

SURVEY REPORT

Nationwide McKinney-Vento Study

AUGUST 2024



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Executive Summary

This report examines the status of as well as the trends related to McKinney-Vento programs in the U.S. as of May 10, 2024, incorporating factors such as district enrollment, location (state), and number of McKinney-Vento students served annually. This is the second year of the study.

In 2023, the overall number of people in the U.S. experiencing homelessness increased 12% year-over-year, reflecting 70,650 more people than in the previous year. Three out of every 10 people experiencing homelessness (28% or 186,100) did so as part of a family with children. The number of people in families with children experiencing homelessness increased by more than 25,000 people (or 16%) between 2022 and 2023, ending a downward trend in families experiencing homelessness that began in 2012.¹

According to the National Center for Homeless Education, 1,202,652 students were identified as McKinney-Vento eligible during the 2021-2022 school year. As hypothesized in this report last year, this reflects an increase in McKinney-Vento eligible students being identified, in this case, a 9% increase from the 2020-2021 school year.² This increase is attributed primarily to improvement in the ability to identify students following the COVID-19 pandemic, during which virtual learning environments made identification inherently more challenging.

As the number of McKinney-Vento-eligible students identified continues to increase, how will school districts serve these students, particularly as federal stimulus funding is phased out in 2025? This report illuminates both challenges and opportunities shared by liaisons nationwide as they work to serve one of our most vulnerable student populations.

Methodology

A total of 9,913 education professionals associated with McKinney-Vento programs at K-12 districts nationwide were invited to participate in this study. Just slightly under 7% responded and responses were kept anonymous.

When reviewing this report, readers should note that percentages may add up to more or less than 100% because of rounding and/or the ability for multiple responses, and not all survey questions asked are included in the following data.

¹ U.S. Department of Housing and Urban Development, "The 2023 Annual Homelessness Assessment Report (AHAR) to Congress," <https://www.huduser.gov/portal/datasets/ahar/2023-ahar-part-1-pit-estimates-of-homelessness-in-the-us.html>.

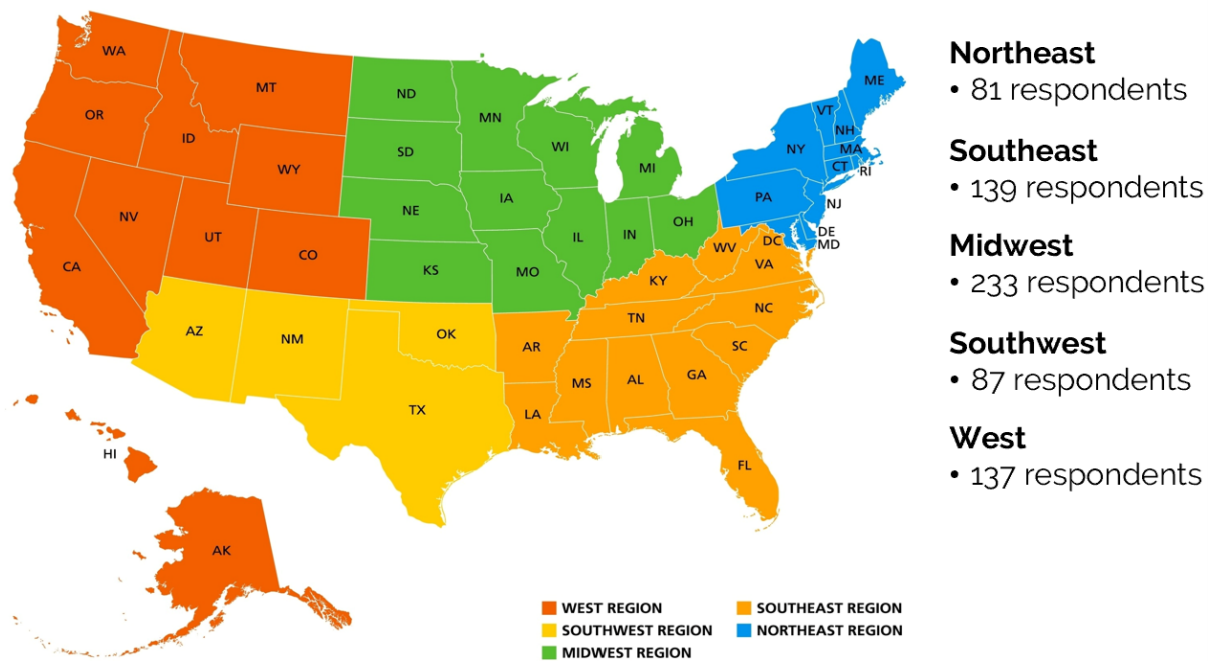
² National Overview, 2022, National Center for Homeless Education, <https://profiles.nche.seiservices.com/ConsolidatedStateProfile.aspx>

Respondent Profile

Ultimately, 677 respondents completed the survey. Of those who responded, 52% have been a homeless liaison for more than 2 years. Only 8% who responded have been in the role for less than two years.

Forty-six states were represented. The number of respondents by state was, in several cases, higher or lower than the volume of districts within each state. Pennsylvania, once again, was significantly underrepresented, with only two respondents.

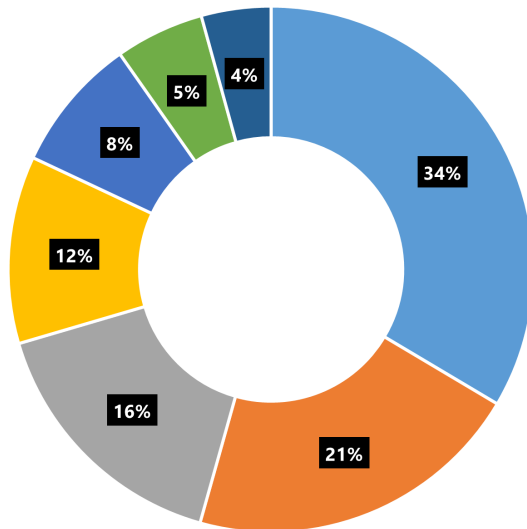
Respondents by Region



Student Enrollment & Number of McKinney-Vento Students Served

In a shift from last year, more small districts (<1,000 students enrolled) responded to our survey than in the previous year (34% vs. 28%). 55% of respondents work at a school district with less than 2,500 students enrolled – up 10% from last year’s survey. 17% of respondents were from districts with more than 10,000 students enrolled.

