

**CALIFORNIA
BOARD OF BARBERING AND COSMETOLOGY**



JUNE 13, 2022

LICENSING AND EXAMINATIONS COMMITTEE

**1747 North Market Blvd
HQ2 Hearing Room 186, 1st Floor
Sacramento CA 95834**



**CALIFORNIA BOARD
OF
BARBERING AND COSMETOLOGY**



**LICENSING AND EXAMINATIONS
COMMITTEE**

**MEMBERS OF THE
COMMITTEE**

Jacquelyn Crabtree
Tonya Fairley
Yolanda Jimenez
Derick Matos
Steve Weeks

Department of Consumer Affairs
1747 North Market Blvd
HQ2 Hearing Room 186, 1st Floor
Sacramento CA 95834

*Action may be taken on
any item listed on the
agenda.*

June 13, 2022

**11:30a.m. – or upon Adjournment
of the of the Legislative and
Budget Committee Meeting – Until
Completion of Business**

AGENDA

Action may be taken on any item on the agenda. The time and order of agenda items are subject to change at the discretion of the Committee Chair and may be taken out of order. In accordance with the Bagley-Keene Open Meeting Act, all meetings of the Committee are open to the public.

1. Call to Order/ Roll Call/ Establishment of Quorum
2. Election of Committee Chairperson
3. Review and Discussion of Spanish Language Exam Pass Rates
4. Review and Discussion of the Oversight of the Externship Program
5. Public Comment on Items Not on the Agenda
Note: The Committee may not discuss or take any action on any item raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting (Government Code Sections 11125, 1125.7(a))
6. Agenda Items for the Next Meeting
7. Adjournment

*Government Code section 11125.7 provides the opportunity for the public to address each agenda item during discussion or consideration by the Committee prior to the Committee taking any action on said item. Members of the public will be provided appropriate opportunities to comment on any issue before the Committee, but the Committee Chair may, at his or her discretion, apportion available time among those who wish to speak. Individuals may appear before the Committee to discuss items not on the agenda; however, the Committee can neither discuss nor take official action on these items at the time of the same meeting (Government Code sections 11125, 11125.7(a)).

The meeting is accessible to the physically disabled. A person who needs disability-related accommodation or modification in order to participate in the meeting may make a request by contacting: Marcene Melliza at (916) 575-7121, email: marcene.melliza@dca.ca.gov, or send a written request to the Board of Barbering and Cosmetology, PO Box 944226, Sacramento, CA 94244. Providing your request is a least five (5) business days before the meeting will help to ensure availability of the requested accommodations. TDD Line: (916) 322-1700.

No Attachment



MEMORANDUM

DATE June 7, 2022

TO: Members, Licensing and Examination Committee

FROM: Kristy Underwood, Executive Officer

SUBJECT: Review and Discussion of the Spanish Language Exam Pass Rates

Background:

The Board has historically seen low pass rates for exam candidates who take their examination in Spanish. Extensive research has been done by Board staff to determine a cause or to increase education and awareness for Spanish speaking candidates.

In 2018, the Board submitted a report to the legislature (as part of the Board's sunset review) providing background and analysis on this topic (Attachment 1).

In 2019, Board staff provided additional information to the Board that included additional analysis on examination pass rates based on the pathway to licensure (apprentice, traditional school, out of country) (Attachment 2).

Discussion:

The Board continues to see low pass rates for Spanish candidates (Attachment 3). After July 1, 2022, when the Board begins to utilize a new examination vendor (PSI) we will be able to receive data on where candidates are performing poorly based on content area. This is data that will be forthcoming and has not been available in the past.

Board staff is also working with both the Bureau of Private Postsecondary and the Division of Apprenticeship Standards to make improvements to the apprenticeship program that may assist in the Spanish pass rates.

The committee should discuss this topic and determine if there are additional steps they feel the Board can take to address this issue.

Attachments

And California Board of Barbering and Cosmetology

Report to the Assembly Committee on Business and Professions and the Senate
Committee on Business, Professions and Economic Development

Review of the Low Pass Rate of Spanish Written Examinations

The Board has been experiencing low passing rates for candidates that are taking the written examination in Spanish. Recent legislation (AB 181, chapter 430, statutes of 2016) specifically addressed this issue by stating:

The Board shall review the Spanish language examination if, by January 1, 2016, the pass rate for Spanish speakers did not increase to the average pass rate for all other language examinations during the two-year period prior to January 1, 2016.

Background

For the last two-years, the Spanish pass rates have not increased. Therefore, pursuant to the statute above the Board must conduct a review to determine a cause for the low rate. Board staff has been reviewing this issue for several months and this report will provide information on the findings.

