can be reimbursed by the PA Department of Education up to 100% of their costs for using public transit (up from the standard 50% for yellow school bus transit), reducing costs overall. Providing public bus passes to older charter and nonpublic school students allowed this district to free up school buses for other needed routes, reduce costs, and provide more reliable transportation. It also gave these high schoolers year-round free bus passes for their personal use outside of school hours. For students with jobs, or in families without vehicles, this was an added bonus. To this day, that school district uses public transit as a major solution to transporting students effectively.

Finally, a lasting relationship was formed with a school district that became a consistent partner over the next several years. Though a small win, this relationship was important to all future route sharing efforts. The district was centrally located to future partners, and had a highly transient population, making it a great candidate to work with.

Lessons Learned:

Although large school systems have the most potential for improvement on paper, working with these large-scale systems complicates the shared routes model with the limited resources available to assist them. Although it seemed beneficial to work with the school districts most "in-need" of specific services, having only partners with high transient rates made it difficult to look at the bigger picture. Both districts were under water with their daily tasks, and did not have the capacity to do more.

On the next attempt, The sharing pool expanded to include smaller school districts within the same geographical region that also sent a significant number of students to charter and nonpublic schools. Once those districts were included the general enthusiasm for the pilot increased dramatically.



2019-2020

Cross-District Collaboration and Official Report

2019: Mid-Sized District Collaboration with First Transportation Solutions:

While the first pilot came to a close, Allies for Children fostered a relationship with First Transportation Solutions (FTS), now known as First Services. This was a branch of the school transportation provider First Student Inc. that solely focused on routing and solving challenging transportation situations. FTS created a report on the state of transportation for 5 school districts on the eastern side of Allegheny County, and also simulated a shared-routing map for all of their non-public and charter students. This initial report found that a considerable portion of the school districts' transportation budget, about 36-49 percent, was used to get students to non-public or charter schools. If these districts worked as a combined region to transport those students, the simulation suggested a total reduction of 20 routes per day. As one might imagine, the districts were extremely enthusiastic about this news, and were very committed to making a shared-system occur.

FTS also noted that adding more school districts and adjusting bell times could make an even greater difference. Non-public and charter schools are dispersed over a vast geographical location, and the majority of them weren't located within these school districts' boundaries. Furthermore, the five school districts in the simulation were located in a straight line, not allowing for optimal sharing; if more centrally located school districts were added and bell times adjusted, more routes could be shared.

The findings of this report encouraged the addition of more school districts to the project. Over the next year, the work focused on increasing school district partners in an effort to increase the number of shareable routes.

2020: Large Cross District Collaboration with Carnegie Mellon University:

Through meticulous outreach, connections with the administration of eight school districts in the eastern region of Allegheny County (including the five from the previous study) were established. All school districts agreed that transportation was an issue, and were willing and excited to consider how to improve it.

As connections were made with school districts, it became clear that a neutral third party not associated with a transportation provider would be needed to avoid a potential conflict with a participating district's contracted transportation provider. This led to a partnership with Carnegie Mellon University's (CMU) Metro21:Smart Cities Institute to move this project forward.

The new group of eight school districts consisted of superintendents, business managers, transportation directors, and some bus transportation providers. Collectively, they provided data to CMU's Metro 21:Smart Cities Institute, which compiled the data and mapped a possible shared system. Through this process, 38 shareable routes were found, demonstrating a possible cost savings of \$1.2 million across all eight districts.

While the districts were excited about the results and interested in next steps, there was not an infrastructure in place to support a large route sharing pilot. Together with CMU's Metro21: Smart Cities and participating school districts, the four districts that had the most potential for shared routes moved into the pilot stage. Moving forward, the sharing efforts focused on this smaller group.

This enthusiastic cohort of school districts worked for two separate years in hopes of creating a shared-route system. Unfortunately, although on paper the route sharing seemed clean and simple, in reality, many barriers made real-life sharing difficult.



