

A Comparison of State of Florida Charter Technical Career Centers to District Non-Charter Career Centers, 2007-08

At a Glance

In 2007-08, there were 8,970 students enrolled in the three charter technical career centers: Advanced Technology College (ATC), First Coast Technical College (FCTC), and Lake Technical Center (LTC) representing 5.1% of total career center (charter and non-charter) headcount. Seventy percent (seven of ten) of the charter centers' adult education programs and 52% (13 of 25) of their career certificate (PSAV) programs performed better than the average non-charter career center. All three charter centers reported below average performance for their apprenticeship programs. The charter centers have a lower percentage of minority and female students than the average non-charter career center, but geography and program offerings appear to explain these differences. Regarding socioeconomic status, ATC and FCTC had a higher percentage of students with demonstrated need (Pell Grants) than LTC and the average non-charter career center.

Scope

This Florida Department of Education (FLDOE) report compares Florida charter technical career centers to non-charter district career centers statewide. Section 1002.34(19), Florida Statutes, requires the Commissioner of Education to submit an annual comparative evaluation of charter technical career centers and non-charter career centers to the Governor, the President of the Senate, the Speaker of the House of Representatives and the Senate and House committees responsible for secondary and postsecondary career and technical education. The comparative evaluation must address demographic and socioeconomic characteristics of the students served, types and costs of services provided, and outcomes achieved.

Background

The 1999 Florida Legislature created charter technical career centers to promote advances and innovations in workforce preparation and economic development. The law authorized the creation of a new school or the conversion of an existing center currently operated by school districts or community colleges. The charter must be approved by the school board and the board of trustees of the community college in whose geographic region the center is located. A charter technical career center's programs, admission policies, employment practices, operations, and all other matters of governance are managed by a board of directors. The board of directors of a career center may decide matters relating to the operation of the school, including budgeting, curriculum and operating procedures, subject to the career center's charter. The term of an initial charter may not exceed five years. Thereafter, the sponsor may renew a charter for a period of up to five years.

Legislation authorizing charter technical career centers includes the centers' purposes and responsibilities. It also includes the sponsors' responsibilities. Appendix A of this report is a copy of the authorizing statute. The purpose of the centers is to "develop a competitive workforce," "provide career pathways," and "enhance career and technical training." The legislative intent is to provide charter technical career centers with an environment to incorporate

non-traditional teaching/learning methods, evaluate these methods, and identify which ones are successful. Methods that are proven effective can then be incorporated into public technical career centers' curricula. The legislation creates this environment by exempting charter technical career centers from nearly all statutes of the Florida K-20 Education Code (see s. 1002.34 (10), Florida Statutes). This gives charter technical career centers more local control, reduces response time to local business/industry needs, and decreases state-level involvement in areas such as decision-making, curriculum and assessment development, and instructor hiring policies. Section 1002.34 (19), Florida Statutes, requires evaluation of charter technical career centers. It puts this requirement in very general terms such as "comparative evaluation of charter technical career centers and public technical centers," "demographic and socioeconomic characteristics of students served," and "outcomes achieved."

The mission of Florida's charter technical career centers is to provide comprehensive and innovative technical education programs, services and customized training to meet the needs of citizens, business and industry. Charter technical career centers' purpose is to develop a competitive workforce that supports local business and industry and economic development and creates a training and education model reflective of marketplace realities. The career centers offer an array of career educational opportunities using a school-to-work, tech prep, technical, academy, and/or magnet school models to provide career pathways for lifelong learning and career mobility, and to enhance career and technical training.

The State of Florida currently has three charter technical career centers. These centers and their sponsors are:

1. Advanced Technology College (ATC) – Daytona State College
2. First Coast Technical College (FCTC) – St. Johns County School Board
3. Lake Technical Center (LTC) – Lake County School Board

Florida's Charter Technical Career Centers

Three charter technical career centers have been established in Florida. On July 1, 1999, the St. Augustine Technical Center, which was operated by the St. Johns County School Board, converted to become the state's first charter technical career center under the name of First Coast Technical Institute. Two years later Flagler/Volusia Advanced Technology Center opened on August 20, 2001, at Daytona Beach Community College in Volusia County; it subsequently was renamed Advanced Technology College in 2007. Florida's third technical career center, Lake Technical Center, became a conversion charter technical career center in July 2004. First Coast Technical College (FCTC), formerly First Coast Technical Institute, reauthorized its charter on July 1, 2004, and ATC reauthorized its charter on July 1, 2006. LTC's charter is due for reauthorization in 2009.

First Coast Technical College

St. Johns County School Board sponsored FCTC as Florida's first postsecondary charter technical career center. FCTC is located in St. Augustine and serves the tri-county area of St. Johns, Clay, and Putnam counties. The St. Johns School District opened a new public high school, St. Johns Technical High School on the campus of FCTC in 2004 which incorporated the model of First Coast Technical High School and First Coast Skills Academy. FCTC's mission is to "provide comprehensive, innovative technical and academic education and customized

training to meet the needs of the community.”¹ FCTC serves both adults and dually enrolled secondary students through joint programs with St. Johns Technical High School.