Data Review

Initially, staff believed we could determine a pattern in the low pass rates. For example, are the candidates coming from a specific school, a specific geographical area, etc. Numerous reviews of data were conducted, and no pattern was found. It was determined that the low pass rates include candidates who went to a California school, came from out of state, came from out of country or completed an apprenticeship program. In fact, the failure rate is an average of 82% regardless of where the initial education was determined.

Data collected on Spanish written examinations from October 3, 2013 through October 24, 2017 revealed the following:

Board Approved School Applicants				
Exam Type	Fail	Pass	Grand Total	Pass %
Barber Written Exam	367	372	739	50.34%
Cosmetology Written Exam	2446	1230	3676	33.46%
Electrology Written Exam	1	0	1	0.00%
Esthetician Written Exam	32	39	71	54.93%
Manicurist Written Exam	130	165	295	55.93%
Grand Total	2976	1806	4782	37.77%

Out of Country Applicants				
Exam Type	Fail	Pass	Grand Total	Pass %
Barber Written Exam	77	67	144	46.53%
Cosmetology Written Exam	825	287	1112	25.81%
Esthetician Written Exam	5	10	15	66.67%
Manicurist Written Exam	2	2	4	50.00%
Grand Total	909	366	1275	28.71%

Apprentice Applicants				
Exam Type	Fail	Pass	Grand Total	Pass %
Barber Written Exam	84	77	161	47.83%
Cosmetology Written Exam	735	318	1053	30.20%
Grand Total	819	395	1214	32.54%

The Board started reporting pass rates by language type in 2009, when the national written examination was adopted. Data was able to be pulled from previous years to review the prior passage rate. The prior examination was developed by the Board (in conjunction with the Department of Consumer Affairs) and was provided in Spanish. The pass rates are listed below:

Fiscal Year	Pass Rate
09/10	31%
10/11	33%
11/12	24%
12/13	29%

One item that the data review did provide was that Spanish test takers are passing the practical portion of the examination. For the last two fiscal years (2013/14 and 2014/15) the pass rate for Spanish test takers of the practical examination is 82%.

Translation Review

As the Board provides a national examination developed by the National Interstate Council of State Boards of Cosmetology (NIC), the NIC also is responsible for the translations of all examinations. The Board contacted the NIC to express the concern with the low passage rate in the Spanish examinations and asked the NIC to consider a possible translation issue. The NIC responded that there is a lack of statistical evidence that the translated examination items are flawed and that leads to the conclusion that the Spanish version of the examination measures competence with the same degree of accuracy as the English examination.

Since there are many different Spanish dialects used in the United States (U.S.) the Board asked NIC to identify which one they use (Mexican Spanish, New Mexican Spanish, Caribbean Spanish, Central American Spanish, or perhaps a different Spanish dialect). The Board was interested in seeing if the dialect chosen for the examination was the most *commonly understood*, or *most widely-used* one. NIC provided the following response:

“Translators describe the dialect used to translate English into Spanish as U.S. Spanish. The Spanish spoken along the border from Texas to California is referred to as Mexican Spanish. U.S. Spanish is Mexican Spanish made neutral. Various dialects of Spanish have different meanings for the same Spanish word. In numerous instances, a word used in one dialect may be offensive, inflammatory or simply not have the intended meaning in another. U. S. Spanish selects those words for translation that avoid the potential of multiple or unintended meaning. This is also referred to as American Neutral Spanish.

American Neutral Spanish, with its emphasis on the use of neutral terms instead of specific terms from a specific locale accommodates a broad variety of Spanish speakers in the U.S. Castilian Spanish is Spanish for Spain and is intended for the European market. When it was brought to the American continent, various dialects, now referred to as locales, developed that

are now quite different from the original Castilian Spanish. Since we translate our examinations for administration in the United States, this more generic version of Spanish is appropriate for a broader audience in the U.S.

Our translators work to create a translation into Spanish that is, as far as is reasonably possible, neutral with respect to locales, or regional dialects. Translation is necessarily a compromise as one translation dictionary provides a term that is selected over another dictionary, but the intent of the compromise here is to maximize comprehension of the translation by the greatest number of individuals who take our examinations.”

Pass Rates by Examination Content Area

Staff reached out to NIC and requested an audit of Spanish written exam pass rates by exam content area. The intent was to determine if there was a trend on which area of the exam Spanish exam takers were failing. NIC conducted the audit. It was determined across all four exam domains, Spanish candidates performed lower, on average, than the English candidates. Overall there did not seem to be a performance difference within the domains for English and Spanish candidates.

Other States

According to the NIC, only one other state has expressed concern over pass rates for Spanish speaking applicants (North Carolina). The Board reached out to the State Board of North Carolina. The results are noted below. In addition, the Board has reached out to Texas, Arizona and New Mexico. As these states border Mexico, it was assumed that these States may have a larger population of Spanish speaking individuals taking the written/practical exam in the Spanish language.

