



NORTH CAROLINA STATE BOARD OF BARBER EXAMINERS

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Minutes for Public Meeting

Held December 13, 2016, at 8:00 a.m.
5809 Departure Drive, Suite 102
Raleigh, North Carolina

Board Members

Don Beal, Chair
Steffon Sharpless, Vice Chair
Gary Gardner
Jamie Norton
Valerie Willis

Executive Director

Dennis Seavers

Counsel to the Board

Palmer Sugg

The meeting of the North Carolina State Board of Barber Examiners was called to order at 8:09 a.m., on December 13, 2016, at the board's office at 5809 Departure Drive, Suite 102, Raleigh, North Carolina.

The following board members were present during the meeting: Don Beal, Steffon Sharpless, Gary Gardner, Jamie Norton, and Valerie Willis.

Also in attendance were Dennis Seavers, Executive Director, and Palmer Sugg, Counsel to the Board.

OPEN SESSION (PART 1)

Ethics awareness and conflict of interest

Mr. Beal read the statement required by N.C.G.S. § 138A–15(e) on ethics awareness and conflicts of interest. No board members indicated that they had any potential or actual conflicts.

Minutes from previous meeting

Mr. Gardner made a motion to approve the minutes from the November 15, 2016 meeting. Mr. Norton seconded the motion, which passed, 3–0. (Mr. Sharpless and Ms. Willis were not present at this portion of the meeting.)

Executive director's report

Mr. Beal referred board members to Mr. Seavers's December 6, 2016 report (see Attachment 1). Mr. Seavers answered questions from the board members.

Continuing education for barber instructors

Mr. Beal referred board members to Mr. Seavers's December 5, 2016 memo on continuing education for barber instructors (see Attachment 2). Mr. Seavers answered questions from the board members. The board agreed to delay the topic for the 2019 legislative session to allow time to work on legislation and operational issues.

Online classes for barber schools

Mr. Beal referred board members to Mr. Seavers's December 5, 2016 memo on online classes for barber schools (see Attachment 3). Mr. Seavers answered questions from the board members. Mr. Beal appointed a study committee to further pursue the topic and consider some of the issues Mr. Seavers had raised. He appointed Ms. Willis and Mr. Norton to the committee and asked that they report back at the February 21, 2017 meeting.

Board training

The board members received training required under N.C.G.S. 93B–5(g) on the topics of the Administrative Procedure Act and the State Tort Claims Act and Defense of State Employees Law.

Felony petitions

The following applicants were given notice to appear before the board but failed to appear:

- a. Bennie P. Chance
- b. Danny Clark
- c. De'Andre T. Glover
- d. Richard Green
- e. Reginald A. Henry

Gregory O. Boykin had applied for a student permit. He appeared and was sworn in. Mr. Sugg presented evidence to the board and asked Mr. Boykin questions. Mr. Boykin offered testimony and answered questions from the board.

Nathaniel Cunningham had applied for a student permit. He appeared and was sworn in. Mr. Sugg presented evidence to the board and asked Mr. Cunningham questions. Mr. Cunningham offered testimony and answered questions from the board.

Pervis Lewis had applied for a student permit. He appeared and was sworn in. Mr. Sugg presented evidence to the board and asked Mr. Lewis questions. Mr. Lewis offered testimony and answered questions from the board.

Quentin Monroe had applied for a student permit. He appeared and was sworn in. Mr. Sugg presented evidence to the board and asked Mr. Monroe questions. Mr. Monroe offered testimony and answered questions from the board.

Devon Smith had applied to take the apprentice exam. He appeared and was sworn in. Mr. Sugg presented evidence to the board and asked Mr. Smith questions. Mr. Smith offered testimony and answered questions from the board.

Ricky D. Thompson had applied for a student permit. He appeared and was sworn in. Mr. Sugg presented evidence to the board and asked Mr. Thompson questions. Mr. Thompson offered testimony and answered questions from the board.

CLOSED SESSION

Mr. Norton made a motion to go into closed session under N.C.G. S. § 143–318.11, and Mr. Sharpless seconded. The motion passed, 5–0. Mr. Beal reminded board members that matters discussed in closed session are confidential and must not be discussed outside of the closed session. The board went into closed session at 9:36 a.m. and returned to open session at 10:36 a.m.

DETERMINATIONS

The board ordered that Gregory O. Boykin be offered a consent order with terms and conditions, including five years of probation.

The board ordered that Nathaniel Cunningham be offered a consent order with terms and conditions, including five years of probation.

The board ordered that Pervis Lewis be offered a consent order with terms and conditions, including seven years of probation.

The board ordered that Quentin Monroe be offered a consent order with terms and conditions, including three years of probation and proof of completing a 40-hour substance-abuse program.

The board ordered that Devon Smith be approved with no terms or conditions.

The board ordered that Ricky D. Thompson be offered a consent order with terms and conditions, including three years of probation.

Mr. Beal adjourned the meeting at 10:36 a.m.

