Transcript of the Testimony of IDD-TAC Meeting

Date: January 9, 2019

Case: IDD-TAC Meeting, Frankfort, KY
COMMONWEALTH OF KENTUCKY
CABINET FOR HEALTH AND FAMILY SERVICES
DEPARTMENT FOR MEDICAID SERVICES

"INTELLECTUAL AND DEVELOPMENT DISABILITIES
TECHNICAL ADVISORY COMMITTEE MEETING"

HELD AT:

KENTUCKY CABINET FOR HEALTH & FAMILY SERVICES
DEPARTMENT OF PUBLIC HEALTH
275 EAST MAIN STREET
FRANKFORT, KENTUCKY 40621

DATE:
JANUARY 9, 2019
ATTENDEES:

Rick Christman - KAPP
Sherri Brothers - ARC of Kentucky
Chris Stevenson - Leading Edge
Wayne Harvey - KAPP
Jill Hunter - DMS
Pam Smith - DMS
Katie Bentley - CCDD
Sharley Hughes - DMS
LeAnn Magre - WellCare
David Hanna - Passport
Liz Steerman - Anthem
Evan Charles - Medicaid
Nikki Martin - DXC
Lara Sanders - DCBS
MR. CHRISTMAN: I know several of these -- well, the -- these agenda items on the top here -- No. 3 that you -- you suggested, Sherri --

MS. BROTHERS: Uh-huh.

MR. CHRISTMAN: -- would you like to take over for that and --

MS. BROTHERS: I sure would.

MR. CHRISTMAN: Okay.

MS. BROTHERS: Okay. So the Medicaid subcommittees -- we had a lot of concerns coming in about the ratio of families to providers.

MR. CHRISTMAN: Uh-huh.

MS. BROTHERS: So we've heard 30 to 10.

MS. HUNTER: We're going to give you a handout.

MS. SMITH: Yeah.

MS. BROTHERS: Okay.

MS. HUNTER: So, Pam, you go ahead and talk.

MS. SMITH: So -- yeah. So I'm --

MS. HUNTER: I'm not going to steal your thunder.

MS. SMITH: Let's see if I can do this in some --

MS. HUNTER: Okay.
MS. SMITH: -- some --
MS. HUNTER: Sure. That's fine.
MS. SMITH: -- organization.
Now, there's some --
MS. HUNTER: This is the full packet --
MS. SMITH: Yeah.
MS. HUNTER: -- to respond to your
agenda.
And here's one for you for the record.
MS. SMITH: So we'll look at that -- the
top document. So it describes how -- the process
that was used to select advisory panels and the
subpanels.
MS. BROTHERS: Uh-huh.
MS. SMITH: And then there's a -- for
each subpanel, there's the state code of groups
represented and the regions represented. And I --
in preparing for this and in response to the
concern about the representation from Eastern
Kentucky, I just wanted to let you know that was
due to a lack of response from Eastern Kentucky.
We had six or less respondents from
Eastern Kentucky to participate and we -- literally
this process took several days, and we were in my
office with a huge white board with --
MS. HUNTER: Here, let me take this.

MS. SMITH: We even had window markers.

We were -- I mean, there was -- and in it -- it was Navigant. Jill was included. I was included. We had all of the waiver redesign team included.

MS. HUNTER: So I think to Sherri's --

MS. SMITH: There was a lot --

MS. HUNTER: -- point.

MS. SMITH: -- of thought. Yeah, I mean, there -- there really --

MS. HUNTER: Flip the page over.

MS. BROTHERS: Oh, okay. I guess I'm --

which one are we looking at?

MS. HUNTER: Look at the back.

MS. BROTHERS: Okay.

MS. HUNTER: There's your answer.

MS. SMITH: Yeah.

MS. HUNTER: So I think to your point, Sherri, is it too parent -- is it too family heavy? And I absolutely hate to say that for the record because that's a horrible thing to say out loud.

But, no, it's not -- it's not family heavy.

MS. SMITH: Huh-uh.

MS. HUNTER: It's very balanced. The reason folks' names are not on here is because we
1. don't want folks to be contacted directly because
2. they've already got a full-time job.
   MS. BROTHERS: Uh-huh.
3. MS. HUNTER: And if all of a sudden
4. they're getting our questions, that's not fair to
5. them. We'll never get volunteers again.
   So here's the breakdown, who's
6. represented, how they're represented, and where
7. they're represented. I didn't want to steal
8. this --
   MS. SMITH: Yeah.
9. MS. HUNTER: -- but I --
10. MS. SMITH: No.
11. MS. HUNTER: -- knew this was Sherri's --
12. MS. SMITH: Yeah.
13. MS. HUNTER: -- primary question.
14. So if you -- let's look -- let's look
15. at --
   MS. SMITH: And I know PDS is very
16. heavily parent focused.
17. MS. HUNTER: But they're advocates.
18. MS. SMITH: But there's also advocates.
19. MS. HUNTER: There are associations.
20. MS. SMITH: And I'll also let you know a
21. lot of the people that are listed as parents also
have other roles.

MS. HUNTER: Correct.

MS. SMITH: A lot of them are also a provider, but they were chosen for the panel for their -- their feedback and their interest specifically as an advocate or a parent. But there's a lot of people that really have dual roles. They're --

MS. HUNTER: I'm sorry. This needs a hard return at the bottom. So skip --

MS. BROTHERS: Well, I guess --

MS. HUNTER: -- that.

MS. BROTHERS: -- this was -- their --

MS. HUNTER: That's new.

MS. BROTHERS: -- concern is several of them, even ARC chapters in our area --

MS. HUNTER: Uh-huh.

MS. BROTHERS: -- had put in -- I mean, they told me how many put in. I mean, they said -- they called me and said that they had put in, this one had put in, and that one. So I guess that was the people from the Eastern Kentucky area. And --

MS. HUNTER: Yeah. I mean, it was --

MS. BROTHERS: -- they said they didn't get selected.
MS. HUNTER: We didn't get a good response from Eastern Kentucky so --

MS. SMITH: And, you know, we really -- there was a strong evaluation of -- we -- we went through them multiple times kind of tiering based on experience, based on which waiver they represented, based on, you know, the survey that they -- that the interest and what they -- the information that they gave us.

So it was -- it was a very long and hard process. And I'll tell you, we -- each person in -- in particular the work stream leads fought for the people, you know, that they wanted. So there was some discussions back and forth --

MS. HUNTER: Yes.

MS. SMITH: -- over --

MS. HUNTER: Uh-huh.

MS. SMITH: -- who was going to get who and, you know, we had alternates because we -- but we had a very, very good response to -- almost everybody that we invited accepted. So --

MS. HUNTER: And it's --

MS. SMITH: -- you know --

MS. HUNTER: -- not -- it's not the favorite 50.
MS. SMITH: No.

MS. HUNTER: So what --

MS. SMITH: It's --

MS. HUNTER: -- you'll find is -- is the difference is it's not -- you know, there only used to be 50 people that got invited to everything and then everybody else got left out.

MS. BROTHERS: Uh-huh.

MS. HUNTER: So what you'll notice here is it's a lot more than that.

So if you have specific concerns, if you want to -- I'll be glad to talk with you offline --

MS. BROTHERS: Uh-huh.

MS. HUNTER: -- or answer any questions if you have people that you're very specifically concerned about being on here. I mean, are there folks --

MS. BROTHERS: Well, I guess my --

MS. HUNTER: -- that you're looking to remove or -- help me understand --

MS. BROTHERS: No. I'm just --

MS. HUNTER: -- where you're headed.

MS. BROTHERS: I'm just concerned that families and individuals are represented equally at the table as far as with providers. I guess that's
what I'm -- was concerned about.

   MS. HUNTER: They -- they should be.

   MS. SMITH: Uh-huh.

   MS. HUNTER: I mean, we want to have a
   fair representation; correct?

   MS. BROTHERS: Correct.

   MS. HUNTER: Okay. So they are. Are you
   telling me they're -- help me understand what side
   of the --

   MS. BROTHERS: Uh-huh.

   MS. HUNTER: -- argument you're on. I'm
   missing -- I'm losing you. Do you think we don't
   have enough individuals or we have too many?

   MS. BROTHERS: No. I want individuals
   and families to be represented well.

   MS. HUNTER: Okay.

   MS. BROTHERS: That's what I'm saying.

   MS. HUNTER: Good. I couldn't figure out
   where you were headed, and I wanted to make sure.

   MS. BROTHERS: Uh-huh.

   MS. HUNTER: Okay.

   MS. BROTHERS: Yes.

   MS. HUNTER: We've even got an individual
   on our rate redesign. I battled for the
   individuals --
MS. BROTHERS: Uh-huh.

MS. HUNTER: -- I assure you. We have an individual -- and bless her heart. We're spending a lot of time because rates are -- that's the craziest science in the world. But we're spending time with her afterwards just to make sure her questions get individually answered because she's --

MS. BROTHERS: Uh-huh.

MS. HUNTER: She's one of the brightest folks I've ever worked with just personally, but moreover we're teaching her rates just so she can understand and ask good questions. So our rate panel's got an individual on it, which is historically not the norm.

MS. BROTHERS: Uh-huh.

MS. HUNTER: You just -- well, why would they need to be there? Well, they are who we have the privilege to serve and they are going to be everywhere. So we have -- if you'll look at participant -- at PDS, of course, as Pam was saying --

MS. BROTHERS: Uh-huh.

MS. HUNTER: -- lots of family members and parents and individuals. Also on our
overarching group -- let's see. Where's that?

MS. SMITH: I think it's back down on
the --

MS. HUNTER: Is that the first one?

MS. SMITH: Yeah, that's the first one.

