

# Categorical Programs Department

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## **Categorical Programs Overview**

The Categorical Programs department provides supplemental support for students who need additional assistance due to poverty, lack of proficient English, homelessness, or who otherwise need additional support to meet academic standards.

Funding for Categorical Programs comes from state and federal grants. These grants are described in the following pages. Each grant has its specific funding requirements, regulations, and parameters. However, all specify that students must first be served with basic education funds, and then the grant funds may be used to provide additional, supplemental support for qualifying students.

The specific programs administered through Categorical Programs are:

- Title I, Part A – Provides supplemental staffing and funding to high poverty schools.
- Learning Assistance Program (LAP) – Provides supplemental staffing and funding. Funding most “focus first” on providing support for students in grades K-4 not at standard in reading. Once that obligation has been met, LAP funds may be spent to support students not at standard in other grade levels and content areas. An additional LAP allocation supports high poverty schools.
- Multilingual Learner (ML) – Two grants, Title III, and Transitional Bilingual Instructional Program (TBIP) – provide supplemental support to students who are not proficient in English, in the form of direct instructional services to students and professional development to build teacher capacity to work with ML students in general education classrooms.
- McKinney-Vento Homeless Assistance Act – Known in Everett Public Schools as Kids in Transition (KIT), this federal act sets requirements for school stability, transportation, and support to enable homeless students to attend and participate fully in the life of their school. This program is supported through Title IX funding, Homeless Student Stability Education Program (HSSeP) grant, and the American Rescue Plan Homeless Children and Youth (ARP) round I and II grants.
- Students in Foster Care – Similar to support for homeless students, students in foster care receive support in coordination with the Department of Children, Youth and Families that enables them to attend and participate fully in the life of their school.

## **Title I, Part A – Improving the Academic Achievement of the Disadvantaged**

**Purpose:** Provides funding to districts based on poverty. Districts allocate money to schools in rank order based on poverty. Schools design a program to help students at the greatest risk of not meeting state standards, particularly in reading and math.

**Funding Source:** Federal

**Funding Type:** Entitlement based on census poverty data

**Funding Amount 2021-22:** \$3,108,961

**Schools Receiving Services:** Emerson, Garfield, Hawthorne, Jackson, Lowell, Madison Elementary Schools

**Impact:**

- Funds must first be set aside to support the needs of homeless students, regardless of their school of attendance.
- Most of the remaining funds are allocated to the six identified schools as staffing to provide additional academic support to students. Schools develop plans for the expenditure of additional funds for professional development and extended day learning opportunities for students. These plans are tied to their School Improvement Plan.
- A dedicated portion of funds are allocated to each school to increase parent and family engagement.
- An equitable share must be used to provide services to qualifying students at private schools.
- Title I also supports partial salaries for district coaches and facilitators in early learning, English Learners, and BEST, as well as paying for administration of the Title I, McKinney-Vento, and foster programs.
- Title I funds approximately one-third of the cost of the elementary summer school program.
- Funding must be used to supplement basic education funds. Students at Title I schools must receive the same support through basic education funding as students at non-Title I-funded schools. Title I funding then provides additional support to the schools to mitigate the effects of the impact of poverty on the majority of the school population.



## **EPS Free and Reduced Counts by School**

The updated free and reduced lunch rates can be located at:

<https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100083>

## **Learning Assistance Program (LAP)**

**Purpose:** Provides funding for additional academic support for students at the greatest risk of not meeting state standards. LAP must “focus first” on students not at standard in reading in K-4; remaining funds may be used to support students in other grades and content areas. There are two LAP allocations, a base allocation which can be used at any school, and a high poverty allocation which must be used at schools in which 50% or more of the students are eligible for free or reduced-price meals.