Minutes approved on February 16, 2017

Don Beal

Steffon Sharpless

Gary Gardner

Jamie Norton

Valerie Willis



NORTH CAROLINA BOARD OF BARBER EXAMINERS

Memo

TO: Board members

FROM: Dennis Seavers

DATE: December 6, 2016

SUBJECT: Executive director's report

Below is the executive director's report for the board's December 13, 2016 meeting. If there are other areas of finances or operations that the board is interested in, or if board members have questions about this report, please feel free to contact me.

Fiscal year 2017 budget report

Attachment A shows the board's expenditures and revenues for fiscal year (FY) 2017 from July 1 to October 31. The attachment shows the amounts budgeted for the first four months only, not for the entire fiscal year.

Expenditures were slightly over budget—101.31% of the expenditures budgeted for the first four months of the fiscal year. However, there is no reason to think that spending will continue to remain higher than budgeted. There were some areas of higher spending; three notable areas are highlighted in Attachment A and explained below. Board members should feel free to contact me if they have questions about other areas of spending.

- 531472 – bonus/incentive wages. The General Assembly approved one-time bonuses for state employees as part of the statewide budget, which had not been finalized by the legislature at the time the board adopted its budget. The FY 2017 budget proposal explained to the board that the General Assembly might make adjustments to employee pay that would not be reflected in that proposal.
- 532199 – miscellaneous contract services. This year, the board's contract accountant correctly entered numerous invoices as accruals for FY 2016. That means that we paid invoices in FY 2017, but they would be accounted for as FY 2016 expenses. Even though the accountant properly accrued the expenses, the Office of the State Controller did not run the accrual. Rather than manually accruing the expenses, we simply left them as FY 2017 expenses. As a result,

there are several expenses that were actually FY 2016 costs that show up in the current fiscal year and that amount to \$5,774.47. These expenses include: \$3,442.50 for temporary services, \$1,021.66 for charges related to merchant services, \$1,283.24 for an outside vendor to serve as an exam inspector, and \$27.07 for other costs. (These expenses are properly accrued in the board's financial statements from the independent auditor.) These expenses don't have a substantial effect on the board's financial picture.

- 532911 – insurance – property. The board authorized the purchase of additional insurance this year to further reduce its risk. The actual cost for the insurance was higher than anticipated because of a past worker-compensation case. I have delayed a computer purchase, which was authorized in the budget but is not currently necessary, to partially cover this expense, and other areas of lower spending will make up the difference.

Although the report shows that revenues are lower than projected, the board should expect its revenues to increase when the renewal period begins. I don't believe that the board has reason at this point to think that revenues will be lower than expected.

Legislation

The board has authorized two bills this year: a bill that would increase the statutory cap on fees (among other provisions) and a bill to make it easier for out-of-state applicants to receive licenses by endorsement.

The staff last reported on this bills at the October 24, 2016 board meeting. There has been no significant development at this point to report, but the session begins in January 2017. Over the next few weeks, the staff will work to secure a sponsor and have the bills introduced.

Barber exams

Below is information about the pass rates for barber exams for the first five months of fiscal year 2017.

Apprentice exams

The two tables below show the results by number and percentage for written and practical exams. (The total counts won't match because some apprentice applicants only needed to retake one or the other exam.)

Apprentice Written Exams
July 2016 to November 2016

Result	Count	Percentage
Did not appear	42	15.97%
Fail	83	31.56%
Pass	138	52.47%
Total	263	

Apprentice Practical Exams
July 2016 to November 2016

Result	Count	Percentage
No model	40	13.56%
Model rejected	35	11.86%
Improper dress	4	1.36%
Fail	26	8.81%
Did not appear	54	18.31%
Did not take	1	0.34%
Pass	135	45.76%
Total	295	

Registered exams

The table below shows the results by number and percentage for practical exams. A number of people were unable to attend the October exam because of Hurricane Matthew, so the failure-to-appear rate is relatively high.

Registered Practical Exams
July 2016 to November 2016

Result	Count	Percentage
No model	1	0.68%
Model rejected	15	10.27%
Improper dress	1	0.68%
Fail	7	4.79%
Did not appear	31	21.23%
Did not take	1	0.68%
Pass	90	61.64%
Total	146	

