CDPHP TF: CHICAGO PUBLIC HEARING

CHRONIC DISEASE TASK FORCE

NOVEMBER 15, 2010

10 O'CLOCK A.M.

160 NORTH LASALLE STREET

SUITE C-500

CHICAGO, ILLINOIS 60601

REPORTED BY: STEVEN J. BRICKEY, CSR
L.A. COURT REPORTERS, LLC -- (312) 419-9292

- 1 MR. ARNOLD: Okay. Good morning,
- 2 everyone. Okay. Good morning and welcome to the
- 3 Chronic Disease Prevention and Health Promotion
- 4 Task Force of which I, Damon T. Arnold, chair.
- 5 I would like to start this
- 6 session on time as we have much to cover in this
- 7 public hearing. Before beginning the hearing, I
- 8 would like to present some housekeeping ground
- 9 rules for the hearing. Please place all cell
- 10 phones and pagers onto silent or vibratory mode.
- 11 Also, take all side conversations outside of this
- 12 room during all phases of this hearing and during
- 13 presentations as this will disrupt the progress of
- 14 the public hearing.
- 15 A sign language provider and a
- 16 Spanish language translator are also available
- 17 should assistance be required. If you have any
- 18 specific or special need for assistance, please
- 19 let one of my staff members know. Additionally,
- 20 the bathrooms are located in the hallway as
- 21 indicated on posted signage. Male to the right.
- 22 Female to the left.
- 23 Additionally, the bathrooms are
- 24 there for your convenience. Please also note the

- 1 safety signs located in the hallways should an
- 2 emergency arise, requiring an emergency response
- 3 or building evacuation. To begin, chronic disease
- 4 in the state of Illinois has resulted in a heavy
- 5 economic and medical resources burden. It
- 6 resulted in the loss of about \$12.5 billion in
- 7 Illinois during the study period leading to Public
- 8 Act 096-1073.
- 9 However, the chronic disease
- 10 impact is also evidenced by lost work time and
- 11 social instability resulting in an additional
- 12 \$43.6 billion lost in Illinois as well during the
- 13 same time period.
- 14 Further, projections for both
- 15 the short and long-term medical, fiscal situation
- 16 are dire at best. For example, currently,
- 17 two-thirds of adults and one-third of children in
- 18 the United States are overweight. Fifty percent
- 19 of the adults have a body mass index of 31 or
- 20 greater with an index of 30 being indicative of
- 21 obesity. In fact, it is projected that one out of
- 22 three children born in the year 2000 or after will
- 23 develop diabetes in their lifetime. They will
- 24 also average a shorter lifespan than their parents

- 1 for the first time in history.
- 2 For those of you who know me, I
- 3 have noted previously over the years that the
- 4 mouth is a common pathway to the vast majority of
- 5 chronic diseases. It is the entry point for poor
- 6 nutrition, alcohol, tobacco in all of its forms,
- 7 illegal drugs, misapplied prescription drugs,
- 8 poisons and even infectious diseases.
- 9 In order to address chronic
- 10 diseases within the state of Illinois, the General
- 11 Assembly through Senate Bill 2583, which was
- introduced by Senator William Delgado, created
- 13 Public Act 096-1073.
- 14 This act amends Section 5, the
- 15 Department of Public Health Powers and Duties Law
- 16 of the Civil Administrative Code Illinois, 20 ILCS
- 17 2310/23-76, to create the Chronic Disease
- 18 Prevention and Health Promotion Task Force. The
- 19 charge of Public Act 096-1073 is to, one,
- 20 establish a Chronic Disease Prevention and Health
- 21 Promotion Task Force, two, hold at least three
- 22 public hearings throughout the state of Illinois
- 23 and, three, submit a report of recommendations to
- 24 the General Assembly and Public Health Director by

- 1 the 31st of December 2010.
- 2 Consistent with Senate Bill
- 3 2583, the Public Act 096-1073, the Chronic Disease
- 4 Prevention and Health Promotion Task Force
- 5 consists of a total of 19 members. One, the
- 6 director of the Department of Public Health who
- 7 serves as the chair, two, the Public Health
- 8 Advocate appointed by the Governor, three, the
- 9 Secretary of the Department of Human Services or
- 10 his or her designee, four, the Director of Aging
- 11 or his or her designee, five, the Director of
- 12 Health Care and Family Services or his or her
- 13 designee.
- 14 In addition, four members of the
- 15 General Assembly. One from the State Senate
- 16 appointed by the President of the Senate. One
- 17 from the State Senate appointed by the Minority
- 18 Leader of the Senate. One from the House of
- 19 Representatives appointed by the Speaker of the
- 20 House and one from the House of Representatives
- 21 appointed by the Minority Leader of the House.
- 22 In addition, there are ten
- 23 members appointed by the Director of Public Health
- 24 and who shall be representative of state

- 1 associations and advocacy organizations with the
- 2 primary focus that includes chronic disease
- 3 prevention, public health delivery, medicine,
- 4 healthcare and disease management or community
- 5 health.
- 6 The Chronic Disease Prevention
- 7 and Health Promotion Task Force herein after is
- 8 referred to as the CDPHP Task Force for
- 9 documentation purposes. Currently, the CDPHP Task
- 10 Force includes the following members; one,
- 11 Dr. Damon Arnold, M.D., M.P.H., Director of the
- 12 Illinois Public Health and Task Force Chairman,
- 13 two, Dr. Quentin Young, M.D., the Public Health
- 14 Advocate, three, Dr. James M. Galloway, M.D.,
- 15 Assistant Surgeon General, Regional Health
- 16 Administrator for Region V, US Department of
- 17 Health and Human Services and an alternate of
- 18 Robert Herskovitz, who is a Deputy Regional Health
- 19 Administrator, Region V, US DHS. Also, Senator
- 20 William Delgado, State Representative Elizabeth
- 21 Coulson, State Representative Cynthia Soto and
- 22 Michael Jones from the Illinois Department of
- 23 Healthcare and Family Services and Dr. Lorrie
- 24 Rickman-Jones, Ph.D., Director of Mental Health

- 1 Services, Illinois Department of Human Services,
- 2 Janice Cichowlas, who is with the Illinois
- 3 Department on Aging, who is present here. Also,
- 4 Michael Isaacson, Director of Community Health in
- 5 Kane County Health Department, who is to my left.
- 6 Dr. Paul Brandt-Rauf, M.D., Doctor of Public
- 7 Health, Scientific Doctor, Dean of the University
- 8 of Illinois School of Public Health, Dr. David
- 9 Stewart, M.D., M.P.H., Professor and Chairman,
- 10 Department of Internal Medicine, Southern Illinois
- 11 University School of Medicine, Miriam
- 12 Link-Mullison, Administrator Jackson County Health
- 13 Department, Mr. Joel Africk, who is the President
- 14 and CEO of the Respiratory Health Association of
- 15 Metropolitan Chicago, Dr. Robert A.C. Cohen, M.D.,
- 16 Director of Pulmonary and Critical Care Medicine,
- 17 Cook County Health and Hospital System, Chairman,
- 18 Division of Pulmonary Medicine and Critical Care,
- 19 John H. Stroger, Jr. Hospital of Cook County.
- 20 Also, Dr. James Webster, M.D., M.P.H., Professor
- 21 and Chairman, Department of Internal Medicine,
- 22 Northwestern Feinberg School of Medicine, Jaime
- 23 Delgado, who is the Project Director of Humboldt
- 24 Park Diabetes Prevention Project, Dwayne Mitchell,

- 1 CEO of East Chicago Community Health Center,
- 2 Governor State University, who is to my right.
- 3 Also, there is one official appointment pending.
- 4 The CDPHP Task Force has met twice to date. The
- 5 first time was in the form of a video and
- 6 telephonic meeting which occurred on September
- 7 28th of 2010.
- 8 During this meeting, Senate Bill
- 9 2583 and Public Act 096-1073 were reviewed and the
- 10 charge to the CDPHP Task Force was stated. Also,
- 11 preliminary ideas and suggestions were recorded as
- 12 notes for structuring the framework of the CDPHP
- 13 Task Force. Due to a quorum not being achieved at
- 14 any one given location during this meeting, voting
- 15 did not occur. Several documents were provided by
- 16 the IDPH staff concerning information from the CDC
- 17 and Illinois specific information concerning
- 18 expenditures and the chronic disease burden for
- 19 the state of Illinois.
- 20 As chair of the Task Force, I
- 21 know that IDPH will create a website, which has
- 22 been established and is currently under
- 23 development for the CDPHP Task Force.
- 24 I noted that it should include

- 1 tables for the collection of information
- 2 concerning, one, government organizational charts,
- 3 two, a CDPHP Task Force organizational chart and
- 4 general member information, three, general
- 5 assembly legislative House and Senate bills, rules
- 6 and laws impacting chronic disease within the
- 7 state of Illinois. Four, the completed State
- 8 Health Improvement Plan framework document, five,
- 9 Federal and National best practices for chronic
- 10 disease prevention and health promotion
- 11 guidelines, six, the existing Illinois State
- 12 community based best practice model and any
- 13 documentation submitted to the Task Force
- 14 membership, seven, a listing of national NGO's and
- 15 relevant documentation such as for the institute
- 16 of medicine, American Public Health Association,
- 17 Association of State and Territorial Health
- 18 Officials, National Association of City and County
- 19 Health Officials, the American College of
- 20 Occupational and Environmental Medicine, the
- 21 American Medical Association, the American Public
- 22 Health Association and the American Pediatrics
- 23 Association, the American Dietetic Association and
- 24 the American College of Emergency Physicians, et

- 1 cetera. Eight, the Federal, State and Private
- 2 sector tools and resources and, nine, a calendar
- 3 of events related to the Chronic Disease
- 4 Prevention and Health Promotion Task Force.
- 5 In addition, Joe Africk
- 6 recommended the creation of a chronic disease
- 7 matrix for determining which diseases the CDPHP
- 8 Task Force should initially consider for
- 9 consideration.
- 10 During the second meeting on
- 11 October 14th, 2010, the Chronic Disease Prevention
- 12 and Health Promotion Task Force was assembled and
- 13 with a quorum being present voted upon and adopted
- 14 by-laws which govern and guide the functions and
- 15 operations of the CDPHP Task Force. A copy of the
- 16 CDPHP Task Force's first meeting documents and
- 17 approved minutes, second meeting notes and the
- 18 approved CDPHP Task Force by-laws are attached to
- 19 this document for inclusion in the testimony
- 20 stream being presented here today. In order to
- 21 accomplish the objectives set forth by SB 2583 and
- 22 Public Act 096-1073 regarding public hearings,
- 23 this Task Force will seek input from the
- 24 interested parties. The Task Force shall hold a

- 1 minimum of three public hearings across the state
- 2 including one in northern Illinois, one in central
- 3 Illinois and one in southern Illinois. The
- 4 selected sites and times for these meetings and
- 5 hearings are, one, Chicago, northern location, 15
- 6 November 2010 at Michael A. Bilandic building,
- 7 Room C 500, which is presently occurring, 10 a.m.
- 8 to 1:00 p.m. Two, Springfield, central location,
- 9 22nd of November 2010 at the Southern Illinois
- 10 University School of Medicine from the time period
- 11 of 10:00 a.m. to 1:00 p.m. Three, Mount Vernon,
- 12 southern location, 30 November 2010, meeting site
- 13 to be determined, 10:00 a.m. to 1:00 p.m.
- 14 Therefore, the CDPHP Task Force
- is assembled here today to listen to and record
- 16 the first of these public testimonies. This
- 17 testimony will in part serve as the basis for the
- 18 establishment of a document containing Task Force
- 19 recommendations that will be submitted to the
- 20 Governor's office, IDPH Director and the State
- 21 Legislature on or before December 31st, 2010.
- 22 Consistent with the intent of the legislative act,
- 23 the content of this report at a minimum will
- 24 contain recommendations concerning the following

- 1 issues: One, chronic disease prevention and
- 2 health promotion delivery systems reform within
- 3 the state of Illinois, two, ensuring adequate
- 4 funding for infrastructure and delivery of
- 5 programs, three, the addressing of health
- 6 disparities based upon economic, race, ethnicity
- 7 and other factors. Four, the role of health
- 8 promotion and chronic disease prevention in
- 9 support of state spending on healthcare.
- 10 The source for the General
- 11 Assembly's focus on the above issues for Task
- 12 Force recommendations is contained in Public Act's
- 13 95-900, effective date, 8/25/08, and 96-328
- 14 effective date, 8/11/2009. Additionally, the
- 15 Centers for Disease Control and Prevention in
- 16 Atlanta have noted three priority areas of
- 17 concern. One, obesity, two, tobacco abuse, three,
- 18 injury prevention.
- 19 This focus was born in mind when
- 20 developing the state health improvement plan which
- 21 recognized five public health system priorities
- 22 and nine priority health concerns. The health
- 23 plan actually serves as a framework for further
- 24 state engagement. The five public health system

- 1 priorities included, one, improved access to
- 2 health services, two, enhance data and health
- 3 information technology, three, address social
- 4 determinants of health and health disparities,
- 5 four, measure, manage, improve and sustain the
- 6 public health system, five, assure a sufficient
- 7 work force and human resources. The nine public
- 8 health concerns identified included, not in rank
- 9 order, one, alcohol and tobacco, two, use of
- 10 illicit drugs and misuse of illicit drugs, three,
- 11 mental health, four, natural and built
- 12 environments, five, obesity, nutrition and
- 13 physical activity, six, oral health, seven,
- 14 patient safety and quality, eight, unintentional
- 15 injury, nine, violence.
- 16 The SHIP document can be found
- 17 at www.IDPH.state.il.us/ship. The diabetes
- 18 program was moved from the Illinois Department of
- 19 Human Services back to the Illinois Department of
- 20 Public Health as of 1 July 2010 by an executive
- 21 order of the Office of Governor Quinn. A Senate
- 22 Bill, initiated by Mattie Hunter, which was
- 23 unanimously passed and adopted by the legislature
- 24 also strongly supported the position for restoring

- 1 the diabetes program back to the Department of
- 2 Public Health.
- 3 This will greatly facilitate the
- 4 reintegration of the antiobesity and diabetes
- 5 objectives paving the way for better programatic
- 6 funding opportunities, efficiencies and outcome
- 7 for the state of Illinois.
- 8 We will proceed with the hearing
- 9 according to the following format. This format is
- 10 structured in the order to afford time for all of
- 11 those wishing to provide testimony to have an
- 12 opportunity to do so. One, each speaker will be
- 13 allowed five minutes for the provision of their
- 14 testimony. A timekeeper will indicate your time
- 15 remaining. Please begin your testimony by stating
- 16 your full name and spell it for the testimony
- 17 recorder. Also, provide the name of your
- 18 organizational affiliation and who you represent
- 19 if this applies.
- Two, any supporting
- 21 documentations that the speaker wishes to submit
- 22 for further Task Force review can be handed to the
- 23 testimony recorder. Three, additional time, not
- 24 to exceed three minutes, will be provided for any

- 1 questions the Task Force members may have for the
- 2 testimony presenters. Please adhere to the
- 3 following time-related guidelines in order to
- 4 respect those waiting to testify. The order of
- 5 the presentations will be organized into
- 6 groupings. This is due to the fact that there are
- 7 literally thousands of types of chronic disease
- 8 states in existence. In addition, prevention
- 9 spans the entire chronic disease intervention
- 10 continuum. Prevention begins with averting the
- 11 consequence of chronic disease itself through
- 12 education, nutrition, exercise, screening and
- 13 early diagnosis and cure.
- 14 However, it also spans the
- 15 arenas of basic research and ongoing curative,
- 16 maintenance and palliative forms of treatment
- 17 intervention to prevent further chronic disease
- 18 complications from occurring. Note that both
- 19 categories of prevention are focused upon the
- 20 reduction of morbidity, pain and suffering, and a
- 21 premature mortality or death. With this in mind,
- 22 the testimony will be separated into three timed
- 23 components as noted in the agenda.
- One, prevention strategies

- 1 focused on the prevention of occurrence of chronic
- 2 disease, 10:30 a.m. to 11:30 a.m., followed by a
- 3 five minute break. Two, prevention strategies
- 4 focused on prevention of worsening of existing
- 5 chronic disease states, 11:35 to 12:35, followed
- 6 by a five minute break. Three, additional
- 7 testimony related to either category within the
- 8 remaining time allotted from 12:40 to
- 9 approximately 1:00 p.m. If time lapses without
- 10 sufficient time for those in attendance to present
- 11 their information, consideration will be given for
- 12 an additional meeting to be arranged for a future
- 13 time period.
- 14 As the Act noted, there was a
- 15 minimum of three hearings that are required.
- 16 However, if we have more time that is required, we
- 17 will consider another meeting within the
- 18 locations.
- 19 So, with that, I'm trying to get
- 20 people to categorize themselves into one of those
- 21 two categories. You can testify at both times if
- 22 you wish, but I think you can get your main points
- 23 across, but the main crux of what you are trying
- 24 to talk about should be in one of these two

- 1 categories so that we can have at least some kind
- 2 of understanding of continuity across the
- 3 spectrum.
- 4 What I have in front of you is a
- 5 chart that will be available on the website. I am
- 6 not going to go into the details of this chart
- 7 because as you will see it will take ten hours
- 8 with the complexity of it. There is a simplified
- 9 chart, but it is actually outlining why I feel it
- 10 is important for everyone to be on the same page.
- 11 We are actually facing a formidable foe in chronic
- 12 disease. If we do not do something about it, we
- will be facing the consequences and children will
- 14 be facing the consequences of a system that will
- 15 implode.
- 16 We are at a time where we no
- 17 longer have time or can afford to not cooperate
- 18 and work together to make sure things happen.
- 19 I'll say more about that at the closing remarks,
- 20 but, with that, I'm going to allow my panel
- 21 members who are equally talented or more so
- 22 talented than I am to have any comments that they
- 23 would like to make, brief remarks before we start
- 24 this session. They are all very, very talented.

- 1 This is why these 19 people are on this panel.
- 2 They have some insight into what is going on in
- 3 the community level. Some of them are actually
- 4 engaged in community level activities, which have
- 5 been successful, but I want to make sure that
- 6 everyone is included in this model. The person
- 7 that should be running the healthcare system is
- 8 the person that opens the door when you knock on
- 9 it. That's the patient. That's the person that's
- 10 in the community who is in the school who is
- 11 growing up in this community.
- We need to be cognizant that
- 13 those are the people that we're here for. So,
- 14 with that, I yield the time to any of my panel
- 15 members who would like to speak.
- 16 That's the first time I've heard
- 17 them not say something. They are all very, very
- 18 talented and very good. I see their minds are
- 19 already organized. I think they're ready to go
- 20 somewhere. So let's start with this. What I'm
- 21 going to do is have people come up in groups of
- 22 three or four. They can actually fill in this
- 23 front row here for your testimony. So if you are
- 24 ready to provide your testimony, the first group

- will come forward and we're exactly on time --
- 2 actually, five minutes to spare. The first group
- 3 I would like is for anyone who has prevention
- 4 strategies focused on the prevention or occurrence
- 5 of chronic disease. So if you are associated with
- 6 a group that is dealing with nutrition, exercise
- 7 or that is talking about some type of intervention
- 8 on the educational level, those kinds of things,
- 9 please come forward at this time.
- 10 We'll take it in the row of
- 11 order, in this row order, and if you are -- if you
- don't have a seat presently, we'll just use these
- 13 front seats to go across. My timekeeper is there.
- 14 He has his signs already. So he is going to sort
- of buzz you and let you know your time has elapsed
- 16 or is getting close to it.
- We want to, again, stay very
- 18 closely to this type of program. I said these
- 19 categories may be a little bit confusing. As
- 20 people address prevention, it spans the whole
- 21 arena. For example, obesity has a prevention
- 22 component which is heavily tied with the
- 23 legislation and engineering. Other things we
- 24 don't want such as high calorie diets or trans

- 1 fats, those kinds of things, high fat diets as
- 2 well. But we also have exercise and nutrition as
- 3 being a very, very heavy component in education,
- 4 but we also have the treatment side where we
- 5 either can cure something, we can maintain it or
- 6 palliate it, the consequences of it. So, for
- 7 example, if someone were to develop diabetes, we
- 8 can do laser therapy for the eyes and stop
- 9 proliferative retinopathy or we can have
- 10 amputations. We can do other things that would
- 11 take care of this person. What we want to do is
- 12 really stay on the side of people never developing
- 13 disease, but we have to be cognizant that people
- 14 will develop disease and we have to be ready for
- 15 both sides of this equation.
- 16 If prevention strategies do fill
- or take care of 90 percent of the problems that we
- 18 have, we still have that ten percent that will
- 19 require medical care down the road. So we have to
- 20 be cognizant that this is a continuum and a
- 21 continuous picture that we have to be supporting.
- 22 So, with that, I'll have the first speaker step to
- 23 the microphone.
- MS. BYRD: Good morning.

- 1 MR. ARNOLD: Good morning.
- MS. BYRD: I'm Dr. Jennifer Byrd.
- 3 I'm the medical director for Aunt Martha's Youth
- 4 Service Center. I'm here representing our company
- 5 and Raul Garza, our CEO. I'm here to present a
- 6 service integration model. There are handouts
- 7 available for the members. I would like to remark
- 8 that Aunt Martha's is a 38-year old organization.
- 9 We have eight divisions and four sections. We
- 10 provide housing and shelter for children, for
- 11 young adults, intervention and support, provide
- 12 healthy lifestyles in a safe, suitable environment
- 13 and a great alternative to juvenile justice and,
- 14 hopefully, reunification. We also have
- 15 educational life skills programs that prepare
- 16 children to enter school and also has parenting
- 17 intervention classes and I'm here to discuss our
- 18 health and prevention program.
- 19 Our health program was started
- 20 in 1972 as a drop-in center for children and teens
- 21 in Park Forest, Illinois. In 1976, we provided
- 22 family planning services or we began that service.
- 23 In 1978, we began to offer prenatal care. 1990,
- 24 family case management was added. In 1997, we

- 1 achieved our first accreditation and have had
- 2 successive accreditations thereafter for the last
- 3 12 years and in 1999 we achieved our FQHC status.
- 4 In our approach to increase
- 5 access, we have provided or we are on pace to
- 6 provide approximately 284,000 patient visits this
- 7 year. In FY04, as you can see in your list there,
- 8 we provided about 30,000 patient visits. We've
- 9 had a hypergrowth throughout the last six years.
- 10 Those have been targeted growths based on market
- 11 forces and the need in the community. And as I
- 12 said now, as of FY010 -- FY10, pardon me, we're on
- 13 pace to see 284,000 visits.
- MR. ARNOLD: You're telling me
- 15 from -- for all this time, for six years, you have
- 16 grown 900 percent?
- 17 MS. BYRD: Correct.
- 18 MR. ARNOLD: Go for it.
- 19 THE AUDIENCE: Excuse me. We cannot
- 20 hear back here. I'm sorry.
- MS. BYRD: I apologize.
- MR. ARNOLD: Is that on?
- MS. BYRD: So, as I was saying, we
- 24 have grown and we had a hypergrowth period, but

- 1 with regards to our income and our payment source
- 2 of our patients, we do like to feel as though
- 3 we're keeping a balance of uninsured and
- 4 underinsured patients and on your pie graph you'll
- 5 see there with regards to the poverty level, we
- 6 see about 88 percent persons who are 100 percent
- 7 or more below poverty. With regards to our
- 8 patient's payment source, we see about 55 percent
- 9 of people who are receiving Medicaid and about 36
- 10 percent of people who have no insurance or who are
- 11 underinsured and that is something we're very
- 12 proud of to maintain.
- With regards to health and
- 14 prevention, we provide family medicine services,
- 15 pediatrics, internal medicine, women's health,
- 16 family planning, OB/GYN, oral health as well as
- 17 dental hygiene, adult psychiatry, child and
- 18 adolescent psychiatry. We're very happy and proud
- 19 to have seven fellowship trained child and
- 20 adolescent psychiatrists in our employ. We
- 21 provide therapy services, adolescent substance
- 22 abuse and treatment, adult substance abuse and
- 23 treatment. We have healthy start and family case
- 24 management programs.

