

# **Puerto Rico Occupational Licenses Analysis Project University of Puerto Rico**

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## **Review of Occupational Licensing Management Systems for a set of Jurisdictions in the US**

**Technical Report. Version 1.0: December 15/2021**

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## Agencies list

CJ	Comisión de Juegos	Game Commission
CT	Compañía de Turismo	Department of Tourism
DACO	Departamento de Asuntos del Consumidor	Department of Consumers Affairs
DH	Departamento de Hacienda	Department of the Treasury
DE	Departamento de Estado	State Department
DF	Departamento de la Familia	Department of Family Affairs
DRD	Departamento de Recreación y Deportes	Department of Sports and Recreation
DRNA	Departamento de Recursos Naturales y Ambientales	Department of Natural and Environmental Resources
DS	Departamento de Salud	Health Department
DSP	Departamento de Seguridad Pública	Department of Public Safety
NTSP	Negociado de Transporte y otros Servicios Públicos	Office of Transportation and other Public Services
OCIF	Oficina del Comisionado de Instituciones Financieras	Office of the Commissioner of Financial Institutions
OCS	Oficina del Comisionado de Seguros	Office of the Commissioner of Insurance
PJ	Poder Judicial	Department of Justice

## **Abstract**

This report was developed under an agreement between the University of Puerto Rico and Puerto Rico's State Department (Departamento de Estado; DE). The agreement is aligned with the Ease of Doing Business division of Puerto Rico's Financial Oversight & Management Board for Puerto Rico and the approved Fiscal Plan of the Government of Puerto Rico. This report provides an analysis of the licensing systems observed in 16 states of the United States. The overall characteristics of the state systems are presented followed by a characterization of each of the state's systems. The report presents benchmark functions/components that should be considered in the development of occupational licensing systems for the commonwealth of Puerto Rico. The report concludes with recommendations for the structure of the island's occupational licensing systems.

## **1. Introduction**

This report presents the results of research conducted over a 14-week period<sup>1</sup> to characterize online occupational licensing systems used in the United States. The key objective of the study was to identify benchmark systems and their features. These benchmarks will aid the government of PR and its agencies to improve the usability and efficiency of its occupational licensing systems.

At this time, there is no single occupational licensing system in Puerto Rico. The systems are occupational area specific, although for the most part aligned with one of the 14 agencies that regulate/ manage/ award the licenses. However, not all the licenses under the scope of an agency are managed by the same system. For example, in the Departamento de Salud (DS), which is the agency with the most licenses, some of the examination boards follow different approaches and systems to applying, managing, and awarding licenses.

The lack of a single occupational licensing system is not unique to Puerto Rico. All the U.S. States have multiple agencies and systems that regulate/ manage/ award licenses. This is frequently aligned with the type of occupation; thus, several jurisdictions have a licensing system for health/medical occupations, another system for "trade" type occupations, and another system for "professional" type occupations. This study aimed at analyzing the systems used to manage the licenses for all types of occupations. The end objective of this analysis is to provide a set of best of class systems and components that can be benchmarks to be used by PR's agencies in future investments.

The report is organized as follows. Section 2 describes the research and analysis methodology, including how the sampled states and occupations/licenses were selected and the assessment approach. Section 3 presents the results, whereas Section 4 presents the benchmarking elements. Finally, Section 5 provides recommendations.

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<sup>1</sup> August 23 – November 22 2021

## 2.Methods

The methodology used in this research aimed at characterizing the components and features of the systems used by a selected set of states to license individuals. These components and features relate to the usability, visuals, information provided, and the actions it supported online; for example to apply for and renew licenses.

### 2.1 States selected

Given resource limitations, it was not possible to analyze the occupational licensing systems of every state and jurisdiction of the U.S. For that reason, a sample of 16 states was selected. This represents just under a third of the total jurisdictions in the U.S., and a large enough sample that it provides sufficient examples of the variety of licensing systems used in the nation. The selection of the particular states that were used in the sample was not random, instead based on one of two rationales:

- States that have been recognized in the literature <sup>2 3</sup> as having implemented significant reforms in their licensing laws and requirements, focusing on lower requirements and burdens. It was hypothesized that states that have implemented changes to their regulations would have efficient/streamlined/user friendly online licensing systems.
- States that have significantly large populations of Puerto Rican origin<sup>4 5</sup>. This would provide perspective on the type of online licensing systems individuals who may return to Puerto Rico will have experienced and expect at the time they return.

Table 1 lists the sixteen selected states. The second column is check marked if the state has been mentioned in the literature as having implemented reforms recently, while the third column is check marked if the state has been reported as having significant populations of Puerto Rican origin.

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<sup>2</sup> <https://www.lexisnexis.com/en-us/products/state-net/news/2021/02/05/Occupational-Licensing-Reform-Gains-Steam-in-Statehouses.page>

<sup>3</sup> <https://www.ncsl.org/research/labor-and-employment/the-evolving-state-of-occupational-licensing.aspx>

<sup>4</sup> <https://www.pewresearch.org/hispanic/fact-sheet/u-s-hispanics-facts-on-puerto-rican-origin-latinos/>

<sup>5</sup> <https://www.puertoricoreport.com/puerto-rican-population-in-the-states/#.YYgEAWDMLIU>

**Table 1. Sampled states and rationale**

State	Recent reforms	PR Population
Arizona	X	
California	X	X
Colorado	X	
Connecticut	X	X
Florida		X
Idaho	X	
Illinois	X	X
Iowa	X	
Massachusetts		X
Missouri	X	
Montana	X	
New Jersey	X	X
New York		X
Pennsylvania	X	X
South Dakota	X	
Texas		X

**2.2 Identifying the agency/department/license specific systems**

The research had the goal to identify all the agency-department license management systems (LMS) for each of the sampled states. In order to achieve this, a sample set of 36 occupations that represented the many types of occupations that are licensed in PR was selected. The sampled occupations are presented in Table 2.

**Table 2. Sampled occupations**

Athletic trainer	EMT	Public Relations
Barber	Engineer	Real estate agent
Casino worker	Geologist	Real estate appraiser
Chemist	Health services administrator	Rehabilitation counselor
Children care at home	Investment advisor	Security guard
Chiropractor	Lawyer	Social worker
Contractor	Massage therapist	Speech therapist
Dentist	Mechanic	Trader (investments)
Doctor	Nurse	Travel guide
Doctor-Cannabis	Nutritionist	Truck driver
Electrician	Pharmacist	Veterinary doctor
Embalmer	Psychologist	Water treatment operator

The process first required the research team to determine if a license was required in each state for each occupation in the sample. If that was the case, the LMS used to manage/award the license was identified. The end result of this process was the identification of the multiple LMS used by each state for the 36 selected occupations. As mentioned, it is expected that based on the diversity of the occupation sample, all the LMS in each state were identified, although that cannot be guaranteed. It is noted that not all the selected occupations were licensed in each state.

### **2.3 Type characterization**

Each LMS was initially categorized as to identify its overall approach. The three system types were the same ones used to characterize PR's systems. The types were W) Web based application/platform, E) Email based submittal, and P) In person submittal (includes cases where some processes/documents are performed/submitted by email/portal, and some are in person). This initial characterization determined if further analysis was to be performed. An analysis was only completed for LMS that were categorized as type W.

### **2.4 Subjective assessment**

Each LMS of type W was subject to a review of seven system elements related to usability. The seven items were:

- The system is easy to navigate.
- The system provides clear instructions on how to use it.
- The requirements for a license are easy to understand.
- Information is easy to find.
- All required information is available.
- The system is visually attractive.
- Hyperlinks and web pages work appropriately.

For each item the assessment was based on a Likert scale with the following definitions:

1. Agree
2. Somewhat Agree
3. Somewhat Disagree
4. Disagree

Most of the systems were reviewed by more than one researcher. In such cases the average or consensus rating was kept.

## 2.5 Features/functions assessment

The features/functions available in each LMS were identified. The list of functions is presented in Table 3, organized by “topic”. The review identified if this feature was available, but due to resource and time constraints it did not attempt to measure its quality and degree of “coverage”.

**Table 3. Functions/features considered for each LMS**

User support	Checklists per license to help applicants.
	Spanish option (website available in Spanish).
	Systems supports accessibility for people with disabilities.
	The system provides help guides.
	The system provides video tutorials.
Operational	Links to examinations (if required for a license).
	Mobile version.
	Online address change.
	Online payment.
	Option to transfer test results from other states.
Information	Uploading of documents.
	Easily indicates contingency options in case of an emergency situation.
	Provide information on status of applications.
	Provide information on the time it takes to complete the process.
	Provides information on reciprocity.
Post licensing information	System provides information regarding the laws, statutes, and other regulations that establish the licenses.
	System allows the verification of a license.
	System provides a list of licensed individuals.

## 2.6 Overall assessment

The final step of the review process was to award an overall score for the LMS system. The response was based on a Likert scale with the following values:

1. Exceptional
2. Excellent
3. Very good
4. Good
5. Fair
6. Poor
7. Very poor



### 3.Results

#### 3.1 State level characteristics

The results at the state level are presented in Table 4, where the last row provides Puerto Rico’s information as a point of comparison. Column #LMS indicates the number of LMS identified per state, while column #W indicate how many are of type W (percentage in parenthesis). Column #L indicates the number of occupations licensed in the state (out of the 36 in the sample) and Column #L-W indicates how many are managed by a LMS of type W (percentage in parenthesis).

**Table 4. State level characteristics**

<b>State</b>	<b># LMS</b>	<b># W</b>	<b># L</b>	<b># L - W</b>
Arizona	4	3 (75%)	31	27 (87%)
California	8	2 (25%)	26	2 (7%)
Colorado	5	4 (80%)	26	25 (96%)
Connecticut	5	1 (20%)	27	22 (81%)
Florida	9	5 (55%)	31	27 (87%)
Idaho	5	1 (20%)	30	2 (6%)
Illinois	5	3 (60%)	27	23 (85%)
Iowa	9	3 (33%)	30	20 (66%)
Massachusetts	3	2 (66%)	30	28 (93%)
Missouri	7	1 (14%)	28	1 (3%)
Montana	7	6 (85%)	31	30 (96%)
New Jersey	9	9 (100%)	29	29 (100%)
New York	7	7 (100%)	33	33 (100%)
Pennsylvania	8	2 (25%)	28	20 (71%)
South Dakota	7	1 (14%)	28	12 (42%)
Texas	18	15 (83%)	30	25 (83%)
<b>Puerto Rico</b>	<b>14</b>	<b>4 (28%)</b>	<b>36</b>	<b>26 (72%)</b>

Massachusetts is the state with the fewest number of LMS at 3, while Texas has the most systems (18), the only state with more systems than Puerto Rico. The average number of LMS for the sample is just above 7, therefore PR has approximately double the average at the “agency” based level of 14. Two states (New Jersey and New York) have all their LMS of type W, while several states have only one of their systems of type W (therefore, less than 25% of their systems are of type W). Puerto Rico’s 4 systems of W type, which represent 28%, is on the lower end of the sample, but not among the *worst* cases. It is quite interesting to note that several states that were selected due to their licensing reform efforts (Idaho, Missouri, South Dakota) are among the state with lowest percentage of W systems.