MS. HUNTER: Okay. So if we flip back to
Page 1, the red -- we'll call that red. I don't
know. Pink. Red. Page 1 at the bottom. So we've
got lots of folks well represented. We've got a
parent on there. I think we have two parent -- two
Michelle P. parents, two HCB parents. We have --
we -- I'm trying to think of the number of
recipients on there -- one, two -- three recipients
on there.

MS. SMITH: Uh-huh.

MS. HUNTER: I'm walking mentally --

MS. SMITH: Uh-huh.

MS. HUNTER: -- around the room.

MS. SMITH: I think the -- yeah, because
we --

MS. BROTHERS: I'm just kind of looking
at it --

MS. HUNTER: One, two --

MS. BROTHERS: -- here.

MS. HUNTER: And in some cases we have
the parent with the recipient because they are
their voice. So they are --

MS. SMITH: And we have some recipients
that are bringing a caregiver with them that -- so
you have a -- a -- actually a PDS employee that is
in -- so you have a PDS employee that is attending
with one of the individuals to help them to be able
to participate.

MR. CHRISTMAN: Which one is for case --
is there -- is the case management one -- is it
labeled here? Case -- one of these?

MS. SMITH: Is it another one of those
where they need to -- I -- I just noticed --

MS. HUNTER: The hard returns.
MS. SMITH: -- that they needed to do a
hard --

MS. HUNTER: I apologize.
MS. SMITH: -- return because it's the --

MR. CHRISTMAN: Oh, okay.
MS. HUNTER: -- gray.
MR. CHRISTMAN: Oh, I see.
MS. SMITH: It's the one in gray.
MS. HUNTER: It's gray.
MR. CHRISTMAN: So it's -- it's not --
MS. SMITH: Yeah.
MR. CHRISTMAN: -- here?

MS. SMITH: It's the one in gray. Yeah.

MR. CHRISTMAN: So is it on the -- so it's not here?

MS. HUNTER: No, it is.

MS. SMITH: You can tell -- it's the --

MS. BROTHERS: On the --

MS. SMITH: -- first -- it's the top --

MR. CHRISTMAN: Oh.

MS. SMITH: -- one.

MR. CHRISTMAN: It's this one?

MS. SMITH: Yes. Uh-huh.

MR. CHRISTMAN: So it's this one. Okay.

MS. HUNTER: It looks like before we --

MS. SMITH: Yeah.

MS. HUNTER: -- printed, we had hard --

MR. CHRISTMAN: Gotcha.

MS. HUNTER: -- returns.

MR. CHRISTMAN: Oh, okay. I gotcha.

MS. SMITH: So we will get you a clean --

MR. CHRISTMAN: Yeah.

MS. HUNTER: -- copy through Sharley.

MR. CHRISTMAN: Yeah.

MS. HUNTER: We apologize. So it is the gray.
So we see Michelle P.W. parent, an ABI participant, of course ARC advocate, Michelle P.W. advocate. We have an SCL parent --

MR. CHRISTMAN: Uh-huh.

MS. HUNTER: -- HDB parent.

MR. CHRISTMAN: Uh-huh.

MS. HUNTER: So of all of the things I was thinking I flubbed, that wasn't one of them.

MS. BROTHERS: Uh-huh.

MS. HUNTER: So help -- argue with me, please. Always argue with me. It can only make us better. But we want to make sure the people we have the privilege to serve are well represented. And you -- your concern -- do you -- are -- are you seeing stuff?

MS. BROTHERS: I'm going to have to study this more.

MS. HUNTER: Okay. Will you --

MS. BROTHERS: I will look --

MS. HUNTER: -- follow up --

MS. BROTHERS: -- at these --

MS. HUNTER: -- with me personally --

MS. BROTHERS: -- because --

MS. HUNTER: -- Sherri?

MS. BROTHERS: Yes, I will follow up with
MS. HUNTER: Thank you. Okay. Let me know.

MS. BROTHERS: And then I want to know so the I'm going to I'm going to look at all this because since it was just --

MS. HUNTER: I know.

MS. BROTHERS: You know, I just --

MS. HUNTER: Uh-huh.

MS. SMITH: Yes, ma'am.

MS. BROTHERS: -- have it right now --

MS. HUNTER: Take your time.

MS. BROTHERS: -- in my face so --

MS. HUNTER: Absolutely.

MS. SMITH: Absolutely.

MS. BROTHERS: Yeah.

MS. SMITH: But we really I mean, it was -- it it was a very interesting process. I will -- you know, I --

MS. HUNTER: I'm proud of it.

MS. SMITH: Yeah. We really you know, there literally was writing on the windows. There was writing on -- and I have a huge white board in my office --

MS. HUNTER: So just follow up --
MS. SMITH: -- probably bigger --

MS. HUNTER: -- after.

MS. HUNTER: -- than that. So, I mean, it really was a very thoughtful, thoughtful process. So -- but, you know, please, if you see anything, let us know, and we can -- we can talk -- we can talk to you.

MS. BROTHERS: Now I'd like to know more about the subcommittees.

MS. HUNTER: Sure.

MS. BROTHERS: Okay.

MS. HUNTER: Sure.

MS. BROTHERS: So since we are the TAC committee --

MS. HUNTER: Yes, ma'am.

MS. BROTHERS: -- how are these subcommittees going to report to us on what they're doing, and how would that --

MS. HUNTER: They won't report in to the TACs, but we will bring you the reports, and then the reports will be public.

MR. CHRISTMAN: We'll get the --

MS. SMITH: Uh-huh.

MR. CHRISTMAN: -- information?

MS. HUNTER: Yes, you'll get the --
MS. SMITH: It will be --
MS. HUNTER: -- information.
MS. SMITH: -- posted?
MR. CHRISTMAN: Yeah.
MS. HUNTER: Plus, it'll be posted to the website. So all the subcommittees -- well, all their material will be posted to our website.
MS. SMITH: There's a process where the minutes get vetted so they -- until we've established turnaround times on that -- so now we originally will compile all the minutes. Then they go to the subpanel for them to approve much like we do in here. And then those will get posted. So all that -- that information will be shared.
And we're trying to -- you know, there -- I -- we will not be recording those meetings, but there are other meetings -- so like the webinars, for example, that we're doing this week about waiver redesign, we're recording all of those and those will be posted after we're done. So it's a very transparent process. So any information as they work through that will -- as Jill has mentioned --
MS. HUNTER: That one and --
MS. SMITH: Will be shared.
MS. HUNTER: -- and this one.

MS. BROTHERS: Uh-huh.

MR. CHRISTMAN: Is it possible you could, in addition to putting it on the website, like send that to like Sherri or me or everybody?

MS. HUNTER: Uh-huh

MS. SMITH: Right.

MS. HUNTER: Absolutely.

MR. CHRISTMAN: So we don't have to --

MS. HUNTER: Absolutely.

MR. CHRISTMAN: Otherwise, it'll slip my mind --

MS. HUNTER: We'll send you the committee --

MR. CHRISTMAN: It'll slip my mind to look at the website, and I think --

MS. HUNTER: Yes, sir.

MR. CHRISTMAN: -- probably it would -- no doubt we will probably want to talk about some of these reports --

MS. HUNTER: Right.

MS. SMITH: Absolutely.

MS. HUNTER: Right.

MR. CHRISTMAN: -- reports in -- in this meeting, yes.
MS. HUNTER: We will absolutely send it to you.

MR. CHRISTMAN: Thank you. Yeah.

MS. HUNTER: Absolutely.

MS. HUGHES: Well, we can also send you the link to what is on the website in case you --

MR. CHRISTMAN: Okay.

MS. HUGHES: -- want --

MS. HUNTER: Absolutely.

MR. CHRISTMAN: Okay.

MS. HUGHES: -- to share --

MR. CHRISTMAN: Whatever. Because --

because it might slip our minds to check -- keep checking --

MS. HUGHES: Right. But --

MR. CHRISTMAN: -- because we don't know it's --

MS. HUGHES: At least that way you'll have it --

MR. CHRISTMAN: Yeah.

MS. HUGHES: -- that you can share it with other people --

MS. HUNTER: Right.

MS. HUGHES: -- that you know.

MS. SMITH: Well, and I think it's
hard -- are you-all on the -- just really quick, the -- the distribution list that went because Kelly does a very good job --

MR. CHRISTMAN: I think I am.

MS. SMITH: -- with getting email -- with sending --

MR. CHRISTMAN: Okay.

MS. SMITH: -- an email when something is posted -- something new has been --

MR. CHRISTMAN: Yeah.

MS. SMITH: -- posted.

MR. CHRISTMAN: And that'll be -- you'll do that? Well, so you're going to remember --

MS. HUNTER: And I do too.

MR. CHRISTMAN: -- to broadcast this thing?

MS. SMITH: Yes.

MS. HUNTER: Oh, absolutely.

MR. CHRISTMAN: Yeah.

MS. SMITH: We are -- I mean, we -- if you have noticed, if you use Facebook -- I mean, we're using social media --

MS. HUNTER: Right.

MS. SMITH: -- for the first time that we've ever used social media for this end -- for
this end of the building. So, yeah. So --

MS. HUNTER: We're going to err on the side of overcommunicating.

MS. BROTHERS: Uh-huh.

MS. HUNTER: You'll get tired of hearing from us.

MS. BROTHERS: Okay. So when I go on the website -- I'm going to tell you a problem I'm having.

MS. HUNTER: Sure.

MS. BROTHERS: So if -- if something's being posted on the website --

MS. HUNTER: Uh-huh.

MS. BROTHERS: -- it is hard to find your information on the website for me sometimes. I mean, it's like looking for a needle in a haystack.

MS. HUNTER: On our page or on the main website?

MS. BROTHERS: On the main website.

Okay. Because I'm getting questions about things that providers are receiving, and I'm going out there looking for -- let's just say one of the things that I had to go look for was the goods and service letter, and I had to -- and I'm -- I'm trying to find it everywhere. I'm looking
everywhere because I'm getting questions.

