



Nevada McKinney-Vento Landscape Analysis & Evaluation Report 2026



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Executive Summary

This report summarizes the McKinney-Vento program evaluation activities conducted for the Nevada Department of Education's McKinney-Vento Program from 2024 to 2026. The Center for Surveys, Evaluation, and Statistics (CSES), School of Public Health, University of Nevada, Reno (UNR) served as the evaluators and collaborated with the McKinney-Vento State Coordinator, Dr. Pam Juniel, to develop the data collection tools for this evaluation.

A literature review began in fall 2024 and examines the impact and implementation of the McKinney-Vento Homeless Assistance Act to evaluate, inform, and improve Nevada's statewide program landscape. The review synthesizes national and state-level research on the implementation of the McKinney-Vento Homeless Assistance Act. It draws from federal, state, and institutional sources, including materials from selected states and guidance from the National Center for Homeless Education (NCHE) and the National Alliance to End Homelessness (NAEH). The review aligns with the CSES's scope of work with the Nevada Department of Education, emphasizing district-level assessments and the Continuum of Service Model. Methodological trends, gaps, and recommendations for improving service delivery are highlighted.

Between December 2025 and February 2026, CSES staff conducted key informant interviews with 12 liaisons to inform the statewide landscape analysis and evaluation. The McKinney-Vento Liaison Survey was administered in January 2026, with 13 of 18 districts responding. In total, 16 of 18 district liaisons participated in one or both data collection efforts, ensuring broad representation across diverse geographic, size, and resource contexts.

Key Findings

Overall, Nevada's McKinney-Vento program is effectively meeting its core mandate of reducing barriers to education and supporting student stability. Districts have developed context-specific approaches to identify and support students, emphasizing proactive outreach, coordinated services, and connections to community resources. Collaboration is a key strength statewide. Districts routinely partner with community organizations, social service providers, and other agencies to extend limited resources and provide wraparound services. These partnerships are especially critical in rural areas, where formal services are often limited or unavailable.

Analysis of the continuum of services revealed gaps at both ends of the spectrum. Partnerships at the early childhood and Pre-K levels are limited, particularly in rural areas. While Head Start and Child Find were mentioned, many liaisons reported having few or no early childhood services. In contrast, partnerships at the K-12 level are more extensive and include school-based staff, federal and state programs (e.g., Title I,

21st CCLC, GEAR UP), and a range of community organizations. Post-secondary supports are more limited and primarily focused on transitions out of high school. Many districts lack partnerships to support students after they leave the K-12 system. Overall, while districts rely heavily on cross-sector partnerships to fill service gaps, children and youth experiencing homelessness (CYEH) are less supported at the early childhood and post-secondary levels.

The evaluation identified significant structural challenges that limit program effectiveness and consistency. Nearly all liaisons hold multiple roles within their districts, reducing their capacity to fully implement McKinney-Vento responsibilities and contributing to variability in service delivery. Limited and inflexible funding restricts districts' ability to meet high-cost needs, including transportation, mental health services, and staffing. Rural and mid-sized districts that fall outside traditional funding formulas face additional challenges due to both limited funding and fewer community resources. Housing instability remains the most significant gap in the continuum of services, reflecting broader systemic issues beyond district control.

District liaisons reported measuring program success using both qualitative and quantitative indicators, though informal, observational measures were most common. Success was often defined by whether students and families felt supported and whether barriers to school participation were reduced. Some districts also tracked quantitative indicators such as attendance, academic performance, behavior and service participation. Data systems play an important role in supporting liaison efforts, with most relying on student information systems such as Infinite Campus, supplemented by spreadsheets and internal tracking tools. These tools are used to identify students, document living situations, track services, and monitor patterns in attendance and academic outcomes. However, the extent and sophistication of data use vary widely across districts. Larger districts tend to have more structured systems for tracking and monitoring program implementation across many schools, while smaller districts often rely on informal processes and may lack formal evaluation systems. Overall, while districts actively use data for day-to-day decision-making, there is limited use of standardized, system-level evaluation practices. This results in a strong focus on immediate, student-centered outcomes but less consistency in measuring long-term program effectiveness or comparing outcomes across districts.

District liaisons generally reported feeling well prepared to identify and address the needs of students experiencing homelessness. They participate in a variety of professional development opportunities including state and national conferences, webinars, workshops, and state meetings. Despite this positive perception, liaisons identified several areas for additional support. The most frequent request was for clearer guidance on compliance and policy requirements, followed by expanded training opportunities for both liaisons and district staff. Liaisons also expressed interest in more standardized systems across districts, particularly related to data collection and use, as well as clearer state guidance on system access and reporting expectations.

Recommendations

These findings highlight the need for coordinated, system-level strengthening of Nevada's McKinney-Vento Program to move beyond short-term, reactive support toward a more comprehensive continuum of care. More flexible funding is central to this effort so that districts are able to address transportation, housing, emergency needs and service gaps more effectively. To address broader system-level barriers, state-level leadership should prioritize partnerships with housing agencies, mental health providers, and social service organizations. Enhanced transportation support, particularly in rural areas, is another critical need that would benefit from state-level intervention.

At the program level, implementing a tiered training system for liaisons, district staff, and school personnel would improve consistency across the state and reduce the training burden on liaisons who hold multiple roles. Strengthening identification processes through standardized tools and awareness efforts could expand the program's reach and better identify students experiencing hidden homelessness. In addition, the Nevada Department of Education should work toward standardizing data systems and reporting processes to improve consistency, reduce administrative burden, and support data-driven decision-making. Providing districts with clearer guidance, shared tools, and uniform reporting mechanisms would strengthen statewide alignment. While foundational work has been completed through this evaluation, formal district-level program assessment remains limited. Further development and pilot testing of a district effectiveness self-assessment tool would be beneficial.

Improving coordination across agencies and within districts through the development of service hubs and clearer referral systems would help reduce fragmentation. Expanding connections to early childhood and post-secondary services is essential to supporting students across the full continuum. Finally, increasing staffing capacity and providing targeted support for rural districts will be critical to ensuring equitable access to services statewide. Together, these strategies would support the development of a more integrated and sustainable system to better serve children and youth experiencing homelessness across all stages of their educational journey.

Overall, the evaluation indicates that while Nevada's McKinney-Vento Program is effective in addressing immediate student needs and fostering collaboration, its long-term impact is constrained by structural gaps in resources, service continuity, and system alignment. Addressing these gaps through targeted investments and policy alignment will be critical to strengthening the program's ability to support educational stability and success for students experiencing homelessness across the state.

Introduction

The McKinney-Vento Homeless Assistance Act (McKinney-Vento), enacted in 1987, is a cornerstone federal policy to ensure that the United States' children and youth experiencing homelessness (CYEH) in the United States have equitable access to a free, appropriate public education (U.S. Department of Education, 2023). It mandates the removal of barriers such as enrollment delays due to missing documentation, lack of transportation, and frequent school changes, prioritizing educational stability for CYEH. The Nevada Department of Education (NDE) administers and monitors the McKinney-Vento program across its 17 school districts and 1 State Public Charter School Authority. Implementation across the state varies widely due to differences in district population sizes, funding allocations, capacity, and community resources.

The Nevada Department of Education (NDE) contracted with the Nevada Center for Surveys, Evaluation, and Statistics (CSES) at the University of Nevada, Reno to conduct a landscape analysis and program effectiveness assessment of Nevada's McKinney-Vento Program from September 2024 through March 2026 (with a work stoppage from April-July 2025 due to a temporary federal withdrawal of the state's funding). Overall, this project reflects a structured, collaborative effort between NDE and CSES to systematically evaluate program effectiveness, identify strengths and gaps in service delivery, and generate actionable recommendations to enhance support for children and youth experiencing homelessness across Nevada.

Nevada's State McKinney-Vento Coordinator and the CSES team worked together to develop the Nevada McKinney-Vento Program Logic Model, landscape analysis and evaluation plan, and the interview and survey questions. By integrating secondary data from NDE reports, other needs assessments and studies, district policies and primary data collection from stakeholder interviews and surveys, this report aims to identify opportunities to standardize evaluation and assessment practices across the state's McKinney-Vento programs and improve support for Nevada's CYEH. This report is organized into the following sections: Introduction, Review of the Literature, Methodology, Results, and Discussion and Recommendations.

Review of the Literature

Prevalence of Child and Youth Homelessness

National reports over recent years state that roughly 1.3 million public-school students are identified as experiencing homelessness each year, although there is notable variation in identification rates by school year and locality. Data from the 2019 Youth Risk Behavior Survey of 27 reporting states indicated that 5.8% of high school students surveyed experienced homelessness at some point during the 2018-2019 school year (NCHE, 2017). In SY 2022-23, federal/state reporting identified roughly 1.37 million students experiencing homelessness, with a majority classified as “doubled up” with friends or family (SchoolHouse Connection, n.d.). Data show both scale and heterogeneity (shelters, motels, unsheltered, and doubled up), and reveal important trends, such as post-pandemic increases in some jurisdictions (SchoolHouse Connection, n.d.). LGBTQ+ youth and youth of color are considerably more likely to experience homelessness than their straight, white peers (Houghtaling et al., 2025; SchoolHouse Connection, n.d.). However, researchers and federal/state analysts consistently caution that identification and reporting practices differ across districts, that counts probably significantly underestimate true numbers of homeless children and youth, and that the pandemic years introduced additional measurement complications (SchoolHouse Connection, n.d.).

The State of Children and Youth Homelessness in Nevada

Nevada is a state of contrasts, with roughly two-thirds of its population in the relatively urbanized Clark County, a smaller population hub in the Reno-Sparks-Carson urban area, and the rest of the population thinly spread across a vast geographical area (U.S. Census Bureau, 2026). Nevada consistently ranks as one of the states with the highest rates of student homelessness. In the 2022-23 school year, 3.6% of Nevada students in grades pre-K to 12 were homeless in contrast to 3% of students nationally (SchoolHouse Connection and Poverty Solutions at the University of Michigan, 2025). According to the *Youth Experiencing Homelessness Statewide Study, Summary Report* (YEH Study; DWSS, 2025), in 2023, 2,868 unaccompanied youth experiencing homelessness accessed services in Nevada. The YEH study population of focus was youth aged 12-24 who lacked a fixed, regular, and adequate nighttime residence and were not a part of a household with someone over the age of 25. The transient and hidden nature of youth homelessness, with many avoiding formal services or shelter systems, makes it difficult to identify or track this population (DWSS, 2025). Using the Chapin Hall estimation approach, the unaccompanied youth homelessness in Nevada could be potentially as high as 33,433 (DWSS, 2025). Some of these YEH overlap with those reported in the McKinney-Vento Program data in Nevada. The school districts report on children and youth served from Pre-K through 12th grade. In 2025, Clark County School District identified 11,700 individual children and youth experiencing homelessness, from their student population of a little

over 301,000 (3.9%; Nevada Department of Education (NDE), 2024). In the same year, Washoe County identified 2,066 of their almost 60,000 students (3.4%), and Carson City identified 327, from a total school population of roughly 7,800 (4.2%; NDE, 2024).

Intersectionality Among Nevada's Youth Experiencing Homelessness

As in other states, youth identifying as non-heteronormative are disproportionately represented among those experiencing homelessness in Nevada. The same is true for youth of color, with Black and Hispanic youth experiencing homelessness at far higher rates than in the general population (DWSS, 2025). Other common characteristics of youth experiencing homelessness include pregnancy or parenting (10.1%-10.6%), foster care-involved (2.4%-28.7%), criminal justice-involved (6%-17%), behavioral health issues or disabilities (58.3%), and domestic violence survivors (17.3%-85%). Intersecting identities increases risk of experiencing homelessness, as many of these youth are either runaways or had been thrown out by parents or guardians (DWSS, 2025).

Youth Experiencing Homelessness in Rural Nevada Counties

Incidence and identification of CYEH is concentrated in the urban areas. Although CYEH are also found in rural districts, the absolute numbers are far lower than in the densely populated hubs (NDE, 2024). Youth in rural and tribal communities are considered particularly vulnerable, as homelessness is less visible and therefore even harder to identify (e.g., couch surfing or shared housing; DWSS, 2025). Nevada's rural communities have few formal resources or housing providers, so youth might rely on extended family or informal networks for shelter. Rural communities often lack not only housing, but also other support services, such as food pantries, emergency assistance, healthcare providers, or out-of-community referrals. Furthermore, youth lack employment opportunities and transportation options.

Nevada Youth Exiting Homelessness

The 2025 YEH report found that success rates of youth exiting homelessness varied by demographic characteristics and other factors. Black and Indigenous youth have more than twice the success rate of Hispanic youth, and youth who identify as White or whose race and ethnicity are unknown have lower success rates of exiting homelessness (DWSS, 2025). Youth involved with the justice system have lower success rates exiting homelessness, but youth who are pregnant or parenting have higher success rates than youth who are not. These success rates might reflect the greater availability of services for these specific populations, which facilitates their successful exit.

The McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act (McKinney-Vento; 42 U.S.C. ch. 119 § 11301 *et seq.*) is the primary federal policy safeguarding the educational rights of children and youth experiencing homelessness (National Center for Homeless Education, NCHE, n.d.). Since first passage in 1987, the Act (Pub. L. 100–77) has been reauthorized and amended several times, most recently by the Every Student Succeeds Act of 2015 (ESSA, Pub. L. 114–95). The primary funding mechanism for the Act is the Education for Homeless Children and Youth Program (EHCY). Federal funding is allocated based on states’ proportional share of Title 1, Part A funding. States distribute funds to Local Education Agencies (LEAs) through a competitive process (U.S. Department of Education, n.d.). According to a 2025 report, the “vast” majority of states rely entirely on federal law and funding to provide the rights and services stipulated by McKinney-Vento and ESSA (SchoolHouse Connection, 2025, p. 2). McKinney-Vento is intended to remove barriers to education (§ 11432(g)(1)(I)) for children and youth experiencing homelessness (e.g., lacking fixed, stable, or adequate housing) (§ 11434A(2)) and to guarantee access to a stable and equitable education. Provisions of the legislation state that any child or youth experiencing homelessness has the right to immediate school enrollment without proof of residency or immunizations (§ 11432(g)(3)(C)), ability to remain in their school of origin even if they do not live in the area anymore, free transportation to and from school, access to programs and services, and must be immediately enrolled in school, regardless of their ability to produce documentation such as a birth certificate, home address or vaccination records.

Under McKinney-Vento, state education agencies (SEAs) are required to designate an education liaison for each school district (§ 11432(g)(6)(A)). Both the SEA and local educational agencies (LEAs) are responsible for implementing, monitoring, and continuously improving these programs. Recent federal guidance and state-level frameworks have emphasized accountability, performance measurement, and the professionalization of local homeless liaisons. Despite the intentions of the legislation, challenges such as inconsistent implementation across regions and low awareness among educators hinder its effectiveness. Academic research underscores the McKinney-Vento Act’s significance while exposing its limitations. Miller’s (2011) review of 151 studies labeled it an “unfunded mandate.” This lack of funding has continued into the 2020’s; for example, the \$85.5 million of federal funding nationally in 2020 fell short of meeting CYEH needs, leaving states and districts to bridge gaps (U.S. Department of Education, 2023). Julianelle and Foscarinis (2003) found that the Act reduces school mobility, yet housing instability disrupts education. Edwards (2020) reported that 70% of homeless students score below grade level in reading and 80% in math, with Black CYEH facing additional racial barriers. Similarly, Lee (2023) interviewed LGBTQ CYEH in Los Angeles, finding that none were unaware of their McKinney-Vento rights, which possibly could have stemmed from the stigma related to homelessness.

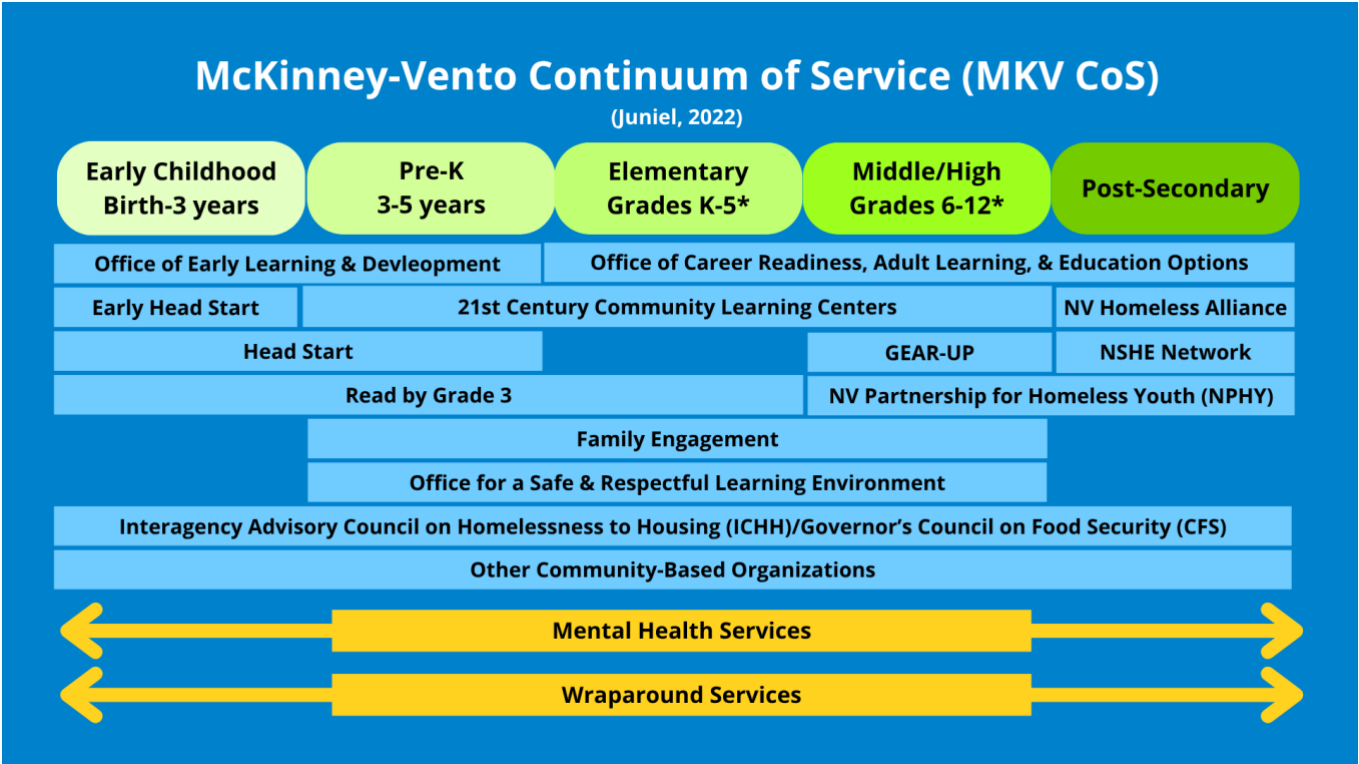
This literature review integrates empirical studies, federal/state reports, and policy analyses to summarize what we know about prevalence of child and youth homelessness, implementation of McKinney-Vento

programs, challenges to implementation, outcomes for students, and promising practices. We also synthesize guidance and toolkits from several states and national organizations to illustrate key themes in program standards, monitoring systems, liaison roles, and data-driven evaluation. The aim is to identify best practices, assess methodologies, and provide a foundation for the analyses of program effectiveness and for Nevada’s planned development of a district program effectiveness assessment tool.

Theoretical Framework

Contemporary research on McKinney-Vento implementation often utilizes ecological and systems theories, emphasizing the interconnected roles of individuals, schools, and communities (Canfield, 2012). This approach aligns with Nevada’s Continuum of Service Model, developed by Nevada McKinney-Vento State Coordinator Dr. Pamela Juniel (Figure 1), which aims to address student needs through a multi-tiered, collaborative approach. The model has evolved to include a Prenatal component to address the issues of pregnant parents who are experiencing homelessness. There has been an increase in individuals who may need supports prior to the birth of their children who may be medically fragile, experience disabilities, or may have housing instability (P. Juniel, personal communication, April 20, 2026). Examining how various stakeholders influence the educational stability of homeless students provides a foundation for analyzing systemic strengths and gaps (Tierney & Ward, 2017).

Figure 1. Nevada McKinney-Vento Continuum of Service (Juniel, 2022)



Implementation: local liaisons, school systems, and variability

A robust body of qualitative and mixed-methods literature documents how implementation varies across districts and between populations (e.g., Dhaliwal et al., 2026; Krumpak, 2013; Lee, 2023; Mullins et al., 2016; Terrile, 2022; Wagoner, 2022; Wilkins, 2016). Studies repeatedly find that liaison training, workload, and district support are strongly correlated with program effectiveness. Where liaisons are adequately trained and resourced, enrollment barriers fall and coordination with community services improves; where liaisons are overburdened or lack authority/resources, compliance is less apparent or effective. Geographic location (urban vs. rural), disparities in available resources, funding constraints, and staff turnover further produce uneven implementation (Heyward, 2020; Mullins et al., 2016). These findings may also reflect the changes in experienced school and district-level leadership (e.g. administrators and superintendents).

Student academic and attendance outcomes

In addition to the mental and physical well-being risks associated with homelessness, empirical studies consistently show that students experiencing homelessness face worse academic outcomes and higher rates of chronic absenteeism than their housed peers (e.g., Miller, 2011). National briefs and analyses using McKinney-Vento counts also report higher rates of chronic absenteeism and lower rates of graduation among identified homeless students (U.S. Department of Education, 2024). Chronic absenteeism is correlated with lower standardized test scores and GPAs, as well as higher rates of grade retention and school dropouts (Utah Education Policy Center, 2012).

Program Standards and State-Level Implementation

McKinney-Vento (42 U.S.C. ch. 119 § 11301 *et seq.*) is administered under the Education for Homeless Children and Youth Program (EHCY), under the U.S. Department of Education 42 U.S.C. §§ 11431-11435 (Subtitle VII-B)). The federally funded National Center for Homeless Education (NCHE) provides technical assistance, sample forms, materials, policies, and compliance reviews for McKinney-Vento programs around the country (NCHE, 2017). NCHE has also created a set of national standards to inform state and local program planning, implementation, and tracking of progress within McKinney-Vento programs (NCHE, 2017). In addition, NCHE provides information and tools for start-up programs, program development, maintenance, and tracking, and strategies to assist LEA's in implementing effective programs.

NCHE Standards and Indicators for Quality LEA McKinney-Vento Programs – 2017 Revision

Student Performance Standards

1. All homeless students participate fully in school.
2. All homeless students show academic progress.

LEA Support Standards

3. The LEA identifies all homeless children and youth through outreach, including outreach to specific subgroups including preschool-aged children, unaccompanied homeless youth, out-of-school youth, students with disabilities, English learners, and migratory children and youth.
4. The LEA removes barriers to enrollment for homeless students.
5. LEA maintains all homeless students in their school of origin when in their best interest.
6. The LEA provides homeless students all educational services for which they are eligible.

LEA Outreach and Collaboration Standards

7. The LEA links homeless students and their families to community services.
8. The LEA informs all parents and guardians of homeless children and youth of the educational and related opportunities available to their children and of meaningful opportunities to participate in their children's education.
9. The LEA informs all unaccompanied homeless youth of the educational and related opportunities available to them.
10. The LEA conducts awareness activities for educators and community service providers regarding the rights and needs of homeless children and youth.
11. LEAs coordinate and collaborate with programs within the LEA to increase identification of homeless students, plan support activities, align procedures and practices, and leverage resources.
12. LEAs coordinate and collaborate with community agencies, organizations, and business partners to deliver comprehensive services in an efficient manner, expand or leverage resources, and participate in policy discussions.

LEA Program Management Standards

13. The LEA local liaison has sufficient time, training, and support to carry out his or her duties.
14. The LEA has policies and procedures that remove educational barriers for homeless children and youth.
15. The LEA provides professional development and other support to school personnel serving homeless children and youth.
16. The LEA utilizes data for needs assessment and program planning.

Sample State McKinney-Vento Programs & Assessments

The McKinney-Vento Act stipulates broad provisions to address the manifold and varied needs of children experiencing homelessness. However, policy interpretation and implementation of those provisions can vary considerably by state and by LEA (Canfield, 2012; Miller, 2009). Consequently, local programs differ in both conception and substance. We now briefly review program composition, practices and resources in a sample of states, which were found through the scholarly literature review or the online search of state McKinney-Vento websites and other websites in the field such as NCHY and NAECHY. States highlighted here were selected, in particular, for their information and resources related to program monitoring, needs assessment, effectiveness assessment, evaluation, data collection, policies, guidance, and professional development.