**Funding Source:** State

**Funding Type:** Apportionment

**Funding Amount 2021-22:** \$4,027,374 base allocation; \$2,013,421 high poverty allocation

**Schools Receiving Services – Base Allocation:**

All elementary schools, Sequoia High School

**Schools Receiving Services – High Poverty Allocation:**

Emerson, Garfield, Hawthorne, Jackson, Lowell, and Madison elementary schools; Evergreen and North middle schools; Sequoia and Graduation Alliance high schools

**Impact - Base Allocation:**

- Most of the base allocation funds are allocated to schools as staffing to provide additional academic support to students, especially in K-4 literacy. Elementary schools not receiving Title I or LAP High Poverty funds receive an allocation of funds for professional development and extended day learning opportunities for students. Schools develop plans for the expenditure of these funds, which are tied to their School Improvement Plans.
- LAP also supports salaries for the district elementary curriculum specialist, coaches and facilitators in science and English Learners, and pays for administration of the LAP program.
- Funding must be used to supplement basic education funds. Students at LAP-funded schools must receive the same support through basic education funding as students at non-LAP-funded schools.

**Impact – High Poverty Allocation:**

- Schools in which 50% or more of the students are eligible for free or reduced-price meals receive a LAP High Poverty allocation based on the number of students of poverty attending the school.
- School creates a plan for the use of the funds, to address achievement gaps and support learners not yet at standard. This can include additional staffing, professional development, extended day, and supplemental instructional materials.
- All LAP High Poverty funds generated by the school must be used at that school. Therefore, LAP High Poverty funds do not support any central district staff or programs.

## **Title III**

**Purpose:** To ensure that limited English proficient students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards as other children are expected to meet. Title III may also be used to support Native American students who have not met academic achievement standards.

**Funding Source:** Federal

**Funding Type:** Entitlement

**Funding Amount 2021-22:** \$700,152

**Schools Receiving Services:**

All schools, based on the number of eligible students

**Impact:**

- Students qualify for service based on their score on the WIDA Assessment. Qualifying students (students scoring at Level 1 Emerging or Level 2 Progressing) are assessed annually until they score a Level 3, English Proficient. They then exit from Multilingual Learner (ML) services.
- Most of the funds support ML coaches who provide professional development for PK – 12 teachers, and ML success coordinators at high school. Success Coordinators work with students to help them navigate the high school system and work toward on-time graduation.
- Additional funds provide professional development for high school teachers.
- A dedicated portion of funds is allocated to increase parent and family engagement.
- An equitable share must be used to provide services to qualifying students at private schools.
- Native American/Alaskan Native students who are below standard academically are assessed on the WIDA Assessment. If they qualify through their WIDA score, they receive Title III support in academic content areas, but do not qualify for ML services. The district is currently serving approximately 101 Native American/Alaska Native students through Title III.



## **Transitional Bilingual Instructional Program (TBIP)**

**Purpose:** To ensure that limited English proficient students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards as other children are expected to meet. Provides funding to districts based on the number of Multilingual Learners (ML) enrolled in the district, and the number of students who exited from ML services by achieving English language proficiency in the previous two years. Funding must be used to support students' English language acquisition. It may also provide professional development in strategies for working with ML students. EPS currently serves approximately 3,345 MLs and an additional 1,054 exited students.

**Funding Source:** State

**Funding Type:** Apportionment based on number of qualifying students

**Funding Amount 2021-22:** \$5,642,312

**Schools Receiving Services:**

All schools, based on the number of eligible students

**Impact:**

- Students qualify for service based on their score on the WIDA Access Assessment. Qualifying students (students scoring at Level 1 Emerging or Level 2 Progressing) are assessed annually until they score a Level 3, English Proficient. They then exit from ML services but continue to receive support as needed in academic content areas for the next two years.
- Most of the funds support ML teachers at middle and high school, ML success coordinators at high school, and paraeducators at all levels.
- Additional funds support ML coaches who provide professional development PK - 12.
- Pays for professional development for elementary and middle school teachers.
- Partially supports the purchase of instructional materials specific to ML.
- TBIP funds approximately one-third of the cost of the elementary summer school

## Multilingual Learner Program

### Demographics

As of October 2021, there were 2,776 Multilingual Learners (MLs) in Everett Public Schools (EPS), representing 13.6% of the student population. This has steadily increased from 4.7% in 1998. ML students are found in nearly every classroom in the district. Our students speak approximately 90 languages, with six languages accounting for almost 75% of MLs: 42% Spanish, 12% Russian/Ukrainian, 7% Arabic, 6% Vietnamese, 3% Marshallese, and 2% Korean.