None of the sampled states licenses all the 36 sampled occupations, with an average of 29 occupations being licensed. New York is the state that licenses the most occupations out of the sample, 33 out of 36, while Colorado and California license the fewest at 26. Of relevance to this study is the percentage of licenses that are managed by an LMS of type W. As New York and New Jersey have all their LMS of type W, all their licenses are managed by type W systems. On average for all the sampled states, 70% of the licenses are managed by LMS, with California, Idaho, and Missouri being states where less than 10% of their licenses are managed by a LMS of type W. In this respect, PR's performance of 72% of the licenses being managed by a system of type W is in line with the average and well above the worst cases.

### 3.2 Review of the “main” LMSs by state

Each state in the sample had one or two “main” LMS that managed a majority of its licenses. For 13 out of the 16 states, this system was of type W. The usability characteristics for these main systems is presented in Table 5. Table 5 includes the state and an abbreviation for LMS agency or system, with an embedded hyperlink to the site. The next 8 columns relate to the subjective assessments (see section 2.4), where a 1 is agree and a 4 disagree (full scale below the table). The bottom of the table provides the legend for the abbreviations used. The next columns relate to the percentage of features observed for the system, where the Total column indicates the percent of all the features identified in section 2.5. The last column of Table 5 relates to the overall assessment, noting E = Excellent, VG = Very good, G = Good and F = Fair. General comments related to the state's systems are presented next.

**Arizona (AZ):** The main LMS is a subsystem of the state portal [az.gov](https://az.gov) <https://az.gov/work/employment#section2>. This LMS manages most of the sampled licenses and it has the highest “performance” of the three systems of type W in this state. This LMS is included in Table 5.

**California (CA):** The main LMS for the State of California is in the state portal as part of the Department of Consumer Affairs: <https://www.dca.ca.gov/splash.shtml>. This LMS is not of the W type and none of the W types identified in the research had an overall positive assessment. No system from California is included in Table 5.

**Colorado (CO):** The main LMS is <https://dora.colorado.gov/> from the Department of Regulatory Agencies (DORA). This LMS is included in Table 5. Colorado has three other LMS of type W, but none has better assessments than the DORA system.

**Connecticut (CT):** The state website is [ct.gov](https://portal.ct.gov) and from this location two agencies have their specific licensing sub-systems: <https://portal.ct.gov/DPH> (Department of Public Health: DPH) and <https://portal.ct.gov/DCP> (Department of Consumer Protection). The transactional elements for both occur at <https://www.elicense.ct.gov/>. The LMS from the DPH is included in Table 5.

**Florida (FL):** Nine LMS were identified for the state of Florida. The two systems that manage the most licenses also had the highest average ratings and are both of type W. They are

<http://www.floridahealth.gov/licensing-and-regulation/> (Florida Department of Health) and <http://www.myfloridalicense.com/DBPR/> (Florida Department of Business & Professional Regulation: FDBPR). Both systems are included in Table 5.

**Idaho (ID):** The main LMS for this state is <https://dopl.idaho.gov/> from the Division of Occupational and Professional Licenses. This system includes all types of licenses, containing those related to health and professional occupations. This LMS is however, not of type W. Of the three other LMS for this state only one is of type W and it did not have overall positive ratings, therefore no LMS from Idaho is included in Table 5.

**Illinois (IL):** The main LMS for this state is <https://www.idfpr.com/> from the Department of Financial and Professional Regulation (IDFPR). This agency regulates healthcare as well as other professional occupations. The characteristics for this system are reported in Table 5. There are two other LMS of type W in this state, but they did not receive positive evaluations and therefore not included in the Table.

**Iowa (IA):** Nine LMS were identified for this state, with three being of type W. The main system with 17 of the licensed occupations is <https://idph.iowa.gov/Licensing> from the Department of Public Health. This system manages a variety of occupations from Emergency Medical Services to Barbers. This is the highest rated system of type W and included in Table 5 for completeness.

**Massachusetts (MA):** This is the state with the fewest LMS, and its main system is a part of mass.gov. The <https://www.mass.gov/topics/professional-licenses-permits> manages the licensing processes and seems to fall under the state's Division of Occupational Licensure (DOL). This system is included in Table 5.

**Missouri (MO):** Similar to Idaho, the main LMS system for this state is not of type W. The system is <https://pr.mo.gov/> from the Division of Professional Registration. There is one LMS in this state of type W, but it was not included in Table 5 as it is related to a single license and did not receive a positive review.

**Montana (MT):** The main LMS for this state is <https://boards.bsd.dli.mt.gov/> from the Department of Labor and Industry - Professional Boards & Licensing Business Standards Division. This system is included in Table 5.

**New Jersey (NJ):** This is one of two states where all the LMS are of type W. The main system is <https://www.njconsumeraffairs.gov/Pages/Applying-For-A-License.aspx> from the Division of Consumer Affairs. This system is used for 20 of the sampled licenses, while each of the other 8 LMS for this state has a single license from the sample. The system from the Division of Consumer Affairs is included in Table 5.

**New York (NY):** This is the second state that has all of its LMS of type W. This state has two "main" LMS with over 10 of the sampled occupations in each of the two systems. The first is <http://www.op.nysed.gov/> from the Office of the Professions and its "focus" is health related occupations, while the second is part of the main state system: ny.gov, specifically <https://www.ny.gov/services/apply-professional-license>. Only the first LMS is included in Table 5 as the second received poor evaluations.

**Pennsylvania (PA):** The main LMS is <https://www.pals.pa.gov/#/page/default> a component of the pa.gov site, being one of two systems of type W for this state. The system is called PALS (Pennsylvania Licensing Systems) and is from the Department of State. This system is included in Table 5.

**South Dakota (SD):** This is one state where licensing reform did not translate into “effective” LMSs. There are two main LMS, one is <https://doh.sd.gov/boards/> from the Department of Health and the second is <https://dlr.sd.gov/> from the Department of Labor & Regulation, in particular their boards subsystem [https://dlr.sd.gov/boards\\_commissions\\_councils.aspx](https://dlr.sd.gov/boards_commissions_councils.aspx). Only the first system is of type W (out of seven LMS). This system is included in Table 5.

**Texas (TX):** Texas is the state with the most LMS, a total of 18. This is the case as many boards and commissions have independent systems. The main LMS is <https://www.tdlr.texas.gov/> from the Department of Licensing and Regulation. This system is type W and included in Table 5. It is noted that of the 18 systems, 15 are type W and multiple received good evaluations. The “best” type W LMS from Texas is <https://www.pharmacy.texas.gov/licenses/> from the Texas State Board of Pharmacy (TSBP). This system is also included in Table 5.

The systems presented in Table 5 represent in general the “best” cases, but not all represent benchmarks/ points of reference. Six of the fifteen systems have average subjective assessment of 1.1 (this means only one value of 2). These systems have good visuals, are well organized, and have the required information easily accessible. None of the systems had all the “desirable” features, and the percentages across the different subjects varied across them. It is noted that the post licensing have the highest percentage, while the user support functions have the lowest percentage. Furthermore, all the features are available in some of the systems. Finally, two of the systems were ranked as Excellent, and six as Very Good. Elements and features from the analyzed systems, and that represent benchmarks, are described in the next section.

**Table 5. Analysis of selected LMSs**

		Subjective Assessment								Features/Functions Assessment				Overall
		Nav	Instr	Requ	Easy	Avail	Visual	Hyper	AVG	User	Ops	Info	Post	
AZ	<a href="http://az.gov">az.gov</a>	2	2	1	2	1	2	1	1.6	40%	100%	100%	100%	VG
CO	<a href="#">DORA</a>	1	1	1	2	1	1	1	1.1	20%	83%	20%	100%	VG
CT	<a href="#">DHP</a>	1	1	1	1	1	2	1	1.1	40%	83%	80%	100%	VG
FL	<a href="#">FL Health</a>	1	1	1	1	1	2	1	1.1	40%	83%	80%	100%	VG
	<a href="#">DBPR</a>	2	2	1	1	1	2	1	1.4	60%	83%	60%	100%	VG
IL	<a href="#">IDFPR</a>	1	1	1	1	2	1	1	1.1	40%	83%	40%	50%	G
IA	<a href="#">IDPH</a>	2	2	2	2	2	3	3	2.3	40%	83%	60%	100%	F
MA	<a href="#">DOL</a>	1	2	1	1	1	1	1	1.1	40%	83%	60%	100%	E
MO	<a href="#">PBLBSD</a>	2	2	1	2	2	1	1	1.6	20%	100%	40%	100%	G
NJ	<a href="#">DCA</a>	2	2	2	2	2	2	1	1.9	0%	50%	20%	100%	F
NY	<a href="#">OP</a>	2	2	1	1	2	2	1	1.6	80%	100%	60%	50%	VG
PA	<a href="#">PALS</a>	1	2	1	2	2	2	2	1.7	80%	83%	60%	50%	G
SD	<a href="#">DOH</a>	3	3	2	2	2	3	2	2.4	80%	33%	40%	100%	F
TX	<a href="#">TDLR</a>	2	2	2	2	1	2	1	1.7	60%	83%	80%	100%	G
	<a href="#">TSBP</a>	1	1	1	1	1	2	1	1.1	80%	83%	100%	100%	E

Nav	The system is easy to navigate.
Instr	The system provides clear instructions on how to use it.
Requ	The requirements for a license are easy to understand.
Easy	Information is easy to find.
Avail	All required information is available.
Visual	The system is visually attractive.
Hyper	Hyperlinks and web pages work appropriately.