Arizona

In Arizona, McKinney-Vento operates under the state's *Homeless Education Program* (HEP), which supports the identification and enrollment of children and youth (ages three to 21) who lack a fixed, regular, and adequate nighttime residence (Arizona Department of Education, ADE, 2023b). The state is an interesting case, having had the largest percentage increase in homelessness in the nation during the COVID-19 pandemic (nearly 25%; ADE, 2023b). In 2021-22, the state was awarded more than \$16,000,000 to expand the HEP and provide additional services to homeless children and youth. In response, the ADE conducted a statewide comprehensive needs assessment to determine the best use of the funds. The resulting recommendations focused on four key areas: (i) professional development for all providers; (ii) building awareness about the rights of children and youth experiencing homelessness among all stakeholders; (iii) removing barriers to the identification, enrollment, engagement, and academic success of children and youth experiencing homelessness; and (iv) enhanced allocation of resources for connecting children and families to transportation, housing, etc., through the development of statewide partnerships (ADE, 2023b). The Arizona website provides examples of tools LEAs can use to conduct a comprehensive local needs assessment, including a district employee survey, an unaccompanied youth survey, a parent survey, and a community-based agencies survey.

Arizona's *LEA Homeless Education Program Guidance Documents and Forms List (For Compliance)* outlines the required policies, procedures, and forms that LEAs, including charter schools, must maintain to comply with the McKinney-Vento Homeless Assistance Act (ADE, 2025). It serves as a comprehensive guide to ensure that homeless children and youth, including unaccompanied homeless youth, are identified, enrolled immediately, supported academically, and provided with all rights guaranteed under federal law.

Arizona's LEA liaisons are required by state law to meet the required minimum of eight professional learning hours each school year to ensure that the McKinney-Vento requirements and best practices are current. [42 U.S.C. § 11432(g)(1)(J)(iv)] - Title 42 of the U.S. Code. In addition, ADE's *Guidance Regarding*

Re-Evaluations & Initial Evaluations provides technical assistance to LEAs regarding initial evaluations and re-evaluations for McKinney-Vento eligibility at the start of the school year (ADE, 2023a). It clarifies legal requirements, identifies inappropriate practices, and provides tools to ensure proper identification and support for students experiencing homelessness. It supports consistent program monitoring, providing templates for re-evaluations, fiscal reporting, and initial assessments. Arizona’s model strengthens administrative skills through structured procedures and evaluation rubrics aligned with NCHE monitoring guidelines.

Colorado

According to a 2025 report by SchoolHouse Connection, Colorado is one of only a few states that provide all the core protections stipulated in the McKinney-Vento Act, with some independence from federal funding (SchoolHouse Connection, 2025). Colorado supplements federal McKinney-Vento funding with its Educational Stability Grant, designed to support educational stability for all highly mobile students in the state (Colorado Department of Education, CDE, n.d.). The state defines “highly mobile” as referring to any student who experiences (or is at risk of experiencing) multiple school moves during their K-12 education, outside of regular grade promotion. The Colorado program includes children and youth in foster care and migrant students, as well as those experiencing homelessness (CDE, n.d.). Program goals are to remove educational barriers and support educational stability by reducing behavioral difficulties and absenteeism, and to empower highly mobile children and youth to attend school, achieve grade promotions with their peers, and graduate on time.

CDE developed a McKinney-Vento Monitoring Self-Assessment Form for all its districts to assess their performance on a series of best practices and indicators based on the federal mandates (CDE 2023). CDE also created two monitoring tools—one for subgrantees and one for non-grantees programs. CDE’s emphasis on *evidence-based indicators* allows LEAs to self-assess progress and guides state monitoring toward outcomes rather than mere compliance. This approach mirrors national recommendations to connect McKinney-Vento implementation with educational performance data, reflecting an ongoing shift from compliance-based oversight toward continuous improvement (NCHE, 2017).

Kentucky

Unlike Colorado, Kentucky has not adopted McKinney-Vento provisions into state statute nor assigned non-federal funding to the program (SchoolHouse Connection, 2025). Nevertheless, Kentucky recognizes the rights of homeless children and youth to immediate enrollment and participation in school and extra-curricular activities, even while the school district gathers the required documents. Kentucky’s program also provides free school meals, and transportation to and from the school of origin, unless a different placement is deemed more advantageous for the child (Kentucky Department of Education, KDE, n.d.). Moreover, Kentucky requires LEAs award credit, including partial credit, for all coursework satisfactorily completed by homeless children and unaccompanied youth (KDE, 2025a).

The KDE's McKinney-Vento Program integrates state and regional coordinators to support fiscal oversight and training. Kentucky emphasizes liaison mentorship, cross-agency partnerships, and fiscal compliance audits, providing a model for how administrative and grant management competencies can be developed in practice (KDE, 2025b). As part of its subgrant oversight, KDE requires local educational agencies to complete a *District Self-Assessment & Monitoring Form* to ensure that recipients are utilizing the federal award for compliant and authorized purposes, and that goals are being achieved (KDE, 2025b). The form guides LEAs through documenting policies, procedures, services, and fiscal management related to supporting students experiencing homelessness. More specifically, the form requests data and information regarding transportation, credit awarding, current needs assessments, and other services that LEA programs provide (KDE, 2025b).

Texas

The website of the Texas Education Agency (TEA) states that all LEAs are required to uphold the federal protections and educational rights guaranteed to homeless students (TEA, n.d.). Although the right for CYEH to enroll in school while records are obtained has been enacted into the Texas education code, no other key McKinney-Vento provisions are found in state code, and provisions are maintained solely through federal law and funding (SchoolHouse Connection, 2025). The website of the Texas Education for Homeless Children and Youth Program (TEHCY) offers resources for supporting homeless students through regional liaisons, technical assistance centers, and training modules. TEHCY emphasizes professional learning, fidelity of monitoring, and equity-based program improvement, illustrating how large states institutionalize McKinney-Vento compliance and capacity building. The program provides a model for administrative coordination and grant management.

Texas uses a tiered monitoring system that combines technical assistance with fiscal oversight and the program's online TEHCY Support Center offers fiscal management tools, data dashboards, and compliance checklists to streamline reporting and reduce audit risks (TEA, n.d.). TEA's Department of Special Programs, Reporting, and Student Supports developed a self-assessment guide for the McKinney-Vento, Military-Connected, and Foster Care programs (TEA, 2025). The McKinney-Vento Act section of the self-assessment contains open-ended questions for LEAs to answer in three categories: Implementation (13 questions); Student Outcomes (2 questions); and Engagement (1 question related to family engagement).

Virginia

Virginia has enacted major provisions of McKinney-Vento into state code (guaranteed enrollment, school of origin, transportation, and homeless liaisons to aid in accessing other supports). However, Virginia provides no funding for these programs outside federal allocations (SchoolHouse Connection, 2025). The state's McKinney-Vento provision, Project HOPE – Virginia, is coordinated and administered by the School of Education at William & Mary University, on behalf of the Virginia Department of Education (VDE).

Project HOPE–Virginia provides an interactive website where students and parents can readily see the definition of homeless, as well as a tool to find a person’s local McKinney-Vento liaison by searching with an address or searching by school division (Project HOPE-Virginia, n.d.). Project HOPE connects liaisons, families, educators, and community partners to vital resources, such as training requirements, funding, monitoring, liaison toolkits, family rights, learning materials, and awareness materials. Additional materials include enrollment data, state and federal resources, college access programs, and support for juvenile justice, human trafficking, veterans & military connected families, LGBTQ+, older youth, and early childhood. Further, the program hosts its own learning library, podcast (which showcases stories from those who are working directly with students experiencing homelessness), and state conferences. In addition to the interactive website, Project Hope has a mobile app to access information and resources.

Virginia also has a federal program monitoring program tool to help LEAs prepare for the monitoring site visit and to guide the interview and review of documentation during the visit (Project HOPE-Virginia, 2025). The guide is organized by five monitoring indicators and under each indicator there is a guiding question, followed by a list of acceptable evidence, a list of interview questions for the site visit, a space for the site visitor monitor to document the LEA response during the site visit, a space for the site visitor’s response, and then a determination of whether there was sufficient documentation with three check boxes with response options of Yes, No, or N/A. Each indicator includes from one to eight guiding questions and subsequent documentation lists and questions.

Wisconsin

Wisconsin is another state that relies solely on federal statute and funding for its provision under McKinney-Vento (SchoolHouse Connection, 2025). During school year 2023-24, the state identified and enrolled 20,195 homeless children and youth, up more than 9% over five years. Wisconsin’s McKinney-Vento provision operates directly through the state’s Department of Public Instruction (DPI). The State Coordinator for Homeless Education provides resources to educators and liaisons, to assist in the identification of students experiencing homelessness and to connect them with services. Wisconsin’s McKinney-Vento programming also coordinates with several state organizations serving the needs of disadvantaged and homeless families, to ensure that any child or youth experiencing homelessness has access to all the educational opportunities provided to other children in the state, while maintaining confidentiality through the state’s secure data system (Wisconsin Consolidated State Plan, 2017).

The Wisconsin DPI uses a *District McKinney-Vento Monitoring Form* to evaluate compliance with federal requirements (Wisconsin DPI, n.d.). The following topics must be addressed to ensure compliance: 1) Staff awareness: LEAs must designate a homeless liaison, 2) Community coordination: LEAs must provide public notice of homeless students’ education rights, 3) Identification, enrollment, and referrals: LEAs must immediately enroll students, identify qualifying student, and refer appropriate wrap around services,

4) Policy and procedure review and dispute resolution: All LEAs must review and revise policies to remove barriers, as well as have written procedures for dispute resolution, 5) School stability and transportation: LEAs must provide transportation to and from the school of origin, 6) Privacy: LEAs must protect the privacy of homeless students' information and living situations (Wisconsin DPI, n.d.). In addition, the Wisconsin DPI provides schools with a process and guidance report for compliance review.

Other McKinney-Vento Program Assessments & Tools

The McKinney-Vento Act Implementation Scale (MVAIS), validated with 201 school social workers, assesses compliance across 26 items and boasts high reliability (Cronbach's alpha: .870–.924; Canfield et al., 2012) and later with other school district employees (Canfield et al., 2017). It offers a model for standardizing evaluation. In contrast to the self-assessment examples from state McKinney-Vento and the NCHE Standards and Indicators for Quality LEA McKinney-Vento Programs needs assessment and monitoring tools, this instrument could be used to gather McKinney-Vento program evaluation data from other sources, such as social workers, counselors, teachers, nurses, school support personnel, community-based providers, and other partners. This scale has the advantage of being a quantitative rating scale, as opposed to the largely open-ended tools.

McKinney-Vento in Nevada

As is so often the case when funding is limited, McKinney-Vento resources in Nevada tend to flow to the places where they can have the best most impact for the most people. McKinney-Vento funding in Nevada reflects its population discrepancies, and several of the small, rural school districts receive no designated state or federal funding for the program. Inevitably, programs in Clark County, Washoe County, and Carson City with the overwhelming majority of identified CYEH, receive the majority of the competitive awards. Consequently, McKinney-Vento liaisons in smaller school districts invariably have multiple roles as the mandated McKinney-Vento services are supported through other funding streams, such as Title 1 federal funds. Liaisons in the smaller rural districts have limited time to identify and assist their CYEH populations, despite their greater geographical dispersion and the intricacies of rural homelessness. At the same time, liaisons in urban areas might have caseloads above 1,000 CYEH (Naughton, 2025). Implementation of McKinney-Vento programs in Nevada, as elsewhere, is strongly influenced by the availability of resources. With the wide variations in school district populations, funding sources, staffing, and community resources, implementation of McKinney-Vento mandates differs considerably by district. While an effort to bridge the funding gap was attempted in the preliminary 2026 funding application, NDE reduced the number of sub-recipients awarded funding for the current grant cycle.

Key Themes in the Literature

Theme 1: Barriers and Challenges to Implementation

The McKinney-Vento and EHCY literature identifies several recurring obstacles to optimal implementation of the Act. For example, limited awareness of the Act often means that parents simply do not know what their children are entitled to, and educators do not know their responsibilities. Next, the extensive bureaucracy can make it difficult to claim those rights and benefits. Lack of training among educators, coupled with child or parental reticence about their situation, means that many cases of homelessness go unidentified. Lastly, the “underfunded mandate” nature of the Act leaves school districts scrambling to find enough resources to implement its provisions. Lastly, although federal law requires that states provide education and other services to children and youth experiencing homelessness, each state interprets that requirement differently: very few have adopted it into state law or assigned funding beyond federal allocations. As a result, SEAs and LEAs also report challenges such as liaisons being uninformed on how to best advocate for homeless students, high staff turnover, lack of training for educators, and bureaucratic inefficiencies (Dhaliwal et al., 2026; Miller, 2011). For example, Miller (2011) provides a comprehensive analysis of existing research on student homelessness, identifying critical gaps in understanding how systemic barriers influence the effectiveness of McKinney-Vento implementation. Furthermore, parents express feeling a lack of control over their living situation, fear of the unknown as a result of being homeless, and lack of knowledge of the Act and resources available to them (Heyward, 2020).

Theme 2: Educational Stability and Student Outcomes

Educational stability is crucial for homeless students, yet debates exist between prioritizing proximity versus consistency in school placement. Pavlakis and Duffield (2017) recommend prioritizing stability to mitigate the adverse effects of homelessness. Similarly, the National Center for Homeless Education (n.d.) underscores the critical role of school selection processes in supporting educational stability for homeless students, emphasizing that clear guidance and resources are necessary for ensuring consistent and equitable access to education. Moreover, Dhaliwal et al. (2021) highlight the importance of understanding neighborhood and school contexts in evaluating outcomes for homeless students, as many homeless students experience school and neighborhood instability.

Theme 3: Professional Development

The literature implies that professional development workshops enhance teacher knowledge and efficacy, both in identifying eligible children and youth, and in implementing McKinney-Vento provisions. Recent studies show that when educators understand the Act’s requirements, they are better equipped to provide necessary resources and accommodations (Cermak, 2018). In an observational study, Waggoner (2022)

found that neither current nor aspiring school principals were well informed about the provisions of the McKinney-Vento Act. Waggoner emphasizes the importance of stakeholder perspectives and knowledge of the Act in shaping effective implementation strategies. Additionally, Miller (2012) analyzes recession-era policies of the late 2010s, emphasizing how economic constraints shaped the implementation of McKinney-Vento provisions, often limiting the resources available to support homeless students. Nevertheless, he finds that McKinney Vento has a positive, if limited, influence on education by increasing school and community awareness of homelessness, program funding, and student attendance. However, Miller (2012) stresses that these positive outcomes are not equally distributed throughout the United States.

Although McKinney-Vento mandates are perennially underfunded by the federal government, Miller (2012) argues that Title I funding can also be used to support students who are homeless, and that Title I schools should partner with community actors and organizations to build relationships to broaden McKinney-Vento services and authority. Wright (2021) further highlights principals' firsthand experiences with serving homeless students under the McKinney-Vento Act, demonstrating the challenges and innovative practices adopted in Pennsylvania schools to meet the needs of this population. Lastly, Havlik et al. (2016) point out the value of McKinney-Vento liaisons within LEAs, and emphasize the need train local liaisons, to enhance their ability to meet McKinney-Vento requirements effectively. These insights reinforce the importance of focusing on professional development and training for all stakeholders.

Theme 4: Data Collection and Evaluation

The National Alliance to End Homelessness (NEAH) has compiled a *Toolkit on Performance Measurement for Ending Homelessness* to complement state frameworks. The toolkit utilizes a performance measurement system for quantifying program effectiveness and communicating outcomes to stakeholders and communities (Spellman & Abbenante, 2008). Performance measurement informs understanding of whether, and to what degree, program activities are producing desired results. Effective tracking and measurement help drive program improvement by facilitating common understanding of goals and actions, sharing of effective practices, communicating and advocating for community support, and accomplishing program goals (Spellman & Abbenante, 2008). Although not McKinney-Vento specific, the principles of formal performance measurement employ inputs, activities, outputs, and outcomes to articulate program logic models, which inform program implementation and evaluation (Spellman & Abbenante, 2008). Establishing a performance measurement system can help all program stakeholders to clearly understand program goals, strategies, and outcomes. Analysis of performance measures can discover key information for program improvement, as well as enhancing interagency communication and collaboration by ensuring everyone understands the mission and are working toward the same goals (Spellman & Abbenante, 2008).

Theme 5: Intersectionality and Vulnerable Subpopulations

LGBTQ youth and students with disabilities face unique challenges within the homeless population. Research suggests that these groups encounter systemic barriers over and above those experienced by other homeless children, including discrimination and inadequate service access (Lee, 2023), as well as violence, substance use, health issues (e.g., STDs, blood borne infections), and mental health issues (e.g., depression, suicide risks; Abramovich, 2012). Several scholars have proposed a comprehensive policy and research agenda addressing the specific needs of LGBTQ homeless students, emphasizing the importance of tailored support systems to foster academic success and inclusion (Pavlakis and Duffield, 2017; Tierney and Ward, 2017).

Moreover, noting the disproportionate representation of minorities among homeless populations, Edwards (2020) highlights the intersectional challenges faced by Black students experiencing homelessness, including systemic inequities that exacerbate academic struggles. The author recommends the need for race conscious language and interventions to be included in the McKinney-Vento Homeless Assistance Act to increase Black students' access to resources. These findings emphasize the necessity of equity-driven strategies in future evaluations.

Theme 6: Promising Practices and Interventions

Despite the challenges and obstacles to widespread implementation and success of McKinney-Vento programs, research and program reports identify several promising practices:

- **Well-supported local liaisons:** Best practices in certain SEAs include well-trained liaisons, dedicated to working with homeless children and youth (i.e., not juggling multiple roles), and carrying manageable caseloads (Mullins et al., 2016). See NCHE (2021) for liaison responsibilities and recommendations.
- **Interagency memoranda of understanding and one-stop coordination:** Formal partnerships between school districts, shelters, and various community providers (e.g., social services, foster care, juvenile justice, child protective services, public and private transportation agencies, mental health providers) reduce barriers to accessing vital resources (Espinoza et al., 2023).
- **Data use and continuous improvement:** Systematic use of McKinney-Vento data at the state and district level helps liaisons and partners identify CYEH, provide targeted supports, and evaluate program provision (see NCHE, 2023).
- **Integrated systems to reduce bureaucratic inefficiencies:** Overburdened liaisons and inefficient systems can cause bottlenecks that prevent access for CYEH and families. Best practice suggests

the use of integrated systems to reduce paperwork and facilitate coordination of services (e.g., McKinney-Vento.org).

- **Peer mentoring networks for local liaisons:** Across state and national resources, local liaisons emerge as the keystone of McKinney-Vento implementation. The NCHE's *Homeless Liaison Toolkit* (NCHE, n.d.) describes liaison responsibilities in identification, enrollment, transportation, dispute resolution, coordination with local social services, and data management. Similarly, SchoolHouse Connection's *McKinney-Vento Quick Reference Guide* (SchoolHouse Connection, n.d.) highlights how liaisons can ensure immediate enrollment and continuity of education, as well as provide annual training to school staff on the definitions of homelessness, how to detect homelessness, and who to contact if a student is experiencing homelessness.
- **Risk-based audit frameworks for fiscal accountability:** State-wide fiscal accountability across LEAs is strengthened through standardized documentation (e.g., monitoring forms, procedures, templates); data-driven oversight linking funding to student outcomes; tiered or structured monitoring systems; training and technical assistance to prevent misuse of funds; clear compliance guidance aligned with federal expectations; and audit-ready evidence such as meeting minutes, transportation records, and policy documentation.
- **Legislation and funding for Host Home initiatives:** Host Homes involve community members opening their homes to youth in need of temporary housing. Home Hosts are volunteers who go through screening and training to ensure they provide a safe and stable environment. This approach is beneficial as it provides youth with a family-oriented environment where they can maintain relationships and build trust with caring adults. This approach is especially beneficial to LGBTQ+ youth (DWSS, 2025).
- **Investment in early intervention models:** Early intervention significantly reduces long-term homelessness for families and youth, improves well-being and outcomes for victims, and curbs costs to the system. An example includes family reunification (DWSS, 2025).
- **Provide housing navigators:** Housing navigators are integral to facilitating youth transitioning from temporary housing to permanent housing (DWSS, 2025).
- **Training for providers on the rights minors do and do not have:** For example, McKinney-Vento guarantees the right to stable and equitable education for all CYEH, but other rights can vary by state. To ensure optimal access, liaisons, educators, and providers should be clear on statutory rights and other available services within each LEA or SEA (DWSS, 2025).

Critical Analysis and Synthesis

Early commentators found McKinney-Vento to be more aspirational than effective, as states and school districts resisted implementing its provisions at their own cost. Over the years, provisions have been strengthened, but no funding was forthcoming. With the 2015 reauthorization under the Every Student Succeeds Act (ESSA), provisions were strengthened again and funding was set aside for states to implement programming. Many of the improvements derived from best practices from school districts and LEAs around the country (Julianelle & Foscarinis, 2003; Pavlakis & Duffield, 2017). Contemporary research highlights the necessity of data-driven evaluations to inform policy and practice (Julianelle & Foscarinis, 2003). Noting this, much of the literature underscores the importance of educator training, systemic reforms, and interagency collaboration in addressing the needs of homeless students.

For example, Galan (2012) recommends specific professional training for school principals and educators, as well as adopting educational and emotional support practices tailored to support the specific needs of homeless students. Recommendations include increasing awareness of homeless students and their academic and social needs, implementing student progress monitoring for homeless students, and increasing socio-emotional resources available to students.

Additionally, Levin et al. (2023) provide insight into district-level approaches to funding. Because allocations of federal and state funding are inconsistent and inadequate, many LEAs attempt to secure additional funding from private sources to provide needed services. But when grants and awards expire, the services and jobs that they fund can disappear. Furthermore, fund allocations vary between LEAs, and federal regulations restrict how different funding streams may be utilized, resulting in very different service provision in different areas, even within the same state (Levin et al., 2023). Many experts emphasize the necessity of equitable resource distribution to allow districts to meet the diverse needs of their homeless students. The continuum of service model provides a framework for addressing these challenges by examining district-specific interventions and resource allocation.

Discussion

The literature on the McKinney-Vento Homeless Assistance Act demonstrates a complex implementation landscape shaped by federal mandates, local capacity, and the diverse needs of students experiencing homelessness. Across national and state-level sources, a consistent pattern emerges—while the Act provides a strong legal framework to ensure educational access and stability, its effectiveness depends heavily on district-level infrastructure, liaison training, fiscal oversight, and consistent data practices. Research from multiple states reveals persistent challenges, limited educator awareness, inconsistent identification, funding constraints, and role overload for local liaisons, that hinder the program’s ability to deliver equitable educational opportunities. These barriers disproportionately impact vulnerable groups, including LGBTQ+ youth and students with disabilities, underscoring the need for equity-driven program design and policy implementation.

Promising practices highlight a path forward. States that invest in structured training, clear procedural guidance, tiered monitoring, and collaborative partnerships demonstrate stronger compliance and improved outcomes. Evidence also shows that well-supported liaisons, interagency coordination, and systematic performance measurement, anchored by high-quality data, are central to effective implementation. Well-regulated, nurturing Host Homes can be beneficial for allowing CYEH to build relationships with trustworthy and caring adults. Early intervention models, housing navigators, and training for providers on the rights of minors have all been seen as promising practices and interventions. Additionally, integration of fiscal accountability tools with educational data systems enhances both transparency and strategic resource allocation, supporting continuous improvement rather than compliance alone. These findings align closely with Nevada's focus on district-level evaluations and the Continuum of Service Model, which emphasizes multi-tiered supports and coordinated service delivery. However, substantial gaps remain in the literature. Methodological limitations restrict the understanding of long-term outcomes and state-level variations. Subgroup analyses are underdeveloped, including rural students and unaccompanied minors. Addressing these gaps will require new research designs, improved data systems, and context-specific evaluations that examine both policy implementation and student outcomes over time.

The literature provides a strong foundation for Nevada's landscape analysis and evaluation. It underscores the importance of strengthening training systems, expanding fiscal and compliance support, enhancing data quality, and investing in targeted interventions for disproportionately affected student groups. As Nevada moves toward evaluating district practices and enhancing its Continuum of Service Model, these insights can guide the development of evidence-based strategies that improve identification, support educational stability, and promote equitable outcomes for students experiencing homelessness. Ultimately, the literature points to a clear conclusion: meaningful progress under McKinney-Vento requires not only adherence to federal requirements but also sustained capacity-building, proper identification processes, interagency collaboration, and a commitment to equity-driven, data-informed practice.