MS. HUNTER: Start on our web page. When you do your link -- when you go in and do your favorites or --

MS. BROTHERS: Uh-huh.

MS. HUNTER: -- your bookmark or whatever the --

MS. BROTHERS: Uh-huh.

MS. HUNTER: -- up -- upper right-hand corner with the star, start at the Division of Community Alternatives. I can only apologize for the Medicaid website and assure you we have an individual that's supposed to be fixing it. God, I hope she does.

MS. BROTHERS: Uh-huh.

MS. HUNTER: But our page looks great and it's easier to navigate. There's more white space and less jumbles of words and it -- less cluttered --

MS. BROTHERS: Uh-huh.

MS. HUNTER: -- and it's easier to navigate. So go in and link our page. And things like that -- that document, it'll -- I probably have a copy right here.

MS. BROTHERS: Well, I mean, I have a
MS. HUNTER: Okay.

MS. BROTHERS: I've shared it --

MS. HUNTER: Okay.

MS. BROTHERS: -- out on the Facebook.

It's --

MS. HUNTER: Okay.

MS. BROTHERS: -- not that. I mean, I can eventually get access. But, I mean, I do a search. I go --

MS. HUNTER: Start on our page.

MS. BROTHERS: -- go on your page --

MS. HUNTER: Uh-huh.

MS. BROTHERS: -- and everything, but it's really hard to find things.

MS. HUGHES: Jill, could --

MS. HUNTER: Okay.

MS. HUGHES: -- we do just a waiver redesign page?

MS. HUNTER: We've got it.

MS. SMITH: Uh-huh.

MS. HUGHES: Okay.

MS. HUNTER: We've got it.

MS. SMITH: Uh-huh.

MS. HUNTER: Yes, ma'am.
MS. SMITH: And if you look in the second document, the link -- that link is in the top of that document. So you --

MS. HUGHES: Uh-huh.

MS. HUNTER: -- so you can use that to bookmark it. Uh-huh.

MS. BROTHERS: Okay.

MS. SMITH: Yeah.

MR. CHRISTMAN: I'd like to ask one question. I know --

MS. HUNTER: Excuse me.

MR. CHRISTMAN: -- in looking at the rate study group, you each have --

MS. HUNTER: Yes, sir.

MR. CHRISTMAN: -- you have a nice range of organizations --

MS. HUNTER: We do.

MR. CHRISTMAN: -- in there. But as far as the individuals that these people are appointing, do they have a good financial background?

MS. HUNTER: They're being --

MR. CHRISTMAN: Do you understand --

MS. HUNTER: -- evaluated.

MS. SMITH: Right.
MR. CHRISTMAN: You feel they do?

MS. HUNTER: Oh.

MR. CHRISTMAN: They do?

MS. SMITH: I do.

MR. CHRISTMAN: Yeah.

MS. HUNTER: And they've been kind enough -- if they get there and they're like, I am not the right person, they're telling us.

MR. CHRISTMAN: Yeah.

MS. HUNTER: So we have like a CEO who attends and who has a strong financial mind --

MR. CHRISTMAN: Yeah.

MS. HUNTER: -- but says, can I bring my CFO too? Or can I --

MR. CHRISTMAN: So that's possible? So that's good.

MS. HUNTER: Oh, absolutely.


MS. HUNTER: It's just because I'm -- I get rates, but maybe Pam's -- Pam's more clinical and I'm more numbers.

MS. BROTHERS: Uh-huh.

MS. HUNTER: So if she were to get -- you know, she -- she said, well, I need to bring Jill
or I need to bring her, that's fine. We just are trying to be very intentional and ensure we have every waiver represented --

MR. CHRISTMAN: Yeah.

MS. HUNTER: -- you know, a cross section. And historically that has not been our strength in the corner, so we're working on that.

MR. CHRISTMAN: Uh-huh.

MS. HUNTER: But, yes, definitely for financial.

MR. CHRISTMAN: Uh-huh.

MS. HUNTER: And we do -- we are doing some special time with our recipient on that panel --

MS. BROTHERS: Uh-huh.

MR. CHRISTMAN: Yeah.

MS. HUNTER: -- because --

MR. CHRISTMAN: That's what you said.

MS. HUNTER: -- it's rates. It's chaos.

MR. CHRISTMAN: Yeah.

MR. STEVENSON: Yeah, I know.

MS. HUNTER: So --

MR. STEVENSON: And particularly when you start --

MS. HUNTER: I'm trying to help her.
MR. STEVENSON: -- talking about costs.

It's a real hairball.

MS. HUNTER: It is exactly that. That's what it looks like too when it comes out.

MS. SMITH: Yeah. Had to be exactly --

MR. STEVENSON: When we were having the --

MR. CHRISTMAN: Yeah.

MR. STEVENSON: -- cabinet board of directors meeting, we talked about there were a few of us in there that are going to be part of the pilot for the rate study.

MS. HUNTER: Uh-huh.

MR. STEVENSON: And we thought, man, it would really be smart to have our controllers or comptrollers be an extended part of us and then have them meet or become a part of a subgroup just to make sure that they're sharing all the same types of information so what you have is relevant and real --

MS. HUNTER: Perfect.

MR. STEVENSON: -- and even --

MR. CHRISTMAN: Comparable.

MR. STEVENSON: -- and compared to they looked at it this way. Okay.
MS. HUNTER: Perfect.

MR. STEVENSON: Well, they looked at it this way. Why don't we get on the same page? So I wanted -- I was going to talk to you about that --

MS. HUNTER: Perfect.

MR. STEVENSON: -- but --

MS. HUNTER: That's a great idea.

MR. STEVENSON: Yeah.

MS. HUNTER: And we're doing -- I think that's a good point to bring up. We're doing a beta -- a beta of the rate study to ensure that we don't send out a rate study that no one can respond to.

MR. STEVENSON: Yeah.

MS. HUNTER: It looks great to us --

MR. STEVENSON: That's so smart.

MS. HUNTER: -- but we send it out and it looks foolish. So there are 15 providers who have volunteered from that group and they're all going to take a look at it and they're going to be our toughest critics to make sure that when it goes out to all providers, it's usable.

MR. CHRISTMAN: Yeah. I would just -- in my opinion, the simpler the better --

MS. HUNTER: Okay.
MR. CHRISTMAN: -- because the more
detail you put in -- and everybody has a different
interpretation of all --

MS. HUNTER: Absolutely.

MR. CHRISTMAN: -- those categories --

MS. HUNTER: Absolutely.

MR. CHRISTMAN: -- how they -- they
only -- and actually the more detail, the less
useful I think it will be. I think, in my opinion,
simplicity is --

MS. HUNTER: Absolutely.

MR. STEVENSON: Yeah, me too.

And we're meeting on Monday; right?

MS. HUNTER: Uh-huh.

MR. STEVENSON: So we'll --

MS. HUNTER: Uh-huh, we are.

MR. STEVENSON: Okay. I'll just save my
comments for that.

MR. HARVEY: I'll agree with simplicity,
but I -- but I think to be comprehensive is
important too.

MS. HUNTER: It is.

MR. STEVENSON: Sure. We covered --

MS. HUNTER: Oh, yes.

MR. HARVEY: It's because there's so many
times --

MR. STEVENSON: You get everything in it, but if you break everything --

MS. HUNTER: Yes.

MR. HARVEY: And there's --

MR. STEVENSON: -- down, if you --

MR. HARVEY: There's so many times --

MS. HUNTER: Yes.

MR. STEVENSON: If you get it broken down to a granule --

MR. HARVEY: Yeah. Right.

MR. STEVENSON: -- and everybody has a different idea of what this word means, you don't get comparability. We should include all our costs.

MR. HARVEY: Right.

MR. STEVENSON: But try to keep the categories --

MR. HARVEY: Yeah.

MR. STEVENSON: -- all --

MR. HARVEY: Absolutely.

MR. STEVENSON: -- all encompassing.

MR. HARVEY: And -- and that's -- that's my biggest fear, is that as long as we get to the end result and the end result allows you to
capture, you know --

MR. HUNTER: Take the full picture.

MR. HARVEY: -- all your costs and -- and there's --

MS. HUNTER: Absolutely.

MR. HARVEY: -- there's not something that's eliminated because somebody has a -- an opinion that it shouldn't be included. If it costs the provider money --

MS. HUNTER: Right.

MR. HARVEY: -- and they're spending money on it --

MS. HUNTER: Right.

MR. HARVEY: -- it's money that's coming out of the provider's pocket, it should be included toward the rate.

MS. HUNTER: Everything.

MS. SMITH: Uh-huh.

MR. STEVENSON: Uh-huh.

MS. HUNTER: And it is. We have more tabs on that. It goes for days.

MR. STEVENSON: Absolutely.

MS. HUNTER: I refuse to print it because I don't think I have enough paper. But it -- it's deep.
MR. STEVENSON: There's a fine line between -- because someone asked me, Well, what's it going to kind of look like? I'm like, Well, you know, it's kind of like the universe where you've got galaxies and then you've got solar systems.

MS. HUNTER: That's exactly right.

MR. STEVENSON: And then you've got --

MS. HUNTER: That's exactly right.

MR. STEVENSON: -- planets. And there's so much detail that you can get into.

MR. HARVEY: Well, that's what I'm saying is not good.

MR. STEVENSON: So the concern is that --

MR. HARVEY: Yeah.

MR. STEVENSON: -- there's a fine line between people who are going to be willing to -- to participate and those who are going to be too overwhelmed to participate.

MS. HUNTER: Right.

MS. STEVENSON: Because there's a --

MS. HUNTER: Right.

MR. STEVENSON: -- a fine line. Even with Cedar Lake, I've got my finance team really concerned. I'm going, just -- just wait, just --
MS. HUNTER: Right. Just --

MR. STEVENSON: -- wait. And let's have you part of it.