2021-2022

Second pilot attempt: Multiple school districts in the same region

Partners:

The second attempt at the pilot started with these past partners, including CMU's Metro 21: Smart Cities Institute and the school districts mentioned above. There was shared optimism at the beginning. The partners were highly engaged at the onset, and the group had already seen the potential benefits of sharing due to CMU's analysis.

In January of 2022, the leadership of one of the centrally located districts went through a large transition, with the school board, superintendent, and transportation staff changing. This meant the project had to be reintroduced to the district before route sharing could occur. While there was a relationship with the interim superintendent, there was hesitation to push the transportation staff into a pilot due to the unofficial role. The pilot group had to move forward without this critical school district.

The loss of this district significantly reduced shareable route opportunities. Without its central location, a large number of the potential routes no longer made sense. The pilot with the centrally located school district had the potential to save 22 vehicles; without it the number dropped to 7 vehicles.

Still, the work continued. To help address potential logistical concerns and learn from best practice examples, the pilot group partnered with Fourth Economy Consulting to conduct research on regional transportation systems across the country. The report created from the findings (titled, Get On the Bus) provides examples of systems that have successfully implemented shared student transportation services, and recommendations on how to implement a successful route sharing system. This report

informed decisions on issues that previously stalled the project. With this report as a guide, participating districts reached a consensus and identified solutions that worked for everyone.

Though great strides were made with this group, ultimately the pilot fell short of implementing shared routes for the start of the school year. The limited number of possibilities coupled with the short time that is allotted to receive student rosters, develop transportation routes, and get the student bus information out to families made this process very challenging. It showed that even with everything in place, it is very difficult to actually implement the routes in a new way.

Successes:

Positive Engagement: All of the participating school districts were highly engaged, committed, and communicative. They were willing to meet regularly, and put the work in between meetings to keep the project moving. There was excitement about a shared routes model and the group was motivated to make it happen.

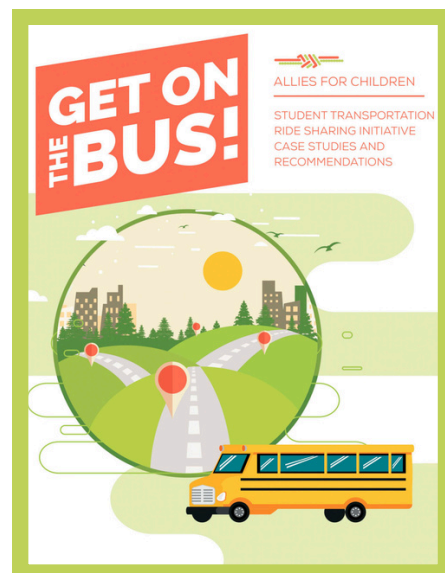
Creation of a Framework and the Get On The Bus Report: Throughout the pilot, research informed the work. With these insights serving as a guide, participating districts addressed and reached an agreement on some of the major logistical barriers to a route sharing partnership. Considering the bus driver shortage, union rules, clearance issues and other legal matters involved with student transportation per each individual school district, it was a great success to come to a consensus on all of these issues.

The [Get On the Bus](#) Report offers clear examples and recommendations of software, distributions of cost, shared calendars, and personnel. This report is an asset to map best practices, tools, and approaches for creating regional transportation systems. The framework created can be used by any region looking to share routes together, hopefully allowing other attempts to come together more quickly.

Lessons Learned:

This pilot concluded with three different school districts who were highly engaged, but not ideally located for the best outcomes. As the FTS report demonstrated previously, it is vital to have the right districts on board from the beginning. While this was the intent, due to district personnel changes beyond control, this was not possible.

Additionally, even with highly engaged school districts, the circumstances under which change must occur is fragile. It is worth noting that these districts are attempting a major transformation of their systems and policies on top of their everyday tasks. They do not have added time or incentive to find lasting solutions; their schedules and the sharing attempts have to go as perfect in real-life implementation as on paper for change to occur. These parameters do not allow for staff transitions or in-district hiccups. Unless there is a third party resource that will take some of this burden off of the staff and/or add stability, these restricting parameters will remain a barrier.