This review provides a limited overview of states' implementation of McKinney-Vento. However, we note several gaps in the research literature about the effectiveness of McKinney-Vento in serving CYEH. Future research should attempt to fill these gaps and identify best practices in successful programs, to enhance outcomes for all children and youth experiencing homelessness.

- **Limited Data.** Many studies and evaluations highlight the great difficulty in identifying children and youth experiencing homelessness, especially those who do not want to self-identify. Furthermore, even those who are identified receive varying services, for varying periods, depending on the state or LEA where they are located. The inconsistency of services and data collection complicates conducting accurate evaluations.

- **Longitudinal Data:** Few studies track long-term outcomes of McKinney-Vento interventions (Tierney & Ward, 2017).
- **Quantitative Research:** Limited large-scale, data-driven studies hinder understanding of systemic patterns (Cermak, 2018).
- **Subgroup Analysis:** Underexplored populations include rural students and unaccompanied minors (Lee, 2023).
- **Policy Evaluation:** Insufficient examination of state-level variations in Act implementation (Mullins et al., 2016). Nevada’s evaluation aims to address this gap by assessing district-specific effectiveness.

To contribute to the national understanding of McKinney-Vento and its potential benefits for CYEH, fruitful areas for future studies include expansion of quantitative research using larger datasets (If feasible, conduct longitudinal studies); investigation of the unique needs of underserved subpopulations, including rural, LGBTQ+, ethnic, and racial minorities; and development of evidence-based models for effective educator training and policy implementation.

The McKinney-Vento Act holds significant potential to improve educational access and outcomes for homeless students. However, barriers to implementation limit its impact, while gaps in the literature limit understanding of how its provisions benefit the children and youth it is intended to support. Nevada’s evaluation framework and proposed scope of work align with the need to advance equity and stability in education by conducting comprehensive evaluations and addressing district-specific needs.

Methodology

Evaluation Plan and Logic Model

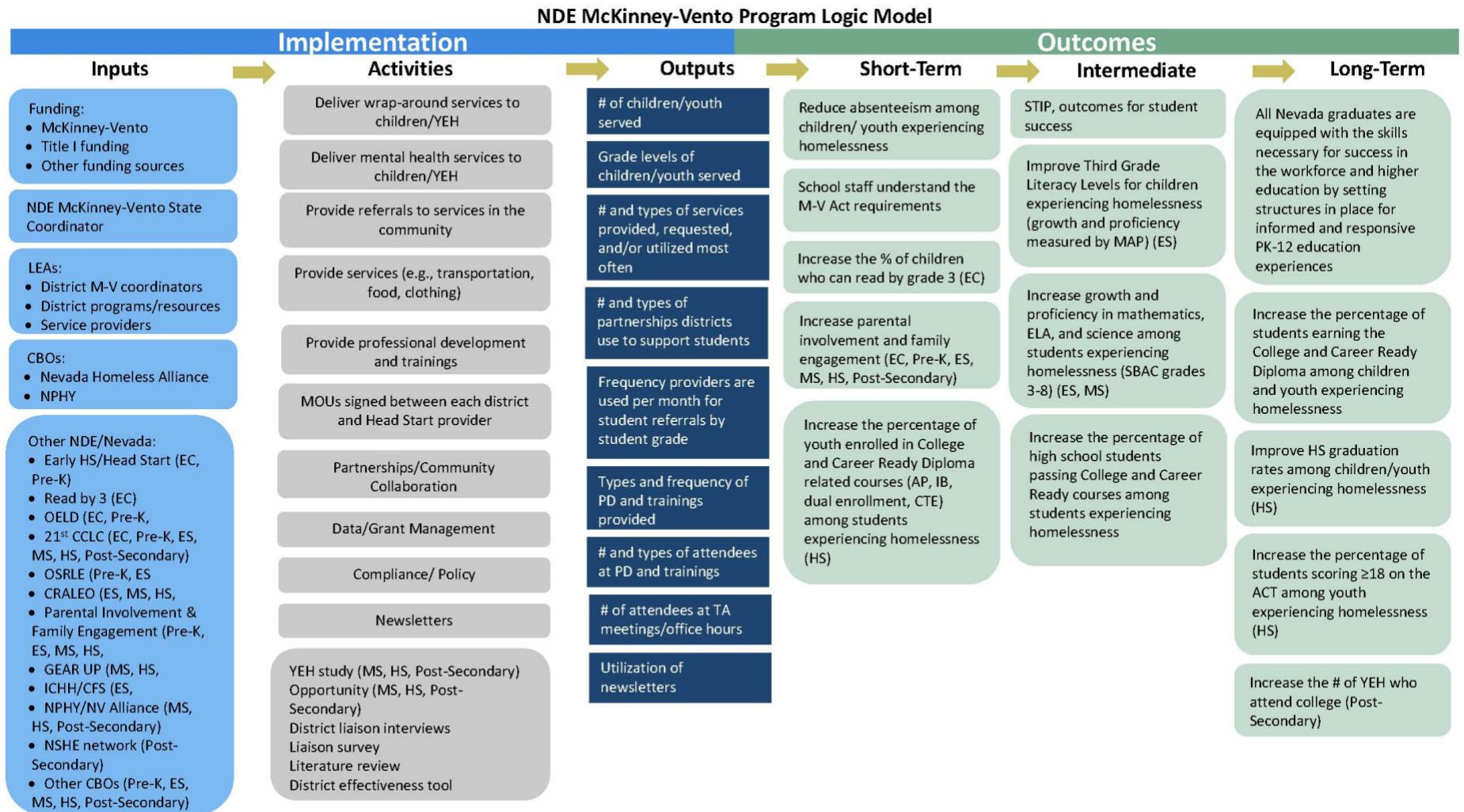
The project purpose was to conduct a statewide landscape analysis and program effectiveness assessment of Nevada's McKinney-Vento Program and draft a district self-assessment tool. Methodologically, the project employed a mixed-methods approach. Activities included the development of a logic model, refinement of evaluation questions, a literature review, qualitative interviews with liaisons, survey development and administration to Nevada district McKinney-Vento liaisons, and analysis of both interview and survey data. The evaluation was guided by a set of evaluation questions.

Evaluation Questions

1. What does a continuum of service look like for each district?
 - a. What gaps does each district have in their continuum of service?
 - b. What additional resources and supports, etc. do districts need from NDE to fill those gaps and be more effective in serving children and youth experiencing homelessness?
2. What relationships/partnerships does each district use to provide a comprehensive program for students in EC, Pre-K, ES-MS-HS (K-12), and Post-secondary groups?
3. What barriers and challenges do districts face in providing services?
4. What strategies and practices have been most successful in serving children and youth experiencing homelessness?
5. What types of training have the school districts engaged in, from what sources, and to what extent were the trainings useful?
6. How and to what extent are districts using data tools and systems for tracking, evaluation, and decision making?
7. How effective is each district in delivering wrap-around services for children and youth experiencing homelessness?
8. How effective is Nevada's McKinney-Vento Program as a whole in serving children and youth experiencing homeless?

The logic model describes the main inputs, activities, outputs, and short-term outcomes of the NDE McKinney-Vento Program and also includes intermediate- and long-term outcomes for the future (Figure 2).

Figure 2. NDE McKinney-Vento Program Logic Model



Evaluation Activities and Implementation

UNR conducted a mixed-methods landscape analysis and evaluation of Nevada's McKinney-Vento Program at both the state and district levels that included the following methods:

- A review of selected evaluation and academic literature and other states' and organizations' McKinney-Vento websites and other online resources and tools.
- A review of Nevada studies and reports and district policies and practices
- An analysis of Nevada CYEH school enrollment, achievement test, and graduation rate data
- Key informant interviews with Nevada District Liaisons
- Online Survey of Nevada District Liaisons

District Liaison Interviews

UNR CSES staff and NDE McKinney-Vento State Coordinator, Dr. Pam Juniel collaborated to develop the district liaison interview questions and protocol (see Appendix A). The interview questions covered multiple domains related to McKinney-Vento program implementation. Background questions gathered information on participants' roles, responsibilities, and experience with the program. Additional questions focused on program successes and how success is defined and measured; data systems and the use of data for decision-making; and service delivery, including partnerships across early childhood through postsecondary systems using a continuum of care framework. Participants were also asked to identify gaps in services, needed resources and supports, and barriers to implementation, as well as any strategies used to address those barriers. The protocol further explored areas for improvement at both the state and district levels, including needed policy or programmatic changes and supports from the state education agency. Finally, questions addressed how liaisons balance compliance requirements with direct student support, along with an open-ended opportunity for additional feedback.

Interviews were conducted by CSES staff using from December 2025 through February 2026. All eighteen Nevada McKinney-Vento district liaisons were sent an email invitation to participate. One individual declined an interview due to being the principal rather than the liaison; one declined and reported they were too busy to complete the interview; and four did not respond to multiple contacts. The interviews were conducted over Zoom and were 25 to 60 minutes in duration. At the start of each interview, participants were informed of the purpose of the study, confidentiality procedures, and recording practices, and verbal consent was obtained. Interviews were recorded. Responses were later analyzed in aggregate, and any reported quotations were anonymized. Interview responses were coded using the project codebook. Of the 18 district liaisons, 12 of them participated in and completed the interviews (67% response rate). Key informants represented Mineral County, Douglas County, Churchill County, Clark County, Esmeralda County, Storey County, Lyon County, Carson City, Nye County, Pershing County, Elko County, and the SPCSA charter sector.

District Liaison Survey

UNR CSES staff and Dr. Pam Juniel also collaborated on the development of the McKinney-Vento district liaison online survey (see Appendix B). The survey gathered both quantitative and qualitative information related to liaison roles and responsibilities, the student populations served, and the types of services provided to children and youth experiencing homelessness. It explored service delivery challenges, referral practices, and collaboration with community service providers. In addition, the survey included questions focused on family engagement, liaison preparedness, and professional development participation at both the state and district levels. Respondents were asked to identify areas where they need further support, including compliance guidance, training, partnerships, and data management. Finally, the survey assessed how frequently liaisons interacted with the state McKinney-Vento coordinator, including use of office hours and newsletters, and invited feedback on additional supports needed to strengthen implementation and improve student outcomes.

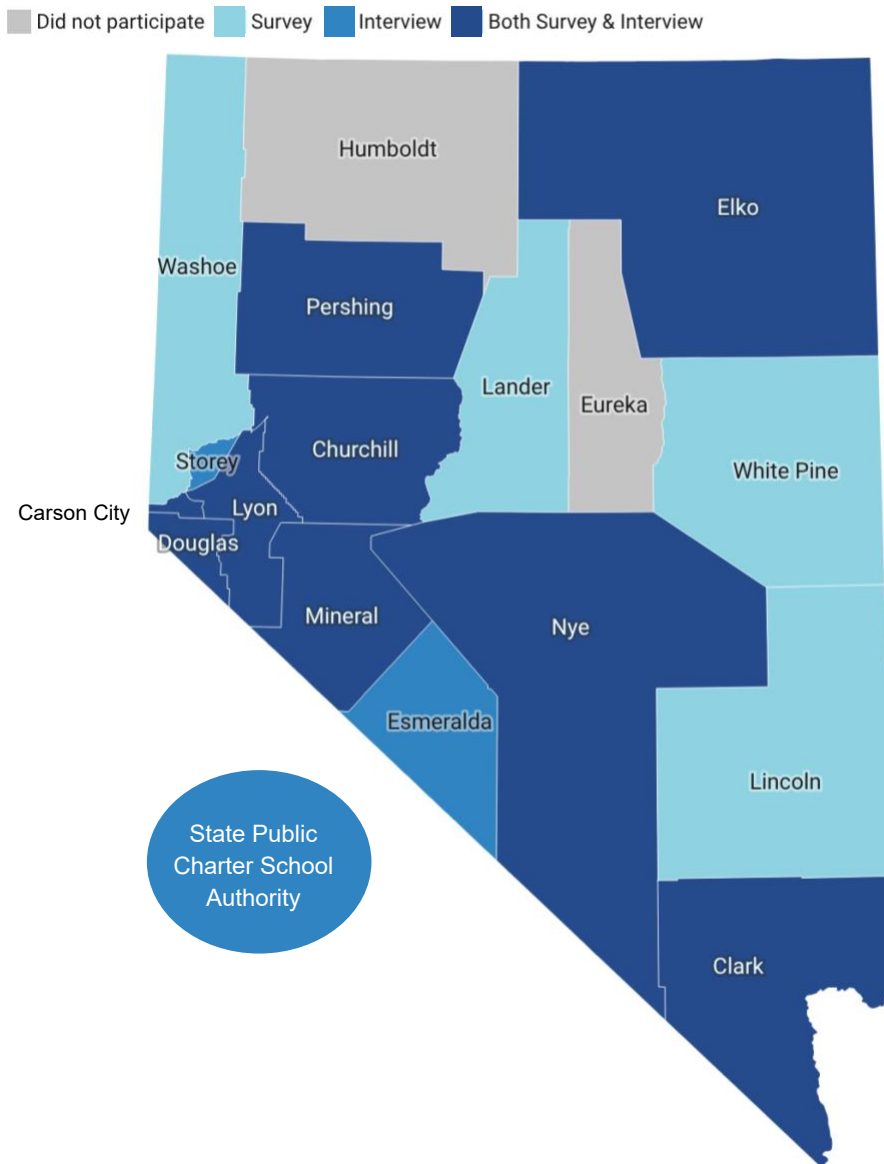
On January 8, 2026, CSES launched the survey via the online platform Qualtrics. Biweekly email reminders were sent in order to obtain responses. Thirteen of the eighteen liaisons responded to the survey (72% response rate). However, only eight respondents completed the survey in its entirety. The five liaisons not represented in the survey were Esmeralda, Eureka, Humboldt, SPCSA (Charter), and Storey.

Participation in Primary Data Collection

Across the two data collection methods for this project, 16 of 18 District liaisons participated in at least one of the primary data collection methods (Figure 3). Nine district liaisons participated in both the interview and the survey. Just two counties did not participate at all in data collection efforts.

Figure 3. District Liaison Participation in Primary Data Collection Efforts

15 of the 17 counties plus the Nevada State Public Charter School Authority participated in data collection efforts.



Results

Nevada CYEH School Enrollment, Achievement Test, and Graduation Rate Data

Nevada Department of Education reports the enrollment data each fall by district and provides information about special population including students experiencing homelessness (NDE, 2026). This number represents the number identified as of the October count each school year, not the total number served by the McKinney-Vento program that year in each district. As depicted in Table 1, the percentage of CYEH identified in the fall each year ranged from 0% to 13%. The median was 2% for each year. Although a small district, Pershing County consistently had one of the highest percentages of CYEH, ranging from 5-8%. Mineral also had several higher percentage years. Esmeralda County had one high year in 23-24. In the smaller rural counties, a few students can impact the percentage substantially. Clark County typically had 3% CYEH in the fall until the 25-26 school year when it dropped to 2%.

Table 1. Percentage of Nevada students experiencing homelessness receiving educational services 20-21 to 25-26 (fall enrollment data)

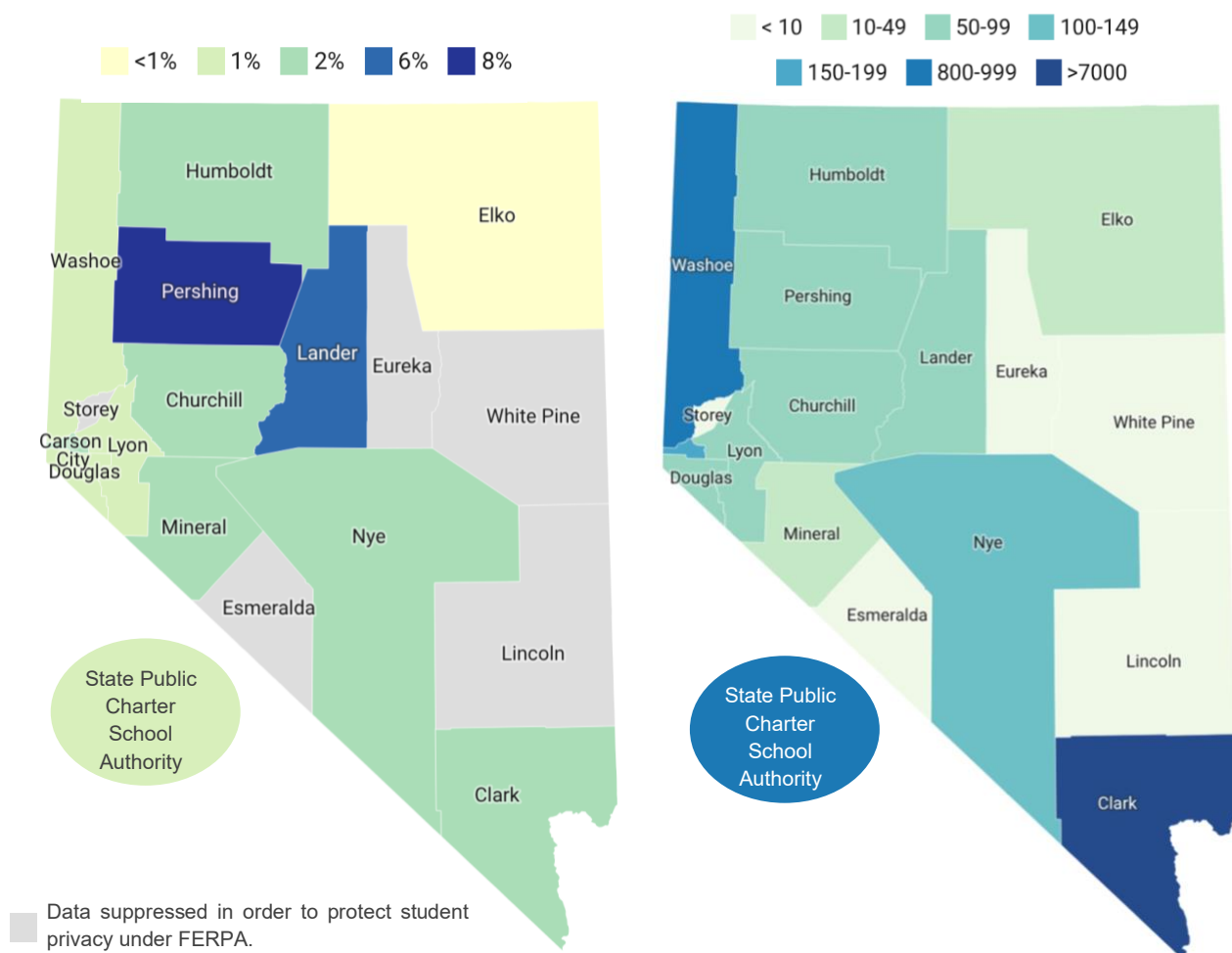
District	20-21	21-22	22-23	23-24	24-25	25-26
Churchill County	3%	3%	1%	2%	1%	2%
Clark County	3%	3%	3%	3%	3%	2%
Douglas County	1%	1%	0%	1%	0%	1%
Elko County	1%	1%	0%	0%	0%	0%
Esmeralda County	0%		*	13%	*	*
Eureka County	4%	*	*	*	*	*
Humboldt County	1%	3%	3%	2%	3%	2%
Lander County	*	2%	3%	5%	3%	6%
Lincoln County	3%	2%	*	*	*	*
Lyon County	2%	2%	2%	1%	2%	1%
Mineral County	5%	9%	5%	*	5%	2%
Nye County	3%	4%	4%	3%	4%	2%
Carson City	2%	3%	2%	3%	2%	2%
Pershing County	6%	5%	8%	7%	8%	8%
Storey County	0%		*	*	*	*
Washoe County	1%	1%	1%	2%	1%	1%
White Pine County	3%	2%	2%	1%	2%	*
State Public Charter School Authority	2%	1%	1%	1%	1%	1%

* indicates data suppressed in order to protect the student privacy under FERPA.

Figure 4 depicts 25-26 CYEH in two ways by district—by percentage of CYEH served and by number—as these contrasts are important to understand the variation in enrollment across the state. In the 25-26, the districts with the highest percentage of CYEH (as of fall validation day), were Lander and Pershing counties at 6% and 8%, respectively (Figure 4). In enrollment numbers, these two districts had fewer than 100 CYEH in fall 2025. As the county with the majority of the state’s population, Clark County had the largest CYEH enrollment at more than 7,000, which represented 2% of the district’s enrollment in fall 2025 (Figure 4). Washoe County and the SPCSA each had around 900 CYEH in fall 2025. In contrast, all the remaining districts combined had fewer than 800 CYEH.

Figure 4. Percentage and Number of Enrolled Children/Youth Receiving McKinney-Vento Services in 25-26 by District (at fall validation day 10/1/2025)

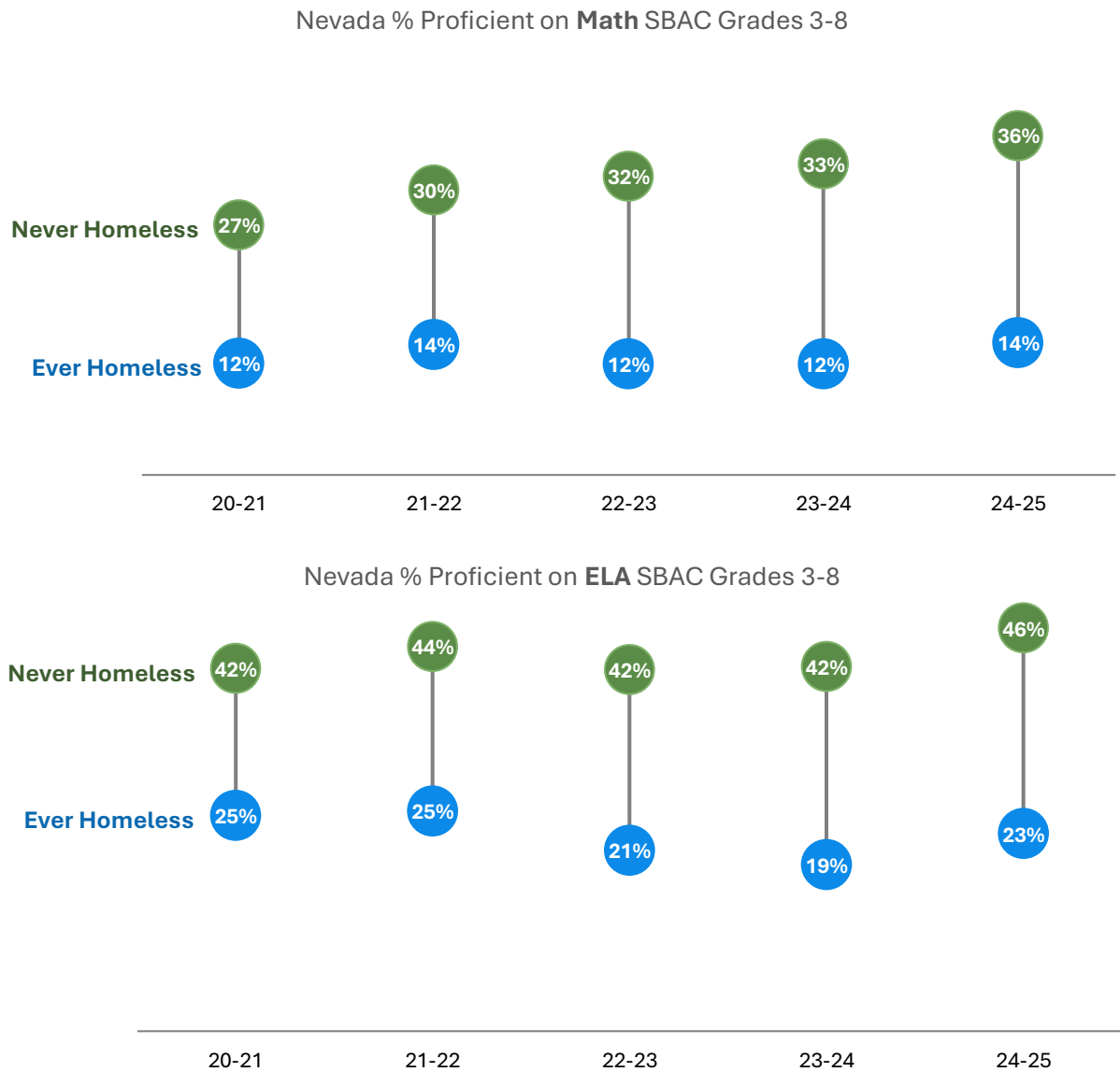
Pershing and Lander had the highest percentages of CYEH who received McKinney-Vento Services in 25-26 (Left), while Clark, Washoe, and the SPCSA had the highest numbers of CYEH (Right).



