

RECORD OF PROCEEDINGS

MINUTES OF THE COLORADO STATE ELECTRICAL BOARD, CONTINUED COMPETENCY WORKGROUP MEETING HELD AT 1560 BROADWAY, SUITE 1550, DENVER, COLORADO ON Monday, August 24, 2009

- **PDU- Professional Development Units**

The meeting of the Board was publicly noticed according to the Division of Registrations' Policy 80-17.

I MEETING – CALL TO ORDER

Committee Chair Loren Priest called the meeting to order at 10:30 a.m.

II RECOGNITION OF MEMBERS PRESENT

Loren Priest, Committee Chair	Board Member
Scott Berg	Board Member
Rory Berumen	Board Member
Jerry Coffee	Board Member
George Nightingale	Board Member
Terry Schneider	Board Member
Steve Foote	Non-Union Representative
Steve Gregory	Industry Association Representative
Ken Griffin	Union Representative
Dave Hendricks	Training Representative
Jeff Pagnard	Inspection Representative
Gary Probst	Non-Union Representative
Rich Thatcher	Training Representative
Francis Vigil	Training Representative

MEMBERS ABSENT

Rick Miell	Inspection Representative
Cliff Rediger	Training Representative

OTHERS PRESENT

Mark Browne	Program Director
Charles H. Adams	Program Director (Former)
Stephen Conrad	Chief Inspector
Ronnie Hines	Division Contracts and Communication Director
Grady Barnhill	Continued Competency Consultant

III PREVIOUS BOARD MEETING MINUTES

There were no minutes from the July 27, 2009 to approve.

VI REVIEW OF WORKGROUP BUSINESS

A. Ground Rule

There will not be replacements assigned for resigning members of the Continued Competency Workgroup (CCWG). Cliff Rediger has resigned.

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B. Stakeholder Continued Competency Workgroup

A model idea was presented by committee members Berumen and Foote (see also "Stakeholder Presentation Chart").

C. Timeline for a potential three year renewal period 2011-2014

Committee members discussed the following items for the implementation of HB 09-1136 by January 2011.

- Exam Assessment as a measuring tool.
- PDU (Professional Development Units) should help insure continued reciprocity.
- Address rural access for electricians – leaning toward an online system to allow fair access for all licensed individuals.
- Will require state approval for change to a three-year renewal period (§12-23-106(4)(c), C.R.S.
 - If a licensee does well on the assessment - no further action needed until the next renewal period;
 - If licensee doesn't do well on the assessment - identify areas requiring coursework for continued education.
 - Courses should address assessed weaknesses
 - Determine timeframes for taking assessment and for taking coursework
 - Item development for the assessment process (e.g. code changes)

D. Presentation of Continued Competency program models – Grady Barnhill

- Possibility of on-site proctored examination/assessment vs. home assessment.
- Methods to remediate licensees – refer to the 'Stakeholder Presentation Flowchart'.
- Determine current learning opportunities.
- Should PDU Classes have built in test/quiz to evaluate the course success – consensus was not to make it part of the requirement
- Address specialization and levels of electricians.
- Common core of knowledge
- Diagnostic feedback on assessment
 - To identify deficiencies
 - Lead to identification of Professional Development requirements.
- Multiple-choice format is the preferred way of testing assessment.
- Should subsequent assessment focus on deficiencies, or should it be similar to the initial assessment.

E. Open Discussion Items

- Ability to address licensees that continue to perform below expectations/punitive
- Question concerning privacy issues on publishing results of electricians' assessment – decision to remain confidential was made.
- CC is an evolving program that will eventually be streamlined and possibly added onto in the future
- Address issue of a two or three-year renewal cycle
- Licensees that pass assessment are actively taking coursework to within the profession.
- Staff will create Rule language with the Workgroup providing direction.

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F. Agreements (tentative)

- CC Program Basic Elements
 - Test/Assessment – address core competencies
 - Will function as self assessment, to be written/administered by third party vendor (discussed 50 item assessment and concern that should not be too lengthy based upon profession)
 - Will be online—addressing rural access; concerns of security
 - Core Competencies:
 - Safety
 - Ground/bond
 - Ethics/statutes
 - Code changes
 - Wiring methods
 - New technology/industry
 - Theory and information from inspectors/items needing attention
 - Determine timeframe to take assessment – should coincide adoption of new code by the Board; should provide enough time to administer all licensees; should consider outreach efforts and knowledge of the new CC program upon implementation
 - Action Items:
 - Ronne/Grady – Research regarding proposed length, cost to develop/administer, possibility of Item Response Theory
 - Steve – Review issues seen by inspectors that may need to be added to core competencies
 - ALL – Core Competencies – review and come to consensus at next meeting
 - Rory/Steve/ Rich will review existing training classes to:
 - ◇ Ensure all core competencies may be addressed in existing or upcoming PDUs
 - ◇ Bring back statistics on available classes
 - ◇ Online – Steve Foote
 - ◇ Rich Thatcher – Red Rocks
 - ◇ NJITC, accredited schools, state system
- PDUs – Performance on assessment will determine the development of individual plans, i.e., what courses/areas of focus should be taken by individuals
 - If pass assessment, then award 24 PDU hours rather than requiring PDU/3 year renewal cycle
 - If one area needing improvement, then 8 PDU hours required (prorated) /3 year renewal cycle
 - If two areas need improvement, then 16 PDU hours required
 - Low assessment – if three areas need improvement, then 24 PDU hours required/3 year renewal cycle
 - 24 PDU/3 year renewal cycle is MAXIMUM
- Approved PDUs will be used to demonstrate competency

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G. Continued Competency Idea Chart

Continuing Competence Model Characteristic	Rationale	Consideration
Prefer modification of renewal cycle to 3 years	To correspond with release of National Electrical Code	Fiscal and administrative implications to be evaluated by DORA
Number of Areas to be evaluated	Need enough areas to provide meaningful information	Want as few areas as practical to reduce number of questions on assessment (a minimum number of questions are needed for reliable assessment in each area)
To determine areas for assessment – consider previous test areas Consider: <ol style="list-style-type: none"> 1. Ethics/Statutes 2. Safety 3. Grounding/bonding 4. Electrical theory – calculations 5. Code changes 6. Wiring methods 7. New technology 		Also consider information provided by electrical inspectors - What are current electricians missing? What additional knowledge or skills would be most helpful?
Ensure test provides breakdown of performance in each area	Simple Pass/Fail information seen as insufficient	Provide detailed information for maximum feedback to electricians – scores, percentiles or performance information relative to other Colorado electricians
Assessment to be delivered online	To keep direct costs to electrician down (proctored test would be at least \$100 more per candidate)	While not as secure as proctored test, much more convenient- electrician does not have to miss work. More convenient for electricians in remote areas
Require a maximum of 24 “hours” (Professional Development Units?) per 3-year period (8-24 PDU’s in a three year period).	To be most compatible with requirements in other states – facilitates reciprocity	Example: If there were 6 assessment areas, Could require 3 PDUs be taken in each area of substandard performance.
Allow credit for electricians who score above Acceptable Level of Performance in each test area	If electrician knows enough already – should not be required to take additional coursework	If DORA provides PDUs for performing well on each area, this could facilitate reciprocity.
If electrician performs below Acceptable Level of Performance in one or more areas – use that information to form learning plan for renewal period	Electrician targets learning in areas where most benefit is needed.	Electricians do not “fail” assessment – rather use the assessment to target their continuing education. If they “comply with program requirements” they can renew. Program focus is on remediation and professional development - not punitive.

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H. Stakeholder Presentation Flowchart