FCTC offers adult basic education programs, sixteen postsecondary career certificate programs, and an electrical apprenticeship program.² All career and technical training programs are supported by steering committees comprising members from business and industry. Career and technical training programs are competency based, with curriculum provided by the state and enhanced with input from business and industry to ensure that training meets industry standards.

FCTC is accredited by the Council on Occupational Education and the Southern Association of Colleges and Schools. FCTC provides students with financial aid, guidance and career counseling, career assessment, accommodations for students with special needs, and placement services.

FCTC holds certification and/or approval from the following organizations: American Culinary Federation, American Medical Association, American Welding Society, Commission on Accreditation of Allied Health Education Programs, Committee on Accreditation of Educational Programs for the EMS Professions, Council on Occupational Education, Division of Vocational Rehabilitation/Florida Department of Education, Florida Bureau of Fire Standards and Training, Florida Department of Children and Families, Florida Department of Health’s Bureau of Emergency Medical Services, Florida State Board of Cosmetology, Florida State Board of Nursing, Florida Department of Education, National Automotive Technicians Education Foundation, Inc., National Institute of Automotive Service Excellence, Southern Association of Colleges and Schools, Florida Department of Veterans Affairs, U. S. Department of Education, U.S. Department of Education Office of Student and Financial Aid, and U. S. Department of Veterans Affairs.

Advanced Technology College

Advanced Technology College (ATC) is located in Daytona Beach. Its mission is to facilitate an educational program leading to a high school diploma, a certificate, an associate degree or a four-year degree in a given occupational area for students in Flagler and Volusia counties. The institution is designed to serve area high school juniors and seniors who dually enroll in a program of study that awards postsecondary credit applicable toward an associate in science (A.S.) degree, associate in applied science (A.A.S.) degree, college credit certificate, or career certificate that is also applicable toward high school graduation. The curriculum integrates the academic and technical components of the programs of study to maximize the relevance of each student’s educational experience.

Occupational specializations are in the Engineering & Manufacturing and Business & Marketing Clusters, as defined by the Volusia/Flagler Career Connection Consortium. Through ATC’s academic dual enrollment options, high school students achieve competencies in mathematics, science and communication through an integrated, sequential, rigorous and relevant course of study. Students may choose the path of employment, entrepreneurial venture and/or postsecondary education program gaining the skills and knowledge to pursue lifelong learning.

ATC is designed to provide students the education and skills necessary to work in one of many technology careers and build a better workforce for area employers. Students receive high

¹ FCTC charter, page 2.

² For descriptions of the programs discussed in this report, refer to Appendix B.

school diplomas from their home district high schools and/or receive certificates or degrees from Daytona State College. Students must meet the graduation and/or program requirements approved by the State of Florida and the individual governing boards.

According to the ATC Web site, the institution offers 32 career and technical programs: 17 college credit certificates, eight A.S. programs, four A.A.S. programs, and three career certificate programs. All programs provide extensive workplace experiences through a system of cooperative education and pre-apprenticeship programs. Instructional delivery at ATC integrates academic and occupational competency-based curriculum to produce graduates that meet or exceed business and industry workforce standards. Each occupational program includes the necessary certifications for employment and core academics that are identified as essential by education and business experts.

All of ATC's programs are accredited under Daytona State College's Southern Association of Colleges and Schools level-two accreditation, which was most recently reaffirmed in 2003. In addition, the automotive service technology and collision repair programs are National Automotive Technology Education Foundation (NATEF) accredited.

The computer science program curriculum is designed to prepare students for the following industry certifications through the college's onsite Comp/TIA certification center: Microsoft Certified Technology Specialist (MCTS), Microsoft Certified IT Professional (MCITP), Microsoft Certified Professional Developer (MCPD), Microsoft Certified Architect, Microsoft Certified Desktop Support Technician (MCDST), Microsoft Certified Learning Consultant (MCLC), Microsoft Certified Systems Administrator (MCSA), Microsoft Certified Systems Engineers (MCSE), Microsoft Certified Database Administrators (MCDBA), Microsoft Certified Application Developers (MCAD), Microsoft Certified Solution Developers (MCSD), and Microsoft Office Specialist (MOS).

Lake Technical Center

Lake Technical Center's main campus is located in Eustis, Florida, and is a career-technical postsecondary institution that provides job preparatory and supplemental training. The Institute of Public Safety, located in Tavares, Florida, operates as an LTC extension campus and offers basic and continuing education programs in law enforcement, corrections, and firefighting.

LTC serves Lake County as well as students from other areas of the state. Non-resident students, including international students, are also served. LTC offers 28 career certificate programs in addition to two apprenticeships, continuing workforce education classes, and adult education programs. Secondary students may dual enroll in LTC's career certificate programs simultaneously earning both secondary and postsecondary credit.

