



Promoting Independence, Productivity and Integration for All People

Big changes in Kentucky healthcare

A summary of how the Affordable Care Act will affect individuals with disabilities



The Patient Protection and Affordable Care Act (ACA) was signed by President Obama on March 23, 2010 to provide better, more affordable healthcare to Americans. The law means that many more Americans will have health insurance, and that, for the first time, those with pre-existing conditions cannot be denied insurance or have an annual limit or lifetime cap on their benefit coverage. Additional reforms include legal mandates that 80% of a health insurance company's premium dollars go toward health care costs and not the company's administrative expenses. Community living is also supported as opposed to

institutional care, as the Act creates new financial incentives for states to redirect more Medicaid funds into paying for home and community based services. Money Follows the Person grants, including the Home Modifications Project coordinated through the Human Development Institute, should also receive extended funding to assist as people transition from institutions to home and community based living. The ACA created health insurance exchanges or "marketplaces" where individuals can compare benefit plans and costs, and where the application for benefits also universally screens individuals and families for Medicaid and Children's Health Insurance eligibility. Individuals without health insurance and who do not have extreme financial hardship, must purchase at least a "bronze" level plan from a healthcare exchange to avoid a financial penalty assessed in their tax filing in spring, 2014.

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Some of the provisions of the ACA that benefit people with disabilities include:

- Children under 19 can no longer be denied coverage based on preexisting conditions. A pre-existing condition is one

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A Word from Harold...

Greetings from the Human Development Institute!

Welcome to our Winter 2014 Newsletter! Once again, we have sampled just a few of the projects at HDI, including our Quality Enhancement Initiative (QEI) Early Childhood Project, our Supported Higher Education Project, our new Youth Mentoring Project with the KY Commission on Children with Special Health Care Needs, and our partnership with Westat in a new federally-funded National Data Center for the U.S. Department of Education.

Our lead article is not really about an HDI project at all, but rather the impact of the Affordable Care Act (ACA) on the lives of individuals with disabilities and their families. Kentucky has been in the forefront in the implementation of the ACA. While the ACA has impacted and will continue to impact all of us, there are several features of the ACA that are particularly important for individuals with disabilities. In fact, we have recently revised our HDI KY Disability Resource Manual (now available on our HDI website at http://www.hdi.uky.edu/Media/Default/Documents/HDI_ResourceManual_12_2013.pdf), to include a new section on the Affordable Care Act, Medicaid Expansion, and our KY state health insurance exchange (kynect), as well as the implications of these programs and services, especially for persons with disabilities and their families.

Also in this newsletter, there are some true stories just about “people”. On page 4, read about how SHEP students Will Lyon and Claire Mynear presented to the Annual KY Council on Exceptional Children (CEC) Conference in November. Will and Claire shared their college experiences, as well as why post-secondary education is so important to them and their own goals for their lives.

On page 5, read about the national honor bestowed upon our long-term Research Assistant, Ashley Candalaria Alumbaugh (now Dr. Alumbaugh). Ashley received the Rudigier Award at our annual conference of the Association of University Centers on Disabilities (AUCD) in November – an award given to one trainee each year in our national network who has demonstrated a commitment to supporting and advocating for persons with developmental disabilities and their families.

Finally on page 7, check out our Spring 2014 HDI Seminar Series – we will offer 4 statewide seminars this spring, all at no cost to professionals, self-advocates, and families, with a minimal charge for those who wish to obtain Continuing Education Credits (CEUs).

Harold Kleinert
Director, Human Development Institute

that existed before the date you enrolled in health insurance coverage and can include common conditions such as diabetes, seizures, asthma, and others.

- Effective in 2014, adults can no longer be denied coverage on the basis of a pre-existing condition as well.
- Insurance companies cannot drop your coverage or charge you more on the basis of your disability or other health condition.
- Insurance companies cannot impose lifetime dollar limits on essential benefits.
- You can appeal coverage determinations.
- All new health plans must cover certain preventative services without charging deductibles.
- Coverage is extended so young adults can stay on their parents' plan until they are 26 (and the coverage for a dependent son or daughter with a disability should be extended beyond the age of 26 after the January 2014 enactments).