North Carolina

The North Carolina Board of Cosmetic Art Examiners notes the following statistics but is currently not addressing low Spanish exam pass rates. Cosmetology 50% (142 administrations), Nail Technology 36.23% (69 administrations). These statistics include the original exam and re-exams.

Texas

The Texas Department of Licensing and Regulation does not use the NIC written exam. The current pass rate for the 2015 written Barber exam is 73% (56 administrations given), the Cosmetology written exam is 66% (1224 administrations given), and the Cosmetology Manicurist written exam is 60% (75 administrations given).

New Mexico

The New Mexico Board of Barbers and Cosmetologists report that they do use the NIC examination and are currently not having problems with their Spanish examination pass rates.

Arizona

The Arizona Board of Cosmetology does use the NIC exam; however, they only offer the examination in English.

Candidate Survey

To further gather data Board staff added a survey that must be responded to at the end of each computer-based examination. Below are the survey questions and the responses:

Question:	Answered Yes	Answered No
Was it easy to understand the translated exam?	62%	38%
Did you use Spanish text books in school?	89%	11%
Were you taught in Spanish at school?	72%	28%
Is Spanish your natural/first language?	98%	2%
Would you take this exam in Spanish again?	93%	7%
Would you consider taking the exam in English?	69%	31%

School Survey

In April 2014, the Board reached out to cosmetology schools to determine if they had any input on this issue. The Board developed a survey and mailed it to all approved schools. Unfortunately, the responses received were minimal however; some of the information provided may be helpful. The survey questions and responses are noted below:

Question:	# of Responses	Yes	No
1. Do you have Spanish speaking students?	48	54%	46%
2. Do you instruct and/or provide textbooks and learning material in Spanish?	23	40%	60%
3. What areas do you find most challenging for these students?	23	*	*
4. What suggestions do you have for the Board to assist your Spanish speaking students?	20	*	*
5. Would you send an instructor to participate in a Q & A session concerning this topic at the Boards Sacramento Office?	23	48%	52%

*Questions 3 and 4 were open-ended questions that allowed the respondent to type in the comments. See Appendix A for the written responses that were received. Please note: the survey responses are pulled directly from the survey database and appear as they were submitted by the respondents.

Bureau of Private Postsecondary Education

The Board reached out to the Bureau of Private Postsecondary Education (BPPE) to determine if they have authority over passage rates as the BPPE does regulate private cosmetology schools. The BPPE noted that their authority is to ensure the school is operating legally which would require each school to:

- Require proof of high school graduation
- Hire competent teachers

The BPPE requires a student that does not have a certificate of graduation from a school providing high school education or the recognized equivalent of the certificate, take and pass an independently administered Ability to Benefit (ATB) examination. The ATB exam measures a student's basic verbal and quantitative skills. The Board approved school is required, prior to executing an enrollment agreement with an ATB student, to have the student take and pass an independently administered examination from the list of examinations prescribed by the United States Department of Education (as required by the California Education Code (CEC) Section 94904). A list of ATB examinations that are approved for use is available on the BPPE's website. The approved school must maintain a student file that includes the information related to how the student was admitted into the Board approved school (CEC, Section 71920). The BPPE can take administrative action if during a compliance inspection the

student and or institutional records are reviewed and found out of compliance with the law or regulation. A citation or administrative action may be taken. If a student was not properly enrolled, the BPPE may seek a refund of the tuition paid to the school.

Office of Professional Examination Services

In September 2016, staff reached out to the Office of Professional Examination Services (OPES) to inquire on the feasibility that the examination administration vendor, PSI be able to provide an option for candidates taking the cosmetology written examination in the Spanish, Vietnamese or Korean versions, have the English version of the examination displayed as well during the examination. The Board was informed that PSI did have the capabilities to perform this request. However, OPES provided the following response in a memo dated December 22, 2016, expressing concern for the request:

“The Office of Professional Examination Services (OPES) has several concerns about the requested change. The proposed change would require extra time for candidates to take the NIC examination, and BBC candidates already receive more time on the NIC examination than candidates in other states. There are also psychometric issues of fairness involved; candidates who take the Korean and Vietnamese versions of the examination would have to be provided the English examination and extra time as well. This may not be fair to the applicants who receive the English examination only.”

Conclusions

High School Graduation or Equivalent

The Board’s requirement for an applicant for a cosmetology license is that they must self-certify that they have completed the 10th grade. However, the BPPE requires all private schools enroll students that have graduated high-school or have the equivalent (ATB exam). Since the ATB exam is not required by the Board to sit for the Cosmetology/Barbering examination, it may be that students are sitting for the examination without a minimal level of education as required by the BPPE. There could be a conflict that schools are enrolling students that do not have a minimal level of education to enter the field of cosmetology.

Language Access

The Board’s survey results do not demonstrate that language access is a concern. Applicants taking the examination in Spanish responded that 69% would take it again in Spanish.

