

ADMISSIONS: ABILITY-TO-BENEFIT POLICY

The following policy applies to all NACCAS-accredited institutions or departments:

I. Admissions Procedures for Ability-to-Benefit Students

1. Definition of an Ability-to-Benefit Student - A student who is beyond the age of compulsory education, lacks a high school diploma or its equivalent, and has the ability to benefit from the education or training offered at an institution.
2. Admissions of Ability-to-Benefit Students - In order to be admitted on the basis of his or her ability to benefit, a student shall, prior to admission, complete either:¹
 - a. a nationally recognized, standardized, or industry developed test which meets the guidelines established by NACCAS² (see Part II, Admissions Testing) and which measures the applicant's aptitude to complete successfully the program or course to which he or she has applied, or
 - b. a session of individual counseling which shall be in such a manner and of such type as appropriate to determine the applicant's ability to benefit.
3. Remedial Instruction - Students who are admitted only on the basis of counseling, or who are unable to satisfy the institution's testing requirements, must be enrolled in an institutionally prescribed program or course of remedial or developmental education³, not to exceed one academic year or its equivalent in length.⁴ Such a program of remedial or developmental education shall be offered by the institution itself or through contracts with others. It shall be offered prior to enrollment, or concurrently with the program of study undertaken, but it must be

¹ Minimum education levels for admissions may be required by state cosmetology boards in addition to the requirements outlined in this policy.

² Section 484(d) of the Higher Education Act of 1965, as amended, requires for periods of enrollment beginning on or after July 1, 1991, that in order to be eligible to receive Title IV aid, a student who lacks a high school diploma or its equivalent must pass an independently administered test approved by the Secretary of Education.

³ The Ability-to-Benefit provisions in law and the U.S. Department of Education require successful completion of such course or program of study by such student for continued receipt of financial aid.

⁴ The length and type of remedial or developmental instruction should depend on the particular needs of the individual student.

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completed prior to graduation.⁵ The remedial program shall include programs of instruction or self-paced programs. Courses or programs of remedial or developmental education shall provide each student with the basic skills necessary, according to the individual's need, for satisfactory performance in the training or education program which the student has chosen, such as reading comprehension skills for cosmetology or massage education. Institutions adding remedial/ developmental programs or courses or adding a remedial component to an accredited program are subject to Part 4 Sub-Part D of the NACCAS *Rules of Practice and Procedure* dealing with addition of new program.

4. General Education Diploma Alternative - Students who shall receive the general education diploma prior to certification or graduation from the program of study or prior to the completion of the first year of the program, whichever is earlier, are not required to meet the requirements for testing, counseling and remedial education.

II. Implementation

1. Tests - Tests which are used to determine a student's Ability-to-Benefit may be of three types: nationally recognized tests, standardized tests, or industry developed tests, which are approved by the United States Department of Education.
2. Institutional Policy – NACCAS accredited institutions must develop, publish, and implement institutional policies which conform to NACCAS' Ability-To-Benefit Policy. A general statement of the school's Ability-To-Benefit policy shall be published in the school catalog. If the institution does not admit Ability-To-Benefit students, this should be stated. Catalogs may incorporate paste-overs or inserts until the next required catalog republication.

The institution must publish in its procedures manual or a similar document, but not necessarily in its catalog, the elements of its policy. If testing is the manner in which the ability to benefit from the training is determined, then the policy must, at a minimum state that the test publisher's guidelines are followed.

If the school admits ATB students on the basis of remediation and counseling, then the policy, at a minimum, must include:

⁵ Schools should consult with the U.S. Department of Education to determine if a particular course or program of remedial or developmental education can be covered by Title IV funds and familiarize themselves with applicable federal student aid requirements.

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1. The name of the counseling administrator;
2. A description of the counseling procedures
3. A description of the remediation time-frame
4. The remediation guidelines; and
5. The subject matter included in the developmental instruction.

If the school admits students who will obtain the GED prior to graduation or within the first year of training, the institution's policy, at a minimum, must include an indication of the time period in which such students must obtain their GED.

3. **Record Keeping:** Institutions shall develop and retain the necessary record keeping documents, including records of tests administered, passing scores, student scores, counseling records, name of administrator, and records pertaining to each student's enrollment and progress in programs of remedial or developmental instruction. These documents shall be retained for a period of five years following the student's completion of the program, and shall be made available upon request to NACCAS on-site examiners.