User	User support
Ops	Operational
Info	Information
Post	Post licensing information

Scale	
1	Agree
2	Partially Agree
3	Partially Disagree
4	Disagree

## 4. Benchmarking elements/concepts

### 4.1 The user interface-initial presentation

This relates to the initial presentation of the system. The system by the Department of Regulatory Agencies (DORA) from the state of Colorado provides a simple and effective benchmark; it is well organized and has nice visual elements. It clearly states objectives and key functionalities followed by news, a schedule of events, and links for additional support. The screenshots in Figures 1 and 2 present the system's initial interfaces/ start pages.

Figure 1. Initial page screenshot



Figure 2. Initial page screenshot 2

## What We Do

DORA is the state's umbrella regulatory agency, charged with managing licensing and registration for multiple professions and businesses, implementing balanced regulation for Colorado industries, and protecting consumers. Our nearly 600 employees are dedicated to preserving the integrity of the marketplace and promoting a fair and competitive business environment throughout Colorado.

## What You Can Do

- Apply for/Renew a License or Permit
- Find a Board or Program
- Schedule an Appointment (appointments are required for in-person services)
- Check a Business or Professional License
- File a Complaint with DORA
- Access Additional State Regulatory Services

### DORA News

OCTOBER 20, 2021

#### Polis-Primavera administration announces Reinsurance Program will save Coloradans an average of 24.1 percent for 2022

SILVERTHORNE (October 20, 2021) - Coloradans will save on average 24.1% on individual premiums for 2022, Governor Polis and Lt. Governor Dianne Primavera announced today.

OCTOBER 18, 2021

#### Colorado's 2021 Sunrise and Sunset reviews released

DENVER (October 18, 2021) - The Colorado Office of Policy, Research and Regulatory Reform (COPRRR), in the Executive Director's Office at the Colorado Department of Regulatory Agencies (DORA), released the 2021 sunset and sunrise reports on Friday, October 15.

OCTOBER 12, 2021

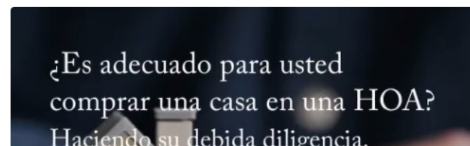
#### Biden Administration Announces Approval of Colorado's Inclusive Health Care Plan to Set Colorado's Essential Health Benefits

DENVER (October 12, 2021) - Today, the Centers for Medicare & Medicaid Services (CMS), announced it has approved the Colorado health insurance plan that will set the minimum health care coverage requirements starting in 2023.

[View All](#)

### Tweets by @DORAColorado

DORA Colorado @DORAColorado  
Con casi 10,000 HOA en Colorado, si está buscando una nueva casa, hay una buena posibilidad de que termine en una. Debe ser diligente antes de comprar una HOA: ([dre.colorado.gov/buying-a-home-...](http://dre.colorado.gov/buying-a-home-...))



[Embed](#)

[View on Twitter](#)

### DORA Public

Today	Tuesday, December 7
	10:00am Employment 101
	<b>Tuesday, December 7</b>
	9:00am State Board of Addiction Counselor Examiners Meeting
	9:00am Real Estate Commission Meeting
	10:00am Fair Housing 101
	<b>Wednesday, December 8</b>
	8:00am Colorado Dental Board - Panel A
	<b>Thursday, December 9</b>
	8:00am Colorado Dental Board - Panel B Meeting
	9:00am Introduction to HOAs and Liens - HOA Information and Resource Center
	10:00am Public Accommodations 101
	<b>Friday, December 10</b>
	9:00am Architect, Engineer & Land Surveyor Board Meeting
	<b>Saturday, December 11</b>
	7:00pm Commission Approved Event - Battle MMA

Events shown in time zone: Mountain Time - Denver [+ Google Calendar](#)



The screenshots in Figures 3 and 4 provide an example of the information presentation for one of the occupation/licensing “areas”: barber. It is noted that it follows a similar format / visual style.

**Figure 3. Barber screenshot 1**



[Home](#) > [DPO Home](#) > [BAR/COS HOME](#)

## Welcome to the Barber & Cosmetology Homepage

The Office of Barber & Cosmetology Licensure regulates individuals who practice in the State of Colorado as barbers, cosmetologists, hairstylists, estheticians, and nail technicians. Licensure for these occupations is mandatory in Colorado. The Office also regulates the shops and salons where the services are performed.

The purpose of the Office of Barber & Cosmetology Licensure is to protect the consumer. The Office's activities include inspections, investigation of complaints, determination of discipline, and enforcement of discipline for those who violate the Barber and Cosmetologist Act and the Office of Barber and Cosmetologist Licensure Rules.

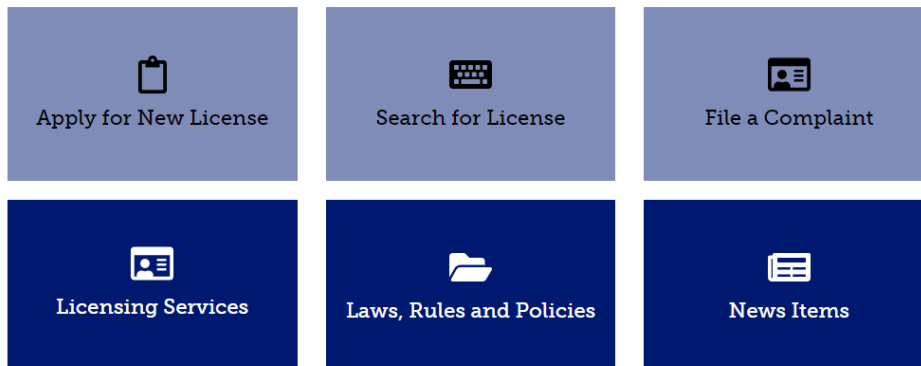




Figure 4. Barber screenshot 2

The screenshot displays the Barber & Cosmetology Public website interface. At the top, there are three dark blue navigation buttons: "Discipline and Enforcement" (with a document icon), "Resources" (with an open book icon), and "Division Info and FAQ" (with a person icon). Below these is the "Program Information" section, which contains four expandable menu items: "Advisory Committee", "Public Notices", "Legislative Updates", and "Meeting Minutes". To the right of the "Program Information" is a "Barber & Cosmetology Public" calendar widget. The calendar shows the current date as Thursday, December 2, and includes links for "Looking for earlier events" and "Looking for more". At the bottom of the page, there is a light blue footer area divided into two sections: "Contact Information" on the left and "DPO Quick Links" on the right. The "Contact Information" section provides the address: Office of Barber and Cosmetology Licensure, 1560 Broadway, Suite 1350, Denver, CO 80202. The "DPO Quick Links" section contains three links: "DPO Home Page", "DPO Online Services", and "File a Complaint".

Discipline and Enforcement

Resources

Division Info and FAQ

Program Information

- Advisory Committee
- Public Notices
- Legislative Updates
- Meeting Minutes

Barber & Cosmetology Public

Showing events after 12/2. [Look for earlier events](#)

Showing events until 12/31. [Look for more](#)

Events shown in time zone: Mountain Time - Denver

Google Calendar

Contact Information

Office of Barber and Cosmetology Licensure  
1560 Broadway, Suite 1350  
Denver, CO 80202

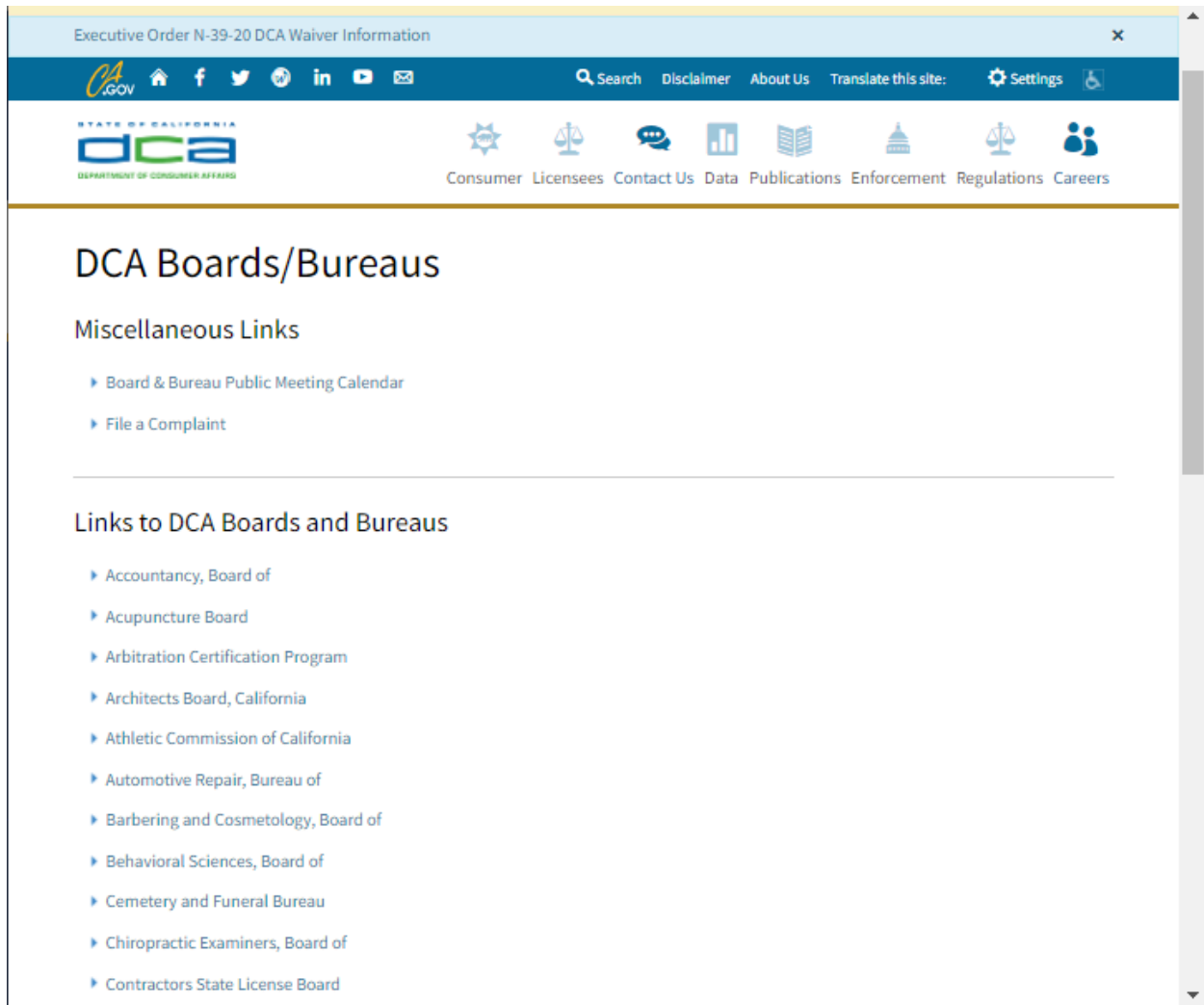
DPO Quick Links

- [DPO Home Page](#)
- [DPO Online Services](#)
- [File a Complaint](#)

## 4.2 Listing of occupations/professions/licenses/boards

A common feature of the LMSs with positive evaluations was that they provided a single point of information that listed all the occupations/boards under their scope. Figures 5 to 7 provide examples: the first two screenshots are from systems in California: [DCA](#) and the [Office of the Small Business Advocate](#), while the third is from [Florida Health](#). We note that the two California systems are not type W, but have some useful online features.