Quality of Education

The quality of education that is taught in schools could be a potential reason for low pass rates, however, there is very little jurisdiction over quality of education by either the Board or the BPPE. The Board has minimal authority over the education of the students. While the Board sets the curriculum, and can ensure that schools are maintaining the curriculum, the Board does not have access to student records and cannot verify each student is being fully taught all aspects of the curriculum.

Practical vs. Written Examination

The Spanish speaking applicants have a high pass rate on the practical examination. This could be for a couple of reasons: 1) the students are more hands-on and visual learners and therefore are more successful in the demonstration aspect of the examination or 2) the

students are being in taught in school only how to pass the examination and not focusing on the theory aspect of education.

Solutions

The NIC examinations are translated into the most universal or neutral version of each language offered. Therefore, the Board feels that providing students with a list of common industry terms that may not be commonly referenced in their primary language (or dialect) may provide students with a greater understanding of what is being asked on the examination questions. The NIC agreed to provide a vocabulary list of common industry terms translated into the words that examinees will see on the actual written and practical exam. On January 10, 2017, the Spanish vocabulary list was posted to the NIC website with the Vietnamese and Korean vocabulary lists soon to follow. On February 21, 2017, the Board sent out a circular letter instructing all schools who have students being instructed in the various languages to make the vocabulary lists available to the students early in the education process, so that they may become familiar with terms they will see coming on the licensing exam.

In September 2017, internet links were added to the Board's examination admission letters and to the PSI instructional booklet, encouraging students to review the NIC translation guides prior to taking the licensing examination.

In expectation of the NIC vocabulary lists, on July 17, 2016, members adopted the proposed regulatory changes below to California Code of Regulations Title 16, Division 9, Article 7, section 961 and the Board has commenced with the regulatory process. On April 24, 2017, the Board was presented with the following regulatory language for adoption:

§ 961. Online Training and Text and Reference Books for Students.

(a) In teaching, approved schools shall use text and reference books approved by the National Interstate Council of State Boards of Cosmetology (NIC). Approved schools may use other teaching material or on-line training programs, in lieu of the text book, under the condition that they have been approved by the NIC.

(b) Each student shall possess the following:

(1) At least one (1) of the textbooks approved by the NIC or has access to a NIC-approved online program.

(2) The Barbering and Cosmetology Act and the Rules and Regulations of the Board of Barbering and Cosmetology.

(c) There shall be available for the use of students in the school:

(1) A list of the text and reference books approved by the NIC.

(2) Any two approved texts other than the one text or online program access, possessed by the student. (Shall not apply to barber schools if there are less than three approved texts.)

(3) A vocabulary list (produced by NIC) of common industry terms that may appear on the NIC examinations translated into the languages offered by the California Board of Barbering and Cosmetology.

Note: Authority cited: Sections 7312 and 7362, Business and Professions Code. Reference: Section 7362, Business and Professions Code.

Additionally, to help educate examination candidates, the Board updated its examination application to include the following language:

These examinations are translated into the most universal or neutral version of each language to be acceptable to the widest possible audience.

In July 2015, the following information was provided to all approved schools:

The Board is continuing to see very low pass rates for students taking the cosmetology examination in Spanish. The Board would like all schools to remind their students that examinations are translated into the most universal or neutral version of the specified language. If a student has been taught the curriculum in English, they may be more successful if they take the examination in English.

Future Actions

It will take a measure of time to determine if the current actions taken by the Board will produce a higher pass rate in the exams. It is the Board's determination to continue to look for additional methods to mitigate the low pass exam rate (such as obtaining sole oversight of the schools). In addition, the Board continues to closely monitor the pass/fail rates of the Spanish written examinations at every Board meeting.

Appendix A

Q3: What areas do you find most challenging for these students?