Attachment A. Budget vs. Actual
July through October 2016

December 13, 2016 minutes
ATTACHMENT 1

	Jul - Oct 16	Budget	\$ Over Budget	% of Budget
Income				
433 - investment income				
433121 - STIF interest income	\$ 1,186.05	\$ 500.00	\$ 686.05	237.21%
433 - investment income - Other	\$ -	\$ -	\$ -	0.0%
Total 433 - investment income	\$ 1,186.05	\$ 500.00	\$ 686.05	237.21%
435 - fees, licenses, and fines				
435100 - business license fees				
435100059 - duplicate license	\$ 512.00	\$ 364.00	\$ 148.00	140.66%
435100060 - individual license	\$ 120,940.00	\$ 120,940.00	\$ -	100.0%
435100061 - school permit	\$ 2,340.00	\$ 2,340.00	\$ -	100.0%
435100062 - bus/shop permit	\$ 54,535.00	\$ 54,535.00	\$ -	100.0%
435100063 - student permit	\$ 10,850.00	\$ 10,850.00	\$ -	100.0%
435100064 - renewal-individual	\$ 45,545.00	\$ 45,545.00	\$ -	100.0%
435100 - business license fees - Other	\$ (240,543.00)	\$ -	\$ (240,543.00)	100.0%
Total 435100 - business license fees	\$ (5,821.00)	\$ 234,574.00	\$ (240,395.00)	-2.48%
435300 - certification fees				
435300016 - instructor exam fee	\$ 4,290.00	\$ 3,332.00	\$ 958.00	128.75%
435300017 - registered exam fee	\$ 19,365.00	\$ 19,365.00	\$ -	100.0%
435300018 - apprentice exam fee	\$ 70,635.00	\$ 22,664.00	\$ 47,971.00	311.66%
435300019 - apprentice certific	\$ 18,365.00	\$ 13,332.00	\$ 5,033.00	137.75%
435300020 - instructor certific	\$ 5,610.00	\$ 4,000.00	\$ 1,610.00	140.25%
Total 435300 - certification fees	\$ 118,265.00	\$ 62,693.00	\$ 55,572.00	188.64%
435400 - inspection/exam fees	\$ 21,940.00	\$ 10,664.00	\$ 11,276.00	205.74%
435500 - fines, pen, assess fee	\$ 5,439.00	\$ 6,000.00	\$ (561.00)	90.65%
435800 - tuition and fees				
435830 - other fees	\$ 410.00	\$ 200.00	\$ 210.00	205.0%
Total 435800 - tuition and fees	\$ 410.00	\$ 200.00	\$ 210.00	205.0%
Total 435 - fees, licenses, and fines	\$ 140,233.00	\$ 314,131.00	\$ (173,898.00)	44.64%
437 - miscellaneous				
437127 - procuremnt card rebate	\$ -	\$ -	\$ -	0.0%
437990 - other misc revenue	\$ 1,781.45	\$ 4,000.00	\$ (2,218.55)	44.54%
Total 437 - miscellaneous	\$ 1,781.45	\$ 4,000.00	\$ (2,218.55)	44.54%
Total Income	\$ 143,200.50	\$ 318,631.00	\$ (175,430.50)	44.94%
Expense				
531 - personal services				
531112 - EPA regular salaries	\$ 81,585.66	\$ 80,543.32	\$ 1,042.34	101.29%
531462 - longevity - receipts	\$ -	\$ -	\$ -	0.0%
531472 - bonus/incentive wages	\$ 1,227.00	\$ -	\$ 1,227.00	100.0%
531512 - Social Security	\$ 5,897.03	\$ 6,358.00	\$ (460.97)	92.75%
531522 - regular retirement	\$ 13,178.36	\$ 13,642.04	\$ (463.68)	96.6%
531562 - medical insurance	\$ 9,737.28	\$ 9,273.60	\$ 463.68	105.0%
531576 - flexible spending acct	\$ 158.60	\$ 216.64	\$ (58.04)	73.21%
531651 - comp to board members	\$ 900.00	\$ 1,500.00	\$ (600.00)	60.0%
Total 531 - personal services	\$ 112,683.93	\$ 111,533.60	\$ 1,150.33	101.03%
532 - purchased services				
532110 - legal services	\$ 8,995.00	\$ 10,345.00	\$ (1,350.00)	86.95%
532120 - financial/audit svcs	\$ -	\$ -	\$ -	0.0%
532140 - other IT services	\$ -	\$ -	\$ -	0.0%
532145 - managed server support	\$ 16,816.18	\$ 16,816.18	\$ -	100.0%
532170001 - prof testing serv	\$ 3,870.00	\$ 3,666.64	\$ 203.36	105.55%
532184 - janitorial services	\$ 1,400.00	\$ 1,400.00	\$ -	100.0%
532199 - misc contract services	\$ 16,433.80	\$ 10,230.00	\$ 6,203.80	160.64%
532210 - electrical service	\$ 2,827.58	\$ 2,166.64	\$ 660.94	130.51%
532220 - natural gas/propane	\$ 74.92	\$ 366.64	\$ (291.72)	20.43%
532430 - maint agrmnt - equip	\$ -	\$ -	\$ -	0.0%
532490 - maint agreemnt - other	\$ 608.18	\$ 1,200.00	\$ (591.82)	50.68%
532512 - rental of bldg/prop	\$ 18,972.48	\$ 18,972.48	\$ -	100.0%
532524 - general office equip	\$ 2,521.74	\$ 3,000.00	\$ (478.26)	84.06%
532714 - ground trans in-state	\$ 5,834.95	\$ 6,223.36	\$ (388.41)	93.76%
532721 - lodging in-state				
532721900 - workshop/conference	\$ -	\$ -	\$ -	0.0%
532721 - lodging in-state - Other	\$ 3,642.49	\$ 6,000.00	\$ (2,357.51)	60.71%
Total 532721 - lodging in-state	\$ 3,642.49	\$ 6,000.00	\$ (2,357.51)	60.71%
532724 - meals in-state	\$ 2,492.80	\$ 4,333.36	\$ (1,840.56)	57.53%
532731 - board/non-emp transpor	\$ 363.50	\$ 620.00	\$ (256.50)	58.63%
532732 - board/non-emp subsist	\$ 447.76	\$ 583.36	\$ (135.60)	76.76%
532811 - telephone service	\$ 3,198.49	\$ 3,000.00	\$ 198.49	106.62%
532814 - cellular phone service	\$ -	\$ -	\$ -	0.0%
532815 - email and calendaring	\$ -	\$ -	\$ -	0.0%
532817 - ISP charge	\$ 471.80	\$ 473.36	\$ (1.56)	99.67%
532819 - telephone wiring srvc	\$ -	\$ -	\$ -	0.0%
532826 - software subscriptions	\$ -	\$ -	\$ -	0.0%

