<table>
<thead>
<tr>
<th>Training program component</th>
<th>Best practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty qualifications</td>
<td>Faculty members are certified or licensed where required by law. Administrators meet minimum qualifications.</td>
</tr>
<tr>
<td>Admissions/Institutional policies &amp; practices</td>
<td>Schools are open to the general public. School admission criteria/policies are to admit only students capable of benefit.</td>
</tr>
</tbody>
</table>
| Ability to Benefit assessment                                   | • Entrance exams are specific to the type of industry certificate/program and evaluation of skills and abilities.  
• School is required to document HS diploma or GED and use of admissions test in lieu of diploma.  
• Standard Ability to Benefit Exam (ABE) is used with third-party standards for non-HS diploma/GED.                                                                                                                                                                      |
| Industry or employer-based curriculum for non-degree programs (if offered) | • Program evaluation: Includes a process for systematic and evidence-based evaluation.  
• Program organization and length: Curriculum is focused on occupational requirements.  
• Curriculum planning: Includes evidence-based process and external validation/defined standards.  
• Externships are offered in bona fide occupational settings and planned with criteria and timeline.                                                                                                                                 |
| Student protection and success standards                        | • School infrastructure is appropriate to mission and regulatory requirements.  
• Student assessment and complaint processes are defined, and employment assistance and job readiness assistance are provided.  
• Credit/degrees/certificates require documented achievement replicating higher education norms.  
• Student success is defined through coach/mentor process and separate faculty/department focus.  
• School discloses its standards via catalog, enrollment agreement, student progress updates, facilities, etc.                                                                                                                                               |
| Student achievement and institutional purpose                   | • A published mission or purpose specific to achievement informs all aspects of institution.  
• Student educational achievement is assessed systematically with faculty involvement.  
• Completion rates are tracked and there is ongoing attention to retention and completion rates.                                                                                                                                                                           |
| Learning outcomes and skill attainment                          | • Skill attainment and assessment of student progress are defined prior to the training start date.  
• Entrance exam is specific to the type of industry certification or program                                                                                                                                                                                                                                                      |
| Distance education program standards                            | • School demonstrates equivalent distance education methodologies for management, administrative, capacity, equipment, facilities, technology, verification/privacy, and employment outcomes.  
• Pre-admission and post admission standards are defined.                                                                                                                                                                                                                                                                       |
| Standards for addressing Limited English Proficiency (LEP) students | • School has LEP standards and tracks LEP student success.  
• Instruction is conducted primarily in English by a certified Teaching English to Speakers of Other Languages (TESOL) instructor.  
• Students complete ESL in front-loaded courses prior to career-oriented training or integrated courses with which ESL is taken concurrently.  
• Students enrolled in ESL courses are tested in English proficiency prior to start and end of the program.  
• Tests are administered by a qualified third-party test administrator. Normed tests are used (Test of English as Foreign Language or (TOEFL) or Test of Written English (TWE)). Results are measured.                           |
| Available employment and student completion data/information    | • Accredited (only) student outcomes meet federal requirements at certificate level.  
• School discloses graduation and graduate employment rates for each program.  
• Licensed school programs meet Eligible Training Provider (ETP) requirements; OR School publishes student data and meets L&I WAC requirements for job placement.                                                                                                                       |