



Special Education Advisory Council

September 19, 2019



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Approvals

- Agenda 9-19, 2019
- Minutes, July 30, 2019

DLM and 1% Update

Cary Rogers

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- 1% threshold waiver request has been submitted
- 6 DLM webinars scheduled
- Fall test window – Sept. 9 –Dec. 20
- Spring test window – Feb 3 – March 15
- New resources for teachers

Red flags (2018-2019)

- KSDE sent a letter via email to superintendents, directors and test coordinators on August 9 indicating the number of students with red flags.
 - Disability categories not usually associated with students with a most significant cognitive disability.
 - Instructional setting.
 - Reading level with comprehension
 - Computation skills
 - Writing skills
 - Performance rating

Cary Rogers

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Kansas State Department of Education

LANDON STATE OFFICE BUILDING, 900 SW JACKSON STREET, SUITE 620, TOPEKA, KS 66612

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Personnel Shortages

Susan Helbert

Kerry Haag

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Significant Disproportionality



Kansas Special Education Advisory Council
September 19, 2019

SETS | Kansas State Department of Education | Landon State Office Building
900 SW Jackson St., Suite 102, Topeka, KS 66612 |

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What happens if a Local Education Agency is identified with Significant Disproportionality?

- LEA is restricted from reducing its Maintenance of Effort (MOE) level by using the 50% reduction rule. Other MOE exceptions are still permitted.
- Reserve 15% of its IDEA Part B Section 611 and 619 allocations for comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality.
- Review and, if appropriate, revise its policies, practices, and procedures used in identification or placement in particular education settings, and/or disciplinary removals, to ensure that the policies, practices, and procedures comply with the requirements of the IDEA.
- Publicly report on the revision of those policies, practices, and procedures consistent with the requirements of the Family Educational Rights and Privacy Act, its implementing regulations in 34 C.F.R. part 99, and Section 618(b)(1) of IDEA.



Overview of Support

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New Resource

- KSDE Frequently Asked Questions on Significant Disproportionality
 - <https://www.ksde.org/Portals/0/SES/KIAS/SigDis-FAQ.pdf>
 - Questions on:
 - KSDE Methodology
 - Remedies Required, including Fiscal Requirements
 - Reviewing Policies, Practices, and Procedures
 - Providing Comprehensive Coordinated Early Intervening Services
 - Technical Assistance Resources



New Templates

- Significant Disproportionality Policy, Practice, and Procedure Self-Assessments
 - <https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/KIAS-Kansas-Integrated-Accountability-System>
 - Templates Available for:
 - Discipline
 - Identification
 - Placement



Example of Root Cause Analysis Tools

- Success Gaps Toolkit | IDC - IDEA Data Center
 - <https://ideadata.org/toolkits/>
- Unified Schoolwide Analysis
 - <https://ksdetasn.org/kln/unified-schoolwide-analysis>



KSDE Contacts

- Placement and Identification – Kelly Steele, ksteele@ksde.org
- Discipline – Rachel Beech, rbeech@ksde.org
- Fiscal Requirements – Christy Weiler, cweiler@ksde.org
- Requirements and Data Analysis – Dean Zajic, dzajic@ksde.org, and Laura Jurgensen, ljurgensen@ksde.org



Feedback Requested

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Question 1

- Should KSDE use all the same data year when making significant disproportionality determinations or use the most current data available at the time of determinations, even if that means that different data years are being used for different categories?

Question 2

- Recognizing that different data sets are finalized at different times (placement and identification data is final in April of each year and discipline data is final in November of each year) would should KSDE make significant disproportionality determinations in all three areas all at one time or as soon as each data set is final? One option would be for KSDE to make all official significant disproportionality determinations at one time, but make “unofficial” data analysis available as soon as it is final.

Question 3

- When during the calendar year should KSDE make official significant disproportionality determinations? What are the implications of the timing of that notification on root cause analysis and action planning and budget planning?



Questions?

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The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3204



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Break



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Annual Report Review

KANSAS SPECIAL EDUCATION ADVISORY COUNCIL



Annual Report

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PUBLIC COMMENT

- Guidelines for Testimony – Verbal Public Comment
 - Prior to start of the SEAC meeting, be sure to sign in on the “Public Comment” sign in sheet.
 - Verbal comments are limited to three minutes.
 - Cue will be given one minute before time expires.
 - Comments will be taken under advisement by the council.
- Written Testimony
 - Written input must include the name, address and county of residence of the person submitting comment.
 - Written comments can be submitted via email, mail, or fax to the secretary of the SEAC.