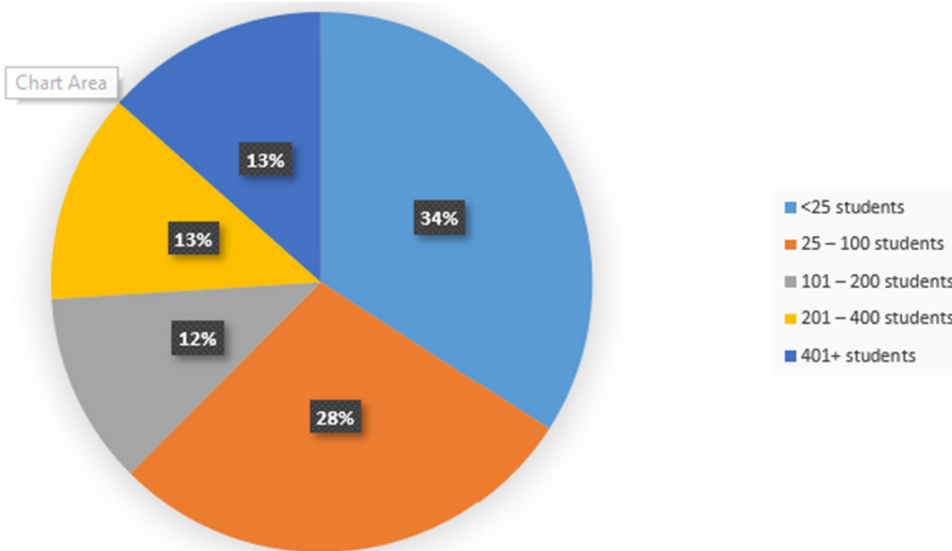
Number of Students Enrolled



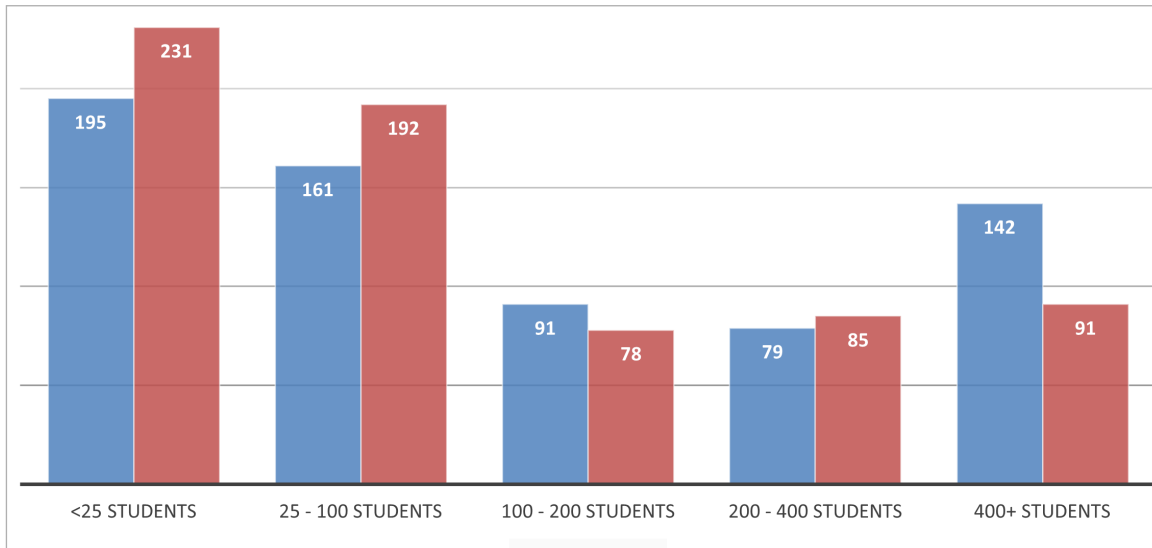
- 1 - 1000 students
- 1001 - 2500 students
- 2501 - 5000 students
- 5001 - 10,000 students
- 10,001 - 20,000 students
- 20,001 - 40,000 students
- 40,001+ students

Smaller districts often serve fewer McKinney-Vento students. This was evident in the number of reported McKinney-Vento students served. Last year, 47% of respondents said they served more than 100 McKinney-Vento students. This year the percentage of respondents that served more than 100 students was 38%.

Number of McKinney-Vento Students Served



Number of McKinney-Vento Eligible Students Identified



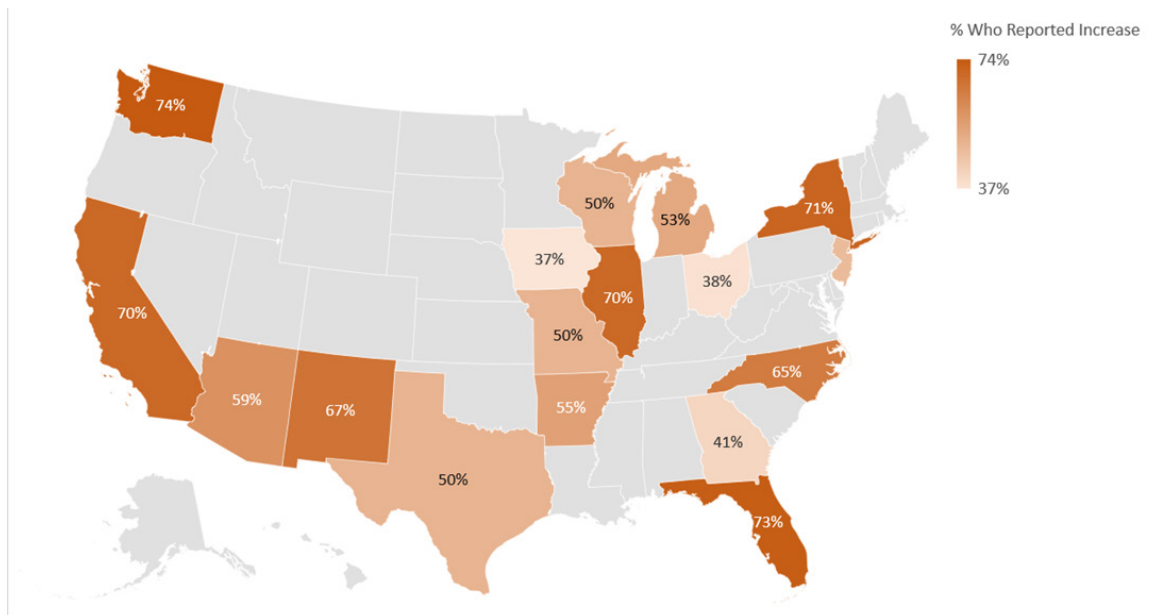
One of the key takeaways from last year's report was that for the first time since the COVID-19 pandemic, more students were identified as McKinney-Vento eligible. Nearly two-thirds of respondents said the number of students identified as McKinney-Vento increased year-over-year. This correlates with data reported to states and the Federal Government.

This year, we again saw that the majority of liaisons experienced an increase in the number of students identified as McKinney-Vento eligible, although the increase was more modest than last year. Overall, 61% of respondents said there was an increase in the number of students identified.

Which States Reported More McKinney-Vento Students?