Kentucky decided to establish a state-run healthcare connection, called "Kynect" (<http://kynect.ky.gov>). Also, Kentucky opted to expand Medicaid in the state, to include 399,000 additional Kentuckians under this entitlement program. As part of the ACA, young adults and individuals with limited incomes should be able to afford health care insurance, through discounts or tax credits, or approval

of Medicaid coverage, even though they may not have a dependent child. Open enrollment started October 1st and closes March 31, though there may be an extension to this initial enrollment period, as delays have resulted from computer and systems' difficulties in responding to the high demand of many thousands of individuals trying to enroll at the start.

Kynect is available for people who buy insurance on their own and for people who do not have any health insurance. If you are paying for your own health insurance and the premiums cost more than 9.5% of your income or if the insurance covers less than 60% of your medical expenses, you can still shop for a more affordable and better benefit plan at Kynect. You may also qualify for federal tax credits to help you pay for your new premiums.

Tax Credits are only available on health insurance plans purchased through Kynect. If you are single and you make less than about \$46,000, or if you are a family of four and you make less than about \$94,000, you may get a tax credit from the government to help pay your premium.

The Affordable Care Act says that most Americans must purchase insurance or pay a penalty. These penalties will be in the form of "fines" when you file your taxes in 2014 and the fines will go up in 2015.

Tracking the quality of child care

Using technology to inform collaboration through the Quality Tracking System

The Quality Tracking System (QTS) is designed to allow collaboration among state agencies whose staff provide technical assistance to child care facilities. The system was initially designed to collect and report program activities for the Quality Enhancement Initiative (QEI). The QEI is a state-funded project providing assistance to child care providers in accessing the KIDS NOW scholarship programs and offering information, technical assistance, and access to resources needed to participate in the STARS for KIDS NOW Quality Rating System (www.kentuckypartnership.org/qei).

Use of the QTS expanded in 2012, when the Child Care Resource and Referral Network (CCR&R) was reorganized as Child Care Aware of Kentucky (CCA), which is a project that provides resources for parents to find quality child care, and for providers to locate training and professional

development opportunities (www.kentuckypartnership.org/childcareaware).

In addition to the technical assistance and resources offered by these two projects, the Department for Public Health, through Child Care Health Consultants (CCHC) and Early Childhood Mental Health Specialists (ECMH), also offers technical assistance to child care facilities. As budgets have been reduced in recent years, these state partners seek ways to continue services by expanding collaboration through tracking in QTS. The expansion of QTS allows for better monitoring of technical assistance services to avoid duplication across agencies. This collaborative system captures information to support child care facilities in meeting regulatory requirements and in striving for higher quality.

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Quality Tracking System (continued)

Improved service delivery can be facilitated through the use of QTS by technical assistance staff across agencies and by families. Technical assistance staff across KY can use QTS to assess provider needs and to develop outcomes based on identified needs. Staff can document activities and assess provider satisfaction upon completion of each outcome. Families can use the QTS Public portal for 24/7 online searches of child care facilities. The QTS search allows for anonymity as there are no requirements for username or personal information. The URL is <http://kychildcareaware.org>.

Improved service through QTS can also be facilitated through the use of a common database. The QTS is a custom construction of the Kentucky Partnership for Early Childhood Services (KYP), Office of Information and Technology. The database furthers the mission of KYP to engage in collaborative research and professional development so as to influence policy and practice to enhance high quality services for children and families. Expansion of the database through use by families and agencies including QEI, CCA, CCHC, and ECMH will facilitate improved services for young children and their families across KY.

SHEP students present at CEC conference

Students Will Lyon and Claire Mynear share their college experiences and goals



Louisville, KY – The Supported Higher Education Project staff and students in conjunction with the College and Career Readiness Initiative presented at the 2013 Conference for Exceptional Children on Monday November 25th in Louisville, KY.