Answered: 25 Skipped: 26

1. not enough printed material for student learning 5/31/2016 4:47 PM
2. The written portion of their education is the most challenging. 6/24/2014 1:45 PM
3. We haven't had a challenge w/our spanish speaking students understanding English instructions. 6/18/2014 2:36 PM
4. The majority of our students speak "conversational Spanish" which is very different than that on print. I have been in the industry for 20 years and consider myself fluent in the Spanish language although it is not my first language. However the cosmetology field is not foreign to me and reading the Spanish textbook and any materials provided seems to be confusing. here are so many dialects, depending on region, that I believe that my be part of the problem. For this, I don't believe there is too much that can be done, but I do believe the Board has a way to help. 6/18/2014 2:34 PM
5. The most difficult part of the Spanish speaking is the written exam is complicated, the student's how speak spanish do not understand some of the wording in the exam confusing their answers. 6/18/2014 2:19 PM
6. We do not teach in Spanish, we advice to purchase spanish textbooks and try to group them together. All spanish language varries from different parts of Mexico. 6/18/2014 2:17 PM
7. We go through Hancock College and they require taking a start test and they set the guidelines for entrance. We don't seem to have a problem-unless the student chooses not to study. 6/18/2014 2:15 PM
8. All of our students have a high school diploma. Therefore, all of our students speak & read English. 6/18/2014 2:13 PM
9. N/A 6/18/2014 2:05 PM
10. None. My Spanish speaking students also speak English, and usually take the exam in English. 6/18/2014 2:05 PM
11. All classes at Borner's Barber College are taught in the English Language only. 6/18/2014 2:04 PM
12. It is difficult to reinforce concepts through verbal instruction. Practical skills can be taught but they rely on the text for their written knowledge.6/18/2014 2:04 PM
13. Theory Aspect-Anatomy and Physiology, structure growth and nutrition for skin and nails, disorders and skin diseases, concepts of chemical. Practical aspect: color, haircuts, artificial nails 6/18/2014 2:02 PM
14. Misinterpretation of phrases from English to Spanish. Language barrier 6/18/2014 1:59 PM
15. Theory/textbook subjects 6/18/2014 1:56 PM
16. Language 6/18/2014 1:30 PM
17. Theory, Chemical Straightning, Haircolor, Chemistry 6/18/2014 1:13 PM
18. The vocabulary used in the textbooks are too complicated. The Spanish speaking students are from different nationalities. The reading level of textbook and tests should be at a 6th grade reading level. 6/12/2014 12:19 PM

19. Comprehension of the technical areas seems to be most challenging for our students. Our college offers ESL classes and we recommend and refer all of our non-English speaking students of our Counseling Department so they can be assisted with any learning challenges they may have. Often, students will complete ESL classes before enrolling into cosmetology (which we highly recommend). We do our best to offer assistance to ESL students: tutoring, note takers and embedded tutors to name a few support services. Most students are visual learners and with most languages there is no translation for a great number of cosmetology terminologies they must know for licensure. Some students do try to memorize and do a pretty good job of it. We continually complete assessments of our students so the student knows and we know ahead of time the technical and practical areas where improvement(s) is required. Some students are more selfdirected than others to do what it takes to make the needed improvements. Although we use the English version of textbooks and learning materials, Spanish versions are available upon request through the college bookstore. 6/12/2014 11:47 AM
20. The translation of certain terminology from English to Spanish sometimes changes the context of the question being asked. Also, chapters with more specific terminology (anatomy & physiology, bacteriology, color theory, etc) tends to be more difficult. 6/4/2014 9:41 AM
21. Reading 5/27/2014 9:49 AM
22. Our surveys indicate that our students are not understanding the Vocabulary that is used in the test. Our Students say that the questions on the Test are not related on the Text Book. 5/21/2014 3:28 PM
23. STUDENT ARE HAVING A HARD TIME WHEN TAKING THE EXAM BECAUSE THE TERMINOLOGY USED AT STATEBOARD EXAM IS DIFFERENT BECAUSE OF THE LANGUAGE ISSUES. SPANSIH IS DIFFERENT IN MEXICO THAN IT IS IN SPAIN. AND WHEN THE STUDENTS TESTS WHOEVER WRITES THE TEST, WHAT SPANSIH ARE THEY WRITING IT IN? MEXICAN SPANISH, SPAIN SPANISH, CUBAN SPANISH, ETC. 5/20/2014 4:21 PM
24. The written exam. They learn the terminology in English but then opt to take the exam in Spanish and they get confused. 5/19/2014 8:40 AM
25. Our Spanish students here are bilingual. However, we teach them in one language which is English. 5/17/2014 10:12 AM

Q4: What suggestions do you have for the Board to assist your Spanish speaking students?