Working Lunch

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Parent Engagement

Dr. Jane Groff

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Kansans Can: Engage All Families

Jane Groff, Ph.D. Ex. Director
Kansas Parent Information Resource Center (KPIRC)
A project of the KSDE Technical Assistance System Network (TASN)

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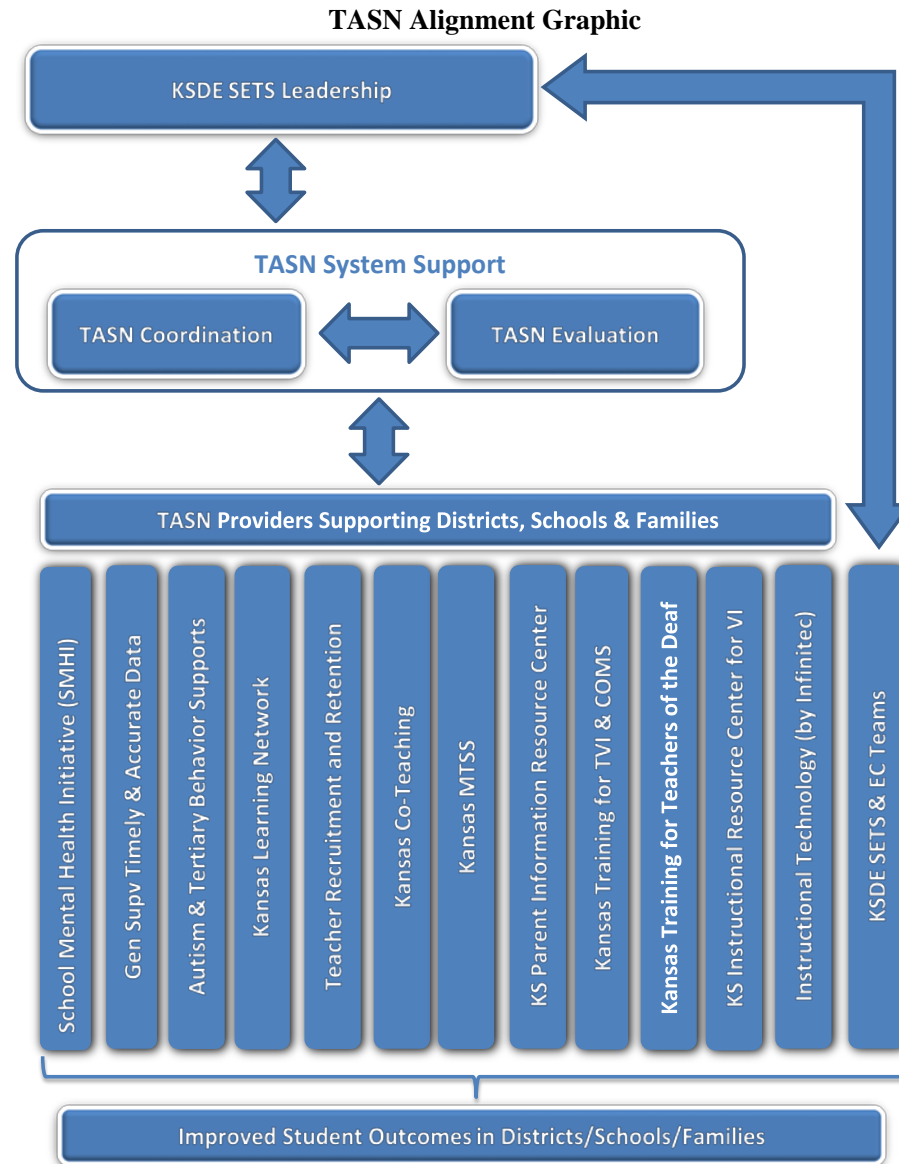
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KSDE: Technical Assistance Systems Network (TASN)



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KANSAS PARENT INFORMATION RESOURCE CENTER

2019

The **Kansas State Department of Education** and the **Kansas Parent Information Resource Center (KPIRC)** support meaningful family engagement at all levels of education to promote the educational success of each Kansas child. KPIRC partners with other TASN projects (e.g., Kansas Learning Network, Kansas MTSS and Alignment, the School Mental Health Initiative) to infuse family engagement strategies into statewide professional development. Staff collaborate at the state and local levels to incorporate family engagement into policies for accreditation (KESA); School Redesign; and the five State Board outcomes of Kindergarten Readiness, Graduation Rates, Postsecondary Success, Individual Plans of Study, and Social-Emotional Growth.