[Click Here to Read](#)

January - September, 2024

Third pilot attempt with all of the pieces in place

Partners and Barriers:

Previous lessons-learned outlined a clear path forward. Our next attempt started with all of the partners needed to maximize sharing potential (including the school district who stepped out previously due to personnel changes), and the major logistical stumbling blocks were brought to the forefront before sharing was mapped out. This allowed the initiative to move forward knowing that every district had the capacity, enthusiasm, and legal ability to share routes.

With this last attempt a handful of shared routes were identified, but none that made a lasting impact on any of the districts without disrupting all of their established routes, including ones that were already efficient or not involved in the pilot. These hurdles were reminiscent of the past attempts laid out above.

Although the district who had personnel changes in the second phase was re-engaged, there was now the challenge of onboarding the other three districts, all of which had either a new superintendent, new transportation director, or both. Essentially, the project had to start from scratch with 3/4 of the school districts, even though they had been engaged in previous years. Every one of these districts showed excitement in collaborating, but making the right connections and having the appropriate people at the table can take time.

A Reflection on Implementation:

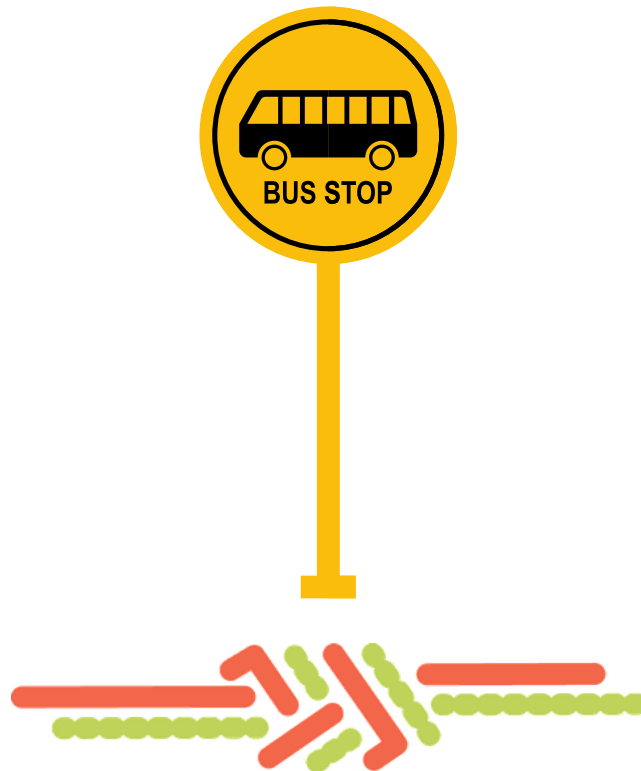
One superintendent was extremely enthusiastic about the project from the beginning, and wanted to take on the bulk of the work. Due to the demanding schedule of a superintendent, two months in, the business manager and executive assistant were brought on to lead the work. These two were knowledgeable about the district's transportation system from a macro level, but did not know the ins-and-outs of the routing and bus stop details needed. After 6 more months, the district included their outside provider who does the routing for the district. The provider immediately made it clear that the provider's insurance policy was limiting, and that the route sharing prospect would not legally work for that school district. The business manager was unaware of these hindrances. In the end, after almost a full school year of working with the district, the route sharing was effectively cut off immediately once the right personelle was involved.

Despite eventually getting all the right pieces and mostly the right people in place, the group was unable to finalize shared routes on a large scale. Outside of bigger issues like what was mentioned in the vignette above, without a central person collecting, organizing, and designing the routes, the schools were not able to allot the time needed to identify solutions and finalize all the logistics. For any route possibilities that involved small pools of students going to the same school, the students were so transient that the districts needed to discuss them on an individual basis as they came in rather than setting solidified routes beforehand.

