Approvals

- Agenda 9-19, 2019
- Minutes, July 30, 2019
DLM and 1% Update

Cary Rogers
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
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Special Education & Title Services Team
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Kansas State Department of Education
LANDON STATE OFFICE BUILDING, 900 SW JACKSON STREET, SUITE 620, TOPEKA, KS 66612

#KansansCan
Personnel Shortages

Susan Helbert
Kerry Haag
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 |
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
New Resource

- KSDE Frequently Asked Questions on Significant Disproportionality
  - [https://www.ksde.org/Portals/0/SES/KIAS/SigDis-FAQ.pdf](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

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New Templates

- Significant Disproportionality Policy, Practice, and Procedure Self-Assessments
    - Templates Available for:
      - Discipline
      - Identification
      - Placement
Example of Root Cause Analysis Tools

- **Success Gaps Toolkit | IDC - IDEA Data Center**
  - [https://ideadata.org/toolkits/](https://ideadata.org/toolkits/)

- **Unified Schoolwide Analysis**
  - [https://ksdetasn.org/kln/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
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?
Laura Jurgensen, Assistant Director
Kansas State Department of Education
900 SW Jackson Street, Suite 620
785-296-5522
ljurgensen@ksde.org

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
Break
Annual Report Review

KANSAS
SPECIAL EDUCATION
ADVISORY COUNCIL

Annual Report

#KansansCan
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
Parent Engagement
Dr. Jane Groff
#KansansCan
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)

jgroff@kpirc.org
www.ksdetasn.org/kpirc
KSDE: Technical Assistance Systems Network (TASN)
Kansas leads the world in the success of each student. #KansansCan
Kansas leads the world in the success of each student.
## KESA Rankings (Accreditation)

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

Involvement
- Supplemental
- Compliance
- Random

Engagement
- Partnership
- Central
- Collaboration
- Systematic

#KansansCan
The Dual Capacity-Building Framework for Family–School Partnerships

**THE CHALLENGE**
- Lack of opportunities for School/Program Staff to build the capacity for partnerships
- Lack of opportunities for Families to build the capacity for partnerships

**OPPORTUNITY CONDITIONS**
- **Process Conditions**
  - Linked to learning
  - Relational
  - Development vs. service orientation
  - Collaborative
  - Interactive
- **Organizational Conditions**
  - Systemic: across the organization
  - Integrated: embedded in all programs
  - Sustained: with resources and infrastructure

**POLICY AND PROGRAM GOALS**
- To build and enhance the capacity of staff/families in the “4 C” areas:
  - Capabilities (skills and knowledge)
  - Connections (networks)
  - Cognition (beliefs, values)
  - Confidence (self-efficacy)

**FAMILY AND STAFF CAPACITY OUTCOMES**
- School and Program Staff who can
  - Honor and recognize families’ funds of knowledge
  - Connect family engagement to student learning
  - Create welcoming, inviting cultures
- Families who can negotiate multiple roles
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Decision Makers
  - Collaborators

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Space Launch

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

“Just like a space launch needs engineers, mathematicians, and physicists to work together to send astronauts into space, families, schools, and communities need to work together for children’s learning to take off.”
## Kansas School Redesign Principles

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

Welcoming All Families
Standard 1

Communicating Effectively
Standard 2

Supporting Student Success
Standard 3

Sharing Power
Standard 5

Speaking Up for Every Child
Standard 4

Collaborating with Community
Standard 6

PTA.org/excellence

#KansansCan
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 (Neonon, 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 owners that you invite to view your district dashboard.

Visit DistrictTools.org today to request access!

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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.

