

Workforce Training Board (WTB) Liaison  
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School or Program Name		
Address		
City	State	Zip Code
Contact Name	Telephone Number	

Washington State Department of Labor and Industries has established approval criteria for **non-accredited and unlicensed training providers** [RCW 51.32.090](#). Select the application type:

<input type="checkbox"/>	Initial Application — complete this application <b>and</b> <ul style="list-style-type: none"> <li><a href="#">Provider Account Application (F248-011-000)</a></li> </ul>
<input type="checkbox"/>	Reapplication — complete this application <b>and</b> <ul style="list-style-type: none"> <li>If you have changes only, <a href="#">Provider Account Change Form (F245-365-000)</a>.</li> </ul>

Mark the box next to the description that applies to you and submit the documentation required.

<input type="checkbox"/>	<p><b>1. Your program is accredited or a licensed Career School or Private Vocational School and approved by:</b></p> <ul style="list-style-type: none"> <li>The Washington State Workforce Training Board (WTB), <b>or</b></li> <li>A comparable agency in another state that licenses or accredits private career schools, <b>or</b></li> <li>A training program that is approved to be on the Eligible Training Provider List (ETPL).</li> </ul> <p><i>If you meet the criteria listed above, you don't need to complete the rest of the application. Send us a copy of this page showing your selection along with the documentation required below.</i></p> <p><b>Documentation Required:</b></p> <p><input type="checkbox"/> Attach documentation of approval from accrediting body, WTB or comparable agency in your state. <i>Example: A pharmacy technician training program that is approved to be on the ETPL would not need to respond to the Supplemental Questions. Applicant must submit documentation of ETPL approval.</i></p>
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<input type="checkbox"/>	<p><b>2. Your program is exempt from state regulations</b></p> <p>Exemption from state regulation means your program is not required to obtain licensure and doesn't appear on the Eligible Training Provider List or an equivalent state-approved list.</p> <p><b>Documentation Required:</b></p> <p><input type="checkbox"/> Review and complete <b>Part 1</b> and <b>Part 2</b>. If you are reapplying and there are no changes, write "No Change" and initial each item.</p> <p><input type="checkbox"/> Respond to all of the Supplemental Questions in <b>Part 3</b>.</p> <p><input type="checkbox"/> Provide appropriate documentation or submit a letter of exemption from the regulatory agency regarding exemption status.</p> <p><i>Example: A safety-training program that has been exempted from regulation would need to complete the steps above and submit a letter of exemption from the appropriate regulatory agency.</i></p>
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<input type="checkbox"/>	<p><b>3. Your program offers courses through a public entity.</b></p> <p><b>Documentation Required:</b></p> <p><input type="checkbox"/> Complete <b>Part 3</b> only.</p> <p><i>Example: An Excel course offered through a city parks department would need to complete Part 3 Supplemental Questionnaire only.</i></p>
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# Part 1 – Ownership, Financial, and Business Information

## **All providers must submit the following documentation:**

(If you are reapplying and **there have been no changes to each numbered item below**, initial each item.)

1. Proof of continuous operation for at least two years prior to the date of this application.

**Exception:** A program that is part of a publicly funded entity e.g. city, county, or federal is exempt from the two year requirement.

2. Identification of owners, shareholders, and directors.

- a. For all individuals with a 10% or more ownership interest, submit the following:

- i. Complete legal name.
- ii. Current telephone number.
- iii. Current mailing address.
- iv. Birth dates.
- v. Prior training affiliations.

*Not sure what the definition of ownership is? See below.*

3. The name, address, and telephone number of the corporation's registered agent.
4. Financial statement reflecting the financial status at the close of the most recent fiscal year.
5. Financial references.

- a. The names of at least one bank or other financial institution and two other entities that the department may consult as financial references.
- b. A written statement authorizing the department to obtain financial information from the references.

**Exception:** A program that is part of a publicly funded entity e.g. city, county, or federal is exempt from the financial disclosure requirements.

## **For providers in Washington State, provide the following:**

1. Master Business License from the Department of Licensing.
2. Charter from the Secretary of the State's Office if your business is a limited partnership or corporation.
3. Department of Revenue registration.

## **For providers outside of Washington State, provide the following:**

1. A copy of your business license.

## **Definition of Ownership:**

- In the case of a training provider owned by an individual – that individual is the owner.
- In the case of a training provider owned by a partnership – all full, silent, and limited partners having 10% or more ownership interest are the owners.
- In the case of a training provider owned by a corporation – the corporation, each corporate director, officer, and each shareholder owning shares of issued and outstanding stock aggregating at least 10% of the total issued and outstanding shares are the owner.