Successes:

While the routes planned in the summer did not come to fruition, the schools were still able to connect in various other ways to assist each other once school started. Ultimately, the most beneficial outcome was the relationships made between the school districts. Now, they use their new relationships with each other to figure out difficult routes and situations, including with children experiencing homelessness and in foster care. When a student switches schools and new transportation is needed, the districts can contact each other and work together to meet the transportation needs of that student. Through this process, one particular school district worked with two of the others from the summer, and also reached out to a new school district to share routes in a new region that year. As one of the school district partners said, “Now that we know each other, we can call as needed and know we have an ally that will help.”

In the end, a shared route model in which the school districts are working within the current system structure will never reach its greatest potential. Though attempts did end in a handful of shared routes, all of these pilots did not take place to their fullest because of the timing, turn-over of staff, transient populations, varying rules and regulations of each district, and an overall system that does not encourage creative solutions to transportation challenges. Overarching barriers are discussed in more detail below.



The Big Picture

Lessons learned from the shared route pilots, and barriers to creating change

Timing:

During the school year, organizing and executing student transportation is a very complex and demanding job. It requires all attention and focus to go towards the daily tasks, and does not allow time to consider creative approaches to route sharing while school is in session. Asking staff to do more on top of their current position will always jeopardize the success of a pilot, regardless of how much they may see the value in the work.

Over the summer, a separate timing issue comes with the enrollment timeline. Routes cannot be created until the transportation directors know what schools students are enrolled in, and most districts do not get a confirmed student list until school is about to start. This means there is only a small window of time available to discuss route sharing options – roughly the end of July into the beginning of August. The small time frame paired with staff summer vacations makes it very difficult to confirm cross-district routes for the coming school year.

Staffing: Getting the right people at the table, and keeping them there.

In theory, connecting with superintendents first who then introduce the proper staff members is the most straightforward approach. However, as demonstrated in the earlier vignette, what works on paper tends to be more complicated in real life. Making the right connections within a district can take months, and this progress can vanish with staff turn-overs. If it were possible to begin with well-informed staff members who have the knowledge and authority to make transportation related decisions from the beginning, it would be much easier to get shared routes together in the tight timeline available. Of course, this becomes even more complicated with the amount of turnover school districts experience, and in the near impossible timeline available to make change.

Even if a superintendent or transportation director is enthusiastic about sharing routes, once they leave their position, all of the work on the pilot starts over. In all of the pilot attempts, there was at least one (if not multiple) new superintendent or transportation staff to reconnect with and secure their commitment to the project. In some cases, the most supportive school district one year would be the least engaged the very next year, singularly due to staffing changes.

The constant influx of new people along with not being connected to the right people is a constant barrier. It is very important to first get the superintendent on board, but then be clear on who from the school district needs to be a part of the conversations. If the school district was collectively involved in the route sharing instead of one individual person, perhaps when staff members moved on to different positions the reorientation would not be as arduous.

An All-Encompassing Dilemma: The Complicated Landscape

The current approach to school transportation will forever be a barrier to inter-district sharing. As it stands, every school district has a unique set of rules and regulations regarding their own transportation; some may own their own buses, others will use one or multiple contractors to carry out the routes; some drivers may be unionized with bargaining power over routes, while others may have more flexibility. Within these

circumstances, every school district and contractor will have its own qualifications in regards to clearances for drivers, as well as different insurance. This complicated landscape means that even if all of the above goes right- if every individual is committed to share routes across districts, if routes are discussed in the time allotted and there are routes agreed upon that could be shared- they may be halted due to the melee of varying regulations. A district union may not allow a contracted bus driver to take a route from their unionized worker, or a contractor's insurance may not allow a child of an outside school district to ride on their bus, and so on. At the core, this complicated web will always be restrictive no matter how willing administrators may be to try an innovative approach.