Answered: 22 Skipped: 29

1. Keep updated with changes that might affect students 5/31/2016 4:47 PM
2. I think providing the option to have their exam in Spanish is great. The difficulty for students is that English is their second language and schools cannot afford or have the instructors that are Spanish speaking. 6/24/2014 1:45 PM
3. non 6/18/2014 2:36 PM
4. First of all as you are aware there are MANY people who are horrible test takers especially under stressful situations, such as the one they are faced with when they are at the test sites (this is nothing new) We must not dismiss the fact most people that make up our industry are more creative than academic (a fact not a stereotype) and therefore have a difficult time with some of the subjects that get covered throughout their training. With that said, it is already left to the school to make sure the students have met the standards required to graduate. It is clear what the students need to have under their belt to do this. It is up to the Board to measure whether the student is qualified to work on the consumer. It is pretty difficult for them to be able to evaluate this in one day. The schools are already required to meet so many standards with the DOE that when a student completes it is already established that they have met the governing standards of our industry. I don't believe the test makes a fair assessment. The test questions have so many questions that only people who have been working for years can possibly have enough experience to answer, and to top it off add the stress, and a language that is not in a format of their everyday conversation. Also, I don't see why the big "mystery" for the test. The DMV has a manual and so much study material that drivers can study beforehand and this is for operating a vehicle putting so many people's lives at risk. A written exam shouldn't be the reason why someone should not be granted a license to work. I don't believe it necessarily proves that these people will not make good hairdressers. The test either needs to be re-evaluated or more supportive material be provided. A book that takes a year to cover is too vague for the candidates to have as support material. And believe me when I tell you that this is coming from someone who wishes to keep integrity in our industry. With more people licensed, we can continue to fulfill more jobs and boost the economy. So many people get discouraged after failing part of the test that they no longer go back and begin to work illegally. This causes violations for many, defaults in student loans and so on and so forth. 6/18/2014 2:34 PM
5. What we need is to make the exam more understandable in the questions in the spanish exam, are not the same has in the textbook making it more difficult to answer correctly. Some question have two answers to the same question in the Board. 6/18/2014 2:19 PM
6. Online examples of spanish dialects. 6/18/2014 2:17 PM
7. The students have always refused the spanish speaking test, when they have been given the choice. 6/18/2014 2:15 PM
8. None 6/18/2014 2:13 PM
9. N/A 6/18/2014 2:05 PM
10. I don't know if it's a problem with the Board. We try to accomodate Spanish speaking students, but there's no way that it's optimal. 6/18/2014 2:04 PM

11. We tend to have a lot of students complain about the questions not being clear. The questions translated in Spanish do not seem to be translated correctly. Most students have also mentioned that they feel like they do not have enough time. 6/18/2014 2:02 PM
12. We have bilingual instructors which helps tremendously. Having a translator or a bilingual instructor. 6/18/2014 1:59 PM
13. Tutorials-free online on what to study-practical demo's etc. We teach only in English. Our student's must be able to read/write & communicate in English-we counsel students before they sign up that they may have to work harder than others. I don't think we have many fail because of language. 6/18/2014 1:56 PM
14. The Board needs to have better understanding of Spanish directions for students taking exam. The words are different and the students do not understand. 6/18/2014 1:30 PM
15. n/a 6/18/2014 1:13 PM
16. Instructions (verbal and written) should be in plain simple Spanish (including written test). 6/12/2014 12:19 PM
17. We recommend that the Board continue to do the amazing service that is currently provided for our students. Thank you. 6/12/2014 11:47 AM
18. Have someone who is bilingual proctor the exam and clarify any questions the student may have without actually giving away any answers. 6/4/2014 9:41 AM
19. The Board should guide the schools and inform the schools with more information about the test, or create a guideline for them. 5/21/2014 3:28 PM
20. CHOOSE ONE TEXTBOOK AND ONE VERSION OF IT EITHER MILADY OR PIVOT POINT. HAVE A MEXICAN READ YOUR QUESTIONS SO THAT THEY CAN UNDERSTAND ALL THE WORDS AND TERMS. I THINK THE QUESTIONS SHOULD BE STRAIGHT FORWARD. EITHER THEY KNOW THE INFORMATION OR THEY DON'T. NO CONFUSING QUESTIONS. 5/20/2014 4:21 PM
21. Do not use formal Spanish language, it needs to be casual conversational Spanish. 5/19/2014 8:40 AM
22. N/A 5/17/2014 10:12 AM



MEMORANDUM

DATE April 9, 2019

TO: Members, Board of Barbering and Cosmetology

FROM: Kristy Underwood, Executive Officer

SUBJECT: Discussion and Possible Actions Regarding Spanish Language Examination Pass Rates

In 2018, 78 schools had students who took the cosmetology examination in Spanish. Of the 78 schools:

- 60 schools had a pass rate below 60%
- 18 schools had a pass rate above 60%
- There was a total of 665 students
- The overall Spanish examination pass rate was 40%
- The overall pass rate for all other languages was 63%
- 19 schools (24%) were approved to teach in Spanish

SCHOOLS WITH A PASS RATE BELOW 60%

In reviewing schools that have a low pass rate on the cosmetology examination in the Spanish language, two categories were determined: schools with less than 5 students taking the examination in Spanish and schools with more than 5 students taking the examination in Spanish.

SCHOOLS WITH LESS THAN 5 STUDENTS

In reviewing the 60 schools that have a pass rate below 60%, the following was found:

- 42 of these 60 schools had less than 5 students take the examination in Spanish.
 - The 42 schools accounted for 111 students.
- 4 of these 42 schools are approved to teach and offer the course in Spanish.
 - The 4 schools accounted for 8 students.

Assumptions: 103 students chose to take the examination in Spanish even though they went to a school that is not approved to teach in Spanish nor does the school offer any materials in Spanish. This could also mean that these students were never provided the examination translation guide. Note: schools may not be approved to teach in Spanish but may still offer instruction in Spanish.