MS. HUNTER: Exactly.

MR. STEVENSON: So thank you. Having them part of that group --

MS. HUNTER: Exactly.

MR. STEVENSON: -- appropriately in the meetings will help them buy in.

MS. HUNTER: Absolutely. Because we need to get enough, but we don't want people to go, eh, it's too much. There's that fine line. But we're -- we're beating it up pretty hard.

MR. STEVENSON: Good.

MS. BROTHERS: I want to go back to where we were.

MR. CHRISTMAN: Oh, please. Yeah, we can.

MS. HUNTER: Sure.

MS. BROTHERS: Okay. So the subcommittees to report to the TAC, we were talking about that, and you said that they were going to -- can you explain that reporting process a little bit more to me?

MS. HUNTER: They won't report in to the
TAC --

MS. BROTHERS: Right. You're going to --
MS. HUNTER: -- because the -- they'll report in to the -- kind of the higher stakeholder group. So there's a stakeholder committee and all the subs will report in -- and I don't mean report as in approval and denial --

MS. BROTHERS: Right.
MS. HUNTER: -- but communicate.
MS. BROTHERS: Right.
MS. HUNTER: But then what we can do is we can share the material directly with the TAC. And we'll be glad to.

MS. BROTHERS: So when they -- when they're doing their work, I want you to explain to me what does that work -- where does that work go and what are they accomplishing with that work? Explain all that to me.

MS. HUNTER: Okay.
MS. BROTHERS: That's what I want you to --
MS. HUNTER: The purpose of the sub --
MS. BROTHERS: -- focus on.
MS. HUNTER: -- committees is to discuss the issues that the providers and the recipients
are having.

MS. BROTHERS: Uh-huh.

MS. HUNTER: And they are representative. They are to come and discuss, to answer questions or ask questions if they have them and answer for one another, work together, and communicate issues that we may be encountering. So, for instance, let's use something that's not simple so it can be an easier explanation.

So the Michelle P.W. child, we -- we don't have now, but --

MS. BROTHERS: Uh-huh.

MS. HUNTER: -- the -- long-term having a clinical process in place or a -- a -- I guess it would be a product in place to do evaluations with child focused. That committee cannot come in and solve that because I don't even think one exists in the world. Apparently there's one. It doesn't work. It's not validated. So do we design one? Do we take one and modify it? How do we validate it?

MR. STEVENSON: Yeah.

MS. BROTHERS: Uh-huh.

MS. HUNTER: That subcommittee would have that as a topic just for healthy discussion,
questions --

MS. BROTHERS:  Uh-huh.

MS. HUNTER:  -- but they're not going to make a final decision without it being vetted up through our executive steering committee here. They're just going to ensure that we ask all the good questions, ask all the right questions.

MS. BROTHERS:  Okay. So they're not actually going to make recommendations? They're just --

MS. HUNTER:  No. They will make recommendations --

MS. BROTHERS:  Okay.

MS. HUNTER:  -- but final decisions will be vetted.

MR. STEVENSON:  So you said that they're -- and that's a good --

MS. BROTHERS:  Through --

MR. STEVENSON:  -- point. So there's --

MS. BROTHERS:  -- your department?

MS. HUNTER:  Through the governor's office.

MR. STEVENSON:  So it really -- and -- and that's helpful.

So you've got a number of subcommittees
that are making recommendations?

MS. HUNTER: Yes.

MR. STEVENSON: And then obviously you've got the puzzle pieces on the table?

MS. HUNTER: Right.

MR. STEVENSON: Who's the group that actually is going to be locking it in together or checking the pieces?

MS. HUNTER: It --

MS. SMITH: That's what I'm going to --

MS. HUNTER: -- will go up. We have an executive steering committee.

MR. STEVENSON: Okay.

MS. HUNTER: It goes all the way up to a member from the governor's office. So we have -- a member from the governor's office participates.

Our commissioner participates.

MS. SMITH: Our secretary, deputy secretary.

MS. HUNTER: The other commissioners in this building Dale, DCB -- or Dale, DBHDID, behavioral health, aging, us, the secretary's office, and the governor's office. So there are probably 11 or 12 people on that. Our ombudsman is on there.
MS. SMITH: Our technology, lead --
MS. HUNTER: Technology --
MS. HUNTER: -- strategist.
MS. HUNTER: -- leads. So all the
recommendations come in and that's just a simple
process. Once it comes in to the leadership
committee, it's -- it's -- as the commissioner
said, if we're asking for everything and we don't
have any money, we have to have somebody say, Did
you know we don't have funding for that?
MS. BROTHERS: Uh-huh.
MS. HUNTER: Or you'd have to take this
funding from here and move it over here. We have
to be practical.
MS. BROTHERS: Uh-huh.
MS. HUNTER: And what can we
operationalize? What -- and then it all, of
course, will go to CMS. Then CMS will have to
approve changes to the waiver, things of that
nature. That's all going to go through CMS for
approval.
MS. SMITH: Uh-huh.
MS. BROTHERS: Okay. So I would like to
make a recommendation then that when this gets to
these recommendation levels to this committee that
two of us serve in that area when those
recommendations get there representing this TAC
meeting. I mean, I think we should be a part of
that as well. Like I -- I guess I'm -- I'm -- I
just feel like that we're kind of -- I don't know.
I feel like we should serve as a part of that as
well.

MS. HUNTER: The TAC?

MS. BROTHERS: Does this TAC -- yes --
committee -- I mean, I feel like that all this is
happening, all of these committees -- you know what
I'm saying? I feel like that --

MR. CHRISTMAN: At what point are you
thinking that we should be involved? After -- not
on --

MS. BROTHERS: After all this is --

MR. CHRISTMAN: -- every committee;
right?

MS. BROTHERS: No, not on every --

MR. CHRISTMAN: Well, that's what --

MS. BROTHERS: -- but once it's --

MR. CHRISTMAN: When it's a --

MS. BROTHERS: -- all decided.

MR. CHRISTMAN: When it's assembled?

When the meeting assembles?
MR. STEVENSON: Are you talking -- are you talking about a liaison on -- on the leadership committee group? It's the large -- the committee making the --

MS. BROTHERS: I'm thinking like when it's ready to go to the recommendation part for the governor's -- you know, like, when it's reached to your executive committee, I think that we should have a part in that as well.

MS. HUNTER: On the executive committee?

MS. BROTHERS: I just think that we should be a part when it gets down to the final recommendations.

MS. HUNTER: What sort -- like to make decisions?

MS. BROTHERS: To help with those decision makings.

MS. HUNTER: That was the intent of the stakeholder groups, to ensure that all the providers are represented on those --

MS. BROTHERS: Uh-huh.

MS. HUNTER: -- stakeholder groups. The TAC's separate and apart from that. The re -- the TACs all put out in regulation -- or in -- it's in reg or is it statute?
1. MS. SMITH: Statute.
2. MS. HUNTER: Statute. It's all out in statute. And as the commissioner for policy recommendations and things of that nature, these committees are established to get a better cross section from all the waivers and to ensure everyone's represented.
3. MS. BROTHERS: Uh-huh.
4. MS. HUNTER: So I think I see the -- like if I use the ARC, I believe --
5. MS. BROTHERS: Right.
6. MS. HUNTER: -- you-all are on the -- you're on the over --
7. MS. BROTHERS: We're on several.
8. MS. SMITH: Yeah.
9. MS. HUNTER: Yeah. You guy -- they're on the over --
10. MS. BROTHERS: Overarching.
11. MS. HUNTER: -- arching.
12. MS. BROTHERS: Uh-huh.
13. MS. HUNTER: You're on the participant-directed services. You're on --
14. MS. SMITH: You're on case management.
15. MS. HUNTER: On case management.
16. MS. BROTHERS: I mean, I understand that.
I just -- I guess I'm just like I -- do you see where I'm coming from with this?

MS. HUNTER: Uh-huh.

MS. SMITH: Well, let me, you know, encourage you as always that the Medicaid public comment box is open. You know, right now we're in the active public comment period, and there is a prescribed -- and we do have in the packet -- there's the -- the formal process that you follow.

MS. BROTHERS: Uh-huh.

MS. HUNTER: But at any point in time you-all are open to use that to -- to send any emails. You can also communicate with us if there's recommendations or as you -- as things get posted, comments that -- that can be shared.

MR. CHRISTMAN: One of the things that I -- I'm sorry, Sherri, were --

MS. BROTHERS: No.

MR. CHRISTMAN: Go ahead.

MS. BROTHERS: Go ahead.

MR. CHRISTMAN: Okay.

MS. BROTHERS: I'm just writing stuff down.

MR. CHRISTMAN: One -- one of the things that we're hoping to get included with one of these
committees, task groups, is what we've been talking about in our meetings for a couple of times now. There's a lot of -- there's more and more providers who feel they have individuals they're serving, but they don't have the ability to serve them properly. And I know we have this instance and basically it's set up where you can't dismiss someone for service until you find an alternate provider. And that is getting more and more difficult. You know, I'm talking to case managers. Used to be you could always find providers, and now providers are getting afraid of taking a risk of serving someone who -- do you follow what I'm saying --

MS. HUNTER: Uh-huh.

MR. CHRISTMAN: -- whose needs may be too great and then they can't just tell someone, Well, we can't do this anymore. Then it's basically like you break it, you bought it; right? I mean, so -- And that's -- I don't know what the solution to that is, but it's getting to be more and more of a problem.

MS. HUNTER: Can some --

MR. CHRISTMAN: And -- and I'm hoping that --

MS. HUNTER: -- someone submit that on
public comment?

MR. CHRISTMAN: Yeah.