## Part 2 – Training Program Information

Please submit the following:

(If you are reapplying and ***there have been no changes to each numbered item below***, initial each item.)

1. A copy of the training provider's catalog.
2. A copy of the training provider's enrollment agreement/contact. Include the following:
  - a. The number of clock hours of instructions.
  - b. The method of instruction (e.g. correspondence, classroom, lab, computer assisted).
  - c. The average length of time required for successful completion.
3. If the instruction is calculated in credit hours, provide the following:
  - a. A description of the contact hour formula applied by the training provider for example the number of contact hours applicable to each quarter or semester credit hour of lecture, laboratory/practicum, and/or internship/externship.
  - b. For distance education training providers, the instructional sequences as described in the number of lessons.

***Distance education*** means education provided by written correspondence or any electronic medium for students who are enrolled in a private vocational school in pursuit of an identified occupational objective, but are not attending classes at an approved site or training establishment.

4. A document outlining the scope and sequence of courses or programs required to achieve the educational objective.
5. A copy of the training provider's admission procedures, including policies describing all prerequisites needed by entering students in order to successfully complete the programs of study.
6. Documentation indicating the total cost of training for each program, including:
  - a. Registration fees, if any
  - b. Tuition
  - c. Books
  - d. Supplies & equipment
  - e. Laboratory usage
  - f. Special clothing
  - g. Student activities
  - h. Insurance
  - i. All other charges and expenses necessary for the completion of the program
7. A copy of the training provider's cancellation and refund policy including:
  - a. Cancellation before the training start date.
  - b. Cancellation within 30 days of the start date.
  - c. Interruptions in service due staffing or other reasons.
8. The training calendar including:
  - a. Hours of operation
  - b. Holidays
  - c. Enrollment periods
  - d. The start and end dates of the term, courses, or programs

## Part 2 – Training Program Information (Continued)

(If you are reapplying and **there have been no changes to each numbered item below**, initial each item.)

9. An accurate description of the following:
  - a. The training provider's facilities and equipment available for student use
  - b. The maximum or usual class size
  - c. The average student/teacher ratio
10. The names and qualification of faculty.
11. A copy of the training provider's policy on standards of progress required including:
  - a. A definition of the grading system
  - b. The minimum grades considered satisfactory
  - c. Conditions for interruption for unsatisfactory progress
  - d. A description of the probationary period, if any, allowed by the training provider
  - e. Conditions for re-entrance for students dismissed for unsatisfactory progress
  - f. A statement that a progress report will be given to the student
12. The training provider's policy towards student conduct, including causes for dismissal and conditions for re-admission.
13. The training provider's policy on the following:
  - a. Leave
  - b. Absences
  - c. Class cuts
  - d. Makeup work
  - e. Tardiness
  - f. Interruptions for unsatisfactory attendance

### **Training providers that prepare students for obtaining employment must submit the following:**

1. Documentation of the training provider's completion rate and job placement rate – including the title, wages, and benefits obtained by graduates.
2. Documentation to address the following:
  - a. Whether any of the training provider's programs allow a student to obtain an educational or occupational credential awarded upon successful completion of program, and if so, the type of credential(s) awarded.
  - b. Whether any of the training provider's programs have clearly identified program objectives, such as information regarding specific job titles the student will qualify for on completion of training, and the projected wages and benefits of those jobs.
  - c. Training provider's job placement rate including job title, wages, and benefits obtained by graduates.
  - d. Whether the program achieved at least a 30% completion rate and a 50% job placement rate in the three quarters following graduation for the most recent fiscal year.

**Optional:** Please include any Best Practices that your school or program endorses or other information to show why your program would benefit injured workers. See Best Practices Guidelines (page 5).