Comparison of students who had never been homeless with those who had ever been homeless on achievement tests, reveals a persistent gap between the two groups. Among students in grades 3-8, the percentage proficient on Math SBAC increased from 20-21 to 24-25 for both never homeless and ever homeless students; however, the gap between the two groups widened from 15 percentage points lower for ever homeless students in 20-21 to 22 percentage points lower in 24-25 (Figure 5). For the ELA SBAC, the gap was 17 percentage points lower for ever homeless in 20-21 increasing to 23 percentage points lower in 24-25 (Figure 5).

Figure 5. Comparison of Ever Homeless and Never Homeless SBAC Proficiency Grades 3-8

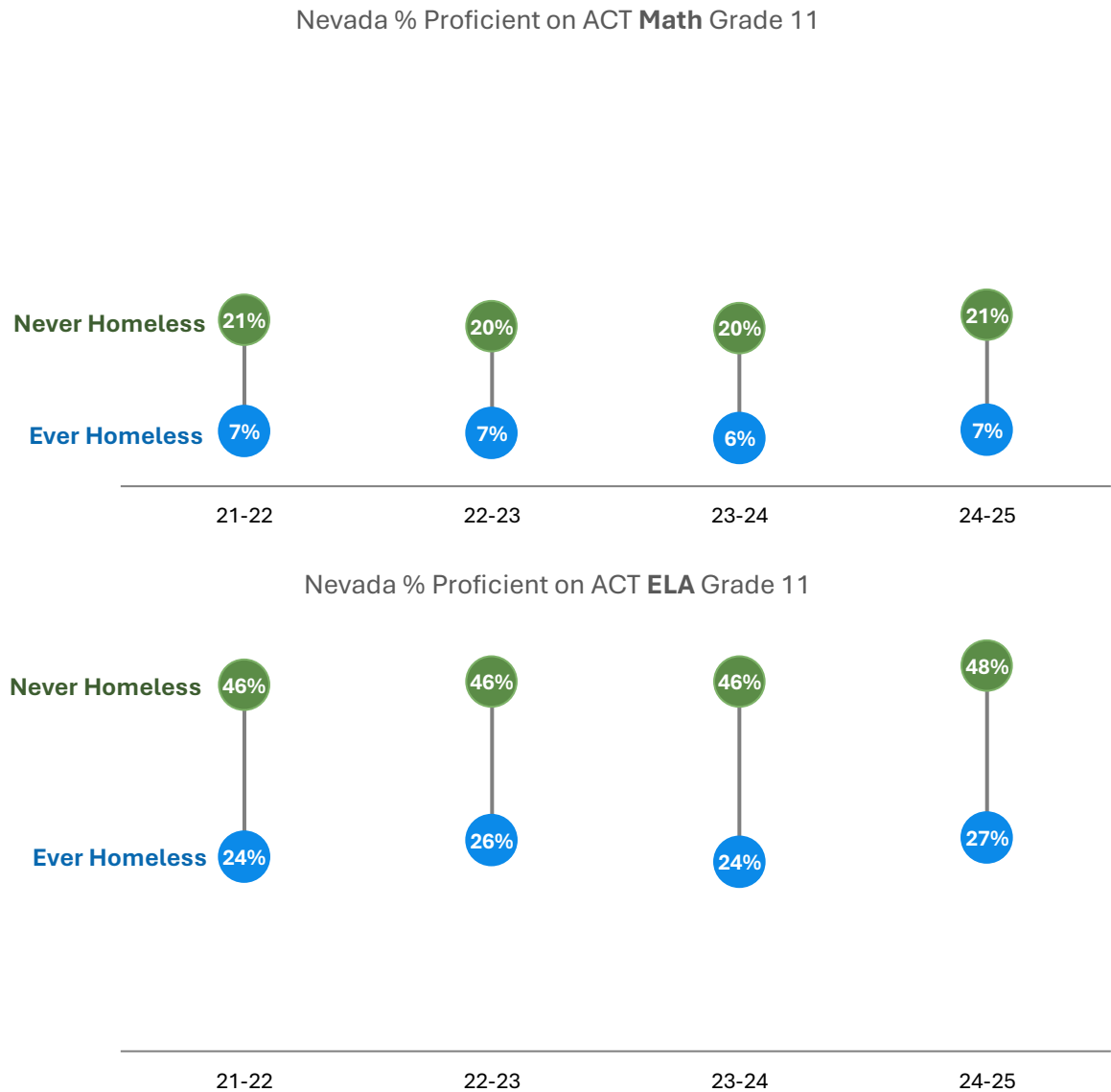
The gap in proficiency between **Never Homeless** and **Ever Homeless** on both Math and ELA SBAC has increased in the past five years.



With respect to ACT proficiency for students in Grade 11 (Nevada’s College and Career Readiness Assessment), the gap between never homeless and ever homeless was present for both Math and ELA but was larger for ELA (Figure 6). ACT Math proficiency percentages varied little over a four-year period from 21-22 to 24-25. The gap was 14 percentage points lower for ever homeless Math proficiency compared to never homeless in both 21-22 and 24-25. The gap for ELA ACT proficiency was 22 percentage points lower for ever homeless in 21-22 and 21 percentage points lower in 24-25. Taken together, a very low percentage of ever homeless students are college and career ready in ELA and Math in 11th Grade.

Figure 6. Comparison of Ever Homeless and Never Homeless ACT Proficiency Grade 11

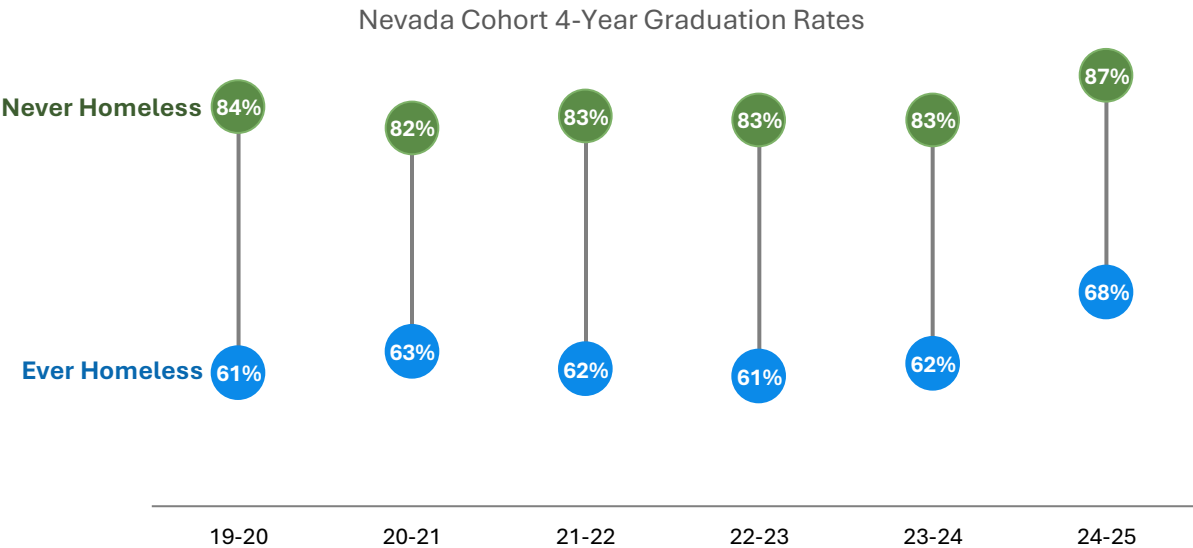
The gap in proficiency between **Never Homeless** and **Ever Homeless** on both Math and ELA ACT has remained stable over the past five years.



Graduation rates among never homeless and ever homeless increased from 19-20 to 24-25 (Figure 7). The largest increase for both groups occurred from 23-24 to 24-25 at four percentage points for never homeless and six percentage points for ever homeless. The graduation rate gap decreased between never homeless and ever homeless from 23 percentage points lower for ever homeless in 19-20 to 19 percentage points lower in 24-25.

Figure 7. Nevada Cohort 4-Year Graduation Rates Ever Homeless Compared to Never Homeless

The gap in graduation rates between **Ever Homeless** and **Never Homeless** has decreased from 2019-2020. The rates for both groups increased for the 24-25 cohort.



District Liaison Interviews and Survey

Participant Characteristics

Job titles interview participants reported included district liaison, community liaison, grants specialist or grants manager, students and transition coordinator, MTSS coordinator, and Title director or related administrative roles. Reported length of involvement with the McKinney-Vento program ranged from 1 to 10 years. At least one participant reported prior state-level involvement in addition to district responsibilities. Twenty-five percent of liaisons interviewed had been involved in the McKinney-Vento program for 10 years, another 25% had been involved for 4 years, while 17% reported 3 years, 17% reported 8 years, 8% reported 2 years, and 8% reported 5 years. Note that three interviews had two individuals from the district participating in the same interview session, such as a District liaison and a director, grants manager or school liaison, but only the District Liaison’s title is represented in the Table for consistency across districts.

Most survey respondents were district liaisons (92%), and one was a school liaison (Figure 8). Almost all respondents (92%) reported that they had other roles in addition to McKinney-Vento roles, and one reported that they were only a McKinney-Vento liaison. Other roles included attendance, foster care liaison, drop-out prevention, director of elementary education and testing, grant monitor/coordinator, school improvement, MTSS coordinator, FAPE liaison, social worker, crisis management, food pantry coordinator, and Titles I and III liaison/director (Error! Reference source not found.Figure 9). Among the sixteen districts represented among the survey and interview responses, respondents held a wide range of job titles including counselor, grants coordinator or manager, various director titles, and District Liaison and Foster Care Liaison (Table 2). Liaisons from smaller districts tended to have more titles and roles. One liaison had six titles, demonstrating the many hats worn by these personnel.

Figure 8. Type of Liaison

Most survey respondents were the District Liaison.

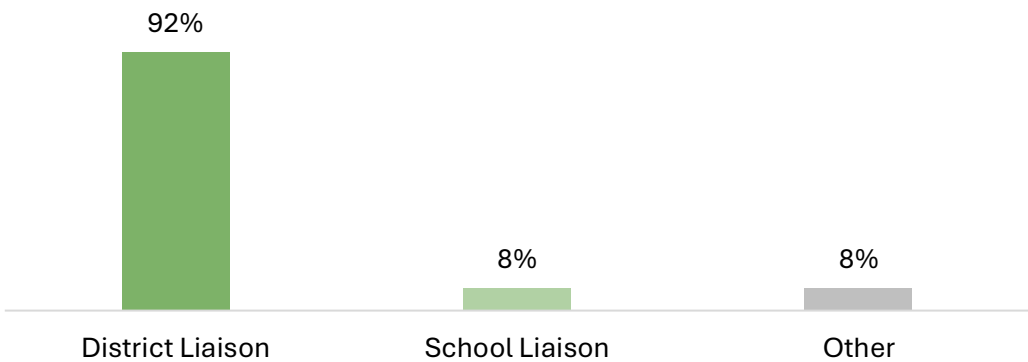


Figure 9. Liaison Roles

All but one of the 13 respondents had other roles in addition to acting as McKinney-Vento Liaison.

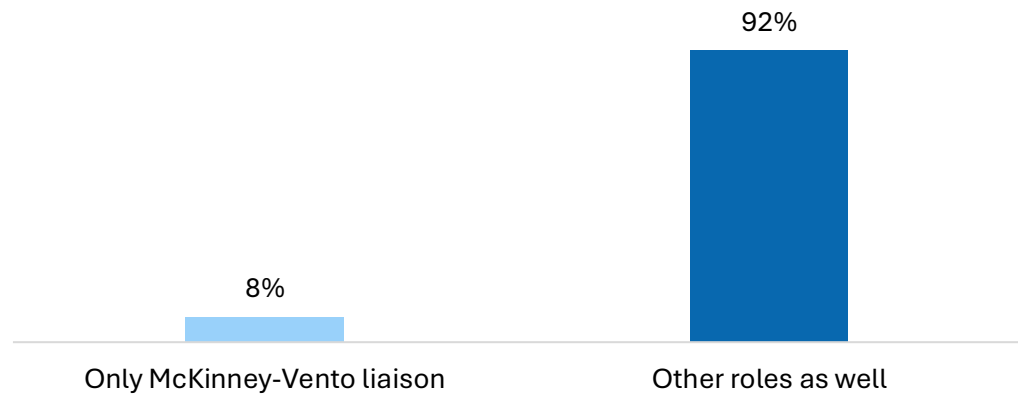


Table 2. Job Titles of District Liaison Interview and Survey Respondents

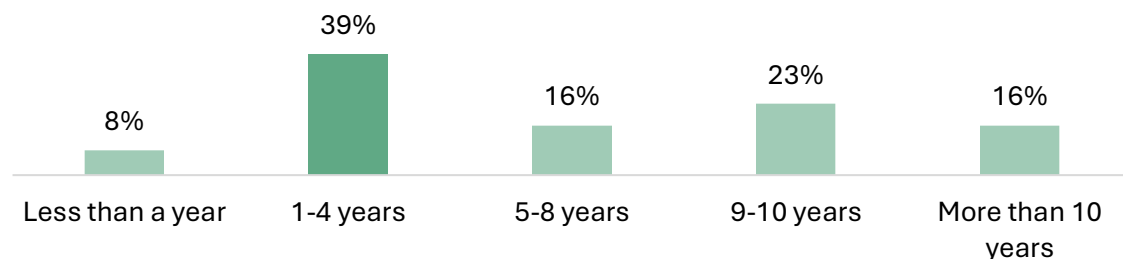
In addition to their MKV responsibilities, most liaisons held a variety of other district and school level positions.

Job Title	Response Mode(s)
Counselor	Survey
Director	Survey
Director of Elementary Education/McKinney-Vento & Foster District Liaison	Survey & Interview
District Coordinator, Federal Programs Director, Test Director, Grant Director, District Behavioral Interventionist, Safe Voice Coordinator	Interview
District Liaison	Interview
District McKinney-Vento/Foster Care Liaison	Survey & Interview
District Title Director, District Test Director, District Accountability Director	Interview
Grant Manager/McKinney-Vento Liaison	Survey & Interview
Grants Coordinator & McKinney-Vento/Foster Liaison	Survey & Interview
Grants Specialist	Survey & Interview
McKinney-Vento & Foster Care Liaison	Survey & Interview
McKinney-Vento Community Liaison	Survey & Interview
MTSS Coordinator/ District Liaison	Survey & Interview
Principal	Survey
School Social Worker	Survey
Students and Transition Coordinator	Survey & Interview

Slightly more than half of respondents had been involved with the McKinney-Vento program for five or more years, with 23% of respondents with the program for 9-10 years. However, the largest proportion of respondents had been with the program for 1-4 years (Figure 10).

Figure 10. Length of Liaison Involvement With McKinney-Vento

55% of survey respondents had been involved with McKinney-Vento for five years or longer.



The Continuum of Service

Students Served

Liaisons responding to the survey were asked to estimate the number of youth served in the past year. Responses ranged from three in Lincoln County, one of the smallest districts, to over 13,000 in Clark County, the largest district by far (Table 3). The median number of youth served was 100. The percentage of the LEA student population in 2024-25 who were served in the McKinney-Vento program was calculated and ranged from the lowest at less than one percent in Lincoln, White Pine, and Elko Counties to the highest at 14% and 19% in Pershing and Mineral Counties, respectively. The median estimated percentage of student population served in the McKinney-Vento program was 3.2% across the 13 counties responding to the survey.

Table 3. District Liaison Estimated Number of Youth Served Over Past Year (N=13)

Clark, Washoe, and Carson City served the greatest number of students in MKV, while Mineral, Pershing, and Lander served the highest percentage of their LEA student population in MKV.

District	Estimated Number of Youth Served in MKV	LEA Student Population†	Estimated % of LEA Student Population Served in MKV
Lincoln	3	958	0.3%
White Pine	5	1,276	0.4%
Elko	16	9,595	0.2%
Douglas	70	4,943	1.4%
Lander	76	1,059	7.2%
Pershing	90	666	13.5%
Mineral	100	542	18.5%
Churchill	150	3,284	4.6%
Nye	172	5,787	3.0%
Lyon	250	9,205	2.7%
Carson City	306	7,459	4.1%
Washoe	2,066	64,244	3.2%
Clark*	13,000	306,038	4.2%

*Clark County reported that "Over 13,000 students were identified in the past year." †Source: Nevada Department of Education, 2024-2025 School Year Student Counts as of 10.01.24 <https://doe.nv.gov/offices/office-of-assessment-data-and-accountability-management-adam/accountability/data-requests/enrollment-for-nevada-public-schools>

Almost all districts served elementary (92%), middle (85%), and high school (92%) aged youth. More than half of the districts served Pre-K aged youth (62%), and slightly less than half of the districts served early childhood aged youth. The smallest percentage of districts (23%) served post-secondary aged youth (Figure 11Figure 14). Sixty-nine percent of respondents indicated that 1-10% of their students experienced multiple school changes in a single academic year. However, eight percent of respondents reported that 21-30% of their students experienced these changes (Figure 12).

Figure 11. Percentage of Liaisons Who Reported Working With Students of Different Grades Over the Past Year (N=13)

Liaisons reported working mostly with children within the K-12 school system.

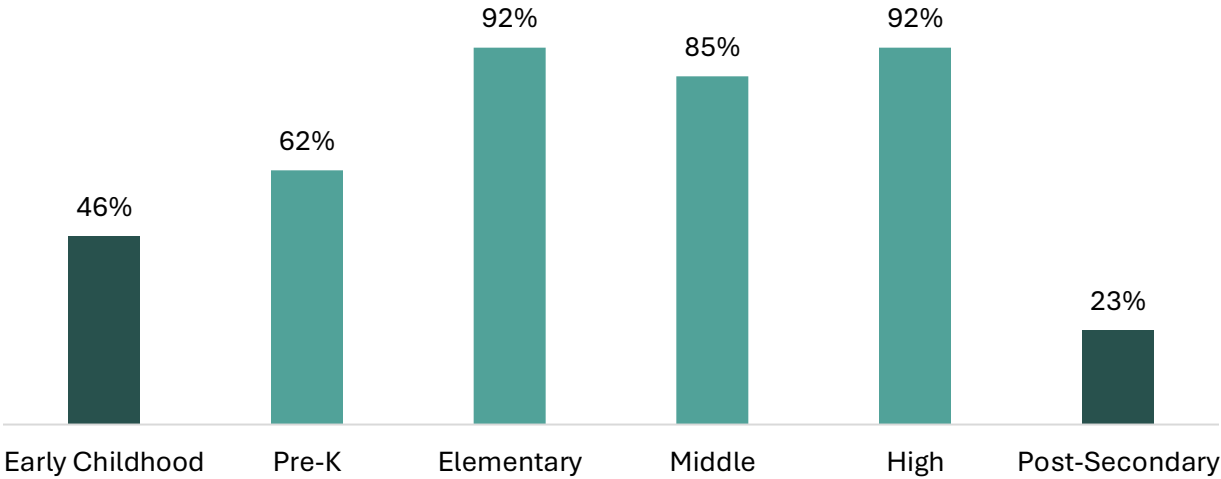
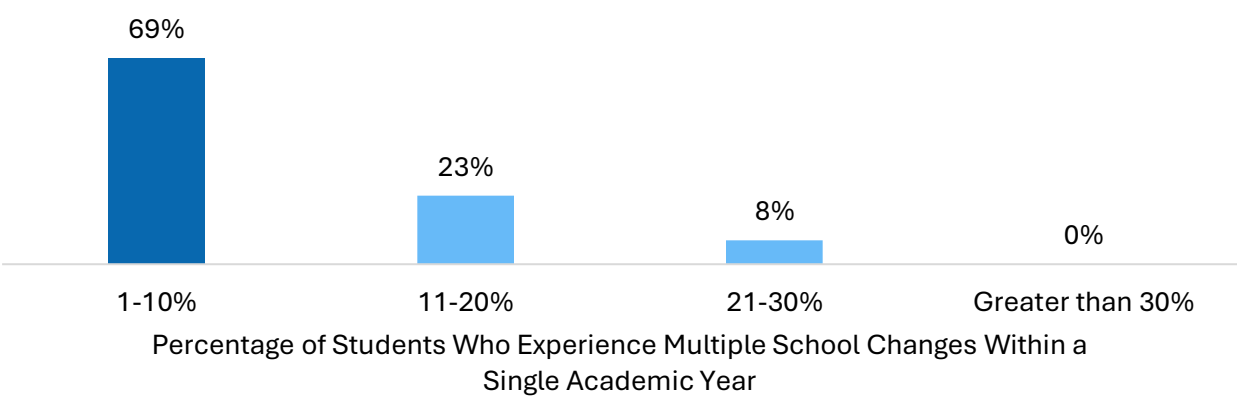


Figure 12. Percentage of Liaisons Who Worked With Students Who Experience Multiple School Changes During a Single Academic Year (N=13)

The majority of liaisons reported that 10% or fewer students they worked with experienced multiple school changes in a single year.

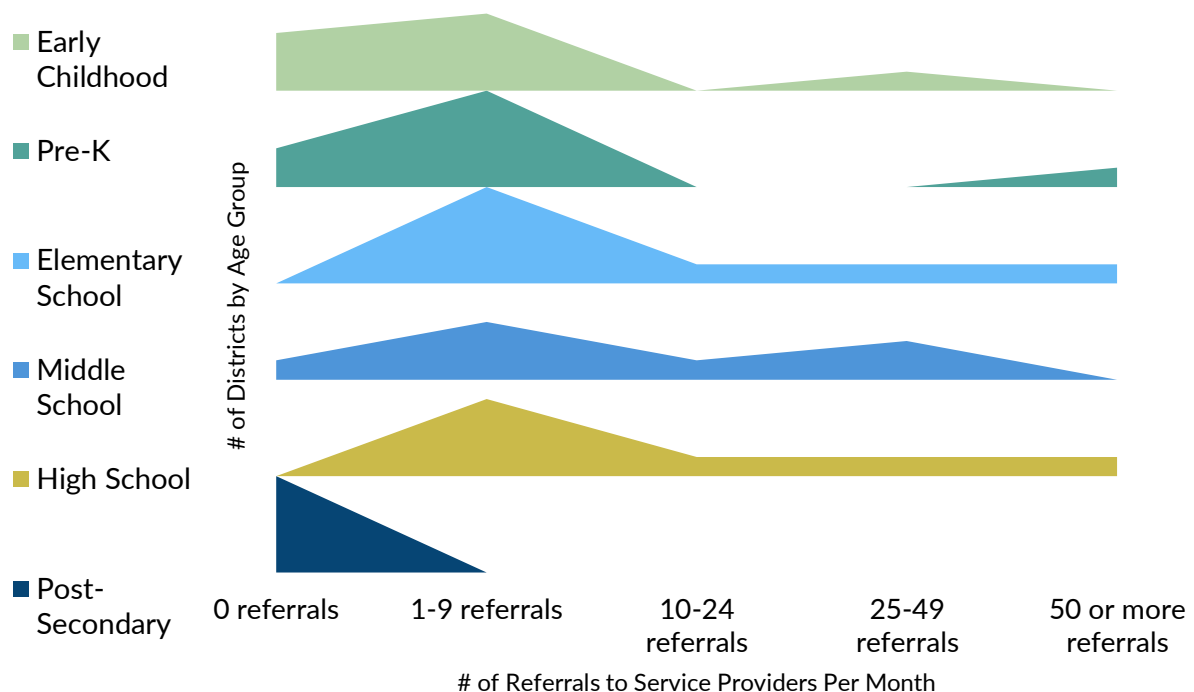


Service Delivery and Collaboration

Liaisons were asked approximately how many student referrals they provided per month by each age group in the MKV Continuum of Service. For most of the responding counties, the number of student referrals were low (Figure 13). None provided referrals at the post-secondary level.