MS. HUNTER: So we ensure that that's --

MR. CHRISTMAN: I don't know. I think Lori supposedly -- I -- or she said she would. I assume she did if she said she was going to. Make sure she got that incorporated in one of these task force groups because this get -- this is getting to be a growing concern --

MS. HUNTER: Let's also be discreet --

MR. CHRISTMAN: -- because you don't want people --

MS. HUNTER: -- when it goes to public comment.

MR. CHRISTMAN: -- to serve people they don't feel like they can serve, you know.

MS. HUNTER: If somebody could submit that for public -- a provider can submit that for public comment, that would help as well.

MR. CHRISTMAN: Yeah.

MS. HUNTER: And then it becomes part of the formal record for CMS.

MR. CHRISTMAN: Right. Right.

COURT REPORTER: And if I can get everybody to talk one at a time, please.
MS. HUNTER: Yes, absolutely.

COURT REPORTER: Thank you.

MR. CHRISTMAN: And one more comment.

You mentioned about the pediatric assessment.

MS. HUNTER: Uh-huh.

MR. CHRISTMAN: I had the impression at our last meeting that the problem was not finding an instrument. It was figuring out -- it was the administration of the instrument.

MS. HUNTER: Uh-huh.

MR. CHRISTMAN: Right?

MS. SMITH: That -- that is -- we did have that discussion --

MR. CHRISTMAN: Yeah.

MS. SMITH: -- at -- at the last TAC, that what we are finding is that how the assessment is conducted and how the information is captured is as much of a problem as there being a special tool for pediatrics.

MR. CHRISTMAN: Yeah.

MS. SMITH: So as --

MR. CHRISTMAN: But you're --

MS. SMITH: -- we discussed in the last TAC, it was about -- this phase is about teaching the individuals that do those assessments how to
make sure they capture that information correctly for all age groups, whether it be pediatric or it be geriatric.

MR. CHRISTMAN: But there actually might be instruments on the market that would be okay if we could figure out how to administer them?

MS. HUNTER: That's a part of redesign.

MS. SMITH: Uh-huh.

MR. CHRISTMAN: Yeah.

MS. HUNTER: That is one of --

MR. CHRISTMAN: Right.

MS. HUNTER: -- Navigant's recommendations in redesign.

MR. CHRISTMAN: Okay.

MS. HUNTER: Uh-huh.

MR. STEVENSON: What group would that fall in for discussion? Do you know?

MS. HUNTER: It's in -- I don't know if it would be in one of these groups --

MS. SMITH: Right.

MS. HUNTER: -- or it is in Phase --

MS. SMITH: Because it's --

MS. HUNTER: -- II?

MS. SMITH: It's in Phase II.

MS. HUNTER: It's Phase II.
MS. SMITH: So it's not going to --

MS. HUNTER: Okay.

MS. HUNTER: -- be in clinic.

MS. HUNTER: There will be new subgroups for Phase II. So it would be a subgroup maybe with that exact focus.

MR. STEVENSON: So the subgroups -- well, that's helpful to -- so subgroups -- there's a Phase II. When does that start? Appears to be --


MR. STEVENSON: 2020?

MS. HUNTER: Yes.

MR. STEVENSON: So that subgroup -- those subgroups would come as recommendations? You don't even know what those subgroups --

MS. HUNTER: No.

MR. STEVENSON: -- might be yet?

MS. HUNTER: Not at this time.

MR. STEVENSON: Based on what you're going to hear and the --

MS. HUNTER: The needs.

MR. STEVENSON: -- executive committee's --

MS. HUNTER: Right.

MR. STEVENSON: -- recommendations?
MS. SMITH: Uh-huh.

MS. HUNTER: What's identified through public comment, what CMS says we can and can't do.

MR. STEVENSON: In some ways I appreciate what Sherri is saying. I understand where we are one voice among many --

MS. HUNTER: Uh-huh.

MS. STEVENSON: -- that could be problematic because what -- who -- who should empower us more than another group. But at the same time, what is the TAC's --

MS. HUNTER: Role?

MR. STEVENSON: -- what -- what's our purpose? I think we've had a little bit of an identity crisis for a while, and almost seemingly to be dismissed --

MS. HUNTER: Uh-huh.

MR. STEVENSON: -- with -- with back recommendations that we've made in -- in the almost too short responses that we get. So I -- it might be helpful if -- if going forward that we can kind of cocreate the purpose of the TAC, what you would like to see from us. You know, it's not only what we want. But what do you need from us and help us to understand how we can really start cooking with
hot grease, you know.

  MS. HUNTER: I think to the -- and the commissioner has completely redesigned all the TACs, who will attend. That's why you just get Pam and I. So who will attend and what we will -- you know, if -- are we going to bring -- some TACs have four, five consultants sitting around, and that's not really who they need. They need staff. But the commissioner's intent is the TACs discuss policy issues.

  MR. STEVENSON: Okay.

  MS. HUNTER: So this would be a place to bring policy issues up or areas of concern --

  MR. STEVENSON: That's fine.

  MS. HUNTER: -- and then we can take it back and research and then follow back up with --

  MS. BROTHERS: Uh-huh.

  MS. HUNTER: -- with you-all. That's her -- that's her direction for the TACs.

  MR. STEVENSON: So in terms of continuity of staff too, are you-all going to be at each of the TACs going forward or --

  MS. HUNTER: At this one.

  MS. SMITH: Uh-huh.

  MS. HUNTER: Yes.
MR. STEVENSON: You --

MS. SMITH: This one.

MR. STEVENSON: I'm sorry? At this one you are?

MS. HUNTER: At this --

MR. STEVENSON: Okay,

MS. HUNTER: At IDD, yes.

MR. STEVENSON: Okay.

MS. BROTHERS: And I guess my -- and -- and why I'm have -- you know, I want to speak this is because I feel like that I represent the families --

MS. HUNTER: Uh-huh.

MS. BROTHERS: -- and the individuals, and I want them to have a voice --

MS. HUNTER: Uh-huh.

MS. BROTHERS: -- and I want them to have a strong voice.

MS. HUNTER: I agree.

MS. BROTHERS: And that's why I am questioning everything about these subcommittees and stakeholders. Because I feel like that, you know, they need to be equalized in everything that they do. And so if -- if this comes back unequalized, I want the TAC to be able to have that
role to -- to make sure that they're covered, the
individuals and the family, and that they have
their voice.

MS. HUNTER: Is there a specific group
that you think that we don't have well represented?

MS. BROTHERS: Well, like, I see -- I --
I wish I would have gotten this beforehand because
then I would have had time to really study. I
just -- you know, I've heard it's 30 to 10 and --

MS. SMITH: 30 what to 10? Because we
don't have any of these subpanels I think that
have --


MS. SMITH: -- have even 30 --

MS. BROTHERS: Well, I mean --

MS. SMITH: -- individuals.

MS. BROTHERS: Is there 40 people all
together?

MS. SMITH: No.

MS. HUNTER: No.

MS. BROTHERS: Okay.

MS. SMITH: They're not that large.

MS. BROTHERS: Okay.

MS. HUNTER: And that's -- there are more
than that on all of them broken down.
MS. BROTHERS: Okay.

MS. SMITH: Uh-huh.

MS. HUNTER: So I know you've got to take time to review.

MS. SMITH: Uh-huh.

MS. BROTHERS: Okay. So I'll just have --

MS. SMITH: And that's why --

MS. BROTHERS: -- to review.

MS. SMITH: -- it just -- I'll highlight --

MS. BROTHERS: And then I'll have --

MS. SMITH: That's why, you know, it's important that we get the agenda because when we get the agenda the two weeks ahead of time, then it allows for us to be able to share information so that you-all can come prepared for input too so --

MS. HUNTER: Right.

MR. CHRISTMAN: So I guess what you're asking, Sherri, is after all these meetings or task forces are completed and they're assembling the final --

MS. BROTHERS: Right.

MR. CHRISTMAN: -- maybe you'd like to have some representation on that as the ARC or --
if that's possible.

MS. BROTHERS: Uh-huh.

MS. HUNTER: And I think the ARC is on our overarching. They are.

MR. CHRISTMAN: Oh, it is?

MS. SMITH: They are, yes.

MS. HUNTER: Oh, yeah.

MS. SMITH: We have a member on the --

MS. HUNTER: The ARC's well represented.

MS. SMITH: Yes.

MR. CHRISTMAN: And that's -- that's the group that's going to be pulling all the other subcommittees together, their recommendations, and --

MS. SMITH: They -- so there is a -- a set of members on that overarching panel, and then every subpanel as part of their meetings with the exception of rate study just because it functions differently because of what it is, they will nominate somebody. As a body --

MS. BROTHERS: Uh-huh.

MS. SMITH: -- they -- they will speak -- they will talk amongst themselves and they're going to nominate somebody to be on that overarching panel as well.
MR. CHRISTMAN: Which you're calling the --

MS. SMITH: It's the HCBS advisory panel.

MR. CHRISTMAN: Advisory panel, yeah.

MS. BROTHERS: I guess my -- still my --

MR. CHRISTMAN: Yeah.

MS. BROTHERS: -- concern would be is -- and I understand what you're saying. There's somebody from the ARC on these committees. That's what you're getting at. But if there's still -- and I have to look at this. If there's one -- say, two parents or three parents and one advocacy agency and then the rest are providers or case managers or whatever, we still may not have the same views on things, and we may agree on everything.

MS. HUNTER: Right.

MS. BROTHERS: But when it comes down and then -- I guess that's what I'm trying to say about this. They may still not have the same representation as far as families or parents or individuals

MS. HUNTER: I -- I don't understand what you're saying. Say it to me again.