**Figure 5. Screenshot illustrating list of occupations/professions/licenses – example 1**



**Figure 6. Screenshot illustrating list of occupations/professions/licenses – example 2**

The screenshot shows the top navigation bar of the California State Government website. It includes the CA.GOV logo, social media icons, and links for Contact Us, Select Language, and Settings. Below the navigation bar is a dark blue banner with the title "Professional Licensure Guide". The banner contains introductory text about licenses and a link to a list of professions. Below the banner is a scrollable list of professional categories, each with a plus icon to its right. The categories listed are:

- Aerial Tramways and Amusement Rides
- Animal Services
- Athletics
- Automotive Services
- Business and Competency
- Cemetery and Funeral Bureau
- Door-to-Door Sales
- Education
- Entertainment
- Finance and Accounting
- Financial Institutions and Lenders
- Garment Manufacturing
- Health Care and Related Services
- Horse Racing
- Industrial Homeworkers
- Legal Services

Figure 7. Screenshot illustrating list of occupations/professions/licenses – example 3

The screenshot displays the Florida Department of Health website. At the top, there is a navigation bar with a 'Counties' dropdown menu and social media icons. Below this is a header section with the Florida Department of Health logo and the slogan 'It's a New Day in Public Health.' A search bar and links for 'About Us', 'Contact Us', and 'Newsroom' are also present. A dark navigation menu contains links for 'Programs & Services', 'Licensing & Regulation', 'Statistics & Data', 'Certificates', 'Diseases & Conditions', and 'Environmental Health'. The main content area is titled 'Licensing and Regulation' and includes a paragraph describing the department's role. A list of 'Regulated Professions' is provided in three columns. On the right side, there is a 'Medical Quality Assurance Services' section with a 'Verify a License' button and a 'File a Complaint' button at the bottom.

**Counties** [social media icons]

**Florida HEALTH** *It's a New Day in Public Health.*

The Florida Department of Health works to protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.

Search [input field] [Search button]

[About Us](#) | [Contact Us](#) | [Newsroom](#)

Programs & Services | **Licensing & Regulation** | Statistics & Data | Certificates | Diseases & Conditions | Environmental Health

## Licensing and Regulation

The Florida Department of Health is responsible for the regulation of health practitioners for the preservation of the health, safety, and welfare of the public. The Licensing and Regulation section provides information relating to professional, facility, and permit licensing along with information on enforcement.

### Regulated Professions

<a href="#">911 Public Safety Telecommunicator</a>	<a href="#">Emergency Allergy Treatment</a>	<a href="#">Osteopathic Physician</a>
<a href="#">Acupuncture</a>	<a href="#">Emergency Medical Technician</a>	<a href="#">Paramedic</a>
<a href="#">Advanced Practice Registered Nurse</a>	<a href="#">Genetic Counseling</a>	<a href="#">Podiatrist</a>
<a href="#">Anesthesiologist Assistant</a>	<a href="#">Hearing Aid Specialist</a>	<a href="#">Pharmacist</a>
<a href="#">Athletic Trainer</a>	<a href="#">Licensed Practical Nurse</a>	<a href="#">Pharmacy Technician</a>
<a href="#">Audiologist</a>	<a href="#">Marriage and Family Therapist</a>	<a href="#">Physical Therapist</a>
<a href="#">Body Piercer/Operator</a>	<a href="#">Massage Therapist</a>	<a href="#">Physical Therapist Assistant</a>
<a href="#">Certified Chiropractic Physician Assistant</a>	<a href="#">Medical Doctor</a>	<a href="#">Physician Assistant</a>

**Medical Quality Assurance Services**

**Verify a License**

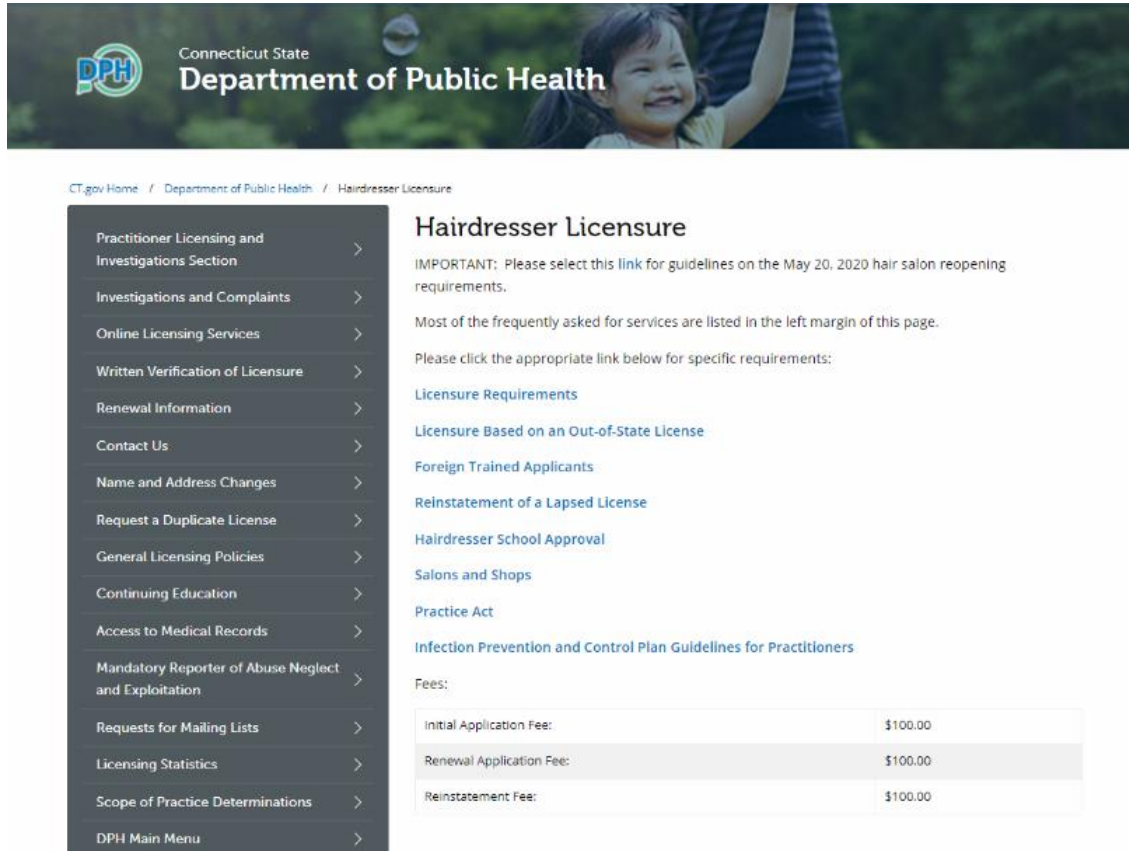
Verify the license status and disciplinary history of a healthcare professional or facility license in the State of Florida.

**File a Complaint**

### 4.3 Presentation of information


Connecticut's [DPH system](#) has a highly organized information setup. A click in the links in blue provides all the required information, and then a link to the online system takes the user where the application can be completed. Figures 8 to 10 present screenshots of the system's organization.

Figure 8. Example of good information organization: DPH – screenshot 1



When the applicant selects [Licensure Requirements](#) the information in Figure 9 is presented, which clearly establishes the process.

Figure 9. Example of good information organization: DPH – screenshot 2

The screenshot displays the 'Hairdresser Licensure by Examination' page on the Connecticut Department of Public Health website. On the left is a dark navigation menu with white text and right-pointing chevrons for each item: Practitioner Licensing and Investigations Section, Investigations and Complaints, Online Licensing Services, Written Verification of Licensure, Renewal Information, Contact Us, Name and Address Changes, Request a Duplicate License, General Licensing Policies, Continuing Education, Access to Medical Records, Mandatory Reporter of Abuse Neglect and Exploitation, Requests for Mailing Lists, Licensing Statistics, Scope of Practice Determinations, and DPH Main Menu. Below the menu is a search bar labeled 'Search Department of Public Health' with the text 'by Keyword' and a magnifying glass icon. The main content area has a white background. At the top, the title 'Hairdresser Licensure by Examination' is followed by a paragraph: 'Before applying for licensure, please familiarize yourself with the general licesing [policies](#).' Below this is another paragraph: 'An applicant for Connecticut hairdresser licensure must meet the following requirements: Have successfully completed at least the 9th grade or its equivalent:'. This is followed by a paragraph: 'Equivalency may be demonstrated by successful completion of General Educational Development Test or one of the following Ability to Benefit Examinations:'. A bulleted list follows: '• Test of Adult Basic Education (TABE)-Forms 5 and 6, Level A', '• Test of Adult Basic Education (TABE)-Forms 7 and 8, Level A', and '• Wonderlic Basic Skills Test (WSBT) - Verbal Forms VS-1 & 2, Quantitative Forms QS-1 & QS-2:'. Next is a paragraph: 'Successful completion of a course of not less than 1,500 hours of study in a [school](#) approved by the Connecticut State Board for Barbers and Hairdressers or in a school teaching hairdressing, cosmetology or barbering under the supervision of the Connecticut State Board of Education. Education completed outside of Connecticut is acceptable provided the school was approved by the appropriate regulatory body of the state in which the school was located:'. This is followed by a section header 'Documentation Requirements:' and a paragraph: 'Applicants must indicate on their application the highest educational grade level completed:'. Then another paragraph: 'Affidavit of Hours [Form](#)  submitted directly to this office from your hairdresser/cosmetology school:'. This is followed by a paragraph: 'Successful completion of the Prometric Licensing Examination Scores must be submitted directly to this Department. Please visit [Prometric](#) to obtain a Candidate Information Bulletin which provides information relative to registering for the examination:'. Then another paragraph: 'If applicable, a license verification from all states in which the applicant is or has ever been licensed, current or expired forwarded to this office from the appropriate authority in any U.S. State or territory in which the applicant is or has ever been licensed as a hairdresser/cosmetician. Most jurisdictions charge a fee for verification. Be sure to contact the jurisdiction for fee information.'. At the bottom of the main content area, a paragraph reads: 'A completed application with photograph and fee of \$100.00. Applications are only accepted online. Please select this [link](#) to apply online.' To the right of this paragraph is an orange square button with a white upward-pointing arrow and the word 'TOP' in white capital letters.