Sixty-eight percent - 1,883 – of our Multilingual Learners are in elementary. Of those, half are in kindergarten (479 students) and first grade (471). This represents 30% of our kindergarten and first grade students. Twenty percent of our second graders are MLs (321 students). The numbers then steadily decrease by grade level: third grade, 229; fourth grade, 211; and fifth grade, 172.

Middle school students comprise 15% of our Multilingual Learners, with 424 students. The 469 ML students at high school make up the remaining 17%. As seen at elementary, the number of students per grade level decreases as the students get older and exit out of ML services.

Everett Public Schools uses four main strategies to support ML students.

### Strategy 1: Instructional support for English acquisition

#### Elementary

- Based upon their level of English proficiency, MLs receive varying support in Multilingual language acquisition. Support at elementary is provided through a pre-teach model, with additional basic language instruction for newcomer students. The district reading program, Reach, was in part selected because of its strong ML support component.
- Seven schools have certificated ML teachers: Emerson, Garfield, Hawthorne, Jackson, Lowell, Madison, and Silver Lake. These are the schools with the highest percentage of ML students. The teachers provide direct instruction for newcomers, students in fourth and fifth grades, and students not making sufficient academic progress. They also support classroom teachers to better serve their MLs.
- Paraeducators provide direct instruction at the other grade levels in the schools with ML teachers, and across all grade levels at the remaining schools.
- **Emerging newcomers** (beginners) receive instruction in English survival vocabulary using English in My Pocket (K-2) or Inside the U.S.A. (3-5). All newcomers receive weekly tutoring in their native language, when possible.
- **Emerging and Progressing** MLs (beginners and intermediate) are served in the classroom (push-in model) by the ML teacher or paraeducators, who pre-teach current reading curriculum vocabulary and content. They utilize Reach for Reading materials

correlated with Reach, providing students with additional background knowledge development and vocabulary instruction prior to the classroom teacher presenting the material.

- **Emerging and lower-level Progressing** students work 20-30 minutes per day on a computer adaptive English acquisition and literacy program, Imagine Learning (IL). Schools evaluate the need of higher-level Progressing students and provide IL as needed.
- The progress of **Proficient** students is monitored, and support provided as needed.

### **Middle and High School**

- Based upon their level of English proficiency, MLs receive varying support in English language acquisition.
- Each middle and high school has certificated ML teachers. The FTE varies depending upon the number of ML students at each school.
- **Emerging newcomers** (beginners) receive instruction in English survival vocabulary using National Geographic Inside (middle school) or Edge (high school). All newcomers receive weekly tutoring in their native language, when possible. They are typically in a three-period MLA block class.
- **Lower-level Progressing** MLs (advanced beginners) are typically assigned to a two-period MLA block. The *LANGUAGE! Live* curriculum provides intensive vocabulary and reading skills for these students.
- **Mid-level Progressing** (intermediate) students are typically assigned to a two-period MLA block. They utilize the English Language Development version of SpringBoard.
- **High level Progressing** (advanced) students are typically assigned to a general education MLA block class utilizing SpringBoard.
- **Emerging and lower-level Progressing** students work 20-30 minutes per day on a computer adaptive English acquisition and literacy program, Imagine Learning (IL). Schools evaluate the need of higher-level Progressing students and provide IL as needed.
- The progress of **Proficient** students is monitored, and support provided as needed.