Figure 13. School Districts' Monthly Student Referrals to Service Providers by Age Group (N=8)

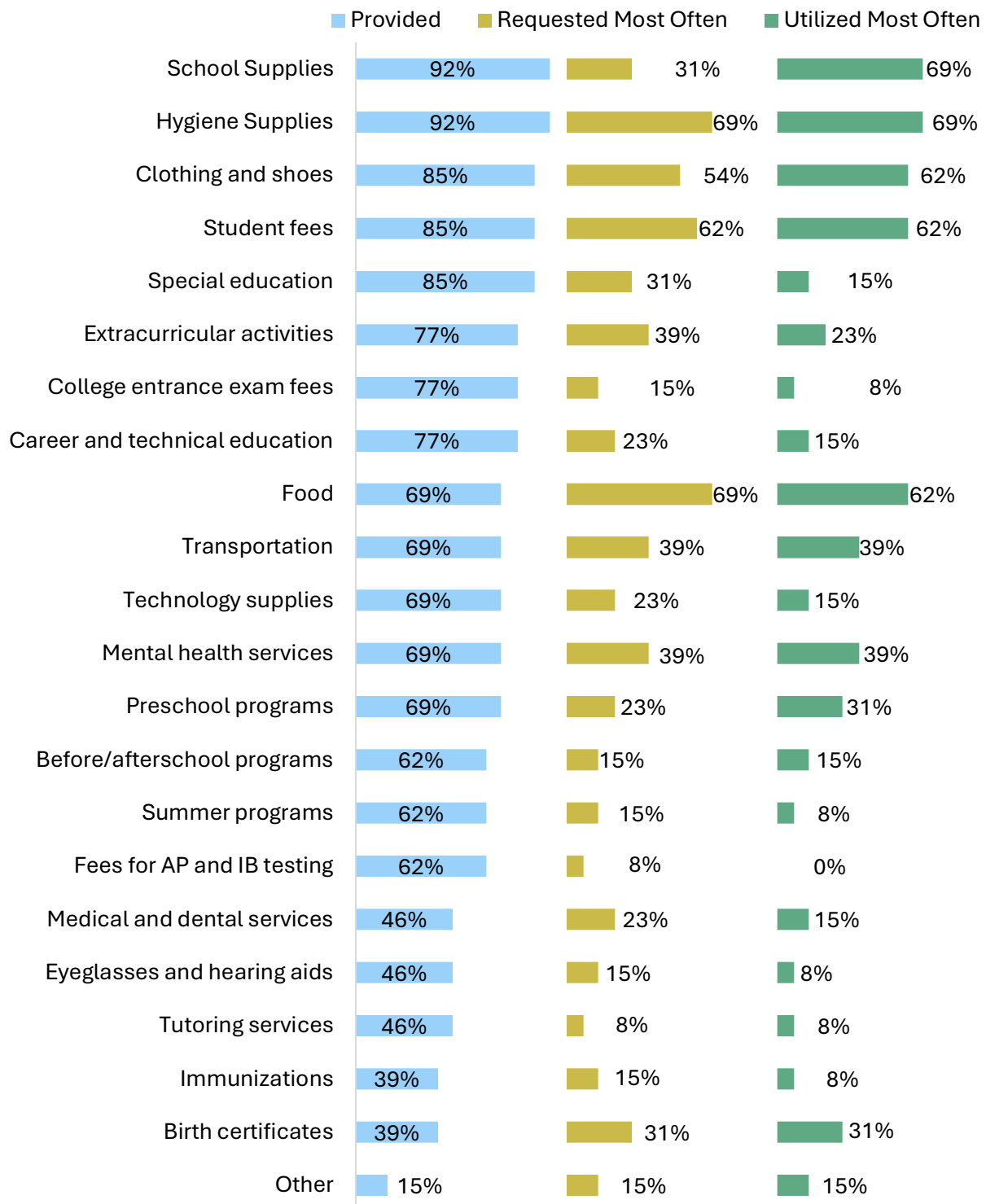
Providing less than 10 monthly referrals to service providers for each age group was the most common response from the districts who responded. No districts provided referrals at the post-secondary level.



Survey respondents were given a range of different services and indicated which they provided, the services children requested most, and the services utilized the most (Figure 14). The most commonly provided services were school and hygiene supplies, clothing and shoes, student fees, and special education (85% or higher). Other services commonly provided by most districts included extracurricular activities, fees for college entrance exams, and career and technical education. The lowest percentage of districts provided immunizations and birth certificates (39%). Other responses included housing referrals and senior photos along with their announcement costs. Most districts indicated that students requested food (69%), hygiene supplies (69%), and student fees (62%) most often. Other services students often requested were formal wear, rental fees for school activities and dances, and financial assistance for daycare. There were four services that students utilized the most: hygiene supplies, school supplies, food, and clothing and shoes. Sixty-two to sixty-nine percent of respondents reported these four services were the most used.

Figure 14. Percentages of Liaisons Reporting Which Services Were Provided, Requested Most Often, and Utilized Most Often (N=13)

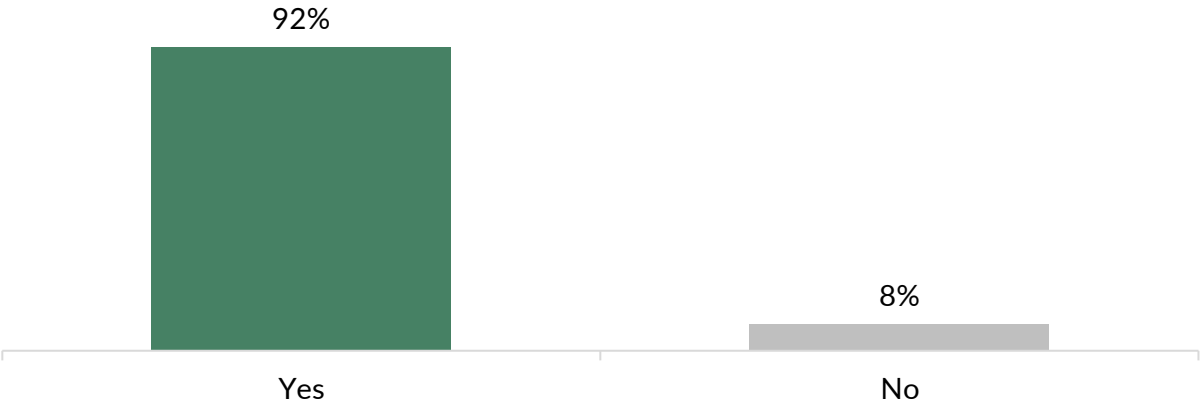
School and hygiene supplies, clothing and shoes, student fees and special education were the resources and services most often provided. Food, Hygiene supplies, and student fees were most often requested.



Respondents were asked if their district was able to provide the services requested (Figure 15). Ninety-two percent of respondents reported that they were able to provide those requested services. If the respondents answered no to this question, they were asked to describe the services that were challenging to provide. One respondent said that they could not directly pay for birth certificates due to payment and address requirements, and the demand for clothing was impossible to meet. They further mentioned that if they did not have to spend as much money on bus passes, they would be able to use their funds for different services.

Figure 15. Are Districts Able to Provide the Most Requested Services? (N=12)

All but one of the responding districts were able to provide the most requested services.



Family Engagement

Liaisons reported that they engaged families in accessing and utilizing McKinney-Vento services through a combination of outreach, early identification, and coordinated support systems. Families are informed about services through multiple channels, including word of mouth, flyers, school staff (counselors, registrars, social workers), parent meetings, district websites, and community events such as back-to-school fairs. Information is also embedded in enrollment materials and parent guides.

Identification of eligible families occurred primarily through enrollment housing questionnaires, as well as referrals from school personnel, administrators, community partners, and self-referrals. Once identified, McKinney-Vento liaisons or designated staff connected with families to explain their rights and available services in a timely and confidential manner.

District liaisons emphasized proactive outreach and relationship-based follow-up, with liaisons and support teams regularly checking in with both enrolled and potentially eligible families. Collaboration with community agencies and foster care partners helps address barriers to academic success and ensures educational stability. To support access, districts provide coordinated services such as immediate

enrollment assistance, transportation, nutrition programs, and connections to health and community resources. Ongoing staff training and visibility efforts (e.g., posters, websites, and presentations) further strengthen awareness and ensure consistent implementation across schools. Overall, the approach centers on accessibility, collaboration, and removing barriers so students can succeed academically and personally.

”

“Our district engages families in accessing and utilizing McKinney-Vento services through proactive outreach, simple referral pathways, and relationship-based follow-through. Families learn about services at multiple points (enrollment, school sites, and community partner touchpoints), and once a need is identified, the CIT team helps remove barriers to school stability by coordinating immediate enrollment supports, transportation, nutrition, and connections to health/community resources.” –MKV Liaison

“

McKinney-Vento Continuum of Service: District Partnerships Used to Provide a Comprehensive Program

To understand each district’s continuum of service across the age levels covered under McKinney-Vento, interview participants were asked to list the partnerships they used in their districts to provide a comprehensive program for students in each age group from early childhood to post-secondary. Participants were shown a graphic of the Nevada McKinney-Vento Continuum of Service (Juniel, 2022; see Appendix B) to help them recall the types of partnerships they might have at each level. Responses included community non-profit organizations and coalitions, city, county and state programs, Tribal organizations, school personnel, and higher education institutions (Table 4Table 4). Partnership availability and intensity varied greatly by district context and by age level.

At the Early Childhood level, Early Head Start, Head Start and Child Find were partnerships mentioned in several districts. Early Childhood had the fewest partnerships listed. Seven liaisons said they did not have any or had very limited early childhood services in their districts. Some were able to refer early childhood families elsewhere. Early Head Start/Head Start and Child Find also were common at the Pre-K level, but some districts had state or other Pre-K programs available, more non-profit partnerships, and 21st CCLC programs for that age level. Pre-K services still were quite limited in many of the rural districts.

The greatest number of partnerships and supports for students were at the elementary, middle and high school levels (Table 4). Many of the supports were provided through district and school personnel such as safe schools professionals, school liaisons, school support personnel, MTSS, transportation. Programs such as 21st Century Community Learning Centers, Gear Up, Title I, and Family Engagement were provided in several districts for these age levels. For example, six of the 12 districts participating in the interviews had 21st CCLC programs at one or more age levels. Other partners varied by district and were a combination of state, county or city agencies, Tribal organizations, and community-based providers and organizations. Some of the non-profit organizations that operated in more than one district represented in the sample included Communities in Schools, Community Chest, and Boys and Girls Club.

At the post-secondary level, supports seem to be mainly focused on the transition from high school to post-secondary institutions and high school students participating in dual enrollment programs and less on supporting McKinney-Vento-qualified post-secondary students who were not still connected to district high schools. Partnerships with NSHE institutions were the most common type for the post-secondary age group (Table 4). One district also had a connection to a Tribe's higher education program, and another had an adult education program. Five of the districts did not have any offerings or partnerships they were aware of at the post-secondary level.

Partnership Types

- Community-based organizations and non-profits
- Faith-based organizations
- Civic groups
- Local businesses
- Internal school collaborations and district departments
- Head Start/Early Head Start and other preschools and childcare
- State agencies (NDE, DCFS)
- Local and county government agencies
- Law Enforcement
- Tribal organizations
- Post-secondary institutions
- Workforce connections

Table 4. McKinney-Vento Continuum of Service by District

District	Early Childhood	Pre-K	Elementary	Middle	High	Post-Secondary
Carson City	Early Head Start	Early Head Start	School Support Pers. MTSS; District Interv. Assist. Team (DIAT)	School Support Personnel MTSS; District Intervention Assistance Team (DIAT)	School Support personnel MTSS; District Intervention Assistance Team (DIAT)	Transition support
		District Pre-K department Wraparound. supports.	DCFS Comm. MH providers for in-school therapy & counseling supports CC Comm. Counseling	DCFS Community mental health providers CC Community Counseling CC Sheriff's Office Juvenile Probation.	DCFS Community partners-mental health providers CC Community Counseling CC Sheriff's Office Juvenile Probation	NSHE network Scholarships
Churchill	DCFS	DCFS	DCFS	DCFS	DCFS	Fallon Paiute-Shoshone Tribe's higher education program School district's work-based learning program Dual credit programs with WNC
	ITCN	ITCN	ITCN	ITCN	ITCN	
	Children's Cabinet	Children's Cabinet	Children's Cabinet Community Chest	Children's Cabinet Community Chest	Children's Cabinet Community Chest	
	Child Find	Child Find	Child Find	Churchill Coalition	Churchill Coalition	
	NEIS	NEIS	Fallon Youth Club	Fallon Youth Club	Fallon Youth Club	
	District Head Start	District Head Start	MTSS; Safe Schools Professionals	MTSS; Safe Schools Professionals	MTSS; Safe Schools Professionals	
	Tribal Head Start	Tribal Head Start	Fallon Paiute-Shoshone Tribe	Juvenile probation officers Fallon Paiute-Shoshone Tribe; Tribe State Behavioral Health	Juvenile probation officer Fallon Paiute-Shoshone Tribe; Tribe State Behavioral Health	
Clark	Child Find Sunrise Children's Foundation Acelero Head Start	Child Find Sunrise Children's Foundation Shelters; Nonprofits Head Start Title I Pre-K	21st CCLC	21st CCLC	New Frontier	UNLV UNR CSN Nevada State College
			Schools	Schools	Schools	
			CCSD Departments	CCSD Departments	CCSD Dept; TPOP	
			Communities in Schools	Communities in Schools	Truancy	
			Assisting Lives in LV Shelters; Nonprofits	Assisting Lives in LV Shelters; Nonprofits	Communities in Schools Assisting Lives in LV Shelters; Nonprofits	
			Dept of Family Services	Dept of Family Services	Shelters; Nonprofits	
			City Jurisdictions	City Jurisdictions	Dept of Family Services	
Douglas	--	ECE Pre-K SPED Title I Pre-K Parks & Recreation Douglas County Carson Val Swim	21st CCLC.	21st CCLC.	City Jurisdictions	-
			Safekey programs	Safekey programs	St. Jude's Ranch	
					Project 150; NPHY	
			District Transportation, Nutrition	District Transportation, Nutrition	District Transportation, Nutrition	
			Parks & Recreation Douglas County	Parks & Recreation Douglas County	Parks & Recreation Douglas County	
			Carson Valley Swim Ctr Partnership for Community Resources Counseling Services	Carson Valley Swim Ctr Partnership for Community Resources Counseling Services	Carson Valley Swim Ctr Partnership for Community Resources Counseling Services	
			DCFS	DCFS	DCFS	
Elko	Head Start Child Find	Head Start Comm. in School.	Washoe Tribe	Washoe Tribe	Washoe Tribe	-
			Communities in School.	Communities in Schools	Communities in Schools	
Esmeralda	--	Family Engagement 21st CCLC	Family Engagement 21st CCLC	Family Engagement 21st CCLC	Family Engagement 21st CCLC	-

District	Early Childhood	Pre-K	Elementary	Middle	High	Post-Secondary
Lyon	Lyon County Human Services	Lyon CHS Community Chest HCC Boys & Girls Club. 21st CCLC program	Lyon CHS Community Chest Healthy Comm. Coal Boys & Girls Club 21 st CCLC program	Lyon CHS Community Chest Healthy Communities Coal Boys & Girls Club 21 st CCLC program	Lyon CHS Community Chest Healthy Comm. Coalition Boys & Girls Club programs	Adult education support
Mineral	--	Title I Nevada Pre-K SSP	Title I Community Chest SSP; Empower U Compass 180 for Navigate 360	Title I Community Chest SSP; Empower U; Compass 180 for Navigate 360; Skills USA; Nevada JAG Gear Up	Title I Community Chest SSP; Empower U; Compass 180 for Navigate 360; Skills USA; Nevada JAG Gear Up	Great Basin College and Western Nevada College-dual enrollment Gear Up
Nye	WIC Special Education/Child Find	Nevada Ready! Pre-K through state OELD Special Education. Supports	Title I ; Family Engagement; DCFS Special Education/ Child Find Nye Communities Coal. Nevada Outreach Health & Human Srvs	Title I; Family Engagement DCFS Special Education 21st CCLC Nye Communities Coal. Nevada Outreach Health and Human Srv.	Title I; Family Engagement DCFS Special Education Nye Communities Coal. Nevada Outreach Health and Human Srvs.	Great Basin College UNR UNLV Social workers School staff
Pershing	Head Start Stepping Stones Child Care	School liaisons DV organization	School liaisons Transportation; Athletics DV organization	School liaisons; Transportation; Athletics DV organization	School liaisons Transportation; Athletics DV organization Local photographers	UNR TMCC Feather River
SPCSA	Varies by school	Varies by school	Varies by school	Varies by school	Varies by school	Varies
Storey	--	Community Chest DCFS	Community Chest Storey Cty Sheriff Dept. DCFS	Community Chest Storey Cty Sheriff Dept DCFS	Community Chest Storey Cty Sheriff Dept. DCFS	-

Note: These data were gathered through interviews and may not be a complete listing of all partnerships and services in each district.

On the interview, district liaisons were asked to list other state, county and local agency collaborators (Table 5). Law enforcement, state, city and county agencies, community-based organizations, Tribal organizations, coalitions, and higher education institutions were the main types of collaborators mentioned. Survey respondents were asked to list the service providers that their program used (Table 5). Service providers included non-profit organizations, school transportation services, housing services, school social workers, school nurses, human services, and school psychologists.

Table 5. Other state, county, local collaborators/Service providers used

District	Other state, county, and local agency collaborators (Interviews; n=12)	Service Providers Used (Survey; n=8)
Carson City	Carson City Health & Human Services, Law enforcement, FISH, Spirit of Hope Housing, Karma Box, Carson City Circles, Carson City Partnership meeting, MOU to support unaccompanied youth in housing	
Churchill	DCFS, Fallon Police Department, Fallon Paiute-Shoshone Tribal Council, UNR MTSS, Nevada Center for Excellence for Disabilities, voc rehab, Nevada PEP	
Clark	City and county jurisdictions, local homeless continuum of care, Las Vegas Police Department, State-level partners at NDE (e.g., Title I, McKinney-Vento)	Nevada Homeless Alliance, Nevada Partnership for Homeless Youth, St. Jude's Ranch for Children, Assisting Lives in Las Vegas
Douglas	Local police department, State transportation, Parks and Recreation, Douglas County. Carson Valley Swim Center, DCFS, Washoe Tribe	
Elko	UNLV, Nevada Health Centers	Community in Schools, School Transportation
Esmeralda	Nye Communities Coalition Feed the Children	
Lander		School social workers, school counselors, SPED, Speech, school nurse, school psychologist
Lincoln		Lincoln County Coalition
Lyon	Lyon County Human Services, Nevada Department of Child & Family Services, State Dept of Education, Care Solace, Hazel Health	Lyon County Human Services
Mineral	Sheriff's office, Nevada Afterschool Network	Community Chest non-profit
Nye	Juvenile probation, Sheriff's office, Project 150, Nonprofits, Hazel Health, churches, Elks Lodge, Moose Lodge, Desert Greens, KnitWitz	
Pershing	Food Bank of Northern Nevada, Katie Grace Foundation, local Eagles and Lions groups	
SPCSA	Varies at the School level	
Storey	DCFS, Local police	
Washoe		Boys and Girls Club
White Pine		Services provided through school

Seven main themes emerged from the qualitative analysis of the twelve district liaison interviews that were used to cluster the districts into different service delivery models in order to understand how Nevada districts operate in varying contexts to fulfill the McKinney-Vento mandate (Table 6). Key Interview Themes included: 1) expansion of direct student supports and basic needs services; 2) reliance on community partnerships and local support; 3) growth in awareness, identification and training; 4) individualized, student-centered approaches; 5) internal collaboration and coordination within districts; 6) success defined as meeting students' basic needs, removing barriers and ensuring access to education; and 7) resourcefulness, despite limited funding and capacity.

Table 6. McKinney-Vento Service Delivery Models in Nevada Districts

Type of Service Delivery Model	Districts	Characteristics
Comprehensive Systems	Douglas, Churchill, Nye	High-capacity; strong provision of basic needs, strong partnerships, training, collaboration and individualized support; resource constraints are a factor; system-level practices are in place
Relationship-Driven	Mineral, Lyon, Carson, Pershing	Strong provision for basic needs, individualized support, collaboration; less emphasis on formal training; resource constraints are a factor; high responsiveness; flexible and reliant on community
System-Oriented/Structural	Clark, SPCSA	Formal, large-scale infrastructure; focus on scale, policy, coordination; emphasize infrastructure; less emphasis on resource scarcity; strong training, collaboration, processes
Minimal/Low-Volume Context	Esmeralda, Storey	Low volume, limited systems; case-by-case success; low need/scale
Mixed/Transitional	Elko	Mixed: Some system structure; some resource capacity; less emphasis on individualized service provision

Districts demonstrating a comprehensive model featured an effective combination of system-level infrastructure with individualized support and were characterized by strong direct service provisions, extensive community partnerships, internal collaboration, and systems for training and identification. Other districts were more relationship-driven, and had strong community partnerships and individualized, case-by-case support, but their approach was less standardized across the system.

The larger districts followed a system-oriented model which was more structured and included formal training, extensive interdepartmental collaboration, and more monitoring. The strength of these systems is the infrastructure and coordination. Clear policies, procedures, guidance, and training are necessary to implement the program across many schools. Finally, there were the minimal models which exist in the low-incidence districts. These operate on a case-by-case basis to serve the CYEH as they come into their

system. As they have a low volume and frequency of students, they can meet the needs without formal systems, often relying on the community. Challenges to effectiveness may be in missed identifications due to lack of formal training and over-reliance on community resources which may not be able to scale up to meet the needs.

Gaps, Challenges, and Barriers

Gaps in the Continuum of Service

Common gaps included limited affordability of housing and services, transportation access challenges, and insufficient availability of low-cost mental health and supportive services (Table 7). Some particular challenges with housing included lack of shelters, lack of affordable housing in the area, and the being unable to pay for hotel vouchers with the funding source. Housing and transportation were gaps common across both urban and rural settings. Participants also described limitations in local service infrastructure, particularly in smaller or rural contexts. Limited early childhood and pre-K services was mentioned by two liaisons. Food access was an issue mentioned in one district. One liaison indicated a gap in the continuum of service for unaccompanied youth saying indicating a need for more district support and guidance on procedures for that group. Funding came up frequently, along with staffing. One liaison mentioned, “Funding is consistently short. It does not meet our needs every year.” Some participant responses were issues that were actually barriers, rather than gaps in the continuum of service, so those were coded in that section instead. A few liaisons did not identify any gaps in the continuum of service. One mentioned that their continuum was fairly strong, while another indicated that they did not have a great need in their district. Post-secondary supports were a notable gap based on a review of the continuum of service as well as the lack of referrals at that level.

Gaps

- Housing services
- Transportation
- Mental health and supportive services
- Service infrastructure in rural areas
- Early Childhood/Pre-K supports
- Funding
- Staff capacity
- Support and policies for unaccompanied youth
- Post-secondary supports

“I can't tell you how many families and unaccompanied youth we've had that need immediate housing and it's not available. I have to say that's...the biggest gap.... A lot of the wraparound services...we are able to help with them, but there's quite a few that we can't, and mental health services, just because there's a lack of providers here in and especially ... in these remote rural areas.”–MKV Liaison

“We really don't have a district Pre-K.... I would think that we have a need and probably a huge hole of Pre-K kids that we're not helping just because we don't know who they are.”–MKV Liaison

“

“So housing is a huge one. There's not housing for everybody. Even if you're talking about hotel motels and weeklies and places for people to stay, there's just not enough places that people can afford to be. The other one is transportation....This community has grown so quickly in such a short amount of time that the public transit system has not been able to keep up. There are also regulations in place, right? So, if a student lives less than two miles from a school, they're not eligible for transportation in seasons. Two miles is a long way.” –MKV Liaison

“We've struggled with providing...hotel stays or motel stays for our members just because we don't necessarily have the funds to be able to do that. It's kind of getting harder and harder just because the need is so high. We used to be able to offer hotel vouchers, but the new rules of the McKinney-Vento do not allow us to give out those vouchers.” –MKV Liaison

“We don't have enough funds for liaisons...There's a big gap in being able to really provide quality services.” –MKV Liaison

Table 7. Liaison-Identified Gaps in Continuum of Service (Interviews)

Liaisons identified housing, lack of partners and services, and transportation as main gaps in the continuum of service.

	Housing Availability	Transportation	Early Childhood & Pre-K support	Medical and Mental Health Services	Lack of community agencies & services in area	Unaccompanied youth	Food access
Carson City			*				
Churchill	*						
Clark	*	*				*	
Douglas	*	*		*	*		*
Elko			*				
Esmeralda					*		
Lyon	*				*		
Mineral							
Nye	*	*		*	*		
Pershing							
SPCSA							
Storey							

Challenges and Barriers

Interview findings revealed significant barriers to providing comprehensive services for CYEH. These barriers were largely systematic and structural in nature, extending beyond the control of the individual districts. Top barriers mentioned by several districts included limited funding, limited staff capacity, lack of available resources and services in the area, and challenges with identification of CYEH due to lack of awareness and understanding of the McKinney-Vento Program among school employees. Rural districts, in particular, struggled with limited availability of partners and resources in their communities.

