INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Independent Analysis Unit

<u>**INFORMATIVE**</u>

TO: Members, Board of Education   **DATE:** May 31, 2024

FROM: Andrew Thomas, Director, Independent Analysis Unit

SUBJECT: **Monitoring and Evaluation for Safe Passages**

This memo outlines the IAU's recommended monitoring and evaluation (M&E) plan for the District's safe passages program. Importantly, this is a proposal, not a comprehensive data collection or analysis plan. The District unit in charge of the evaluation should develop a more detailed plan.

IAU's recommended Board action

Request the District initiate a system to:

1. Regularly *monitor* the practices, policies, and activities of safe passage providers (see "Ongoing Monitoring/Implementation Data" below) and use this data for periodic performance review and to
2. *evaluate* safe passages after two and three years of implementation and provide an update to the Board on program implementation and impact.

If requested by the District, the IAU recommends the Board authorize spending on an external evaluation.

Ongoing Monitoring/Implementation Data

The following categories of information and questions/data points are suggestions for what can be collected on a regular basis from each provider through a combination of self-reports and information gathered by District staff at school sites.

Activities	• where safe passages personnel are located (e.g., what routes, intersections, how far from the school)
	• what services safe passages personnel provide (e.g., escorting students along safe routes, newsletters, meeting with community members)
	• what are the hours and schedules of safe passages workers
Awareness/outreach	• how safe passages personnel are communicating their services to the school community/students
Management	• how safe passages personnel communicate with supervisors
	• how safe passages supervisors and personnel communicate with school site staff
	• how safe passages personnel are managed (within their organization and at school site) and how they are instructed to react to various situations.
	• How much are safe passages personnel paid?
	• Do safe passages personnel perform additional duties (e.g., peace building workshops)?
Qualifications	• What training and qualifications do safe passages personnel have?

Proposed features of an evaluation

The following research questions can be used to guide an impact evaluation of safe passages. In addition to analysis of variance (how different program attributes variably effect desired outcomes), and correlation between safe passages and outcomes such as attendance and self-reported sense of safety, this evaluation can use a "practical ideal type" framework to gauge the effectiveness of these programs and make recommendations for improvement.[1]

Research questions:

1. How do safe passages providers vary from from one another in terms of their program implementation?
2. How do the implementation acytvities or practices of safe passages programs compare to research-based best practices (or a "practical ideal type") of safe passages programs?
3. Do safe passages programs individually or overall have a measurable association with improved attendance?
4. Do safe passages programs individually or overall have a measurable association with feelings of safety as measured by the School Experience Survey?
5. How do outcomes vary depending on aspects of safe passages programs (e.g. are programs with more highly qualified or experienced personnel more associated with positive outcomes?")

Data sources:

1. Implementation data from service providers (see above).
2. Interviews/observations with service providers and select staff at school sites
3. Surveys of service providers and select staff and students at school sites

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[1] The "practical ideal type" is a useful conceptual framework for public policy researchers to use in gauging the effectiveness of program processes. Rather than seeking to show cause and effect, this type of research compares the features of existing programs to research-based criteria for high-quality programs of the same type. To the extent that the program in question compares favorably to this "practical ideal type" of program, it can be said to be successfully emulating best practices. Areas of improvement can be found where the program in question falls short of the criteria.