- 1 What we're most -- one of the
- 2 things we're most proud of is our integration
- 3 service model. It's a unique model of prevention
- 4 and screening as a part of our development towards
- 5 our chronic care model which we choose to
- 6 undertake and perfect within the next year.
- 7 We have two screening tools that
- 8 are patient driven, PHQ, patient health
- 9 questionnaire, which is a nine question tool that
- 10 allows us to screen for depression. We also have
- 11 an oral health screening tool, which is a six
- 12 question patient driven tool. Those are completed
- in the waiting room. They're scored by our
- 14 nursing medical assistants, they're reviewed by
- 15 the physicians and we make active, immediate
- 16 referrals into those services so that we're proud
- 17 to say that 52 percent of our patients who receive
- 18 primary care also receive oral health services, 58
- 19 percent of our behavioral health patients also
- 20 receive primary care services and 40 percent of
- 21 IBCCP patients receive primary dental or
- 22 behavioral health services. We monitor those
- 23 referrals. We track them internally. We have an
- 24 electronic tool that allows us to screen and track

- 1 and referral not only the health division, but
- 2 every division of Aunt Martha's is able to go to
- 3 an electronic tool and refer into our services.
- 4 So we're very proud of that.
- 5 Our ultimate goal is that every
- 6 patient have the benefit of primary care, oral
- 7 health and behavioral health services. That is
- 8 true, synergistic healthcare and true healthcare
- 9 homes for our patients. That is the crux of my
- 10 discussion today.
- I wanted to just highlight the
- 12 fact that we integrate internally, but we also
- integrate externally and work with many community
- 14 partners. Our newest example is with the National
- 15 Latino Educational Institute. It's going -- it's
- 16 a Chicago based organization. It's going to
- 17 provide work force development and training,
- 18 hopefully, to empower people from the community,
- 19 provide health education for themselves and they
- 20 can provide health education in our clinics.
- 21 This coincides with the receipt
- 22 of our ARRA funding. We're going to select 20
- 23 members and it's going to be a very exciting
- 24 collaboration so we're looking forward to that.

- 1 MR. ARNOLD: Phenomenal. One of the
- 2 questions I have for you, do you have metrics of
- 3 the care provided as far as patient outcomes or
- 4 how -- any kind of cost savings analysis?
- 5 MS. BYRD: We are working to refine
- 6 that model. That's my goal for this year.
- 7 Actually, that's my responsibility for this year
- 8 to be able to track outcomes and know the world of
- 9 a diabetic, which ones have A1C that is greater
- 10 than seven, and provide a tool by which we can get
- 11 in touch with them. So knowing the world of a
- 12 diabetic, the world of the hyperintensive, the
- 13 world of the obese patient and come to know those
- 14 metrics. So I'm working on a research program now
- 15 that would allow me to do that.
- MR. ARNOLD: Sounds like an
- 17 incredible system. I'm looking at the total
- 18 number of patients. Any questions from anyone
- 19 else on the panel?
- 20 MR. MITCHELL: One question. Can
- 21 you elaborate about the compliance of the --
- 22 compliance of your services as it relates to the
- 23 quality or performance improvement criteria that
- 24 you have through the federal government? I.e.,

- 1 how are you actually monitoring the A1C and the
- 2 criteria that is established by the feds in order
- 3 for you to receive your 330 funding?
- 4 MS. BYRD: Right now, we have an
- 5 electronic system that does that for us. We
- 6 generate reports based on diagnoses and we go to
- 7 the medical records. We are two and a half years
- 8 into a three and a half year conversion from paper
- 9 records to electronic. So, at this point, we run
- 10 a diagnosis code registry and we have a reviewer
- 11 that goes to each facility and does a calculated
- 12 tabulation. We did not want to wait for the
- 13 electronic tool to be able to monitor that.
- 14 So we come to know that diabetic
- 15 patient and those that are not meeting the
- 16 requirements, they get a postcard. They will
- 17 ultimately be receiving a postcard. That's the
- 18 current model that we have. We'll be very happy
- 19 to implement our next gen and have more
- 20 capabilities to do that in the future.
- 21 MR. AFRICK: Dr. Byrd, I have a
- 22 couple questions. I'm Joel Africk from
- 23 Respiratory Health Association. With respect to
- 24 tobacco cessation, screening or asking and

- 1 advising and referring people out, is that
- 2 currently a part of your health prevention
- 3 program?
- 4 MS. BYRD: Yes. I didn't mention
- 5 it, but we have a social risk assessment form and
- 6 as these doctors come on they do a sex, drugs and
- 7 rock and roll screen. So it gives us information
- 8 on tobacco use, drug use, sexual activity and
- 9 those screens are looked at directly by the
- 10 provider and they're referred -- referred to
- 11 internal programs based on their usage.
- 12 MR. AFRICK: Great. If I can follow
- 13 up with two more quick questions. One is, what
- 14 are the different state education agencies with
- 15 which Aunt Martha's currently interacts as part of
- 16 its daily business?
- 17 MS. BYRD: We have funding from the
- 18 Illinois Department of Public Health -- is one of
- 19 our major sources. We also have a grant from --
- 20 for our team parenting services and also for
- 21 our -- that is our RDCP program. That comes from
- 22 the public health department. So those are the
- 23 major ones.
- MR. AFRICK: As part of the work of

- 1 this Task Force, we're not only being asked to get
- 2 our arms around the magnitude of chronic disease,
- 3 but also to develop some recommendations. So to
- 4 you and any of the other speakers that we have
- 5 today, if you would give some thought not only to
- 6 describing the problems you're addressing and, in
- 7 some cases, the wonderful ways you're addressing
- 8 them, but to give some thought to any
- 9 recommendations that you have for us to
- 10 incorporate into our recommendations, that would
- 11 be helpful.
- MS. BYRD: I think one thing I would
- 13 add that with our behavioral health model and with
- 14 our oral health model as well, the behavioral
- 15 health model is case manager driven and they
- 16 manage each patient. There's a wraparound system.
- 17 We came to have that competency from being
- 18 involved with the National Healthcare
- 19 Collaborative. We received the competency in
- 20 adult health depression. We returned it to get it
- 21 in adolescent depression and we implement it in
- 22 one clinic and we spread it to all of our 17
- 23 clinics. It is a PHQ driven system and case
- 24 managers receive those PHQ's after being reviewed

- 1 by the doctor and we have a warm handoff system in
- 2 that our patient that day who is depressed who
- 3 needs to be referred to therapy or psychiatry,
- 4 meets the case manager, they see a face so that
- 5 when they come back they're more likely to come
- 6 back because they've seen a face and when they get
- 7 there they're less likely to be anxious about the
- 8 new encounter.
- 9 So we have a warm handoff and a
- 10 wraparound service regarding that. We run oral
- 11 health services the same way. We didn't feel as
- 12 though we needed to reinvent the wheel. We knew
- 13 we had a great care manager model. So our general
- 14 services, our oral services, had the same model
- 15 that is care manager driven.
- MR. ARNOLD: Very good.
- MR. ISAACSON: Dr. Byrd, good
- 18 morning. My name is Michael Isaacson. I
- 19 represent the Northern Illinois Public Health
- 20 Consortium. I'm just wondering -- I'm going to
- 21 ask you to generalize a little bit. With all your
- 22 years of experience in helping so many patients,
- 23 what is the one greatest need that we have and
- 24 this can expand into our community and into our

- 1 society, but what is the one thing we need to do
- 2 to help your patients with chronic disease both
- 3 preventing them and educating them?
- 4 MS. BYRD: I would say our one
- 5 greatest need is to have a way to share
- 6 information rapidly. Paper slows us down. Paper
- 7 is inadequate. So our one greatest need is to
- 8 have a comprehensive, ubiquitous, universal
- 9 electronic form of communicating about patient
- 10 care. In my mind, that would help us have better
- 11 information about the patient. It would also
- 12 allow us to know if patients are seeing multiple
- 13 providers. It would also allows us to have safety
- 14 with medication reconciliation and allow us to
- 15 know what chronic diseases, early medical
- 16 conditions, that they either don't remember or
- 17 don't choose to tell us that we can further their
- 18 treatment.
- 19 MR. ISAACSON: Thank you.
- 20 MR. ARNOLD: Okay. Thank you very
- 21 much for your testimony. Very well done. Next
- 22 person.
- MS. GIBBONS: Good morning. My name
- 24 is Linda Gibbons. I'm a certified school nurse

- 1 and director of the health education and school
- 2 nurse certification program at National Louis
- 3 University. I'm representing the Illinois
- 4 Association of School Nurses.
- 5 MR. ARNOLD: One quick question.
- 6 When you approach the mic, please say your name
- 7 and spell it and then also -- you've already given
- 8 your organization.
- 9 MS. GIBBONS: Yes. My name is Linda
- 10 Gibbons, L-I-N-D-A, G-I-B-B-O-N-S. Our children
- in Illinois spend almost seven hours a day, 188
- days a year for 12 to 13 years in our public
- 13 schools. With all of that time, our graduates
- 14 should know how to make healthy lifestyle
- 15 decisions and have learned habits that prevent
- 16 disease and lead to better health. Research tells
- 17 us that habits are best formed early in life so
- 18 it's important to teach nutrition and care for
- 19 their bodies in the early grades so that they can
- 20 avoid growing up with conditions that predispose
- 21 them to chronic disease. Increasing the amount
- 22 and quality of health education in our public
- 23 schools is a cost-effective way of starting a
- 24 whole generation of students on a healthier life

- 1 start.
- Who will do this health
- 3 teaching? Consistency is key. Our students need
- 4 to hear the same message of health from their
- 5 teachers, lunch supervisors, principals and the
- 6 school nurse. Currently in Illinois, all schools
- 7 are required to have a wellness policy. However,
- 8 there is a lack of enforcement for the
- 9 implementation of this policy. It sits on a shelf
- 10 somewhere. With school nurses as leaders of the
- 11 wellness team, they lead a coordinated effort
- 12 towards wellness and health promotion across all
- 13 areas of the school community. Requiring
- 14 documentation of wellness activities, lessons in
- 15 the classroom and extra curricular activities for
- 16 the school and communities will assist our
- 17 students in making wise choices that lead to
- 18 higher levels of learning and create good healthy
- 19 habits.
- 20 Illinois is already proactive in
- 21 requiring Type 73 certification for school nurses
- 22 that includes developing skills and expertise in
- 23 education to add to the health and wellness
- 24 expertise that the school nurse brings. Thus,

- 1 certified school nurses have a background in
- 2 health and education and are prepared to develop
- 3 and teach a health curriculum as well as when
- 4 students come to our offices at a rate of 20 to
- 5 100 a day depending on the school.
- 6 Health teachers are scarce in
- 7 the lower grades, but the school nurse is
- 8 available to provide that curriculum and support
- 9 classroom teachers. We know that the fastest
- 10 rising public health problem in our nation is
- 11 obesity. One-third of our children and
- 12 adolescents are overweight or obese and children
- 13 from diverse ethnicities and poverty are even more
- 14 affected by this epidemic. Childhood overweight
- 15 accelerates the development of various chronic
- 16 diseases. Most children spend a large portion of
- 17 their day at school and schools are a key setting
- in which to implement the strategies to address
- 19 this issue.
- 20 The school nurse has the
- 21 capacity to reach a large group of youths from
- 22 diverse groups. They're already there. Obesity
- 23 must be addressed through this. What did we do to
- 24 impact that? We respond to physical and emotional

- 1 concerns. We connect students with substance
- 2 abuse treatment and mental, behavioral and
- 3 reproductive services. We refer families to care
- 4 providers and insurance programs. We screen for
- 5 conditions that impair learning such as vision and
- 6 hearing. We educate our children about healthy
- 7 lifestyles and we ensure immunization compliance.
- 8 This is in addition to caring for injuries and
- 9 illness in managing the care of students with
- 10 chronic health conditions. With minimal
- 11 additional spending, appropriate clerical services
- 12 have allowed a certified school nurse more time to
- 13 teach and promote wellness. A lack of school
- 14 nurses due to underfunding in many localities may
- 15 have long-term health and economic consequences.
- 16 According to the CDC, chronic
- 17 conditions consume 75 cents of every health dollar
- 18 spent in 2005. When school nurses identify and
- 19 manage these conditions, they stave off future
- 20 health problems and help reduce overall healthcare
- 21 spending. The CDC has also found correlation
- 22 between lower academic grades and health risk
- 23 behavior such as smoking, acts of violence and
- 24 unsafe sex.

- 1 This state strongly suggests
- 2 that school health services that promote healthy
- 3 behaviors also contribute to educational success.
- 4 We are well positioned to play a pivotal role in
- 5 improving students health by ensuring continuity
- 6 of care, but greater coordination is needed
- 7 between education and healthcare sectors for us to
- 8 fully realize this potential.
- 9 Every child in Illinois deserves
- 10 a school nurse so that he/she can become a
- 11 healthier, well-educated adult who will contribute
- 12 positively to our society. Thank you for your
- 13 time.
- 14 MR. ARNOLD: Thank you. Thank you
- 15 very much. One of the things that you are also
- 16 associated with is -- there are a few bills that
- 17 are floating out there. One is the Health
- 18 Education Task Force, which I have illustrated
- 19 here, and there's also another bill for children
- 20 and diabetes in schools talking about really
- 21 having another provider sort of intervening and
- 22 helping to take care of children so that's under
- 23 consideration now.
- What do you see as an effective

- 1 model for schools? What do you think that we can
- 2 have as a take-home lesson or recommendation as
- 3 Joel was mentioning before related to how should
- 4 we intervene with schools?
- 5 MS. GIBBONS: Okay. I think, first
- of all, we need to intervene with the people that
- 7 are there in place, the school nurses that are
- 8 there. We need to ensure that all students have
- 9 access to a school nurse who can manage the health
- 10 team and the wellness activities that will then
- 11 filter down through other providers. It takes a
- 12 mix of a certified school nurse, RN's, LPN,
- 13 unlicensed providers to provide the realm and the
- 14 range of healthcare that our students need in
- 15 school each day, but the case management of that
- 16 needs to fall to a professional provider such as
- 17 the school nurse because we're there with the
- 18 students. We know their families. We see them on
- 19 a daily basis. The physician may see them once a
- 20 month, once every six weeks, once every six
- 21 months. We see our children everyday and are in a
- 22 position to do a lot of that case management which
- 23 always includes preventive education and health
- 24 promotion.

- 1 MR. ARNOLD: Some schools don't have
- 2 a school nurse -- sort of presents a problem in a
- 3 time period where we're starting to see Type 2
- 4 diabetes in children for the first time in
- 5 history, you know, and we're getting to the point
- 6 where things like peanut allergies are becoming
- 7 more common and multiple health complaints in
- 8 children that we really had not seen or
- 9 contemplated so what is your experience with that?
- 10 Do you see an increase or what --
- 11 MS. GIBBONS: We see a drastic
- 12 increase, but it's only based on antidotical
- 13 evidence because currently the state of Illinois
- 14 and the State Board of Education do not collect
- 15 statistics on chronic disease in schools, on
- 16 number of nurses visits, on number of treatments
- 17 given. We don't have that data to really say this
- is what we need and it's really very difficult.
- 19 We make decisions every day based on the welfare
- 20 of the children that we see on an individual
- 21 basis, but making policy decisions and staffing
- 22 decisions is really difficult with that concrete
- 23 data and because most schools do not have
- 24 electronic health records or the nurse has the

- 1 castoff computer that two or three other people
- 2 have already upgraded from, getting that data does
- 3 present a problem.
- 4 MR. ARNOLD: And any other questions
- 5 from my panel members regarding this?
- 6 MR. AFRICK: Just one question. Is
- 7 there one state or two states that you think do
- 8 the best job in the US in terms of student health
- 9 in school nurses?
- 10 MS. GIBBONS: Actually, yes.
- 11 Delaware has a mandate to have a school nurse in
- 12 every building. Iowa also has a mandate.
- 13 Delaware has actually met theirs. Iowa is still
- in the process of doing that. A lot of the
- 15 difference is the diversity and the geography of
- 16 the state that makes it more difficult, I think,
- 17 in Illinois for us to do some of those things.
- 18 Delaware is a very small state where the schools
- 19 communicate and they have a limited number of
- 20 school districts. Illinois has a huge number of
- 21 school districts to work with who all seem to want
- 22 to do their own thing.
- MR. ARNOLD: Okay. Very good.
- 24 Thank you very much. For the members -- when you

- 1 step up to the mic again, state your name and
- 2 spell it and for those of us that are part of the
- 3 Task Force make sure you say your name so the
- 4 recorder can actually put your name in for your
- 5 question as well. We're not doing that.
- 6 MR. SAMPSON: Good morning. My name
- 7 is Reverend Dr. Al Sampson. I'm the pastor of
- 8 Fernwood United Methodist Church, which is located
- 9 in the Roseland area, 10057 South Wallace if
- 10 anyone would like to attend. We're the only
- 11 church in black America that has a Department of
- 12 Agriculture within our church. I've been there 35
- 13 years. Thirty-two out of the 35 years I've took
- 14 my own time and money and went back into the
- 15 south, hooked up with black colleges that have
- 16 departments of agriculture like Florida A & M and
- 17 Tuskegee, they work with black farmers that are in
- 18 co-ops and I produced a marriage the last 32 years
- 19 between the black farmer down south and the black
- 20 consumer up north. On top of that, we've been
- 21 working down in the Pembroke area for the last 32
- 22 years, a brother named Paul Ivy and Brother John
- 23 Thurman and other farmers down in that area. I've
- 24 taken my own time and money and brought them up to

- 1 open air farmer market sites. We have been just
- 2 about all over the city.
- 3 On Wednesdays, we had farmer
- 4 market sites at Covenant Bank on the west side of
- 5 Chicago, Reverend Bill Winston's bank, and then on
- 6 Wednesday at Segway we've had farmer market sites.
- 7 The reason I'm concerned about this particular
- 8 broker view is because we believe that the seeds
- 9 in the genetic engineering is what is producing
- 10 the obesity, the diabetes. Everyone has seen and
- 11 I assume the panel has seen the Food Desert
- 12 Report. The tragedy of the report is that it does
- 13 say that the grocery stores are too far away and
- 14 the foods that we eat are causing the diseases
- 15 that we have within the African-American and
- 16 Latino community. What the proposal does not say,
- 17 what the report does not say, is that franchises
- 18 have now inundated our community with bad food and
- 19 that's not in the report because the franchises
- 20 have substituted any level of quality of food that
- 21 our people would eat, especially children.
- I'm going to leave, if I may,
- 23 all of my documentation. We're working -- I see
- 24 Brother Salim Al-Nuriddin here. We're working

- 1 with the health consortium on not only the
- 2 delivery of the food, but now we're moving towards
- 3 a nutrition department within our organization,
- 4 which is called George Washington Carver farms
- 5 which is Farmer's Agriculture Resource Management
- 6 Systems. We're collaborating with him and his
- 7 organization because of the preparation of food.
- 8 There's nothing wrong with the tomato, but it is
- 9 what you do with the tomato. So we're talking
- 10 about healing from the ground, utilizing the
- 11 various colors of food and what they actually
- 12 mean. Most of our people get trapped on taste
- 13 versus what is the nutritional value of food.
- 14 Lastly, there are two quick
- 15 points that frustrate us within our communities.
- 16 Popeye never gave Olive Oil any spinach, which
- 17 means he didn't want her to be strong. Popeye is
- 18 up in our neighborhood with chicken and biscuits
- 19 and no spinach which means somebody don't want us
- 20 to be strong.
- 21 The black woman went into the
- 22 kitchen to prepare greens and when she came back
- 23 she had a jar called a mason jar. Inside the
- 24 mason jar was the pot liquor, which was the

- 1 nutritional and medicinal nutrient value of the
- 2 juice. The little child asks grandma "Why you
- 3 keep giving us this juice and not the actual
- 4 greens?" And she answered with the nutrition.
- 5 She said "What do you call this, momma?" She said
- 6 "I call this pot liquor." The problem in our
- 7 community now, Brother Joel, is that we are
- 8 getting inundated with pot and liquor. We need
- 9 grandma to come back with the menu. Thank you.
- 10 MR. ARNOLD: Thank you very much.
- 11 Really astounding. This is really why I'm so
- 12 happy with this. It's been two and a half years
- 13 working on this issue and trying to work on
- 14 alignment. There's so many programs within the
- 15 community that is outstanding and we don't know
- 16 that they're there. We need to have these things
- 17 annotated. This is really what the purpose of
- 18 this meeting is. One question I have for you is
- 19 how many people do you service and what is the
- 20 total size of your operation?
- 21 MR. SAMPSON: Because we don't have
- the grocery stores and because we're the only
- 23 group -- ethnic group of people in black -- in
- 24 America, there is no home for the black farmer.

- 1 There are 650 black mayors in black America.
- 2 Nowhere is there a wholesale, retail warehouse.
- 3 There is no distribution center. So we have to
- 4 utilize the black church. We only do our program
- 5 basically through the summer and we have an
- 6 excellent strategy now as you'll see in my
- 7 documentation. Cease Fire was one of our folks
- 8 along with one more time Brother Salim
- 9 Al-Nuriddin's organization, Chicago State opened
- 10 up their door two days for us with the Black
- 11 Farmers Project.
- 12 So to quantify numbers our
- 13 genius was that we have churches within our
- 14 network that pick up the vegetables on Saturday.
- 15 They leaf it and we go up on black media, WVON and
- 16 other radio stations identifying where these sites
- 17 are and then on Sunday we have a mega church like
- 18 Bishop Larry Trotter who has Sweet Holy Spirit.
- 19 So on the 7:00 service, the 9:00 service and the
- 20 11:00 service all the farmers from Arkansas,
- 21 Mississippi, Alabama, from Illinois, all of those
- 22 that -- all those vegetables that don't get sold
- 23 on Saturday we bring them to the mega churches and
- 24 they are able to sell them.

- 1 If we had a warehouse, we could
- 2 utilize that warehouse to provide economic
- 3 development. There's a thing in the industry that
- 4 is called added value. Down in Florida A & M, for
- 5 \$60,000 they have a collard green cutting machine
- 6 where the farmers grow the green, wash them, cut
- 7 them and put them in the refrigerator and that
- 8 gives added value for frozen greens. For \$3,000
- 9 or \$4,000, we could get a pea sheller and those of
- 10 you who know about the crowder bean and the butter
- 11 beans, you can go on and add value to it. So it's
- 12 not just Roseland, not just my church. It's
- 13 several churches in the 20 black wards, which are
- 14 impacted by our process.
- MR. ARNOLD: Excellent. If I
- 16 remember one statement that Congressman Rush made
- 17 to me a while ago, it was -- he said "You can find
- 18 potatoes and tomatoes anywhere on the west side
- 19 and south side of Chicago" and he said "14
- 20 different flavors of potato chips and tomato
- 21 ketchups in a bottle" and he said that's about as
- 22 far as it goes.
- MR. SAMPSON: Also, Doctor, one of
- 24 the things on that point, soul food restaurants

- 1 are being challenged now. I have soul food
- 2 restaurants that were paying \$28 a bushel for
- 3 greens, whereas my farmers were able to get it to
- 4 delivery from Illinois from Pembroke and other
- 5 little towns like that for less than \$10 -- \$5 to
- 6 \$10 a bushel for greens.
- 7 So we haven't really brought in
- 8 the economics of this. I'm very much concerned
- 9 about seeds. So the farmers that I'm working with
- 10 they grow the food they eat and no farmer in their
- 11 right mind would grow -- drop the seed and throw a
- 12 whole lot of pesticides and turn back around and
- 13 say they're blessing over their dead food. What
- 14 we're finding, just the other day this summer,
- 15 there was lettuce, the iceberg lettuce comes in
- 16 our community, but the romaine lettuce had a
- 17 recall. Black farmers' vegetables have never had
- 18 a recall because they grow the food they eat with
- 19 a limited amount of pesticides because they're all
- 20 in co-ops. Whether it's five acres of land or a
- 21 hundred acres of land, they're all in a
- 22 cooperative. The black community wasn't disturbed
- 23 about the romaine lettuce because it doesn't come
- 24 to our community.