LTC is accredited by the Council on Occupational Education and by the Commission on International and Trans-Regional Accreditation. Individual programs are certified by the following accrediting bodies: Commission on Accreditation of Allied Health Education Programs, Florida State Board of Nursing, Florida State Board of Massage Therapy, Florida Department of Health's Bureau of Emergency Medical Services, Florida Criminal Justice Standards and Training Commission, American Culinary Federation and Florida State Board of Cosmetology.

Financial Data

This section will compare costs and revenues reported by the three charter technical career centers. Below in Table 1 are data from independent audit reports performed on each of the three charter technical career centers for the fiscal year ending June 30, 2008. The first section comprises four major cost categories followed by a section that differentiates federal, state, and local revenue sources. The bottom row (“Net Change”) is the difference between costs and revenue for the year and is applied toward each institution’s reserve fund. FCTC allocated a smaller percentage of its resources to instruction and a higher percentage to services than its peer charter technical centers. On the revenue side, ATC reported very little local revenue. In contrast, LTC and FCTC relied more heavily on local revenues.

Table 1
Charter technical career center financial data for fiscal year ending on June 30, 2008

Expenditure Categories	FCTC	Percent	ATC	Percent	LTC	Percent
Instruction	\$4,850,428	40.7%	\$3,447,481	66.0%	\$6,407,068	75.5%
Administration	\$687,429	5.8%	\$314,850	6.0%	\$847,888	10.0%
Services	\$4,150,823	34.8%	\$744,603	14.2%	\$435,314	5.1%
Plant and Operations	\$1,587,168	13.3%	\$719,198	13.8%	\$792,087	9.3%
Fixed Capital Outlay	\$649,947	5.4%	\$0	0.0%	\$0	0.0%
Total	\$11,925,795	100.0%	\$5,226,132	100.0%	\$8,482,357	100.0%
Revenue	FCTC	Percent	ATC	Percent	LTC	Percent
Federal	\$990,282	8.0%	\$338,620	6.9%	\$805,292	8.7%
State	\$7,827,232	63.6%	\$4,562,439	93.0%	\$5,394,866	58.0%
Local and Other	\$3,488,202	28.3%	\$6,735	0.1%	\$3,102,770	33.4%
Total	\$12,305,716	100.0%	\$4,907,794	100.0%	\$9,302,928	100.0%
Net Change	\$379,921		(\$318,338)		\$820,571	

Source: Independent audit reports

*Comparative Analysis of Workforce Education Productivity*³

Enrollment

Charter technical career center enrollment represented 5.1% of the total charter and non-charter technical career center enrollment. Table 2 shows statewide public career center and charter technical career center 2007-08 student headcount in adult and non-college-credit career education programs. Enrollment is disaggregated by instruction type, with the largest enrollment in each row highlighted. The largest program area enrollment for LTC was continuing workforce education (41%). FCTC's largest program area was career certificate programs (46%) while ATC's highest enrollments were in college credit programs (53%). These distributions are as expected given the types of programs offered by each charter technical career center. For instance, ATC is the only institution authorized to offer associate degree programs (through Daytona State College).

LTC had the most uneven program enrollment distribution with almost half of its enrollment in one area, continuing workforce education for licensure renewals and upgrades. The public career centers' largest student enrollments were in Adult General Education: secondary-level courses at or below the twelfth grade level. The charter technical career centers' largest aggregate student enrollments (33%) were in career certificate programs.

³ All enrollment and performance data are extracted from Florida Department of Education (FLDOE) databases. FCTC and LTC submit data through the FLDOE Workforce Development Information System (WDIS). Community College and Technical Center Management Information System (CCTCMIS) personnel then identify students enrolled in district-sponsored charter technical career centers. CCTCMIS identifies all other district technical career center students as public technical career center students. Daytona State College (DSC), whose data are reported on the Community College Student Data Base (SDB), sponsors ATC. DSC personnel extract and submit a file of ATC student identifiers directly to FLDOE. CCTCMIS staff then match this file into the SDB to retrieve enrollment and performance data. The current report compares each of the three charter technical career centers to the aggregated forty-two (42) Florida public technical career centers.

Table 2
Career center headcount by postsecondary and adult program category

School	Total Enrollment	Adult General Education (AGE)	Career Certificate (PSAV)	Continuing Workforce Education (CWE)	Apprenticeship	Applied Technology Diplomas (ATD's)	College Credit Programs
Public Non-Charter Career Centers	167,344	71,801	42,696	41,065	10,690	1,092	N/A
	100%	43%	26%	25%	6%	1%	0%
Lake Technical Center	3,710	846	1,248	1,519	97	0	N/A
	100%	23%	34%	41%	3%	0%	0%
First Coast Technical College	3,313	1,200	1,518	483	110	2	N/A
	100%	36%	46%	15%	3%	0%	0%
Advanced Technology College	1,947	331	200	126	256	0	1,034
	100%	17%	10%	6%	13%	0%	53%
All Charter Technical Career Centers	8,970	2,377	2,966	2,128	463	2	1,034
	100%	26%	33%	24%	5%	0%	12%

ATC reported a total headcount of 1,034 students in college credit programs, 260, or 25%, of which were dually enrolled high school students. Among its college students, 83.8% were in A.S. or A.A.S. programs, 7.5% were in college credit certificate (CCC) programs, and 0.3% were in Applied Technology Diploma (ATD) programs. Despite its classification as a technical center, 8.4% of ATC's college students were in Associate of Arts (AA) programs. The average cumulative grade point average among ATC's college students was 2.95 in academic year 2007-08.