SCHOOLS WITH MORE THAN 5 STUDENTS

In reviewing the 18 schools that have a pass rate below 60% and have at least 6 or more students taking the examination, the following was found:

- 4 of the 18 are closed schools (accounting for 66 students)

Of the remaining 14 schools:

- 7 are approved to teach and offer courses in Spanish (329 students)
- 7 are not approved nor do they offer courses in Spanish (67 students)

From the 7 schools that are approved for Spanish:

School	# SP Students	Pass Rate Spanish	# All Other Languages	Pass Rate All Other Languages	Accredited
1	28	54%	6	83%	YES
2	62	29%	36	28%	YES
3	44	57%	21	38%	NO
4	20	50%	48	52%	YES
5	91	31%	43	60%	NO
6	18	50%	25	36%	NO
7	66	55%	17	76%	YES

Only 2 of these 7 schools have a pass rate above 60% in non-Spanish languages.

The other 5 schools not only have low pass rates for the Spanish language, but also in all other languages.

SCHOOLS WITH A PASS RATE ABOVE 60%

18 schools have a pass rate above 60% with a total of 108 students. Of the 18 schools:

- 3 are closed (accounting for 4 students)
- 14 schools have 5 or less students that took the examination in Spanish (26 students)
- 4 have 6 or more students (2 of these schools are approved to teach in Spanish; accounting for 78 students)

School	# SP Students	Pass Rate Spanish	# All Other Languages	Pass Rate All Other Languages
1*	10	70%	22	86%
2*	35	69%	3	67%
3	20	75%	7	29%
4	13	77%	48	79%

*Spanish approved

The overall pass rate for the 18 schools that have a pass rate of 60% or higher is 75% for Spanish examinations and 66% for all other languages.

APPRENTICE PROGRAM

In a review of the pass rates for the apprentice cosmetology examination results, the following was found:

- 19 Apprentice programs had applicants take the examination in 2018
 - 18 of these programs had applicants who took the examination in Spanish
- 839 total applicants in 2018 were apprentices
- 680 applicants took the examination in Spanish
 - Only 33% passed the examination
- 159 applicants took the examination in all other languages
 - Only 38% passed the examination

Not one apprentice program reported a pass rate of over 60% in the Spanish examination. Not only are apprentice applicants failing the Spanish examination at an alarming rate, apprentice applicants are not passing the examination in any language.

ISSUES

- Approved text books are only required by regulation to be provided to students in approved schools. Therefore, apprentices may complete their program without ever reviewing a text book. This also includes the translation guide for the examination.
- The overall pass rate for Spanish test takers from apprentice programs is **38%**.
- 81% of all apprentices are Spanish speaking.
- Apprentice programs are not required to teach the Health and Safety Course and therefore apprentices are not learning about current practices or basic labor laws.
- A cosmetology apprentice is only required to obtain 220 hours of classroom instruction.
- The full apprentice program is 3200 hours with a curriculum that covers similar topics as a traditional school, however, they receive this curriculum “on-the-job,” which is impossible to verify for the Board.
- A trainer overseeing an apprentice within an establishment is only required to not have any outstanding fines.

CONCLUSIONS

The Board’s pass rate for Spanish test takers from private schools is unreliable due to the number of candidates that choose to take the examination in Spanish (likely unbeknownst by the school) when they have attended a school that has not provided them with Spanish text books, the approved translation guide, or any instruction in the Spanish language.

Schools that have the lowest pass rates for Spanish examinations also have low pass rates in all other languages.

The issue of low Spanish pass rates may stem from the quality of education that is being provided at schools, not the examination itself.

Apprentice applicants are failing at an alarming rate in the Spanish language.

Regulations for the apprentice program must be strengthened to ensure individuals entering this program are receiving the same information as students in school.

**Written Exam Results July 1, 2021 - May 31, 2022
Comparison of Schools, Apprentice Programs, and Out of Country**

Written Exam Results - Apprentice Program

License Type	Passed	Failed	Total	Pass Rate
Barber	727	715	1,442	50%
Cosmetologist	606	942	1,548	39%
Esthetician	8	0	8	100%
Total	1,341	1,657	2,998	45%

Written Exam Results - Out of Country

License Type	Passed	Failed	Total	Pass Rate
Barber	60	151	211	28%
Cosmetologist	221	457	678	33%
Electrologist	1	0	1	100%
Esthetician	72	55	127	57%
Manicure	33	59	92	36%
Total	387	722	1109	35%

Written Exam Results - School Program

License Type	Passed	Failed	Total	Pass Rate
Barber	2281	1,131	3,412	67%
Cosmetologist	5,564	2,472	8,036	69%
Electrologist	67	16	83	81%
Esthetician	6,828	3,965	10,793	63%
Manicurist	3,948	1,877	5,825	68%
Total	18,688	9,461	28,149	66%

**Written Exam Results by Language July 1, 2022 - May 31, 2022
Comparison of Schools, Apprentice Programs, and Out of Country**