- 1 Two years ago, it was spinach.
- 2 There was an e-coli recall on spinach because even
- 3 the organic people end up getting their manure
- 4 from the cow and they turn back around and put it
- 5 on the spinach and then sell it to the consumer.
- 6 We'd like you to really be sensitive to the role
- 7 that the black farmer has played inside of our
- 8 culture so that we can develop a sensible delivery
- 9 system.
- We're the only group of people
- in this town and other cities around the country
- 12 where the franchise movement from Kentucky Fried
- 13 to Popeye, et cetera, are more in our neighborhood
- 14 coupled with the Food Desert Report which says
- 15 that the food we eat from the grocery stores is
- 16 causing us the diseases that we have. This is
- 17 documented from LaSalle Bank and Marie -- I know
- 18 you all know about the Food Desert. If not, I
- 19 have the documentation.
- MR. ARNOLD: Yes, that would be
- 21 great to submit it to the Task Force and also one
- of the things it also sounds like it's been
- 23 implied in what you're saying, too, is that there
- 24 is a potential for job production not just in

- 1 growing and being a farmer, but also in transport,
- 2 the transport business. So that's interesting.
- 3 MR. SAMPSON: There's only about two
- 4 agriculture schools in black America. I believe
- 5 there's one still in Philadelphia and the one here
- 6 in Chicago in the 19th Ward. It's interesting
- 7 most of the black students that come out of that
- 8 agricultural school go south to black colleges,
- 9 Tuskegee, Florida A & M, et cetera.
- 10 We also see it as another way of
- 11 bringing our young people back from these land
- 12 grant schools and let them understand the impact
- of the preparation of food which is where we are
- 14 now.
- 15 Our food has been inundated with
- 16 a whole lot of meats to give flavor versus looking
- 17 at the science of why is the tomato a tomato and
- 18 why is a lettuce, lettuce? And what is the
- 19 nutrient value, but what is the value of eating it
- 20 if you're going to dark it up? That's like taking
- 21 an ice creme cone and putting a hamburger on the
- 22 ice creme cone. It doesn't make any sense. So
- 23 we're moving a switch with our grandparents
- 24 raising grandchildren to be able to say to them

- 1 when you sit at the table now, let's look at the
- 2 preparation.
- 3 MR. ARNOLD: Any quick questions
- 4 from any of the panel members or Task Force
- 5 members?
- 6 MR. SAMPSON: When you don't get
- 7 questions, that means you did good or --
- 8 MR. ARNOLD: It means you did great.
- 9 You did a great job. Very impressive.
- 10 MR. GREEN: Good morning, everybody.
- 11 My name is Yihoodah Green. I am a psychiatrist
- 12 and family practitioner representing Healing Hands
- 13 Research Center and the Whole Person Project. Our
- 14 CEO is Dr. Valencia Green. My name is spelled.
- 15 Y-I-H-O-O-D-A-H. Last name is Green like the
- 16 color. The Whole Person Project is a Healthy
- 17 People 2020 focused initiative. It targets North
- 18 Lawndale, one of 77 neighborhoods in Chicago.
- 19 North Lawndale is plaqued by multiple social
- 20 stressors including high levels of poverty, poor
- 21 educational outcomes, crime, criminal justice
- 22 involvement and health disparity. North Lawndale,
- 23 like many of the basic health resources, including
- 24 access to -- places to buy good food as the

- 1 Reverend just mentioned.
- 2 In comparison to most other
- 3 Chicago communities in Illinois, national
- 4 statistics, North Lawndale has higher rates of
- 5 obesity, diabetes, strokes, cancer, asthma, HIV,
- 6 STD, mental illness, substance dependance and
- 7 infant mortality. It is clear that social
- 8 stressors directly impact health related
- 9 attitudes, behavior and outcomes. This project
- 10 recognizes as does Healthy People 2020 that health
- 11 and health service implementation must be
- 12 considered in a socioeconomic context.
- 13 Thank you. Dr. Fielding, who
- 14 was the chair of the Secretary Advisory Committee
- 15 in health promotion and disease objectives for
- 16 2020 stated "We can't achieve what we want without
- 17 looking at education, jobs, public health
- 18 infrastructure, recognizing that poverty is a
- 19 poison." It can't just be left to the public
- 20 health. We need our elected leaders to think
- 21 about health implementation of what they do, tax
- 22 policies, mass transit, agriculture subsidies. We
- 23 need people in all sectors to be thinking about
- 24 health implementations. One of the things that

- 1 you mentioned is what is the best thing that we
- 2 can do to help prevention. The first thing we
- 3 have to do is infiltrate the communities we want
- 4 to present the prevention in. We cannot be
- 5 perceived as outside entities within the
- 6 community. If we're perceived as outside
- 7 entities, the community won't listen to what we're
- 8 trying to say. No matter how effective, no matter
- 9 how good it is, the community won't listen
- 10 because, again, just like your body if it's
- 11 perceived as an outsider it will reject it.
- 12 That being said, the policies
- 13 that are made in DC, the policies that are made in
- 14 Springfield are great policies, but what are the
- 15 real life implementations of those, have those
- 16 policies be considered in the socioeconomic
- 17 context of the people that you're talking to, as
- 18 the Reverend mentioned, if you don't have a
- 19 grocery store -- and I have a big sign saying eat
- 20 healthy and I don't have a grocery store to eat
- 21 healthy at, what is the implementation of that
- 22 policy?
- 23 This project recognizes that
- 24 community, family and the student body and

- 1 willingness to participate in services is the core
- 2 of effective service strategy. Buy-in requires a
- 3 service delivery strategy which is culturally and
- 4 socially competent. Such a strategy requires
- 5 seven key components which may be best understood
- 6 in the context of attending a party. First of
- 7 all, you have to get an invitation, follow the
- 8 community leads. Community base requests, support
- 9 and input on services is key to community
- 10 implementation of services. Two, understand the
- 11 role of a guest. Healthcare providers should
- 12 behave as a guest rather than the host of the
- 13 party. This requires establishing and conducting
- 14 a service environment in which service recipients
- 15 receive treatment as a partnership and that
- 16 ultimately they are in control of their healthcare
- 17 decisions.
- 18 Three, make sure the party is
- 19 accessible. Providing services in an environment
- 20 which is accessible, familiar and comfortable to
- 21 the service participants. Four, don't be a wall
- 22 flower. Let people know you're at the party.
- 23 That means aggressive, culturally and socially
- 24 competent marketing of services. Five, know how

- 1 to dance. That means culturally competent
- 2 provision of services. Six, get the digits. In
- 3 other words, get the phone numbers. Establish
- 4 mechanisms to maintain regular contact with
- 5 service recipients and, seven, stay connected.
- 6 Establish a tightly woven network of service
- 7 providers to ensure the integration, continuity
- 8 and time-sensitive provision of follow-up
- 9 services. Thank you.
- 10 MR. ARNOLD: Thank you very much.
- 11 You know, that's one of the things that -- some
- 12 people know my background. I was in the military
- 13 for 26 years. I did a couple of tours in Iraq,
- 14 but also Katrina, 9/11 and that kind of thing.
- 15 One of the things that hit me particularly was
- 16 when I was in Katrina was the disconnect between
- 17 two particular issues and there are two different
- 18 questions. One is how and the other is why. And
- 19 many times we get stuck on the how part of it. So
- 20 it's the scientific part that says this is the
- 21 crucible of the perfect elixir. It's
- 22 scientifically valid and we did all these studies
- 23 on it. We know it takes care of the problem, but
- 24 what people usually ask you when you go into

- 1 crisis situations, which many communities are in
- 2 presently, is the question of why. Why should I
- 3 listen to you and that's really based on your
- 4 philosophical viewpoint, your economical
- 5 background, your geopolitical situation, your
- 6 socioeconomic status, your education level. Many,
- 7 many things are implied in that so I'm glad you're
- 8 bringing this up.
- 9 This is the bridge we have to
- 10 cross in order to get community engagement and
- 11 without community engagement nothing is
- 12 successful. That is the person who is actually
- 13 using the products that you're trying to bring to
- 14 them, the solution. But if no one takes it, then
- 15 it's worthless. So we're making worthless answers
- 16 to problems that people don't want to participate
- 17 with. So we really need to cross that bridge. I
- 18 really commend you for that.
- 19 Specifically, what would you do
- 20 to intervene to change that? I see the seven
- 21 different principles you've listed and outlined,
- 22 but do you think it's the education that needs to
- 23 be brought --
- MR. GREEN: The first thing we need

- 1 to do is we can't be considered a standalone. We
- 2 have to integrate the community. One of the
- 3 things this project is proposing just as the
- 4 school nurse stated, we want to open a school
- 5 based clinic. Now all the parents know where the
- 6 school is. These are community based schools so,
- 7 in other words, they're within three to four
- 8 blocks of where the parents would be. So access
- 9 to this place is easy.
- 10 It's in a context, not in a
- 11 hospital, not in a quote, unquote, clinic. It's
- in the context that people are familiar with to
- 13 begin with and that helps to lend itself towards
- 14 feeling more comfortable, feeling more ready to
- 15 connect with services.
- 16 MR. ARNOLD: Okay. Excellent. Very
- 17 good.
- 18 MR. GREEN: Thank you.
- 19 MR. ARNOLD: Any other questions? A
- 20 quick question. Okay. If we can have the group
- 21 here move down so you don't lose your space and
- 22 you can come up here. Anyone who wants to come up
- 23 to the front, these seats are opening up for
- 24 prevention. Then we're going to move onto our

- 1 next grouping. Okay. We can go on.
- 2 MR. TINSLEY: My name is Elton
- 3 Tinsley. First name is E-L-T-O-N, last name
- 4 T-I-N-S-L-E-Y, M.D. I am Dr. Tinsley, a plastic
- 5 surgeon and wound care specialist. I represent
- 6 Solutions in Sync. I'm presenting a program
- 7 called Healed and Home, wound care recommendations
- 8 to approve outcomes and reduce costs to the state
- 9 of Illinois. The three key elements to our wound
- 10 care recommendations are as follows. First,
- 11 staff. The bullet point here a, dedicated wound
- 12 care nurse certified in wound care. Second,
- 13 physicians, bullet, a relationship with a
- 14 physician who has a passion and commitment to
- 15 wound care. Thirdly, treatments. Bullet,
- 16 cost-effective, evidence based products and
- 17 protocols.
- 18 Illinois has approximately 1,200
- 19 long-term care facilities serving more than
- 20 100,000 residents. These facilities are licensed,
- 21 regulated and inspected at least annually by the
- 22 Illinois Department of Public Health. The state
- 23 relies on the Center for Medicare and Medicaid
- 24 Services, also known as CMS, for best practice

- 1 recommendations.
- 2 CMS relies on the National
- 3 Pressure Ulcer Advisory Panel, known as NPUAP, for
- 4 recommendations. According to the NPUAP, the
- 5 presence of a pressure ulcer increases length of
- 6 stay, readmission rate and commiserate increases
- 7 in cost to the state from hospitals from the
- 8 community and from long-term care facilities.
- 9 I.e., nursing homes. The total cost of wound care
- 10 related to pressure sores was estimated in 2008 to
- 11 be \$8.5 billion. The national rate for pressure
- 12 ulcer development in long-term care facilities is
- 13 11.9 percent and the rate for pressure ulcer
- 14 development in the state of Illinois is slightly
- 15 higher at 13.1 percent as of 2009.
- In fact, 86.9 of the pressure
- 17 ulcers managed and treated in Illinois nursing
- 18 homes are community acquired. Nursing home
- 19 residents with wounds are admitted to nursing
- 20 homes with wounds. The goal of the Healed and
- 21 Home program is to expedite wound healing, reduce
- 22 both the costs and number of pressure ulcers in
- 23 the Illinois long-term care facilities and return
- 24 residents to their primary residence.

- In the 11 Illinois facilities
- 2 that have currently implemented the Healed to Home
- 3 program, the acquired pressure ulcer rates varied
- 4 from zero percent to three percent. Keep in mind,
- 5 the national average is 11.9 percent. Healed to
- 6 Home is divided into prevention and treatment. I
- 7 will now elaborate on the staff model. As a best
- 8 practice model, each facility has at least one
- 9 nurse that is wound care certified. The wound
- 10 care nurse is responsible for assessing all
- 11 residents with and without pressure ulcers. They
- 12 can then identify risk factors and put into place
- 13 an individualized wound prevention plan based on
- 14 CMS guidelines already established.
- 15 Wound prevention is the most
- 16 cost-effective measure to the state, the family
- 17 and the community. According to the published
- 18 literature, staff education is the key to wound
- 19 prevention. The wound care nurse would also be
- 20 responsible for educating the remainder of the
- 21 staff, the resident and our families on the
- 22 importance of wound prevention. These findings
- 23 are to be shared at the regular quality assurance
- 24 meetings already established.

- 1 If a resident has or develops a
- 2 wound, SWAT is implemented and in our program SWAT
- 3 means special wound aggressive treatment. The
- 4 wound care nurse develops a treatment plan in
- 5 compliance with the established guidelines already
- 6 established. This nurse monitors the wound and
- 7 documents at least weekly on the progress.
- 8 Oversight is provided by the
- 9 director of nursing, already established, and
- 10 further the local physician on an as-needed basis
- 11 and can report it in the quality insurance
- 12 meetings that are already established.
- The physician model, as a best
- 14 practice model, a physician with a compassion and
- 15 commitment to wound care is an integral part of
- 16 the team. Physician collaboration with the wound
- 17 care nurse through either on-site rounds or
- 18 telephone case discussion provide for additional
- 19 expertise in treating and healing these wounds.
- 20 Physician education to both the
- 21 wound care nurse and facilities staff allow for
- 22 increased knowledge in the prevention and
- 23 treatment of wounds. Physician input enhances the
- 24 use of evidence based wound care modalities in the

- 1 treatment and healing of wounds. The treatments
- 2 model, as a best practice model, appropriate
- 3 treatments will be applied in the appropriate
- 4 manner on the appropriate wounds. Best practices
- 5 are ultimately cost-effective regardless of
- 6 initial treatment costs. The most expensive wound
- 7 care dressing may not be the most effective in
- 8 expediting wound healing. The least expensive
- 9 wound care dresses may not be the most effective
- 10 over time in expediting wound healing. Utilizing
- 11 evidence based practices when deciding on
- 12 prevention and treatment options mitigates wound
- 13 development and results in faster healing time and
- 14 return to home.
- In summary, Healed to Home as a
- 16 best practice model reduces wound care costs to
- 17 the state at no cost to the state, reduces the
- 18 incidents of wound development in nursing homes,
- 19 heals existing wounds faster and finally is
- 20 cost-effective for nursing homes to implement.
- 21 Thank you.
- 22 MR. ARNOLD: Excellent, Dr. Tinsley.
- 23 This is really a phenomenal use. This is really
- 24 one of the leading healthcare costs that we have,

- 1 especially with hospitalizations and
- 2 rehospitalizations to nursing homes. One of the
- 3 things I wanted to ask you, how many wounds do you
- 4 see in an average month?
- 5 MR. TINSLEY: Me, personally, I see
- 6 about 60 a week. So about 250 a month, but I only
- 7 cover three out of the 11 nursing homes.
- 8 MR. ARNOLD: Wow. How do you
- 9 determine which dressing is best for a given
- 10 wound?
- 11 MR. TINSLEY: Actually, that's a
- 12 very good question. What is more important is not
- 13 the etiology of the wound, but the cause of the
- 14 wound. What is more important is the current
- 15 condition of the wound and I think the greatest
- 16 impact in terms of cost savings to the state is
- 17 with progressive education of the staff -- is to
- 18 minimize the number of nursing home residents that
- 19 are transported out of the nursing home for wound
- 20 care when wound care can be delivered in the
- 21 nursing home. The state's transportation cost
- 22 just round trip to a wound care facility is \$400
- 23 to \$600. So that's \$800 a roundtrip. Multiply
- 24 that by 13,000 wounds and that's a lot of money.

- 1 MR. ARNOLD: How many different
- 2 types of wounds do you see?
- MR. TINSLEY: Typically, we see them
- 4 all. The most common is the pressure ulcer.
- 5 There's eight different types of wounds including
- 6 lacerations, pressure ulcers, burns, every now and
- 7 then we'll get a surgical patient with a cancer
- 8 wound in a nursing home, but without question the
- 9 number one or most common wound is the pressure
- 10 wound.
- MR. ARNOLD: And that's from not
- 12 rotating the patient and movement and --
- 13 MR. TINSLEY: You have to keep in
- 14 mind regardless of what those 2:00 a.m. illegal
- 15 commercials are saying about nursing homes, you
- 16 have to keep in mind almost 90 percent of the
- 17 wounds in a nursing home actually came from
- 18 outside into the nursing home.
- MR. ARNOLD: Any other questions
- 20 from the panel members?
- 21 MR. AFRICK: Can you submit to the
- 22 Task Force the calculation of the cost savings
- 23 that the state would receive by changing its
- 24 approach to wound care?

- 1 MR. TINSLEY: In our three
- 2 facilities, we've significantly reduced cost and I
- 3 think we can provide that actual calculation when
- 4 we're working with the state and actually have the
- 5 state numbers and we can tell you what the impact
- 6 would be.
- 7 MR. AFRICK: Thank you.
- 8 MR. ARNOLD: Fantastic. Do you
- 9 think there's a need for education also for people
- 10 at home since these are coming in from the
- 11 outside?
- MR. TINSLEY: There is no downside
- 13 to education from kindergarten to the nursing
- 14 home.
- MR. ARNOLD: Okay. Next presenter,
- 16 please. Do you have any records you want to
- 17 submit? You can hand them to my timekeeper. You
- 18 can move up to the next level. You can move down
- 19 one seat to fill this in.
- MR. ALSBERRY: Good morning.
- MR. ARNOLD: Good morning.
- MR. ALSBERRY: My name is Vernard
- 23 Alsberry, V-E-R-N-A-R-D, Alsberry,
- 24 A-L-S-B-E-R-R-Y, Junior. There's a third running

- 1 around out there.
- 2 My organization is the Kid's
- 3 Health Club. I am the vice president and Diane
- 4 Alsberry is the president. The Kid's Health Club
- 5 opened November 19th, 2005. This is the idea of
- 6 Diane, who is a physical therapist and, myself,
- 7 who is a physical therapist assistant, Vernard
- 8 Alsberry. The mission of Kid's Health Club is to
- 9 be an advocate for healthy lifestyle changes for
- 10 children and families and to develop products and
- 11 services that make fitness fun.
- 12 On August 27th, 2010, a
- 13 not-for-profit arm of the Kid's Health Club was
- 14 developed called the Kid's Health Club Foundation.
- 15 The mission of the Kid's Health Club Foundation is
- 16 to prevent and treat childhood obesity through
- 17 activities, research, education, advocacy and
- 18 promote healthy lifestyle changes to children and
- 19 their families.
- There is an epidemic of obesity
- 21 and inactivity in America today. Video games,
- 22 decrease of physical education in schools, and the
- 23 fear of letting children out alone have
- 24 contributed to the fattening of our children and

- 1 lead to increased chronic health problems,
- 2 including cardiovascular diseases and diabetes.
- 3 The Kid's Health Club and the
- 4 Kid's Health Club Foundation look to provide
- 5 children a place for exercise and have fun doing
- 6 it. The logo, which portrays a little girl and
- 7 boy flexing their muscles with a smile says it
- 8 all. Both organizations will not only provide
- 9 needed exercise to youth who have spent too much
- 10 time playing video games, but also assist in
- 11 prevention of injuries of children who are
- 12 involved in sports by increasing their strength,
- 13 flexibility and endurance.
- 14 Diane and I have over 50 years
- of experience in the profession of physical
- 16 therapy and have worked in all aspects of the
- 17 profession. We both have a passion for working
- 18 with children and understand the importance of
- 19 fitness and health becoming a daily part of our
- 20 children's life. KidsHealthClub.com and Kid's
- 21 Health Club Foundation, Incorporated also provide
- 22 nutritional classes, women workout classes and
- 23 wellness seminars.
- 24 In conjunction with First Lady

- 1 Michelle Obama's Let's Move Campaign, designed to
- 2 eradicate childhood obesity within a generation,
- 3 Kid's Health Club is proposing collaboration with
- 4 the state of Illinois to provide a fitness and
- 5 nutrition program for its youth. Childhood
- 6 obesity in the Chicagoland and the Southland
- 7 mirrors national and statewide trends. Illinois
- 8 has the 14 highest rate of childhood obesity
- 9 between ages and 10 and 17. Research shows that
- 10 kids who are overweight often struggle with weight
- 11 through their entire lives. Overweight during
- 12 childhood and particularly adolescence is related
- 13 to increased morbidity and mortality later in
- 14 life. Some scientists believe the generation of
- 15 children could be the first generation to have a
- 16 shorter lifespan than their parents.
- 17 The Kid's Health Club is a great
- 18 way to exercise. We provide entertaining physical
- 19 activity, a safe social environment with unique
- 20 exercise equipment, which is targeted towards
- 21 youth for goal achievement and fun while coaches
- 22 give encouragement and provide supervision
- 23 throughout the program. Kid's Health Club is an
- ideal program for kids who don't have enough

- 1 physical activity during the school day because,
- 2 as I said before, a lot of programs have been
- 3 decreased. We train kids in sports. We also
- 4 improve kid's athletic ability and allow them to
- 5 slim down while having fun doing the activity
- 6 also. The kid's -- the group of kids that we work
- 7 with are between 6 and 16 years old. We not only
- 8 work on their self-esteem -- because a lot of kids
- 9 who are obese or almost obese have a problem with
- 10 social problems also, not only chronic illnesses.
- 11 When we found that we work with
- 12 kids, we also take a BMI on the kid when they
- 13 first come in. That BMI gives us a target line to
- 14 work towards helping the kid to reduce their body
- 15 fat. We also have found through our process that
- 16 kids that are already in this program that have
- 17 respiratory problems, usually we help assist them
- 18 with improving their lung capacity. Our program
- 19 is a circuit work program and the machines are
- 20 made for children. They're like weight machines
- 21 you'd see in a regular gym, but they're made for
- 22 children by HOIST, which is out of California.
- 23 The kids go through a circuit. They do a minute
- 24 on the machines. They do a minute on aerobic

- 1 activities and the kids are there for
- 2 approximately one hour. We also have the
- 3 nutrition program which we mirrored from the We
- 4 Can program to enhance childhood activity and
- 5 nutrition. We mirrored this program through our
- 6 nutrition. It's a six-week program that we have
- 7 the parents and the kids come through so they can
- 8 understand what nutrition is, what a good thing to
- 9 eat is, what is a bad thing to eat and how it
- 10 affects their bodies. I'll take some questions
- 11 now.
- MR. ARNOLD: Thank you very much.
- 13 Good presentation. This program it looks like
- 14 it's housed inside a mall structure, which is
- 15 really ideal because you have a lot of traffic
- 16 going through. What is the -- and you probably
- 17 have security as well --
- 18 MR. ALSBERRY: Yes.
- 19 MR. ARNOLD: -- in the environment?
- 20 But how many people do you see and what types of
- 21 metrics do you use in order to measure the
- 22 effectiveness of the intervention?
- 23 MR. ALSBERRY: Being a physical
- 24 therapist, we're always looking for outcomes. So

- 1 when we start a program, we make up a sheet that
- 2 initially when they come in what can they really
- 3 do when they first come in. We take a BMI and
- 4 then we take a chart and show each machine to see
- 5 how much resistance they can handle when they
- 6 first come in. From that, we have coaches. Our
- 7 coaches usually come from the high school. We
- 8 train -- they're juniors and seniors in high
- 9 school. We train them how to work with our kids
- 10 and to fall into our program. So the first week
- 11 they come in, they may be doing a one arm machine,
- 12 it's about twelve pounds and that's about two or
- 13 three weeks we check them out again and see where
- 14 they're at, whether they're ready to move up or
- 15 move down. Diane and I do that and then we'll
- 16 move the kids up. Usually the machines go up to
- 17 about 120 pounds and some go to 160 pounds. Most
- 18 kids get up to maybe about 80 or 90 pounds. The
- 19 machines are interactive. They're not like adult
- 20 machines when a child gets on the machine. The
- 21 machine moves also. It provides them close chain
- 22 exercises. So that at -- some study shows that if
- 23 you use machines that aren't close chain exercise
- 24 machines, it could damage their growth rates, but

- 1 the study is not true, but to be on the safe side,
- 2 because science changes all the time, we're
- 3 deciding to use these machines because it provides
- 4 that protection for the youths when they come to
- 5 the program. We also have our regular treadmills
- 6 and stair masters also.
- 7 MR. ARNOLD: And you're associated
- 8 also with the tumbling team or gymnastics team?
- 9 MR. ALSBERRY: We have the Pink
- 10 Panthers double dutch team who practices in our
- 11 facility also and we partner with the township.
- 12 We ran a summer program. In the summer youth
- 13 camps, which they have already in the park
- 14 districts, what we do is instead of going to a
- 15 baseball game or bowling alley, they come to the
- 16 Kid's Health Club and they come there maybe three
- 17 or four times during the summer and we work that
- 18 program with the park district. We also have a
- 19 nutrition component, which we ran with Country
- 20 Club Hills. For the kids in the morning, they
- 21 were in our nutrition class. In the afternoon,
- 22 they came over to the Kid's Health Club and
- 23 exercised. We ran a program through Governor's
- 24 State University where we took a group of kids, I

- 1 think it was 20 youths, we kept them for two
- 2 months and during that process they had to go
- 3 through nutrition components. We also took their
- 4 BMI's and monitored them throughout the program.
- 5 We've seen maybe over 800 kids
- 6 in the five years. That's not counting the
- 7 nutrition programs we've done. We've done
- 8 healthcare workshops where we partnered with the
- 9 Illinois Department of Public Health, Advocate
- 10 Hospital, St. James Hospital, where they come in
- 11 and do screenings on the youth and during that
- 12 screening time we allow them to come into the
- 13 Kid's Health Club and exercise.
- 14 Once they finish their
- 15 exercises, we do have interactive video games. We
- 16 have the DVR, we have the Wii games. So once they
- 17 finish their circuit, which lasts about 45 or 50
- 18 minutes then they're free to play their
- 19 interactive video games, which also helps to keep
- 20 them active throughout and a lot of times we find
- 21 out they work harder playing on the games then
- 22 working the circuit, but they have fun and they're
- 23 sweaty when they workout.
- MR. ARNOLD: Any other questions

- 1 from the Task Force? Thank you very much.
- MS. COLBORN: Good morning. My name
- 3 is Erna Colborn, E-R-N-A, C-O-L-B-O-R-N, and I'm
- 4 president and CEO of the Alzheimer's Association
- 5 Greater Illinois Chapter and I represent the
- 6 Illinois Chapter Network, which is our public
- 7 policy consortium made up of the four chapters
- 8 that serve the state of Illinois.
- 9 I appreciate the opportunity to
- 10 speak with you today about Alzheimer's disease and
- 11 health promotion. Alzheimer's disease is the most
- 12 underrecognized public health crisis of the 21st
- 13 century. There are as many as 5.3 million persons
- 14 today living with Alzheimer's, which is the most
- 15 common form of dementia. Alzheimer's is a disease
- 16 that destroys brain cells and causes problems with
- 17 memory, thinking and behavior. It is not a normal
- 18 part of aging. Today, it is the sixth leading
- 19 cause of death in the United States. One in eight
- 20 Americans age 65 and older have Alzheimer's and
- 21 another American develops Alzheimer's every 70
- 22 seconds. Unless something is done by 2050, up to
- 23 16 million Americans will have Alzheimer's and a
- 24 new case will be diagnosed every 33 seconds.