When the applicant selects **Licensure Based on an Out-of-State License** in the previous page, the information in Figure 10 is presented, which clearly establishes the process for such cases.

Figure 10. Example of good information organization: DPH – screenshot 3

The screenshot displays a website interface for the Department of Public Health (DPH). On the left is a dark sidebar menu with white text and right-pointing chevrons. The menu items include: Practitioner Licensing and Investigations Section, Investigations and Complaints, Online Licensing Services, Written Verification of Licensure, Renewal Information, Contact Us, Name and Address Changes, Request a Duplicate License, General Licensing Policies, Continuing Education, Access to Medical Records, Mandatory Reporter of Abuse Neglect and Exploitation, Requests for Mailing Lists, Licensing Statistics, Scope of Practice Determinations, and DPH Main Menu. Below the menu is a search bar labeled 'Search Department of Public Health' with a text input field containing 'by Keyword' and a magnifying glass icon.

The main content area has a white background. At the top, the title 'Hairdresser Licensure Based on an Out-of-State License' is displayed in a large, bold, black font. Below the title, there is a paragraph of text: 'Before applying for licensure, please familiarize yourself with the general licensing [policies](#).' This is followed by another paragraph: 'An applicant for licensure based on an out-of-state license may qualify for licensure provided the applicant holds a current hairdresser license at the time of application in any other state, the District of Columbia, or in a commonwealth or territory of the United States and was issued such license on the basis of successful completion of a program of education and training in hairdressing and cosmetology and successfully completed an examination.'

Below this is a section titled 'Documentation Requirements'. The text reads: 'A license verification [form](#) from all states in which the applicant is or has been licensed, current or expired, forwarded to this office from the appropriate authority in which the applicant is or has ever been licensed as a hairdresser/cosmetician. The license verification must document that the applicant was issued a license based on successful completion of a program of education and training and that the applicant was issued the license based on successful completion of an examination.'

Another paragraph states: 'If the issuance of the other state license did not require an examination, an applicant who has legally practiced cosmetology for at least five years in a state outside of Connecticut shall be eligible for licensure if the applicant submits evidence of acceptable education and experience.'

Underneath, the text says 'Evidence of experience shall include:' followed by a bulleted list:

- A license verification [form](#) from all states in which the applicant is or has been licensed as a hairdresser for at least five years of licensure;
- Correspondence from the applicant's former employers, coworkers or clients that indicates that the applicant's has practiced as a hairdresser in the state for at least five years; and
- A copy of tax returns that indicate cosmetology as the applicant's occupation.

At the bottom of the main content area, there are two paragraphs: 'No license will be issued to any applicant against whom professional disciplinary action is pending or who is the subject of an unresolved complaint in the context of providing services as a cosmetician.' and 'A completed application with photograph and fee of \$100.00. Applications are only accepted online. Please select this [link](#) to apply online.'

On the right side of the bottom paragraph, there is an orange square button with a white upward-pointing arrow and the text 'TOP' in white capital letters.

The Florida Department of Business & Professional Regulation system ([DBPR](#)) also provides an excellent benchmark in terms of site design for information and function availability. The Getting Started section shown in Figure 11 has the following critical functions: License Types, Application, Management, Renewal and CE (Continuing Education) Requirements.

Figure 11. Example of good information organization: DBPR – screenshot 1

The screenshot shows the website for the Florida Department of Business & Professional Regulation (DBPR), specifically the page for Electrical Contractors. The page features a blue header with the DBPR logo and navigation links: HOME, LICENSING & REGULATION, ONLINE SERVICES, and ABOUT US. Below the header is a blue banner with the text "ELECTRICAL CONTRACTORS".

The main content area includes a photograph of two electrical workers in orange safety vests and hard hats working on a panel. Below the photo is the heading "Electrical Contractors" and the name "Ruthanne Christie, Executive Director". A paragraph describes the Electrical Contractors' Licensing Board's responsibilities. Below this are links for "Know Your Scope chart" and "List of Acceptable Credit Reporting Agencies".

On the right side, there is a sidebar titled "Electrical Contractors" containing a list of links: Board Home, Board Information, Board Meeting Information, Hot Topics/Important Information, Business Tips and Useful Links, Complaints, Declaratory Statements, and Criminal Self-Reporting.

Below the main content, there are links for "Business Information", "Reciprocity and Substantially Equivalent Exams", and "10 Year Endorsement List".

A section titled "Getting Started In Electrical Contractors" contains a navigation menu with buttons for "License Types", "Apply For a License", "Manage My License", and "Renew My License". Below this is a "CE Requirements" section with a "General Terms" subsection. The "General Terms" section defines an "alarm system contractor" and a "registered contractor". Below the definitions is a list of contractor types with expandable arrows: Electrical Contractor, Registered Electrical Contractor, Alarm System Contractor I, Registered Alarm System Contractor I, Alarm System Contractor II, and Registered Alarm System Contractor II.



The CE Requirements tab presented in Figure 12 has a list of options to meet the requirements.

**Figure 12. Example of good information organization: DBPR – screenshot 2**

**Getting Started In Electrical Contractors**

License Types    Apply For a License    Manage My License    Renew My License

CE Requirements

**Education Course Lists**

- [Continuing Education](#) (Advance Module, Business Practice, False Alarm, General, Laws and Rules, Other, Technical, Workers' Compensation, Workplace Safety)
- [FASA/BASA Education](#)
- [Advanced Building Code Courses](#)

You may also use the department's [Find a CE Course](#) tool to locate specific subject areas or course topics.

License Types	Continuing Education Requirements	Fee	Expiration Date
Certified Electrical Contractor	<p>11 hours of Continuing Education must include:</p> <ul style="list-style-type: none"> <li>1 hour workers' compensation</li> <li>1 hour workplace safety</li> <li>1 hour business practices</li> <li>1 hour Florida Laws &amp; Rules</li> <li>7 hours of Technical to include - 1 hour Florida Building Code advanced module course and 2 hours false alarm prevention for all certified electrical contractors who perform alarm work</li> </ul>	\$296	8/31 Even Year

The state of Massachusetts's Department of Occupational Licensing ([DOL](#)) is another excellent example of how information for each license/occupation can be effectively presented. Figures 13 to 15 provide related screenshots.

Figure 13. Example of good information organization: DOL – screenshot 1

Mass.gov

Search Mass.gov

PART OF [Professional Licenses & Permits](#)

## Health Care Licenses

Many health care providers need a license to practice. Learn about the regulations governing healthcare in Massachusetts.

### Bureau of Health Professions Licensure

- Nursing** →  
Learn about licensing, nursing practice, resources for employers, and more.  
[Nursing Licenses](#) →  
[Nursing Practice](#) →  
[more](#) →
- Pharmaceutical Licensing** →  
Learn about licensing for pharmacists and pharmacies operating in the Commonwealth.  
[Pharmacy Technician Licensing](#) →  
[Pharmacist Licensing](#) →  
[Pharmacy Licensing](#) →  
[Nuclear Pharmacy Licensing](#) →  
[more](#) →
- Dentistry** →  
Find what you need to know about the licensure requirements for the practice of dentistry, dental hygiene, or dental assisting.  
[Dental Licenses](#) →  
[Dental Hygienist Licenses](#) →  
[Dental Assistant Licenses](#) →  
[Limited Dental Licenses](#) →  
[more](#) →
- Physician Assistant Licenses** →  
Check, apply for, or renew a Massachusetts Physician Assistant (PA) license.
- Drug Control Program Services** →  
Drugs and controlled substances can be misused, abused, stolen, or tampered with. Explore resources for prescription monitoring, reporting losses, codes of
- Genetic Counselor Licensing** →  
Apply for a provisional or full license, renew you license, or change your existing information.

Feedback

Figure 14. Example of good information organization: DOL – screenshot 2

**Pharmacist Licensing**  
Learn how to apply as, renew, or find programs for pharmacists, nuclear pharmacists, and pharmacist interns.

**Notices & Alerts** [Hide Notices & Alerts](#)

**The Bureau of Health Professions Licensure is Moving! Click here for more information** | Nov 26, 2021, 10:19 am +

Whether you are a pharmacist, a nuclear pharmacist, or a pharmacist intern, you can find your resources here. Learn how to apply for a license, renew a license, find training programs, and get continuing education requirements.