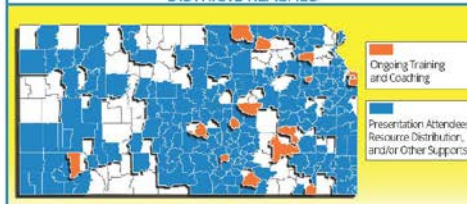
EDUCATORS EXPANDED SKILLS

In 2018-19, KPIRC provided training, coaching, and/or resources to 210 Kansas school districts, including participating in regional KSDE trainings on *Essential Conversations for IPS Success: Integrating Social-Emotional and Career Advising and Promoting Social-Emotional Growth and School Mental Health*. As a result of this support, educators developed skills to engage families, self-assessed their family engagement practices, and garnered feedback from families to better understand their schools' strengths and areas for improvement. Extensive training and coaching was provided to educators and parents across the state, increasing participants' knowledge and skills for meaningfully engaging families.

EVALUATION RESULTS FROM 472 PARTICIPANTS Percentage Responding "Agree" or "Strongly Agree"



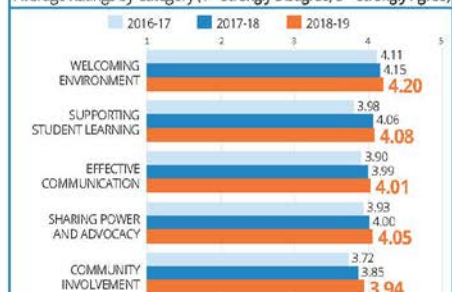
DISTRICTS REACHED



SCHOOLS ENGAGED FAMILIES

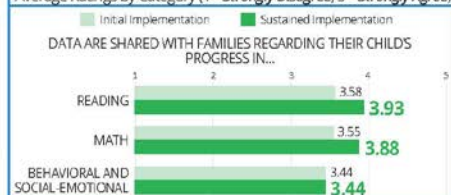
The Family Engagement Survey (Noonan, Gaumer Erickson, & Groff, 2015) was created in alignment with the PTA National Standards for Family-School Partnerships to help schools assess the degree to which they engage families in the education of their children. During the 2018-19 school year, parents or guardians of 12,156 Kansas students completed the 15-item survey in a variety of available languages. The responses represented 192 buildings in 39 districts. In collaboration with Kansas MTSS and Alignment, 58 schools within 11 districts have given the survey for three years, utilizing the results to improve their family engagement practices. The graph below represents the average ratings for these districts from 3,364 responses in 2016-17, 4,563 responses in 2017-18, and 4,732 responses in 2018-19. **Any school or district can launch this survey by visiting www.DistrictTools.org and requesting access.**

FAMILY ENGAGEMENT SURVEY RESULTS Average Ratings by Category (1 = Strongly Disagree, 5 = Strongly Agree)



Instructional staff members from 76 buildings within 14 school districts completed the *Inclusive MTSS Implementation Scale* (Gaumer Erickson, Monroe, & Noonan, 2017), which includes items regarding family-school partnerships. The 337 responses from districts at the initial implementation stage of Kansas MTSS and Alignment compared to the 1,385 responses from districts sustaining implementation demonstrate that the use of evidence-based family engagement practices increases through the implementation of MTSS.

IMPLEMENTATION RESULTS REGARDING FAMILY-SCHOOL PARTNERSHIPS Average Ratings by Category (1 = Strongly Disagree, 5 = Strongly Agree)



