EMS Education & Examinations Rule Task Force August 25, 2010 Oxford Suites 1426 S. Entertainment Ave., Boise, Idaho

TASK FORCE MEMBER ATTENDEES: Mary Anne Pace, Dr. Curtis Sandy, John Lewis, Tom McLean, Rod Piller, Mark Zandhuisen, Janis Nelsen

EMS Bureau Staff: Wayne Denny, Justin Clemons, Marc Essary, Diana Hone, Valerie Fend-Boehm

<u>Visitors:</u> Harv Lyter, Idaho State Board of Education

Introductions

Mary Anne Pace opened the meeting at 9:03 with introductions.

Tom McLean moved to accept the July 28, 2010, minutes as presented. Mark Zandhuisen seconded.

Because Harv Lyter from the Idaho State Board of Education would be addressing the task force regarding proprietary schools at 9:30, Wayne Denny, EMS Bureau Standards & Compliance Section Manager, and Justin Clemons, EMS Bureau Education & Certification Specialist, highlighted some issues with the current EMS Bureau process for approving courses.

- Under current rules, the bureau has limited ability to deny a course if the correct paperwork is submitted, even when there is past history of unacceptable conditions with the individual or organization.
- Students have no recourse for getting their tuition refunded if a school folds before the course is completed.
- Approval of programs rather than course by course
- The Bureau does not want to hinder the development of progressive programs nor do they want to create a system where rural communities cannot put on a course.

Proprietary School Requirements

Harv Lyter, State Coordinator for Private Colleges & Proprietary Schools, Idaho State Board of Education explained what proprietary schools are and how they relate to training programs in general.

Proprietary schools are essentially those non-degree granting, trade and training organizations that, by definition in code, train and provide educational services to the public for a fee. There are exceptions that are exempted such as organizations whose sole business is to train people for a government agency. But if they allow a student into the course that is not associated with the high school, or county, or other government entity, and charge them a fee, then they should be registered as a proprietary school. The process is on the Board's website. There is a fee involved because it is a self sustaining program.

One must have a surety bond calculated to the specific amount of that schools liability to repay their active students to be registered as a proprietary school. Therefore, the student would be able to get their registration money back if the school folded midstream.

Being a registered proprietary school makes them legitimate under state law so they can be listed as a qualified service provider for places like the Dept of Labor Workforce Investment Act, the Division of Vocational Rehab, the State Veterans Benefits Programs, etc.

Proprietary schools in the state range from the Northwest Lineman School that does several million dollars worth of business a year, it is one of the few high power tension line training schools in the country, all the way down to the Glens Ferry school for equine dentistry, which is one of two (2) international locations for horse dentistry.

There are no specific requirements as to who can teach what unless the subject is already governed by another government agency, licensing board, council, commission, or national certification standards. Examples:

- Massage therapy There are no state requirements but there are national regulations. In order to be an instructor in the state of Idaho you have to show your national level card to obtain licensure from the Bureau of Occupational Licenses. Therefore, the Board of Education asks them to show that they have passed the national standard exam before they can become a proprietary school.
- Morticians There is a Board of Morticians within the state of Idaho, so the Board of Education would expect the training programs to follow the guideline of the governing board.
- Dental assistants The Board of Education insists on a letter from the Board of Dentistry that says the curriculum they will be using has been approved.

These examples show that the Board of Education piggy backs on the expertise of every board that exists in the state of Idaho for proprietary school application. They would rely on the expertise of the EMS Bureau to say what quality EMS training is. The trade board is doing most of the heavy lifting because that is where the technical standard lies.

A proprietary school only has to show the student completed the course. Whether the student can pass the licensing exam or not does not qualify or disqualify the organization from being a proprietary school. If the curriculum has been approved by the appropriate board, they can register to be a proprietary school. The State Board of Education's concern is that the consumer has been protected through the process of receiving the training they paid for.

There is a complaint process for those who feel their training was substandard. The issues are referred to the school first but the appropriate trade board is also made aware of the complaint. The Board of Education tracks the complaints. If there is a consistent record of substandard performance and the trade board is also in agreement, both boards can take action against the school. The only action available to the State Board of Education right now is denial of renewal for registration as a proprietary school. The Board of Education measures whether the course was held and the certificate was received as paid for. The trade board or bureau would be the place that could measure substandard outcomes.

If a trade does not have specific statutory responsibility to govern their schools, then by default the responsibility to govern their school operation reverts to the State Board of Education.