Of the 19 states with more than 15 survey respondents, nearly 2/3 reported an increase in the number of McKinney-Vento students versus a decrease. The highest percentage of respondents reporting an increase was in the state of Washington, where 74% of respondents reported an increase. In the states of Washington, Florida, New York, California, Illinois, and Indiana, 70% or more of their respondents reported an increase in the number of students identified as McKinney-Vento eligible.

Percent of Respondents with an Increase in McKinney-Vento Students Identified in the 2023-24 School Year



Wisconsin, Missouri, and Texas responses were evenly mixed, with an equal number of respondents indicating that the number of students had increased vs. decreased. More respondents in New Jersey, Georgia, Ohio, and Iowa reported a decrease in the number of students identified. Respondents from the state of Iowa reported the lowest increase in the number of students identified. 63% of respondents stated that the number of students had decreased, closely followed by Ohio (62%) and Georgia (59%).



COVID funding ending, landlords able to evict now after the COVID moratorium, the cost of rental units compared to income for clients, a large increase in new-to-country families, and unaccompanied youth have all contributed to increasing our numbers.

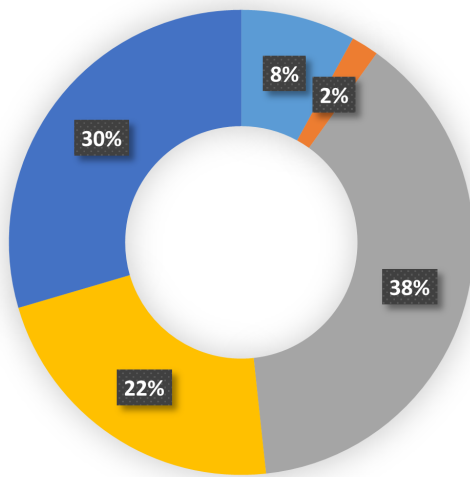


Insights

Number of Students Identified as McKinney-Vento Eligible in the 2023-24 School Year

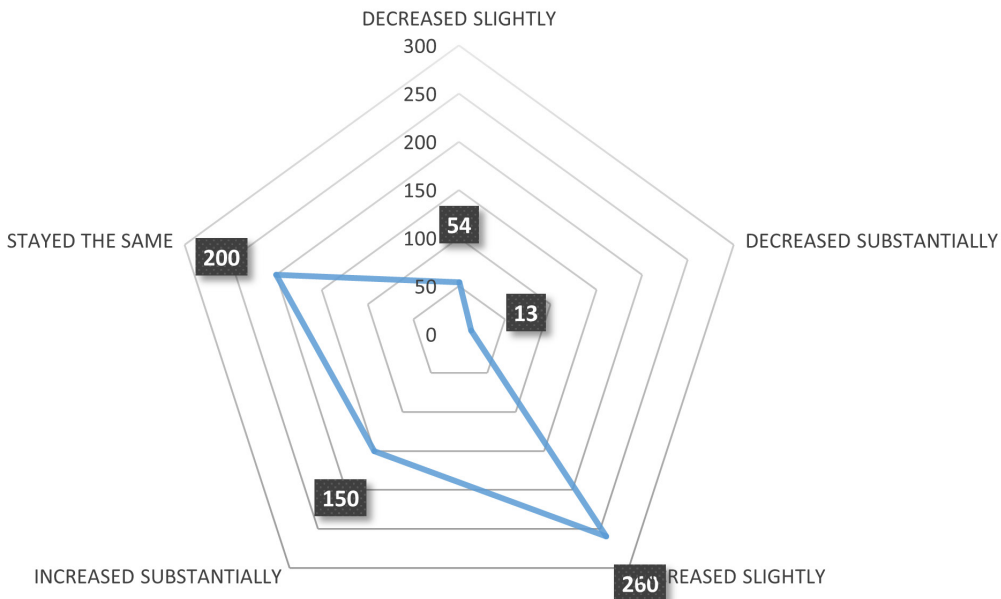
Overall, 61% of the districts responding experienced an increase year-over-year in the number of McKinney-Vento eligible students they are supporting. For comparison purposes, last year, 64% of respondents reported an increase. The majority of districts (38%) experienced a slight increase in the number of students identified as McKinney-Vento this year. Others remained the same (30%), increased substantially (22%), or decreased slightly (2%). Only 2% of districts reported a significant decrease.

Number of Students Identified As McKinney-Vento Eligible



■ Decreased slightly ■ Decreased substantially ■ Increased slightly ■ Increased substantially ■ Stayed the same

Number of Students Identified As McKinney-Vento Eligible Year-over-Year Comparison



Reasons Attributed to the Change

The change is attributed to a variety of reasons. For those who saw a slight increase as well as a substantial increase, the majority attributed the change to more effective identification methods, an increase in the cost of living and lack of affordable housing, and an influx of people immigrating to the United States.

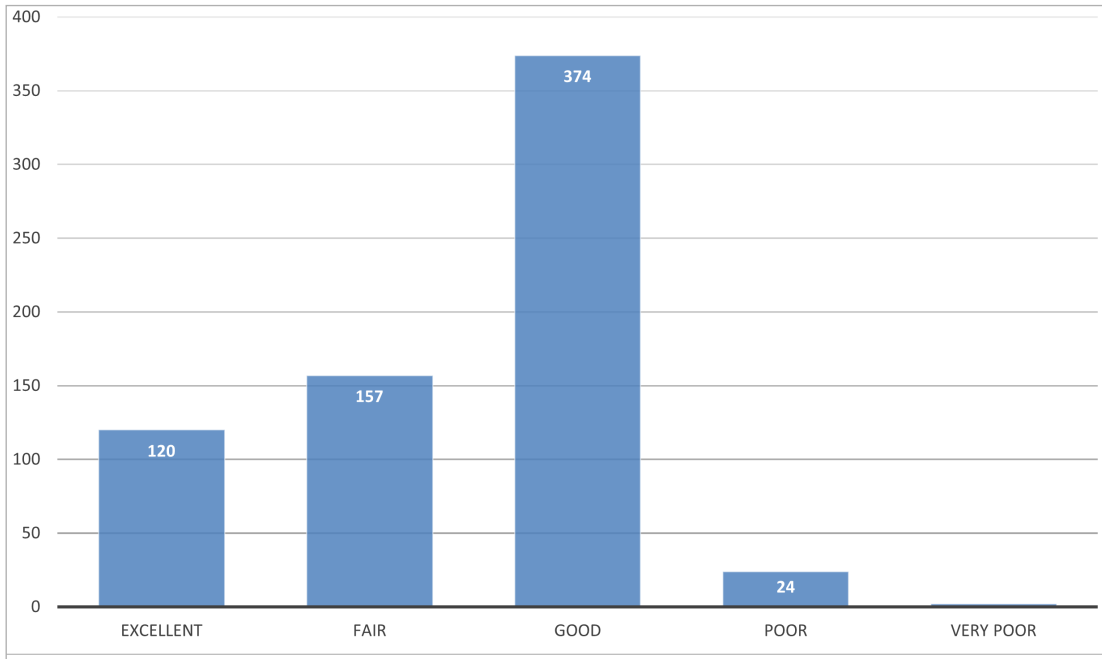
For those who saw no change, the main factors cited were that families typically settle in different communities and the small size of their district.