MORE INFORMATION AT:
WWW.KSDTASN.ORG/KPIRC

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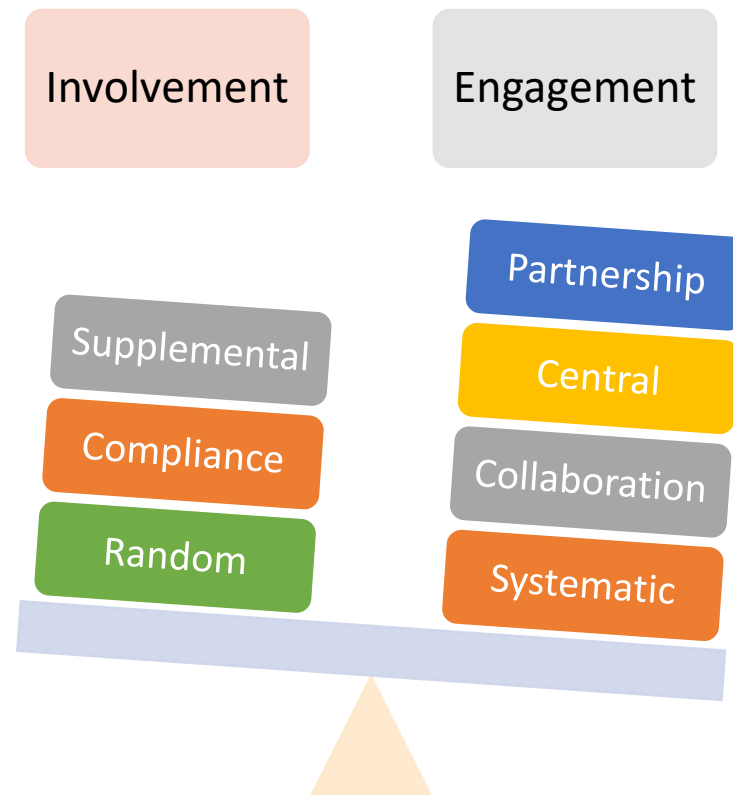
Kansas leads the world in the success of each student.

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KESA Rankings (Accreditation)

Rank	Rubric	Average
1	Early Childhood	2.54
2	Curriculum	2.53
3	Career and Technical Education	2.52
4	Instruction	2.48
5	Technology	2.46
6	Leadership	2.44
7	Staff	2.42
8	Students	2.42
9	Nutrition and Wellness	2.37
10	Resources	2.30
11	Community	2.27
12	Student Engagement	2.26
13	District Climate	2.26
14	Professional Learning	2.23
15	Data	2.19
16	Families	2.06

Shifting Family Engagement



The Dual Capacity-Building Framework for Family-School Partnerships



Space Launch

Families, Schools, and Communities need to work together for children's learning to take off.



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Kansas School Redesign Principles

Student Success Skills	Family, Business, and Community Partnerships
There is an integrated approach to develop student social-emotional learning.	Partnerships are based on mutually beneficial relationships and collaboration.
Personalized Learning	Real World Application
Teachers support students to have choice over their time, place, pace and path.	Project-based learning, internships, and civic engagement makes learning relevant.



- *Successful schools have at their core a rich and positive school culture.*
- *Culture is built one interaction at a time.*
- *There is no **real** reform without a permanent shift in culture, and part of that **shift** must be **family engagement**.*

Constantino, S. (2019) Quote. CCSSO Consortium, Atlanta, GA.

As you approach your Redesign Goals remember...

- Family engagement is not an *event* but a *process*.
- I'm not asking you to *DO* more but to *THINK Differently* about family engagement.



Redesign Goals

It doesn't matter so much what you have identified as your goals, as it does that family engagement is included in each of them.

- *For example: If you have a goal to decrease chronic absenteeism...*

What is your strategy to inform, include and provide resources to families for this goal?

- *For example: If your goal is to focus on Social Emotional Learning.....*

How are you going to inform and engage families in your social emotional learning curriculum, strategies, measurement?

National Standards for Family-School Partnerships



[PTA.org/excellence](https://pta.org/excellence)



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Statewide Family Engagement Survey

How well do we
engage families
in their
children's learning?

DistrictTools.org is a **free resource** that Kansas school districts can use to administer the **Family Engagement Survey** (Noonan, Gaumer Erickson, & Groff, 2015).

This brief, 15-item survey is aligned with the PTA National Family School Partnership Standards. Survey items are grouped into **five key categories** addressing the PTA standards:

- Welcoming All Families into the School Community
- Communicating Effectively
- Supporting Student Success
- Sharing Power and Speaking Up for Every Child
- Collaborating with the Community



The website homepage includes complete instructions for administering the **Family Engagement Survey** and viewing real-time summaries.

Results are graphed automatically and PDF reports of both district-level and building-level data are available for download.

Participant responses are confidential and your district/building-level results will not be shared with anyone other than users that you invite to view your district dashboard.



Visit **DistrictTools.org** today to request access!

Please contact tasneval@ku.edu if you have questions or need technical assistance.



Family Engagement Survey

Directions: Please **CHECK ONE** response that best describes your child's school. If an item is not applicable to you, please leave it blank. The information will be used to help your school better engage families in their children's learning.

