BEST PRACTICES GUIDELINES
PRIVATE VOCATIONAL SCHOOLS COLLABORATIVE PROJECT

Training program component	Best practices
Faculty qualifications	Faculty members are certified or licensed where required by law. Administrators meet minimum qualifications.
Admissions/Institutional policies & practices	Schools are open to the general public. School admission criteria/policies are to admit only students capable of benefit.
Ability to Benefit exam or Adult Basic Education assessment	• Entrance exams are specific to the type of industry certificate/program and evaluation of skills and abilities. • School is required to document high school diploma or GED and use of admissions test in lieu of diploma. • Standard Adult Basic Education assessment or Ability to Benefit Exam is used with third-party standards for non-high school 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 defined through coach/mentor process and separate faculty/department focus or other defined approach. • School discloses standards via catalog, enrollment agreement, student progress updates, 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 (online programs or schools)	• School demonstrates distance education methodologies (equivalent to similar type programs) for management, administrative, capacity, equipment, facilities, technology, verification/privacy, and employment outcomes. • Pre-admission and post admission standards are defined.
Standards for Limited English Proficiency (LEP) English as a Second Language (ESL)	• 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. • 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.
Employment and student completion data/information availability	• Accredited schools' (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 licensed school self-publishes student data and meets L&I rule requirements for job placement.