**OFFERED BY**  
Board of Registration in Pharmacy +

**What would you like to do?**

Top tasks

- Apply for a pharmacist license +
- Apply for a nuclear pharmacist license +

All other tasks

- Check a license +
- Renew your pharmacist or nuclear pharmacist license +
- Request a name change, address change, and/or a duplicate license +
- Petition for license reactivation +
- Petition for license reinstatement +
- Petition for retired pharmacist status +

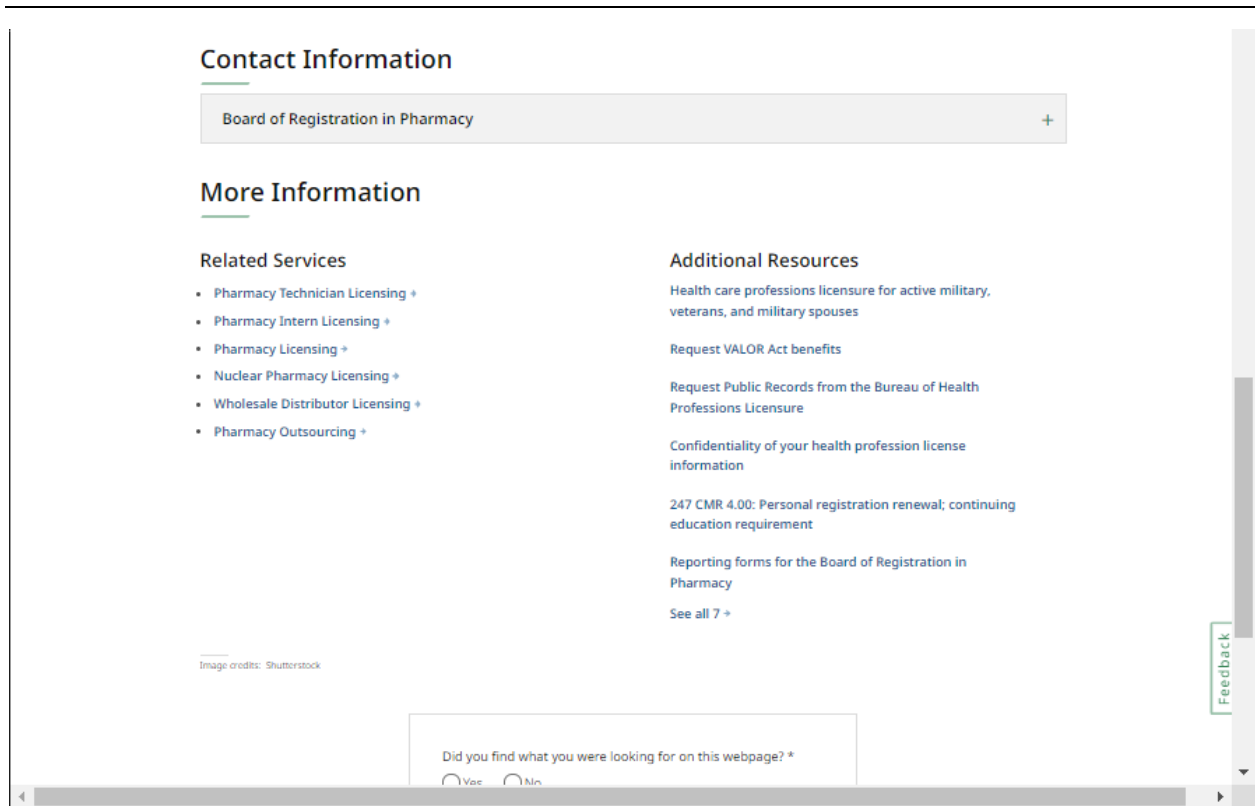
See all 11 +

**What you need to know**

- Pharmacist continuing education requirements +
- Reporting forms +

edback

Figure 15. Example of good information organization: DOL – screenshot 3



#### 4.4 Case generated checklist

An interactive and effective approach to provide the applicant the correct information is used in Pennsylvania's [PALS](#) system. This system uses an "interview" process to guide the applicant to the correct checklist. The screenshots presented in Figures 16 to 24 show the sequence of questions/answers and how it leads to two different checklists. When the user clicks on application checklist (Figure 16), the system prompts the user to select the board (Figure 17), then the license type (Figure 18), and finally if the required tests have been completed (Figure 19). If the user selects that option and clicks on Next, the checklist presented in Figure 20 is provided to the applicant. Figures 21 to 23 demonstrate an alternative set of responses that result in a different checklist (Figure 24).

Figure 16. Interactive approach to checklist screenshot 1

**Information for Individuals With Criminal Convictions Who Are Considering an Occupation or Profession That Requires Licensure issued by The Pennsylvania Department of State Bureau of Professional and Occupational Affairs.**

**YOUR ACCOUNT**

- Register for a new account
- Login to your account
- Application Checklist
- PALS Help

**YOUR LICENSES**

**Welcome to the Pennsylvania Licensing System (PALS)**

PALS can help you apply for, renew, and check your professional license.

**How do I get started?**

A good starting point is to use our [application checklist](#) to see all of the requirements and needed documents to apply for your license.

If this is your first time using PALS, [create an account](#) or if you are a returning user, [log in to your account](#). Once you are logged in, your dashboard will provide you with clear next steps.

Figure 17. Interactive approach to checklist screenshot 2

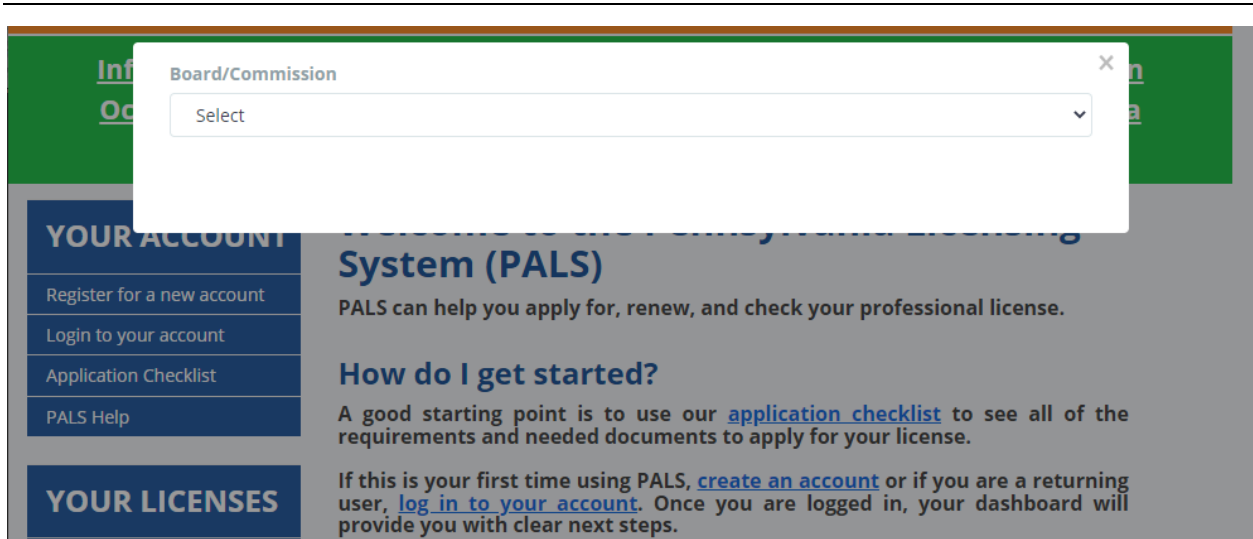
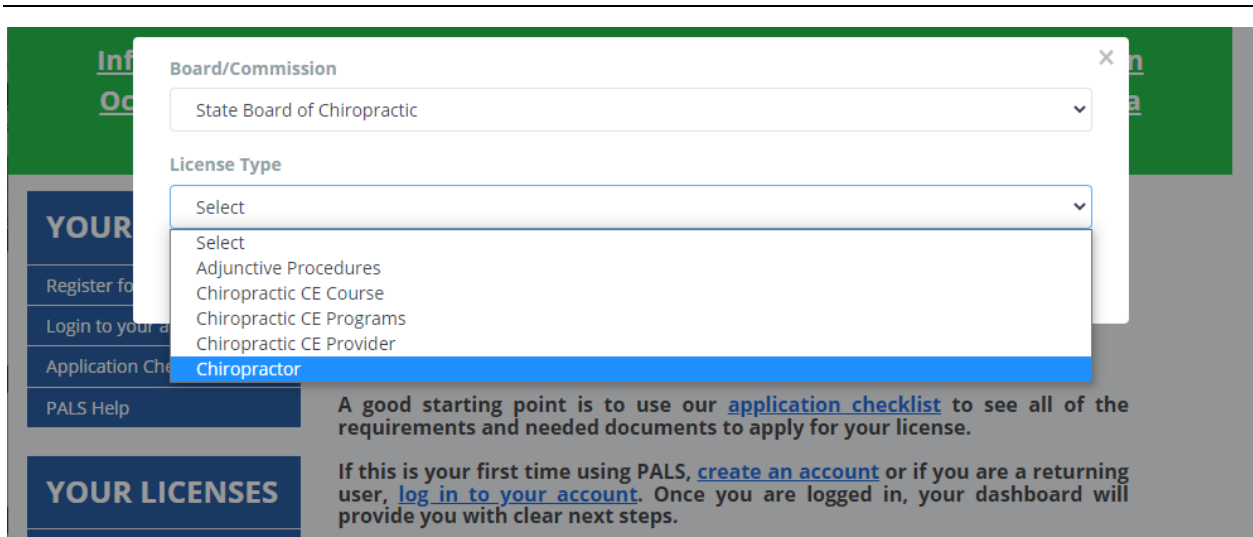


Figure 18. Interactive approach to checklist screenshot 3



**Figure 19. Interactive approach to checklist screenshot 4**

**Board/Commission**  
State Board of Chiropractic

**License Type**  
Chiropractor

The following questions will help to ensure that you apply correctly.

**Have you passed Parts I, II, III, & IV of the National Board Examinations?**

Yes  No

**Next**

**Figure 20. Interactive approach to checklist screenshot 5**

Evaluation results:  
**Board/Commission:** Chiropractic  
**License Type:** Chiropractor  
**Obtained By:** Examination

CheckList Name	Instructions
Application	If the application process has not been completed within six months from the date the application was signed, the applicant will be required to resubmit the application and any supporting documentation (this does not include the record of graduation or exam scores). If the application process has not been completed within one year from the date it was received, applicants will be required to submit another application and processing fee.
Application Fee	
Child Abuse CE	All health-related licensees/certificate holders and funeral directors are considered "mandatory reporters" under section 6311 of the Child Protective Services Law (23 P.S. § 6311). Therefore, all persons applying for issuance of an initial license or certificate from any of the health-related boards (except the State Board of Veterinary Medicine) or from the State Board of Funeral Directors are required to complete, as a condition of licensure, 3 hours of approved training by the Department of Human Services (DHS) on the topic of child abuse recognition and reporting. After you have completed the required course, the approved provider will electronically submit your name, date of attendance, etc. to the Bureau. For that reason, it is

Figure 21. Interactive approach to checklist screenshot 6

Board/Commission  
State Board of Chiropractic

License Type  
Chiropractor

The following questions will help to ensure that you apply correctly.