Do Liaisons Feel They're Successful at Identifying McKinney-Vento Students?

School districts in the United States are identifying more McKinney-Vento students as schools rebound from the COVID-19 pandemic. Many states have created guidelines around student identification. For example, the Florida Department of Education has set a goal for their districts to identify at least 5% of their Free and Reduced lunch population for all districts.

Our survey respondents mostly (73%) believe that their district is doing a good or excellent job of identifying McKinney-Vento students. However, 23% of respondents rated their district as doing a fair job.

How Successful Is Your District at Identifying Every Student Who Is Potentially McKinney-Vento Eligible?



As most liaisons juggle multiple job duties, having the time to work with staff to assist in the identification of students can be a challenge. 67% of liaisons who indicated their liaison duties were part-time, meaning they had other job roles in addition to their McKinney-Vento liaisons duties, stated their district was either fair, poor, or very poor at identifying every student who is potentially McKinney-Vento eligible.

Having modern data systems in place to track information enables McKinney-Vento staff members to serve students and families in need more effectively. Beyond federally required data tracking, many liaisons track case notes, what resources are being provided, access to services, and academic outcome information for the students and families they serve. Creating a complete picture of what is going on with a student or a family and documenting this in one system is not possible unless a dedicated system designed to manage McKinney-Vento student data is being utilized. In the absence of a unified tracking system, many liaisons use two or more data systems to track information about those they serve.

What's Your Most Successful Approach to Identifying McKinney-Vento Students?

When asked what approaches they've used that are most successful, 51% of respondents indicated that collecting the relevant information through an enrollment or residency form and/or conducting an interview during enrollment was most effective in identifying McKinney-Vento eligible students. Close behind (42%) as an effective method was ensuring that district staff, particularly central office staff and counselors, were well trained in terms of what to look for and who to alert in the event they identified a student likely to be experiencing homelessness.

Also mentioned were in-person methods such as visits from family outreach workers (14%), hosting community events designed to showcase the supports available (1%), self-identification (1%), referrals/word of mouth (1%), and collaboration with outside agencies such as the County Office of Education, local law enforcement, hospitals, and local housing agencies (2%).

Additionally, of those who indicated that a combination of methods has proven to be most effective for them, 77% found that combining an enrollment or residency form with staff training was the most effective means of identifying McKinney-Vento students.

Perhaps not surprisingly, when specific roles were mentioned as playing a significant part in identifying these students, those of secretaries, counselors, teachers, bus drivers, and cafeteria were most often referenced.

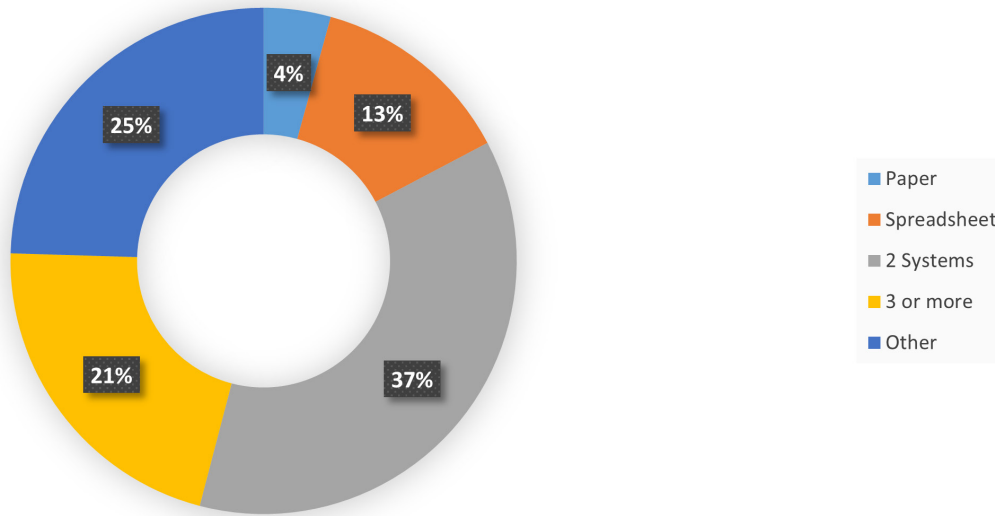
"We utilize a housing survey. However, our most successful approach has been training staff and teachers in specific things to watch for, listen for, and ask if they suspect a student might be experiencing homelessness. Teachers are a major identifier for our district."

"Constant collaboration with building counselors, teachers, transportation, cooks — any employee who has direct contact with students. Regular dialogue occurs around what it may look like to be a student experiencing homelessness. Building specific (Primary, Elementary, Middle and High school) discussions are held to relay the nuances of what homelessness in the various age ranges."

Method of Tracking McKinney-Vento Eligible Students*

In 59% of the answers provided, multiple systems were mentioned. More than 37% of respondents report that they currently track students eligible for McKinney-Vento support on a spreadsheet in addition to their district's student information system. Additionally, more than 37% indicate that they are using paper-based methods, alone or in conjunction with other methods. 21% of respondents are using three or more systems to track information about the students and families they serve. 4% indicated using just paper to track student data.

How Do You Currently Track Services for McKinney-Vento Eligible Students?



While storing data about students being served in a spreadsheet may seem like a viable method for tracking information, there are risks created by this practice. In some cases, access to spreadsheets does not require a username or password to view and student information is often stored in these spreadsheets. If collaboration occurs with another staff member, they may see personally identifiable information (PII) for more students than just the student who requires assistance. This is a violation of FERPA law.

Storing information in paper files also leads to challenges. Paper files are only updated by the person who has the file and contributes to the lack of current information. As we've heard many times, McKinney-Vento liaisons often find out weeks after a student has withdrawn from the district.

Out of the 677 respondents, 555 (82%) work for small districts (less than 10,000 students). This is an increase of 12% from the previous year's survey. A total of 112 (18%) respondents indicated they were at a district of more than 10,000 students. Small districts predominately track services for McKinney-Vento eligible students in a spreadsheet (57%). Of the small district group, 49% reported an increase in the number of students identified in their district as McKinney-Vento eligible this year.

Large districts also mainly use spreadsheets (76%) to track McKinney-Vento eligible students. Of that group, 79% saw an increase in the number of students identified in their district as McKinney-Vento-eligible this year. Of those districts with more than 100 McKinney-Vento-eligible students, 72% report the use of spreadsheets to track these students and 4% use paper.