MS. BROTHERS: Okay.
MS. HUNTER: I feel the -- I feel -- Can you tell me what she's saying?
MS. SMITH: No. I'm actually not sure because if I have people contact me, I'm going to say, okay. You've got public comment time.
MS. HUNTER: Right. Rock and roll
MS. SMITH: This is the time to roll your comments out because I feel like it's great for the Commonwealth Council on Disabilities to make comments, but one comment from our council, to me, is not as good as 50 comments from constituents --
MS. BROTHERS: Uh-huh.
MS. HUNTER: Oh, absolutely.
MS. SMITH: -- from people in the communities, from participants, from people who want the service. So I'm not -- I -- I think what you're saying is you really want that to be more balanced.
MS. BROTHERS: I do want it to be more balanced.
MS. SMITH: That's what I think she's saying.
MS. BROTHERS: Yes, I do.
MS. HUNTER: Okay. Go through the list and tell me which ones aren't and follow back up
MS. BROTHERS: Okay.

MS. HUNTER: Because I'm -- I'm struggling to see where I don't have balance. I think we have more representation than we ever have.

MS. BROTHERS: Okay.

MS. HUNTER: This is a brand-new -- we've never had this many. We didn't have recipients even included or allowed to speak. So follow back up. Let me know.

MS. BROTHERS: Okay.

MR. CHRISTMAN: You want to go on to the next agenda item, Sherri?

MS. BROTHERS: Sure.

MR. CHRISTMAN: And so you're getting reports of difficulty of getting respite services in the evenings --

MS. BROTHERS: Well, and this --

MR. CHRISTMAN: -- to some people?

MS. BROTHERS: Right. And this is another -- I guess my struggle with -- at the ARC is I think -- and Pam knows this because you came to the meeting that we had in Barron County.

MS. SMITH: Uh-huh.
MS. BROTHERS: There's a lot of different communications among -- and I guess this is like providers in different parts of the state, and I would have to say probably in our area of the state the communication is fairly good, but then in different parts of the state people receive maybe wrong information or information gets out differently. And so when I go to try to find it, again it's hard for me to find it.

But the respite services -- they were saying that their evening -- like to have somebody to stay with them at night was being cut.

MS. HUNTER: And like the commissioner said, these are like specific claims. So what we'll want to do is if we can get those specific cases separate and apart from the TAC --

MS. BROTHERS: Uh-huh.

MS. HUNTER: -- and get those in to Pam and her team to review individually. So all your examples, if you can send those in --

MS. BROTHERS: Okay.

MS. HUNTER: -- then they'll review them by the onesies and follow up. And that was her specific direction. She didn't want these to --

MS. BROTHERS: Right.
MS. HUNTER: -- be onesie, twosie claim reviews.

MS. BROTHERS: Right.

MS. HUNTER: So if you will, then we've got a team ready to review that.

MS. BROTHERS: Okay.

MR. CHRISTMAN: Would that apply to No. 5, then, too --

MS. HUNTER: Yes.


MS. BROTHERS: The goods and services?

MR. CHRISTMAN: Yeah.

MS. BROTHERS: But these are not just one case. It's like several.

MS. HUNTER: Send them in.

MS. BROTHERS: It's a big group.

MS. SMITH: You can send them in.

MS. HUNTER: Absolutely. Send them in.

MS. BROTHERS: Okay.

I did want to speak one -- can I speak about one thing about the goods and services that I feel --

MS. HUNTER: Certainly.

MS. BROTHERS: -- is important?

MS. HUNTER: Uh-huh.
MS. BROTHERS: Some of the things that have been cut on there as far as like nutritional supplements and the YMCA, some -- I feel like that does impact the IDD health as far as -- I feel like that we should look at -- when we're looking at waiver redesign and community access and us being like supposed to be the best example, that the IDD does have like poorer health outcomes, more at risk for a number of secondary health conditions. And we're cutting things like the YMCA and community access for individuals.

MS. SMITH: So two things on that. One, if you have specific examples --

MS. BROTHERS: Uh-huh.

MS. SMITH: -- send those to me. And, Two, I really encourage you to use this public comment period, review the waivers, review specifically the covered services --

MS. BROTHERS: Uh-huh.

MS. SMITH: -- and comment. Send in your comments so that they can be part of the public record to CMS.

MR. CHRISTMAN: And we find that on the Medicaid --

MS. SMITH: On that DCA --
MS. HUNTER: On our page.

MS. SMITH: -- website, yeah, on that.

On the second page of your packet --

MR. CHRISTMAN: Okay.

MS. SMITH: -- that email -- there's --

MR. CHRISTMAN: Right.

MS. SMITH: -- a -- or it might be the third page.

MS. HUNTER: Yes.

MS. SMITH: I'm sorry. It's the top of the third page there. It's our specific --

MR. CHRISTMAN: Uh-huh.

MS. SMITH: -- website.

MR. CHRISTMAN: Where you will post it?

MS. SMITH: And that's where you can find all of those. If you scroll down towards the bottom --

MR. CHRISTMAN: Okay.

MS. SMITH: -- you'll see all of the amendments --

MR. CHRISTMAN: Okay.

MS. SMITH: -- posted.

MR. CHRISTMAN: Great. This is good.

MS. BROTHERS: Okay.

MR. CHRISTMAN: Okay. Well, tell us
everything else about waiver design.

MS. HUNTER: Absolutely. It's up in the packet somewhere.

MS. SMITH: We've talked about -- yeah, the --

MS. HUNTER: Which page in the packet tells us --

MS. SMITH: Let's see.

MS. HUNTER: -- to go through?

MS. SMITH: What we've got in the -- what she put.

MS. HUGHES: I think you-all about covered it.

MS. SMITH: Yeah. So beginning on the third page, you'll see there's the summary of the proposed changes that are included in -- in the --

MR. CHRISTMAN: Oh, okay.

MS. SMITH: -- waivers, including there's some crosswalks that -- or there's some tables that say exactly what was done, if it was a named standardization, if it was a definition clarified. There are also on the webpage some additional like one-page summary documents as well as we're covering those in the webinars that are happening this week.
MS. HUNTER: That packet is an excellent guide to what's going on.

MR. CHRISTMAN: Uh-huh.

MS. HUNTER: It's extremely thorough.

MS. SMITH: And the second page also specifically gives you the directions about public comment, how you can -- the three methods you can use, what -- and what you need to include when you submit a public comment.

MS. HUNTER: And this is to ensure that we get -- comport with CMS's guidelines because they're very specific about -- about a public comment process, and we want to make -- sure.

MR. CHRISTMAN: What -- what's your hope or your best guess as to when this would get to the governor's office?

MS. HUNTER: They're on our executive committee so the governor's office is represented every two weeks in our meetings.

MR. CHRISTMAN: Oh, okay. But I thought when the -- the approval of the final -- I mean, when you have it --

MR. STEVENSON: You talking about the --

MR. CHRISTMAN: -- ready to --

MR. STEVENSON: -- master plan?
MR. CHRISTMAN: -- submit to the --

MS. HUNTER: He's in our meetings every two weeks.

MS. HUNTER: Uh-huh.

MS. HUNTER: His representative.

MR. CHRISTMAN: No. When this process will be finished.

MR. STEVENSON: Like, after 2020?

MS. HUNTER: Oh. 2020, 2021 --

MR. CHRISTMAN: Yeah.

MS. HUNTER: -- 2022. Oh, it's probably five years. This is a full five-year process.

MS. SMITH: It goes in --

MR. CHRISTMAN: Before you'll submit to our --

MS. HUNTER: -- stages.

MR. CHRISTMAN: -- waiver for --

MS. HUNTER: No.

MR. CHRISTMAN: Oh. Oh.

MS. HUNTER: No, no, no, no. It's a very step-by-step process. So we've just submitted --

MR. CHRISTMAN: Okay.

MS. HUNTER: -- the first round of waivers --

MR. CHRISTMAN: Yeah.
MS. HUNTER: -- for public comment.
MR. CHRISTMAN: Yeah.
MS. HUNTER: Those will go to CMS. And we're hoping sometime late spring, early summer CMS follows back up. And then we'll begin stepping through each individual recommendation from the Navigant rec, the 300-page report. Each individual recommendation has a timeline associated with it, and they'll be stepped through very methodically as the commissioner said with -- very intentionally -- at the direction of the governor's office, very intentionally and methodically --
MR. CHRISTMAN: Yeah.
MS. HUNTER: -- and slowly. He doesn't want us flying through this --
MS. SMITH: Yeah.
MS. HUNTER: -- and missing things. It's too important.
MR. CHRISTMAN: Do you think we'll be revising regulations as we go along --
MS. SMITH: Yes.
MS. HUNTER: Absolutely.
MR. CHRISTMAN: -- or wait until the end?
MS. HUNTER: No.
MS. SMITH: No.
MS. HUNTER: Absolutely.

MR. CHRISTMAN: So we'll start to see regulation changes --

MS. HUNTER: Yes.

MR. CHRISTMAN: -- in a few months or next year or --

MS. HUNTER: Oh, yes.

MS. SMITH: Uh-huh. I wouldn't think it'd be in the next --

MS. HUNTER: Oh, no.

MS. SMITH: -- few months.

MR. CHRISTMAN: Yeah.

MS. HUNTER: Anything that we can do quickly.

MR. CHRISTMAN: Yeah.

MS. HUNTER: So if there are things that we can do right away and be a positive, we'll roll it out immediately.

MR. CHRISTMAN: Uh-huh.

MS. SMITH: And current -- one of the -- the webinars that's on -- that's posted on the webpage or that will be posted -- covers all of those timelines. You'll see -- I mean, there's --

MR. CHRISTMAN: Okay.

MS. SMITH: -- there's specific steps
about when things are targeted, time -- timelines
that are associated with it, you know, how long --

MR. CHRISTMAN: Uh-huh.

MS. SMITH: -- we have to review, how
long CMS has to review. So I think a lot of your
questions will be answered in those.

MR. STEVENSON: Okay.

MS. BROTHERS: Will you be sharing them
with us?

MS. HUNTER: What is this?