Have you passed Parts I, II, III, & IV of the National Board Examinations?

Yes  No

Next >

Figure 22. Interactive approach to checklist screenshot 7

Board/Commission  
State Board of Chiropractic

License Type  
Chiropractor

The following questions will help to ensure that you apply correctly.

Do you hold a current and valid unrestricted license to practice chiropractic obtained by examination in another state or territory of the United States or in another country?

Yes  No

< Back Next >



**Figure 23. Interactive approach to checklist screenshot 8**

**Board/Commission**  
State Board of Chiropractic

**License Type**  
Chiropractor

The following questions will help to ensure that you apply correctly.

Have you engaged in the active clinical practice of chiropractic under a license in another state or territory of the United States or in another country on a full-time basis for at least 2 of the last 5 years, or the equivalent on a part-time basis?

Yes  No

[← Back](#) [Next](#)

**Figure 24. Interactive approach to checklist screenshot 9**

Evaluation results:  
**Board/Commission:** Chiropractic  
**License Type:** Chiropractor  
**Obtained By:** Reciprocity

CheckList Name	Instructions
Application	If the application process has not been completed within six months from the date the application was signed, the applicant will be required to resubmit the application and any supporting documentation (this does not include the record of graduation or exam scores). If the application process has not been completed within one year from the date it was received, applicants will be required to submit another application and processing fee.
Application Fee	An application fee of \$65.00 is required. Please note that all fees are non-refundable.
Child Abuse CE	All health-related licensees/certificate holders and funeral directors are considered "mandatory reporters" under section 6311 of the Child Protective Services Law (23 P.S. § 6311). Therefore, all persons applying for issuance of an initial license or certificate from any of the health-related boards (except the State Board of Veterinary Medicine) or from the State Board of Funeral Directors are required to complete, as a condition of licensure, 3 hours of approved training by the Department of Human Services (DHS) on the topic of child abuse recognition and reporting. After you have completed the required course, the approved provider will electronically submit your name, date of attendance, etc. to the Bureau. For that

## 4.5 Resources

The LMS from the Texas State Board of Pharmacy ([TSBP](#)) provides excellent examples of supporting resources and information. The screenshots presented in Figures 25 to 29 relate to the continuing education requirements supporting resources. When the user clicks on continuing Education (Figure 25), the system presents the relevant information in an easy to understand format (Figure 26), that includes an instructional video (Figure 27) followed by detailed references to the CE requirements (Figure 28). Furthermore, by clicking on the General Renewal Requirements link (Figure 29), the system brings a checklist type document that outlines all the needed information.

Figure 25. Example of supporting resources – screenshot 1

The screenshot displays the Texas State Board of Pharmacy website. At the top, the logo and name 'TEXAS STATE BOARD OF PHARMACY' are visible. Below is a navigation menu with links for HOME, CONSUMERS, APPLICANTS, LICENSEES, TEXAS PMP, RESOURCES, LAWS & RULES, ABOUT, and CONTACT. The main content area is titled 'Individual License/Registration — Renew or Update' and includes a sub-header: 'Select your license or registration type to learn more about how to renew or update your license. If you need information about relicensure, changing your information, or information about required continuing education for license renewal, you can also find that here.'

On the left, a 'Categories' sidebar lists: Pharmacy Laws & Rules, Continuing Education, Training/Informational Videos, License Renewals, Print Your Certificate, Change of Name, Address, or Employment, Open Records Requests, Complaint Process, and COVID-19 Resources.

The main content area features four resource cards:

- PHARMACY TECHNICIANS-IN-TRAINING & PHARMACY TECHNICIANS**: Upgrade a pharmacy technician-in-training registration or renew a pharmacy technician registration. >>Learn More
- PHARMACISTS**: Obtain preceptor certification, update board certifications, request duplicate/replacement certificate, or renew a pharmacist license. >>Learn More
- CONTINUING EDUCATION**: Continuing education requirements for pharmacists and pharmacy technicians. >>Learn More (highlighted with an orange arrow)
- CHANGE OF NAME, ADDRESS, & EMPLOYMENT**: Notify the Board of a change of name, address, or place of employment. >>Learn More

At the bottom left, there are two buttons: 'VERIFICATIONS CHECK LICENSE STATUS' and 'TEXAS PMP PRESCRIPTION MONITORING PROGRAM'.

Figure 26. Example of supporting resources – screenshot 2

**Categories**

- Pharmacy Laws & Rules
- Continuing Education
- Training/Informational Videos
- License Renewals
- Print Your Certificate
- Change of Name, Address, or Employment
- Open Records Requests
- Complaint Process
- COVID-19 Resources

## Continuing Education — Pharmacy Technicians

**How many hours of CE do I need to renew my registration?**  
Pharmacy technicians need at least 20 hours of approved CE in order to renew. ([Board rule 297.8\(b\)\(4\)](#))

**Are there any specific CE subject requirements I need to meet?**  
Yes. All pharmacy technicians are required to have at least twenty hours of approved CE ([Board rule 297.8\(b\)\(4\)](#)), including the following subjects, which have been summarized below.  
For a comprehensive look at these requirements and what CE programs may be counted for each, click on the corresponding "Learn More" button for that requirement.  
You can also watch a video that gives a brief overview of these requirements. Watch the embedded video below or [in a separate tab](#).

**VERIFICATIONS**  
CHECK LICENSE STATUS

**TEXAS PMP**  
PRESCRIPTION MONITORING PROGRAM

Pharmacy Technician CE Requirements — Video Overview

Overview of Pharmacy Technician CE R... Watch later Share

Figure 27. Example of supporting resources – screenshot 3

**TEXAS PMP**  
PRESCRIPTION MONITORING PROGRAM

**RESOURCES**  
LAWS / RULES / GUIDES

**LOGIN**  
ACCESS MY ACCOUNT

**CONTACT**  
BOARD CONTACTS

**En Español**  
Select Language

**NEWS**  
Newsletter Board Meeting Information

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## Continuing Education Requirements for Pharmacy Technicians

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### Comprehensive Overview of Pharmacy Technician CE Subject Requirements

Subject	Code	Hours Per Renewal Period	Date(s) Required
TEXAS PHARMACY LAWS OR RULES	297.8(b)(4)(A)	1	Current requirement each renewal period
HUMAN TRAFFICKING PREVENTION - NEW (Legislatively Mandated)	297.8(b)(4)(C)	One (1) Texas HHSC-approved training course	

**Figure 28. Example of supporting resources – screenshot 4**

**Courses Per Renewal Period:** One (1) Texas HHSC-approved training course  
**Date(s) Required:** Renewals received **after** August 31, 2020 and **before** September 1, 2022

**NOTE:** This is a training requirement under the purview of the Texas Health and Human Services Commission (HHSC) and may or may not count toward your total required hours, dependent upon the course accreditation. Click the "Learn More" button for details and where to find courses approved by Texas HHSC.

**PROVIDERS:** Providers that wish to submit their human trafficking prevention course(s) for approval to meet this requirement can find additional information and application materials on Texas HHSC's website [here](#).

[Learn More](#)

**For a single-page summary of these general requirements, including exemption details for newly registered pharmacy technicians still in the initial renewal period, see the following PDFs:**

**Pharmacy Technicians:  
General Renewal Requirements**

**New Pharmacy Technicians:  
Initial Renewal Requirements**

Figure 29. Example of supporting resources – screenshot 5

The screenshot shows a document titled "Pharmacy Technician Continuing Education (CE) Requirement Breakdown" under "Board Rule §297.8". It states that 20 total hours are required per renewal period. A table breaks down these requirements into two categories: 1 hour and 19 hours. The 1-hour category is for Texas-specific pharmacy laws and rules. The 19-hour category can be on any subject and may include special certification requirements like sterile compounding. Below the table, there are "OTHER TRAINING REQUIREMENTS", including a "MANDATORY TRAINING" section for Human Trafficking Prevention Course Requirement. A note at the bottom states that pharmacy technicians are required to obtain CE as outlined by Board Rule 297.8 and are subject to random audit by TSBP.

1 Hour	19 Hours
Must be related to Texas-specific pharmacy laws and/or rules	Can be any subject; Can also consist of any special certification CE requirements, if applicable (for example, sterile compounding)

**OTHER TRAINING REQUIREMENTS**

**MANDATORY TRAINING**

**Human Trafficking Prevention Course Requirement:**  
For renewals received after August 31, 2020 and before September 1, 2022, a pharmacy technician must have completed the human trafficking prevention course required in §116.002 of the Texas Occupations Code. As specified in House Bill 2059, 86<sup>th</sup> Legislature, Regular Session, the Executive Commissioner of the [Health and Human Services Commission \(HHSC\)](#) shall approve training courses on human trafficking prevention, including at least one course that is available without charge. A list of the approved courses will be posted on the commission's internet website. Newly registered pharmacy technicians are **not** exempted from this requirement.

*Note: Pharmacy technicians are required to obtain CE as outlined by [Board Rule 297.8](#) and are subject to random audit by TSBP. National certification through*

Another good example of supporting resources is present in the LMS from the Massachusetts gaming commission ([MASSGAMING](#)). Figure 30 is a screenshot of the initial page for the licensing part, while the section with an orientation video is in Figure 31.

Figure 30. Example of supporting resources – screenshot 6

The screenshot shows the website for the Massachusetts Gaming Commission. At the top, there is a dark blue navigation bar with links for 'PROBLEM GAMBLING', 'MGC JOBS', and 'CONTACT', along with social media icons for YouTube, Twitter, and Facebook, and a search bar. Below this is a white header with the 'MASSGAMING' logo on the left and navigation links for 'ABOUT', 'THE COMMISSION', 'NEWS', 'LICENSING', and 'REGULATIONS & COMPLIANCE'. The main content area features the breadcrumb 'MASSACHUSETTS GAMING COMMISSION > LICENSING >' followed by the title 'CASINO EMPLOYEE LICENSING AND REGISTRATION'. A photograph shows casino staff, including a croupier and several chefs. Below the photo is the section 'What you need to know' with a star icon and text stating that certain employees must be registered or licensed. On the right side, there is a 'RELATED CONTENT' section with links to 'Licensing Management System', 'Division of Licensing', and 'Careers in the Expanded Gaming Industry'.