Performance

This section will evaluate the student performance among the charter technical career centers in 2007-08 in three separate program areas: adult general education, career certificate (PSAV), and apprenticeship programs. Students' technical and literacy skills acquisition or advancement is measured by "completion points:" occupational completion points (OCPs) for technical skills and literacy completion points (LCPs) for adult general education skills. Each point represents a discrete level of skill within a program. The first performance measure reported in this section is the percentage of students who earned at least one completion point during the 2007-08 academic year. While this measure indicates the breadth of learning gains among enrolled students, the second measure, the ratio of completion points to students enrolled, is a general measure of the number of skills acquired per student, or depth of learning, during the year. Because adult general education and career certificate categories are rather broad and include a

variety of program types with different amounts of time required to earn completions, performance calculations are compared by program.⁴ For comparative purposes, we have calculated statewide averages for each program among all 42 non-charter technical centers for both measures. Small programs at the charter technical career centers (20 students or less) were excluded from the analysis. Note that because the following are comparisons of aggregated groups of students, student-level characteristics such as baseline academic performance and demographics are not controlled for in the analysis. Also, these are norm-referenced comparisons because there is no statewide, standardized, criterion-referenced performance measurement available.

Each table below includes annual program headcount (“headcount”), the percentage of those students who earned at least one completion point (“% at least one LCP or OCP”), the ratio of completions to headcount (“completion-to-headcount”), and, for comparative purposes, the statewide average among all non-charter career centers for both of those measures. Charter technical center indicators that fall below the statewide non-charter technical career center average are shaded.

Adult Education Performance

Tables 3, 4, and 5 reveal that students enrolled in seven out of the ten charter technical career center adult education programs analyzed in this report (70%) performed better than the statewide average of all non-charter career centers on one or both performance indicators. LTC’s vocational preparatory instruction program and FCTC’s general education promotion (adult high school) and adult English as a Second Language (ESOL) programs performed slightly under the state average.

Table 3
Lake Technical Center adult education performance

Program	Headcount	% at least one LCP	State Average	Completion-to-Headcount Ratio	State Average
General Educational Development (GED)	169	48.5%	34.2%	2.67	1.77
Adult Basic Education	472	39.0%	29.2%	0.84	0.55
Adult English as a Second Language ("ESOL")	157	36.9%	30.4%	0.59	0.49
Vocational Preparatory Instruction	109	32.1%	36.4%	0.43	0.52

⁴ For example, students at lower literacy levels will earn LCPs at a much slower rate than students at an adult high school who earn an LCP with every course. Students in automotive service technology programs can earn many more OCPs in a year than web design students.

Table 4
First Coast Technical College adult education performance

Program	Headcount	% at least one LCP	State Average	Completion-to-Headcount Ratio	State Average
General Educational Development (GED)	90	51.1%	34.2%	2.97	1.77
Vocational Preparatory Instruction	124	46.8%	36.4%	0.56	0.52
Adult Basic Education	722	35.7%	29.2%	0.57	0.55
General Education Promotion	267	58.8%	61.5%	1.25	1.42
Adult English as a Second Language ("ESOL")	91	28.6%	30.4%	0.36	0.49

Table 5
Advanced Technology College adult education performance

Program	Headcount	% at least one LCP	State Average	Completion-to-Headcount Ratio	State Average
General Education Promotion	294	94.6%	61.5%	4.51	1.42

Career Certificate Performance

Tables 6, 7, and 8 below show that 13 out of 25 charter technical career center certificate programs (52%) performed better than the statewide average of all non-charter career centers on one or both performance indicators. In most cases there is no programmatic pattern among the underperforming programs, but four out of the five underperforming programs at LTC are in the health science career cluster. In some cases, no occupational completion points (OCPs) were reported for the year. FCTC reported zero OCPs earned for its 70 Fire Inspector I students and ATC reported zero OCPs earned for its Computer Systems Technology and Automotive Service Technology students. All of ATC's career certificate programs performed well under the state average. This may be a function of dual enrollment in that high school students may not have enough time to earn OCPs, but there was insufficient data to verify this.