Although overviews of both projects were presented, the highlights of the morning's presentations were SHEP/BCTC students, Will Lyon and Claire Mynear. Will and Claire have been part of the Supported Higher Education Project since its inception. They spoke about their college experiences and future goals after completing their college program.

Will Lyon spoke of his love for learning, art and books as well as his desire to be a writer. Will is currently working on a book set in Louisville and thinks his college classes are

helping with that goal. Will is pursuing his interest in Library Science at Bluegrass Community and Technical College.

Claire Mynear enjoys working with young children and is pursuing the Para-Educator Certificate at Bluegrass Community and Technical College. Claire feels that college classes are better for her because they are geared more toward her interests instead of the format of most high school classes. She feels that she has matured both academically and socially since she has been in college and looks forward to beginning her career. Claire also wishes to continue her education after the certificate to become a kindergarten teacher.

After their presentation, Will and Claire also took questions from the audience. The presentation was moderated by Bev Harp with SHEP.

Helping to smooth the transition

HDI and CCSHCN team up to create mentoring program for recent high school grads

As we are well aware, the transition from high school to the adult world can be daunting for anyone, but even more so for youth with disabilities or special health care needs. HDI has teamed up with the KY Commission for Children with Special Health Care Needs on a project aimed at helping prepare youth for this transition through the power of mentoring. Laura Smith is leading this project with the assistance of the HDI Evaluation Team and project research assistant and School Psychology student, Kyle Widdison. In addition, the project is excited to welcome undergraduate researcher, Allison Riney, a Communication Sciences and Disorders major.

To kick off activities, a Transition Forum was held on October 19th in Louisville with the goal of bringing together young adults who had successfully navigated the waters of transition to get their perspectives and input. Eleven young adults from Lexington to Owensboro, age 22 – 33, attended

and provided valuable information, along with parents and Commission staff. The insights shared are being used to help develop training materials, in conjunction with other evidence-based resources.

We are hopeful that the participants at the Forum will continue on to become mentors with the project. Mentor trainings will be taking place regionally in December, with the Commission recruiting mentees to match up with the newly trained mentors. HDI will provide follow-along technical assistance to help support the mentoring relationship through June. HDI will also host a wrap up event, bringing all mentors and mentees together to celebrate successes and learn from the experiences. It is hoped that this opportunity will be give the Commission useful information on how to develop and support meaningful mentoring relationships well beyond this project.

Former HDI RA wins award at AUCD

Ashley Candelaria Alumbaugh recipient of 2013 Anne Rudigier Award

Ashley Candelaria Alumbaugh received the prestigious 2013 Anne Rudigier Award from the Association of University Centers on Disabilities at the group's annual conference in Washington, D.C., held Nov. 17-20. The award recognizes an outstanding student who has demonstrated a commitment to supporting and respecting people with developmental disabilities and their families.

Ashley graduated from Eastern Kentucky University with a bachelor's degree in psychology before earning a master's in educational psychology at UK in 2010. She successfully defended her doctoral dissertation in November and is currently doing her internship in UK's school psychology program. Her research interests include childhood bereavement, with a special interest in school-based support for students' social and emotional support.

Ashley spent 4 years as a research assistant at the Human Development Institute. Her contributions to HDI were diverse and she consistently fulfilled and demonstrated leadership skills in every project she contributed to. Ashley has completed practicum and internship placements in Fayette



and Jessamine County Schools, the University of Kentucky's Department of Developmental and Behavioral Pediatrics, and the Hospice of the Bluegrass. She is currently serving as the school psychology program's CASPER (Center for Autism Spectrum Evaluation, Service and Research) clinic intern and assistant director for the 2013-2014 academic year.