### **High School**

- **Scaffolded classes** are offered for Emerging and low- to mid-level Progressing students in 9th and 10th grade science, U.S. history, and algebra at each comprehensive high school, and in geometry at Cascade. These classes teach core content with an emphasis on development of academic vocabulary and use of instructional strategies that support language acquisition.
- **Foreign language transcripts** for ML students are evaluated by a team at each school, led by the district ML Facilitator and including counselor, registrar, student, and parent. Documentation is kept centrally to ensure that credit is applied equitably for students from the same country and educational institutions.
- **ML Advocates**, or Success Coordinators, are responsible for tracking ML student progress and supporting student acculturation.
- No, ML support is offered at Sequoia.

### **Strategy 2: Professional Development for Classroom Teachers**

Elementary ML students typically spend their entire day in the regular classroom. Given the high percentage of MLs at elementary, providing classroom teachers with the skills to make

instruction comprehensible for these students is a major thrust for professional development, particularly at kindergarten and first grade. Growing numbers of MLs in secondary is likewise driving a need for more professional development at middle and high school.

Two of our three English Learner coaches are Tier II certified **GLAD** (Guided Language Acquisition Design) trainers and provide GLAD training across the district. They offer GLAD certification: six days of workshop and demonstration training. In addition, all three coaches work with teachers to embed GLAD strategies into everyday instruction, and to increase awareness of language acquisition, English Language Development Standards, and cultural competence. They model lessons for teachers, meet with grade level or content area teams to plan for the integration of GLAD strategies, review ML student data and analyze instructional implications, sit on Student Study Teams (SST) when discussing ML students, and provide professional development across the district.

### **Strategy 3: Supporting Schools with Interventions for MLs**

A national issue of concern is the unintentional over-identification of MLs in special education. The ML and special education departments support schools with this issue by including an ML coach in appropriate SST meetings. A four-step referral process including a decision point matrix helps teams work through factors to differentiate disability from language acquisition.

A Reading Interventions Matrix helps teachers diagnose specific reading needs for struggling learners, then correlate appropriate intervention strategies to the specific need. The matrix provides examples of strategies with instructions for implementation, including parent-friendly instructions in English and Spanish and video when available.

Leveled Literacy Intervention (LLI) is a systematic and structured process of intensive intervention for struggling readers in grades K-2. While not intended only for ML students, LLI is often used with MLs who are struggling with reading.

### **Strategy 4: ML Parent Engagement**

- All critical district **documents** are **translated** into our top four languages (Spanish, Russian, Arabic, and Vietnamese).
- **Interpreters** are available for parent conferences, evening academic events, and any time parents are asked to meet regarding individual students. **Language Link** allows administrators and counselors to make interpreted three-way phone calls to parents in almost all languages spoken in EPS.
- **Connect-Ed messages** are sent by the district and schools in our top four languages for important announcements and invitations to school academic events. Teachers can choose from pre-recorded messages in a variety of different languages for individualized calls.
- Parents can call our **Parent Line** and leave a message for the school in our top four languages. Their call is returned in that language with the assistance of the Refugee and Immigrant Services Northwest.



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## Kids in Transition - Support for Homeless Students

### Demographics

During the 2021-22 school year, we have identified and served 1,319 students eligible for McKinney-Vento support as homeless students enrolled in Everett Public Schools. EPS has averaged 1,200 students each year for the last three years identified as eligible through the district McKinney-Vento program, known as Kids in Transition (KIT). The number of eligible students had steadily increased from 843 cumulative students in 2013-14. The effects of Covid-19 and remote learning over the past few years proved to be a challenge in identifying and supporting eligible students as most students are identified as eligible by barriers to accessing in person learning and through direct relationship between staff, students, parents, and caregivers. As schools returned to in person learning this school year, we started to see the results in rising numbers of students and families who had lost stable housing during the pandemic.