Apprentice Programs

Barber	Passed	Failed	Total	Pass Rate
English	658	540	1,198	55%
Spanish	66	175	241	27%
Vietnamese	3	0	3	100%
Total	727	715	1,442	50%

Cosmo	Passed	Failed	Total	Pass Rate
English	247	229	476	52%
Korean	4	0	4	100%
Spanish	325	688	1,013	32%
Vietnamese	30	25	55	55%
Total	606	942	1,548	39%

Esthetician	Passed	Failed	Total	Pass Rate
English	8	0	8	100%
Total	8	0	8	100%

Out of Country Schools

Barber	Passed	Failed	Total	Pass Rate
English	30	68	98	31%
Korean	0	4	4	0%
Spanish	30	79	109	28%
Total	60	151	211	28%

Cosmetologist	Passed	Failed	Total	Pass Rate
English	138	239	377	37%
Korean	10	1	11	91%
Spanish	41	209	250	16%
Vietnamese	32	8	40	80%
Total	221	457	678	33%

Electrology	Passed	Failed	Total	Pass Rate
English	1	0	1	100%
Total	1	0	1	100%

Esthetician	Passed	Failed	Total	Pass Rate
English	61	44	105	58%
Korean	2	0	2	100%
Spanish	6	10	16	38%
Vietnamese	3	1	4	75%
Total	72	55	127	57%

Manicurist	Passed	Failed	Total	Pass Rate
English	23	48	71	32%
Spanish	1	1	2	50%
Vietnamese	9	10	19	47%
Total	33	59	92	36%

School Programs

Barber	Passed	Failed	Total	Pass Rate
English	2,062	966	3,028	68%
Korean	5	2	7	71%
Spanish	137	144	281	49%
Vietnamese	77	19	96	80%
Total	2,281	1,131	3,412	67%

Cosmo	Passed	Failed	Total	Pass Rate
English	4,897	2,017	6,914	71%
Korean	46	12	58	79%
Spanish	228	335	563	40%
Vietnamese	393	108	501	78%
Total	5,564	2,472	8,036	69%

Electrologist	Passed	Failed	Total	Pass Rate
English	67	16	83	81%
Total	67	16	83	81%

Esthetician	Passed	Failed	Total	Pass Rate
English	6,112	3,446	9,558	64%
Korean	31	19	50	62%
Spanish	47	78	125	38%
Vietnamese	638	422	1,060	60%
Total	6,828	3,965	10,793	63%

Manicurist	Passed	Failed	Total	Pass Rate
English	1,717	1,066	2,783	62%
Korean	8	12	20	40%
Spanish	109	56	165	66%
Vietnamese	2,114	743	2,857	74%
Total	3,948	1,877	5,825	68%



MEMORANDUM

DATE June 7, 2022

TO: Members, Licensing and Examination Committee

FROM: Kristy Underwood, Executive Officer

SUBJECT: Review and Discussion of the Board's Extern Program

Background

The Board utilizes the extern program to allow a student enrolled in an approved school to gain hours toward their education within a licensed establishment. On January 1, 2022, SB 803 became effective that increased the number of hours an extern could achieve while working in an establishment. The new law also allows the students to enter the extern program earlier than before as well as receive compensation. A comparison to the extern program before SB 803 and after is as follows:

	Pre SB 803	Post SB 803
Minimum Hours Needed to be Completed to Enter Extern Program	60% (960 hours)	25% (250 hours)
Maximum Hours Available to be Received from the Extern Program	10% (160 hours)	25% (250 hours)
Receive Compensation	No	Yes

To participate in the extern program, a school provides the Board with a completed form that indicates the name of the school and the name of the establishment. The school is not required to inform the Board of the student's name, or how many students are participating in the program. Board staff verify that the establishment does not have any outstanding fines or pending discipline.

The number of schools utilizing the extern program over the last three years:

2019	2020	2021
2	11	10

The number of establishments reported to have externs over last three years:

2019	2020	2021
6	56	74

A breakdown of the 2021 data is as follows:

School	# of Extern Agreements Submitted
1	1
2	10
3	6
4	1
5	17
6	28
7	1
8	4
9	5
10	1

This shows that one school (#6) has submitted agreements between the school and 28 separate establishments.

Issues

Now that the law allows for more hours to be gained while participating in the extern program, the following issues should be discussed:

1. There is no requirement for a school to document the hours that a student has received while participating in the extern program.
2. The Board is receiving multiple agreements where a cosmetology extern is working in a nail only establishment.
3. There is no proof received that the establishment has a minimum of four employees, that all the licensees are in good standing and that the licensees work for salaries and not commission.

All requirements of the extern program are to be followed by the school and establishment and the only requirement is that they sign the form.

Recommendations

The Committee should discuss the extern program and determine if there is a need to increase the Board's oversight of the program.

No Attachment

Adjournment