



KIT COORDINATOR

Classification: Professional-Technical Level 2

Location: District Office

Reports to: Director Categorical Programs

FLSA Status: Exempt (Administrative)

Employee Group: Professional-Technical

The job description does not constitute an employment agreement between the district and employee and is subject to change by the district as the needs of the district and requirements of the job change.

Part I: Position Summary

The KIT Coordinator (Foster and McKinney-Vento Kids in Transition Coordinator) provides program guidance and carries out operational responsibilities to all areas of the McKinney-Vento (MV), Kids in Transition (KIT) Program.

Part II: Supervision and Controls over the Work

Serves under the direction and guidance of the district's categorical programs director. Is responsible for maintaining knowledge of federal, state and district MV/KIT regulations, policies and procedures. Coordinator is generally expected to manage assigned work with minimal supervisory intervention. Work is guided by supervisory direction, district policies and procedures, state and federal MV and reporting requirements, and student information security requirements such as FERPA. Serves as the liaison for the McKinney-Vento Homeless Education Act and the Foster Education Program.

Part III: Major Duties and Responsibilities

1. Assesses student and family eligibility for KIT and student and family needs by utilizing student housing information provided by school registrars and other staff, or from direct conversation with parents, caregivers, and students. Applies program guidance and rules in determining entitlements and services available and/or provides oversight and guidance to building administrators, school counselors, and student and family support advocates. Coordinates intake process and decisions with schools, community organizations, and service providers. Assists school staff, family, and students in developing an intervention plan to connect students and caregivers with school and community resources.
2. Provides guidance to coordinate school, district, and community resources to create an efficient, comprehensive, and integrated system of intervention and support. Builds strong relationships between service providers, student and parent groups, and district staff to build program support. Establishes and maintains collaboration and information sharing between district staff and between the district and service providers and agencies. Provides training about homelessness and McKinney-Vento regulations and processes for community agencies and participates in relevant training provided by such agencies. Attends meetings at various school and community locations for this purpose.

3. Provides training and collaboration for the KIT support team, including: KIT building point people at each of the district's school buildings and ECEAP sites, MTSS social workers, family resource coordinators, administrative assistants, and KIT Interns. Conducts regularly scheduled meetings and training events with school staff, across departments and programs to guide their program involvement. Provides guidance and information to help others understand and appreciate student and family situations and supports, and to understand and assist in the implementation of McKinney-Vento regulations. Provides guidance to district staff about appropriate district or community referrals and resources for students and families or to prevent homelessness.
4. Coordinates and collaborates with the KIT Regional Family Resource Center.
5. In consultation with the director of categorical programs, oversees budgets and expenditures for supporting students supported through the KIT program; including tracking extra time for building point people, approval of time for KIT interns, tracking expenditures for Title I Homeless funding, , and other grants. Collaborates with community partners to coordinate payment for contracted support to meet gap needs for KIT families and students. Coordinates with OSPI and multiple community agencies for oversight of accounting processes and reimbursement of funds.
6. Establishes and maintains confidential records of interactions with students and families. Maintains on-going program evaluation to determine effectiveness of the program and makes needed adjustments, in consultation with the director of categorical programs. Maintains district records related to McKinney-Vento and student eligibility and support. Compiles data to report student information as directed or required. Designs and produces custom reports; prepares graphic, narrative and tabular reports. Responds to requests for data/reports from school administrators, district staff, and district leadership. Assists with grant writing and grant reporting.
7. Receives inquiries concerning the district KIT program. Researches and resolves most inquiries. When necessary, refers inquiries and coordinates response in consultation with the director of categorical programs and/or OSPI program staff. Tracks and assures timeliness of responses either individually or through coordination with others.
8. Works as part of a team to establish and maintain partnerships with housing agencies, service providers, other school districts, and other entities working with the McKinney-Vento population. Represents the district at regional and state meetings and with regional and state agencies to provide input, assistance, and recommendations on McKinney-Vento issues and administration.

Performs other duties as assigned.

Part IV: Minimum Qualifications



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1. Must have experience working or interacting successfully with culturally diverse families and communities, or have otherwise demonstrated a commitment to strengthening engagement of a diverse community and skill in communicating with a diverse population.
2. Associate's degree or equivalent in social services or related field and three years of progressively responsible experience that includes working with staff and families in support of student success, and program administration and coordination. An associate's degree may be substituted through additional substantive experience that demonstrates comparable learning and knowledge.
3. Ability to communicate effectively with parents, school staff, administration staff, external agencies, and the public.
4. Ability to facilitate discussion across agencies, departments, and/or school staff for the purpose of understanding and resolving student, family, and school issues.
5. Demonstrated knowledge of the structure, function and culture of school systems and district departments.
6. Demonstrated knowledge of community agencies, resources, and processes for supporting homeless students and families.
7. Strong analytical skills and demonstrated ability to work comfortably and effectively with office software, information databases, and technology equipment.
8. Ability to work both independently and cooperatively, exercise judgment and creativity, organize work, set priorities, and meet deadlines.
9. Ability to work with a high level of accuracy and reliability.
10. Ability to collaborate and communicate effectively, orally and in writing, with varying groups and internal and external organizations. Skill and knowledge to review, proofread, and edit materials.
11. Demonstrated ability to maintain confidentiality and understanding of student information privacy rights.

Part V: Desired Qualifications

1. Knowledge of district specific technology software.

Part VI: Physical and Environmental Requirements of the Position

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.



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While performing the duties of this job, the employee is frequently required to sit, talk, lift, carry, move about, hear and speak. Employee may be required to perform extensive work at a computer display terminal. The employee must occasionally lift and/or move 25 to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee may sit or stand for longer than two hours at a time, may lift objects repeatedly, and may undertake repeated motions. Must move about the district efficiently. Employee may be required to interact with clients, customers, and staff who are emotionally upset, angry or distraught. In such interactions, employee must be able to maintain control and decorum and professionalism.