District _____	School _____	Strongly Disagree 1	2	3	4	Strongly Agree 5
1.	In this school, staff (e.g., administrators, teachers, counselors) build positive relationships with families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	When I walk into this school, I feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	I am invited to a variety of events about student learning (e.g., open house, new family orientation, back to school nights, or literacy/math nights).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The school offers an easy-to-navigate website with meaningful information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	School staff listen to my concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I'm provided understandable data on my child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	In this school, staff regularly communicates with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I'm provided clear information about policies, programs, improvement efforts and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	School staff consult me before making important decisions about my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	If my child receives additional supports, I am provided with information about these supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	School staff keep me well informed about how my child is doing in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	I have a good working relationship with school staff in which we solve problems together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I'm provided useful information about how to support my child's learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	The school partners with businesses and community organizations in a variety of ways (e.g. volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The school helps my family connect with community resources that we need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

01/11/16

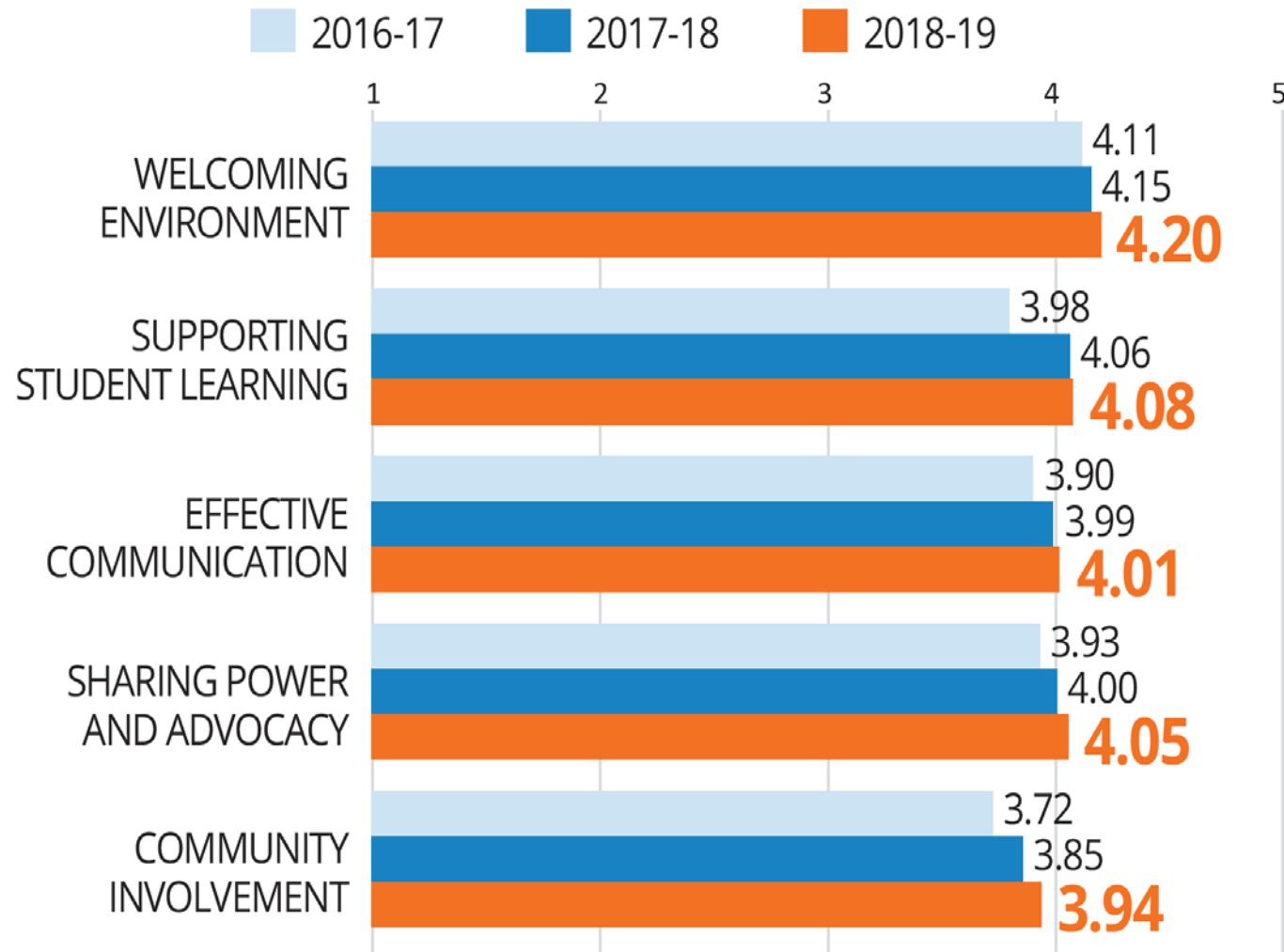
Noonan, P.M., Gaumer Erickson, A.S., Groff, J. (2015). Family Engagement Survey. Kansas Technical Assistance System Network (TASN). Adapted from Family Engagement: A critical component to building an empowering culture in Kansas Multi-Tier System of Supports (MTSS). Topeka, KS: TASN. Available from <http://tasnet.org/resources/493>.