Prior to the pandemic, we were starting to see a decrease in numbers, likely due to some community factors in our region:

First, the economy meant people had jobs - or two jobs (wages also increased slightly). Second, a number of apartment complexes with affordable units opened in our region, and people were able to find housing. Some of the complexes have up to five bedrooms so larger families became housed. Third, most of the new affordable housing in our county is not in Everett Public Schools boundaries. As families moved into these new units, they changed school districts. And finally, we have worked to build the capacity of our school-level staff to be better informed about McKinney-Vento. As a result, they are better able to have conversations that help us to identify when a family is homeless, and conversely, when they are no longer eligible. Students and their housing situations are being tracked more closely than ever in the Everett Public Schools, helping to ensure more accurate data.

This year, we also identified and supported 54 students who are living in foster care and received similar supports to McKinney-Vento through the Every Student Succeeds Act's Foster Care Education Program. Both McKinney-Vento & Foster Care support is coordinated through our district's Kids in Transition ("KIT") program.

KIT students are found in every school in the district. Schools with the highest numbers for the 2021-22 school year are at Everett High (152), Cascade High (127), Hawthorne Elementary (105), Evergreen Middle (85), North Middle (81), and Garfield Elementary (74). Students are spread almost equally across most grade levels, with an average of 98 students per grade level and a range of 72-128. There are over 70 eligible students in our district's preschool programs.

Everett Public Schools uses five main strategies to support KIT students.

### **Strategy 1: Ensuring school stability**

Kids in Transition tend to be very mobile and maintaining school stability is therefore the primary objective in working with KIT students. Students eligible under McKinney-Vento have the right to attend the school where they are currently living or to continue in the school where they were previously enrolled, as long as doing so is feasible. While most of our KIT students both live and attend in EPS, the EPS transportation department coordinates with other districts across the Puget Sound area to share transportation for students either living in Everett and attending in another district or living in another district and attending in Everett. Most years we also support over 300 KIT students not attending in EPS but receiving shared transportation to other districts. This past year we shared transportation with 20 different districts and 133 different schools.

### **Strategy 2: Facilitating full participation in school**

Under ESSA, districts are required to prioritize Title I funds to ensure that KIT-eligible students are able to participate fully in school. This includes everything from ensuring that students have appropriate clothes and school supplies, to arranging for additional academic support as needed, and paying fees to enable students to participate in classes such as Running Start or classes with a materials fee. In addition, we facilitate participation in extra-curricular activities. Support for extra-curricular activities can include arranging for transportation after sports practice, paying for sports uniforms or musical instrument rental, or facilitating attendance at a competition or conference. Some items are waived at the school level under HB 1660.

### **Strategy 3: Connecting schools and families with resources**

Homeless families have a wide variety of needs, from medical care to low-cost childcare, to help obtaining renter certification. School staff may help a student obtain identification, facilitate a visit to a medical provider to obtain needed medication, connect students with Cocoon House, or support parents with completion of paperwork. Being familiar with a wide variety of resources to share with families and school staff and building the knowledge base of school staff of resources that are available, are important components of the KIT program. Conversely, building the understanding of staff at community agencies of the requirements and support available through McKinney-Vento is equally important. This year, we opened our first Family Resource Center to help coordinate support beyond what can be done at the building level.

### **Strategy 4: Providing ongoing training**

KIT staff provide regular training to all school staff about the causes and impacts of homelessness and McKinney-Vento and Foster requirements. A Safe Schools module to provide annual McKinney-Vento training to all district staff as required by ESSA continues to be a great training tool. KIT staff also provide regular training to counselors, Family Support Advocates, and Student Support Advocates to serve as Building Point People for their school staff. Building Point People are expected to help identify potentially eligible families, monitor student progress, and interface between families and the district KIT program. Our training includes an online accessible KIT Staff Toolkit, which enables all staff to access the most up to date training, important documents, and links to community resources.