Attachment A. Budget vs. Actual
July through October 2016

December 13, 2016 minutes
ATTACHMENT 1

	Jul - Oct 16	Budget	\$ Over Budget	% of Budget
532840 - postage & delivery	\$ 5,151.86	\$ 7,000.00	\$ (1,848.14)	73.6%
532850 - printing, binding, dup	\$ 464.19	\$ 464.19	\$ -	100.0%
532911 - insurance - property	\$ 18,781.80	\$ 13,000.00	\$ 5,781.80	144.48%
532942 - other emp trng expense	\$ 30.00	\$ -	\$ 30.00	100.0%
Total 532 - purchased services	\$ 113,399.52	\$ 109,861.21	\$ 3,538.31	103.22%
533 - Supplies				
533110 - general office supply	\$ 2,827.79	\$ 2,333.36	\$ 494.43	121.19%
533120 - data process supplies	\$ 4,500.00	\$ 4,500.00	\$ -	100.0%
533150 - security & safety supp	\$ 2,312.50	\$ 2,666.64	\$ (354.14)	86.72%
533190 - other admin supplies	\$ 6.60	\$ -	\$ 6.60	100.0%
533210 - janitorial supplies	\$ -	\$ -	\$ -	0.0%
Total 533 - Supplies	\$ 9,646.89	\$ 9,500.00	\$ 146.89	101.55%
534 - property, plant, & equip				
534511 - office equipment	\$ -	\$ -	\$ -	0.0%
534521 - PC software	\$ -	\$ -	\$ -	0.0%
534534 - PC and printer purch	\$ -	\$ -	\$ -	0.0%
534535 - server purchases	\$ -	\$ -	\$ -	0.0%
534539 - other equipment	\$ -	\$ -	\$ -	0.0%
534730 - externally developed s	\$ -	\$ -	\$ -	0.0%
Total 534 - property, plant, & equip	\$ -	\$ -	\$ -	0.0%
535 - other expenses and adjust				
535830 - member dues & subcript	\$ -	\$ -	\$ -	0.0%
535900 - other expenses	\$ -	\$ -	\$ -	0.0%
Total 535 - other expenses and adjust	\$ -	\$ -	\$ -	0.0%
538 - intragovernmental transac				
538030 - fine/penalty transfer	\$ 2,569.00	\$ 4,333.36	\$ (1,764.36)	59.28%
Total 538 - intragovernmental transac	\$ 2,569.00	\$ 4,333.36	\$ (1,764.36)	59.28%
Total Expense	\$ 238,299.34	\$ 235,228.17	\$ 3,071.17	101.31%
Net Income	\$ (95,098.84)	\$ 83,402.83	\$ (178,501.67)	-114.02%



NORTH CAROLINA BOARD OF BARBER EXAMINERS

Memo

TO: Board members

FROM: Dennis Seavers

DATE: December 5, 2016

SUBJECT: Continuing education for barber instructors

At its October 24, 2016 board meeting, the board asked that the staff provide information about the issues to consider for instructor continuing education (CE).

Current law

Under N.C.G.S. § 86A–23(a), the board “shall issue an instructor’s certificate to any currently registered barber who has passed an instructor’s examination given by the Board.” In addition, renewing a certificate simply requires that the licensee pay the fee required by 21 NCAC 06N .0101(a)(16). If the board wanted to require anything beyond a fee to renew the certificate—including continuing education—the General Assembly would have to amend the statute. Only after the General Assembly passed a bill could the board adopt rules to require continuing education.