MS. SMITH: They will be posted -- they
have been -- yeah. There's a --

MS. HUNTER: The webinars started Monday.

MS. SMITH: Uh-huh. There's a time --

MS. BROTHERS: What page is that on?

MS. HUNTER: Page 3.

MS. SMITH: It's Page 3 of that -- that
last document.

MS. HUNTER: Oh, yeah, we had that
posted.

MS. SMITH: Right. So all of those -- so
today actually they're doing service
recommendations and limits. And I don't know what
time it is. They're getting ready to -- actually,
they're -- they've started it right now.
MS. HUNTER: But it will be taped so you can --

MS. BROTHERS: Okay.

MS. HUNTER: -- go back and rewatch it anytime.

MS. SMITH: And see the presentation.

MS. HUNTER: Yes.

MR. HARVEY: And the --

MS. HUNTER: Anytime.

MR. HARVEY: And the public comment period lasts until February 6th.

MS. SMITH: February --

MS. HUNTER: Yes.


MS. HUNTER: Yep. Almost midnight --

MS. SMITH: Uh-huh.

MS. HUNTER: -- Eastern Time.

MS. SMITH: And we've already gotten some very encouraging public comments.

MS. HUNTER: Some great ones.

MS. SMITH: Some very valuable comments.

So we're --

MS. HUNTER: Uh-huh.

MS. SMITH: You know, we're hoping to continue that because this is very early on. We
realize they're big documents. But we've already
gotten some very encouraging comments.

MS. BENTLEY: Pam, which one of these has
the timeline -- is going to be the timeline that
will be --

MS. SMITH: The --

MS. BENTLEY: -- presented?

MS. SMITH: -- first one.

MS. HUNTER: The first one.

MS. BENTLEY: Okay.

MS. SMITH: That official public comment
period kickoff has most -- has the -- the most
general detail about timelines --

MS. BENTLEY: Okay.

MS. HUNTER: -- and about the whole --
kind of the process in general.

MS. BENTLEY: And so how soon will you be
posting these to review once they've been recorded?

MS. HUNTER: Is she posting them out that
day or --

MS. SMITH: I don't know if she's posting
them that day.

MS. BENTLEY: Oh. So it's quickly?

MS. SMITH: I need to check with Kelly.

Yeah.
MS. HUNTER: Oh, it's quickly. Oh, yeah.

MS. SMITH: And at --

MS. HUNTER: I'll text Lori and ask. She can ask Kelly.

MS. SMITH: -- the most it will be next week, you know, following all of them being completed. I just --

MS. HUNTER: I'll ask. She can ask Kelly.

MS. SMITH: I don't know what her process is yet.

MS. HUGHES: Have we checked to see if she has them out there?

MS. HUNTER: They're doing it.

MS. SMITH: Yeah. They're doing one so I'm not sure -- Kelly runs the --

MS. HUNTER: She's our guru.

MS. SMITH: Uh-huh.

MS. BENTLEY: Thank you.

MS. SMITH: Yes, ma'am.

MR. CHRISTMAN: Next on the agenda we have the updates.

MS. SMITH: We'll do SCL first. Total on the weight list is twenty-five seventy-four. Future planning is twenty-four twenty-three, a
hundred thirty-one urgent and zero emergency right now.

MS. HUNTER: That's SCL?

MS. SMITH: That's SCL.

MR. STEVENSON: I'm sorry. So twenty-five seventy-four served currently.

MS. SMITH: No. That's the total, the total on the wait list.

MR. STEVENSON: Oh, I'm sorry. It's a wait list. I'm sorry.

MS. SMITH: Yeah. We serve forty -- that is the one number I did not write down, and I should have remembered that. It's in the four thousands.

MS. BROTHERS: I'm sorry. Can you repeat that?

MS. SMITH: Twenty-five seventy-four are total on the wait list.

MS. BROTHERS: Okay. I got that one.

MS. SMITH: 2,443 of those are in the future planning category. 131 are in the urgent category. Zero are in the emergency category.

And I will -- as Jill just mentioned to me, I will start including that on a handout so that you-all can have it as a takeaway so that's
MR. CHRISTMAN: Let me ask, how does a design -- who is an emergency? Does that involve --

MS. SMITH: It's a regulation.

MR. CHRISTMAN: Does that involve you? I mean, who --

MS. SMITH: Right now DBID reviews those.

MS. HUNTER: Behavioral health.

MR. CHRISTMAN: Who does?

MS. SMITH: Behavioral health reviews those.

MR. CHRISTMAN: Okay.

MS. SMITH: And there is -- in the regulation, it outlines the specific criteria to be considered for that category.

MR. HARVEY: There's like three different major criteria that have to be met, Rick.

MR. CHRISTMAN: Okay.

MR. HARVEY: And DBID determines whether or not those conditions are met to move the person into an emergency category.

MS. SMITH: So for Michelle P., right now we have -- there are 9,752 active individuals. We just -- we're coming up on almost the 90-day mark.
We did an allocation in October. So we did 250 in October, and within the next month we're going to release another 250 allocations.

MR. CHRISTMAN: What's the waiting list?

MS. SMITH: It is at 6,832 total. And we remain right about 69 percent of those being under age 21. It's forty-seven fourteen.

MR. CHRISTMAN: Is that waiting list number starting to go down as you process or is it --

MS. SMITH: We're not -- we're not seeing the additions --

MR. CHRISTMAN: Yeah.

MS. SMITH: -- like we did before. So it has kind of -- it still is growing, but it's not growing like by hundreds. What we're finding is -- and we also just released -- right at the end of the year released our annual letter that goes through, you know, tell us if your address has changed. Tell us if you want to remain on the wait list. So we're getting those responses back. So that will adjust the weight list numbers down some. There are some that we've found that have moved. There are some that have asked to be removed.

One step we're adding on those this year
is we're reaching out to the individuals that have
asked to be removed to make sure that they really
understand that that means that they are giving up
their slot. We get a lot of return mail back. And
there's a whole process --

MR. CHRISTMAN: What do you do about that then?

MS. SMITH: There's a whole process that we use to try to scrub it to try to find a
different address.

MR. CHRISTMAN: Yeah.

MS. SMITH: And we'll make other attempts to send that letter out.

MS. HUNTER: We try and try and try.

MR. CHRISTMAN: So you hope it's -- I know you hope it's going to shrink; right? I
mean --

MS. SMITH: And we have some that are --

MR. CHRISTMAN: -- reasonably --

MS. SMITH: Yeah. I mean, we do. Each time there are, you know, individuals that have
since received an SCL slot or that have decided that they no longer want to be on the Michelle P.
wait list so, I mean, it does.

MR. CHRISTMAN: I guess I'm asking, are
there more going off the wait list than are coming on the wait list?

MS. SMITH: It may be even.

MR. CHRISTMAN: Okay.

MS. SMITH: But it's not -- there's not a -- there's not more. We're hoping with doing these rounds of allocations that we're going to start, you know, dropping it down. Because allocating, you know, 500 people, we're not adding -- you know, it takes us several weeks to add 500 people. So we're trying to take --

MR. CHRISTMAN: From what I understand, if it's 500 people you're adding, you've probably gone through a thousand people on the list.

MS. SMITH: Our return rate is about 50 percent of people that actually request to get an assessment or that can be -- that the CMHC can actually get in contact to do an assessment with.

So, you know, that's discouraging sometimes, but, you know, that's -- but we have to wade through those.

We talked about last meeting, you know, that whole process. We have to give it that whole, you know, full amount of time for it. If they get -- you know, they get this many days to have
the assessment completed, and then there's this many days for the determination. And then if it's an adverse determination, we have to wait this long for the hearing to happen.

So it's not a -- it's not a very fast process. And we try to space them out at least 60 to 90 days just because with the CMHCs and with, you know, having them be able to get out and do the assessments so they don't all of a sudden have, you know, a ton of assessments that they're trying to get through.

MR. CHRISTMAN: I'm sure it's not easy.

Have we covered everything on the -- does anybody have any other questions on the rate study group other than -- because we kind of talked about that a little bit already.

Does anybody have any additional questions, concerns, or --

MR. STEVENSON: No.

MR. CHRISTMAN: -- anything that you haven't told us?

MS. HUNTER: Not that I can think of. I have to think. What I have not thought of? It will hit me.

MR. CHRISTMAN. Public comment period?
Have we --

MS. HUNTER: It's out there. It's open.

It dropped on the 7th. That was Monday. It will
go to the 6th on 11:59 p.m. Eastern Time.

MR. CHRISTMAN: Uh-huh;

MS. HUNTER: I hope we get thousands.

MR. CHRISTMAN: Good.

MS. HUNTER: I want as many comments as we can get. If you know people sitting on waiting
lists that you know personally and can get them to
comen, those are the best folks to comment, the
ones that are waiting. Not the best. That's one
group of great folks to comment because they're
waiting. They want these services. How can we
help meet their needs?

MR. HARVEY: Eric pointed out that there
were a bunch of copy machines on fire they're being
used so --

MS. HUNTER: I try to be very quiet when
I go through there. And even better is we are
volunteering staff from up in our area --

MR. HARVEY: Yeah.

MS. HUNTER: -- to go down and give time.

Now, we can't do the official check because you
have to blessed and certified, but we are -- our
team -- myself, Pam, our staff -- are able to go
down. Sharley is helping. We can do the
administrative work. We can sort paper, whatever
we can to help them get that under control.

MR. CHRISTMAN: But how far are we behind
would you say?

MS. HUNTER: I don't know.

MR. CHRISTMAN: How long does it take?
In other words, how long does it take to --

MS. HUNTER: Right now I think -- because
those are running in DCBS. Those aren't up in
Medicaid.

MR. CHRISTMAN: Uh-huh.

MS. HUNTER: I believe they're working on
checks from November. Is that --

MS. SMITH: Mid to end of November.