Barriers
Insufficient and unstable funding
Limited staff capacity
Identification challenges/lack of awareness among staff
Lack of available community resources and services
Rural isolation & geographic challenges
Transportation
Lack of Housing and Shelter Options

Insufficient and unstable funding

Across districts, the most frequently mentioned barrier was inadequate funding relative to the level of need. District liaisons emphasized that McKinney-Vento funds were insufficient to sustain programs at the scale required, forcing liaisons to rely on patchwork solutions and external supports and partnerships. Some districts received no McKinney-Vento funds and had to rely entirely on other sources to fulfill the mandate. One district that received McKinney-Vento funding received only enough to fund the Liaison but had no funds remaining for any services, which had to come from other funding sources such as Title I and community partnerships. This funding gap limits districts’ ability to provide sustained, comprehensive support and often force prioritization of immediate needs over long-term solutions.

“It takes a village for McKinney-Vento because McKinney-Vento does not offer funding that is adequate. And we are very thankful we got more money this year, by the way, but it's still not enough to run a program like we would really like to...” –MKV Liaison

Limited Staff Capacity

Several districts noted challenges related to limited staffing and competing responsibilities, which affected their ability to fully implement programs and provide consistent support. This challenge was particularly noted in the smaller, rural districts where liaisons were likely to have several additional roles. In the larger districts, staff faced capacity challenges due to the volume of schools in the district. These staffing constraints can limit program scalability and consistency, particularly when demand increases.

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“Sometimes, feeling like I have 10 different hats to wear, so it's hard to do this one portion of the job that I have to do for all the other things, too. So, prioritizing...but that's a barrier because...I don't want to miss things, but sometimes I feel like I miss things with kids because I have to do all the jobs I have to do.” –MKV Liaison

“I think when you talk about resource allocation, it's not just about money. Like for us, our resources are limited. We have a staff of 12... with the 400 schools, so we have to be smart about how we are spending our time.” –MKV Liaison

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Identification Challenges and Lack of Staff Awareness

Districts faced challenges in identifying all eligible students and making sure staff were aware of the policies. “Hidden homelessness” (e.g. doubled-up living situations) remained a barrier to identification as families were not always aware they qualified, nor were school staff. Finding the time in school calendars to train staff was mentioned as a barrier to improving employee awareness. Others noted that some families were reluctant to come forward and share their situation. This suggests that under-identification of CYEH remains a barrier which limits access to services for some students.

“Barriers that I face are staff understanding the policies of McKinney-Vento and understanding that it's a federally regulated [policy] that we have to follow, and that these students are not given special privileges and are not held to a different standard. They're all still our students. I think the biggest thing I struggle with is the staff understanding that these students are important, they have rights too, and we can't just say, oh, they're not our problem anymore because they moved.” –MKV Liaison

“...I think there's a lot of kids out there that qualify for McKinney-Vento at the high school level that just don't want to be recognized as McKinney-Vento...They need help, but they don't really want to ask.” –MKV Liaison

Lack of Available Community Resources and Services

Many of the districts reported the lack of local service infrastructure, including mental health services, social services, and nonprofit supports as a major barrier. In some communities, services were nonexistent or difficult to access. These limitations restricted districts’ ability to provide wraparound services to CYEH. Closely related to this barrier are the geographical challenges of large distances and rural isolation in many districts.

“...A lack of all local and county agencies that results in us having to go outside of our county and the distance for our families to access their services.” –MKV Liaison

“Our communities are just very isolated...We have communities that, when we travel there, we take food, because it's gonna be 200 miles...from here and there's no services within 90 miles of the town. They don't have hospitals; they don't have even doctor's offices.” –MKV Liaison

Transportation Barriers

Transportation is a barrier for multiple districts, especially in rural or geographically large districts. The requirement to provide transportation to maintain school stability for CYEH presents financial challenges as well as logistical. A large portion of districts' funding often is taken up by transportation needs.

“I keep going back to transportation, but here at the district, the only transportation we do have is our school transportation. We used to have Get Your Ride, but they serve the whole community...It works in a pinch sometimes, but for most of the time we have to do our transportation. So, it's just like the lack of lack of options, which it does kind of put a strain on us as a district.” –MKV Liaison

Lack of Housing and Shelter Options

The lack of housing, shelters and transitional living options is a major structural barrier that limits districts' ability to address this basic need of families. Some rural communities simply have nowhere to refer families for housing, which does not allow families to move forward towards long-term solutions.

“There is no transitional housing here...That's probably our biggest thing—we don't have any shelters available for our families who are experiencing homelessness.” –MKV Liaison

Barriers Related to State-Level Policies or Regulations

When asked about if about barriers related to state-level policies and regulations, participants described compliance and reporting requirements, including confusion and duplication in state reporting or data platform processes. Unfunded legislative mandates were another issue that impacted small districts and took away staff resources from the McKinney-Vento program. Funding formulas were challenging for many districts.

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“Well, at the state level, funding. Being a semi-rural district, I'm really limited in what I can provide to our McKinney-Vento students. So, we're sitting in a weird gap where counties that truly count as rural sometimes get extra services in recognition of the fact that they're very spread out and they're geographically diverse. Urban counties tend to get different funding because they have higher percentages of subpopulations, like SIT students, free and reduced lunch students and we're kind of sitting in a pocket between those two.” –MKV Liaison

“I would say that there in session 23 and 25, there were unfunded mandates. Such as... every district, has to have an EL director (English language director). That destroys our budget. So now we have to cut other services in order to meet those compliance [mandates]. We have to do training specifically that they roll out. We have other training that is more important to us at a local level. And so, it's not so much that they've done something to harm or hinder the McKinney-Vento program, it's that by passing so many laws with these unfunded mandates, it takes away from our ability to then meet the needs of our individual students.” –MKV Liaison

“...Some years we'll have one student throughout our district who qualifies for this program and evaluating a program based on one student is really challenging for a small district.” –MKV Liaison

“So, I understand that we need to have the platform to gather all the data for the state ...but I just feel like maybe a more, effective way to train people on how... what is actually are we uploading? Like, why do you want us to upload these things? Like, why are we doing all this extra work?” –MKV Liaison

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Successes and Solutions to Barriers

Solutions Adopted to Address Barriers

Overall, many of these significant challenges, including lack of housing, limited services, and geographic barriers, are at a structural level which will require solutions beyond the district-level including state policy and broader cross-sector strategies. However, districts have been adaptive and resourceful and have come up with some solutions to address some barriers. One solution is that districts immediately address urgent needs quickly and directly to ensure students can attend school, including providing transportation, clothing, food, hygiene supplies, school supplies, and the means to participate in extracurricular activities. A complementary strategy to meet those needs with limited funding and resources is that districts have developed strong community partnerships. They frequently collaborate with non-profit organizations, faith-based organizations, local businesses, and civic groups to supplement their limited funding. These partnerships provide essential resources such as clothing, food, emergency funds, hotel vouchers, and holiday support, effectively extending the reach of district funding. Partnerships were particularly notable in some of the rural communities.

Solutions to Barriers

- Strong community partnerships
- Immediate provision of direct supports
- Individualized, student-centered approach
- Internal coordination and collaboration within districts
- Training and awareness efforts
- Creative funding strategies from multiple sources

Districts also emphasized how they focused on an individualized, student-centered approach. Rather than using the same solutions for every student, they worked closely with students and families to identify what each needs and tailor supports to them accordingly. Many liaisons described how important internal collaboration and coordination was within their districts. Communication among liaisons, counselors, administrations, and other departments helped link students to appropriate services within the district. To address identification challenges, many districts have implemented training and awareness efforts for staff. These trainings help them recognize signs of homeless and understand the referral process, leading to increased identification of eligible students. Finally, districts were resourceful in how they used leveraged and combined various funding streams to support the program, as well as proactive in planning ahead for larger costs that come throughout the year such as transportation and mental health services. The district liaisons continually work to be responsive to challenges and have found flexibility, creativity and collaboration to be essential to success. District liaisons also noted some positive state policies and regulations that were beneficial including AB 197 related to unaccompanied minors.

“I think that would circle back to our fundraising campaign, being able to now reach out to the schools who have a higher population of McKinney-Vento students that we do have these particular items available to them if the family requests it. We've designated larger set-asides and under other funding...like Title I this year. We designated a larger set-aside for homelessness than we have in the past years, knowing that transportation and mental health costs always exceed what we can meet.... We started reaching out to service providers earlier [for invoices] ...so we can anticipate the need sooner.”–MKV Liaison

“I created flyers, and sent it out to every school, and said, you will print these, and you will put them up. You will put them up in your teacher's lounge, you will put them up... because people don't know what they don't know. And so, it's really about that educating, first, the district. And then getting out into the community and educating them as well.” –MKV Liaison

“I think solution-wise, it kind of comes down to the partners that we have and the relationships we've built...We put our Safe School Professionals, our McKinney-Vento, our Title VI liaisons, and counselors, and, suicide prevention, counselors all together to receive a lot of the same training from UNR. We're cross-trained in a lot of crisis intervention and mental health supports, things like that. I think that's important, because it's not just McKinney-Vento or the school district's liaisons, and safe school professionals...We also invite our community members to come in and do these trainings with us, so we are a cohesive team.” –MKV Liaison

“I know that AB 197 is very helpful for students who are unaccompanied and have no one there, like especially with dental stuff. So having that law in place has really helped make sure that those kids can like get a cavity fix or get their teeth fixed. So that's been a huge help.” –MKV Liaison

“I think it's important that the families get McKinney-Vento status for the entirety of the school year because so many families...will be homeless for... three to four months and then they secure housing... I think it's important that the district provides transportation to their school of origin so those kids can...still have some normalcy and attend their same school.”–MKV Liaison

Successes of the McKinney-Vento Program

Across district liaisons interviewed, commonly reported successes included provision of basic needs supports (e.g., clothing, hygiene items, school supplies, and food), development of centralized resource hubs or closets, and growth in community awareness and identification practices. Participants also described efforts to strengthen cross-sector collaboration and to use available funding flexibly to meet immediate student needs. When asked what factors contributed to those successes, district liaisons frequently mentioned collaboration as key—with community partners, among district personnel and school personnel, and between departments. Other important factors were consistent communication and training, liaison knowledge and experience, leadership at the state and local levels, aligning with students’ and families’ needs, resources and infrastructure, and community support.

Top Successes

- Provision of basic needs
- Students’ improved well-being/engagement in school
- Cross-sector engagement & collaboration
- Establishment/implementation of McKinney-Vento program procedures
- Increased community awareness
- Community donations & participation
- Funding strategies
- Development of centralized resources hubs or closets
- Growth in awareness and identification practices
- Increased monitoring

“We just finished... a very successful campaign out to our community, and we received dental services, coupons, gift cards, cash donations, gas cards, probably estimated around maybe \$8,000...We're a small district, so that was a huge win. That was exciting. Also, just the success of meeting the needs of students, you know. We have managed to patch together money as needed.” –MKV Liaison

“I'm going to say over the years, I definitely think there has been an increased recognition of the program and the population. And so, district-wide, we want them always to be more aware of homelessness. I do think that there has definitely been an increase in identification...So, we have done a lot to increase professional development, increase awareness, and so also increasing identification.” –MKV Liaison



“I would also say that one of the successes I've seen is that this program is also more known on the community side, since we were able to focus more on that over the last few years, you know, making those relationships and making sure that agencies, when they place a family into a weekly that they know those families still qualify under this program, and we want to get them identified. We've also been able to partner with agencies to bring services directly to schools, and that has been huge to help not only raise that awareness in the community but also raise that awareness at schools. So, I think that's been really helpful.” –MKV Liaison

“We have also added another level of monitoring to our site visits. One thing that we now do is when we conduct site visits, ...staff will look to make sure the McKinney Vento posters are posted in areas in the school visible to parents and community members. We want to make sure the community understands their rights if they face the situation of becoming unhoused. We want them to be able to take advantage of the services that are there for them...” –MKV Liaison

“I think what it has helped us do is get our counselors all together because they're the liaisons for their campus. And it kind of gives us a common vocabulary on how to help these kids. And we've streamlined kind of resources that we provide for them and just our processes.”–MKV Liaison

“Community is huge and collaboration, so just all of the entities and like businesses, Knowing about the program, me working with them, getting the word out. I attend a housing residents committee meeting. I attend that once a month. And that's all the partners in the area that help people who are experiencing homelessness. ...we're all really on the same page and aware of what's going on in each other's work. So, it's really helpful.” –MKV Liaison

“I think, collaboration between the district and the building liaisons kind of gathering information over the last several years, figuring out, what's most often requested, and us having our little meetings every couple of months where we go over making sure everyone is accounted for, and what resources are you lacking, and those sorts of things. But in those meetings, we... discuss, well, this is a new one, this has been asked about now, and so we kind of have some good out-of-the-box thinking, but I do think it comes from that collaborative piece of us all working together.” –MKV Liaison



Data Systems, Evaluation, and Data Use

Measurement of Success in Meeting McKinney-Vento Act Goals

Participants described measuring success using a mix of qualitative and quantitative indicators; however, informal qualitative liaison observations about the program were more commonly mentioned than formal measures. Qualitative indicators included whether students and families felt supported and whether barriers to school participation were reduced. Quantitative indicators included monitoring attendance, grades, behavior, engagement, and participation in services, often reviewed at the case level or through periodic checks.

“It would really be those families feeling supported. I do outreach to them, even after the fact, like, when I find out. Just to check on them. And when they're very pleased, and they feel comfortable, and their children feel comfortable going to school every day, that, to me, is a success.” –MKV Liaison

“Well, I guess two ways.... So, the first one would absolutely be that academic success and seeing our kids, graduate in some capacity, whether it's with their high school diploma, HiSET, however we can see them accomplish that. And then I would say for the second one is the rate of our referrals that kind of come in. Once teachers have a better understanding of what it is that we do and how we can help, we see an increase in the referrals that we get. It's more of a trigger of, ‘hey, this kid, I think, qualifies for McKinney-Vento,’ and so we see that in our numbers, for sure.” –MKV Liaison

“I think there's a lot of components to [success] because when I think of our duties under that are outlined in the guidance, right, I think I think about professional development and how we measure that, like how many people did we get to train? What was the feedback, right? We're looking at those things to kind of gauge success in that area. That's the first thing that comes to my mind.” –MKV Liaison

Data Systems and Data Use

Participants most frequently referenced student information systems (particularly Infinite Campus) alongside supplementary tools such as Excel spreadsheets, Google Forms or surveys, and internal tracking systems. These tools were described as supporting identification, documentation, service tracking, and monitoring of academic and attendance patterns for decision-making.

Formal program evaluation did not seem to be taking place in the districts, although they were tracking program data in some way. In practice, data use ranged from informal decision-making based on staff

observations and communication to more structured tracking using student information systems and periodic summaries of attendance, grades, and service uptake. Participants described using counts of identified students and patterns in student needs to guide resource allocation. One district had a new partnership with a community organization to collect exit surveys from families served. Another mentioned surveying the high school students. Larger districts had developed systems to monitor program implementation at a large number of schools with limited staff. Two of the districts mentioned they did not have any systems in place for the evaluation of program effectiveness. Both of these were small rural districts.

“We utilize Infinite Campus, like the rest of the district. That's our main student information system. We also track our own things internally, like our housing questionnaires, just any additional information about their living situation. We approach things differently from the district because everything in the district is student-based, per student, that's how information is filed. But our data is *family based*... Because the family is experiencing homelessness and that's multiple students at multiple schools and all of their situations are different. So, we have to figure out ways to keep that information together so we don't miss siblings or so. We collect our own information, and we have multiple Google Forms for just about every project that we use, that we do.” –MKV Liaison

“It would be Infinite Campus. And I also do a semester Google survey as well, where we keep track of kids' grades. What items they might need, what their attendance is like, if they're on a safety plan, their academic standing. So, I also use a Google survey for the school social workers and counselors.” –MKV Liaison

“We look at the growing student population. We look at the expenditures and where the heavier focuses are...Transportation and counseling tend to be our biggest expenditures. So, we look at data especially as we're anticipating what needs we won't be able to meet, because McKinney-Vento funds never cover the need...Transportation alone in a rural district, getting kids to and from their school of origin, basically uses up our funds. We use student data to look at where are our larger populations...Things like, do we have a lot of graduates? Because...last year, we had a problem getting them caps and gowns and graduation sets, because all the money had been spent on transportation and counseling. And so, we had a local church step in and pay for that. We look at data to try to anticipate need and then where our funding will or won't meet that need.” –MKV Liaison

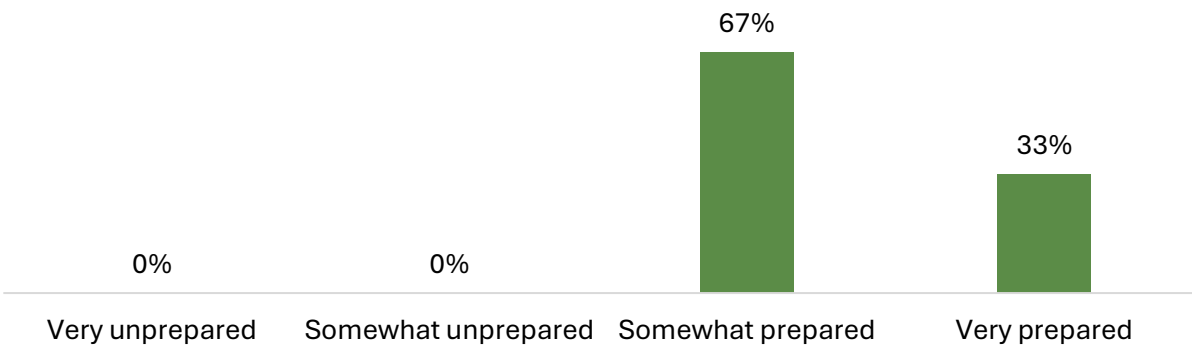
Professional Development and Technical Assistance

Professional Development and Technical Assistance for Liaisons

Sixty-seven percent of survey respondents reported that they were somewhat prepared to identify and address the unique needs of homeless students while 33% said they are very prepared (Figure 16). None of the respondents reported that they were somewhat or very unprepared.

Figure 16. Liaison’s Level of Preparedness for Identifying and Addressing the Unique Needs of Homeless Students (N=9)

All liaisons said they were somewhat or very prepared.



Districts were asked to identify any professional development opportunities they had participated in at the state level in the past two years. Over the past two years, staff had engaged in a range of state-level professional development opportunities focused on supporting students experiencing homelessness. Participation included attendance at state and national conferences such as the McKinney-Vento conference, NAN Showcase, and foster care–focused events, both in person and virtually. Two of the respondents said they had not attended any, with one stating that it was the counselor who attended.

Staff also took part in ongoing learning through quarterly state meetings, McKinney-Vento.org workshops, and state-hosted webinars, office hours, and guidance sessions. Involvement with the Nevada Homeless Education Network (NHEN/NHEE) provided targeted training on key topics such as identification, enrollment, educational stability, and best-interest determinations. Additionally, one person completed extensive continuing education coursework in areas including mental health, suicide prevention, safety and crisis response, ethics, documentation practices, and cultural competency, totaling over 100 hours of training. Overall, professional development efforts reflected a strong emphasis on continuous learning,

cross-disciplinary training, and building capacity to effectively support students and families experiencing homelessness.

When asked to identify the professional development opportunities that had been most useful and why, respondents indicated that a wide range of professional development opportunities had been valuable, particularly those that were practical, targeted, and relevant to their roles. Many noted that all trainings they had attended were beneficial, especially for those new to the position who were building foundational knowledge.

Conferences—especially the national McKinney-Vento conference—were highlighted as particularly impactful due to high-quality speakers and opportunities to collaborate and network with other liaisons. Trainings offered through McKinney-Vento.org were also viewed positively for being well-structured and informative. Additionally, state-level trainings through the Nevada Homeless Education Network (NHEE) were identified as especially useful because they were targeted to specific needs and provided applicable guidance. Overall, respondents valued professional development that was focused, practical, and directly aligned to McKinney-Vento responsibilities, with some interest in even more role-specific training opportunities.

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“I have yet to attend a PD opportunity that hasn't been useful. I am new in this position and eager to learn everything I can.” –MKV Liaison

“[Professional development opportunities] have all been helpful in one way or another, but I would like one that is dedicated specifically to MKV.” –MKV Liaison

“I like the classes offered through McKinney-Vento.org as they are well planned and very informative.” –MKV Liaison

**“I think the trainings through NHEE. They are very targeted and helpful for what I need.”
–MKV Liaison**

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When asked to identify the professional development opportunities that had been least useful and why, one of the respondents reported few concerns regarding the usefulness of professional development opportunities, indicating that most or all trainings had been beneficial. However, one respondent noted that sessions combining McKinney-Vento content with other programs (such as 21st Century initiatives) were less relevant to their specific roles.

“When professional development for McKinney-Vento is in conjunction with 21st Century I do not find it as useful to my position.”—MKV Liaison

“Honestly, I have not learned anything new except due dates for monitoring or applications during the office hours. It is hard with PD because there is such a range of experience and need among the liaisons across the state. It is also difficult due to the different needs of districts and regions.” —MKV Liaison

“I think all of the ones I have used have been helpful in some way.” —MKV Liaison

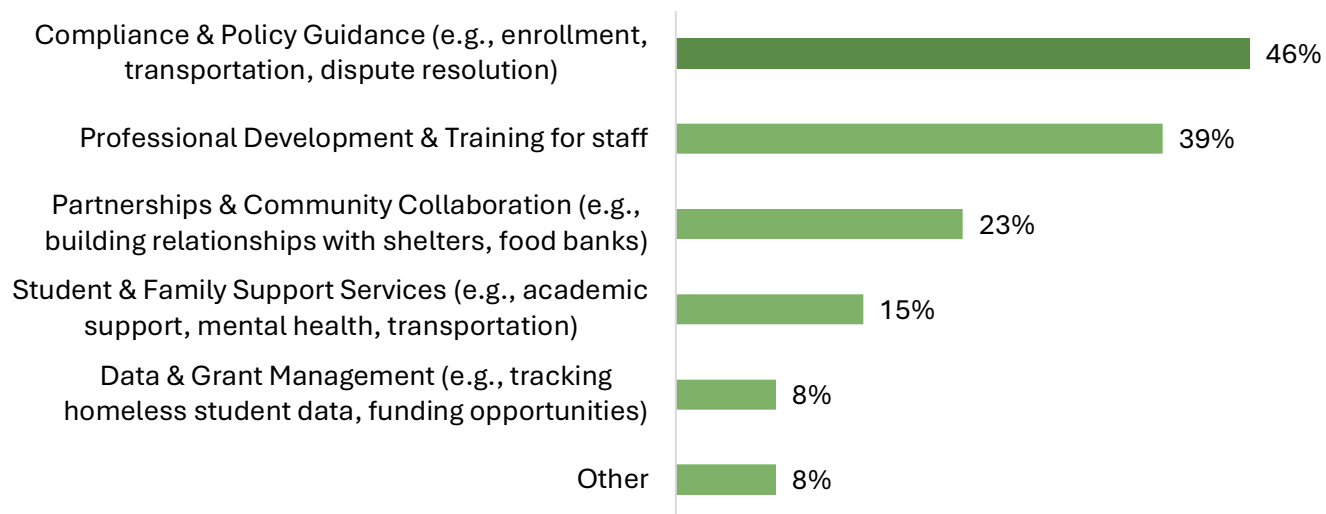
Another respondent also shared that certain offerings, such as office hours, tended to focus more on administrative updates (e.g., timelines and compliance) rather than providing new learning. Additionally, differences in experience levels and varying district needs were identified as challenges, making it difficult for some trainings to fully meet all participants’ needs. Despite these considerations, the general consensus was that professional development opportunities were valuable overall.

The most frequently identified area in which McKinney-Vento liaisons reported needing additional support was guidance related to compliance and policy (46%), including areas such as enrollment procedures, transportation requirements, and dispute resolution (Figure 17). This suggested a continued demand for clear, consistent direction in navigating regulatory expectations. The second most reported need was professional development and training for staff (39%), indicating that liaisons were seeking more opportunities to build capacity and ensure effective implementation of services at the local level.