Issues to consider

Before deciding whether to proceed with continuing education, the board should weigh the following factors. Since these factors identify operational challenges and financial constraints, the discussion below may give the impression that I’m recommending that the board not pursue instructor CE. However, the purpose of the memo is to identify these obstacles, not to discourage the board from pursuing what may be an appropriate policy. How to weigh these obstacles and fit them into any operational or legislative priorities will be for the board to decide.

Legislation

Anytime the board pursues legislative changes, the General Assembly could make additional changes beyond (or despite) what the board intended. Agencies generally

should be cautious about requesting legislation unless they believe that the requested changes are worth the possibility of the General Assembly amending the bill.

The board already has two bills that it will be requesting in the upcoming session: the bill to increase the statutory cap on fees (among other changes) and the bill to make it easier for out-of-state applicants to be licensed in North Carolina. Given the time that this legislative agenda will take and the importance of getting the fee bill passed, I respectfully recommend that the board wait until the 2019 session to pursue an instructor CE bill. Otherwise, the time that the staff can devote to legislation will be spread thin among three bills.

In addition, there will be costs associated with implementing this legislation. As discussed in “Financial constraints” below, the board has a long-term goal of improving its fund balance. It may be advisable for the board to get a fee increase passed before assuming the cost of a new area of regulation.

Finally, the board should be aware that there are legislators who take a negative view of increased regulatory burdens. The board should consider the political impact of making a legislative proposal to increase regulation.

Financial constraints

As reported to the board in its financial statements and executive-director reports, the board’s financial condition is improving. However, the board should keep in mind that there will be costs associated with implementing a CE requirement, and those costs will affect the goal of increasing the fund balance as quickly as possible. The board should determine how this policy change would fit into the goal of continuing to improve your finances.

Rulemaking

If the board is able to successfully get a bill passed for instructor CE, the board would then need to pass a rulemaking package. Since this proposal would require an expenditure of board funds to implement the change, the board would need to submit a fiscal and regulatory impact analysis to the Office of State Budget and Management. The proposed rules would then need to go through the permanent rulemaking process and receive approval from the Rules Review Commission.

If the board accepts my recommendation not pursue legislation until 2019, then the board should not expect any rules implementing the statutory changes to go into effect earlier than the 2021 renewal cycle.

Operational priorities

Apart from legislation, the board has a number of initiatives that are currently underway, primarily to improve its rules and to increase opportunities for online transactions. If the

board wants to require instructor CE, this new regulation may affect the timeline for developing online business processes.

The board also should consider its current staff levels and whether they are enough to oversee a new area of regulation. Although there is a relatively small population that would be affected by the regulation (the number of actively licensed instructors is below 200), the board only has five staff members, two of whom are unlikely to be involved with the CE requirement.

Involvement of schools

Other regulatory agencies that require CE normally oversee the CE programs but don't deliver the content. I assume that the board would have barber schools deliver the content, which would be approved by the board. (There are other entities that may be appropriate for content delivery.) If the board decides to propose legislative changes, there should be a discussion with schools to determine whether there is sufficient interest in developing and delivering the content. Alternatively, the board would need to decide how the CE content would be delivered.



NORTH CAROLINA BOARD OF BARBER EXAMINERS

Memo

TO: Board members

FROM: Dennis Seavers

DATE: December 5, 2016

SUBJECT: Online classes for barber schools

At its October 24, 2016 board meeting, the board discussed whether to change its rules to allow schools to offer online barber classes for the theory portion of the curriculum. Before proceeding with any changes, the board wanted to get feedback from the schools on their level of interest in offering online classes.

The board staff designed a brief survey and sent it to schools for a voluntary response. This memo summarizes the results of the survey and outlines some issues for the board to consider if it decides to move forward.

Summary

- We received 22 responses from 17 schools (about 49% of currently licensed schools).
- A little over half (55%) of the responses expressed significant interest in having online classes, while 32% expressed little or no interest.
- The responses suggest that some schools, while interested, are unsure or unaware of the regulatory challenges they may face if they change their system for delivering content. In fact, some schools expressed significant interest but appeared to be unaware that they would lose funding if they offered online classes.
- If, based on the responses, the board moves forward, I recommend moving forward slowly and cautiously to fully consider the implications of any rule changes.

Methodology

The board staff sent a survey to barber schools on November 9, 2016. The survey was conducted online, and schools were told that the survey was voluntary. The questions

measured interest in online classes and the likelihood of offering them. In addition, there were accreditation-related questions to assess whether schools were aware of the impact on their accreditation of offering online classes. Finally, there was an open-ended comments section that allowed schools to offer additional information that the survey might not have captured.

Below are the questions from the survey; questions in italics were optional.