Finally, it is worth mentioning that all of the pilot attempts focused on finding shared routes to schools that each district may only have a handful of students attending. The small number of students affiliated with the routes made them even less likely to work out; those small groups of students are very transient, and this made it difficult to solidify any stable routes to share. One transportation director mentioned that as soon as they created a shared transportation plan, the child would change schools, and they would have to start over by rerouting the student to the new school.

"Children are so transient ... one student has been to 4 different schools since the beginning of the year (it's November)... they get a plan and it changes so fast that they can't do anything about it...the rug is pulled from underneath it."

Outcomes for the project could have been more positive if the possibility existed for all the districts to have one centralized routing system that develops routes for students who require transportation outside the traditional K-12 system. However, given the barriers mentioned above, everyone was working as efficiently as they could within the transportation system already created. By rethinking this system, more change is possible.

A Successful Model to Consider: Food deliveries during the pandemic

When the COVID-19 pandemic hit in 2020, Allies for Children was in the midst of working with Carnegie Mellon University's Metro21 affiliate to create the shared routing system between 8 school districts. When schools shut down to remote learning, the group no longer had reason to focus on transporting students. However, a need soon surfaced. On a daily basis, thousands of children in the county rely on school to access their next meal via free and reduced lunch and free breakfast programs. With schools closed, this meant these thousands of children no longer had access to regular meals. CMU, Allies for Children, and school district partners had initially come together to discuss transporting children, but were able to shift their focus to figure out how they could use the transportation routing work to deliver meals instead.

With this partnership in place, Allies for Children also connected the United Way of Southwestern Pennsylvania, the Great Pittsburgh Community Food Bank, and Eat'n Park. This diverse group of stakeholders then innovated a plan to get as many meals

to children and families in need as possible. CMU used their routing technology and the student information previously given to find the most efficient route and drop-off locations to reach the highest concentration of children in need. Meals were sourced and packaged through Eat'n Park and delivered via ACCESS buses. Through this innovative approach, over 100,000 meals were delivered.

The COVID-19 pandemic forced this group to completely rethink how to best serve families. Instead of using their partnership to deliver children to schools, they were able to leverage all of their expertise to deliver meals to children, and quickly. These partners had never attempted this before, and yet, they were able to create a successful model in real-time.

This food delivery program demonstrates how a shared system can work by thinking outside of the box and bringing together partners who are committed to producing positive outcomes for children.



Moving Forward

Rethinking School Transportation

To summarize, after years of trying to create shared routes between school districts, these same barriers affected outcomes. From these attempts, it's clear that trying to create something new within this complex and antiquated system has not worked. School districts need a new way to address growing challenges, and the flexibility from state regulations to do so. A two-tiered approach is the best avenue for change, looking at county-specific changes as well as state-wide changes to develop the greatest outcomes.

Countywide: Create a County School Transportation Division for Any Child that Qualifies for the 10-mile Rule

A shared transportation system run by a third party could be the most efficient and effective solution. By completely changing the starting landscape, the greatest barriers to route sharing will be eliminated. Working out insurances between parties, rules pertaining to each bus driver, etc. can all be standardized. A third party organizer will take the burden of the transportation logistics off of the school staff, allowing for the planning and added timing needed to create routes. This will create more efficient routes for students going to charter and non-public schools, and will give the school district staff more time to focus their transportation efforts on local children to local schools, as the original state laws intended.

There is support from the school districts for this vision. Based on Allies for Children's recent survey,² 35% Allegheny County school district administration responded:

88% of respondents have already tried to share some amount of transportation with other districts

50% of respondents are open to having a regional transportation system in the county

88% of respondents would consider sharing bus routes to charter/non-pub schools with other school districts that bus to the same school

81% of respondents would consider having a "central hub" location where charter and non-public students from various regions of the district get bused to, in order to get them all on the same bus to their appropriate school

2. Allies for Children distributed a survey to school administrators by sharing with nonprofit and school partners throughout the region and via personal request, with hopes to receive one single response per school district. Between January and April of 2024, we received 17 unique responses from 15 out of 43 school districts in Allegheny County (roughly 35%).