Table 6
Lake Technical Center career certificate program performance

Program	Headcount	% at least one OCP	State Average	Completion / Headcount	State Average
Cosmetology	94	58.5%	37.0%	1.31	0.50
Applied Welding Technologies	31	61.3%	59.1%	2.03	1.21
Fire Fighter II	161	77.0%	67.5%	1.52	1.08
Law Enforcement Officer	95	63.2%	59.6%	0.63	0.60
Commercial Foods and Culinary Arts	34	73.5%	71.2%	1.88	1.94
Correctional Officer	95	64.2%	66.3%	0.64	0.66
Nursing Assistant (Articulated)	110	63.6%	81.2%	1.24	1.54
Practical Nursing	172	76.2%	87.9%	0.76	1.17
Emergency Medical Technician (Basic)	162	48.1%	84.4%	0.96	1.31
Paramedic	38	5.3%	46.6%	0.05	0.77

Table 7
First Coast Technical College career certificate program performance

	Headcount	% at least one OCP	State Average	Completion/Headcount	State Average
Cosmetology	134	66.4%	37.0%	1.09	0.50
Practical Nursing	111	95.5%	73.7%	1.82	1.17
Fire Fighter II	196	91.8%	67.5%	1.27	1.08
Emergency Medical Technician (Basic)	207	79.7%	84.4%	1.57	1.08
Patient Care Technician	110	91.8%	73.6%	2.42	2.16
Applied Welding Technologies	60	63.3%	59.1%	1.48	1.21
Paramedic	64	48.4%	46.6%	0.94	0.77
Phlebotomy	68	75.0%	87.9%	1.47	1.45
Commercial Foods and Culinary Arts	194	47.4%	71.2%	1.34	1.94
Nursing Assistant (Articulated)	26	53.8%	81.2%	1.04	1.54
Fire Inspector I	70	0.0%	24.1%	0.00	0.24

Table 8
Advanced Technology College career certificate program performance

Program	Headcount	% at least one OCP	State Average	Completion-to-Headcount Ratio	State Average
Air Conditioning, Refrigeration and Heating Technology (PS)	86	24.4%	53.6%	0.73	1.00
Automotive Collision Repair and Refinishing	51	9.8%	58.0%	0.10	1.08
Computer Systems Technology	32	0.0%	63.7%	0.00	1.15
Automotive Service Technology	21	0.0%	58.0%	0.00	2.07

Apprenticeship Performance

Table 9 below shows non-charter and charter technical career centers' apprenticeship student performance indicators. Apprenticeship students who complete a full year of instruction earn one OCP. Students leaving before one full year decrease this ratio (or students entering late in the year). All three charter technical career centers performed under the statewide average of all non-charter career centers, and FCTC reported zero completions for its 110 apprentices.

Table 9
Charter technical career center apprenticeship performance

	Unduplicated Headcount	% at least one OCP	Completion-to-Headcount Ratio
Public Non-Charter Career Centers	10,690	54.5%	0.59
First Coast Technical College	110	0.0%	0.00
Advanced Technology College	256	21.4%	0.21
Lake Technical Center	97	39.6%	0.63

Gender Distribution

The statewide public technical center female/male ratio was fairly well balanced: 49.7% female and 50.3% male (see Table 10 below). FCTC had a slightly higher percentage of female students (52.4%) than male students (47.6%). ATC had a much higher proportion of male students (86.7%) than female students (13.3%). ATC's predominately male student population is due to the school's limited program offering. ATC offers four career certificate programs, all of which the Department of Education recognizes as non-traditional for females: Computer Systems Technology; Air Conditioning, Refrigeration, and Heating Technology; Automotive Collision Repair and Refinishing; and Automotive Service Technology. Lake Technical Center's male/female proportions were slightly more skewed toward male students than the statewide average.

Table 10
Career center gender distribution

	Female	Male
Public Non-Charter Career Centers	49.7%	50.3%
First Coast Technical College	52.4%	47.6%
Advanced Technology College	13.3%	86.7%
Lake Technical Center	44.9%	55.1%

Race/Ethnicity Distribution

Table 11 shows that statewide, White (non-Hispanic) students constituted a much larger proportion of the charter technical career centers' student populations (72%) than that of the non-charter career centers (39%). There were corresponding larger percentages of African-American (non-Hispanic) and Hispanic students among non-charter career centers.

Table 11
Race/ethnicity distribution among career centers

	African-American	Hispanic	Other	White
Non-Charter Career Centers	27%	30%	4%	39%
Charter Career Centers	16%	9%	4%	72%

Race/ethnicity distribution at the public career technical centers and charter technical career centers are more likely reflective of the centers' locations than the centers' recruiting efforts. Specifically, the large Hispanic population in South Florida influences the statewide numbers. The charter technical career centers' mid-Florida locations result in a smaller percentage of Hispanic students and an increase in other ethnic groups' percentages. The remainder of this section will compare the charter technical career centers' race/ethnicity distributions to the corresponding K-12 distributions in each center's service area to make valid comparisons.