1. *What is your school name?*
2. *What is your position at the school?*
3. Is your school interested in offering online barber classes for theory (classroom)?
4. If the board allowed online classes, how likely is your school to develop and offer them?¹
5. *If you answered that you were likely or very likely to offer online classes, please explain why.*
6. Is your school accredited by NACCAS (National Accrediting Commission of Career Arts & Sciences)?
7. Suppose you decide to offer online classes. Would you have to fulfill any requirements with NACCAS to maintain your accreditation?²
8. If you answered “Yes” to the previous question, what are some of the requirements?³
9. *Please share any other comments, questions, or concerns related to online barber classes.*

Responses

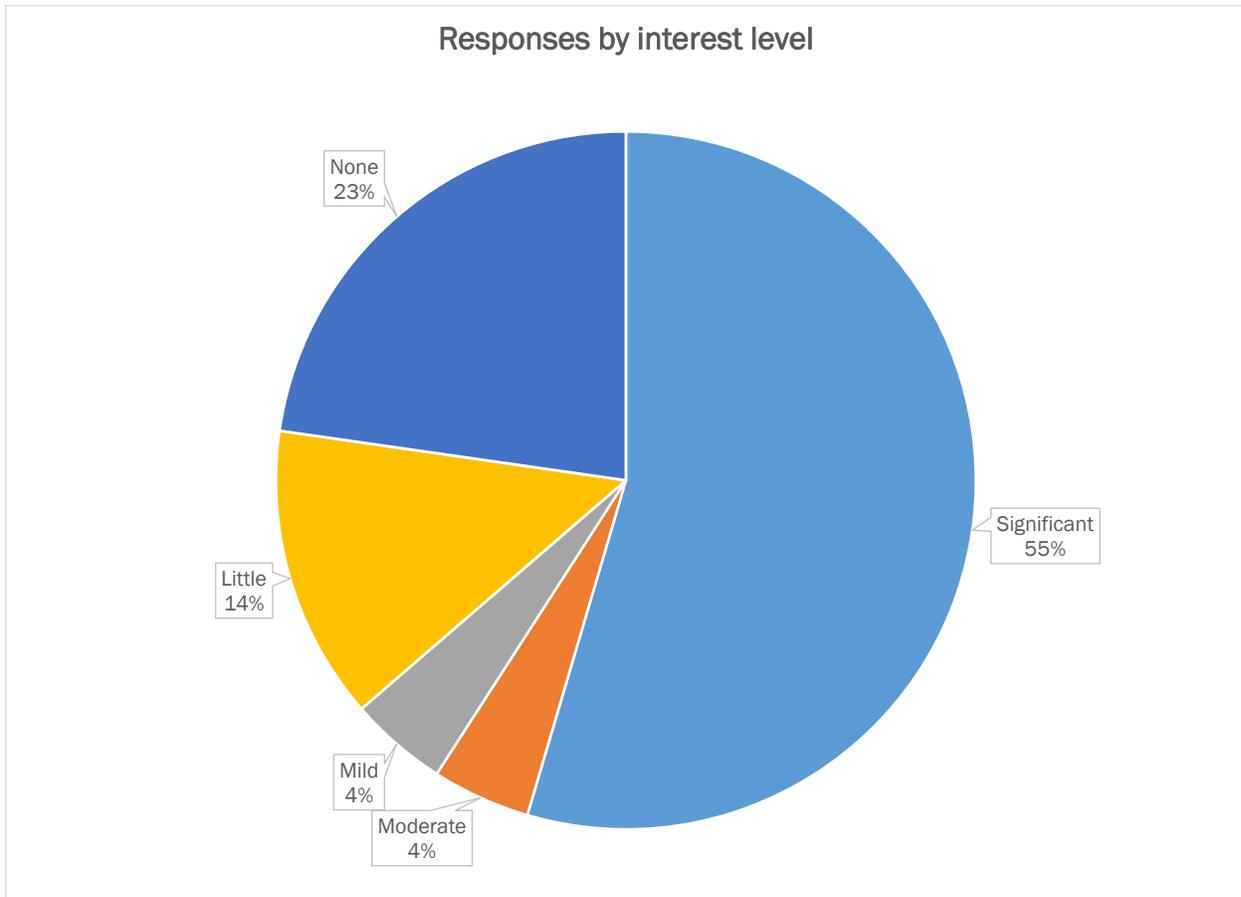
The board received 22 responses. Since five schools submitted more than one response—the survey could be completed by more than one person at the school, such as an owner and a manager—the responses represent 17 schools, or about 49% of the currently licensed schools.

When looking at the data below, board members should be careful not to draw the wrong conclusions. The figures refer to responses and not to barber schools, so the board shouldn’t assume that the percentage refers to the rate of interest among schools. For example, although 55% of responses expressed significant interest in online classes, that doesn’t mean that 55% of schools have a significant interest because there were multiple responses from some schools and because not all schools responded. In fact, although there are many reasons some schools may not have responded, one reason certainly could be a lack of interest in the topic.

¹ Schools that answered “little interest” or “no interest” to question 3 were instructed to select “not applicable.”

² This question only applied to schools that answered “yes” to question 6.

³ The purpose of this question wasn’t to find out the requirements but to see whether schools were aware of the requirements, which are listed in NACCAS publications. As indicated later in this memo, some of the accredited schools that said they were likely to offer online classes were unaware of the requirements.