If a third party takes ownership of these special circumstance students, school district transportation directors should be given more support within the county for the role they are playing. There should be regular meetings to connect the school district transportation staff with one another so they can more easily communicate with each other when problems arise. In sum, this model would be most successful if the county would:

1. Change the Current System

Create a centralized, county-wide busing system for all non-public, charter, McKinney-Vento, foster and other special circumstance students. Leave school districts to focus their transportation efforts on children attending district schools.

2. Add Additional Support

Hire staff whose purpose is to route all students within the county that fit under this criteria regardless of the school district in which they reside.

3. Improve Coordination of Services

Establish dedicated roles within school transportation departments for special service coordination, ensuring efficient communication and care of transient students between schools and the county division.

4. Keep Communication Open

Offer regular county-wide meetings for school transportation staff, and include this staff in any district-wide conversations around transportation efficiencies.

Statewide:

Update the Funding Formula to Meet Today's Needs

As noted in Allies for Children's 2019 report, *Get on the Bus*, school districts face intense pressure to create efficiencies within their transportation system. Cost reduction efforts in transportation are often a response to cuts to education funding in tandem with increased spending on student supports. According to a [Bellwether Education Partners](#) report, "School districts have a natural incentive to seek cost efficiencies. But districts' ability to be efficient is limited by state and federal laws and regulations requiring bus service, establishing student eligibility for service, and limiting vehicle choices." For example, federal law requires bus service for students with disabilities (Individuals With Disabilities Education Act), students experiencing homelessness (McKinney-Vento Homeless Assistance Act), and students in foster care (Every Student Succeeds Act).

While providing transportation to these student populations is critical, doing so can be a significant funding and logistical challenge for districts.

Likewise and as mentioned previously, Pennsylvania's 10-mile rule was created before the immense popularity of school choice. In current times it restricts transportation efficiency and stresses the overall system. Policy change must occur to support and alleviate the pressure to transport students going outside the district. In order to do so, the following is suggested to not only offer more accurate funding for each school district, but to give them the opportunity to explore new approaches:

1. Revisit the funding formula to reflect the costs of today.

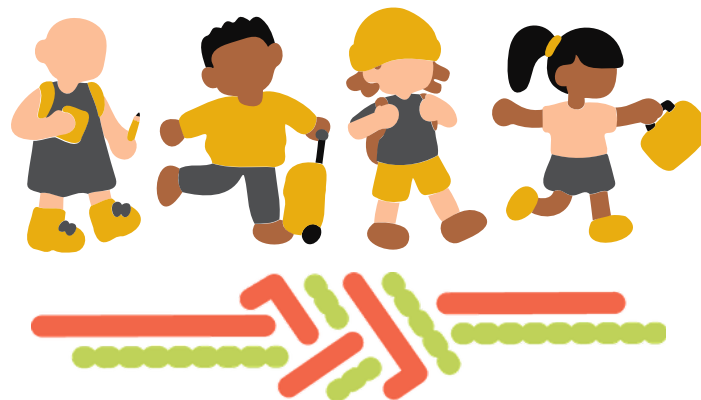
The transportation funding formula for reimbursement has not been updated since the 1970s. It is critical that the Department of Education in coordination with PennDOT closely examine the funding formula and update it to reflect the true costs of today.

2. Offer more flexibility for school districts to use their transportation funding in creative ways - including reducing restrictions on how to use transportation funding, and instead focus on positive outcomes.

(e.g. how many students are transported, if a district improves bus ride times, etc.)

3. Use state transportation funding to incentivize innovative approaches in transportation.

Districts should be encouraged and rewarded for creative approaches to transportation. This could include funding incentives to spur innovation including ride sharing and coordination with other districts.



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Allies for Children serves as a bold voice for policy and practice changes that improve the wellbeing of all children and youth in Allegheny County.