Additional areas of need included partnerships and community collaboration (23%), reflecting the importance of strengthening connections with local agencies such as shelters and food banks to better support students and families. Fewer respondents identified student and family support services (15%) as a primary need, including academic and mental health supports, while data and grant management (8%) and other areas (8%) were reported less frequently. One respondent identified two areas of assistance needed: required training for district personnel and data collection regarding what they needed to collect besides who was homeless. Overall, the data suggest that while liaisons valued a range of supports, there was a clear emphasis on strengthening compliance knowledge and expanding access to targeted professional learning opportunities.

Figure 17. Areas Liaisons Currently Need Assistance (N=8)

Guidance for compliance and policy was the most frequently requested need for liaisons, followed by professional development and training.



When asked to indicate more specific technical assistance needs, respondents identified policy guidance and data systems as the primary areas for technical assistance, although some indicated no additional needs. A key theme was the need for greater consistency and standardization across districts, particularly in the use of Infinite Campus. Participants noted that districts currently have varying levels of access and collect data differently, which can impact the accuracy and comparability of information statewide.

Liaisons expressed a desire for clearer state guidance on appropriate system access, support in obtaining that access, and the development of standardized reports that all districts can use. Additionally, respondents highlighted the need for a unified, statewide process for dispute resolution, as current practices vary by district. Overall, the feedback underscores the importance of consistent policies, streamlined data practices, and standardized procedures to improve efficiency and alignment across districts.

“We could also use one process across districts for dispute resolution. Currently, each district is doing different things, and it would be helpful if the state could give all districts one process for all of us to follow.” –MKV Liaison

“It seems that all districts have separate types of access in Infinite Campus and are collecting data differently. If there were guidance from the state on what access McKinney-Vento programs need, support in gaining that access, and established reports that all districts can access and run, this would make data collection much more valid throughout the state.” –MKV Liaison

Liaison availability for receiving technical assistance was evenly distributed across the workweek, with no single day when all liaisons are available (Figure 18). Monday, Tuesday, Thursday, and Friday each show similar availability levels (31%), while Wednesday is slightly higher (39%). Overall, availability was consistent but fragmented, indicating that scheduling may require flexibility rather than reliance on a specific day.

Preferred meeting times varied among liaisons, though late morning (9:00–11:00 a.m.) was the most favored (46%) (Figure 19). Early morning accounted for 31% of preferences, while both early afternoon and late afternoon were least preferred (15% each.) These results suggest that while late morning was the most common preference, no single time worked for all liaisons, reinforcing the need for adaptable scheduling.

Figure 18. Days Liaisons are Available to Receive Technical Assistance (N=8)

A slightly higher percentage of respondents had more availability on Wednesdays compared to other weekdays.

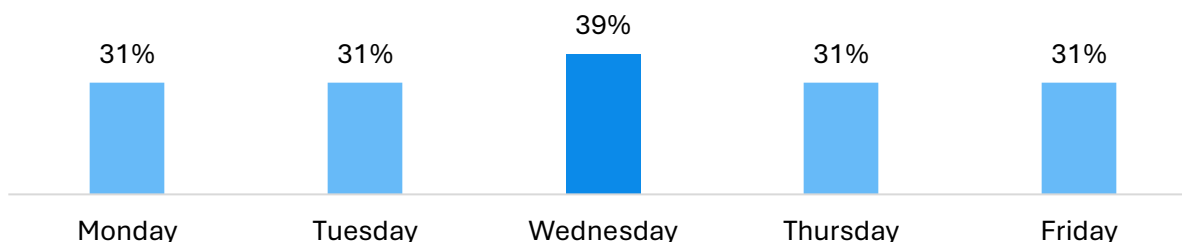
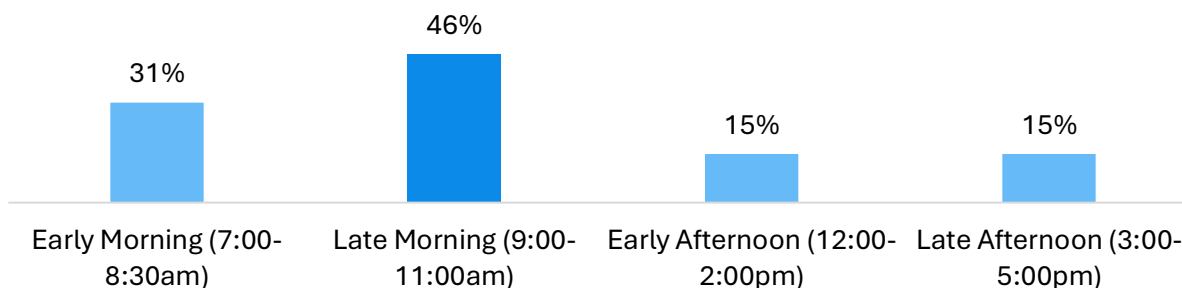


Figure 19. Best Times to Meet with Liaisons for Technical Assistance (N=8)

Mornings were preferred by the greatest number of respondents.



Professional Development Delivered by Liaisons

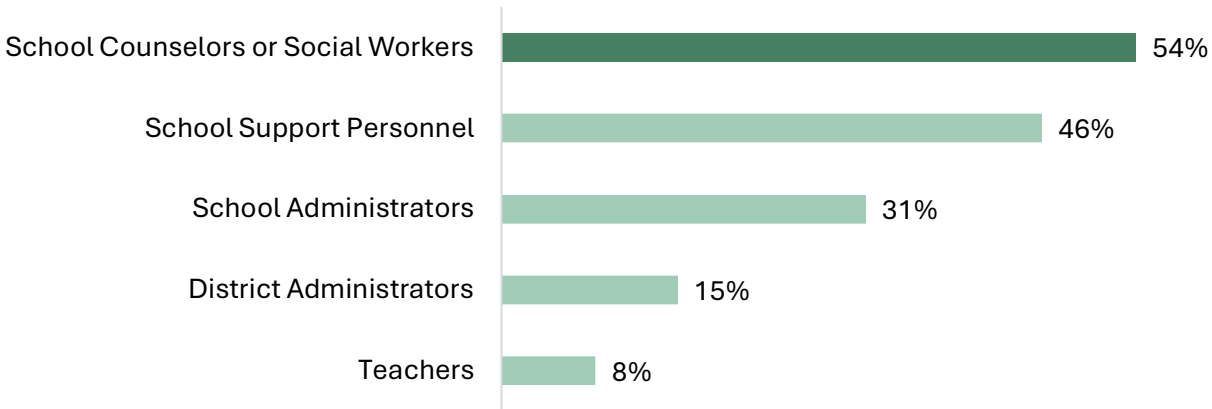
District-level professional development and training activities varied widely among the respondents. Two respondents indicated that they had not delivered any district-level training. Among those who had, the most common audiences were school-based staff. Two respondents reported providing training to counselors (including annual or ongoing meetings), and two noted training for broader school personnel or newly identified staff. Additional audiences included school secretaries, registrars and nutrition staff, and specialized staff such as social workers, nurses, and school site advocates (each mentioned by one respondent). Another respondent also reported presenting to the school board and at family/community events.

In terms of content, trainings most frequently focused on McKinney-Vento services, including eligibility and identification procedures, as well as intake processes. One respondent described comprehensive, ongoing training efforts through Title I/HOPE programs, though noting limited demand due to competing staff development requirements. Overall, while a majority of respondents engaged in some level of district-wide training, efforts were decentralized and varied by audience, topic, and frequency.

Liaisons most frequently reported delivering professional development and training to school counselors or social workers (54%) and school support personnel (46%; Figure 20). About one-third (31%) reported providing training to school administrators, while fewer liaisons trained district administrators (15%). Only one liaison (8%) provided training to teachers. Professional development and training were primarily targeted toward student support roles rather than instructional staff.

Figure 20. Who Liaisons Delivered Professional Development and Training to in Their District (N=8)

Liaisons provided most frequently provided MKV training and development to school counselors, social workers, and school support personnel.

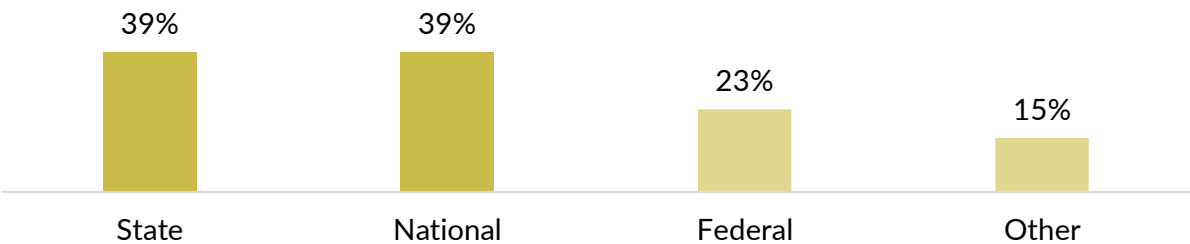


Liaisons most commonly reported using state and national sources for professional development and training materials, each cited by 39% of respondents (Figure 21). Federal materials were used less

frequently (23%), while a smaller proportion (15%) reported using other sources. The findings indicate that liaisons relied more heavily on state and national resources than on federal or alternative materials.

Figure 21. Sources of the Professional Development and Training Materials Liaisons Used (N=8)

State and national training materials were used more widely than federal or other materials.



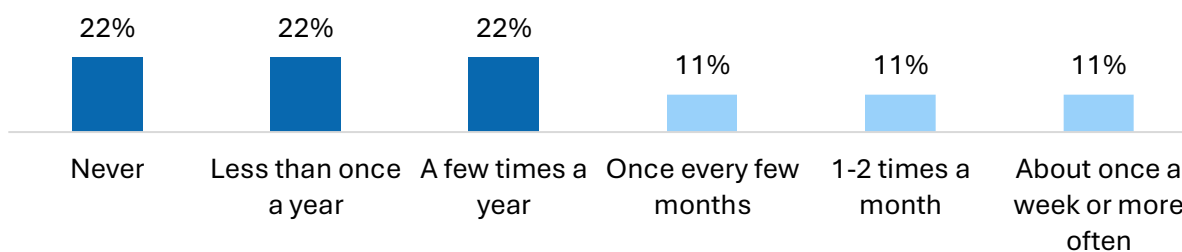
Responses regarding needed ongoing professional development to enhance awareness and implementation of McKinney-Vento provisions were mixed across the five respondents. Three respondents identified specific professional development needs. One emphasized training on how to better support students experiencing homelessness in classroom settings. Another highlighted the importance of continuing annual collaboration and training with school-based staff such as social workers, nurses, and registrars. A third respondent called for required, standardized training for all district personnel statewide to ensure consistent knowledge and clear points of contact for assistance. In contrast, one respondent indicated that additional PD was not needed to enhance awareness, and one respondent was unsure of any specific needs.

State Coordinator Support

Respondents were asked several questions regarding support related to the state coordinator. Forty-four percent of the respondents reported reaching out to the State Coordinator for assistance never or less than once a year (Figure 22). One-third contacted the state coordinator a few times a year to once every few months, and the remaining 22% contacted the State Coordinator 1-2 times a month or more frequently. Overall, while some liaisons engaged regularly with the State Coordinator, a substantial portion reported infrequent or no contact.

Figure 22. How often do you reach out to the state coordinator for assistance? (N=9)

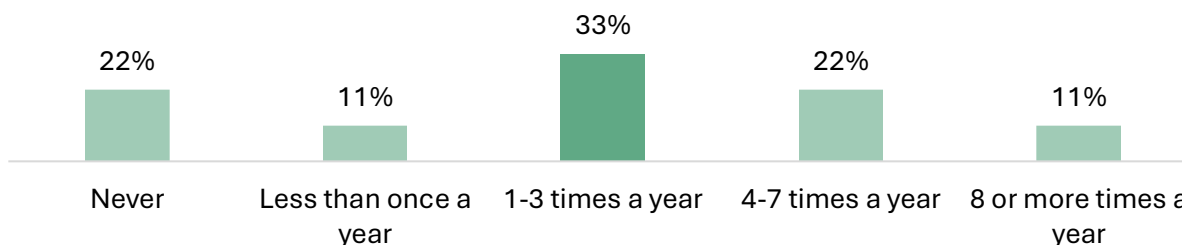
55% of the respondents reached out to the State Coordinator a few times a year or more frequently.



Attendance at coordinator office hours varied, though most liaisons participated at least a few times per year (Figure 23). The largest group (33%) attended two to three times annually, followed by 22% who attended four to five times per year. An additional 11% report attending eight or more times annually, indicating more frequent engagement. However, 22% of respondents reported never attending office hours, and 11% attended less than once a year. Overall, while a majority of liaisons engaged with office hours periodically or frequently, a notable portion reported limited or no participation.

Figure 23. How often do you attend office hours provided by the coordinator? (N=9)

Most liaisons attended State Coordinator office hours at least twice per year, and several attended more frequently.

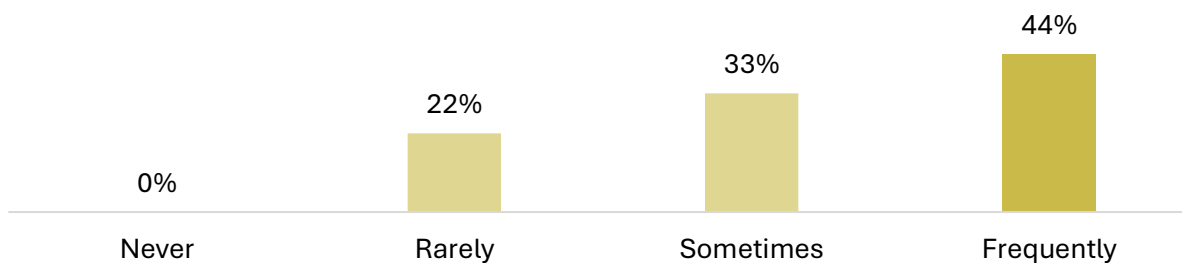


Most liaisons reported regularly using information provided in messages and newsletters from the state coordinator (Figure 24). Nearly half (44%) indicated they used this information frequently, while an additional 33% used it sometimes. Twenty-two percent reported rarely using the information. Overall,

approximately three-fourths of liaisons used these communications at least sometimes, suggesting they were a valuable and utilized resource. Most respondents did not answer the questions asking what else they felt they needed to better perform their job duties. One indicated it was not applicable and the other said they were not sure at this time.

Figure 24. How often do you utilize the information provided in messages and newsletters sent by the state coordinator? (N=9)

Three-fourths of liaisons reported using information supplied by the coordinator sometimes or frequently.



Areas for Improvement

Changes or Improvements Needed for Program Success

Participants most frequently emphasized the need for flexible and adequate funding, improved communication and clarity in expectations, and streamlined reporting. At the district level, participants described the importance of sustained training, workload sharing, and processes that balance compliance requirements with direct student support.

State-Level Improvements

- Increased and more flexible funding
- Targeted support for rural districts
- Streamlining reporting across various state funding sources
- Guidance on policies, terminology
- State workgroup to develop policies
- Statewide common data tracking through Infinite Campus

District-Level Improvements

- Increased staffing and dedicated roles
- Stronger internal coordination across departments
- Dedicated, regular time allotted for staff training
- Improved identification processes
- More formalized partnerships at the district level (MOUs)
- Improved data tracking and use

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It's the guidance for those piece, those law pieces, right? I think we can do that because that affects every single program in the state. So, if we can come up with that guidance for all the programs, I think we can all work more effectively together. I was just going to say...like a work group...so we can have that regular conversation, but it needs to be a work group that has an outcome that's not a district-level person creating the guidance or creating the procedure....I've been part of lots of work groups and sometimes work groups are like, okay, who's going to do what? We're like, no, no, no, you pulled this work group together. We're looking for your support and your guidance. That's what we need from you. Take our information and help us. I think another specific example that I thought of was the dispute process. So that would be, you know, I don't know what other districts have in place for a dispute process. We have a very robust dispute process, but also, there's supposed to be a statewide dispute process for McKinney-Vento. And that would be good for us to have for sure.” –MKV Liaison

“Honestly, I think, our biggest issue is the funding, just because I think if we did have the staff resources and stuff like that, the, you know, the housing resources and stuff like that, we could really service a lot more families than we are now.”—MKV Liaison

“Continued funding from the state level. Continued collaboration with the district and school liaisons and streamlined data collection practices, I think.” –MKV Liaison

Additional Resources and Supports Needed from NDE

Common requests included clearer and more consistent communication, guidance, and training from NDE, including support for implementation of state requirements and improvements to data systems for monitoring outcomes. Participants also described needs for streamlined processes and practical materials that can be shared with schools and families. Participants described the McKinney-Vento program as essential for supporting student stability and participation in school. Across responses, relationships, trust, and consistent follow-through were emphasized as central to identification and service uptake, particularly when resources were limited. District liaisons also expressed appreciation for the State Coordinator’s support.

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“I would say specific training on rural supports. It looks so different...I also lived in Clark County. I was born and raised. So, I know that you turn every corner, and there is someone there that you can reach out to for a special service for a student [in Clark County]. And we don't have that. Ours are, you know, 150, 200 miles away. And so, what does support look like in a rural community that doesn't have those services? How can we bring those services? Or have specific liaison, rural liaison training.” –MKV Liaison

“I feel like the monitoring piece is really large from NDE. A more streamlined monitoring process would be cool....I would love if NDE could provide more funding for transportation and mental health through McKinney-Vento.” –MKV Liaison

“We do Google Docs, we do Google Forms, we do all that. If there was a better system, then we would definitely use it. We've adapted our forms and our collections. And I think we could do more with, using the data...”–MKV Liaison

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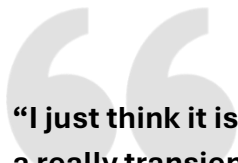
“I think there are some issues with infinite campus that could make our jobs easier. I would love to be able to for this program to be able to pull graduation level data for just our program. We don't have the capacity or the capability to do that...I also think that there are a lot of things happening in other districts in the Infinite Campus system, like tracking pre-K students and early childhood students that we aren't able to do in our district that I think would be helpful for us. And making those kind of statewide access points for these programs based on the needs of what we should be collecting as far as data is concerned. And I mean, that's the first thing that comes to my mind.” –MKV Liaison

“I would be interested in state-wide guidance on how to implement SB3, you know, some of our Senate bills that were required to collect information on for students, but there has been no guidance from the NDE regarding what it should look like.... In Particular SB 354, which is behavior expulsion data for students experiencing homelessness. And also, SB 147, it's for partial credit. Like how many students are impacted or how many partial credit, how many credits were given? And then I think it's the same with the unaccompanied youth. So, our district is waiting to hear a mandate in order to implement the things that they were asking them to do. And without that, we're just kind of stuck in the middle trying to do our best.” –MKV Liaison

“I think it would be good to have, like more succinct, or catchier, like, with graphics, like, flyers to put up...maybe it would be nice for them to support school districts with free informational flyers and pamphlets and things that we can hang up, that we can pass out, those sorts of things, instead of us having to go resource them ourselves.” –MKV Liaison

“One thing that would be helpful is to receive the information by Monday if anything has a hard deadline by the end of the week and you want the schools to be aware of it...so the vetting process can be done in time to go out in the weekly. Also,...getting that information in a pdf document so we can easily send it out as an attachment would be helpful as well.” –MKV Liaison

“Well, every year, we have to fill out...the smart sheet that they want us to put all our documentation in. And maybe if they could follow up if we don't have something, not only mark it in the sheet, but then kind of give us examples of what other districts are doing so then maybe we could emulate what they're doing.” –MKV Liaison



“I just think it is a really, imperative program for a lot of families. Nevada is historically a really transient place, and people move...for mining in this area a lot, and so I do think that it's a really important resource for our families, and so I hope that it remains a priority for our state.” –MKV Liaison

“I am very thankful to Nevada's McKinney-Vento Group, because I feel like Dr. Pam kind of goes above and beyond to try to make sure that we all feel supported in whatever way. She's very good about answering emails when we need it, and so it's really nice to feel supported, not just at a district level, but then to turn around to our state level, too, and be like, ‘hey, I have questions here,’ and they're always willing to help. Dr. Pam has always been very gracious to answering and helping us navigate through some of the issues that we face.” –MKV Liaison

Discussion

Program Effectiveness and Immediate Outcomes

Findings from this evaluation indicate that Nevada’s McKinney-Vento Program is effective in fulfilling its core mandate of reducing barriers to education and supporting student stability. Across districts, liaisons consistently described success in terms of meeting immediate needs, such as providing transportation, school supplies, clothing, and other essential supports, and ensuring that students are able to attend and participate in school. These efforts reflect strong implementation of the foundational requirements of the McKinney-Vento Act and demonstrate a high level of commitment among district staff.

At the same time, these findings suggest that program effectiveness is primarily concentrated at the level of short-term, student-specific interventions, rather than sustained, system-wide support. While districts are successful in responding to immediate barriers, they have more limited capacity to address the underlying conditions associated with homelessness, particularly housing instability and access to mental health services. This distinction highlights a critical gap between compliance-driven success and long-term student outcomes, suggesting that current measures of effectiveness may not fully capture the program’s broader impact.

Continuum of Service and System Fragmentation

Analysis of the continuum of service highlights both strengths and gaps in how districts support students across developmental stages. Partnerships and services are most robust at the K-12 level, where districts are able to leverage school-based staff, federal programs, and community organizations to provide a wide range of supports. In contrast, services at the early childhood and post-secondary levels are significantly less developed. Limited early childhood partnerships, particularly in the rural areas, indicate that younger children experiencing homelessness may not be consistently identified or connected to services. Similarly, the lack of structured post-secondary supports suggests that students may lose access to critical resources as they transition out of the K-12 system. These gaps reveal discontinuities in the continuum of service and highlight the need for a more comprehensive, lifespan-oriented approach. Overall, these findings point to a system in which services are strong but unevenly distributed, with clear strengths in school-based supports but limited infrastructure at key transition points.

Role of Partnerships and Cross-System Collaboration

District reliance on partnerships is one of the most consistent themes across the evaluation. Liaisons described extensive collaboration with community-based organizations, faith-based groups, local businesses, and government agencies to meet student needs. These partnerships play a critical role in

extending limited district resources and enabling access to services that schools cannot provide independently. However, this reliance on partnerships also reflects a broader structural dynamic. The need to depend on external organizations for essential services indicates that key components of the support system are not fully integrated within the education system. As a result, service availability is often contingent on the strength and availability of local partnerships, leading to variability across districts. This pattern indicates a fragmented service system. Strengthening cross-sector collaboration at the state level would help reduce fragmentation and improve consistency in service delivery.

Data Systems and Measurement of Success

The evaluation findings also highlight important limitations in how success is measured and how data are used across districts. While liaisons reported using both qualitative and quantitative indicators, success is most often defined in terms of immediate, relational outcomes, such as whether students feel supported. Although districts collect data through systems such as Infinite Campus and internal tracking tools, there is considerable variation in data capacity across districts, with larger districts using more structured systems and smaller districts relying on more informal processes. This lack of standardization limits the ability to compare outcomes across districts and to assess long-term program effectiveness. These findings suggest that while current data systems are effective for operational decision-making, they have not been fully leveraged for system-level evaluation and continuous improvement. Strengthening data infrastructure and standardizing data practices would enhance the ability to measure impact and guide program development.

Professional Development and System Support

District liaisons generally reported feeling well prepared to carry out their roles, supported by participation in a range of professional development opportunities. Trainings, conferences, and peer networks were described as valuable, particularly when they were practical and directly applicable to their responsibilities. Despite this overall positive perception, liaisons identified several areas for improvement, including the need for clearer guidance on compliance and policy requirements. Liaisons were interested in more consistent and targeted training opportunities for themselves and district staff, as well as more standardized systems and clearer expectations across districts. While professional development is a strength of the program, it would benefit from a more coordinated statewide approach to ensure consistency and address varying levels of experience among participants.

System-Level Constraints and Implications

A central finding across all areas of the evaluation is that many of the most significant challenges are systemic in nature. Limited and inflexible funding, lack of affordable housing, and uneven access to services in rural areas constrain district efforts and limit the program's overall impact. These constraints highlight the limits of a decentralized, district-driven approach to addressing student homelessness.

While districts demonstrate strong commitment and adaptability, they are operating within a system that does not consistently provide the resources or infrastructure needed to support a comprehensive continuum of care.