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FAMILY ENGAGEMENT SURVEY RESULTS

Average Ratings by Category (1 = *Strongly Disagree*, 5 = *Strongly Agree*)



498 - Valley Heights: Jr.-Sr. High School

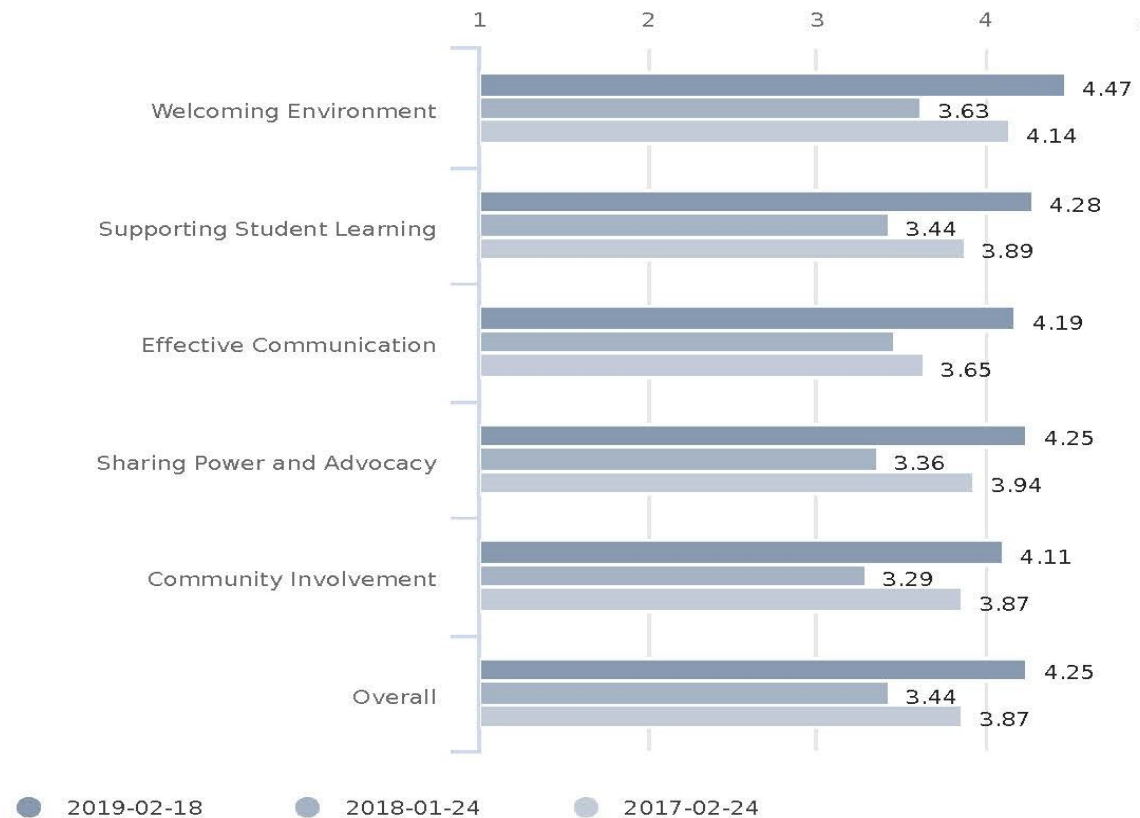
Family Engagement Survey

This 15-item survey asked parents to rate their child's school and its staff on a variety of items related to family engagement and community involvement. Parents rated items on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The following graph provides the districtwide overall average score and the average scores in the categories Welcoming Environment, Supporting Student Learning, Effective Communication, Sharing Power and Advocacy, and Community Involvement.