**Multiple responses were permitted.*

Of the 253 respondents (37% of all respondents) that reported they use paper to help track services for McKinney-Vento eligible students, Forty percent report a slight or significant increase in the number of students identified in their district as McKinney-Vento-eligible between the 2022-23 and 2023-24 school years. This group reported that the best ways to identify students who might be McKinney-Vento eligible are through residency questionnaires, word of mouth, and/or working directly with registrars.

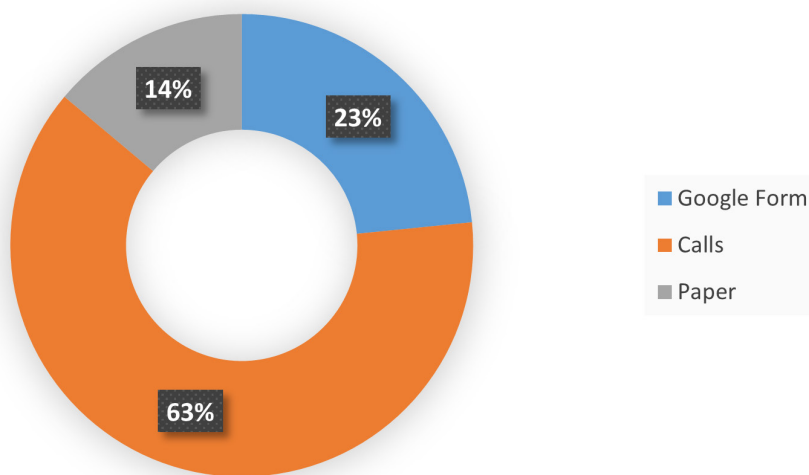
Communication Methods to Staff Regarding Eligible Students Focused on Related Areas (Transportation, etc.)

Communicating with service providers is a core component of ensuring McKinney-Vento students receive the required resources and any additional services the district offers to support them. This can often be a time-consuming process. 63% of our respondents cited using a phone call to communicate with service par the need for services (this survey question allowed for multiple responses). Calls can be helpful to provide context on the student or family, but they can require a significant time commitment.

Electronic forms and email alerts make up the second largest portion of our responses (23% of our respondents). This offers some level of automation but may not provide the level of context a service provider might need to effectively serve the student.

Lastly, 14% of respondents mentioned using paper to communicate services. Communicating using paper forms may require physically delivering a document to another staff member, potentially in a different building.

How Are Staff Focused on Related Areas Made Aware of the Need for Services to Support a McKinney-Ventor Eligible Student?

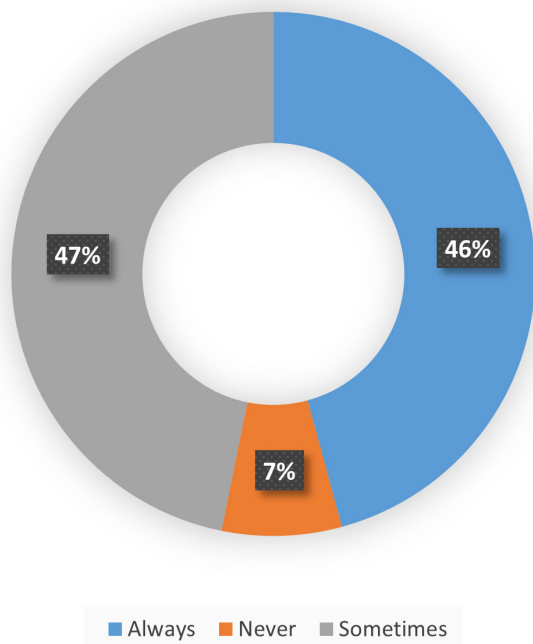


80% of respondents use a combination of phone calls, Google Forms/alerts, and/or paper forms.

Tracking Referrals for McKinney-Vento-Eligible Students

According to respondents, tracking whether a McKinney-Vento-eligible student or family has followed through with a referral is done sometimes (47%) or always (46%). In comparison, last year's respondents said that they sometimes (49%) or always (44%) track referrals. Only 7% of respondents indicate that they never track referrals, which is consistent with last year's percentage.

Frequency of Referral Tracking



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Collaborating with the high school district liaison and using the Google referral form she created but that I pushed out to liaisons countywide and to community agency staff has helped us identify more students.

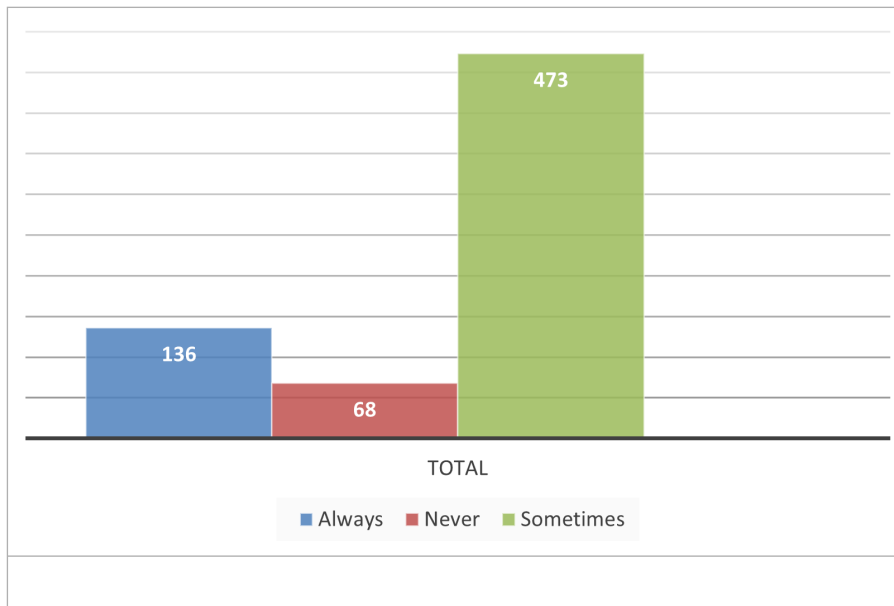
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Tracking McKinney-Vento Student Transfers

For many students who are McKinney-Vento eligible, there are barriers to re-identification which often lead to students being under-identified. If McKinney-Vento liaisons are aware there is a student who was eligible at a previous district, they can more rapidly provide the proper support for the new student, making the transition to the new school both quicker and smoother.

When an eligible student transfers from another district to their district, only 20% indicate that they are “Always” aware, leaving 80% of responding districts aware of incoming McKinney-Vento eligible students only “Sometimes” (70%) or “Never” (10%). This does not differ dramatically from last year’s data, where 17% of respondents indicated “Always,” 69% indicated “Sometimes,” and 14% said “Never.”

Tracking McKinney-Vento Transfers



Knowledge of transfers correlates to the size of the district, with smaller districts (those with 25 or fewer McKinney-Vento-eligible students) being “Always aware” 26% of the time versus the 19% average of districts with more than 100 McKinney-Vento eligible students. This represents a significant missed opportunity to promptly provide those students with the critical support they may need.