Study Limitations

This study is not without limitations. It relied on the self-report of the district liaisons and other district personnel for the qualitative portion of the study. While their perspectives are important, incorporating responses from additional stakeholders such as families, children, youth, school staff, and community partners in future studies strengthen findings. District liaison participation was not 100 percent; two districts did not provide interview or survey data. However, the participation rate was 89 percent statewide. While full participation would have been ideal, most districts participated in some capacity, and the sample included representation from the major types of districts, providing a solid foundation for this assessment of the McKinney-Vento Program in Nevada.

Conclusion

Taken together, the evaluation findings indicate that Nevada's McKinney-Vento program is effective at addressing immediate student needs and supporting school access but is constrained in its ability to provide sustained, system-wide support. The program currently operates as a responsive, partnership-driven system rather than a fully integrated continuum of care. Improving program effectiveness will require a shift from reactive, short-term supports to coordinated, system-level strategies. This includes strengthening state-level leadership and coordination beyond the Nevada Department of Education; expanding cross-sector partnerships (particularly in housing and mental health); improving data systems and evaluation capacity; and increasing district-level staffing and infrastructure. By addressing these areas, Nevada can build on existing strengths and move toward a more equitable, consistent, and sustainable system of support for children and youth experiencing homelessness.

Recommendations

Based on these findings, several recommendations emerge. First, increased and more flexible funding is essential, particularly to address high-cost needs such as transportation, mental health services, and staffing. Funding formulas should better account for the unique challenges of rural and mid-sized districts that fall outside traditional urban–rural categorizations. Second, the state should prioritize strengthening the continuum of services by investing in early childhood identification and programming, as well as developing structured supports for post-secondary students experiencing homelessness. Third, expanding partnerships, especially in underserved areas, through state-level coordination or regional service models could help mitigate local capacity limitations.

In addition, NDE should work toward standardizing data systems and reporting processes to improve consistency, reduce administrative burden, and enhance data-driven decision-making. Providing districts with clearer guidance, shared tools, and access to uniform reporting mechanisms would strengthen statewide alignment. Formal assessment and program evaluation is lacking at the district level. Foundational work has been done through this study towards developing a district effectiveness self-assessment tool. Pilot testing and further development of this with district liaison input would be beneficial. Finally, professional development should be expanded and differentiated, with a focus on practical application, rural-specific strategies, and broader staff engagement beyond liaisons. Establishing statewide training requirements and developing accessible communication materials could further improve awareness and implementation at the school level.

Overall, the evaluation suggests that while Nevada’s McKinney-Vento program is effective in addressing immediate student needs and fostering collaboration, its long-term impact is constrained by structural gaps in resources, service continuity, and system coherence. Addressing these gaps through targeted investments and policy alignment will be critical to strengthening the program’s ability to support educational stability and success for students experiencing homelessness across the state.

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Appendices

Appendix A: Survey

NDE McKinney-Vento Program District Liaison Survey

Start of Block: Block

Intro: Thank you for participating in this survey. The Center for Surveys, Evaluation, and Statistics at the University of Nevada, Reno is conducting a landscape analysis for the Nevada Department of Education. The purpose of the project is to inform the development of a **district effectiveness tool** for the state's McKinney-Vento program. It also will provide NDE with information to improve provision of **professional development and technical assistance**. We suggest taking this survey on a computer rather than a smartphone for the best experience. Please complete each response fully and as clearly as you are able so we can best use the information to inform our efforts. We understand that you are busy and may get interrupted. If you cannot complete the survey in one sitting, you may come back to it later by using the same link sent to you in your email. If you have questions about the survey or technical difficulties, please email cpesupport@unr.edu so that someone from our team may assist you.

End of Block: Block

Start of Block: Background Information

Please provide the following information:

- ☐ First Name: _____
- ☐ Last Name: _____
- ☐ Email Address: _____
- ☐ School District: _____

1. What is your job title? _____

2. Please describe your role or roles in the McKinney-Vento program. Are you a district liaison or a school liaison?

- ☐ District liaison
- ☐ School liaison
- ☐ Other, please specify: _____

3. In your district, do you have other roles as part of your job, or is the McKinney-Vento liaison your only role?

- ☐ Only McKinney-Vento liaison
- ☐ Other role(s), as well. Please specify other role(s): _____

4. How long have you been involved with the McKinney-Vento program? _____

End of Block: Background Information

Start of Block: Students Served

5. What is the estimated number of youth you've served over the past year? _____

6. Which grade levels of youth have you served over the past year. (Select all that apply)

- ☐ Early Childhood
- ☐ Pre-K
- ☐ Elementary
- ☐ Middle School
- ☐ High School
- ☐ Post-secondary

7. About what percentage of students in your district experience multiple school changes during a single academic year?

- ☐ 0%
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ Greater than 50%

End of Block: Students Served

Start of Block: Service Delivery and Collaboration

For the following services for children and youth experiencing homelessness, please indicate (1) which ones you **provide**, (2) which ones children and youth **request most often**, and (3) which ones they **utilize most often**.

	(1) Services you provide	(2) Services they request most often	(3) Services they utilize most often
Food	☐	☐	☐
School Supplies	☐	☐	☐
Hygiene Supplies	☐	☐	☐
Clothing and shoes	☐	☐	☐
Transportation	☐	☐	☐
Technology supplies	☐	☐	☐
Student fees	☐	☐	☐
Medical and dental services	☐	☐	☐
Immunizations	☐	☐	☐
Eyeglasses and hearing aids	☐	☐	☐
Mental health services	☐	☐	☐
Extended learning time- before/after school programs	☐	☐	☐
Summer programs	☐	☐	☐
Tutoring services	☐	☐	☐
Special education	☐	☐	☐
Extracurricular activities	☐	☐	☐
Fees for AP and IB testing	☐	☐	☐
Fees for college entrance exams (ACT, SAT)	☐	☐	☐

Career and technical
education

☐☐☐

Birth certificates

☐☐☐

Preschool programs

☐☐☐

Other (Please specify): ____

☐☐☐

Other (Please Specify): ____

☐☐☐

Other (Please specify): ____

☐☐☐

Are you
able to
provide the
services
they
request
most
often?

☐ Yes

☐ No

Display this question: If Are you able to provide the services they request most often? No Is Selected

Please describe any services that you have challenges providing.

Please list the service providers that your program uses.

About how many student referrals to service providers do you provide each month used for each age group listed below?

☐ Early Childhood _____

☐ Pre-K _____

☐ Elementary School _____

☐ Middle School _____

☐ High School _____

☐ Post-Secondary _____

End of Block: Service Delivery and Collaboration

Start of Block: Student Voice and Family Engagement

How does your district engage families in accessing and utilizing McKinney-Vento services?

End of Block: Student Voice and Family Engagement

Start of Block: Professional Development and Technical Assistance for Liaisons

How well are you prepared to identify and address the unique needs of homeless students?

- ☐ 1 Very unprepared
- ☐ 2 Somewhat unprepared
- ☐ 3 Somewhat prepared
- ☐ 4 Very prepared

What professional development opportunities have you participated in at the state level in the past two years?

Which professional development opportunities have been most useful and why?

Which professional development opportunities have been least useful and why?

What areas do you currently need assistance with? (Select all that apply)

- ☐ Compliance & Policy Guidance (e.g., enrollment, transportation, dispute resolution)
- ☐ Professional Development & Training for staff
- ☐ Student & Family Support Services (e.g., academic support, mental health, transportation)
- ☐ Partnerships & Community Collaboration (e.g., building relationships with shelters, food banks)
- ☐ Data & Grant Management (e.g., tracking homeless student data, funding opportunities)
- ☐ Other (Please Specify): _____

What are your more specific technical assistance needs?

Which days are you available to receive technical assistance? (Select all that apply)

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

When are the best times to meet with you for technical assistance? (Select all that apply)

- ☐ Early Morning (7:00-8:30am)
- ☐ Late Morning (9:00-11:00am)
- ☐ Early Afternoon (12:00-2:00pm)
- ☐ Late Afternoon (3:00-5:00pm)
- ☐ Other (Please Specify): _____

End of Block: Professional Development and Technical Assistance for Liaisons

Start of Block: Professional Development Delivered by Liaisons

What types of professional development and training have you delivered at the district level?

Who have you delivered professional development and training to in your district? (Select all that apply)

- ☐ Teachers
- ☐ School Administrators
- ☐ District Administrators
- ☐ School Counselors or Social Workers
- ☐ School Support Personnel
- ☐ Other, please specify: _____

What were the sources of the professional development and training materials that you used? (Select all that apply)

- ☐ State
- ☐ Federal
- ☐ National
- ☐ Other (Please Specify): _____

What ongoing professional development opportunities are needed to enhance awareness and implementation of McKinney-Vento provisions?

End of Block: Professional Development Delivered by Liaisons

Start of Block: State Coordinator Support

How often do you reach out to the state coordinator for assistance?

- ☐ Never
- ☐ Less than once a year
- ☐ Once a year
- ☐ A few times a year
- ☐ Once every few months
- ☐ About once a month
- ☐ 1-2 times a month
- ☐ About once a week or more often

How often do you attend office hours provided by the coordinator?

- ☐ Never
- ☐ Less than once a year
- ☐ About once a year
- ☐ 2 -3 times a year
- ☐ 4-5 times a year
- ☐ 6-7 times a year
- ☐ 8 or more times a year

How often do you utilize the information provided in messages and newsletters sent by the state coordinator?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Frequently

What else, if anything, do you feel you need to better perform your job duties?

End of Block: State Coordinator Support

We thank you for your time spent taking this survey.

Your response has been recorded.

Appendix B: Interview

NDE McKinney-Vento Program District Liaison Interview

Name(s) of Key Informant:

Job Title:

School District:

Name of Interviewer:

Date: Click or tap to enter a date.

[Pre-Interview Script]

“Thank you for participating in this interview regarding the McKinney-Vento program in Nevada. My name is _____ and I am with the Center for Surveys, Evaluation, and Statistics at the University of Nevada, Reno. The purpose of this interview today is to inform the state’s McKinney-Vento Landscape Analysis and development of a district effectiveness tool.

I will be recording the interview in order to accurately capture your responses so we can use the information for the project report. Only the evaluation team will have access to the recording and transcript of the interview. We will report the responses in aggregate form and if any direct quotes are used in reporting, they will remain anonymous. Do you have any questions before we begin?”

[Refusal to Record Script]

[ONLY USE IN CASE OF REFUSAL TO BE RECORDED. IF THEY REFUSE TO BE RECORDED, BE SURE TO TYPE AS VERBATIM NOTES AS POSSIBLE.]

“Since you would prefer not to be recorded, I will just type your responses to the questions.”

[Push record button on zoom. Record to the cloud as that is the best way to not lose a recording. Also be sure to type in notes as verbatim as possible for a record in case of tech issues.]

[NOTE: **Questions are essential, so if someone is talking at length, look ahead to be sure to cover those key questions if time is running out. But only skip other questions if absolutely essential due to time constraints.]

Background Information

1. What is your job title? **[ASK ONLY IF NOT LISTED ON THE CONTACT LIST]**
2. Please describe your role or roles in the McKinney-Vento program. Are you a district liaison or school liaison?

3. In your district, do you have other roles as part of your job, or is the McKinney-Vento liaison your only role?
4. How long have you been involved with the McKinney-Vento program?

****Successes**

5. **What have been the successes of the McKinney-Vento program in your district?
[PROBE: Can you think of any other successes?]
 - a. What key factors do you think contributed to those successes?
6. How do you measure success in meeting the goals of the McKinney-Vento Act?

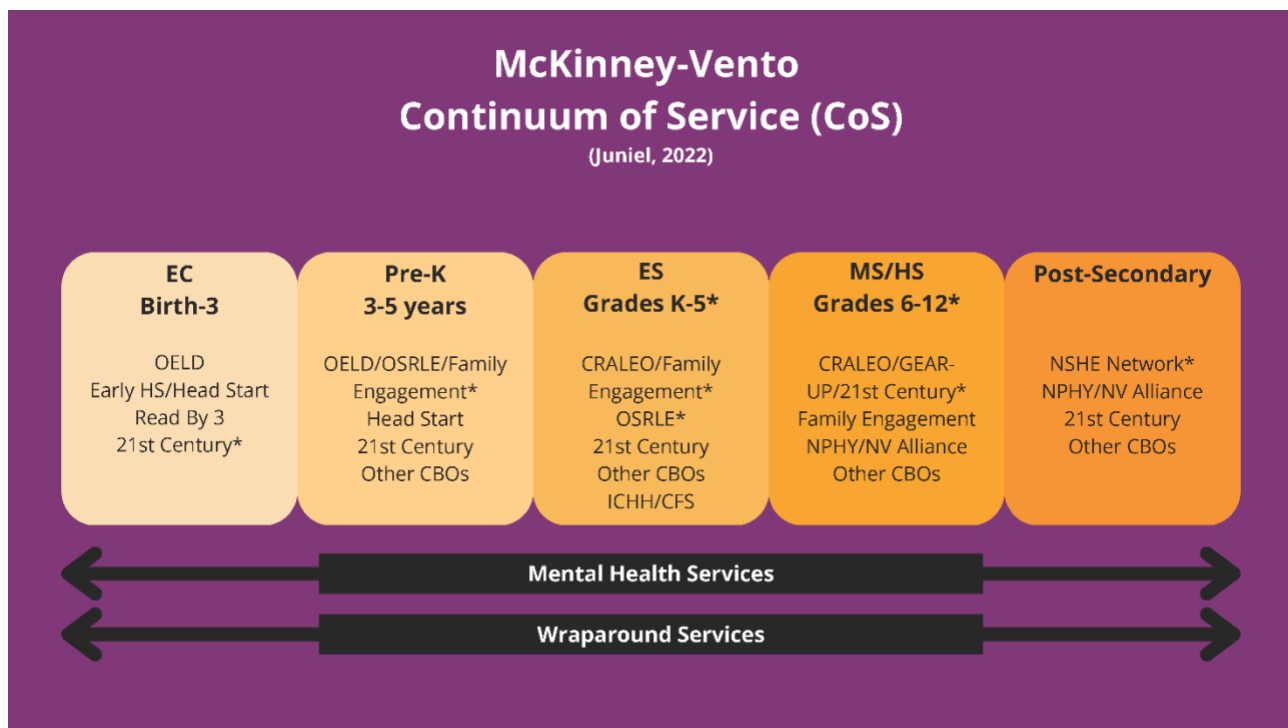
****Data**

7. **What data systems, instruments, tools, and/or technology are you currently using to track and support students experience homelessness?
 - 7b. **What data systems, instruments, tools, and/or technology are you currently using for data collection and evaluation of program effectiveness?
8. **How does your district use data to identify trends and make decisions about resource allocation for McKinney-Vento services?

Service Delivery and Collaboration

“For the next several questions we will refer to the McKinney-Vento Continuum of Service which Dr. Juniel created.”

[SHOW Continuum of Service visual; can share screen with the full PDF of the continuum of service infographic]



9. ** For this next question, I will ask you to list the partnerships you use in your district to provide a comprehensive program for students in each age group. Reviewing the Continuum of Care graphic might help you remember some partnerships and programs.
- What partnerships do you use for students in Early Childhood (Birth to three years)?
 - How about Pre-K?
 - Elementary School?
 - Middle School?
 - High school?
 - Post-secondary?
10. What other state, county, and local agencies do you collaborate with currently? **[SHOW Continuum of Service visual]**
11. How do you and your team assess the quality and impact of partnerships?

**Gaps

12. **What gaps are there in your district's continuum of service? **[Refer to visual of continuum of service]**
- [Let them discuss gaps they can think of first and then when there is a pause, PROBE: Can you think of any other gaps?]

13. **What additional resources and supports, etc. do you need from NDE to fill those gaps and be more effective in serving children and youth experiencing homelessness?

Challenges/Barriers

14. How have state-level policies or regulations helped or hindered your district efforts?
15. **What barriers to implementing McKinney-Vento services have you faced?
16. What, if any, solutions have you adopted to address any barriers?

Areas for Improvement at State and District Levels

[Refer to continuum of service]

17. **What changes or improvements might need to be made for the overall McKinney-Vento program to succeed as it moves forward?
18. What changes or improvements might need to be made at the district level for your McKinney-Vento program to succeed as it moves forward?
- a. What do you need from the state to help you succeed?

Liaison Support

19. How are you and school staff supported in balancing compliance requirements with providing direct support to students? (for example, district policy, data collection, student rights)

Closing Question

20. Do you have anything else you would like to share about the McKinney-Vento Program?

Post-Interview Script

“Those are all the questions I have prepared for our conversation. If there’s anything else you’d like to share with our team, please reach out to our team at cpesupport@unr.edu We really appreciate you taking the time to speak with us about your perspectives on the program.”

[End the meeting for everyone. Make sure to save the notes and interview recording (audio recording, video recording, and transcript) to the folder with the interviewee name]

Appendix C: District Liaison Survey Open-Ended Responses

Districts Represented in Interviews

	Interview Respondent N=12	Survey Respondent N=13
Carson	✓	✓
Churchill	✓	✓
Clark	✓	✓
Douglas	✓	✓
Elko	✓	✓
Esmeralda	✓	
Eureka		
Humboldt		
Lander		✓
Lincoln		✓
Lyon	✓	✓
Mineral	✓	✓
Nye	✓	✓
Pershing	✓	✓
SPCSA (Charter)	✓	
Storey	✓	
Washoe		✓
White Pine		✓

List of Service Providers Used (N=8)

District	Service Providers
Clark	Nevada Homeless Alliance Nevada Partnership for Homeless Youth St. Jude's Ranch for Children Assisting Lives in Las Vegas
Elko	Community in Schools School Transportation
Lander	School social workers school counselors SPED Speech school nurse school psychologist
Lincoln	Lincoln County Coalition
Lyon	Lyon County Human Services
Mineral	Community Chest non-profit
Washoe	Boys and Girls Club
White Pine	Again, I'm not sure what this means in a rural county. We don't have many services available. We provide what our students need through our schools.

How Districts Engage Families in Accessing and Utilizing McKinney-Vento Services (N=9)

Engagement Tactics

Through registrars, school social workers or community referrals to McKinney-Vento. I regularly reach out to families enrolled or potential families that will qualify.

CCSD has Title I HOPE information on the main website, includes written information in the annual CCSD guide for parents, and invites us to present or table at back-to-school fairs and family engagement events. We also post enrollment procedures and information on the CCSD SRS website for clerks and registrars and attend their training sessions throughout the year. Support professionals also engage in multiple training sessions throughout the year when they are onboarding as a new employee or in a new position, Title I HOPE presents during those sessions as well.

McKinney-Vento liaisons on each campus, posters around community with district LEA information, district web page

The Lander County School District works to ensure that every child in foster care in our schools receives a quality education and the support they need to succeed academically. We strive to promote stability and consistency in the educational experiences of children, working collaboratively with schools, foster care agencies, and other community partners to identify and address barriers to academic success. Through advocacy, counseling, and other resources, we aim to empower children in foster care to achieve their full potential and thrive both academically and personally.

[At] the time of enrollment or intake, families and students complete a housing questionnaire designed to identify potential homelessness as defined under the McKinney-Vento Homeless Assistance Act. When a student is identified as experiencing homelessness, families are informed of their rights and available services in a timely and confidential manner. This information is provided verbally and, when appropriate, in written form to ensure understanding.

Families are identified through enrollment questionnaires, referrals from school staff, counselors, administrators, community partners, and self-referrals. Once identified, the McKinney-Vento Liaison promptly contacts families to explain their rights and available supports.

Word of mouth (small community), flyers, through counselors or other school staff, parent meetings.

Our district engages families in accessing and utilizing McKinney-Vento services through proactive outreach, simple referral pathways, and relationship-based follow-through. Families learn about services at multiple points (enrollment, school sites, and community partner touchpoints), and once a need is identified, the CIT team helps remove barriers to school stability by coordinating immediate enrollment supports, transportation, nutrition, and connections to health/community resources.

If a family needs help, we provide what we can using McKinney-Vento services.

Professional Development Opportunities That Have Been the Most Useful and Why (N=7)

Most Useful Professional Development Opportunities

New Orleans was the most useful - the speakers were phenomenal and it was when I was first beginning in the role and was very helpful to collaborate and meet other liaisons.

N/A

I like the classes offered through McKinney-Vento. org as they are well planned and very informative.

They have all been helpful in one way or another, but I would like one that is dedicated specifically to MKV.

I think the trainings through NHEE. They are very targeted and helpful for what I need.

I have yet to attend a PD opportunity that hasn't been useful. I am new in this position and eager to learn everything I can.

NA

Professional Development Opportunities That Have Been the Least Useful and Why (N=5)

Least Useful Professional Development Opportunities

When professional development for McKinney-Vento is in conjunction with 21st Century I do not find it as useful to my position.

Honestly, I have not learned anything new except due dates for monitoring or applications during the office hours. It is hard with PD because there is such a range of experience and need among the liaisons across the state. It is also difficult due to the different needs of districts and regions.

None

I think all of the ones I have used have been helpful in some way.

NA

State Level Professional Development Opportunities Liaisons Participation in the Past Two Years (N=9)

State Level Professional Development Opportunities

I attended the annual conference in New Orleans two years ago and I also regularly attend the annual McKinney-Vento conference either by Zoom or in person if it is in Reno.

Office hours

Participate in quarterly state meetings, participated in workshops offered through McKinney-Vento.org

Date Course Name CEU Credits Category

June 23, 2025 Mental Health Provider Suicide Training 4 Suicide Prevention

June 30, 2025 RBT 40-Hour Training 40 Any Area of Interest

August 20, 2025 School Based Mental Health ECHO 1 Field of Practice

September 17, 2025 Safety Care (v7) 19 Field of Practice

October 29, 2025 Necessary Secrets: Ethical Dilemmas Involving Confidentiality 4 Ethics

October 29, 2025 Documenting Mental Health Services with Fidelity in EHR 5 Field of Practice

December 2, 2025 ACT Immersion 24 Any Area of Interest

December 2, 2025 Intimate Partner Violence in LGBTQ+ Relationships: Supporting Clients 3

Cultural Diversity, Equality, and Inclusion

January 13, 2025 See My Color: Why Racial Colorblindness is Unethical 3 Cultural Diversity, Equality, and Inclusion Total Hours: 103

Professional development opportunities included state-hosted webinars, virtual trainings, office hours, and guidance sessions, as well as participation in the Nevada Homeless Education Network (NHEN/NHEE). Through NHEE, staff received targeted training and resources related to McKinney-Vento identification, enrollment, educational stability, best interest determinations, and effective supports for students experiencing homelessness.

NAN Showcase & MVK-Foster conference

Zero; counselor has attended

One

None

Liaison's More Specific Technical Assistance Needs (N=5)

More Specific Technical Assistance Needs

It seems that all districts have separate types of access in Infinite Campus and are collecting data differently. If there were guidance from the state on what access McKinney-Vento programs need, support in gaining that access, and established reports that all districts can access and run, this would make data collection much more valid throughout the state.

We could also use one process across districts for dispute resolution. Currently, each district is doing different things, and it would be helpful if the state could give all districts one process for all of us to follow.

None

Policy Guidance

Types of Professional Development and Training Liaisons Have Delivered at the District Level (N=9)

Professional Development and Training Delivered at District Level

Each school year I present to the Nutrition Department and the Registrars regarding McKinney-Vento and Foster Care. I have additionally spoken to the school board as well as at Family Community Nights. I have also presented to social workers and school nurses.

Title I HOPE staff train school personnel on a regular basis as new personnel are identified at schools. We offer school wide training sessions but those are rarely requested because staff development days are already full of mandated training sessions, and there is less appetite for attending training sessions outside of contracted time. We have amended our budget to move most of the extra duty pay for these types of sessions for the past couple of years because of this.

Yearly meeting with counselors (site LEA's)

None (2)

Training on identifying and intake procedures.

Training to Counselors and School Secretaries.

We provide School Site Advocate training each year to support our CIT advocates at the school level.

I have delivered training on what qualifies students to receive McKinney-Vento services.

Ongoing Professional Development Opportunities Needed to Enhance Awareness and Implementation of McKinney-Vento Provisions (N=5)

Needed Ongoing Professional Development Opportunities

Continuation of working with social workers, school nurses and registrars on a yearly basis.

Required training for all district personnel in all districts across the state. Everyone needs to have the same information and be told where to call within their district for assistance.

How to support our children and youths who are experiencing homelessness in the classrooms

I do not feel that we need additional PD to enhance awareness.

I'm not sure.

What else, if anything, do you feel you need to better perform your job duties? (N=2)

Needed to Better Perform Job Duties

I am not sure at this time.

N/A