Improving the quality of IDEA data

Mid-South Regional Resource Center providing technical assistance to Westat

The U.S. Office of Special Education Programs (OSEP) is investing in a new technical assistance (TA) center with the purpose of improving state capacity to collect and report the high-quality data required under Sections 616 and 618 of the Individuals with Disabilities Education Act (IDEA). To accomplish OSEP's purpose, Westat has assembled a team of organizations and consultants, led by Drs. Joy Markowitz, Thomas Fiore, and Julie Bollmer, that has a wealth of experience with IDEA data collection and reporting and with the provision of general, targeted, and intensive TA to improve the quality of those data. The Westat IDEA Data Center team includes WestEd, University of Kentucky-Human Development Institute, Applied Engineering Management (AEM), SRI International, University of North Carolina-Frank Porter Graham Child Development Institute, Frameweld, and a group of prominent expert consultants.

Two long-term, measurable outcomes will result from the Center's activities and services: (1) states will have accurate EDFacts data and (2) the quantitative and qualitative data in State Performance Plans and Annual Performance Reports will meet ED data quality standards. In the shorter term, the Center will achieve incremental outcomes. Specifically, states will have effective and well-coordinated data infrastructures, implement high-quality data validation strategies, adequately support local IDEA data collectors, and accurately analyze and use IDEA data to report on improvement efforts and inform future improvement activities. The accomplishment of these outcomes will affect states, school districts, and local early intervention programs across the Nation. Those entities will in turn use the higher quality data they generate to improve the outcomes for all children and youth with disabilities served under IDEA.

To achieve its outcomes, the IDEA Data Center will provide universal, targeted, and intensive TA through a comprehensive and innovative array of activities, services, and products. The Center's efforts will be organized under five Activity Areas: (1) Leadership and Coordination, (2) Targeted and Intensive TA, (3) Tools and Products, (4) Communication and Dissemination, and (5) Evaluation. The purposeful use of the principles and frameworks of implementation science will be integral to the systems improvement approach the Center will apply, particularly through targeted and intensive TA. The Center

will create Part B and Part C IDEA Data Quality Profiles for each state that will capture essential information about states, steer TA activities and services, and guide the evaluation. Other activities and products will include data analytic workshops, intensive on-site TA, topical reports, technical briefs, data quality self-assessments, interactive videos, toolkits, and training modules for new data managers. Some interactive tools will be state-specific for use as part of targeted or intensive TA. All activities and tools will be promoted through a fully accessible, state-of-the art web site that will be the hub of the Center's communication and dissemination and will engage data stakeholders through a range of media.

The IDEA Data Center will work closely with OSEP to refine the work scope for the Center and to identify TA needs of states and locals. Working in conjunction with OSEP, state and local stakeholders, and other TA organizations with overlapping work scopes, the Center will provide coordinated responses to those TA needs. Refinements to the Center's work scope will continue throughout the life of the Center, and the staff will be dedicated to ensuring that the Center meets OSEP's evolving and emerging needs while continuously serving the needs of those who collect, report, and use the IDEA data at the state and local levels.

Earn a Graduate Certificate in Developmental Disabilities

As a student in HDI's Graduate Certificate program, you will acquire foundational knowledge in specific topical areas relating to developmental disabilities, including advocacy, specialized healthcare services and financing, inclusive education, legislation, community living, behavioral supports, organizational development and theory, group facilitation, employment options, aging with a disability, assistive technology, and research proposal development.

This certificate is available both on-campus and online!

For more information, visit

<http://hdi.uky.edu/graduate-certificate/about>

NOW ACCEPTING APPLICATIONS!

Consumer Advisory Council Updates



by Shannon Caldwell, HDI-CAC Liaison

Greetings everyone from Shannon, CAC Liaison and AUCD Council on Community Advocacy Co-Chair. I want to take this opportunity to wish everyone a great start to a New Year! As for this update, Harold and I attended our Annual AUCD Meeting in Washington held November 15-20. This year was another successful annual meeting, with lots of exciting workshops and a record number of over 700 registrants to attend! We learned a great deal in a post-secondary education preconference all-day workshop, which was attended by several new students and professionals alike. It was great to hear students with disabilities speaking out, many for the first time. Also congratulations to Ashley Candelaria Alumbaugh, one of our own UK-HDI Research

Assistants, who won the student training award scholarship (the Rudiger Award) for her achievements; this award is given to only one individual each year in the country. Please when you see Ashley tell her congratulations - we are proud of her! Also to wind up our own, Harold Kleinert was named Treasurer for this upcoming year for the AUCD Board. Congratulations, Harold.