- 1 Currently, in Illinois, the
- 2 number of persons with Alzheimer's is 210,000 and
- 3 that number is expected to increase by 14 percent
- 4 over the next 15 years. Although the cause or
- 5 causes of Alzheimer's disease are not yet known,
- 6 most experts agree that Alzheimer's, like other
- 7 common chronic conditions, probably develop as a
- 8 result of multiple factors rather than a single
- 9 cause.
- 10 An increasing role by public
- 11 health officials provides a new front in
- 12 addressing cognitive health in our society. We
- 13 are well aware that cognitive health is a vital
- 14 part of healthy aging and quality of life. The
- 15 lack of cognitive health will not only have a
- 16 significant impact on a person's well-being and
- 17 overall health status, but that of our community
- 18 and our state as well.
- 19 The rising incidents of
- 20 Alzheimer's and related dementia is a public
- 21 health battle that we in Illinois must be prepared
- 22 to respond to with services and resources to
- 23 support the person with the disease, their family
- 24 and their caregivers. We applaud Illinois

- 1 dedication to use of surveillance as a public
- 2 health tool to develop data on the incidents,
- 3 problems and risk factors for particular diseases
- 4 and when risk factors are identified to support
- 5 the development and strategies to reduce risk.
- 6 Surveillance at the state or
- 7 community level can identify hot spots where
- 8 resources could be deployed in order to reduce
- 9 incidents of prevalence and bend the cost curves
- 10 of diseases. In cooperation with the CDC,
- 11 Illinois conducts the BRFSS, Behavior Risk Factor
- 12 Surveillance System. We're very pleased that in
- 13 2009 the state included the optional module on
- 14 caregiving and we're even more pleased the
- 15 cognitive impairment module be in the survey
- 16 conducted in 2011.
- 17 Effective surveillance on
- 18 cognitive impairment and caregiving produces the
- 19 state information about the impact of cognitive
- 20 impairment, the number of family caregivers, the
- 21 age, income, living arrangements, health problems,
- 22 and other characteristics of those with the
- 23 condition and their caregivers. With this
- 24 information, we can support and guide campaigns to

- 1 increase public awareness of Alzheimer's, help
- 2 policymakers understand that Alzheimer's disease,
- 3 cognitive impairment and caregiving are major
- 4 health problems that require focused planning as
- 5 new interventions to reduce risks in societal
- 6 impacts and support collaboration with Illinois
- 7 public health department to include Alzheimer's
- 8 and dementia as part of your prevention
- 9 initiatives and other serious medical conditions.
- 10 We soon will have state specific
- 11 valuable data to identify the impact of
- 12 Alzheimer's and other conditions on Illinois
- 13 citizens and to highlight the need for planning
- 14 interventions, programs and services in Illinois
- 15 to reduce the risk and impact. With this in mind,
- 16 the Alzheimer's Association supports the inclusion
- 17 of these two optional modules in the Illinois
- 18 Public Health Surveillance Program on a
- 19 continuing, regular basis.
- 20 Let 2009 and 2011 be the start
- 21 of regular surveillance on these important issues.
- 22 The incidents of Alzheimer's is rising. We need
- 23 to know its impact on Illinois in order to provide
- 24 a sound public health policy response knowing that

- 1 a strategic response to the emerging public health
- 2 crisis of Alzheimer's will be needed to protect
- 3 all Illinois citizens. Thank you.
- 4 MR. ARNOLD: Thank you very much for
- 5 that testimony. That was phenomenal. This is
- 6 definitely one of those issues that we must keep
- 7 in the forefront with an aging population. Also,
- 8 the interaction of this -- I was mentioning to
- 9 someone before the meeting started that sometimes
- 10 we have a tendency to give people a diagnosis and
- 11 we think that stops everything else from happening
- 12 and so you have depression then you don't have
- 13 colon cancer and you don't have other things going
- on, but we're saying two-thirds of adults are
- 15 overweight with obesity that's going to intersect
- 16 with things like Alzheimer's and the person's
- 17 ability to care for themselves and also with
- 18 injury prevention.
- 19 So all these things are sort of
- 20 implied when you start talking about complicating
- 21 any kind of disease state. It's difficult enough
- 22 to take care of things if you are mentally here
- 23 and able to focus on everything you're doing, but
- 24 when that happens and without, you know, the

- 1 families having support, without having a support
- 2 structure or strong family then you have more
- 3 problems and this is something that we need to
- 4 keep a very sharp focus on, but any comments from
- 5 anyone else on the Task Force on this issue?
- 6 Thank you very much and please include your
- 7 testimony. Thank you.
- 8 MS. WILSON: Good afternoon. Good
- 9 morning. Janette Wilson, J-A-N-E-T-T-E,
- 10 W-I-L-S-O-N. I represent -- unlike everyone else,
- 11 I represent those who give hope and good news as
- 12 well as those who challenge the system. One
- 13 concern I have as I look at this panel is the
- 14 disparity that you represent by your failure to
- 15 represent a preponderance of the population in the
- 16 state of Illinois and that is women.
- I don't know how you could have
- 18 a Task Force and not have more women represented
- in as much as we bring you into the world, we
- 20 carry you through the world, and then we take you
- 21 out of the world.
- MR. ARNOLD: Thank you.
- 23 MS. WILSON: And since you all have
- 24 been so quiet, I just figured you need a woman to

- 1 tell a village about what is going on.
- 2 MR. ARNOLD: We have 19 members. We
- 3 do probably have some women, but we should have 18
- 4 of the 19.
- 5 MS. WILSON: I'm very disturbed.
- 6 I'm here representing the faith community incase
- 7 you didn't know, but when I see no women up there
- 8 you all need to recruit some from the audience.
- 9 MR. ARNOLD: One lady she was here,
- 10 but she had to leave.
- MS. WILSON: I got that.
- MR. ARNOLD: Thank you.
- MS. WILSON: But we do respect the
- 14 fact that you're here on the Task Force and I will
- 15 not read my testimony, but it is printed and I
- 16 gave it to one of the staff members for
- 17 distribution to all the panel members. One of the
- 18 things that I wanted to rise and speak to is an
- 19 untapped resource within every state within this
- 20 nation and even around the world and that is the
- 21 faith community.
- We provide the best
- 23 communication system that you could have to
- 24 communicate information about chronic diseases,

- 1 treatment, prevention, opportunities. We are
- 2 greater communicators than most media outlets that
- 3 you tend to use. Our strength was evidenced when
- 4 the H1N1 flu vaccination program was initiated in
- 5 Illinois this year. We were able to communicate
- 6 to our members and to a broader cross section
- 7 through our broadcast media, through our inserts
- 8 in our weekly bulletins and communicated across
- 9 pulpits without regard to faith the value of being
- 10 inoculated against H1N1. The other thing which
- 11 the faith community provides that most public
- 12 health institutions forget or ignore is that we
- 13 are the largest facility for deploying resources,
- 14 providing temporary and emergency shelter. We are
- 15 locations that can provide food on a temporary or
- 16 even a permanent basis for numbers of people. We
- 17 can be centers for deploying volunteers,
- 18 recruiting volunteers and we would be great
- 19 nutrition sites for communities, particularly in
- 20 rural and suburban areas, for in those food
- 21 deserts that Reverend Sampson talked about we need
- 22 to be connected because we are also the grief
- 23 counselors.
- We are the people that when a

- 1 crisis occurs or when a child or a parent is obese
- 2 or has a chronic disease or has an illness that
- 3 appears to be terminable, the first person that
- 4 they reached to is a member of the faith community
- 5 generally.
- 6 We are oftentimes the first
- 7 responders to a crisis, but the last to get the
- 8 correct information to communicate. So we provide
- 9 transportation. We have buses and vans that could
- 10 be deployed. We have great communication systems.
- 11 We have shelters. We have food and we have
- 12 clothing. We can organize people. We can inspire
- 13 people to act and we can do several things. So
- 14 we're suggesting that, one, this Task Force should
- 15 have a faith leader represented and it can rotate
- 16 so you can cover all of the major faith traditions
- in Illinois. Secondly, the Illinois Department of
- 18 Public Health should have a seat at its emergency
- 19 response table for the faith community.
- We're tired of being the last
- 21 call and not at the table when decisions are being
- 22 made about our constituents that God has placed in
- 23 our hands. We know that if you look at childhood
- 24 obesity and the failure to have good nutrition it

- 1 starts in the home. We're the closest to the
- 2 home. So, oftentimes, faith leaders are not
- 3 transmitting healthy information to their
- 4 parishioners. So there needs to be a stronger
- 5 partnership.
- I'm probably the least obese
- 7 person in the room and it's not by accident. I
- 8 started out -- in my first 15 years, I ate
- 9 vegetables from the farms that Reverend Sampson
- 10 talked about. I didn't know what it was like to
- 11 eat from a grocery store. My grandparents raised
- 12 everything I ate, including the meat. So it was
- 13 not processed food and I did not go home to obese
- 14 parents. They did not eat potato chips. I didn't
- 15 have fast food until I was a teenager and it was
- 16 without the permission of my parents.
- 17 These children eat everyday in
- 18 school and out of school red hots, Pepsi. I did
- 19 not give my daughter soft drinks until she was old
- 20 enough to make that decision. So juice and fruits
- 21 and vegetables are not the common meal in schools,
- they're not common in the home nor are they common
- 23 in many of our institutions that our children
- 24 frequent on a regular basis. You can't change the

- 1 behavior without changing the messages that are
- 2 going forth from every part of the community and
- 3 that's why the faith community becomes critical in
- 4 partnership with the Department of Public Health
- 5 and with this Task Force. Are there any
- 6 questions?
- 7 MR. ARNOLD: Thank you very much.
- 8 That was very, very insightful. You gave some
- 9 very strong points, Reverend Wilson. You also --
- 10 I know you have the school background, the legal
- 11 background so I think this is really the trust
- 12 level that you're talking about within the faith
- 13 based institution which has born itself out and we
- 14 have worked on many different programs together.
- MS. WILSON: That's right.
- 16 MR. ARNOLD: With the H1N1 response
- 17 and the faith based organizations actually played
- 18 a critical role with that in saving lives within
- 19 the state. There were multiple organizations,
- 20 over 500 faith based institutions that
- 21 participated. About two months ago, the CDC
- 22 released some statistics and noted with respect to
- 23 the ten largest states, most populated states in
- 24 the country, Illinois actually placed number one

- 1 for those over 18 and for those who were less than
- 2 18 second. So we have to challenge that second
- 3 place still, but we actually have great resources
- 4 within faith based institutions and they have a
- 5 training program that has been in place started
- 6 with the pandemic training program. And as far as
- 7 the seat at the public health emergency operation
- 8 center, granted. We have one for you. But the
- 9 state emergency operations center, we have to talk
- 10 to them about that on the state level because
- 11 that's part of the IEMA structure.
- MS. WILSON: So we have to talk to
- 13 the governor?
- 14 MR. ARNOLD: We'll talk to him and
- 15 get in touch with him, but definitely because you
- 16 have been -- not only the H1N1 response, but flood
- 17 details. It's been very, very progressive, very
- 18 positive. So I think all those things you were
- 19 saying with the grief counseling, tradition -- we
- 20 sometimes wait until the end, you know, even with
- 21 things like Katrina's response is the most graphic
- 22 because it was on CNN, but it happens everyday
- 23 where these disasters occur and the churches are
- 24 responding and we have a tendency to sort of

- 1 downplay and not recognize the contributions being
- 2 made.
- 3 So thank you very much for
- 4 bringing those forward and any other questions
- 5 from the panel?
- 6 MR. AFRICK: Reverend Wilson, can I
- 7 ask you about networks for reaching the faith
- 8 based community in metropolitan Chicago and then
- 9 expanding that statewide --
- MS. WILSON: Well, we have
- 11 denominational networks within the Christian faith
- 12 and then there is a Chicago Council of Religious
- 13 Leaders that represent the major faith
- 14 organizations in the city of Chicago. You will
- 15 find in Chicago most of the faith leaders,
- 16 nationally recognized faith leaders, are domiciled
- 17 in the city of Chicago. Down the state, there is
- 18 a network and we have been working with the
- 19 Department of Public Health to create such a
- 20 database and it certainly can be expanded upon by
- 21 contacting the leaders of the Islamic faith, the
- 22 Greek Orthodox faith and in the African-American
- 23 tradition, there's the African-American -- African
- 24 Methodist Episcopal, African Methodist Episcopal

- 1 Zion, the 6th Baptist state organization, the 6th
- 2 Church of God in Christ of state organizations,
- 3 Before Apostolic Faith Organizations and this not
- 4 counting the Catholics, the Churches of Christ and
- 5 Churches of God. So there are just a number that
- 6 we have that we can help you communicate with,
- 7 plus the Jewish synagogues as well, and then you
- 8 have those Native American faith leaders as well.
- 9 So it's a broad range that needs
- 10 to be included because once you include all of us
- 11 you have included the state and most of the people
- in it except for those who do not believe in any
- 13 God. So they should have a rotating vacancy for
- 14 the agency.
- MR. AFRICK: Thank you.
- 16 MR. ARNOLD: Thank you very much,
- 17 Reverend Wilson.
- 18 MS. GRIMSHAW: Good morning. My
- 19 name is Jill Grimshaw, J-I-L-L, last name
- 20 Grimshaw, G-R-I-M-S-H-A-W. I am the executive
- 21 director of the High Ridge YMCA in the Rogers Park
- 22 community, which is part of the YMCA of
- 23 Metropolitan Chicago. I'm also here representing
- 24 the Illinois state of YMCAs. With 51 corporate

- 1 Y's in the state of Illinois, Y's are the perfect
- 2 place to cultivate healthy statewide change at the
- 3 community level. The Y movement has worked hard
- 4 to address the growing epidemic of obesity, which
- 5 leads to increased health care costs due to
- 6 preventable disease.
- 7 The two programs discussed in
- 8 the testimony today will be the YMCA's diabetes
- 9 prevention program and the pioneering healthy
- 10 communities program. Between 1996 and 2001, the
- 11 National Institute of Health and the Center of
- 12 Disease Control established a Diabetes Prevention
- 13 Program. The original DPP included one-to-one
- 14 education in support for healthy eating and
- 15 physical activity for the healthcare provider.
- 16 From 2005 to 2008, the authors of this study
- 17 collaborated with the YMCA of Greater Indianapolis
- 18 to design, implement and evaluate a group based
- 19 adaptation of the DPP lifestyle intervention.
- 20 Indiana University translated a
- 21 16-week course based on the original study which
- 22 focused on the education and support being
- 23 delivered in a group setting trained by Y staff.
- 24 The result of the 92-person pilot demonstrated the

- 1 Y could deliver the program at a fraction of the
- 2 cost and achieve similar results to the national
- 3 program. Programs such as this were successful in
- 4 preventing or delaying the onset of Type 2
- 5 diabetes by reducing our bodyweight by six percent
- 6 and increasing our physical activity and continue
- 7 to maintain progress 6 and 12 months after the
- 8 core 16 sessions.
- 9 In April of 2010, United Health
- 10 Group teamed with the Y of USA to expand Y and
- 11 DPP. Rather than simply paying high medical
- 12 claims to customers, United Heath retained the
- 13 YMCA's and pharmacists to keep people healthier.
- 14 Using the model from the YMCA of Greater
- 15 Indianapolis, Y USA has implemented the Y DPP in
- 16 Louisville, Cincinnati, Columbus and Dayton,
- 17 Minneapolis, Phoenix, Jacksonville, Fort Wayne and
- 18 Bloomington, Indiana, Rochester, New York,
- 19 Delaware, Seattle and Birmingham. Y of the USA
- 20 worked with Congress to create the Diabetes
- 21 Prevention Act as part of the healthcare reform
- 22 that establishes a national community diabetes
- 23 prevention program at the Centers of Disease
- 24 Control.

- 1 In September of 2010, the Y
- 2 announced a \$50,000 grant to introduce a diabetes
- 3 prevention program at their local Y's. YMCA's in
- 4 Quad Cities, DeKalb and Elgin were approved to
- 5 start Diabetes Prevention Programs in the fall of
- 6 2010, but unfunded. The YMCA is soliciting
- 7 private funds and advocating for Congress to
- 8 secure additional start-up funding for the
- 9 approved, but unfunded Y's.
- 10 While Y of the USA is looking to
- 11 fund the Y's in Quad Cities, DeKalb and Elgin, we
- 12 are also looking to partners in this work. In
- 13 2011, Y's may choose to make a \$12,500 investment
- in Y of USA to participate in the YMCA's Diabetes
- 15 Prevention Program. The investment will provide
- 16 access to training, curriculum, tools, resources
- 17 and support. YMCA holds a unique advantage in
- 18 their infrastructure from community based
- 19 prevention programs because of the sheer number of
- 20 locations and its ability to reach low income and
- 21 minority populations.
- 22 The Y also has a solution to
- 23 prevent childhood obesity due to primary and
- 24 healthier communities. In 2010, the Illinois

- 1 State Alliance of YMCA's was named one of the
- 2 state's pioneering healthier communities. PHC, as
- 3 it's known, is a statewide collaborative effort
- 4 that focuses on healthy systems, environmental and
- 5 policy changes that are driven by a community
- 6 dream team of advocates and ambassadors. The
- 7 advocates and ambassadors are a diverse group that
- 8 starts doing the community healthy living index on
- 9 their community. The CHLI assessment, which it's
- 10 also called, indicates gaps that inhibit healthy
- 11 choices such as unsafe walk paths, lack of access
- 12 to fresh foods and vegetables or not enough
- 13 after-school programs emphasizing physical
- 14 activity.
- 15 Three statewide PHC's were
- 16 started in 2009 in Connecticut, Kentucky and
- 17 Tennessee. In 2010, it includes Illinois,
- 18 Michigan and Ohio. The 12 YMCA's that are
- 19 included in the Illinois pioneering healthy
- 20 communities are located in Elgin, Rockford, Metro
- 21 East, Moline, Chicagoland, DuPage County, Joliet,
- 22 Kankakee, Oak Park, Peoria, Quincy and
- 23 Springfield. Schaumburg not Springfield.
- 24 These local groups support the

- 1 large statewide team focused on policy change at
- 2 the state level. Our current statewide partners
- 3 include Illinois State Alliance of YMCA's,
- 4 Illinois Department of Public Health, Illinois
- 5 Alliance to Prevent Obesity, Active Transportation
- 6 Alliance, the Illinois Chapter of American Academy
- 7 of Pediatrics.
- 8 The Y is planning to introduce
- 9 our statewide pioneering and healthier community
- 10 roadmap in September of 2011. 2011 will focus on
- 11 bringing our diverse group to the table and
- 12 identifying key areas of state policy that inhibit
- 13 all of our communities from being able to make
- 14 healthy choices in our daily lives. Thank you.
- MR. ARNOLD: Thank you very much.
- 16 You have your testimony. You can submit it for
- inclusion, but very, very stellar work with the
- 18 YMCA's. I'm not sure of the relationship to, you
- 19 know, YWCA's because I get asked that question and
- 20 whether they are involved in the same process as
- 21 well.
- 22 MS. GRIMSHAW: The YWCA's are a
- 23 separate affiliate. They are not affiliated.
- MR. ARNOLD: Any questions from

- 1 anyone else on the Task Force?
- 2 MR. ISAACSON: Michael Isaacson.
- 3 Good morning. I'm just wondering in terms of
- 4 integration across networks for statewide planning
- 5 you mentioned the statewide group of Y's in
- 6 Illinois now. What do you think is the most
- 7 important thing that needs to be done to integrate
- 8 the Y's into anything that goes on statewide?
- 9 MS. GRIMSHAW: If I understand your
- 10 question, probably a communication network. I
- 11 know that was just mentioned before. I think that
- 12 would help. The YMCA tries to sit at every table
- there is so we're integrated across the board, but
- 14 communication is probably overall.
- 15 MR. ISAACSON: Like establishing a
- 16 formal communication network of some kind?
- MS. GRIMSHAW: Correct.
- MR. ISAACSON: Thank you.
- 19 MR. ARNOLD: How many students are
- 20 usually or people are usually involved in the
- 21 program to --
- 22 MS. GRIMSHAW: It depends from
- 23 community to community.
- MR. ARNOLD: Okay. Thank you very

- 1 much. We've sort of gone over our time a little
- 2 bit so if anyone wants a five minute break or keep
- 3 going? Let's take a two-minute break.
- 4 (Whereupon, a break was taken
- 5 after which the following
- 6 proceedings were had.)
- 7 MR. ARNOLD: Okay. We're going to
- 8 get ready to start again. We have the next
- 9 presenter at the podium. If you can state your
- 10 name and spell your name and also the organization
- 11 that you're associated with.
- MS. GADON: Good morning, members of
- 13 the Committee. My name is Margaret Gadon,
- 14 M-A-R-G-A-R-E-T, G-A-D-O-N. I'm a practicing
- 15 physician in Illinois and the clinical director of
- 16 IFMC-IL, which is most of what it does in Illinois
- 17 is it houses the contract for the Illinois quality
- 18 improvement organization and we are also working
- 19 on other quality initiatives to improve care
- 20 across the state of Illinois.
- 21 My testimony will largely be
- 22 general in format, but following my remarks I will
- 23 be discussing a project, which is in preparation
- 24 or development that does integrate many aspects of

- 1 chronic disease and my remarks span both elements
- 2 of prevention -- primary prevention and secondary
- 3 prevention of chronic disease.
- 4 As you are all aware, the term
- 5 chronic disease encompasses any condition that
- 6 requires care over a period of time and general is
- 7 one which is not curable. We've heard extensive
- 8 remarks about the cost of care for chronic disease
- 9 and I will not elaborate here. However, we do
- 10 know that chronic diseases caused by degeneration
- 11 such as arthritis are a natural part of aging and
- 12 will occur regardless of the type of preventive
- 13 activities initiated. However, certain diseases
- 14 are preventable. Those individuals with the
- 15 genetic predisposition to them alter their
- 16 environment and lifestyle, specifically diet and
- 17 the amount of regular physical activity.
- 18 I commend the Department of
- 19 Public Health as well as the US Centers for
- 20 Disease Control for developing programs at the
- 21 population level to encourage Illinois residents
- 22 to make changes in their diet and physical
- 23 activity to the extent that it is within their
- 24 personal control, that they have the sufficient

- 1 income to purchase healthy foods and live in an
- 2 environment in which there is access to affordable
- 3 and safe physical activity. It is difficult for
- 4 me to speak with any credibility today to the
- 5 issue at hand which is how the state can best
- 6 coordinate and integrate its efforts to health
- 7 promotion and reduce chronic disease disparities
- 8 without knowing the specifics of the various
- 9 initiatives.
- I am, however, aware of the 2010
- 11 State Health Improvement Plan which lays out a
- 12 clear pathway to health promotion and chronic
- 13 disease prevention using well accepted strategies.
- 14 What struck me in reading over this document
- 15 particularly in relation to those I hadn't seen
- 16 when I was a public health physician working for
- 17 the State Health Department of New York several
- 18 years ago was the degree to which health reform,
- 19 community engagement and interdisciplinary
- 20 approaches to socioeconomic determinants of health
- 21 were recommended. From my perspective, these
- 22 three approaches are the essential elements to
- 23 integration of health promotion programs.
- 24 Regardless of the degree of integration at the