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Appendix A Tests Recognized as Being in Compliance

In order to provide guidance to institutions wishing to select a test for purposes of determining a student's Ability-to-Benefit, the following is a list of tests, which meet NACCAS' policy and are approved by the Secretary of the United States Department of Education as of March 11, 2005. The list is not intended to be exhaustive nor does it constitute a recommendation. Each institution using testing as an alternative for determining a student's ability to benefit must select a test which is appropriate for it and which meets NACCAS criteria. There are many types of tests which meet the NACCAS criteria. It is the institution's responsibility to select an instrument which best suits its particular needs and to administer it according to the developer's guidelines. Tests will vary in length, content and in requirements for purchase and administration. Some can easily be administered at the school, while others are administered elsewhere. Some tests listed here may meet the criteria, but their practical application may be limited to admitting particular students who had previously taken the test.

NACCAS will periodically revise and update this list.

**Approved ATB Test List Published by USDE
March 11, 2005**

1. **Test:** ASSET Program: Basic Skills Tests (Reading, Writing, and Numerical)--Forms B2, C2, D2 and E2.
Passing Scores: Reading (35), Writing (35), and Numerical (33).
2. **Test:** Career Programs Assessment (CPAT) Basic Skills Subtests (Language Usage, Reading and Numerical)--Forms B and C.
Passing Scores: Language Usage (42), Reading (43), and Numerical (41).
3. **Test:** COMPASS Subtests: Pre-Algebra/Numerical Skills Placement, Reading Placement, and Writing Placement
Passing Scores: Pre-Algebra/Numerical (25), Reading (62), and Writing (32).
Test: COMPASS/ESL

Publisher Contact for Tests 1, 2 and 3: Dr. John D. Roth, (319) 337-1030,
Fax: (319) 337-1790.

4. **Test:** Combined English Language Skills Assessment (CELSA)--Forms 1 and 2.
Passing Scores: CELSA Form 1 (90) and CELSA Form 2 (90).

Publisher Contact: Pablo Buckelew, (805) 569-0734, Fax: (805) 569-0004.

Note: The CELSA test is approved only for certain non-native English speakers.

5. **Test:** Computerized Placement Tests (CPTs)/Accuplacer (Reading Comprehension, Sentence Skills, and Arithmetic)
Passing Scores: Reading Comprehension (55), Sentence Skills (60), and Arithmetic (34).
6. **Test:** Wonderlic Basic Skills Test (WBST)--Verbal Forms VS-1 & VS-2, Quantitative Forms QS-1 and QS-2.
Passing scores: Verbal (200) and Quantitative (210).

Publisher Contact: Mr. David Teuber, (877) 605-9499, Fax: (847) 680-9492.

7. **Test:** Work Keys Program - Reading for Information--Forms A01AA, A02AA, CO1AA, and D01AA, Applied Mathematics Forms A01BB, A02BB, C01BB and D01BB.
Passing scores: Forms A01AA (76), A02AA (75), C01AA (77), and D01AA (77),
A01BB (73), A02BB (74), C01BB (73), and D01BB (73).

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Publisher Contact: Dr. A. Candace Noble, (319) 337-1296, Fax: (319) 337-1229.

The following ATB tests, not listed in the March 11, 2005 Federal Register may still be used to assess the ability to benefit of students whose native language is Spanish and for whom the language of instruction will be Spanish:

1. **Test:** Pruebas de Aprovechamiento Academico (PAA). English section (ESLAT).

Publisher Contact: Manuel Maldonado-Rivera, (809) 759-8825.

2. **Test:** Pruebas de Aprovechamiento Academico - Spanish and Mathematics Section.

Publisher Contact: Manuel Maldonado-Rivera, (809) 759-8825.

3. **Test:** Prueba de Aptitude Academica. Approved for use if Spanish is both the student's native language and the language of the instructor.

Publisher Contact: Manuel Maldonado-Rivera, (809) 759-8825.

4. **Test:** Spanish Assessment of Basic Education (SABE), Level 6. Approved for use if Spanish is both the student's native language and the language of the instructor.

Publisher Contact: Jeffrey Eberia, (800) 838-0547.

5. **Test:** Wonderlic Scholastic Level Exam (Spanish, Puerto Rican Spanish, Cuban Spanish, Mexican Spanish), Forms IV and V. Approved for use if Spanish is both the student's native language and the language of the instructor.

Publisher Contact: Fred Rafilson, (800) 323-3742.