About six in 10 responses expressed a moderate to significant interest in offering online classes. In addition, of the responses that expressed mild to significant interest, the vast majority said they would be likely to offer online classes if allowed by the board. Of the schools that submitted more than one response, two had conflicting responses, where one response indicated no interest and another indicated significant interest. This conflict isn't surprising, since the respondents hold different roles at the schools. But it suggests that if the board moves forward, there may need to be further research with larger schools that have multiple administrative levels to make sure that the schools are truly interested.

Respondents who said they were likely to offer online classes were given the option of explaining why they want to offer them.⁴ Below are the comments (any typographical or similar errors appear in the original responses).

- Finding good Barber Instructors are sometimes hard to find, online courses may be a great way to ensure that your schools training is being delivered as expected, and that it remains consistent.

⁴ Since these comments are from responses where the school indicated it was likely to offer online classes, the comments will all be positive. Schools that might have offered negative assessments would not have responded to the relevant survey question.

- 21st century education is becoming more technology based and online classes would keep us on pace with direction education is moving in.
- Some students are more advanced. This would allow more leverage in your program
- Some people schedule don't allow them to be accepted in school because of their jobs. I believe they should be able too get there license also.
- Would be beneficial to the students who work
- I like the idea
- It would give an opportunity to enroll students who struggle with their schedule to attend barber school.
- Online Classes provides Innovation, more opportunity to lower costs, flexibility and convenience
- We could offer the program to a wider range of students.
- It's a great opportunity for students who miss class for personal or health issues can keep up. It also encourages students to become accountable for their learning.
- This option will have everything what students need at any single time to learn with just click of the button. My website will be able to monitor time of students spent on site, all testing will be done online and would be automatically grade. Many of students learn quicker watching instructions on film and they will be able to go back and repeat lesson if necessary.
- At office more convenience to our potential students
- It would allow flexibility in scheduling for students, leading to increased enrollment. It would also inspire more instructors to be involved in lifelong learning as they impart wisdom to students from various locations. (Ex. teaching about tools and implements from a hair show).

Impact from other regulatory agencies or accreditors

Three of the survey questions were designed to assess whether schools were aware of the effect on their accreditation if they start offering online classes. As I reported to the board in October, one major accrediting agency, the National Accrediting Commission of Career Arts and Sciences (NACCAS) regards a change in the way a program is delivered (including conversion to an online modality) as a substantive change that would be prohibited under its rules, unless the program is reviewed. There are fees associated with that review.

Several schools were unaware of whether they were accredited by NACCAS, although some of the responses may have been submitted by individuals who would not be involved with accreditation. Of the five responses that said the school was accredited by NACCAS, one response correctly indicated that the school would have to meet some requirements with NACCAS to maintain accreditation. Another response incorrectly stated that the school wouldn't have to meet any requirements. Three responses said that they weren't sure about the effect on accreditation.

During the time while the survey was open, I learned about an additional impact for schools that receive GI Bill funding. There were four schools (close to 25% of the schools that responded) that expressed some level of interest in online classes (one school had mild interest and three had significant interest) and that also receive GI Bill funding from the State Approving Agency. That agency has told me that unaccredited, non-college degree programs cannot offer online classes. The fact that these schools expressed interest and that most said they would be very likely to offer online classes suggests that schools may be unaware of the impact of this change.

The board should give consideration to the lack of certainty by some schools about the impact on their funding or accreditation if they change the method of delivering instruction. Although these schools may now be expressing interest in online classes and say they're likely to offer them if the board changes its rules, that interest may drop when some schools realize the consequences. It's not the board's responsibility to determine on behalf of schools what the impact would be with other government agencies or accreditors, but the board should understand that this consideration may attenuate the positive responses.

Open-ended comments

One of the questions invited the schools to offer any comments on the topic that they wished. This allowed schools to express their views in ways that the limits of the survey questions might not capture. Below are the responses (any typographical or similar errors appear in the original responses).

- The only concern I have is that unaccredited institutions would have an "open door" to abuse distance education. Those that are accredited have more reporting requirements and visits from accreditors to ensure proper execution of the program.
- I'm so glad that our board is keeping up with education trends. I love what this board is doing.
- I feel like Online classes will not allow the student to really develop into the professional they would and need to be. A lot of information that students learn in theory will not be found in the book/online.
- I think that our Barbering Program teaches the young men and women much more than just Barbering Basics. Our instructors serve as mentors and get each student prepared to be a professional in the Barbering field. The instructors also help the students with life's issues and they couldn't do this on line.
- Many colleges already doing online classes, if I can become a lawyer in NC doing online classes what are held in Arizona I think we as a barbers should have opportunity to do classes online for our own state. LOVE THIS IDEA.
- This is a great idea. Thanks
- I believe online classes would be a great advancement to the Barbering Profession.
- We are committed to traditional learning objectives as all those that have trained the future Barber workforce before us. As an industry we must also be willing to make changes to compete with all other industries