- 1 state level through planning, it is at the
- 2 community level as Dr. Arnold so eloquently
- 3 mentioned previously where these activities are
- 4 implemented and where the integration is most
- 5 essential. Specifically then through health
- 6 reform, funds for prevention should be funneled as
- 7 much as possible to the local level where they are
- 8 planned and implemented with the input of
- 9 community members, including the children of that
- 10 community. The medical societies and hospitals
- 11 should be elemental to this and encouraging their
- 12 physicians or physician office teams to
- 13 participate. This would not only help with the
- 14 planning process, but also better link medical and
- 15 public health services leading to reenforcement of
- 16 prevention messaging to community residents.
- 17 Secondly, through community
- 18 engagement activities, if activities can be
- 19 culturally and linguistically tailored, thereby
- 20 increasing their likelihood of being understood,
- 21 heard and eventually adopted, volunteers can be
- 22 engaged thereby filling the needs of
- 23 underresourced local health departments.
- 24 Community ownership is more

- 1 likely to reenforce these activities and lead to
- 2 creative applications across the social spectrum
- 3 of resident lives, and, finally, through
- 4 interdisciplinary approaches to address
- 5 socioeconomic determinants of health the
- 6 environment which facilitates behavior change can
- 7 be developed. The challenges to achieving a
- 8 healthy lifestyle such as media messaging, unsafe
- 9 neighborhoods, lack of park space, lack of access
- 10 to nutritious food and lack of solid family
- 11 structures in with children can prosper loom large
- in many of our communities particularly in urban
- 13 areas.
- 14 Innovative solutions for these
- 15 problems are likely to occur in small community
- 16 settings with strong leadership, private public
- 17 partnerships and a strong commitment from the
- 18 business community and perhaps that's one of our
- 19 greatest challenges, how to make better health for
- 20 the public a win for business. This is a tougher
- 21 road ahead for the state with its budgetary
- 22 constraints, but this time also represents a great
- 23 opportunity with increased funding for prevention
- 24 coming from the federal government and a public

- 1 increasingly aware of the issues.
- Now, just quickly, I wanted to
- 3 mention -- I won't mention it. Primary Care
- 4 Extension Program --
- 5 MR. ARNOLD: You can make one very
- 6 quick question about it. You can put that into
- 7 the testimony, but if you want to make a one or
- 8 two sentence summary sort of what it is that would
- 9 be fine.
- 10 MS. GADON: Yes. The Primary Care
- 11 Extension Program is part of the Federal
- 12 Healthcare Reform Act. The funds have not yet
- been appropriated, but there is \$120 million
- intended for this program. We're not sure how
- 15 many states are in this program. It's modelled
- 16 after the Agricultural Extension Program. Funds
- 17 go to the state level and then are sent to the
- 18 local level where a hub of medical services,
- 19 public health services and the community members
- 20 are working to integrate care and this is run by a
- 21 community focused health extension agent who links
- 22 and coordinates care between these different
- 23 groups and specifically provides coaching for the
- 24 community residents, helps -- practices transform

- 1 to teen based care and the medical home and most
- 2 importantly actually creates an opportunity for
- 3 those small community projects which you're
- 4 talking about being linked to physician practice
- 5 and incorporated into medical care to prevent both
- 6 primary and secondary disease.
- 7 MR. ARNOLD: Thank you very much.
- 8 Very great summary. I do have time for one very
- 9 quick question. Anyone right now?
- 10 MR. ISAACSON: I have one question.
- 11 Doctor, Michael Isaacson. I'm wondering -- I
- 12 agree with you whole heartily on the local -- the
- 13 grass roots effort is really where the rubber
- 14 meets the road and I think people need to know the
- 15 importance of community and working from the
- 16 inside. What advice do you have to this panel in
- 17 terms of a statewide approach where we can really
- 18 foster those efforts?
- MS. GADON: As I said, I think the
- 20 most important thing you need is integration on
- 21 these things and you need representatives from
- 22 each of the communities feeding information up to
- 23 the statewide level in a format that is easily --
- 24 that is standardized and easily analyzed to

- 1 provide best practices, but unless that money is
- 2 channelled to a coalition at the multiple
- 3 community levels, you're not going to have an
- 4 opportunity to really represent the voice of the
- 5 people and my neighbor, who is markedly
- 6 overweight, I've seen her little girl, she comes
- 7 in with chocolates and stuff, I'm sure she knows
- 8 she is overweight.
- 9 I'm sure she has heard the
- 10 messaging. She is not incentivized. It just
- 11 hasn't rung home and she hasn't decided to get on
- 12 board. Until her -- whatever makes her tic and
- 13 that's going to be her peer relationships and her
- 14 community incentivize her, she's going to be keep
- 15 buying Oreo's, chips and feeding the little girl
- 16 chicken tenders.
- 17 MR. ARNOLD: That's a very, very
- 18 important point. The one thing about the State
- 19 Health Improvement Plan and you sort of reiterate
- 20 this point is that the State Health Improvement
- 21 Plan is -- I have a bit of a military background
- 22 so when someone tells me a plan, it means I can
- 23 put the key in and drive so we're operational
- 24 wise. So although it's stated as a plan, it's a

- 1 framework and you have a mechanism now in order to
- 2 extend the community with the best practice model,
- 3 those kinds of things, but the community
- 4 engagement piece still has to be there to utilize
- 5 those tracks. So a very, very astute observation.
- 6 MS. GADON: Thank you. I've been in
- 7 community health my whole life and it's wonderful
- 8 that somebody is actually recognizing this is the
- 9 way to go.
- 10 MS. ROBBINS: Good morning. Pamela
- 11 Robbins, R-O-B-B-I-N-S, representing the Illinois
- 12 Nurses Association. Thank you for allowing the
- 13 Illinois Nurses Association to speak today.
- 14 Professional nursing is a vital component to any
- 15 healthcare system. Illinois has over 164,000
- 16 licensed nurses to serve the public. As the
- 17 soaring costs of healthcare increase, efforts to
- 18 improve the efficiency and effectiveness of our
- 19 Illinois healthcare system must take into account
- 20 the nurses contribution to ensuring
- 21 cost-effective, high-quality care. Numerous
- 22 studies denote the impact of higher nursing
- 23 staffing levels have on reduced hospital related
- 24 mortality, hospital acquired pneumonia, mitigating

- 1 complications by more rapid intervention to name a
- 2 few.
- In today's healthcare arena, we
- 4 see increasing pressure to control costs. Patient
- 5 volume and level of illness are still at an
- 6 all-time high. There is a growing demand to
- 7 improve safety and quality. Quality is important.
- 8 The question becomes who is best to make it
- 9 happen. Nurses already know they're a part of
- 10 that answer. Recent studies are documenting that
- 11 from an economic standpoint, it is no longer
- 12 acceptable to look at just the cost of nursing
- 13 service, but rather the cost savings and value of
- 14 quality patient outcomes that the nurse provides.
- In light of October's Institute
- 16 of Medicines Report, healthcare reform is not just
- 17 an idea. It must be made into an action plan.
- 18 Such reform will take a departure from what is and
- 19 move it to what it should be. Any plan will take
- 20 cooperation of the state holders which will
- 21 include a redesigning of the nursing workforce,
- 22 reworking financial health initiatives, expansion
- 23 of health insurance coverage, investing
- integration of health technology, changes in

- 1 education of nurses, consideration of the
- 2 workforce skill-mix and broadening the scope of
- 3 practice to Illinois nurses in many profound ways.
- 4 To truly reform healthcare from
- 5 the historical model of treating illness in an
- 6 episodic manner, we must move to a method of
- 7 providing care across the studies of all providers
- 8 allowing the public to fully recover from the
- 9 illness or manage exacerbations of a chronic
- 10 illness. These methods would include emphasis on
- 11 prevention, wellness programs, chronic illness
- 12 management, home base primary care, nurse home
- 13 visits, nurse managed health centers and community
- 14 health teams.
- 15 A study by Jencks, et al, from
- 16 the New England Journal of Medicine reported that
- 17 20 percent of Medicare beneficiaries hospitalized
- 18 between '03 and September '04 readmitted within 30
- 19 days of discharge. The percentage increase went
- 20 to 56 at one year. The cost of Medicare to
- 21 taxpayers was estimated at over \$17 billion. Mary
- 22 Naylor has studied the use of advanced practice
- 23 nurses, APN's, to coordinate and manage healthcare
- 24 for hospitalized older adults with multiple

- 1 comorbidities and chronic illness. The APRN,
- 2 advance practice nurse, begins working with the
- 3 patient upon admission to the hospital,
- 4 coordinates care during hospitalization, makes
- 5 home visits within the first 24 hours of discharge
- 6 and, most importantly, continue to manage until
- 7 the patient is stable and the caregivers are able
- 8 to manage on their own.
- 9 Naylor's transitional model has
- 10 reduced hospital readmission rates, improved
- 11 patient's physical health, functional status and
- 12 quality of life and reduced by about half the cost
- of patient's total healthcare costs.
- 14 We must focus on how to close
- 15 the gap on chronic illness. Nurses working in the
- 16 community play a crucial role in healthcare
- 17 promotion and disease prevention today. Various
- 18 states have had programs sharing successful, care
- 19 management strategies directed by nurses who were
- 20 integral to a provider's practice who coordinate
- 21 care and communication between patients and all
- 22 members of the interdisciplinary team serving that
- 23 patient and who directly provided healthcare
- 24 services via in person, telephone or electronic

- 1 methods.
- 2 Increasing evidence is showing
- 3 an enhanced, integral involvement of nurses in
- 4 both the coordination and delivery of care
- 5 particularly for patients and during multiple
- 6 chronic illnesses and complex care regimes. Care
- 7 management is critical to achieving the cost in
- 8 quality targets. Several programs and initiatives
- 9 include the health reform legislation involving
- 10 intra-disciplinary and cross-setting care
- 11 coordination as well as care management services
- 12 by RN's. I'm sure you're following my fundamental
- 13 direction of care from costly acute hospital based
- 14 care to prevention, wellness and chronic
- 15 management delivery systems where the public lives
- 16 and costs are diminished by keeping the public in
- 17 a state of health.
- 18 Many states have embraced
- 19 changes in such deliveries of care. The question
- 20 is when will Illinois. As state holders,
- 21 policymakers, funders, educators, practitioners,
- 22 we must look beyond the medical model as the sole
- 23 solution to community health and recognize the
- 24 contribution nursing and nurse practitioners are

- 1 making to primary care and health. Thank you for
- 2 allowing me to speak to the panel.
- 3 MR. ARNOLD: Thank you very much.
- 4 Very insightful and very well said. One of the
- 5 questions -- you had mentioned -- you were
- 6 mentioning a couple of issues that I was really
- 7 interested. One is the view of what is the person
- 8 of the future. I have gone through this before
- 9 with the school of public health. What is the
- 10 public health work of the future? What do they
- 11 look like? So what do you envision the person of
- 12 future for nursing to look like and how do you
- 13 coordinate things between different institutions
- 14 where nurses are practicing a myriad of different
- 15 settings? Is there a way of connecting that?
- 16 MS. GIBBONS: I think the first
- 17 thing one in every 48 adults in Illinois is a
- 18 nurse. There are nurses that volunteer in
- 19 parishes, at schools, in all sorts of communities.
- 20 I would love to have a study of how nurses'
- 21 families are managed with their care to keep them
- 22 out of hospitals and take care of them on a
- 23 wellness path and then disadvantage to those that
- 24 don't have that nurse to manage.

- 1 You have to educate. Being in
- 2 the schools is vital. That is a community. That
- 3 is where nurses need to be to coordinate
- 4 healthcare for these children. I'm married to a
- 5 farmer who is in a family farming operation. His
- 6 90 year-old mother and father still full-time
- 7 farm. They are healthy, they are engaged, and
- 8 they also have managed care by a nurse.
- 9 I really think that you've got
- 10 to educate the young. You've got to allow for
- 11 access and I think advanced practice nursing and
- 12 disallowing those barriers that we face today to
- 13 be able to get the care to the community whether
- it's the school or the home because it's
- 15 essentially -- nurses were public health nurses.
- 16 They went out. School nurses were established to
- 17 keep sick kids out of school, out of the community
- 18 to keep the community well.
- 19 The public nurse went in and
- 20 took care of a brand new baby, made sure the
- 21 mother knew about how to feed, how to care for
- 22 that infant. Education is important. When you
- 23 prevent the problem, it's much more cost-effective
- 24 than waiting for them to come to you to the

- 1 hospital where you have as one doctor called it
- 2 expensive care than intensive care. And location,
- 3 location, location.
- 4 We've got to go out to the
- 5 communities. I've heard this wonderful group of
- 6 people who know how important it is. My
- 7 community, my family community, my church
- 8 community, the school community, how do you keep
- 9 people from going episodically to the doctor when
- 10 they are so sick and they have gangrene because
- 11 they had untreated diabetes and we wind up cutting
- off a leg in the operating room. I'm a recovery
- 13 nurse for the last 32 years. It is just much
- 14 easier to take care of by preventing than to do
- 15 episodic, putting the fire out. So that is why
- 16 it's the education axis and location, location,
- 17 location.
- 18 MR. ARNOLD: And in the Naylor
- 19 transitional model, do you have any cost benefit
- analyses on that or documents?
- MS. GIBBONS: Actually, the document
- 22 study that has been done and they tried to
- 23 introduce federal legislation so I can get that
- 24 information to you.

- 1 MR. ARNOLD: Great. Thank you.
- MS. GIBBONS: Thank you.
- 3 MS. NAUSS: Good morning. My name
- 4 is Mary Rose, M-A-R-Y, R-O-S-E, N-A-U-S-S, and I
- 5 represent the National Kidney Foundation. I am a
- 6 volunteer. I'm under the supervision of Kate
- 7 O'Connor and Marla Solomon. I am here today
- 8 impromptu to -- so much has been said that I would
- 9 love to echo all of it, but as a volunteer I want
- 10 to say it's not unique to what people say, but as
- 11 far as I am concerned I represent courage, faith
- 12 and enthusiasm. I'm part of Advocacy Day where
- 13 people meet at the kidney foundation and we go to
- 14 Springfield on a bus. We're educated on what to
- 15 say to the legislators and how to say it and do
- 16 like the three minute elevator speech type of
- 17 thing with them to let them know how important it
- 18 is for prevention with diabetes kidney disease.
- 19 Something many of you are probably familiar with
- 20 is the Kidney Mobile, which is once you've looked
- 21 at how much salt is in a rib, it will probably be
- 22 spoiled for you and that kind of thing.
- I have experienced somebody who
- 24 I love dearly and been with for 15 years

- 1 experience a kidney transplant and that's what
- 2 inspired me to become involved with this group.
- 3 Seeing what he went through with dialysis and all
- 4 that and it was because of that kidney disease,
- 5 but just to have someone give so much love to
- 6 donate an organ and have him be able to live a
- 7 normal, happy life. With all the challenges that
- 8 go along with a transplant, I felt it in my heart
- 9 to go out there and work with them. I have
- 10 probably lots more things to say, but --
- MR. ARNOLD: Thank you for your
- 12 participation today. One of the things that
- 13 underlies a lot of the programs that we speak of
- 14 now and also has been part of President Obama's
- 15 push from the beginning is volunteerism. We know
- 16 he started in that track before becoming the
- 17 president. So that is really a central focal
- 18 point that we have to keep in mind that
- 19 volunteers -- you know, volunteerism is a way that
- 20 I learned when I was in high school.
- 21 You know, I donated 2,000 hours
- 22 to hospitalized patients just at the school
- 23 running in and running home and that was over a
- 24 four year period, but I got a lot more out of what

- I gave than what, you know, what I actually put in
- 2 I think. So thank you for your time and putting
- 3 that on the record, but volunteers should be noted
- 4 as being a central component and extremely
- 5 important in this process. Thank you.
- 6 MR. AFRICK: If I could just add a
- 7 comment. You have a wonderful leader in Kate
- 8 O'Connor and I think it really does underscore
- 9 that as we're looking at all of the influencers on
- 10 chronic disease, there is a role for
- 11 nongovernmental organizations to interact with the
- 12 patient communities.
- MR. PATTERSON: Good morning. My
- 14 name is Bill Patterson. I'd like to speak to
- 15 martial arts programs as agents for chronic
- 16 disease prevention and health promotion. I
- 17 represent K.S. Hyun's Hapkido Schools in Chicago
- 18 and with me is Dr. Shorty Mills representing 3
- 19 Cities Pagoda Martial Arts Schools in Hazel Crest.
- 20 I'll present an abbreviated version of the
- 21 testimony and an expanded version I've provided to
- 22 the staff. I'd like to thank the Task Force for
- 23 this opportunity to express our concerns for the
- 24 public health of our communities and recommend the

- 1 utilization of community martial arts program as
- 2 agents for chronic disease prevention and health
- 3 promotion.
- 4 During this time, I'd like to
- 5 establish a context with a brief overview of
- 6 chronic diseases and existing guidance to deliver
- 7 chronic disease prevention and health promotion
- 8 and then describe the use of martial arts programs
- 9 as agents of chronic disease prevention and health
- 10 promotion. I've provided a program logic model as
- 11 a handout for the Task Force and it does
- 12 correspond with this written report. Obesity and
- 13 violence have become major public health concerns
- 14 both national and local community educations.
- 15 While the two concerns may appear to be unrelated,
- 16 they both pose a major negative impact on the
- 17 present future health of the population and the
- 18 safety of our country.
- 19 In January 2010, the surgeon
- 20 general issued a report that identified obesity as
- 21 a national epidemic draining billions of dollars
- 22 from our economy. Further, two-thirds of the US
- 23 adults and nearly one-third -- one in three
- 24 children are overweight or obese. Conditions that

- 1 increases their risk of diabetes, heart disease
- 2 and other chronic diseases. Obesity has become a
- 3 national security concern. Over 9 million young
- 4 adults, 27 percent of all Americans age 17 to 24
- 5 weigh too much to join the military according to
- 6 Mission Readiness, a nonprofit organization
- 7 promoting health and education.
- 8 The group of young adults is
- 9 also a source in which we draw our emergency
- 10 responders, police, firefighters and paramedics.
- 11 The health of this population decreases, the
- 12 defense of our country and its ability to respond
- in time of crisis during a national emergency is
- 14 also diminished. The Justice Department study in
- 15 October 2009 found that more than 60 percent of
- 16 children surveyed were directly or indirectly
- 17 exposed to violence in the last year. Victims of
- 18 robbery, vandalism, theft or sexual assault.
- 19 Nearly half the children or adolescents were
- 20 assaulted at least once and more than one in ten
- 21 were injured as a result, nearly one quarter of
- 22 victims of robbery vandalism or theft.
- 23 Project Oneness is a IDPH
- 24 initiative for a more comprehensive approach to

- 1 community health specifically targeting health
- 2 risk behaviors that are leading causes of obesity,
- 3 diabetes and various chronic diseases including
- 4 violence. Unaddressed, these behaviors will
- 5 result in increased death, disability,
- 6 hospitalizations and illness among young people
- 7 and adults in the United States. Communities
- 8 experiencing high levels of these behaviors are
- 9 identified as, quote, environmentally at risk, end
- 10 quote. In a concept paper, IDPH martial arts
- 11 initiative dated 15 November 2007 the director of
- 12 IDPH proposed utilizing existing martial arts
- 13 academies to deliver positive health interventions
- 14 and in environmentally at-risk communities.
- 15 Further, that martial arts
- 16 schools share similar objectives of public health
- 17 and are to provide health education and promote
- 18 safe environment where individuals can obtain
- 19 their best possible state of physical and mental
- 20 health and spiritual well-being; body, mind and
- 21 spirit.
- 22 It's estimated there are over
- 23 200 martial arts programs in the Cook County area,
- 24 approximately 800 to 900 throughout the state of

- 1 Illinois. These include independent schools or
- 2 programs located within park districts, community
- 3 youth serving organizations such as Boys and Girls
- 4 Clubs, YMCA's, YWCA's, churches, et cetera. These
- 5 programs are able to provide youths between the
- 6 ages of 6 and 17 with professional martial arts
- 7 instruction from established community martial
- 8 arts schools.
- 9 The program of traditional
- 10 martial arts instruction is a holistic approach to
- improving public health by emphasizing physical
- 12 health and safety, mental health, education,
- 13 positive care to development and good citizenship.
- 14 Beginning in January 2008, Dr. Mills and I began a
- 15 collaborative effort with the IDPH staff to design
- 16 and implement a demonstration project for the
- 17 martial arts programs to deliver public health
- 18 interventions in the community. The program is
- 19 entitled Youth Martial Arts for Total Health, the
- 20 M.A.T.H. Project. The project, while still a work
- 21 in progress, has integrated the expanded public
- 22 health education into the martial arts curriculum.
- 23 A major effort has been in the development of an
- 24 evaluation design that records and tracks the

- 1 progress of students.
- 2 Currently, there are four
- 3 martial arts schools that are participating in the
- 4 project and collaborating on the -- collecting
- 5 performance data that is forwarded to IDPH for
- 6 analysis.
- 7 The program logic that I'm going
- 8 to provide to the Task Force provides and
- 9 identifies the basic framework for the evaluation
- 10 of this particular project. It illustrates the
- 11 relationships and the activities to the results or
- 12 outcomes of the martial arts training. The basic
- 13 components of the model are inputs, outputs and
- 14 outcomes that measure initial, immediate and
- 15 long-term impacts.
- 16 The quantitative data may be
- 17 derived from attendance, fitness testing,
- 18 promotional records, school report cards for
- 19 academic progress, behaviors, attendance and
- 20 police reports. Once again, I would like to thank
- 21 the Task Force for this opportunity to express our
- 22 concerns for the public health of our communities
- 23 and recommend the utilization of community martial
- 24 arts programs as agents for chronic disease

- 1 prevention and health promotions. We strongly
- 2 believe that the need is urgent for our state to
- 3 address chronic disease prevention health
- 4 promotion specifically targeting obesity and youth
- 5 violence. Every resource we can identify must be
- 6 used. Community based martial arts programs share
- 7 the goals of the Department of Public Health and
- 8 are uniquely equipped to deliver positive public
- 9 health interventions.
- 10 Dr. Mills and I would like to
- 11 take what time is left to answer any questions
- 12 that the Task Force might have. Thank you.
- MR. ARNOLD: Thank you very much. I
- 14 have martial arts experience in my background over
- 15 the years, but I would never challenge these two.
- 16 That would be my demise. The two of them have
- 17 been working with this project and the one thing I
- 18 say from this is that many projects are out there
- 19 where you have these sports endeavors people can
- 20 participate in such as volleyball, football,
- 21 basketball, but many times -- and even baseball.
- 22 They're looking for the star athlete and everyone
- 23 else sits on the bench. So many of our programs
- 24 that are actually being instituted across the

- 1 state are very, very slanted towards the higher
- 2 achiever, the person who is going to be on CNN
- 3 accepting the Heisman trophy, but this program
- 4 actually focuses on each individual student. It
- 5 talks about nutrition, cardiovascular fitness,
- 6 anti-drugs, anti-alcohol, anti -- it's really
- 7 across the board. Self-esteem building, focus in
- 8 school. It has many of the components that we
- 9 talk about within public health which really
- 10 attracts me to it. There are basically ten
- 11 components that I thought were very, very strong
- 12 within these programs.
- 13 So this is really a pilot
- 14 program that has been underway and we're looking
- 15 at the potential for the integration of the
- 16 principals within the school system as well. Both
- 17 have a law enforcement background and a military
- 18 background as well and surely you can stand up,
- 19 Dr. Mills. And as you can see, he's not really
- 20 short. So if you ever see his name on a platform
- 21 and you're supposed to be sparring with him, back
- 22 off, but I will leave it open to the panel if
- 23 anyone has any questions about what they're doing
- 24 and how this is influencing children's lives. I

- 1 have all kinds of letters from parents. Just
- 2 remarkable instructors, the teachers, the schools
- 3 they're seeing transformations in these children.
- 4 It's always my belief that if you give a child --
- 5 if you have a child under your auspices that
- 6 you're taking care of, you can make a Hitler out
- 7 of them or an Einstein. It depends on how you
- 8 treat them and this is actually training them how
- 9 to respect themselves, especially for young women
- 10 as well, making sure they focus and develop their
- 11 self-esteem component, but, with that, I'm going
- 12 to leave it open. Any questions or -- okay. Very
- 13 good. Thank you very much for your testimony.
- 14 MR. PATTERSON: Thank you very much.
- 15 MS. VAVIGLUS: Good morning, ladies
- 16 and gentlemen. My name is Martha Vaviglus,
- 17 V-A-V-I-G-L-U-S. I am a professor of preventive
- 18 medicine and medicine at Northwestern University
- 19 Feinberg Medical School. Well, this is the first
- 20 public hearing I attended. So you have to bear
- 21 with me because I didn't know what is a public
- 22 hearing at this state level. I have been invited
- 23 years ago to the White House to give a public
- 24 hearing on health cause, but it was different.