I recently transitioned into this role. There has been a lot of turnover in this position, which has not been a full-time position for some time. Many factors could have added to a drop in students, such as transferring districts, lack of knowledge/education about McKinney-Vento, and the stigma of being un-homed. Now that this role is stable, we have many plans in place to identify better and have seen an increase in numbers since bringing awareness.

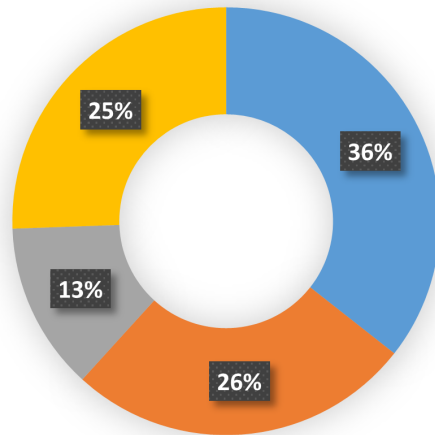


Use of American Rescue Plan (ARP) Funds

One of the major topics of both this year's and last year's surveys has been American Rescue Plan (ARP) funds. ARP was passed in March of 2021 and provided \$122 billion to K-12. This bill specifically called out that the funds be used for at-risk students such as students experiencing homelessness, foster youth, and English Language Learners. There are two major deadlines associated with ARP approaching. The deadline to obligate is 9/30/2024 and the deadline to liquidate is 1/28/2025.

Out of the 677 respondents, 177 (26%) of respondents report that they "did not receive ARP funds". For those that did receive funding, 241 respondents (36%) stated they used funds to provide "better access to services for McKinney-Vento students". 173 respondents (25%) stated they used the funds to provide "new services to assist McKinney-Vento students". 86 respondents said they used ARP funds to provide "more personnel to help McKinney-Vento students."

How ARP Funds Were Used

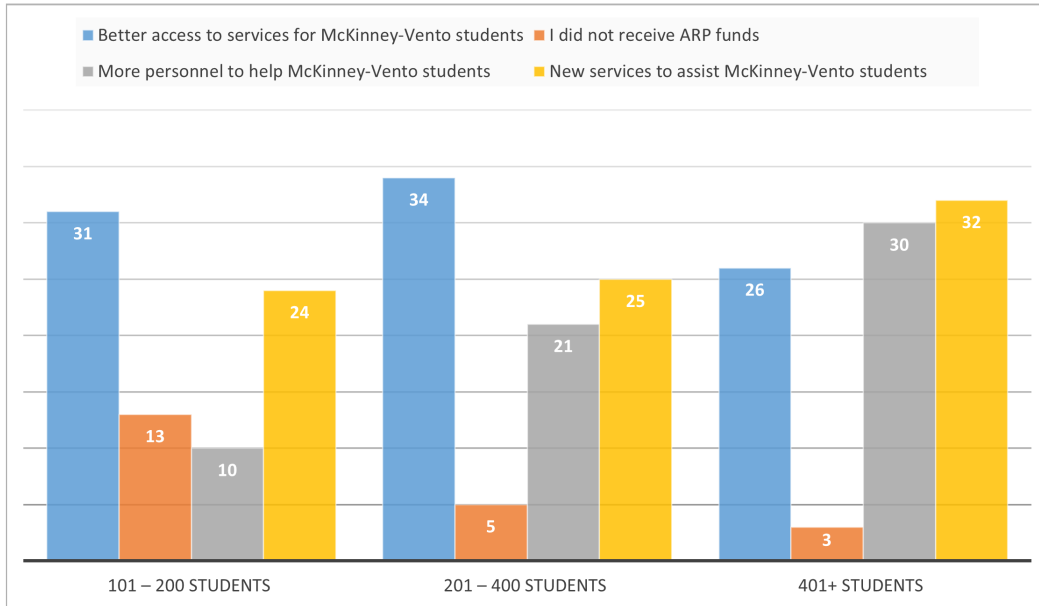


■ Better access to services for McKinney-Vento students ■ I did not receive ARP funds
■ More personnel to help McKinney-Vento students ■ New services to assist McKinney-Vento students

Of the respondents who did receive ARP funds, 21% are large districts (10,000+ students). Fifty-three percent of those districts that received funds serve fewer than 100 McKinney-Vento-eligible students.

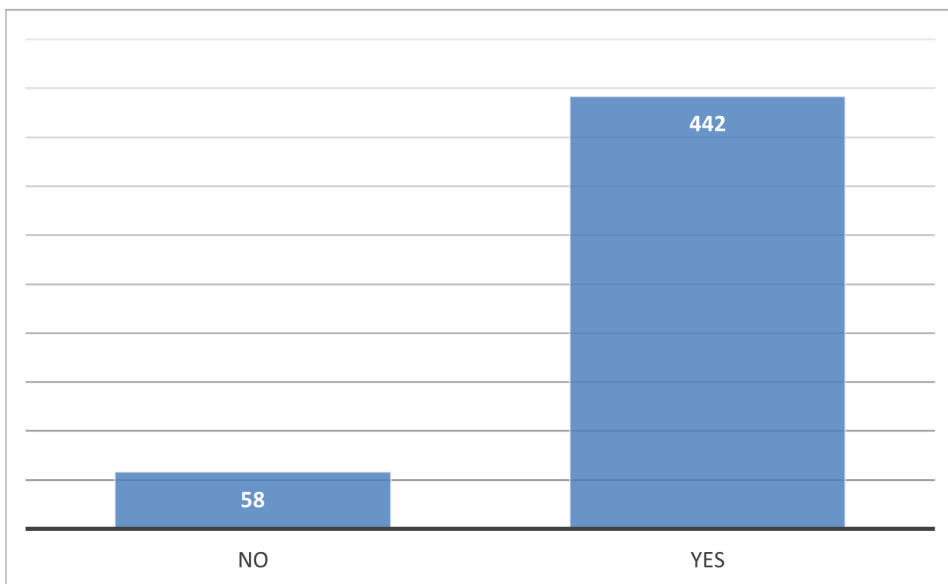
Of the respondents who serve more than 100 McKinney-Vento eligible students, most (83%) chose to use funds to provide better access to services or add new services for McKinney-Vento eligible students. Twenty-six percent of respondents who serve more than 100 McKinney-Vento eligible students stated they used funds to add “more personnel to help McKinney-Vento students.”

How ARP Funds Were Used >100 McKinney-Vento Students



One of the challenges that districts face with the funds expiring is the inability to actually spend all of their ARP by the deadline. In our survey, we found that 12% of respondents stated they would not be able to obligate the funds by the September 30 deadline. Percentages varied across the United States, but 11 states had higher percentages than the national average.*

Will You Be Able to Obligate Your ARP Funds by September 30, 2024?