PROBLEM GAMBLING MGC JOBS CONTACT

MASSACHUSETTS GAMING  
**MASSGAMING**  
COMMISSION

ABOUT THE COMMISSION NEWS LICENSING REGULATIONS & COMPLIANCE

MASSACHUSETTS GAMING COMMISSION > LICENSING >

## CASINO EMPLOYEE LICENSING AND REGISTRATION



### What you need to know

★ Certain employees at a Massachusetts gaming establishment must be registered or licensed by the Massachusetts Gaming Commission prior to

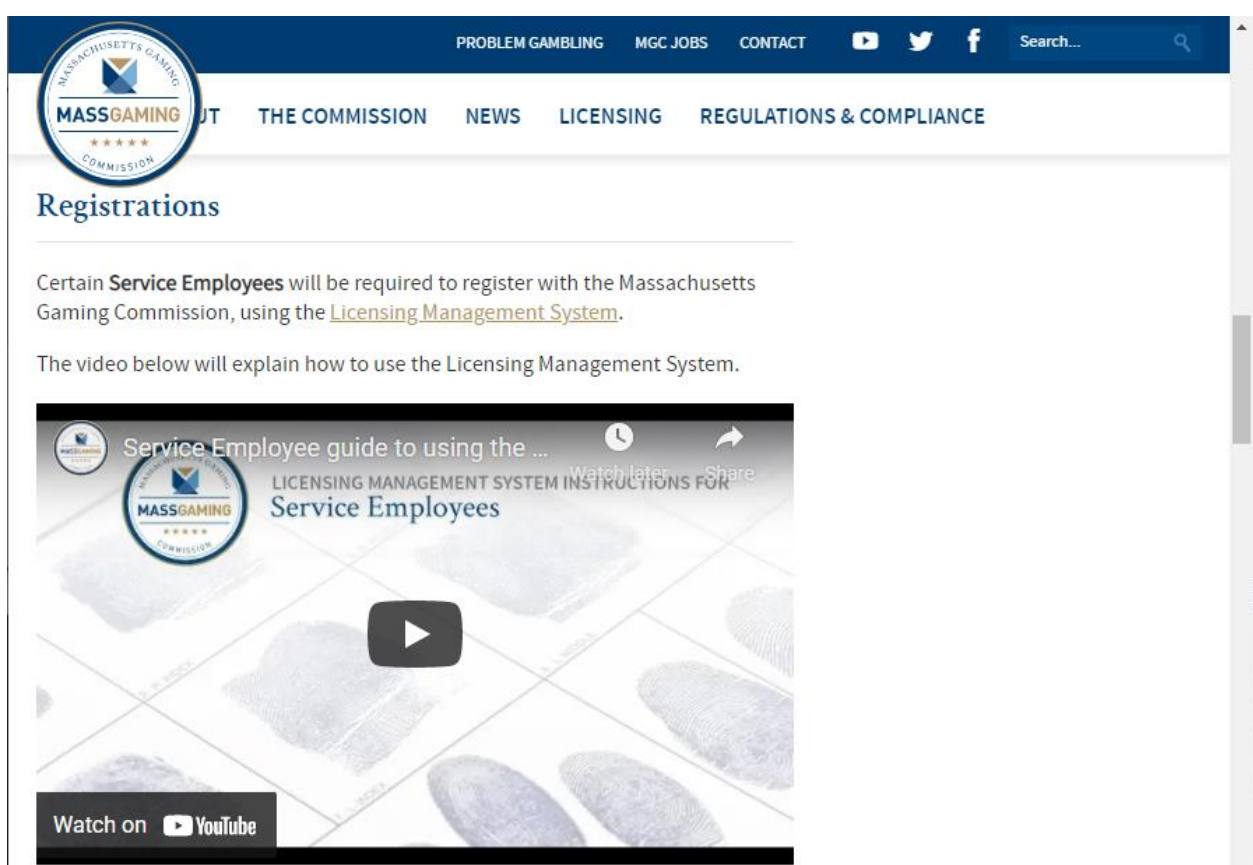
#### RELATED CONTENT

**Licensing Management System**  
Apply online for a license or registration  
[VISIT LMS >](#)

**Division of Licensing**  
101 Federal St., 12th Floor Boston, MA, 02110  
TEL: 617.979.8473 FAX: 617.725.0258  
[EMAIL >](#)

**Careers in the Expanded Gaming Industry**  
Find job opportunities in expanded gaming.  
[FIND OPPORTUNITIES >](#)

Figure 31. Example of supporting resources – screenshot 7





## 5. Additional recommendations

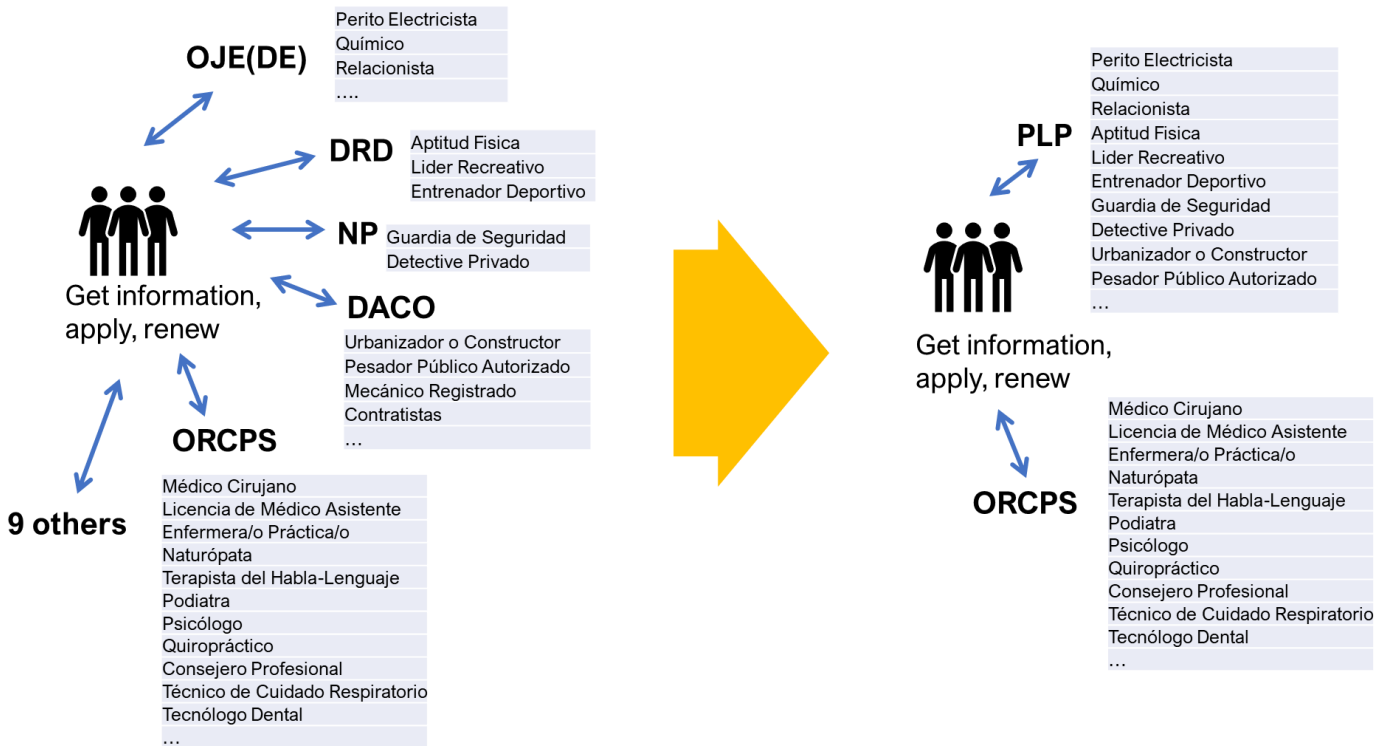
A review of the LMSs across the sampled states revealed that occupational licensing systems at the state level are typically integrated across multiple “functional agencies”, although there are exceptions such as Texas, which has 18 separate systems. Licenses in Puerto Rico are currently managed by 14 different systems, each system belonging to one agency. There are two “main” systems, the first is Oficina de Juntas Examinadoras (OJE) from the Departamento de Estado (DE), which manages over 30 licenses, and the second is the Oficina de Reglamentación y Certificación de los Profesionales de la Salud (ORCPS) from the Departamento de Salud (DS), which manages over 60 licenses. The remaining 47 licenses fall under the control of 12 other agencies with their unique LMSs (see list of all agencies in page 3). It is noted that both the OJE and ORCPS systems have multiple subsystems and license specific versions, thus far from a true LMS, but considered as one for the purposes of this discussion.

From an organizational perspective, we recommend a detailed study into the integration of the technology systems as to have two LMSs, one for the health professions under the ORCPS and an umbrella system for all other occupations/professions. The analysis would consider the development of an integrated **professional licensing portal (PLP)**, similar to what several of the sampled states have in place. This PLP would be a single website/platform/system frontend for all licenses currently under the OJE and the remaining agencies. The portal would replace the separate agency specific frontend systems and manage the online/application interactions with the users. The information from the portal would seamlessly flow to the agencies who would continue to have all decision making control based on current regulations and their internal processes (the backend). Determination of what agency would manage the PLP would be part of this detailed study. Figure 32 presents to the left the current “non-integrated” structure to occupational licensing in Puerto Rico, and to the right the proposed structure with two “major” LMSs. Figure 33 illustrates the concept of the PLP, which would serve as the connection point between the users and all the agencies that license occupations in Puerto Rico (excluding DS). Finally, the integration of the DS licenses into the PLP could be considered as part of this study in order to have a single system for all occupational licensing, however, no state of those sampled had a single LMS, probably due to diseconomies of scale, and therefore not a primary recommendation.

The research and analysis performed in this study did not result in “finding” a single best LMS that can be prescribed as the system that ORCPS and the proposed PLP should emulate. However, as mentioned earlier, there are several systems in place in the sampled states that demonstrate benchmark features and functions. Future studies should also research internal operational practices of the proposed benchmark systems as to determine operational objectives, measures of performance, and goals for the ORCPS and the PLP. The final recommendation is that both the ORCPS system and the proposed PLP frontend system need to include all or most of the functionalities described in section 2.5 and illustrated through several examples in section 3.



**Figure 32. Current overall structure (left) to proposed structure (right)**



**Figure 33. Relationship between users, PLP, and government agencies that license occupations**

