

Agenda | Topics of Discussion

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|------|---|------------------|
| I. | Welcome and Reintroductions | <i>1:00-1:10</i> |
| II. | June Steering Committee | <i>1:10-1:20</i> |
| III. | “Navigators” and “Enrollment Assisters” | <i>1:20-1:50</i> |
| IV. | Training Intro - context | <i>1:50-2:00</i> |
| V. | Core Competency Discussions | <i>2:00-4:00</i> |

Steering Committee | June Decision

Consumer Assistance Advisory Committee

Recommendations

FFE Partnership Steering Committee

Recommendations

AID Commissioner

Decision

Implement

Name Change | Explanation

Original

Updated

**Navigator
Program**

Navigators

Brokers and Agents

**In-Person
Assister (IPA)**

Navigators

Enrollment Assisters

Brokers and Agents

Roadmap | Topic #3

May	Navigator Eligibility
June	Certification Standards
July	Training Requirements
August	Grant Application Process
September	Funding Options
October	Performance Measurement
November	On-Going Navigator Monitoring

- Training topics to be discussed are many and require deep knowledge;
- Unlikely that one individual will be well-versed in all topics;
- Goal is to identify all topics needed in order to best serve Arkansans

Training | CAAC Recommendations

The Consumer Assistance Advisory Committee will today be making recommendations to the Steering Committee regarding these main questions:

- **What are the appropriate training competencies to be acquired by individual Enrollment Assisters?**
- **What is the training frequency?**
- **What are the appropriate methods of delivery to provide initial and ongoing training?**

Core Competency I | FFE Understanding

Understanding of...

- FFE Partnership Model adopted by the state of Arkansas;
- Exchange Marketplace concepts
- Federal regulations governing the Exchange;
- Enrollment Assister program and the state's rules concerning its operation;
- Program eligibility guidelines specific to the consumer's income, including Medicaid, ARKids First, and the exchange;
- Concepts of cost sharing and premiums for applicable groups;
- Application components and how to apply for each program including on line
- How technology will be used to support Enrollment Assister duties.
- Basic computer skills
- Public and FFE applications

Core Competency 2 | Privacy and Confidentiality

Understanding of...

- What is considered personal health information (PHI);
- How to protect a consumer's PHI especially when interacting in public places;
- HIPAA rules and regulations;
- Ethics;
- Arkansas privacy and confidentiality rules and regs;
- The definition of conflict of interest and how to avoid it;
- Understanding of professional ethical standards.

Core Competency 3 | QHP Understanding

Understanding of...

- Key terminology (“out-of-pocket expense” and “non-covered services,” for examples)
- Program requirements and service coverage for health plans in the exchange including dental and optical plans for children;
- Federal tax credits/subsidies;
- Facilitating enrollment in plans and plan renewal or during coverage transitions that arise when income or other life circumstances change;
- Rating systems for qualified health plans and their importance on the quality of care the member will receive in the plan.

Core Competency 4 | Medicaid and ARKids

Understanding of...

- Understanding of Program requirements and service coverage for Medicaid and ARKids First;
- Income calculation(s) for determining eligibility for public programs, cost sharing and premiums based on income level;
- Expertise in facilitating enrollment during coverage transitions that arise when income or other life circumstances change.

Core Competency 5 | Understanding Audience

Understanding of...

- How to vary your presentation to meet the needs of all groups that you may encounter while performing Enrollment Assister duties whether it be one or all (examples may include but are not limited to):
 - consumers with disabilities;
 - limited English proficiency;
 - limited literacy skills;
 - Individuals of different ethnicities;
 - low-income individuals and families;
 - individuals with special health care needs;
 - Small businesses;
 - Socio economic status;
 - Cultural competency

Core Competency 5 | Understanding Audience

Understanding of how to...

- Provide consumers information in a fair, accurate, and impartial and does not favor one insurance over another;
- Use Enrollment Assister tools and functions for individuals with disabilities;
- Assess the likelihood of the consumer to enroll in a plan on their own versus a consumer that will need further assistance;
- Provide information in a culturally and linguistically appropriate manner;
- Resolve conflicts with consumers;
- Communicate, both inter-personal communication and public speaking

Core Competency 6 | Post Enrollment Support

Understanding of...

- The Enrollment Assister role and the importance of post-enrollment support;
- How post enrollment support helps consumers stay insured;
- All processes for complaints and grievances (state, federal, and each QHP);
- Next steps if a consumer's complaint is not resolved.

Training | Initial Training

- Should initial training be provided in person, via web, ITV or a combination of all three?
- Should on-site training be provided in Little Rock, with opportunity to participate by ITV? Should the state consider providing training in more than one location?
- For those who are unable to participate in live training, should web based training be made available?
- Should training be scored with a passing grade for achieving certification or should certification be granted based on completion of training?
- Should training be provided by the state to entities and the entities be responsible to train individual enrollment assisters associated with each entity?

Training | On-Going Updates

- Should changes to the HBE be communicated via email blasts and be posted on web site page specific to individual enrollment assisters and entities?
- Should enrollment assister entities be responsible for updating their employees based on information that the state provides?
- Should only entities be provided information and they would be held responsible for providing new information to individuals associated with the entity?

Training | On-Going Updates

- How frequently should refresher training be provided by the state, (e.g. 6 months, 1 year)?
- Should refresher training be provided by the state to entities and the entities be made responsible to train individual enrollment assisters associated with each entity?
- What method should be used to provide refresher training? (web based, in person, combination of both)
- Other ideas?

Enrollment Assister | Next Steps

- Finalize CAAC recommendations and present to the Steering Committee
- Continue Enrollment Assister outreach and education work group
- Complete Enrollment Assister Grant Application

Roadmap | Topic #4

May	Navigator Eligibility
June	Certification Standards
July	Training Requirements
August	Grant Application Process
September	Funding Options
October	Performance Measurement
November	On-Going Navigator Monitoring

- The Committee will make recommendations related to:
- Features of the application to ensure quality control and integrity.
 - Application processes and policies.

Questions? | PCG Contacts

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