However, when asked whether their district could do more to support their McKinney-Vento students, a resounding 81% said that there was more that they could be doing, This aligns closely with last year’s results, when 80% of respondents expressed a similar perspective.

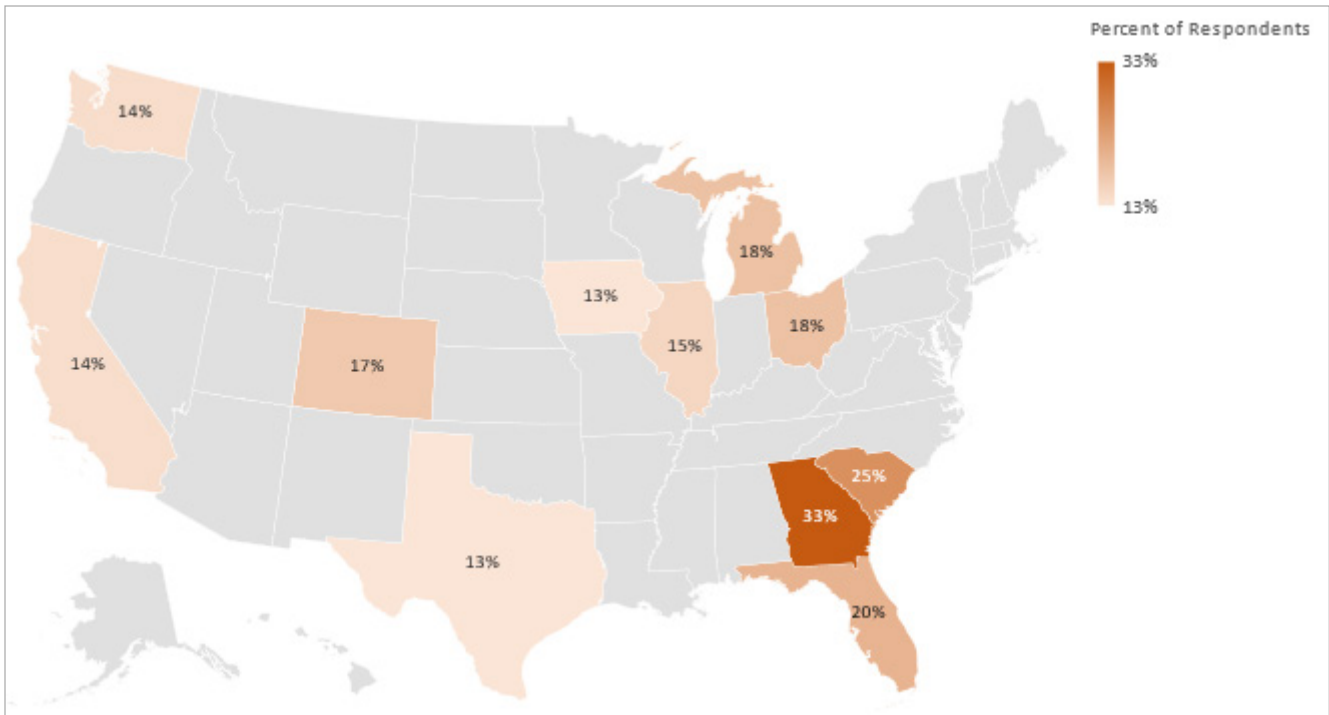
*Minimum of six responses

American Rescue Plan (ARP) Funds Obligation by State

One third of the respondents from the state of Georgia (15 total responses) said they would not be able to obligate all of the ARP-HCY funds by the deadline — by far the highest percentage across the US. Other states with high percentages included SC, FL, OH, MI, CO, IL, WA, IN, IA, and TX.

Below is a breakdown of the percentages in the states with results higher than the national average.

Percent of Respondents Who Will Not Be Able to Obligate All ARP_HCY Funds by 9/30/2024



Impact of ARP Funding Expiration

In September 2024, ARP Homeless II funding will cease, and approved funds will need to be used by January 31, 2025.

Those who responded this year expressed increased concern about the impact of the expiration of ARP funds compared to responses received in 2023. Just slightly under 50% (as opposed to 11% in 2023) indicated that the elimination of these funds would substantially impact their ability to support their McKinney-Vento students.

Many respondents cited multiple impacts because of the loss of funding, 45% of respondents said they would have to eliminate the services they're providing now. 17% of respondents said it will take longer for students and families to receive services..16% of respondents said the loss of funds would impact the district's ability to transport McKinney-Vento students to school. 45% of respondents said they would have to eliminate the services they're providing now. 13% of respondents said they would have to eliminate staff that supports McKinney-Vento students. Respondents were allowed to select multiple answers to this question or provide their own answers.

Of those who cited more specific implications, common themes involved reductions in staff (including tutors), limited ability to provide transportation services, and an inability to provide gift cards to cover food, gas, clothing, and personal necessities.

Many respondents will seek other sources of funding to cover their potential shortfalls. These sources include:

- Federal EHCY/Title 1A funding
- Local grants
- Community Action Agencies (CAAs)
- Community support, including partnerships and private/corporate donations

Out of the 50 California respondents, 90% receive ARP funds while 75% of non-California respondents (618) receive ARP funds. Comparatively, 60% of California respondents serve 1,000 or more students while 24% of non-California respondents work with 10,000 or more students. Moreover, 58% of California respondents and only 18% of non-California respondents serve 400 or more McKinney-Vento-eligible students.

ARP Funding Loss Mitigation

When asked what approaches they are considering or already employing to find alternate sources of funds and/or services to help support their McKinney-Vento program once ARP funding ceases, respondents primarily indicated reaching out to organizations in their community for support and donations (33%) and applying for grants (29%), both separately or in combination, as their two primary courses of action.

Current approaches include...

"Our region has formed a Homeless Education Collaborative to help provide services to our high mobile students and share funding through alternative grants available."

"We're applying for local grants and connecting more with Social Services for eligible services to fill the ARP gaps."

"We're fostering better communications with organizations (businesses, churches, etc.) on how they can help the district support our students experiencing homelessness. We're also having events/drives to collect necessary items to sustain our family resource center."

"Our efforts are focused on building community relationships with providers of support services in the hope that agencies outside of the public school system may have resources to help."

"My supervisor and I are working in the concession stands at our school to raise money that goes to a fund that we will use for McK-V students who need help with services."

The reality is that 18% of respondents don't yet have a plan for how they will mitigate the loss of ARP funding. And some are struggling to provide the basics.

"Our biggest concern is how we will continue to provide transportation for these families. We have used our ARP and ESSER funding to provide transportation, but it costs us about \$350K per year, and we have less than 1000 students total in our network. This money will have to come from our general budget starting with the 24-25 school year, which is having a significant impact on our staffing and providing other resources across the network. With the requirement that we provide transportation to remove the barrier for attendance, even though we do not provide transportation to our students, this cost is going to be a significant issue for us going forward. We can provide bus passes for our mass transit system for our older students, but most are moving frequently and often not in safe proximity to a bus stop."