Table 12 (below) reveals that FCTC's race/ethnicity distribution was very similar to that of the districts that the institution serves. The White students represented 72% of FCTC's enrollment and 75% of the K-12 students at the districts which FCTC serves. The largest percentage difference was in African-American students, which was six percentage points higher at FCTC (19%) than at the K-12 districts (13%) that FCTC serves. The Hispanic proportion was 6% for FCTC's students and 7% for K-12 students in FCTC's service area.

Table 12
Race/ethnicity distribution at First Coast Technical College

	African-American	Hispanic	Other	White
First Coast Technical College	19%	6%	3%	72%
Clay, Putnam, & St. John's K-12 Students	13%	7%	5%	75%

Table 13 (below) shows the percentage of ATC students who were White (74%) is ten percentage points higher than among Flagler and Volusia K-12 public schools (64%).

Table 13
Race/ethnicity distribution at Advanced Technology College

	African-American	Hispanic	Other	White
Advanced Technology College	12%	10%	6%	74%
Flagler & Volusia County K-12 Students	15%	15%	6%	64%

Table 14 (below) reveals that LTC’s race/ethnicity distribution is relatively close to that of Lake County schools. LTC’s Hispanic enrollment (12%) lagged five points behind that of Lake County’s K-12 population (17%).

Table 14
Race/ethnicity distribution at Lake Technical Center

	African-American	Hispanic	Other	White
Lake Technical Center	14%	12%	3%	71%
Lake County K-12 Students	16%	17%	5%	62%

Financial Need

Pell grants are a federal need-based grant program available to students enrolled in career certificate programs of 600 hours or more. The percentage of postsecondary students receiving Pell grants reflects both the students’ socioeconomic status and the schools’ program lengths: a higher proportion of students enrolled in programs over 600 hours results in a higher proportion of students who are eligible for Pell grants based on program length alone. LTC’s percentage (14.3%) was just below the non-charter career centers’ percentage (15.3%), reflecting their relatively wide range of programs offered (see Table 15 below). ATC had a much higher percentage of Pell Grant students (37%) than non-charter technical centers.

Table 15
Career certificate (PSAV) headcount with number and percentage of students receiving Pell Grant, 2007-08

	Public Non-Charter Career Centers	First Coast Technical College	Lake Technical Center	Advanced Technology College
Career Certificate Headcount	42,696	1,518	1,248	200
Number Received Pell Grant	6,538	291	179	74
Percent Received Pell Grant	15.3%	19.2%	14.3%	37.0%

APPENDIX A

Authorizing Statute

1002.34 Charter technical career centers.--

(1) **AUTHORIZATION.**--The Legislature finds that the establishment of charter technical career centers can assist in promoting advances and innovations in workforce preparation and economic development. A charter technical career center may provide a learning environment that better serves the needs of a specific population group or a group of occupations, thus promoting diversity and choices within the public education and public postsecondary technical education community in this state. Therefore, the creation of such centers is authorized as part of the state's program of public education. A charter technical career center may be formed by creating a new school or converting an existing school district or community college program to charter technical status.

(2) **PURPOSE.**--The purpose of a charter technical career center is to:

(a) Develop a competitive workforce to support local business and industry and economic development.

(b) Create a training and education model that is reflective of marketplace realities.

(c) Offer a continuum of career educational opportunities using a school-to-work, tech-prep, technical, academy, and magnet school model.

(d) Provide career pathways for lifelong learning and career mobility.

(e) Enhance career and technical training.

(3) **DEFINITIONS.**--As used in this section, the term:

(a) "Charter technical career center" or "center" means a public school or a public technical center operated under a charter granted by a district school board or community college board of trustees or a consortium, including one or more district school boards and community college boards of trustees, that includes the district in which the facility is located, that is nonsectarian in its programs, admission policies, employment practices, and operations, and is managed by a board of directors.

(b) "Sponsor" means a district school board, a community college board of trustees, or a consortium of one or more of each.

(4) **CHARTER.**--A sponsor may designate centers as provided in this section. An application to establish a center may be submitted by a sponsor or another organization that is determined, by rule of the State Board of Education, to be appropriate. However, an independent school is not eligible for status as a center. The charter must be signed by the governing body of the center and the sponsor, and must be approved by the district school board and community college board of trustees in whose geographic region the facility is located. If a charter technical career center is

established by the conversion to charter status of a public technical center formerly governed by a district school board, the charter status of that center takes precedence in any question of governance. The governance of the center or of any program within the center remains with its board of directors unless the board agrees to a change in governance or its charter is revoked as provided in subsection (15). Such a conversion charter technical career center is not affected by a change in the governance of public technical centers or of programs within other centers that are or have been governed by district school boards. A charter technical career center, or any program within such a center, that was governed by a district school board and transferred to a community college prior to the effective date of this act is not affected by this provision. An applicant who wishes to establish a center must submit to the district school board or community college board of trustees, or a consortium of one or more of each, an application that includes:

- (a) The name of the proposed center.
- (b) The proposed structure of the center, including a list of proposed members of the board of directors or a description of the qualifications for and method of their appointment or election.
- (c) The workforce development goals of the center, the curriculum to be offered, and the outcomes and the methods of assessing the extent to which the outcomes are met.
- (d) The admissions policy and criteria for evaluating the admission of students.
- (e) A description of the staff responsibilities and the proposed qualifications of the teaching staff.
- (f) A description of the procedures to be implemented to ensure significant involvement of representatives of business and industry in the operation of the center.
- (g) A method for determining whether a student has satisfied the requirements for graduation specified in s. 1003.43 and for completion of a postsecondary certificate or degree.
- (h) A method for granting secondary and postsecondary diplomas, certificates, and degrees.
- (i) A description of and address for the physical facility in which the center will be located.
- (j) A method of resolving conflicts between the governing body of the center and the sponsor and between consortium members, if applicable.
- (k) A method for reporting student data as required by law and rule.
- (l) Other information required by the district school board or community college board of trustees.

Students at a center must meet the same testing and academic performance standards as those established by law and rule for students at public schools and public technical centers. The students must also meet any additional assessment indicators that are included within the charter approved by the district school board or community college board of trustees.

(5) **APPLICATION.**--An application to establish a center must be submitted by February 1 of the year preceding the school year in which the center will begin operation. The sponsor must

review the application and make a final decision on whether to approve the application and grant the charter by March 1, and may condition the granting of a charter on the center's taking certain actions or maintaining certain conditions. Such actions and conditions must be provided to the applicant in writing. The district school board or community college board of trustees is not required to issue a charter to any person.

(6) SPONSOR.--A district school board or community college board of trustees or a consortium of one or more of each may sponsor a center in the county in which the board has jurisdiction.

(a) A sponsor must review all applications for centers received through at least February 1 of each calendar year for centers to be opened at the beginning of the sponsor's next school year. A sponsor may receive applications later than this date if it so chooses. To facilitate an accurate budget projection process, a sponsor shall be held harmless for FTE students who are not included in the FTE projection due to approval of applications after the FTE projection deadline. A sponsor must, by a majority vote, approve or deny an application no later than 60 days after the application is received. If an application is denied, the sponsor must, within 10 days, notify the applicant in writing of the specific reasons for denial, which must be based upon good cause. Upon approval of a charter application, the initial startup must be consistent with the beginning of the public school or community college calendar for the district in which the charter is granted, unless the sponsor allows a waiver of this provision for good cause.

(b) An applicant may appeal any denial of its application to the State Board of Education within 30 days after the sponsor's denial and shall notify the sponsor of its appeal. Any response of the sponsor must be submitted to the state board within 30 days after notification of the appeal. The State Board of Education must, by majority vote, accept or reject the decision of the sponsor no later than 60 days after an appeal is filed, pursuant to State Board of Education rule. The State Board of Education may reject an appeal for failure to comply with procedural rules governing the appeals process, and the rejection must describe the submission errors. The appellant may have up to 15 days after notice of rejection to resubmit an appeal. An application for appeal submitted after a rejection is timely if the original appeal was filed within 30 days after the sponsor's denial. The State Board of Education shall remand the application to the sponsor with a written recommendation that the sponsor approve or deny the application, consistent with the state board's decision. The decision of the State Board of Education is not subject to the provisions of chapter 120.

(c) The sponsor must act upon the recommendation of the State Board of Education within 30 days after it is received, unless the sponsor determines by competent substantial evidence that approving the state board's recommendation would be contrary to law or the best interests of the students or the community. The sponsor must notify the applicant in writing concerning the specific reasons for its failure to follow the state board's recommendation. The sponsor's action on the state board's recommendation is a final action, subject to judicial review.

(d) The Department of Education may provide technical assistance to an applicant upon written request.

(e) The terms and conditions for the operation of a center must be agreed to by the sponsor and the applicant in a written contract. The sponsor may not impose unreasonable requirements that violate the intent of giving centers greater flexibility to meet educational goals. The applicant

and sponsor must reach an agreement on the provisions of the contract or the application is deemed denied.

(f) The sponsor shall monitor and review the center's progress toward charter goals and shall monitor the center's revenues and expenditures.

(7) LEGAL ENTITY.--A center must organize as a nonprofit organization and adopt a name and corporate seal. A center is a body corporate and politic, with all powers to implement its charter program. The center may:

(a) Be a private or a public employer.

(b) Sue and be sued, but only to the same extent and upon the same conditions that a public entity can be sued.

(c) Acquire real property by purchase, lease, lease with an option to purchase, or gift, to use as a center facility.

(d) Receive and disburse funds.

(e) Enter into contracts or leases for services, equipment, or supplies.

(f) Incur temporary debts in anticipation of the receipt of funds.

(g) Solicit and accept gifts or grants for career center purposes.

(h) Take any other action that is not inconsistent with this section and rules adopted under this section.