In addition to training for school staff, KIT staff provide training to a wide variety and number of agency staff throughout the community, including public library personnel, Denney Juvenile Justice staff, housing providers, Red Cross, presentations at the Affordable Housing Conference, etc. We also coordinate quarterly regional meetings for McKinney-Vento and Foster care staff and

transportation departments in all Snohomish County school districts to share best practices, address common questions, and coordinate services. These meetings were paused during the 2021-22 school year but should resume in the fall. They are attended by county district representatives, community agencies that interact with homeless students and families, such as local shelter staff, DCYF, the Everett Police department's Community Outreach and Engagement Team (COET), etc.

### **Strategy 5: Collaborating with community agencies and service providers**

What a homeless child needs most is a home. The KIT program works collaboratively with agencies and service providers in the community to address the needs of families, advocate for affordable housing, and support projects that provide housing to homeless children and families. Efforts include:

- Participation in the Homeless Management Information System (HMIS) – We are one of the only districts in the state with access to HMIS. HMIS is a database used to coordinate agencies and services providing housing and needed services to those that are homeless and at-risk of homelessness in Snohomish County. Access allows us to view whether a family is working with a housing provider, and share information between the housing provider, the parent, and the school to facilitate more coordinated support.
- Participation in a United Way Collaborative Impact grant led by Housing Hope focused on wrap-around support for families of McKinney-Vento students in preschool through second grade with a goal of improving school attendance.
- Participation for 5 years, in the Homeless Student Stability Education Program grant from the Department of Commerce with Cocoon House focused on supporting high school Unaccompanied Homeless Youth to stabilize their housing situation. This work is continuing this school year, through the Homeless Student Stability *education* Grant (HSSeP) issued through OSPI and emphasizing the impact on Unaccompanied Homeless Youth's educational success.
- Onward Learning collaboration: new partnering is being done with the with Cocoon House, Housing Hope and EvCC to create a high school to college bridge for UHY and Foster graduates.
- Partnering with Everett Housing Authority to refer families to the new Madrona Square apartments, offering affordable housing for EPS KIT families and also working with EvHA to refer families eligible for Emergency Housing Vouchers.
- Involvement with the Partnership to End Homelessness Board and Data and Analysis Committee, and directly impacting the [Youth Homelessness Demonstration Program \(YHDP\)](#) funding that was received by Snohomish County.
- Partnering with Washington Kids in Transition and Millennia Ministries for three main areas: Rental Assistance to prevent homelessness or for move in costs, Temporary Hotel stays for a week while a family connects with a longer-term solution and granted wishes.
- Partnership has been established with many community agencies to help fill in the gap needs for our homeless students and their families.

Regular Partners include:

[Boys & Girls Clubs of Snohomish County](#) partnering for before and after school care as well as establishing a transportation hub, helping to eliminate lengthy bus rides and consolidate routes for students who are temporarily staying further away.

[Building Changes](#)

[Catholic Community Services](#)

[Christmas House](#)  
[Clothes for Kids](#)  
[Cocoon House](#)  
[Community Transit](#)  
[Domestic Violence Services](#)  
[EPD COET \(Community Outreach & Engagement Team\)](#)  
[Everett Community College](#)  
[Everett Gospel Mission](#)  
[Everett Housing Authority](#)  
[Everett Public Schools Foundation](#)  
[Familias Unidas](#)  
[Homage Kinship Care](#)  
[Housing Hope](#)  
[Hand up Project](#)  
[Interfaith Family Shelter](#)  
[Kinder Konnection](#)  
[Millennia Ministries](#)  
[Operation School Bell](#)  
[Snohomish County OCHS](#)  
[Volunteers of America](#)  
[Washington Kids in Transition](#)  
[YWCA of Snohomish County](#)



## **Students in Foster Care**

**Purpose:** To ensure that all children and youth in foster care have equal access to the same educational opportunities as other students by providing transportation to school of origin, tutoring, assessment, and other necessary services to eliminate barriers to educational access and to provide a stable school experience.