<table>
<thead>
<tr>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In this school, staff (e.g., administrators, teachers, counselors) build positive relationships with families.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2. When I visit this school, I feel welcome.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>3. I am involved in a variety of events about student learning (e.g., open house, new family orientation, back to school night, literacy night).</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4. The school offers an easy-to-navigate website with meaningful information.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>5. School staff listen to my concerns.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>6. I receive updates on my child’s progress.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>7. In my school, staff regularly communicate with me (e.g., communication notebooks, letters, protocols, email, phone calls, texts, websites, or face-to-face).</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>8. I receive clear information about policies, programs, improvement efforts and events.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>9. School staff consult me before making important decisions about my child’s education.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>10. If my child misses school, I am provided with information about these efforts.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>11. School staff keep me well informed about how my child is doing in school.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>12. There is a good working relationship with school staff in which we solve problems together.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>13. I receive useful information about how to support my child’s learning.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>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 internship program participation).</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>15. This helps my family connect with community resources that we need.</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Category</td>
<td>2016-17</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Welcoming Environment</td>
<td>4.11</td>
</tr>
<tr>
<td>Supporting Student Learning</td>
<td>3.98</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>3.90</td>
</tr>
<tr>
<td>Sharing Power &amp; Advocacy</td>
<td>3.93</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>3.72</td>
</tr>
</tbody>
</table>
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)

- Welcoming Environment
  - 2019-02-18: 3.62
  - 2017-02-24: 4.47

- Supporting Student Learning
  - 2019-02-18: 3.44
  - 2018-01-24: 3.89
  - 2017-02-24: 4.28

- Effective Communication
  - 2019-02-18: 3.65
  - 2017-02-24: 3.65

- Sharing Power and Advocacy
  - 2019-02-18: 3.36
  - 2018-01-24: 3.94
  - 2017-02-24: 4.23

- Community Involvement
  - 2019-02-18: 3.29
  - 2018-01-24: 3.87
  - 2017-02-24: 4.11

- Overall
  - 2019-02-18: 3.44
  - 2018-01-24: 3.87
  - 2017-02-24: 4.25

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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
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Kansas Parent Information Resource Center (KPIRC)
A project of the KSDE Technical Assistance System Network (TASN)
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Working Healthy Benefits – Transition to Employment

Earl Williams, KDHE
Knowing The Truth About Changes In Your Social Security Disability Benefits When Transitioning 2019
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.
## Basics For Transitional Age

### Comparison of SSI and Title II Disability Benefits

<table>
<thead>
<tr>
<th><strong>SSI</strong></th>
<th><strong>Title II Disability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Means-tested income support program funded by federal tax dollars, not Social Security trust fund.</td>
<td>• Entitlement program based upon insured status funded by Social Security trust fund.</td>
</tr>
<tr>
<td>• Limits on earned income, unearned income and resources.</td>
<td>• Three different types of eligibility – SSDI, CDB and DWB.</td>
</tr>
<tr>
<td>• Comes with Medicaid in most states.</td>
<td>• Not means-tested.</td>
</tr>
<tr>
<td></td>
<td>• Comes with Medicare after waiting period.</td>
</tr>
</tbody>
</table>
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”.
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
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
Title II

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.
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.
  \[ \frac{623 - 20 - 65}{2} = 269 \]
  \[ 771 - 269 \text{ countable} = 502 \text{ adjusted SSI check} \]

Paycheck $623 + adjusted SSI Check $502 = $1,125
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.
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.
Basics For Transitional Age

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.
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.
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.
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.
More about Age 18 Redetermination

• The re-determination may be conducted at anytime after 18\textsuperscript{th} 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 18\textsuperscript{th} birthday.
Basics For Transitional Age

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
How can I get help?

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Shannon Beat KC Region 785-330-8602 shannon.beat@ks.gov
Shelli Nyambane SE Region 620-860-7240 shelli.nyambane@ks.gov
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Mark Benson Central Region 316-337-6409 mark.benson@ks.gov
Billie Crawshaw Western Region 785-261-6122 billie.crawshaw@ks.gov
Basics For Transitional Age

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Madeleine Bowens
Working Healthy Program Coordinator
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Sherri Marney
WORK Program Manager
785-296-8009
Sherri.Marney@ks.gov
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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Pat Bone
pbone@ksde.org