If they are in shelters, for safety reasons, the shelter does not allow them to leave and walk to a bus stop. This all requires door-to-door service. The government put this transportation requirement in place, which we appreciate for safety and access to education for our scholars, but they did not provide funding to support it.”

“I am not even very familiar with this funding. This was the first time receiving any type of funding for our district. I was just informed that we had this grant and did not receive much information regarding it from our coordinator. I work at an ISD so we do not have Title1 money. We do not have much of anything. If I need something for a family, I have been told to go to the Salvation Army or the thrift stores in our area to retrieve items that I need and then buy what I cannot locate. This is time I do not have on top of working full-time every day. I cannot go “shop” for things. Our program is limited on so much.”

ARP Extensions

There is still hope for state agencies and school districts that will not be able to obligate all of their ARP funds by the September 30th deadline. They can request a liquidation extension of up to 14 months. If you know you won't be able to spend all of your ARP funds by January 28, 2025, you can contact your SEA to let them know you need more time. Your SEA can then process the extension request and monitor the paperwork needed to submit to the USDOE. The deadline to submit extension paperwork is December 31, 2024.

Dedicated to Finding a Way...

“

We've been using direct certification based on specific neighborhood criteria to help identify. For example, by targeting known campgrounds where the housing is inadequate, we are able to directly certify any student living in that community as MV eligible.”

”

“

We've taken a team approach...starting with training of Student Services and a residency survey given at enrollment, extensive training of select school staff, weekly McKinney Vento building meetings, community awareness of our McKinney Vento Services, Monthly partnership meetings with homeless shelters.

”

“

I find the most eligible students by talking with the office secretaries. They know everything! They are the ones who have contact with the families when they enroll and can find out all the information about their address and where they are living.

”

“

We pay close attention to the living arrangement questions for new enrollments. If they answer "yes" to any of the questions, the enrollment process is stopped and I reach out to evaluate them immediately for MKV status. If they are a current student, we pay attention to changes in attendance and train all staff to watch for signs and report them to me right away.

”

“

We're a small community, so law enforcement, transportation, community members, and/or hospital are aware and will communicate with the school if they suspect a student is experiencing homelessness. We often work together to support the family.

”



Wrap-Up

Based on the most recent data published regarding McKinney-Vento eligibility and given the insights uncovered through this study, it is highly likely that the number of McKinney-Vento eligible students will continue to grow and, therefore, the need for services. With a major source of funding to help support at-risk youth expiring, school districts in the United States will have to look for new ways to fund services or eliminate them.

In this time of variable funding, it's particularly critical to optimize both the funds themselves and the staff resources dedicated to managing them. While electronic tools of any kind can make a difference, integrated tools specifically designed for homeless student information management can be a game-changer in terms of their ability to increase the efficiency and effectiveness of both funding and staff to meet the needs of these students.

To effectively support students identified as McKinney-Vento-eligible requires coordination with multiple service providers such as transportation, child nutrition, and potentially health services providers. Our survey found that 58% of respondents use multiple systems to track information about students and families that receive services. In addition, 17% communicate the need for services in paper format or through spreadsheets. Poor communication between student stakeholders can make it challenging to provide an adequate level of service to this at-risk student population.

We hope this study has helped shed additional light on the needs of this student group. The more coordinated support they receive through our schools, the more likely they are to have more positive academic outcomes and go on to live better lives.

Survey Questions

1. For how many years have you been a homeless liaison? *

- Less than 2 years
- 2-4 years
- More than 4 years

2. As a homeless liaison, is your role full-time? *

- Yes
- No

3. If you answered "No," how many hours do you spend in your homeless liaison role?

4. How do you currently track services for McKinney-Vento eligible students? (Choose all that apply.) *

- On paper
- In a spreadsheet (Excel, Google Sheets, etc.)
- In our student information system (SIS)
- In a software program other than our SIS
- Other

5. Compared to the 2022-23 school year, has the number of students identified in your district as McKinney-Vento eligible this year: *

- Increased substantially
- Increased slightly
- Stayed the same
- Decreased slightly
- Decreased substantially

6. If the number has either increased or decreased, to what reason(s) do you attribute the change?

7. How successful do you think your district currently is at identifying every student who is potentially McKinney-Vento eligible? *

- Excellent
- Good
- Fair
- Poor
- Very poor

8. Within your district, how are staff members focused on related areas (transportation, child nutrition, etc.) made aware of the need for their services because a student is McKinney-Vento eligible? (Choose all that apply.)

*

- We alert other staff through a Google Form or other electronic means.
- We alert other staff through a paper form.
- We call or email them with the information.
- We communicate the information at staff meetings.
- They're alerted through our SIS or other software system.
- Other

9. Do you track if a McKinney-Vento eligible student or family has followed through with a referral? *

- Always
- Sometimes
- Never

10. Do you know when a student that transfers to your district has been identified as McKinney-Vento eligible at a previous district? *

- Always
- Sometimes
- Never

11. What is the most successful approach you've taken to identifying McKinney-Vento eligible students?

12. Do you think your district can do more to support your McKinney-Vento eligible students? *

- Yes, we can do a lot more.
- Yes, there are a few more things we can do.
- I think we're doing enough now.
- I think we're doing too much now.

13. Funds I received from the American Rescue Plan (ARP) were allocated to providing: *

- More personnel to help McKinney-Vento students
- New services to assist McKinney-Vento students
- Better access to services for McKinney-Vento students
- I did not receive ARP funds

14. What impact, if any, will the expiration of ARP funds have on your current McKinney-Vento program? (Select all that apply.) *

- We will have to eliminate one or more staff that support these students.
- We will have to eliminate some core services.
- We will have to eliminate extra services, such as food, clothing, short-term housing vouchers, or gift cards.
- It will take longer for students/families to receive services.
- It will impact our ability to provide transportation to these students.
- It will have no impact.
- Other

15. What approaches are you either considering or already employing to find alternate sources of funds and/or services to help support your McKinney-Vento program once ARP funding ceases?

16. Will your district be able to obligate all your ARP-HCY funds by September of this year? *

Yes

No

17. If "No," why not? *

18. In what state are you located? *

19. How many students are enrolled in your district? *

- 1-1000 students
- 1001– 2500 students
- 2501 - 5000 students
- 5001 – 10,000 students
- 10,001 – 20,000 students
- 20,001 – 40,000 students
- 40,001+ students

20. How many McKinney-Vento-eligible students do you currently serve? *


- <25 students
- 25 – 100 students
- 101 – 200 students
- 201 – 400 students
- 401+ students


If you would like a copy of the survey results, please enter the information below. Your name and email address will not be associated with your responses; all responses will remain anonymous. Thank you!


21. Your first and last name:

22. Your email address:

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