**Funding Source:** Title I, Federal

**Funding Type:** Entitlement based on census poverty data

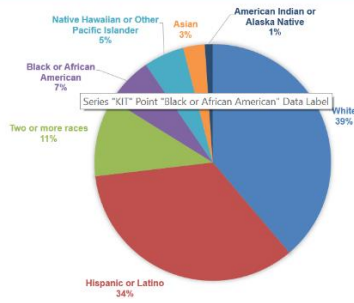
**Funding Amount 2018-19:** EPS has allocated \$17,000 for this purpose from Title I.

**Schools Receiving Services:**

Funds are used to support eligible students, regardless of school.

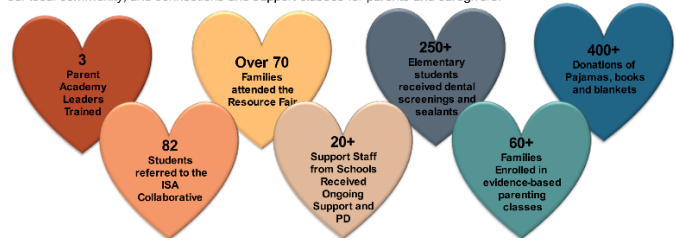
**Impact:**

- EPS currently serves 130 students in foster care.
- Title I funds pay for administration of the program, including coordination with Children's Administration to support eligible students, and setting up services including free meals and transportation to enable students to stay in the same school even if they move from one foster home to another.
- EPS coordinates with Children's Administration to assist with payment for fees and supplies to enable students to participate fully in the life of the school, for example, paying for art class fees, books and materials for Running Start classes, sports team uniforms and physicals, rental of band instruments, school supplies and ASB cards, fees, and fines for lost materials, etc.
- EPS has a partnership with Treehouse, which provides an education specialist who meets weekly with high school students in foster care to help them set goals and achieve academic success and on-time graduation.