We are looking forward to another great year. And finally, we said good-bye to our Executive Director George Jesien who retired with a wonderful recognition dinner from AUCD. I might add George has been succeeded by Andy Imparato, who has a disability himself, as the newly hired Executive Director of AUCD, which is an accomplishment. Stay tuned - there is much more work to be done. Until next time!

Human Development Institute

Fall 2013 Seminar Series

Unless otherwise noted, all seminars will be held from 1:00pm - 3:00pm at the HDI Coldstream training room located at 1525 Bull Lea Rd. in Lexington and will be teleconferenced to other approved sites. For more information, updates, or to register, visit www.hdi.uky.edu.

February 27, 2014

Communication First: Facilitating Access to the General Curriculum

This seminar takes a look at evidence-based practice and research which have shown that with direct instruction and augmentative communication most suited to their needs, students have gained communicative competence at a rapid rate.

March 6, 2014

DSM-5 Changes and Implications for Rehabilitation

(1:00pm - 4:30pm) This 3.5-hour seminar will highlight clinical and diagnostic changes occurring with the release of the DSM-5, and how these changes affect practitioners in Rehabilitation Counseling and professionals in health care and human services.

April 11, 2014

College and Intellectual Disability? Absolutely!

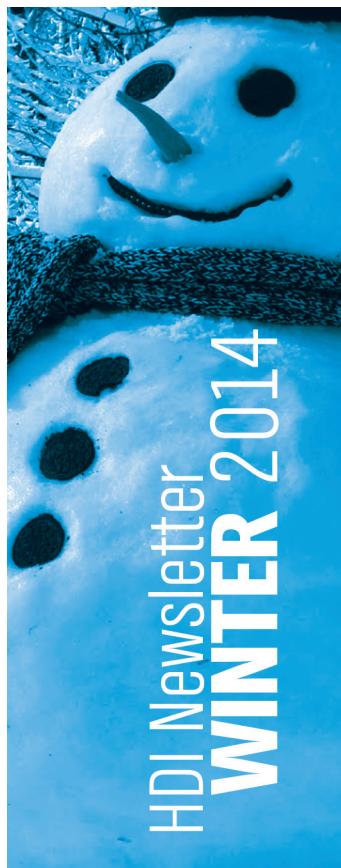
This presentation will highlight the efforts of the Supported Higher Education Project at the University of Kentucky Human Development Institute to develop a statewide network of Comprehensive Transition Programs (CTPs) at Institutions of Higher Education (IHEs) across the Commonwealth.

April 25, 2014

Strategies to Facilitate Self-Regulation of Young Children (Part 2)

Part 2 of a HDI Fall 2013 seminar focuses on signs and manifestations of delays in early physiological functioning of young children and the behavioral indicators of typically developing young children.

126 Mineral Industries Building
University of Kentucky 40506-0051
859.257.1714 · TTY: 859.257.2903
www.hdi.uky.edu



The Human Development Institute (HDI), a University Center for Excellence in Developmental Disabilities Education, Research and Service, is about people and the belief that we all deserve the opportunity to be valued, active members of our communities. The Institute's mission is to promote the independence, productivity, and integration of people with disabilities and their families throughout the life span.

HDI is a unit of the Office of the Vice President for Research at the University of Kentucky and part of a nationwide network of University Centers for Excellence. The Centers were established by federal legislation to promote team-based approaches to providing services for individuals with disabilities and their families.

The Institute operates projects in areas such as:

- Technology development and training
- Early identification of children at risk of disabilities
- Promotion and development of school programs that meet the needs of all children in primary through secondary levels
- Employment and living opportunities for individuals with disabilities
- Life-span educational opportunities for individuals with disabilities
- Personal futures planning to identify individual interests and goals for individuals with disabilities
- Training programs to improve the provision of human services for individuals with disabilities and their families.