Number of Responses: 122

Average Ratings by Category

(1 = Strongly Disagree, 5 = Strongly Agree)



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Packet of Resources

- Chronic Absenteeism
- Social Emotional Character Development
- Adverse Childhood Experiences
- Stress & Childhood
- Family Engagement Survey
- Dual Capacity Building Framework

■ www.ksdetasn.org/kpirc

Jane Groff, Ph.D. Ex. Director

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A project of the KSDE Technical Assistance System Network (TASN)

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Assessment and the ACT

Commissioner Randy Watson

Beth Fultz, Career Standards and Assessment Services

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Working Healthy Benefits – Transition to Employment

Earl Williams, KDHE

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Knowing The Truth About Changes In Your
Social Security Disability Benefits When Transitioning

2019



Basics for Transitional Age

First Step – Know Which Benefits Your Students Get!

- Social Security disability benefits are paid through two basic programs:
 - Title XIV - SSI – Supplemental Security Income.
 - Title II Disability Benefits – often referred to simply as “disability” or SSDI and CDB.
- These two programs are completely different and treat earned income very differently .
- Some students get BOTH types of benefits.
- Some students get NEITHER benefit.

Comparison of SSI and Title II Disability Benefits

SSI

- Means-tested income support program funded by federal tax dollars, not Social Security trust fund.
- Limits on earned income, unearned income and resources.
- Comes with Medicaid in most states.

Title II Disability

- Entitlement program based upon insured status funded by Social Security trust fund.
- Three different types of eligibility – SSDI, CDB and DWB.
- Not means-tested.
- Comes with Medicare after waiting period.



Basics For Transitional Age

Eligibility for SSI

- Federal monthly payment capped at the current Federal Benefit Rate (FBR). In 2019 the FBR is \$771 for an individual and \$1,557 for an eligible couple.
- Countable resources under \$2,000 for an individual or \$3,000 for an eligible couple.
- Have unearned income of less than the current FBR.
- Parental income counts for children under 18 and spousal income counts for married persons. This process is known as “deeming”.



Basics For Transitional Age

Amount of SSI Payment Affected by Many Things

- Earned Income – wages, net earnings from self-employment, in-kind items in lieu of pay
- Unearned income
- In-kind support & maintenance (ISM). Full ISM results in a 1/3 reduction of SSI base rate (\$257 in 2019)
- Overpayment recovery



Basics For Transitional Age

Childhood Disability Benefits (CDB)

- To be eligible for Social Security as an adult child with a disability, individuals must be:
 1. 18 years of age or older;
 2. Disabled by Social Security's definition before age 22; and
 3. Child of an insured worker who is either disabled, retired or deceased
- If child marries, benefits end unless marriage is to another Title II beneficiary (excluding those on child's benefits)



Basics For Transitional Age

Eligibility for Social Security Disability Benefits (Title II)

- Not be working or earnings are under SGA limit (\$1,220/\$2,040 GROSS - minus any exemptions - per month for 2019)
- Have earned sufficient “credits” by paying into the system yourself, have a deceased, retired or disabled parent who paid in on your behalf (CDB), or be eligible for Disabled Widow(er)s Benefits (DWB)
- Resources and most other forms of unearned income not considered

Social Security Insurance programs: (for Adults)

SSDI Social Security Disability Insurance – paid contributions

Auxiliary Benefits:

CDB Childhood Disability Benefits Parent paid contributions

DWB Disabled Widows(er) Benefits Spouse paid contributions



Basics For Transitional Age

Employment and SSI

1. Start with the GROSS monthly earnings and subtract a \$20.00 general exclusion.
2. Next, subtract a \$65.00 earned income exclusion.
3. Take the remaining amount and divide it by two. You are left with what is called countable earned income.
4. Subtract the countable earned income from the base SSI rate for the person. The remaining amount is the adjusted SSI check.

Basics For Transitional Age

Example of SSI & Work: IT PAYS TO WORK!

- Mary is getting \$771 in SSI. She goes to work earning \$623/month gross.
- Mary's SSI check will be reduced to about \$269 because Social Security counts less than half of her earned income.
$$\$623 - \$20 - \$65 \div 2 = \$269$$
$$\$771 - \$269 \text{ countable} = \$502 \text{ adjusted SSI check}$$

Paycheck \$623 + adjusted SSI Check \$502 = \$1,125



Basics For Transitional Age

Student Earned Income Exclusion

- This work incentive allows an SSI recipient who is under age 22 and regularly attending school to exclude up to \$1,820 of earned income per month up to a maximum ANNUAL exclusion of \$7,350 in 2018.
- Social Security will exclude income of up to \$1,870 per month until the full exclusion of \$7,550 is exhausted or the individual is no longer a student.
- SEIE figures are adjusted annually and only apply for the current calendar year.