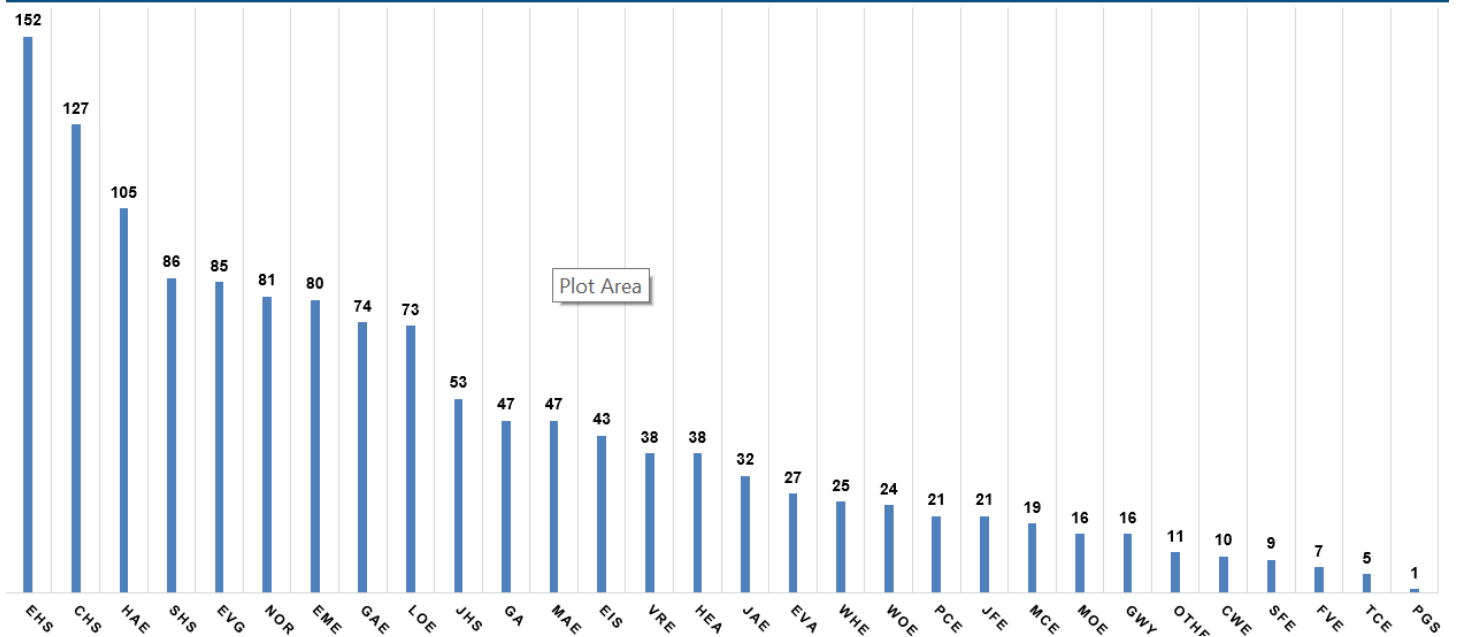


This year, we added a new position to the KIT team of Family and Community Engagement Coordinator

Abby Mayers has made an incredible impact with professional development and support for staff, connections with our local community, and connections and support classes for parents and caregivers:



## Identified KIT (MV & Foster) 21-22 by Building (n= 1373)



### CATEGORICAL PROGRAMS DEPARTMENT, 2022-23

	<b>Name</b>	<b>Role</b>	<b>Responsibilities</b>	<b>Phone</b>
	<b>Chris Fulford</b>	<b>Director</b>	<b>Title I, LAP, ML, McKinney-Vento</b>	<b>4039</b>
<b>Title &amp; LAP</b>	Megan Rude	Office Manager	Title I and LAP school support, Title I and LAP reporting and compliance; Title I, LAP, McKinney- Vento and ML budgets and accounting	4030
<b>Title, LAP, TBIP</b>	Karla Barton	Budget Analyst	Title I and LAP school support; Title I, LAP, McKinney- Vento and ML budgets and projections	4030
<b>Title &amp; LAP</b>	Tammy Koenen	Program Coordinator	Title I and LAP school support, Title I and LAP reporting and compliance; Title I, LAP, McKinney- Vento and ML budgets and accounting	4030
<b>McKinney-Vento &amp; Foster</b>	Amy Perusse	Coordinator, McKinney-Vento	Kids in Transition (McKinney-Vento) Coordinator, Eligibility, student support and family resources	4032 4235
	Diane Indivero	Secretary, McKinney-Vento	Kids in Transition (McKinney-Vento) support, transportation requests	4086
	Angelica Glaser	Foster Coordinator	Students in foster care McKinney-Vento	4030
	Abbey Mayer	Family and Community Coordinator	ECEAP, Kids in Transition (McKinney-Vento) support, Title I schools	4138
	Lyn Lauzon	Family Resource Center Coordinator	Family Resource Center, Kids in Transition (McKinney-Vento) support	4654
	Conchita Chinchilla	Family Resource Admin Assistant	Family Resource Center, Kids in Transition (McKinney-Vento) support	4654
	Jon Cowart	Director of ML		

<b>English Learners</b>	Kinh Passey	Admin. Assistant, ML	ML Elementary school support, ML reporting and compliance	4031
	Kristie Gooding	ML Coach	ML support for Emerson, Cedar Wood, Garfield, Madison, Penny Creek, Silver Lake, middle schools	4030
	Ali McElwee	ML Coach	ML support for Woodside, Forest View, Mill Creek, Silver Firs	7829
	Chelsea Perry	Admin. Assistant ML	ML Secondary school support, ML reporting and compliance	4231
	Stephanie Alf	Admin. Assistant ML	ML Elementary school support, Translations and Translations Support Services Coordination	4247