- I think this is an awesome idea, and happy to see the board finally moving in a forward direction to make the profession better and fit in with today's technology. I love it, Thank you whomever implemented this idea, it's one I've had long ago so good to see it finally manifest.
- We feel we would only offer online courses without clock hours being awarded for those courses. These courses would go towards the completion of the AAS degree in Barbering.
- Offering theory online would allow the students the opportunity to attend on their time (weekends, nights, etc) and give them more family time as well as not to feel so burned out with attending all day 5 days a week.
- How will time accrued be effected in relation to the curriculum set forth by the Board of Examiners? (i.e. Lectures and Demonstrations v. Practical Lab Times) If one student is more proficient in theory they will fall short on time accrued in accordance with theory curriculum, whereas a student not as proficient will exceed the time standard and will off set demonstration and practical learning times (more total time than necessary).
- I hope that people who would love too get there apprentice license be able to go online and come too school on Saturdays and be able too fulfill their dreams.
- Would like to see where this is working in other states, so we can have a model...
- I teach at a non-traditional high school that offers barbering as a elective and our students take all of their other courses online. The non-traditional style of learning is offered in all other profession so why not ours as well. I feel that this would help all school with drop rates and graduation rates. If a student has a hardship and can't make it to school for numerous days, that same student can still complete assignments and receive theory hours as well. This benefit will allow the student to stay current in theory and they will not be as far behind in their hours as well. Plus this will challenge schools to become more versatile with their teaching methods to ensure that we are reaching all students. I would love to see us offer it and would offer assistance in developing it.
- I would like to humbly suggest that any school wishing to offer online barber classes, be accredited by either the Council on Occupational Education or NACCAS (both are independent commissions recognized by the U.S. Dept. of Education). This will ensure that the program has been thoroughly evaluated by a nationally recognized accrediting agency which will ensure the integrity of the barbering program. Also, after reading the notes from the October Meeting, it seems as though the board is only considering the (Classroom Lecture and Study Periods) portion of the Barber School Curriculum as a potential online branch. However I truly believe that the Lectures and Demonstrations on Practical Work portion may also be added to the online course allowing for up to a total of 653 hours to be acquired online. What essentially is the difference between watching a demonstration via an online video, vs in class? The first thing that comes to mind is the ability for questions and answers but that may be minute to the fact that with an online demonstration, you can rewind and revisit information for an infinite number of times vs in person, once an action has taken place, you cannot go back and see what the demonstrator did, you are restricted to questions and answers. This type of program is what many accrediting

agencies call a "Hybrid Program" this type of program allows a combination of online and in person training. In our industry the only portion that needs to be done in person is the Supervised Practice in Barbering. Hope this helps!

Other

One school wanted to have its students share their view of this development. This survey was limited to school administrators and operators (owners, directors, instructors, etc.), but this school's students all supported the idea. The board should be aware that this survey was limited in scope and may not have captured all the views of interested parties, whether in favor of the policy or not.

Future steps

In October, I had recommended that the board not pursue any change in its rules unless there was sufficient demand by schools to offer online classes. There are other issues for the board to think about when it decides whether to pursue this policy change, but demand was a threshold issue. Based on the survey results, it appears that there is interest, including some passionate feelings in favor of the change. On the other hand, half the schools didn't respond, and those that responded may not have considered all implications of a change in how instruction is provided. It will be for the board to judge whether the level of interest shown in the survey results is sufficient to proceed with any law changes.

If the board decides to move forward, I strongly recommend caution, in large part because I believe some of the schools will need to reconsider whether they want to offer online instruction based on conflicting responses and the impact on accreditation and funding. Furthermore, the board should review the issues I outlined in my background memo for the October meeting. Apart from the question of demand, I identified the following issues.

- **Unforeseen circumstances.** When an agency makes substantial regulatory changes, unforeseen consequences can arise. The agency may only want to make substantial change when there is a compelling policy need.
- **Oversight.** Several of the board's rules establish requirements for schools to ensure in-person student attendance. The board would be relinquishing some of that oversight and would instead need to focus on whether testing standards adequately assess student knowledge.
- **Licensure.** Currently, individuals who provide instruction in schools must have an instructor's license. The board would need to think about issues related to licensure if the individuals preparing online materials are not all instructors.
- **Cost.** There are several possible cost areas to the board, such as redesigning tests or outside consultation on the quality of instructional material. Any regulatory change would require involvement by the Office of State Budget and Management, and the board will need to be able to fit these costs within its spending priorities.

Below are some options for future steps.

1. The board could expand its survey to include students or hold meetings with schools to work through some of the issues discussed in this memo.
2. The chairman could create a study committee to examine some of the issues identified in this memo more closely and determine whether other issues exist that the board should consider.
3. The board could determine that the survey results demonstrate demand but that other policy considerations suggest that the board should not pursue any changes.
4. The board could determine that the survey results don't justify the policy change and shelve this issue until another time when more demand exists.