- Board of Cosmetology has specific statutory authority to operate, manage and govern schools of cosmetology. It is spelled out in their statute; therefore, the Board of Education does not regulate schools of cosmetology.
- Real Estate Commission has an agreement with the Board of Education. They have a huge training program that is very well laid out; very well governed. They do their own. The Board of Education, therefore, does not regulate real estate schools either.

This triggered a key point for discussion. Idaho statute gives the EMS bureau authority to regulate EMS educational offerings. Wayne asked if that decouples the proprietary school requirement. Harv answered that is one of the issues that this task force really needs to look at and one that brought him to the meeting today. If it is determined that it is advantageous for the EMS Bureau to assume that role through the task force deliberations and rewriting of the education standards and rules the Board of Education would then put EMS on their exempt list.

Mary Anne asked how that would be advantageous. Harv answered that it would eliminate a coordination effort with other state agencies such as the State Board of Education. It would give the EMS authority the power to not only act against someone based on EMS technical quality standards but to also act against them in the school setting. It would grant the authority to decide how to protect those students who are paying for the training. Whether it is decided to assume a bond issue, or if it is decided that was not necessary, the EMS authority would have the decision making ability. The authority would exist within one agency to not only govern the technical quality standards but also directly govern the educational delivery side. Those are decisions for the task force and the governing body to make. The State Board of Education would not object if the Dept of Health & Welfare and the EMS Bureau decided to assume that level of responsibility.

EMS Education Data Fact Sheet and continued discussion

In response to Dr. Sandy's request at the last meeting for data regarding EMS course performance rates, Valerie Fend-Boehm, EMS Bureau Data / Project Coordinator, compiled a data fact sheet for students listed on Idaho approved initial course rosters for courses ending in 2008 or 2009. Course completion, exam pass rates and number licensed in the state were compared for licensed EMS agency, college, proprietary school and high school courses. This report was discussed in detail and a copy can be found in the Negotiated Rule Writing meeting materials for the Education & Exam Rules Task Force at www.idahoems.org.

Because one of the Bureau's primary responsibilities is to license providers, Wayne was interested to know the percentage of people that actually get licensed in the state compared to the number of people that started a course. It was discovered that EMS agencies that put on courses have the highest student to license ration. However, many students that take an EMT course at the college level do not take the exam or get licensed because all they need is course credit for their degree. Even if they do get licensed, it could be in another state, so those numbers are hard to compare.

Wayne asked what the performance measures should be by which to measure an educational institution. What would be used to measure a course or instructor performance? How would we adjust the evaluation for low frequency courses or instructors? What does it take to become an approved course or an improved instructor? Do we require an instructor to do anything to maintain their certificate to teach?

Task force members discussed text books, accreditation, maintaining accreditation, student selection/screening, on-line training, criminal history background checks, qualified/quality instructors, course completion rates, exam pass rates, performance measures that would have to include student quality, instructor quality, facility quality, etc. There was concern that rural communities would have a problem meeting and maintaining an accreditation process. Task force members want to support EMS in rural communities but also support quality EMS education processes to safeguard the quality of education. This is important for the student as well as the citizens who will be served by these students once they are licensed. We want instructors that can present quality information, get people through the educational process prepared to pass the exam, get licensed and be competent.

John Lewis suggested the work the Idaho Consortium of EMS Educators (ICEE) committee spent a couple

of years developing be pulled out and looked at. They developed accreditation processes, instructor certification processes, etc. Perhaps some of that can be used now and built upon rather than starting from scratch. The ICEE program was never implemented because funding and the authority piece were missing. Wayne agreed that this work would be sent to task force members before the next meeting.

After reviewing the statistics, John Lewis asked what is the most broken. Dr. Sandy, Wayne and Justin agreed that it is the course approval process. Why should regular participants have to fill out paperwork every time? Requirements should be tighter for someone who is new or seldom puts on a course, but those who put on course regularly should be able to have their program approved and not every individual course.

The Peace Officers Standards & Training (POST) Academy concept was discussed. Having a group of educators looking at EMS education, building curriculum, approving curriculum and providing oversight to Justin is the solution to providing better quality product of putting competent people in the back of an ambulance. That would create a disinterested party doing the education, perhaps the Bureau doing the exams or the disinterested body doing the exams and then the Bureau simply licensing and regulating the practice of EMS.

Next meeting: September 22, 2010 – George Hatch, CoAEMSP Executive Director

Barb Clark moved and John Lewis seconded adjournment at 3:25