- 1 What they wanted me to talk about in public was
- 2 exactly what I knew as a scientist as a
- 3 researcher. Also, I wanted to tell you that I am
- 4 the principal investigator of the Hispanic
- 5 community health study, study of Latinos. It's
- 6 the longest study to date on the conditions that
- 7 effect several ethnic groups of the Latino
- 8 population because when we think about Latino we
- 9 believe that they are all Mexicans and maybe they
- 10 are different -- different between of all these
- 11 ethnic groups in the Hispanic community.
- 12 Therefore, we are collecting
- data on 16,000 individuals ages 18 through 74 with
- 14 the purpose of seeing the true prevalence of
- 15 conditions and this is including diabetes because,
- 16 among Latino's, obesity and diabetes has the
- 17 highest prevalence compared to African-Americans
- 18 and whites. So you have -- this gave us an idea
- 19 of perhaps seeing so much diabetes among this
- 20 population it would be important -- I think I just
- 21 wanted to say before saying that what we are going
- 22 to learn from this historical study among Latinos
- 23 we can apply to other bases. It can go to other
- 24 communities, of course. So having a registry of

- 1 diabetes in the state of Illinois, we believe it's
- 2 timely not only because we want it to count how
- 3 many number of people with diabetes we are going
- 4 to have in the state of Illinois or what are the
- 5 best practices and treatments that work better
- 6 than the others, but also this register has to
- 7 have a public health service program for
- 8 prevention because we already know that these
- 9 people are going to go to hospitals where
- 10 admissions -- and I just wanted to say as a note
- 11 40 percent of admissions to the hospital has a
- 12 diagnosis -- underlying diagnosis of diabetes.
- So to prevent those admissions
- 14 and to prevent the awful consequences of
- 15 diabetes -- because I don't have to tell you. We
- 16 all know what happens with obesity and what
- 17 happens with obesity and ask a cardiovascular
- 18 person and with my background I can tell you
- 19 prevention of diabetes is important, but now we
- 20 are talking about secondary prevention where we
- 21 cardiologists believe that diabetes is equal to
- 22 myocardial infarction. So that is how terrible
- 23 this disease is.
- 24 So we would like with this

- 1 registry of diabetes, having the service of public
- 2 health, help diabetic patients to, perhaps, eat
- 3 better and exercise more and quit smoking and the
- 4 emphasis as I mentioned previously should be
- 5 always on the less educated, the low income, the
- 6 people who have English as a second language
- 7 because maybe they go to see physicians, maybe
- 8 they are -- they know that they have to be
- 9 treated, but, unfortunately, they cannot go to do
- 10 it or they cannot register on the Internet. They
- 11 don't know how they are going to register on this
- 12 wonderful program of exercise, nutrition that we
- 13 are talking about.
- 14 So efforts on these great
- 15 organizations that aren't doing such an important
- 16 work it is imperative. We would like to continue
- 17 and, of course, talking about probably hundreds
- 18 and millions of dollars that we never have for
- 19 health, however, this is going to prevent a cost
- 20 in the future because if we are letting the
- 21 population grow frail, we are not only making a
- 22 disservice to the people why people would like to
- 23 live longer with this awful condition.
- So we would then like -- because

- 1 it is important for us, for Northwestern
- 2 University, to help in this program. For example,
- 3 Northwestern was very involved in the control
- 4 of diabetes, in the control of hypertension and
- 5 work together with the state and with the
- 6 national. So I do believe that this is an
- 7 important problem registry that the state of
- 8 Illinois should consider because it is timely due
- 9 to the accessibility of medical records. Thank
- 10 you very much.
- 11 MR. ARNOLD: Thank you very much,
- 12 Doctor. I can see your passion coming through as
- 13 well. That's very, very good, but registry is
- 14 definitely a concept that we have been
- 15 entertaining because actually part of this diagram
- 16 which I have not gone into because actually it
- 17 will be rolling out, we're developing pieces of
- 18 it, but the idea of a community based kiosk model
- 19 is already developed, but also the fusion center
- 20 concept about using public health information and
- 21 having data being more accessible to people on a
- 22 general basis, on a statewide basis, but that most
- 23 definitely is really one of the things that we are
- 24 really seriously considering the issues of so

- 1 thank you for bringing it to the forefront and
- 2 thank you for your passion and it looks like --
- 3 MR. AL-NURIDDIN: Good afternoon.
- 4 MR. ARNOLD: Good afternoon.
- 5 MR. AL-NURIDDIN: Salim Al-Nuriddin,
- 6 S-A-L-I-M, A-L-N-U-R-I-D-D-I-N, the Healthcare
- 7 Consortium of Illinois and the Roseland Community
- 8 Hospital. I'm wearing both hats this morning.
- 9 First of all, I really am glad to be here in front
- 10 of this Task Force and really I'm glad mainly
- 11 because all my advocacy friends have been here
- 12 this morning so I don't have to say everything
- 13 that they said, but I will say something to them
- 14 with this opportunity.
- 15 Advocacy has to get focused on
- one or two things that we can all get done because
- if we don't do that we're going to keep on for the
- 18 last fours -- we keep missing everything because
- 19 we can't get together on a couple of things and I
- 20 really hope we can find that and hopefully that's
- 21 another discussion.
- Meanwhile, we have the
- 23 Department of Public Health and its leader here
- 24 and I want to, first of all, frame this last

- 1 little comments on one, the need for leadership
- 2 and vision in government. Since the election is
- 3 over and we look like we have four more years of
- 4 Governor Quinn, I want to know if you're going to
- 5 stay for four years because if you're not, then we
- 6 need to know about the consistency of the
- 7 leadership. Fortunately with Dr. Whitaker
- 8 leaving, you came in and took over and even gave
- 9 us a whole sense of breath as we talked about this
- 10 whole sense of public health and understand what
- 11 public health is and the importance of it. I
- 12 ain't laughing because to me this is serious.
- I know my friends in advocacy
- 14 understand this and maybe don't want to talk about
- 15 it, but we got no money in the state. So we got
- 16 no money. We need to be certain about leadership
- 17 and because we don't have any money we better
- 18 focus on things that don't cost no money because
- 19 there is no quarantee no money is going to show up
- 20 unless somebody has some to put in the state's
- 21 coffers and it ain't me.
- 22 What I see is we're going to
- 23 look at losing programs and losing things and I'm
- 24 not going to spend time trying to argue the

- 1 financial benefit of prevention. That's a waste
- 2 of time. That's already been done. The question
- 3 is does anybody got the courage enough to start
- 4 reforming the system.
- 5 We have a great healthcare
- 6 reform platform in law. We have a Healthcare
- 7 Reform Implementation Task Force and Committee.
- 8 Where is the plan for implementation? If
- 9 prevention doesn't give the incentives, then it
- 10 ain't going to happen. If it ain't dollars on the
- 11 front end for prevention, then we going to keep on
- 12 having this conversation because nobody is ready
- 13 to give up feeding their families in order to do
- 14 the right thing. That takes too much courage and
- 15 there ain't that much courage out here unless
- 16 somebody knows something I don't know and I'm
- 17 willing to listen.
- 18 We need to be able to as
- 19 advocates impact the governor and our legislators
- 20 around policy issues that we think someone needs
- 21 to say raise the water so all boats have an
- 22 opportunity to rise. I'm so sick of the disease
- 23 of the month, the flavor of the month. I can't
- 24 get enough attention on one disease. My wife is a

- 1 diabetic. My mother and my father are diabetics.
- 2 They want to know how come everybody talks about
- 3 cancer and nobody talks about diabetes. Well, we
- 4 talk about diabetes now. We got about 15 more
- 5 days before we have to talk about something else.
- 6 A month before that it was sickle cell. So what
- 7 is it? Disease of the month, every flavor you can
- 8 get and it keeps on competing over the same issue
- 9 where everybody is dying because of what they
- 10 eating or what they ain't doing.
- 11 So when we get to this whole
- issue, what are the whole issues and they've been
- 13 spoken of already before so I don't need to go
- 14 over there, but what I'd like to talk about is
- 15 this. One, please stop letting the folks take
- 16 money out of outreach and public education and
- 17 calling itself doing something. The Department of
- 18 Family Health Services, the Department of Public
- 19 Health, it's hard and harder to get a dollar to
- 20 get people who can go and knock on doors and do
- 21 this peer kind of education and information. If
- 22 you don't have that, you are putting planes in the
- 23 air, you are putting missiles in the air, but you
- 24 ain't got no troops on the ground to fight this

- 1 war for poor health. We have to have boots on the
- 2 ground. There's a lot of Democrats almost lost
- 3 the dog gone election in Illinois. No troops on
- 4 the ground. You all get that. Somebody better
- 5 know something.
- 6 All right. Community health
- 7 workers -- this whole healthcare reform there is
- 8 more need than their capacity. I love my nurses.
- 9 Some of them are gone already. There's a shortage
- 10 of nurses. There's a shortage of doctors.
- 11 There's a shortage of technicians. There's a
- 12 shortage in every profession. So what the heck
- 13 are we sitting here talking about putting together
- 14 programs when we ain't got nobody to do them. We
- 15 need to talk about how we're going to clear the
- 16 pipeline. Two things I hope we do. One, address
- 17 the issue of certification for community health
- 18 workers. That doesn't take a fight. Everybody
- 19 seems to be in agreement. So why don't we just
- 20 get some certification, get the public education
- 21 system to start doing the training so we can put
- 22 people out in the public education doing patient
- 23 advocacy, doing system navigation and doing all
- 24 the things that community health workers are doing

- 1 from dealing with the whole issue of food deserts
- 2 to everything else.
- 3 You tell me my time is up so let
- 4 me finish with this. We need to focus on the
- 5 strategies to increase -- this is one of the areas
- 6 where I think everybody can get a rise. I would
- 7 like to see the Department of Public Health and
- 8 the State Board of Education come up with a Task
- 9 Force to work on these pipeline opportunities the
- 10 healthcare reform provides and let's get people on
- 11 the bottom rung for healthcare workers and let's
- 12 talk about getting the pediments out of the dog
- 13 gone nursing program where they trying to tell my
- 14 daughter she is going to get an online nursing
- 15 program and I know damn well you can't because you
- 16 ain't got enough nurses to do the training and
- 17 every school got backup lines that is three years
- 18 long. So let's get the mess. Either let's talk a
- 19 way to get something other than master's degree
- 20 level nurses or let's take it on computer lines
- 21 that supposed to be able to get more advantage of
- 22 the nurses that are available, but otherwise than
- 23 that I really know we just don't want to make this
- 24 a wasted day and a wasted night and I know you

- 1 guys are going to do a lot of good, hard work, and
- 2 I hope we can get to a few of these policy issues
- 3 that don't cost no money, but I think we're ready
- 4 for a little fight. If you say so, we'll be down
- 5 there with the buses.
- 6 MR. ARNOLD: Thank you. One of the
- 7 things that is really important to what he was
- 8 saying is -- that was an interesting point is,
- 9 one, that when we start talking about the issue of
- 10 the Patient Protection Act, Title 4 is for
- 11 wellness and prevention and I believe it's
- 12 somewhere in the area of \$150 billion that they're
- 13 talking about putting into that. Title 5 is
- 14 workforce development, but as one of the things
- 15 that many of my deputy directors go through when
- 16 they walk up to me and ask for different money and
- 17 more staff and I always give them the analogy I
- 18 have a thousands pieces of a car in front of my
- 19 house and I want to join the Indy 500 in a couple
- 20 of months and all these pieces are scattered all
- 21 over the lawn.
- 22 So they come forward -- and I
- 23 don't have the lawn in reality. So all these
- 24 pieces are in front of my house and I ask them to

- 1 bring in gasoline. I say "Why don't you bring a
- 2 hundred gallons or a thousand gallons of gasoline
- 3 and pour it on top of the parts" and he looks at
- 4 me like what are you talking about? And then I
- 5 say "Why don't you bring in some strobe lights and
- 6 metrics so we can measure how fast this thing is
- 7 going and flags" and it's like what are you
- 8 talking about? That's crazy. You have parts all
- 9 over the ground. Then I say "Why are you asking
- 10 me for more staff and more money when you don't
- 11 have a plan?" You don't have something
- 12 functional. You don't have something put
- 13 together."
- 14 And that, you know, really
- 15 astounded me about two months ago. I realized
- 16 that Ray Batra and the -- for the CDC's position
- 17 and for HHS when they came forward and said you
- 18 have seven days to bring me a plan in order to get
- 19 funded and then 14 days is the maximum and I'm
- 20 looking at it like how can you get something
- 21 together in that period of time and the point is
- 22 that you should already have it together. They're
- 23 looking for projects where people have been
- 24 thinking over time and putting something together

- 1 that makes sense and they don't want people
- 2 throwing things together in the last seven days
- 3 and saying "Here. Take this."
- 4 So the planning and the
- 5 development stage is something you don't need
- 6 money for. All you need is a cup of coffee or a
- 7 cup of tea, sit down and plan and make sure that
- 8 this thing is making sense and once you implement
- 9 this model that it is actually going to have some
- 10 metrics in place and makes sense once it's
- 11 implemented, but until this point we're just
- 12 spinning our wheels and throwing gasoline on
- 13 broken parts.
- 14 So that's really why it's
- important to really focus and to make sure that
- 16 we're looking at best practice models and
- 17 developing the right mechanisms. Next.
- 18 MR. WILLIAMSON: Good afternoon. My
- 19 name is Eli H. Williamson, E-L-I, Williamson,
- 20 W-I-L-L-I-A-M-S-O-N. All right. Today, I'm here
- 21 representing an organization I cofounded. I'm a
- 22 veteran of both Iraq and Afghanistan, had the
- 23 pleasure of serving with Dr. Arnold in Iraq in
- 24 2004.

- 1 I cofounded an organization
- 2 called Leave No Veteran Behind. Leave No Veteran
- 3 Behind was cofounded by two veterans of Iraq and
- 4 Afghanistan to provide educational and employment
- 5 opportunities to veterans and they return to
- 6 civilian life. These two pillars of our
- 7 organization, education and employment constitute
- 8 the backbone of any successful veteran integration
- 9 and support services. Our unique programing seeks
- 10 to provide innovated strategies that create
- 11 synergy between government agencies, industry,
- 12 veteran support service providers and the
- 13 community at large.
- 14 The first component of our
- 15 services provide educational debt relief to
- 16 veterans who are facing economic hardship, are not
- 17 covered by existing educational programs and have
- 18 completed some form of higher education. This
- 19 retroactive scholarship relieves veterans by
- 20 applying privately donated money to the veteran's
- 21 student loan account. Once the veteran's
- 22 educational debt has been paid in full, the
- 23 veteran is required to give back by performing 100
- 24 hours of community service. Since our program has

- 1 been founded, we have paid off the student loans
- 2 of four veterans and these veterans have already
- 3 completed over 400 hours of community service.
- 4 While the primary mission is to
- 5 keep the promise of equal access to educational
- 6 benefits to all of our veterans, the secondary
- 7 focus of our program is the benefit of
- 8 volunteerism on veteran integration. The veterans
- 9 of this program are highly motivated and have a
- 10 successful demographic. They have all shown the
- 11 drive to complete some form of higher education
- 12 and, of course, serve in the United States
- 13 military. Coincidentally, 98 percent of the
- 14 veterans who are enrolled in our educational debt
- 15 relief program are already performing some form of
- 16 community service. The other two percent would be
- 17 if they weren't inundated with educational debt.
- 18 PTSD and other mental health
- 19 related problems routinely keep veterans from
- 20 attending and/or finishing school. We hypothesize
- 21 that community service and engagement is another
- 22 key component to help veterans readjust to
- 23 civilian society. We hope to use the data from
- 24 our program to ascertain the positive effects of

- 1 volunteerism and veterans integration. We are
- 2 also looking for an established mental health
- 3 medical partner to work with our organization to
- 4 research potential mental health opportunities
- 5 that community service provides.
- The second component provides
- 7 workforce development and employment services to
- 8 over 50 personnel on the south side of Chicago.
- 9 Our innovative program provides transitional jobs
- 10 to veterans who are unemployed or underemployed.
- 11 Leave No Veteran Behind was one of the community
- 12 organizations that was awarded a contract with the
- 13 Chicago Public Schools for Safe Passage. Our
- 14 veterans provide Safe Passage to Chicago public
- 15 school students as they walk to and from school
- 16 for this school year.
- 17 Veterans hired by this program
- 18 get paid \$10 an hour, six hours a day every school
- 19 day for the school year. We currently serve the
- 20 Hyde Park, Wood Lawn and Bronzeville areas. These
- 21 services reach over 3,000 students every day.
- 22 This contract was an extension of our community
- 23 service initiative that was started by one of our
- 24 veterans who has helped with our educational debt

- 1 relief program. His name was Haki Gurkin. He is
- 2 also a Chicago police officer, served ten years in
- 3 the United States Navy in military intelligence
- 4 personnel and he is also a ten year veteran of the
- 5 Chicago Police Department. He was integral in
- 6 creating our strategies for Safe Passage.
- 7 Ingrained in this transitional employment
- 8 opportunity are multiple opportunities that
- 9 facilitate our primary goal, transitioning
- 10 veterans into long-term, sustainable employment.
- 11 All employed veterans receive 20 hours of free
- 12 unarmed security training, which allows them to
- 13 get their PERC card. This card will allow them to
- 14 work security or work security related jobs
- 15 anywhere in the state of Illinois.
- 16 Our organization did not seek to
- 17 pigeon hold any veteran to a specific field, but
- 18 this qualification fits the training regime that
- 19 all our veterans received in the military and
- 20 provides a solid, fallback opportunity if their
- 21 other plans are not successful. Veterans are also
- 22 provided with our youth engagement training that
- 23 is specifically designed for the Safe Passage
- 24 contract. This training focuses on violence

- 1 mitigation techniques, positive adult interaction
- 2 and governments who use service referrals. Our
- 3 holistic approach to mitigating youth violence has
- 4 literally saved the lives of at-risk youths this
- 5 year.
- 6 Finally, we hope to provide
- 7 first aid and CPR training to all of our veterans
- 8 associated with our program. This training will
- 9 not only be important if they see an old lady who
- 10 falls down getting on the bus or a kid who was
- 11 attacked at school because of violence, but it's
- 12 also important because they have this training in
- 13 their own household as well.
- 14 At every stage of our workforce
- development program, we put an emphasis on
- 16 providing our veterans tangible skills, income and
- 17 most importantly a connection to the community
- 18 that they live. It is our hope to have employed
- 19 and trained over 150 veterans by the end of the
- 20 school year and have placed 100 of those veterans
- 21 in long-term employment. We also hope to provide
- 22 interested veterans exposure to opportunities for
- 23 employment with at-risk youths. We feel that
- 24 veterans offer at-risk youths several attributes

- 1 that will positively impact their lives. They
- 2 understand standards. They are taught mentorship
- 3 and leadership. They know how to teach skills and
- 4 tasks. They are our nation's heros. Leave No
- 5 Veteran Behind has been servicing veterans for
- 6 just over a year and a half. We have leveraged
- 7 our education, business and knowledge of veteran's
- 8 issues to provide the best services to our
- 9 veterans and also within our community. We hope
- 10 to continue this success with your support.
- 11 MR. ARNOLD: First of all, I want to
- 12 applaud you for what you've done, but, you know,
- 13 it's not just because I happen to be a veteran, an
- 14 old one, so I hope it's old men, too, if they fall
- 15 you help them as well, too.
- 16 MR. WILLIAMSON: We have a Korean
- 17 War veteran that is going to be signed onto our
- 18 program next week. He is 80 years old.
- 19 MR. ARNOLD: But the thing about the
- 20 program that it really is helping people who are
- 21 coming into -- back home from oversea's
- 22 deployments. Many of them have challenges, you
- 23 know, mental and physical, because of what they
- 24 were exposed to and the reason why I joined the

- 1 service actually was because with the Vietnam
- 2 veterans the way they were being treated in
- 3 hospital systems when I first was going through my
- 4 training in medical school and it was deplorable
- 5 and there were some circumstances that led me to
- 6 within a week to go and sign up and to join the
- 7 military. So it was for a six-month period. It
- 8 turned out to be 26 years. The best thing I ever
- 9 did in my life. So I applaud you for what you're
- 10 doing and I think this is an ingenious program.
- 11 One of the bills that we actually helped to
- 12 support and pass was this bill to extend the
- 13 bridge between academic institutions and people
- 14 who are returning from service who actually have
- 15 some background and training in emergency response
- 16 and paramedic training and EMT training.
- 17 So that's in effect as well, but
- 18 many community are without paramedics and EMT's so
- 19 we sort of suggested that would be a great idea
- 20 for the people who are returning to especially
- 21 rural communications to be involved in this
- 22 program so that they can actually get gainful
- 23 employment and we can keep veterans off the
- 24 street. They don't deserve to be there. So thank

- 1 you again, but any questions from anybody else on
- 2 the Task Force? Thank you.
- MS. LIU: Good afternoon. My name
- 4 is Hong Liu, L-I-U, and I'm the executive director
- 5 of the Midwest Asian Health Association, MAHA.
- 6 First, I'd like to thank Dr. Arnold for inviting
- 7 me to this hearing and this is very educational.
- 8 Asians -- I'm here to testify a few key health
- 9 issues in the Asian community and on behalf of the
- 10 Asian community. Asians are considered more of a
- 11 minority, but we do share some of the health
- 12 issues and the health concerns as other minority
- 13 communities.
- 14 Illinois is among the five
- 15 states with the largest number of Asians.
- 16 Approximately 79 percent of Asians are foreign
- 17 born. In Cook County, 30 percent of Asian
- 18 households are increasingly isolated indicating
- 19 that no household member age 14 and over speaks
- 20 English well. More than 26 percent of Asian
- 21 households have an income less than \$20,000 and 20
- 22 percent of Asians do not have a regular source of
- 23 healthcare.
- 24 Since over 65 percent of all

- 1 Asian Americans are foreign born speaking over 100
- 2 different languages, access to healthcare in the
- 3 Asian community is, therefore, not limited to
- 4 socioeconomic status. Linguistic isolation, the
- 5 lack of culturally appropriate care providers, low
- 6 socioeconomic status and many other issues
- 7 contribute into the great health disparities among
- 8 Asian populations.
- 9 For example, Asian Americans in
- 10 the US have the lowest cancer screening rates of
- 11 all ethnic groups and are more likely to be
- 12 diagnosed at a later stage in the cancer
- 13 progression when cure is less likely and the
- 14 treatment is less effective. Although it is rare
- in women living in Asia, within a few years of
- 16 immigrating into the US, breast cancer in Asian
- 17 women increased by 35 percent in Illinois. Among
- 18 Vietnamese and Filipina women, cervical cancer
- 19 rates are five times higher than for white women
- 20 living in the US -- in Illinois.
- 21 Hepatitis B and liver cancer
- 22 rate is much, much higher in Asian population.
- 23 Eight to 15 percent of Asians is Hepatitis B
- 24 positive as opposed to one to two percent of the

- 1 general US population. According to our study, in
- 2 three Asian communities, diabetes is very high in
- 3 the Asian population. You feel we eat healthy
- 4 food, but for some reason diabetes is high, very
- 5 high. Recent studies have uncovered an increasing
- 6 prevalence of mental health among minority
- 7 communities and among Asian population. According
- 8 to the recent press release issued by the
- 9 Substance Abuse and Mental Health Services
- 10 Administration, SAMHSA, one in six Chinese
- 11 American young adults experience serious
- 12 psychological distress in the past year. Despite
- 13 the high prevalence among this group, only one in
- 14 nine, 11.2 percent Asian American young adults
- 15 with serious psychological distress received care
- 16 within the past 12 months.
- 17 Overall, the rates are seeking
- 18 care for mental health among racial ethnic
- 19 minority young adults are much lower than they are
- 20 Caucasian counterparts. In addition, Asian
- 21 American females have had the second highest rate
- 22 of suicide in every age group in Illinois and
- 23 there have been more than 160 suicides in the
- 24 Asian American community in the past 15 years.