**BEST PRACTICES GUIDELINES**  
**PRIVATE VOCATIONAL SCHOOLS COLLABORATIVE PROJECT**

Training program component	Best practices
<b>Faculty qualifications</b>	Faculty members are certified or licensed where required by law. Administrators meet minimum qualifications.
<b>Admissions/Institutional policies &amp; practices</b>	Schools are open to the general public. School admission criteria/policies are to admit only students capable of benefit.
<b>Ability to Benefit exam or Adult Basic Education assessment</b>	<ul style="list-style-type: none"> <li>• Entrance exams are specific to the type of industry certificate/program and evaluation of skills and abilities.</li> <li>• School is required to document high school diploma or GED and use of admissions test in lieu of diploma.</li> <li>• Standard Adult Basic Education assessment or Ability to Benefit Exam is used with third-party standards for non-high school diploma/GED.</li> </ul>
<b>Industry or employer-based curriculum for non-degree programs (if offered)</b>	<ul style="list-style-type: none"> <li>• Program evaluation: Includes a process for systematic and evidence-based evaluation.</li> <li>• Program organization and length: Curriculum is focused on occupational requirements.</li> <li>• Curriculum planning: Includes evidence-based process and external validation/defined standards.</li> <li>• Externships are offered in bona fide occupational settings and planned with criteria and timeline.</li> </ul>
<b>Student protection and success standards</b>	<ul style="list-style-type: none"> <li>• School infrastructure is appropriate to mission and regulatory requirements.</li> <li>• Student assessment and complaint processes are defined, and employment assistance and job readiness assistance are provided.</li> <li>• Credit/degrees/certificates require documented achievement replicating higher education norms.</li> <li>• Student success defined through coach/mentor process and separate faculty/department focus or other defined approach.</li> <li>• School discloses standards via catalog, enrollment agreement, student progress updates, etc.</li> </ul>
<b>Student achievement and institutional purpose</b>	<ul style="list-style-type: none"> <li>• A published mission or purpose specific to achievement informs all aspects of institution.</li> <li>• Student educational achievement is assessed systematically with faculty involvement.</li> <li>• Completion rates are tracked and there is ongoing attention to retention and completion rates.</li> </ul>
<b>Learning outcomes and skill attainment</b>	<ul style="list-style-type: none"> <li>• Skill attainment and assessment of student progress are defined prior to the training start date.</li> <li>• Entrance exam is specific to the type of industry certification or program</li> </ul>
<b>Distance education program standards (online programs or schools)</b>	<ul style="list-style-type: none"> <li>• School demonstrates distance education methodologies (equivalent to similar type programs) for management, administrative, capacity, equipment, facilities, technology, verification/privacy, and employment outcomes.</li> <li>• Pre-admission and post admission standards are defined.</li> </ul>
<b>Standards for Limited English Proficiency (LEP)</b> <b>English as a Second Language (ESL)</b> <b>English Language Learner (ELL)</b>	<ul style="list-style-type: none"> <li>• School has LEP standards and tracks LEP student success.</li> <li>• Instruction is conducted primarily in English by a certified Teaching English to Speakers of Other Languages (TESOL) instructor.</li> <li>• Students complete ESL in front-loaded courses prior to career-oriented training or integrated courses with which ESL is taken concurrently.</li> <li>• Students enrolled in ESL courses are tested in English proficiency prior to start and end of the program.</li> <li>• A qualified third-party test administrator administers tests. Normed tests are used (Test of English as Foreign Language or (TOEFL) or Test of Written English (TWE). Results are measured.</li> </ul>
<b>Employment and student completion data/information availability</b>	<ul style="list-style-type: none"> <li>• Accredited schools' (only) student outcomes meet federal requirements at certificate level.</li> <li>• School discloses graduation and graduate employment rates for each program.</li> <li>• Licensed school programs meet Eligible Training Provider (ETP) requirements; OR licensed school self-publishes student data and meets L&amp;I rule requirements for job placement.</li> </ul>

Best Practices Guidelines found on the [Eligible Schools and Programs page](#) — How L&I supports quality retraining for workers.

Updated May 2018

### Part 3. Supplemental Questionnaire

Labor and Industries will also consider the answers to the following questions when deciding whether to approve a non-accredited or unlicensed training provider for Washington injured workers.

Are there quality assurance guidelines for ensuring that instructors are qualified and adequately supervised to provide appropriate training and instruction?

No  Yes

If yes, please explain below:

Have any students been injured as a result of failure to use adequate safety protocols?

No  Yes

If yes, please explain below:

Have any complaints been filed by current or former students against the training provider or any of its instructors? No  Yes

If yes, please explain.

Have any instructors ever been convicted of a crime?

No  Yes

If yes, please explain the nature of the crime.

**Provider's Statement of Agreement** (please print or type)

I, \_\_\_\_\_, verify these answers are true to the best of my knowledge.

I understand false information could result in the termination of an L&I provider payment number.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date