MS. HUNTER: Mid to end of November.

MR. CHRISTMAN: Well, nobody's happy with
that, are they?

MR. HARVEY: I was going to say they're
about 60 days.

MS. HUNTER: That's why we're
volunteering our staff. Anybody that's up here
that's got an extra hour has been asked to go down
and volunteer and help in any way they can.
And Commissioner Clark said, yes, come one, come all, whoever can help. I don't think they knew they'd get this many. The schools -- apparently they thought they would send them in month-to-month and they all waited until the end of summer and shot them in. So that's what buried them.

MR. CHRISTMAN: Oh.

MS. HUNTER: Because now they have --

MR. CHRISTMAN: Why can't they do that in the future, then?

MS. HUNTER: They were asked to and they just didn't. So they're going to ask again and encourage. There has been an ask, and we have our legal reviewing it, our attorney up here, and then he'll take it down to OLS. Can we allow individuals to work longer than that 30 days without there being a check? The responsibility goes with the employer if something were to happen.

MR. CHRISTMAN: Uh-huh.

MS. HUNTER: It's still scary. But we have legal reviewing it right now.

MR. CHRISTMAN: All I'm saying is getting the schools to do better in like --

MS. HUNTER: Oh. They don't report to
us. We asked. We've asked. We've begged. I understand from Commissioner Clark they'll continue to ask. Please send these in monthly and don't wait until summer. But they do -- that's a school's nature. They drop those pink slips in the spring. I worked at education for four years. Pink slips drop in the spring and everything happens in the summer.

MR. CHRISTMAN: Is that every year? Is this just for new hires, or who is this --

MS. HUNTER: New hires, and it's people that they hadn't previously --

MS. SMITH: It was only if they were going to have interaction or potential interaction --

MS. HUNTER: Correct.

MS. SMITH: -- with a student.

MS. HUNTER: Now it's everyone that comes into the school.

MS. SMITH: So even the copier --

MR. CHRISTMAN: But you only do it once and --

MS. SMITH: -- maintenance person.

MR. CHRISTMAN: -- then renew it or --

MS. SMITH: I'm not sure what those
requirements are.

MS. HUNTER: I don't know that answer.

We can find out.

MR. CHRISTMAN: Yeah.

MS. HUNTER: But it's -- like Pam said, if you're coming in to work on a copier at school, you have to have the check.

MS. BENTLEY: I think it's yearly.

MS. HUNTER: Is it?

MS. SMITH: I'm pretty sure it is.

MS. HUNTER: I think it is too because I know I have to do mine for my son's school yearly.

MS. SMITH: Uh-huh.

MS. HUNTER: We have to fill out a form. So that's logical, but we'll find out.

MS. BENTLEY: Every time I do work in school, I have to go in every year and just redo.

MS. HUNTER: Absolutely. We'll find out.

MR. CHRISTMAN: We've completed our agenda. Does anybody have anything else?

MS. HUGHES: We didn't do the approval of the minutes.

MR. CHRISTMAN: Oh.

MR. HARVEY: We never received minutes
from the last meeting so --

MS. HUGHES: Sorry.

MR. HARVEY: So I'm going to make a motion that we look at the minutes from the previous meeting and this meeting at the next meeting.

MS. HUGHES: That's fine. I did not know the minutes hadn't been sent out. I'm sorry.

MR. STEVENSON: Second.

MS. BROTHERS: We haven't received any communication since the last meeting.

MS. HUNTER: It will improve. I can assure you it'll improve. Sharley has worked with me for 18 years, so I can assure you it will improve. She's meticulous. She takes care of our MACs, so they all know her personally. They all communicate with her directly. You will be very satisfied.

MR. STEVENSON: One thing is I know we have a pending application. And I've called -- I can't remember her name now. Is it Donna?

MS. HUNTER: Donna Clark.

MR. STEVENSON: I've talked to her twice about trying to get -- and her name is Cheri and I can't remember her last name, but she's a family
member who's got an application in and we have been waiting for months to try to get her approved. I have told her -- I said, I'm really trying to get you approved so that you can be at this meeting. I never heard back. So if you could -- someone could follow up.

    MS. HUGHES: A member for this TAC?
    MR. STEVENSON: Yeah.
    MS. HUGHES: Who is she representing?
    MR. STEVENSON: It would have been a family member of an individual in an institution.
    MR. CHRISTMAN: Yeah, that's right. I'm glad you brought that up.
    MS. HUNTER: And that's one of the people on the requirements for this TAC?
    MR. CHRISTMAN: Yeah.
    MR. STEVENSON: And Donna knew exactly who I was talking about. She was, Wait. Hold on. Let me go -- she went through her notes, and said, Yeah, I found it. Let me -- let me find out. I just haven't heard back.
    MR. CHRISTMAN: Yeah. Yeah. I'm glad you brought that up. She seemed very anxious to become a member.
MR. STEVENSON: Yes.

MR. CHRISTMAN: And would be a good member, I think.

MS. HUGHES: We don't have to approve TAC members.

MS. HUNTER: We don't have to approve them?

MS. HUGHES: No.

MR. STEVENSON: I was told that we did.

MR. CHRISTMAN: I thought it was governor appointment.

MS. HUNTER: That's MAC members.

MR. CHRISTMAN: Oh, MAC members.

MR. STEVENSON: So we can just bring someone on?

MS. HUGHES: They have to be appointed by -- if it's an association -- if they're representing an association --

MR. STEVENSON: Well, not that. It would just be a family member so --

MS. HUNTER: Is it listed in your TAC --

MR. STEVENSON: Yes.

MS. HUNTER: As -- as long as it meets ones of those criteria, then they can just bring them.
MR. HARVEY: It has to meet what's written in statute.

MR. STEVENSON: So we can bring them on --

MR. CHRISTMAN: When there's an opening for that position, I guess.

MS. HUNTER: Is there an open slot?

MR. STEVENSON: Uh-huh.

MS. HUNTER: So you currently don't have that person represented?

MR. STEVENSON: Right.

MS. HUNTER: So we'll check.

MS. HUGHES: I can look when I go back.

MR. STEVENSON: I thought they had to be approved administratively?

MR. HARVEY: I think all that is is us making a motion for them to be accepted as a new member.

MR. STEVENSON: We decide.

(Undiscernible crosstalk.)

MR. HARVEY: Remember, we did that at a meeting about two years ago where we all accepted each other.

MR. CHRISTMAN: We gave her the runaround, I'm telling you.
MS. HUGHES: I will look at the statute when I get back to my desk, and if that's different, I will let you-all know. But I know there was one TAC that, when it was created, the governor appointed a couple of members at the beginning, but then I think once their term expired, then it became the TAC's responsibility.

MR. CHRISTMAN: Okay.

MS. HUGHES: But I don't think that's this one, but I'll look at the statute to be sure.

MR. CHRISTMAN: So we misunderstood what our authority was.

MS. HUNTER: I apologize. We'll get it right now.

MR. STEVENSON: I'm pretty sure her name is Cheri, C-h-e-r-i, Ellis, E-l-l-i-s dash Reeves, R-e-e-v-e-s. So that's the -- that's the person who's seeking approval. We might need to check on her application, what it is -- she says having someone represent ICF. She doesn't say family member. I'm pretty sure she is.

MR. HARVEY: I think she's a family member of someone there at Oak Wood.

MR. STEVENSON: Yes, I think so too.

MR. HARVEY: An aunt or something.
MR. CHRISTMAN: Is that something we need a motion now or you need to double check on this?

MS. HUGHES: We can do it this way. If you want to make the motion, then I will check afterwards, and if it's something we need to change, I will let you-all know. I'll let you know either way.

MR. CHRISTMAN: That would be great.

MS. HUGHES: That way you can go ahead and have her at the next meeting if it's something that we can do.

MS. HUNTER: Absolutely. That's perfect.

MR. HARVEY: We can invite her to the next meeting and make a motion with her present.

MS. HUNTER: Perfect. Sharley can fix anything.

MR. HARVEY: That would be more simple, wouldn't it?

MS. HUGHES: Do you have her email address?

MR. STEVENSON: I do.

MR. CHRISTMAN: Hopefully, we'll have a quorum.

MR. HARVEY: Yeah.

MS. HUNTER: If not, she can just sit
until the next one. We'll make it work.

MS. HARVEY: But she can be a participant.

MR. CHRISTMAN: That's right.

MS. HUNTER: We'll just make it work.

MR. HARVEY: You can participate even if you're not a member.

MR. STEVENSON: It's bcjjj@comcast.net, bcjjj@comcast.net.

MS. HUNTER: Husband's name B, kids are all Js. I'm willing to wager.

MS. HUGHES: You might be correct.

MS. HUNTER: Just like mine.

MS. HUGHES: If everything's copacetic and she can be here, I'll add her and I will send all of you an email to let you know.

MS. HUNTER: Perfect.

MR. STEVENSON: And you'll get in touch with her saying, please come. We'll vote you in next meeting.

MS. HUGHES: Yes.

MR. STEVENSON: Okay. Thank you.

MR. CHRISTMAN: So if there's something nothing else, should we adjourn?

MR. HARVEY: I make a motion to adjourn.
MR. STEVENSON:  Second.

(Meeting adjourned.)
STATE OF KENTUCKY  )
     ) ss.
COUNTY OF FAYETTE    )

I, TAMELA T. LEWIS, Court Reporter and Notary Public, State of Kentucky at Large, whose commission as such will expire March 19, 2019, do hereby certify that the foregoing meeting was taken by me at the time, place, and with the appearances set forth herein; that the same was taken down by me in stenotype and thereafter transcribed under my direction and supervision upon computer.

Given under my hand this 30th day of July, 2019.

_____________________________________
TAMELA T. LEWIS
Certified Court Reporter, Ky-2065
Notary Public, State-at-Large,
Notary ID 530125