- 1 Also, the US Department of Health and Human
- 2 Services reported in 2005 Asian American women
- 3 between the age of 15 and 24 had the highest
- 4 number of suicides among all US women in that age
- 5 group. Asian American children and adolescents
- 6 are considered by mental health providers to be
- 7 highly prone to depression. And even if mental
- 8 health problems is prevalent in the Asian
- 9 population, mental health programs targeting the
- 10 Asian population are scare.
- In the atmosphere in the
- 12 Bridgeport community, which is most of the
- 13 Chinatown area, 60 percent of residents are
- 14 Asians, but there's no community based mental
- 15 health intervention program targeting the issue.
- 16 So I'm here -- I don't have much time so I'm here
- 17 basically to advocate for a wellness and a program
- in the four key health areas for the Asian
- 19 population which is low cancer screening rates,
- 20 high rate of Hepatitis B and cervical cancer, high
- 21 rate of diabetes and the fourth is the mental
- 22 health prevalent issues.
- 23 In summary, I believe we need
- 24 resources, programs, to address those issues which

- 1 have highly impacted our community. Thank you for
- 2 allowing me to have this opportunity to speak on
- 3 behalf of the Asian communities.
- 4 MR. ARNOLD: Thank you, Hong Liu.
- 5 And for people that don't know you, she does a
- 6 phenomenal job with the community outreach and
- 7 providing services within her community and
- 8 actually reaches beyond the community with many of
- 9 the things that she does. And that's -- these
- 10 four priority areas we have talked about them
- 11 previously and this Hepatitis B is something that
- 12 is totally preventable through vaccination
- 13 programs and with the issues that you brought up
- 14 about mental health as well, you know, suicide is
- 15 becoming a big issue among teens throughout the
- 16 nation and we need to really start addressing many
- 17 of the concerns that are surrounding that.
- 18 I think these four areas of
- 19 intervention really need to be looked at. Are
- 20 there any -- I know there are some clinics that
- 21 are in the area that you have been working with
- 22 and developing, but what is the thing you feel is
- 23 needed the most? Is it the community education or
- 24 is it the actual access point or funding stream to

- 1 build a model?
- MS. LIU: I think access issue is a
- 3 big issue among the Asian community because of the
- 4 language issue and there are some community based
- 5 clinics surrounding the Chinatown area -- not
- 6 right in the Chinatown area. So that's a problem
- 7 in terms of access issue, lack of language
- 8 assistance. If we have a community based clinic
- 9 serving low income uninsured clients right in the
- 10 community, then the community can help with a lot
- 11 of language assistance help.
- 12 So it's hard to find an area --
- 13 going out of this opportunity, but if you have a
- 14 center there then we can provide free volunteer
- 15 services to solve that language problem so the
- 16 bilingual staff is right in the community, but if
- 17 you go out then that becomes a challenge. So I'm
- 18 trying to advocate for a community health center
- 19 that provides comprehensive community services
- 20 right in the Chinatown which has 60 percent of
- 21 Asians which would reduce a lot of costs for
- 22 providing language services and we can get
- 23 mobilize communities to provide that, but the
- location is not there for us to provide the

- 1 health.
- 2 MR. MITCHELL: Dwayne Mitchell, CEO
- 3 for East Chicago Community Health Center which is
- 4 a federally funded 330 community health center in
- 5 Indiana, but I'm also with Governors State
- 6 University and I can give you help and guidance.
- 7 Between now and December 10th, the federal
- 8 government has initiated new access points and the
- 9 new access point applications, about \$650,000 for
- 10 new starts. I would encourage you and I can help
- 11 you if you have a couple of community health
- 12 centers in that area that would probably be in
- 13 preparation to do this, a Mercy access and you
- 14 also have the Near North Health Service
- 15 Corporation which is right near in the Grand
- 16 Boulevard community 47th and Greenwood.
- 17 You can get my information after
- 18 this meeting and I will put you in contact, but
- 19 also the Illinois Primary Healthcare Association
- 20 would be able to quide you with Bruce Johnson who
- 21 is the president and CEO. So I think that you
- 22 have a good opportunity to get federal dollars to
- 23 actually bring access to care in that community
- 24 and begin to look at some of the enabling services

- 1 that the state would be able to provide in terms
- 2 of prevention processes.
- MS. LIU: Wonderful. Thank you so
- 4 much.
- 5 MR. ARNOLD: And with the issue
- 6 about -- it's sort of borderline on the issue of
- 7 the cultural and linguistic competency. You know,
- 8 one of the things that is a provision within the
- 9 document and I asked them to make sure it was
- 10 explicitly stated is that we brought up the issue
- 11 as one of the co-chairs of the SHIP document, but
- 12 one of the things that was stated was there needs
- 13 to be cultural and linguistic competency and I
- 14 said "There's one way to save money directly" and
- 15 they said "What's that?" And I said "You have
- 16 linguistic and cultural competency training, but
- 17 you also have people within the community who are
- 18 already linguistically and culturally competent
- 19 that can be trained." So their needs to be
- 20 brought forward, too, with the workforce
- 21 development under Title 5 and with what Dwayne is
- 22 saying about making sure that you gain access to
- 23 resources that can actually support you. That
- 24 actually is written as part of the SHIP document

- 1 to make sure that people within the community have
- 2 ownership and some responsibility in the actual
- 3 treatment care course and prevention course. So
- 4 that's really a good platform for you.
- 5 MS. LIU: Thank you so much.
- 6 MR. ARNOLD: Thank you for your
- 7 testimony. Any other documents or supporting
- 8 documents that you would like to give us, please
- 9 provide them to us and we will also make ourselves
- 10 available to anyone who needs that kind of
- 11 assistance.
- MS. LIU: Thank you.
- MR. BONGNER: Gentleman, good
- 14 afternoon. My name is Brian Bongner, last name
- 15 B-O-N-G-N-E-R. I am actually with the Lake County
- 16 Health Department and Community Health Center.
- 17 Today, I'm actually here representing the Illinois
- 18 Public Health Association and the AIDS Foundation
- 19 of Chicago Service Providers Council, the topic
- 20 I'm sure you're very familiar with already.
- 21 As you are aware, we do have
- 22 many medications right now that are used for the
- 23 treatment of HIV. People are able to live a much
- 24 healthier, longer life because of these life

- 1 saving medications as long as they are able to
- 2 access the medications early during the diagnosis
- 3 and are able to continue that without
- 4 interruption. For those people that have HIV
- 5 disease, it is becoming a chronic disease in our
- 6 community. People are living longer, which is a
- 7 wonderful thing, but we are also starting to see
- 8 that longevity of life is creating some other
- 9 obstacles that we now have to face.
- 10 Today, we look at what is
- 11 happening in our community. We know that we have
- 12 approximately 45,000 individuals in the state of
- 13 Illinois that have been diagnosed with HIV.
- 14 Unfortunately, we estimate that there's about
- another 10,000 that have not yet been diagnosed or
- 16 are completely unaware of their diagnosis at this
- 17 point. We've seen some estimates from the
- 18 Department of Public Health that approximately
- 19 seven to eight individuals are being diagnosed
- 20 with HIV in Illinois everyday, 56 people every
- 21 week, just slightly more than 3,000 people every
- 22 year in this state are being diagnosed with HIV.
- 23 The cost for HIV care just the medical components
- 24 is approximately \$350,000. We are going to spend

- 1 close to \$1 billion this year on the total for
- 2 healthcare for people living with HIV. Staggering
- 3 health disparities also exist within the realm of
- 4 HIV and AIDS. A study conducted in Chicago found
- 5 that HIV positive rates among African-American men
- 6 identifying as men who have sex with men were as
- 7 high as eight times that of the counterparts of
- 8 white men in the same area. We also have found
- 9 that the same disparity exists within the Latino
- 10 population. Latinos have a higher prevalence or
- 11 three times higher rate of incidents compared to
- 12 their white counterparts in that same area.
- We are asking that the Chronic
- 14 Disease Prevention and Health Promotion Task Force
- 15 take into consideration three things as you're
- 16 moving forward with your process. First is to
- 17 prioritize the core of public health functions. A
- 18 strong, skilled and adequately resourced public
- 19 health sector is instrumental for the state's
- 20 efforts to continue to prevent chronic disease and
- 21 promote health. However, local health departments
- 22 have been challenged, crippled and even put out of
- 23 business because of some of the funding cuts that
- 24 we have, some of the reduction in services and

- 1 some of the efforts that have continued to put the
- 2 agencies under the gun.
- 3 Public health departments are
- 4 the first responders in the fight against chronic
- 5 disease, but cannot respond adequately if the
- 6 resources are not there. To use the first
- 7 responder analogy, you have an ambulance that has
- 8 very bad tires. You have just barely enough
- 9 medical supplies to prepare for the patient and
- 10 enough gas to get the ambulance to that patient,
- 11 but you don't have the gas to get them to the
- 12 hospital. Much like your scenario, Dr. Arnold.
- We are also looking at what this
- 14 Commission can do is be able to sustain the local
- 15 health protection grants that are able to be used
- 16 in local communities. Secondly, we are asking
- 17 that you look at the opportunity to implement a
- 18 Section 1115 Medicaid waiver. The many provisions
- 19 of the healthcare reform will not begin until
- 20 2014. Illinois will spend close to \$20 million
- 21 this year alone on the AIDS drug assistance
- 22 program and although the federal red and white
- 23 funds will meet some of the basic healthcare needs
- 24 of people living with HIV in our community,

- 1 current funding is insufficient to address a more
- 2 complex condition which are directly related to
- 3 HIV infection, including bone density loss,
- 4 cancers, renal disease and the list goes on.
- 5 Illinois could gain a lot of --
- 6 keeping millions of dollars or even more from
- 7 federal Medicaid funding by implementing the 1115
- 8 Medicaid waiver to expand Medicare coverage to
- 9 people with HIV who are not currently eligible.
- 10 We expect the federal government to soon release a
- 11 template to state that they wish to adopt the
- 12 Medicare waiver and expand that HIV care as well.
- The last point I'd like to bring
- 14 forward to this Commission is the opportunity to
- 15 stress and work with the Department of Public
- 16 Health to reassess all Illinois HIV prevention
- 17 activities. The state has a massive budget
- 18 deficit. To reduce future spending on HIV medical
- 19 care, Illinois must ensure that every dollar spent
- 20 on HIV prevention programming is getting the
- 21 maximum return. In the era of fiscal disparity,
- 22 we must get more prevention services out of every
- 23 dollar that we spend. We urge the state to ensure
- 24 that every dollar spent goes to prevention and

- 1 testing of the population at greatest risk and is
- 2 spent on the activities that will yield the
- 3 greatest benefit to our state.
- 4 Gentlemen, all of our goals is
- 5 very simple. We want to reduce the number of new
- 6 infections of HIV in the state every year until we
- 7 are no longer seeing infections happen. This is
- 8 achieved through prevention efforts. This is one
- 9 area we really must focus on. Maintaining the
- 10 funding to be able to do that is important, but
- 11 keeping in mind these three core elements are also
- 12 things that we'd like you to take into
- 13 consideration. I'll offer any opportunity for
- 14 questions.
- MR. ARNOLD: Okay. A couple of
- 16 comments embedded in all of the things that you
- 17 said which are really some great points to be made
- 18 that can actually be a benefit to the state, the
- 19 Section 1115 we'll look at as well. I know my
- 20 staff is already starting to --
- 21 MR. BONGNER: I've been working with
- 22 Dr. Williams on that.
- 23 MR. ARNOLD: But also that, you
- 24 know, HIV now has led to development of AIDS. Of

- 1 course, back in the 1980s is when we first
- 2 encountered those things, but people are living a
- 3 much longer life now and one of the things we have
- 4 to get away from is looking at diseases and saying
- 5 that once you have a diagnosis that's the only
- 6 diagnosis you're going to ever get. So we become
- 7 labeled as that thing. So you're a diabetic or
- 8 you're hypertensive so you're put into this
- 9 category and it seems as though you have a shield
- 10 around you that you can't get anything else, but
- 11 with living a longer life you are still going to
- 12 be running towards the same kinds of things, colon
- 13 cancer, heart disease, those same kinds of things
- 14 and we have to keep a focal point on that as well
- 15 because the overall health of a person is very,
- 16 very important.
- 17 I'm glad you brought that up and
- 18 it needs to really be recognized as a chronic
- 19 disease in full and also on the idea that there
- 20 are other coexisting conditions that need to be
- 21 addressed as well for medical coverage, but thank
- 22 you very much for your presentation and thank you
- 23 for your documentation and your work in the field
- 24 and a great organization.

- 1 MR. BONGNER: Thank you, gentlemen.
- 2 MR. ARNOLD: We're getting close. I
- 3 know we're going overtime by about ten minutes
- 4 after 1:00 right now and I've been on many task
- 5 forces in the past -- they've gone usually two
- 6 hours in the past. So we're not going too badly,
- 7 but I'm trying to make sure that we're respectful
- 8 of people.
- 9 MS. SCIAMMARELLA: Good afternoon.
- 10 Thank you, Doctor, for this opportunity to testify
- 11 for the concerns that we have in our community.
- MR. ARNOLD: State your name,
- 13 please.
- 14 MS. SCIAMMARELLA: I'm sorry. My
- 15 name is Esther Sciammarella. I spell it for you.
- 16 S-C-I-A-M-M-A-R-E-L-L-A. The Chicago Hispanic
- 17 Health Coalition is who I represent and I'm the
- 18 director. The Chicago Hispanic Health Coalition
- 19 has been having meetings since 2005 not only with
- 20 agencies in the community, with hospital agencies
- 21 in different institutions, with the state, with
- 22 the city of Chicago, with Cook County and with
- 23 this group we have made a list -- has been making
- 24 recommendations and what I'm planning to do today

- 1 is list to you the different recommendations that
- 2 provide to the Chicago Hispanic Health Coalition
- 3 for improving diabetes -- I mean, in general, I
- 4 think I would be specific in diabetes, but this
- 5 could be with chronic disease. I want to
- 6 acknowledge you on the effort. We work together
- 7 in the Task Force to promote with the state's --
- 8 the current Task Force and I see the effort that
- 9 has been done so one thing I want to emphasize is
- 10 the importance to have a registry. We know that
- 11 currently Minnesota and all different states has
- 12 been very strong and I think it's time and it's
- important that Illinois have a registry condition.
- 14 I think if we talking to each other knowing that
- 15 many people are doing things and we need to have a
- 16 directory of service and programs, websites in the
- 17 community to the activities and address diabetes
- 18 and other health conditions as well, collection of
- 19 the best practice on diabetes healthcare. I think
- 20 the coalition did an inventory of the different
- 21 providers in the city of Chicago and I want to go
- 22 back a little bit about my history of being in the
- 23 health department for 19 -- to 2006, I believe.
- 24 That we need to know who is doing what. Not only

- 1 for us providers, but for the consumers and be
- 2 sure that we know who is doing what. We need to
- 3 have good problems in diabetes because it's very
- 4 comprehensive. It's necessary to -- like an
- 5 experience in breast cancer, we need to do this
- 6 same thing with diabetes so people know where to
- 7 go and where to get good service and for Illinois
- 8 communities we need good programs. We need
- 9 assistance in order to change disparity. I
- 10 challenge myself in other communities that the
- 11 disparaging continue and we need to figure out why
- 12 we are not succeeding and improving the condition
- 13 of the minority community.
- So we need to -- really bring
- 15 best practice on diabetes that are culturally
- 16 appropriate, increased health fairs effectiveness
- 17 and I want to mention what Mr. Salim was
- 18 mentioning about the community health workers.
- 19 Health Department, Incorporated and the community
- 20 health workers in 1990, we funding different
- 21 communities now, Chinese community, Asian
- 22 communities, the Hispanic community, I can name
- 23 Korea, but we need funding to navigate patients to
- 24 the services they need. We need to have community

- 1 health workers. We are trying to work on funding,
- 2 the navigator to connect everything and we don't
- 3 have that. Money comes into organization to pay
- 4 for health promoters, but it's not code to be
- 5 implemented and you're competing with no nurse and
- 6 no doctor. So not just statewide -- and we need
- 7 to work with the Cook County Department of Public
- 8 Health, we need to work with the city and I think
- 9 with -- I mean, different organizations who are
- 10 going to improve hospital discharge planning.
- I mean, we need to work with the
- 12 emergency room. Many people have mentioned that
- 13 people go to the emergency room. They are not
- 14 planning to discharge and we need to have
- 15 continuation of care. I think that example way
- 16 back to mental health is when we discharge people
- 17 from nursing home, we need to have a way to
- 18 connect those people with services. So -- and I
- 19 think we need to make diabetes an important thing.
- 20 Thank you very much for your time.
- 21 MR. ARNOLD: Thank you very much
- 22 because I know that you have done a lot in that
- 23 field in bringing together a big group with the
- 24 support for the diabetes registry so I think it's

- 1 an excellent idea that we need to move towards the
- 2 establishment and we can start looking at that.
- 3 If you have any particular models that you are
- 4 looking -- you mentioned Minnesota and --
- 5 MS. SCIAMMARELLA: I think currently
- 6 Minnesota I have -- I don't know if it's the Mayo
- 7 Clinic or what, but they have good, modern -- I
- 8 think the governor mentioned that the Department
- 9 of Public Health is working with the family
- 10 service so there is money there. I think this is
- 11 the opportunity. When I start, nobody want to
- 12 touch the issue of registry because there is no
- 13 money to implement the system, but now with the
- 14 medical record I think it's the opportunity to use
- 15 and I think the Department of Family Service --
- 16 no. I think it's family service?
- 17 MR. ARNOLD: No. That's why I think
- 18 it's so fundamentally important for --
- 19 MS. SCIAMMARELLA: So it's a matter
- 20 of bringing everybody who is at different levels
- 21 together and figure out how we really want to
- 22 maximize the resources. My concern is when I see
- 23 the inventory nobody knows who is doing what and
- 24 one time the Cook County and the city funding just

- 1 bring people together. It's no matter a
- 2 convenience for family -- it's to be sure the
- 3 community health is serving their needs and that's
- 4 the collaboration.
- 5 MR. ARNOLD: Yeah.
- 6 MS. SCIAMMARELLA: Thank you.
- 7 MR. ARNOLD: Thank you. That's why
- 8 I thought it was so fundamentally important to
- 9 reintegrate diabetes and obesity. It just has to
- 10 happen so --
- 11 MS. BURNS: Hello. Thank you very
- 12 much. I'm very glad to be here. I'm here to talk
- about secondary prevention at the community. My
- 14 name is Anne Burns, A-N-N-E, B-U-R-N-S, and I'm a
- 15 nurse also. Like one of our early speakers, I
- 16 want to speak about secondary prevention at the
- 17 community clinic level and I represent underserved
- 18 populations with chronic disease.
- 19 I have been working for seven
- 20 years in a free clinic for uninsured working
- 21 people with volunteer doctors in a nurse run
- 22 clinic. It has been challenging and in response
- 23 to that I have reached out and communicated with
- 24 many different areas. And in relation to the

- 1 subject we just were on about registries, in case
- 2 I forgot, I want to mention the West Virginia
- 3 Office of Services Research -- or what are they
- 4 exactly? I always get that mixed up. The Office
- 5 of Health Services Research, West Virginia
- 6 University School of Medicine has done phenomenal
- 7 work. It's all free.
- 8 They built on the University of
- 9 Washington's C-desk program which incorporated all
- 10 of the HRSA health disparities, collaboratives,
- 11 benchmarks and, again, it's done, it's free and
- 12 it's available and they give backup service and I
- 13 recommend we build on that. So, anyway, what I
- 14 want to advocate for is support for chronic
- 15 disease management. Currently at the federally
- 16 qualified healthcare community centers, there are
- 17 no nurses. That means that you can't do chronic
- 18 disease management. Chronic disease management is
- 19 not just data reporting. It's an extension of
- 20 postop nursing. It catches early decomposition,
- 21 coordinates treatment, it increases activity and
- 22 mobility and slows progress of chronic diseases.
- 23 All chronic diseases. We don't need to split them
- 24 up. We know perfectly well comorbidities is the

- 1 rule. You just don't get one and you're done. It
- 2 doesn't really matter. I'm in cardiovascular in
- 3 particular by happenstance, but they're all
- 4 involved. You have to be in touch with them all,
- 5 but the risk factors for most are related to each
- 6 other. So in keeping with Dr. Lorig's work at
- 7 Stanford with self management support often you
- 8 don't really need to split hairs on that.
- 9 Why do you deal with chronic
- 10 disease management -- self management support? It
- 11 improves outcomes for morbidity and mortality.
- 12 There has been frustration with getting evidence
- 13 for chronic disease management because so much of
- 14 the work has been done on trivial outcomes of
- 15 behavior. The Office of Accredited --
- 16 Congregation in 2003 complained. There's just --
- it's not that we're not saying you don't need it,
- 18 but there's no evidence. All the data is on
- 19 trivial outcomes. The recent heart researchers in
- 20 the Journal of American Medicine Association,
- 21 however, has finally -- a huge very, very rigorous
- 22 study, documented results regarding self
- 23 management support. It is sort of paradoxical.
- 24 They're saying it does not support it. However,

- 1 in their further discussions, you'll see they did
- 2 say except for underserved populations. I think
- 3 we should build on that. At last we have data on
- 4 actual mortality and morbidity to commend chronic
- 5 disease management. Again, registries.
- 6 Registries are huge. That's why I've worked with
- 7 West Virginia to such an extent. I've been able
- 8 to improvise with a retired Lucent programmer and
- 9 develop the database for my population.
- 10 What I want to really advocate
- 11 for is in chronic disease management, that
- 12 clinicians do their own -- use the databases.
- 13 Don't just be passive reporters, but use them with
- 14 the populations to identify cohorts and also
- 15 follow up with individuals. Once people use their
- 16 data themselves instead of just being reports they
- 17 become a lot more sensitive to the data quality
- 18 issues. We're seeing terrible problems with
- 19 electronic medical records, sloppy scanning,
- 20 sloppy recording. So we've got a quivering bowl
- 21 of jelly underneath the electronic medical records
- 22 and medical homes and what is a meaningful use.
- 23 Meaningful use is based on a bowl of jelly. If
- 24 that data is all -- as bad as some of what I've

- 1 seen.
- So, finally, I'll give an
- 3 example of this kind of use that I advocate.
- 4 We -- with my cardiovascular population, 600
- 5 patients I manage with two volunteer
- 6 cardiologists, the DuPage County Health Department
- 7 was wanting to partner for some smoking cessation
- 8 so I went to my database and I asked how many of
- 9 my hypertensive's have not been at goal in the
- 10 past year, are overweight and smoke. With that, I
- 11 pulled down a core group and I only had 15
- 12 capacity -- whoops. Times up. Fifteen capacity
- in each group so I pulled out a first set of 25,
- 14 called them personally and said "I've reserved you
- 15 a spot. You are at high risk. I want you to have
- 16 this opportunity." The health department was very
- 17 pleased. We had 17 enrolled, 11 actually
- 18 completed the program and they said they have not
- 19 seen that kind of response.
- This was based on being able to
- 21 study your population, both in aggregate and
- 22 individually and I have a risk managed -- risk
- 23 matrix that I use that will show you your
- 24 population aggregate in different levels of risk,

- 1 but then with a pivot chart pull out who's the
- 2 list and where is your actual source data for
- 3 this.
- 4 MR. ARNOLD: Can you submit your
- 5 documentation for that and some of the models?
- 6 MS. BURNS: I actually spoke at the
- 7 Illinois Public Health Institute --
- 8 MR. ARNOLD: Yes.
- 9 MS. BURNS: -- on this and I'm very
- 10 happy to share it. It's freeware and I just --
- 11 for underserved patients with chronic diseases, I
- 12 think we should make use of what we have for free.
- MR. ARNOLD: Right. Thank you.
- MS. BURNS: Anything else?
- MR. ARNOLD: I'm one of those
- 16 believers of not reinventing the wheel.
- 17 MS. BURNS: Thank you very much.
- 18 MS. WEBB: All right. Good
- 19 afternoon. Good afternoon, member of the Chronic
- 20 Disease Prevention and Health Promotion Task
- 21 Force. I'm Valerie Webb, W-E-B-B. I'm the
- 22 current president of the Illinois Public Health
- 23 Association, IPHA. We're a 7,000 member
- 24 organization devoted exclusively to the matters of

- 1 public health in Illinois. As the largest
- 2 affiliate of the American Public Health
- 3 Association, IPHA represents individuals and
- 4 organizations from local and state agencies,
- 5 hospitals, communities, clinics and voluntary
- 6 agencies, all whom have supported a healthy
- 7 Illinois. Over IPHA's 70 year history, we've
- 8 worked to fulfill the mission to lead an advanced
- 9 public health practice. In response to the Task
- 10 Force hearings, IPHA identified several aspects of
- 11 the state's chronic disease prevention and health
- 12 promotion infrastructure that should be addressed
- including leadership epidemiology and
- 14 surveillance, partnership, planning,
- interventions, program management and
- 16 administration. But in the interest of time, I'd
- 17 like to focus on just two of those performance
- 18 improvements, epidemiology and surveillance, the
- 19 cornerstone of public health and partnerships.
- However, we will submit complete
- 21 documentation and explanation on all the
- 22 components to the Task Force within the required
- 23 time period as well as we will have other speakers
- 24 at other hearings provide additional testimony.