Basics For Transitional Age

Definition of Regularly Attending School

- In a college or university for at least 8 hours per week; or
- In grades 7 through 12 for at least 12 hours per week; or
- In a training course to prepare for employment for at least 12 hours per week (15 hours a week if the course involves shop practice); or
- For less time than indicated above for reasons beyond the student's control (such as illness)
- Home schooling may also count
- For 2019, the student earned income exclusion is \$1,870/mo. but not more than \$7,550/yr.

1619(b) Extended Medicaid

Even after earnings cause the SSI cash payments to stop, Medicaid can be continued indefinitely -

- Must still be disabled;
- Must meet the Medicaid “need” or “use” test;
- Can earn up to \$35,637/yr. or \$2,969/mo. ;
- Must meet ALL other SSI requirements including limits on unearned income and resources.



Basics For Transitional Age

Employment and Title II Disability Benefits (SSDI, CDB)

- Value of work is compared to an annual guideline -Substantial Gainful Activity (SGA) to determine continued eligibility.
- As long as countable earnings remain under the current SGA guideline, cash benefits may continue. Special work incentives may apply to reduce countable income.
- SGA for 2019 - \$1,220 gross per month for non-blind, \$2,040 for blind.
- No gradual reduction of payments in this program.



Basics For Transitional Age

Special Issues for Transition Age Youth

- SSI recipients must undergo the age 18 redetermination for benefits to continue under the adult standard.
- Parent-to-child deeming in the SSI program stops at the 18th birthday.
- Eligibility for Social Security child's benefits stops at 18 (or 19 years, 2 months if still in high school).
- Eligibility for CDB may begin at the age of 18 if the disability standard is met.
- Youth who work may establish eligibility for SSDI quickly.



Basics For Transitional Age

Age 18 Redetermination for SSI

- Adult definition of disability different than child's definition for SSI – more stringent.
- For SSI to continue after age 18, individuals must meet the adult definition of disability.
- Approximately 45% of SSI recipients are initially found ineligible to continue SSI benefits after age 18.



Basics For Transitional Age

More about Age 18 Redetermination

- The re-determination may be conducted at anytime after 18th birthday. Usually it is done before the person turns 19.
- If found ineligible, payments are due for two months beyond the month in which the disability determination was made. The determination is NOT retro-active to the 18th birthday.

Deeming

When Social Security determines the eligibility and amount of payment for an SSI recipient, the income and resources of people responsible for the recipient's welfare are also considered.

This concept is called "deeming". It is based on the idea that those who have a responsibility for one another share their income and resources. It does not matter if money is actually provided to an eligible individual for deeming to apply.



Basics For Transitional Age

What you need to know about PTC Deeming

- Only Social Security can determine the amount of deemed income or resources.
- Not all income counts - there are many exclusions and deductions!
- Deemed income from a parent to a child is treated like unearned income in SSI calculations.
- Parent-to-child deeming only applies to individuals under age 18.

Establishing Entitlement for CDB

- SSI is payer of last resort - Social Security requires application for CDB or SSDI if there is potential eligibility.
- CDB payments in excess of the current FBR+\$20 (\$771 for 2019) generally cause loss of SSI eligibility.
- Medicaid may be retained under special Medicaid rules for former SSI recipients who lose SSI due to CDB entitlement - but you may need help with this!
- This is called Protected Medicaid Group.
- Medicare will start 24 months after eligibility for CDB payments.



Medicare and Medicaid

- Medicare primary payer
- KanCare payer of last resort
- Medicare – out of state coverage Federal
- Medicare paid by SSA Trust Funds
- KanCare - In- State coverage only
- KanCare paid by Federal Tax dollars and State Tax dollars
- KanCare has 3 MCO's
- Medicare has multiple Insurance Carriers



***Working Healthy* Benefits Specialists**

How can I get help?

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Basics For Transitional Age

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Web Site

To learn more about the Working Healthy Program, visit our web site at:

www.kdheks.gov/hcf/workinghealthy

Council Member Reports

- Families Together
- KASEA
- Disability Rights Center
- Others

KSDE Updates

- Transition Task Force
- Upcoming Conferences
 - KSDE-Annual Conference
 - Tri-State Law

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@ksdehq

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