- 1 So starting with the cornerstone of public health,
- 2 epidemiology and surveillance. IPHA recommends
- 3 that IDPH, the Illinois Department of Public
- 4 Health, should expand its commitment of resources
- 5 to the behavioral risk factor surveillance system.
- 6 The survey collects information on the behavioral
- 7 risk factors associated with the development of
- 8 chronic disease and will be an important strategy
- 9 in measuring short-term progress.
- 10 IDPH should have sufficient
- 11 resources to collect a statistically reliable and
- 12 valid sample on an annual basis for all of the 102
- 13 counties, the city of Chicago and the suburban
- 14 Cook County area which I work in my full-time job.
- 15 IDPH should also have the
- 16 resources for analysis, interpretation and
- 17 publication of the survey findings. The
- 18 management of the survey can be done most
- 19 efficiently at the state level. Number two, IPHA
- 20 recommends that IDPH should also expand its
- 21 commitment of resources to analysis of the
- 22 hospital discharge database and the vital records
- 23 system. These two data sets provide important
- 24 information on the longer term impacts of

- 1 prevention efforts and the burden of chronic
- 2 disease and morbidity and mortality. Due to the
- 3 current lack of resources to invest in this
- 4 information infrastructure, IDPH is often two
- 5 years late in publishing annual vital statistic
- 6 reports and has only limited ability to analyze
- 7 and interpret the results.
- 8 It is difficult to plan tactics
- 9 or evaluate strategies when the best information
- 10 to you that is available is two years old.
- Okay. Partnerships. No sector
- 12 of the healthcare system can address the burden of
- 13 chronic disease and isolation. There are many
- 14 partners who have a stake in the prevention.
- 15 Therefore, all of these partners should have a
- 16 hand in designing, implementing, monitoring and
- 17 evaluating the systems overall performance as well
- 18 as their contribution.
- 19 Some of these partners includes
- 20 the medical community, voluntary organizations,
- 21 colleges and universities, faith based
- 22 organizations, schools and families, state and
- 23 local governments as well are essential to the
- 24 effort.

- 1 Now, to my point on
- 2 partnerships. Coordination of policy and
- 3 innovation strategies at the state level is
- 4 essential for success. IDPH should work with the
- 5 Illinois State Board of Education and with the
- 6 Illinois Department of Human Services to ensure
- 7 efforts to prevent tobacco and alcohol abuse in
- 8 and out of the classroom are consistent.
- 9 IDPH should work with the
- 10 Department on Aging to ensure support for
- 11 community preventive health services. IDPH and
- 12 IDHFS, Healthcare and Family Services, should
- 13 ensure that preventive health services including
- 14 self care education and other services required by
- 15 the Patient Protection and Affordable Care Act,
- 16 are available to Medicaid recipients. IDHFS
- 17 should continue its efforts to provide intensive
- 18 health education and support to persons who
- 19 consume excess amounts of healthcare services to
- 20 treat their chronic health conditions. They
- 21 should also take full advantage of the grants
- 22 authorized by the Patient Protection and
- 23 Affordable Care Act to develop programs for
- 24 tobacco cessation, weight loss, reduce in

- 1 cholesterol, blood pressure -- control of blood
- 2 pressure and the prevention of management of
- 3 diabetes among Medicaid beneficiaries.
- 4 Through the Task Force, IDPH and
- 5 IDHFS should collaborate on a media campaign
- 6 required by the Patient Protection and Affordable
- 7 Care Act to inform Medicare recipients of the
- 8 availability and coverage of obesity related
- 9 services.
- 10 All these partners have a role
- 11 and should be a part of the Task Force's ongoing
- 12 membership to work closely with IDPH at the state
- 13 level and should be partners with local health
- 14 departments in every community.
- In conclusion, these are
- 16 recommendations and the others that I wasn't able
- 17 to describe to you, but will present later and
- 18 will have documentation on are developed to assist
- 19 the Task Force to reform the delivery system for
- 20 chronic disease prevention and to ensure adequate
- 21 funding of the infrastructure so that the burden
- 22 of chronic disease and disparities in the health
- 23 status and the state's healthcare expenditures may
- 24 be reduced. IDPH stands ready to assist the Task

- 1 Force in any way.
- 2 MS. ARNOLD: Thank you very much.
- 3 Valerie has done a wonderful job with IDPH as the
- 4 president there. I always read the viewpoint you
- 5 put out which is really phenomenal. A lot of
- 6 great information on there. But, also, you know,
- 7 one of the things that you were talking about is
- 8 an interface which was making me think of this
- 9 interface which is one between the hospital --
- 10 between hospital systems and practices in the
- 11 private sector versus a public health approach
- 12 which is really a global approach to the
- 13 population base dynamics and it seems like there's
- 14 a bridge that needs to be crossed at that point
- 15 because many conversations that were made were
- 16 being directed at the data and local utilization
- of data and that would potentially increase the
- 18 quality of it which is great, but the data sharing
- 19 is another issue as well and how to bring those
- 20 things into one kind of formulized system is
- 21 another bridge to cross. It's formidable, but
- 22 something we need to. So thank you very much.
- 23 MS. OUADRI: Good afternoon -- good
- 24 afternoon, Honorable Dr. Arnold and respected

- 1 team. I'm happy and honored to be here. My name
- 2 is Zehra Quadri, Z-E-H-R-A, last name is Quadri,
- 3 Q-U-A-D-R-I, and I am the advocate and volunteer
- 4 from ZAM's Hope Community Resource Center located
- 5 in Rogers Park in West Rogers Park. We have been
- 6 a part of the community for the past last 10
- 7 years -- successful years. We serve lower income
- 8 individuals from all walks of life. We are very
- 9 thankful to the Department of Public Health for
- 10 being there for us throughout these years helping
- 11 us to educate our clients and community members.
- 12 I would like to thank Dr. Masud
- 13 Ali and Dr. Wansia Ali. They are here always
- 14 for -- always lending a hand and helping us to
- 15 become more aware of -- helping us to become more
- 16 aware of body and mind. We are serving seven
- 17 different countries and we have after-school
- 18 programs, senior services, ESL classes and health
- 19 education.
- 20 MS. KASI: Good afternoon. My name
- 21 is Deenuka Kasi. D-E-E-N-U-K-A, last name Kasi,
- 22 K-A-S-I, and I am currently a volunteer at ZAM's
- 23 Hope and also a medical student. So, personally,
- 24 as a medical student we come across various

- 1 subjects that are vital to our knowledge.
- 2 Pathology being the most important because it
- 3 helps us understand the abnormalities and the
- 4 diseases. The most important are chronic disease
- 5 that mostly occur because we do not take care of
- 6 the problem head on or take notice of it first.
- 7 This may be because of the lack
- 8 of knowledge the community members have about
- 9 healthy living. So chronic diseases such as heart
- 10 diseases, cancer, stroke and diabetes are the
- 11 leading causes of death in the United States.
- 12 Seven of every ten deaths in the US are caused by
- 13 chronic conditions. Heart disease is the leading
- 14 cause of death among both men and women followed
- 15 by cancer and stroke and diabetes is the sixth.
- 16 What we need to do is promote
- 17 health wellness programs at schools to excite
- 18 healthcare and community based settings so people
- 19 can have more of an understanding of the diseases
- 20 that occur.
- 21 MR. ARNOLD: She must be brilliant
- 22 because I never had time when I was a medical
- 23 student for a public hearing.
- MS. QUADRI: My name is Aisha

- 1 Quadri. A-I-S-H-A, last name Quadri, Q-U-A-D-R-I.
- 2 I'm also a volunteer to the executive director and
- 3 a medical school student as well. The two
- 4 projects that we are currently working on are the
- 5 free health centers and providing Kosher soup
- 6 kitchens. The free health center is because we
- 7 want to provide equipment and, you know, lectures
- 8 and stuff to make people understand and become
- 9 more aware of what there is and what you can do.
- 10 I know we all love fried food. I don't know if
- 11 you guys have been to Devon, but our community is
- 12 mainly made up of south Asians and our food has so
- much oil and all the other good stuff, but it's so
- 14 bad for us and our community is unaware of that
- 15 and I know that I was unaware of it and I'm not
- 16 sure if it's appropriate to name documentaries and
- 17 stuff, but when I was in high school I watched a
- 18 documentary which made me completely forget about
- 19 fast food. It gave me a better understanding of
- 20 what is out there and unfortunately our low income
- 21 families they don't have time to prepare
- 22 something. They don't even have money to, you
- 23 know, give a proper meal at home. So we want to
- 24 provide classes to help them, you know, realize

- 1 alternatives and to cooking.
- I love cooking. When I'm not
- 3 studying, all I do is cook and she can vouch for
- 4 me, but it's always -- I'm trying to find
- 5 alternative ways just to be healthy and providing
- 6 a free health center it will allow people --
- 7 especially seniors because if you think about it
- 8 the youth today are learning so much about trying
- 9 to live healthy and people are trying so much to
- 10 give all these children opportunities to exercise
- 11 more and be more active, but the seniors who have
- 12 been -- who have been here for a really long
- 13 time -- I mean, especially mother's home cooking.
- 14 People don't always, you know, give importance to
- 15 exercising. I know that my grandparents because
- 16 they have a facility in their area they're allowed
- 17 to workout, but think about how many other people
- 18 there are who don't have those facilities. So
- 19 we're trying to provide facilities to those people
- 20 who, you know, cannot maintain those because it
- 21 does take a lot of money to go into workout places
- 22 and stuff and then the soup kitchen there are so
- 23 many students who cannot get hot lunch because of
- 24 their religious requirements and nutrition

- 1 requirements and then their families cannot afford
- 2 to give them a proper meal to take to school.
- 3 It's always fast food because it's so affordable.
- 4 So we want to provide a soup kitchen so we can
- 5 make food for people and then give it to the
- 6 children and have these parents come and take
- 7 classes so we can teach them different ways of
- 8 cooking.
- 9 MR. ARNOLD: So when you mention
- 10 soup kitchen, we normally think of people who are
- 11 really homeless or low income. This is a
- 12 different type of soup kitchen?
- MS. QUADRI: I mean, it is available
- 14 to the community, but it's also a healthier soup
- 15 kitchen.
- 16 MR. ARNOLD: That's also the thing.
- MS. QUADRI: It's really vital to
- 18 the community to be able to eat properly.
- 19 MR. ARNOLD: Okay. Excellent. Very
- 20 good.
- 21 MS. QUADRI: I'm really sorry. Just
- 22 one more quick thing. We are working -- we are
- 23 receiving grants from your department for
- 24 educating the community for STD and HIV issues.

- 1 This is really a very touchy subject for our
- 2 community and we are doing a phenomenal job in the
- 3 community and the big thing I thought was people
- 4 were going to throw rocks on me, but to be honest,
- 5 they appreciate it. They are coming. They are
- 6 more open. We are talking to kids. We are
- 7 talking to the community. We are having free
- 8 testing even though we are not receiving any
- 9 funding and I'm working more than full-time as
- 10 executive director and I'm the founder for ZAM's
- 11 Hope Community Resource Center and I would like
- 12 you to visit our website and also a center if you
- 13 can, please, www.zamshope.net. Thank you so much.
- 14 MR. ARNOLD: And make sure you give
- 15 the information so we can include that into the
- 16 record as well and it's very, very good work. I'm
- 17 very proud of you.
- 18 MS. CAGAN: Good afternoon. My name
- is Elizabeth Cagan, E-L-I-Z-A-B-E-T-H, C-A-G-A-N.
- 20 I'm the executive director of White Crane Wellness
- 21 Center, but, first, I would just like to thank the
- 22 Task Force for the opportunity to engage the
- 23 community to work together to promote health
- 24 across Illinois. So we still value the message

- 1 that you're sending here today. I'm here today as
- 2 part of my testimony to really highlight and
- 3 emphasize the importance of chronic disease self
- 4 management. So chronic disease self management
- 5 why is it important? Why now?
- 6 In 2007, approximately 38
- 7 million people in America were age 65 and older.
- 8 Thirteen percent of the population. At least 80
- 9 percent of older Americans are living with at
- 10 least one chronic condition. Fifty percent have
- 11 at least two chronic conditions. Healthcare
- 12 expenditures increase as people age and their
- 13 health deteriorates.
- 14 US Department of Health and
- 15 Human Services projects that the cost of
- 16 healthcare will reach \$3.6 trillion in 2014 up
- 17 from \$2.2 trillion in 2007. Medicare spending is
- 18 projected to be nearly \$935 billion by 2018. So
- 19 why take care of your health and what does that
- 20 mean?
- 21 Again, as part of my testimony,
- 22 I'd like to really emphasize the value, ethicacy
- 23 and importance of disease self management programs
- 24 and options of care. Self management programs

- 1 such as at Stanford University as our colleagues
- 2 are concerned here. The Stanford program
- 3 developed by Kate Lorig addressed chronic health
- 4 conditions, have demonstrated reduction in
- 5 hospital days and physician visits, reveal the
- 6 paradigm shifts, enhance disease management
- 7 strategies, and they focus on health promotion and
- 8 disease prevention. They successively implement a
- 9 diverse -- in diverse populations and language
- 10 groups and in a variety of locations.
- 11 For the first time ever here in
- 12 Illinois, we've been able to implement them in
- 13 Chinese, Korean, Filipino and south Asian
- 14 communities. And with respect to national
- 15 research outcomes of these disease self management
- 16 programs, they've demonstrated to include
- 17 communication with family members and physicians,
- 18 fewer hospitalizations and visits to physicians
- 19 and emergency rooms, no further increase in
- 20 disability two years after the program,
- 21 improvement in health status such as self reported
- 22 health, fatigue, social activities and energy and
- 23 finally improvement in health behaviors such as
- 24 exercise.

- 1 Vulnerable populations such as
- 2 underserved, isolated, frail older adults have
- 3 great difficulty in accessing health, wellness and
- 4 social services. Barriers to access include
- 5 physical, emotional and mental health problems,
- 6 language, as well as cultural barriers, lack of
- 7 financial resources, lack of insurance, lack of
- 8 linguistically and culturally competent programs
- 9 and services. Examples of chronic disease,
- 10 however, that can be mitigated and effected by
- 11 such disease management programs include
- 12 arthritis.
- With regard to arthritis, 46
- 14 million American adults or one in five have some
- 15 form of doctor diagnosed arthritis. In fact,
- 16 arthritis is the most common cause of disability
- is the US rendering \$128 billion to be spent on
- 18 arthritis annually. Falls, according to CDC, more
- 19 than 33 percent of adults age 65 and older fall
- 20 each year in the United States. In 2000, the CDC
- 21 estimated that the total medical cost of all fall
- 22 injuries for people 65 and older to be \$19.5
- 23 billion. Among older adults, falls are the
- 24 leading cause of injury deaths, nonfatal injuries

- 1 and hospital admission for trauma. Depression and
- 2 mental health, major depression can be highly
- 3 disabling. Beyond symptomatic sadness,
- 4 inactivity, cognitive deficits and attention
- 5 problems, it often accompanies other serious age
- 6 associated medical conditions such as heart
- 7 disease, stroke cancer and diabetes. And like
- 8 these other diseases, it robs older adults of
- 9 their quality of life, reducing physical, mental
- 10 and social functioning and increasing healthcare.
- 11 Finally, Alzheimer's disease and
- 12 related dementia. Very sad. An estimated 5.3
- 13 million Americans of all ages have Alzheimer's
- 14 disease. This figure includes 5.1 million people
- 15 age 65 and older and 200,000 individuals under the
- 16 age 65 have younger onset Alzheimer's disease.
- 17 One in eight people age 65 and older, 13 percent,
- 18 have Alzheimer's disease.
- To conclude, with respect to how
- 20 do we address these problems, programs that can
- 21 help include evidence based intervention such as
- the chronic disease self management developed
- 23 Stanford University. They should be
- 24 cost-effective. They should be community based.

- 1 There should be alternative for
- 2 institutionalization and they should provide
- 3 choices for care that address physical and mental
- 4 health issues such as adult day programs, in-home
- 5 support, congregate meals, early disease detection
- 6 prevention programs, health education support and
- 7 caregiver support.
- 8 Here today as executive director
- 9 of White Crane Wellness Center, but also I am
- 10 chair of a regional subset of the Illinois Adult
- 11 Day Services Association as well and I just want
- 12 to give the panel ideas of ways we work together
- 13 and alternatives to institutionalizations. Adult
- 14 day programs in the state of Illinois and
- 15 nationally are just extraordinary alternatives in
- 16 nursing home placement and costs approximately one
- 17 third of what we pay for nursing home placement,
- 18 nursing home placement, which is often avoidable,
- 19 premature and unnecessary for that older adult and
- 20 for their families.
- 21 Other alternative approaches to
- 22 disease prevention includes fall prevention
- 23 programs such as the evidence based matter of
- 24 balance. Again, the chronic disease self

- 1 management program developed by Stanford, the
- 2 Arthritis Foundation exercise program and healthy
- 3 ideas of depression screening and case management
- 4 for older adults. Our next steps could and I hope
- 5 to be continued to engage are partner agencies in
- 6 the discussion of these issues, additional needs
- 7 prior characterization of needs and types of
- 8 services we can offer to address these needs and,
- 9 of course, our capacity to meet these needs with
- 10 quantifiable measure and I would just like in
- 11 closing like to thank the Illinois Department of
- 12 Public Health for sending this message and we've
- 13 been watching the progress and passing of this
- 14 state legislation and are very proud to be part
- 15 Illinois at this time, but also wanted to thank
- 16 Illinois Department of Public Health for your
- 17 leadership in developing a very strong
- 18 relationship between your department and the
- 19 Illinois department on aging and the Illinois
- 20 Aging Network overall. So -- and thank you for
- 21 your patience today.
- 22 MR. ARNOLD: Thank you very much.
- 23 Your testimony was very, very well received. I
- 24 want to make sure your submit those documents as

- 1 well, but one question about the cost analysis
- 2 and, you know, you were talking about metrics. I
- 3 guess you have some documentation of the programs
- 4 and how --
- 5 MS. CAGAN: Yes. We can -- we'd be
- 6 more than happy to forward on the state data with
- 7 respect to comparing community based adult day
- 8 services with nursing home placement and some of
- 9 the Stanford data as well.
- 10 MR. ARNOLD: Thank you very much.
- 11 Okay. Anyone else that wants to make a comment
- 12 other than we want to go home. No?
- I just thank everyone for all of
- 14 their attention and especially the panel. The
- 15 Task Force was being pulled forward. They are
- 16 doing this sort of pro bono, but their interest
- 17 and their passion for this particular issue is
- 18 really a paramount importance and success of the
- 19 whole program. So all of the IPHA, all of the
- 20 organizations that came forward today I really
- 21 want to thank you for your time and dedication to
- 22 this process.
- 23 We will take the testimony into
- 24 advisement as we start to create this document,

- 1 but, again, I think it was stated several times
- 2 and I know Valerie restated it as well is this
- 3 intervention occurs at the person's home. It
- 4 really occurs where the person actually opens a
- 5 gym door or a clinic door or participates in a
- 6 screening test or, you know, takes this carrot and
- 7 says I'm going to replace my hot cakes with this
- 8 carrot. So, you know, it really is at the level
- 9 of the person who actually takes advantage of the
- 10 issues or takes advantage of the resources that
- 11 are out there and we have to really keep a focus
- on education and prevention throughout the
- 13 spectrum.
- 14 Right now, we were talking about
- 15 this statistics and one of the statistics that
- 16 really alarmed me the other day was the idea that
- 17 the CDC put a projection out that one in three
- 18 children born in the year 2000 or after will
- 19 develop diabetes in their lifetime. That is
- 20 absolutely staggering. I don't know how we cannot
- 21 look at that and say that we have to do a
- 22 gargantuan effort, mega gargantuan effort to
- 23 address that issue alone, but there are many, many
- 24 chronic disease issues that we have to keep in

- 1 mind. Again, nothing happens in isolation and
- 2 comorbidities are quite common.
- 3 So as we go forward we are going
- 4 to try to take this information, distill it down
- 5 into a document, but, again, the timeframe is at
- 6 the end of December to submit this document and
- 7 move it forward. However, the involvement of the
- 8 groups who are here this is also a time period
- 9 where you're coming onto a record and you have to
- 10 become part of a process that is ongoing. It must
- 11 occur in every community in the state and it must
- 12 be available to every citizen in the state. One
- of the comments I make when -- I'll tell you two
- 14 very quick stories and let you go and -- you know,
- 15 with any follow-up comments from people on the
- 16 Task Force.
- 17 One of the stories is that when
- 18 people walk into the Agency they ask me what is
- 19 the first step I should take, you know, coming
- 20 into the agency. I haven't been in public health.
- 21 And I always draw a little curve and say that
- 22 there's 12.5 million people under this curve and
- 23 that's about the number of people within the state
- 24 of Illinois. I want you to take one point off of

- 1 that and hold it in your hand and then I want you
- 2 to erase their gender, their race, their
- 3 ethnicity, whether they're rural or city, I want
- 4 you to erase their religious beliefs, what kind of
- 5 clothing they are wearing, what kind of music they
- 6 like, everything that's identifiable, the age, and
- 7 then I want you to realize you have a human life
- 8 in your hand. They are entrusting themselves to
- 9 you to find the solution to really end the pain
- 10 and suffering and premature death that is
- 11 occurring in itself and family members and the
- 12 community members.
- So as we're moving forward, we
- 14 will talk about many of the different disparities
- 15 and these resources should follow a disparaged
- 16 impact curve to make sure we're giving everyone
- 17 access and doing a proportion to what their --
- 18 what the consequences of these diseases they have
- 19 for them. So as we're developing this matrix and
- 20 we're looking at how to implement processes that
- 21 actually are working, we are looking to you to
- 22 actually give us guidance on what is working
- 23 because you are at the ground level working with
- 24 the person in the clinic.

- 1 And I always say that miracles
- 2 don't happen with the stroke of a pen in policy,
- 3 but in the clinic when someone touches someone
- 4 else's hand. So, going forward, one of the -- the
- 5 second story is one about two martial arts masters
- 6 and I'm glad the other two have left. There were
- 7 these two martial arts masters that were walking
- 8 down this dirt road together and as they were
- 9 walking down the road there were two rows of pine
- 10 trees and they had lightening bugs in the trees
- 11 and it was a full moon that night. So as they
- 12 walking, one of the masters turned and looked at
- 13 the other one and said, "Master, tell me what is
- 14 it when two ferocious tigers face each other in a
- 15 heated battle and conflict? What is the result?"
- 16 And the other master looked at him and didn't say
- 17 a word and continued to walk for another two miles
- 18 and after walking the two miles the master
- 19 stopped, turned and looked at the other and said,
- 20 "Master, when two ferocious tigers face each other
- in a heated battle and conflict, one of the tigers
- 22 is going to be irreputably harmed. He's going to
- 23 be maimed and live out the rest of his days in
- 24 utter misery and pain and then he took two more

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- 1 steps, turned around and looked at the master and
- 2 said, "The other one will die."
- 3 That's what happens when you're
- 4 going for a goal, but you have a problem with
- 5 either getting involved with a level of coercion
- 6 where you're forcing things to happen or
- 7 litigation or you're going to a level of
- 8 arbitration or mediation. The best place to be is
- 9 in a negotiation when you're negotiating a
- 10 collaborative effort to make sure you've reached
- 11 the goal you want and that's to save the lives of
- 12 the people in this state and to prevent pain and
- 13 suffering and premature death.
- So, with that, I commend you all
- for being involved in the field, but I'm opening
- 16 it to the other members because they are
- 17 phenomenal. This chart is really the beginning of
- 18 a framework that I really am looking at the most
- 19 important part of any healthcare chart is the
- 20 person receiving the intervention, always. And we
- 21 have to make sure we keep focusing on that. So,
- 22 with that, thank you for your time.

23

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     STATE OF ILLINOIS
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                            SS.
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     COUNTY OF COOK
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           I, Steven Brickey, Certified Shorthand
     Reporter, do hereby certify that I reported in
 6
 7
     shorthand the proceedings had at the trial
     aforesaid, and that the foregoing is a true,
 8
 9
     complete and correct transcript of the proceedings
10
     of said trial as appears from my stenographic
     notes so taken and transcribed under my personal
11
     direction.
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13
           Witness my official signature in and for
     Cook County, Illinois, on this _____ day of
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     _____, A.D., 2010.
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20
                          STEVEN BRICKEY, CSR
21
                          8 West Monroe Street
                          Suite 2007
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                          Chicago, Illinois 60603
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                          CSR No. 084-004675
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