(8) ELIGIBLE STUDENTS.--A center must be open to all students as space is available and may not discriminate in admissions policies or practices on the basis of an individual's physical disability or proficiency in English or on any other basis that would be unlawful if practiced by a public school or a community college. A center may establish reasonable criteria by which to evaluate prospective students, which criteria must be outlined in the charter.

(9) FACILITIES.--A center may be located in any suitable location, including part of an existing public school or community college building, space provided on a public worksite, or a public building. A center's facilities must comply with the State Uniform Building Code for Public Educational Facilities Construction adopted pursuant to s. 1013.37, or with applicable state minimum building codes pursuant to chapter 553, and state minimum fire protection codes pursuant to s. 633.025, adopted by the authority in whose jurisdiction the facility is located. If K-12 public school funds are used for construction, the facility must remain on the local school district's Florida Inventory of School Houses (FISH) school building inventory of the district school board and must revert to the district school board if the consortium dissolves and the program is discontinued. If community college public school funds are used for construction, the facility must remain on the local community college's facilities inventory and must revert to the local community college board of trustees if the consortium dissolves and the program is discontinued. The additional student capacity created by the addition of the center to the local school district's FISH may not be calculated in the permanent student capacity for the purpose of determining need or eligibility for state capital outlay funds while the facility is used as a center.

If the construction of the center is funded jointly by K-12 public school funds and community college funds, the sponsoring entities must agree, before granting the charter, on the appropriate owner and terms of transfer of the facility if the charter is dissolved.

(10) EXEMPTION FROM STATUTES.--

(a) A center must operate pursuant to its charter and is exempt from all statutes of the Florida School Code except provisions pertaining to civil rights and to student health, safety, and welfare, or as otherwise required by law.

(b) A center must comply with the Florida K-20 Education Code with respect to providing services to students with disabilities.

(c) A center must comply with the antidiscrimination provisions of s. 1000.05.

(11) FUNDING.--

(a) Notwithstanding any other provision of law, a charter technical career center's student membership enrollment must be calculated pursuant to this section.

(b) Each district school board and community college that sponsors a charter technical career center shall pay directly to the center an amount stated in the charter. State funding shall be generated for the center for its student enrollment and program outcomes as provided in law. A center is eligible for funding from workforce education funds, the Florida Education Finance Program, and the Community College Program Fund, depending upon the programs conducted by the center.

(c) A center may receive other state and federal aid, grants, and revenue through the district school board or community college board of trustees.

(d) A center may receive gifts and grants from private sources.

(e) A center may not levy taxes or issue bonds, but it may charge a student tuition fee consistent with authority granted in its charter and permitted by law.

(f) A center shall provide for an annual financial audit in accordance with s. 218.39.

(g) A center must define in the charter agreement the delivery system in which the instructional offering of educational services will be placed. The rules governing this delivery system must be applied to all of the center's students and must authorize all other sponsoring educational systems to report required enrollment and student data based solely on the rules of the offering institution. Each sponsor shall earn full-time equivalent membership for each student for funding and reporting purposes.

(12) EMPLOYEES OF A CENTER.--

(a) A center may select its own employees.

(b) A center may contract for services with an individual, partnership, or a cooperative. Such persons contracted with are not public employees.

(c) If a center contracts with a public educational agency for services, the terms of employment must follow existing state law and rule and local policies and procedures.

(d) The employees of a center may bargain collectively, as a separate unit or as part of the existing district collective bargaining unit, as determined by the structure of the center.

(e) As a public employer, a center may participate in:

1. The Florida Retirement System upon application and approval as a "covered group" under s. 121.021(34). If a center participates in the Florida Retirement System, its employees are compulsory members of the Florida Retirement System.

2. The State Community College System Optional Retirement Program pursuant to s. 1012.875(2), if the charter is granted by a community college that participates in the optional retirement program and meets the eligibility criteria of s. 121.051(2)(c).

(f) Teachers who are considered qualified by the career center are exempt from state certification requirements.

(g) A public school or community college teacher or administrator may take a leave of absence to accept employment in a charter technical career center upon the approval of the school district or community college.

(h) An employee who is on a leave of absence under this section may retain seniority accrued in that school district or community college and may continue to be covered by the benefit programs of that district or community college if the center and the district school board or community college board of trustees agree to this arrangement and its financing.

(13) **BOARD OF DIRECTORS AUTHORITY.**--The board of directors of a center may decide matters relating to the operation of the school, including budgeting, curriculum, and operating procedures, subject to the center's charter.

(14) **ACCOUNTABILITY.**--Each center must submit a report to the participating district school board or community college board of trustees by August 1 of each year. The report must be in such form as the sponsor prescribes and must include:

(a) A discussion of progress made toward the achievement of the goals outlined in the center's charter.

(b) A financial statement setting forth by appropriate categories the revenue and expenditures for the previous school year.

(15) **TERMS OF THE CHARTER.**--The term of an initial charter may not exceed 5 years. Thereafter, the sponsor may renew a charter for a period up to 5 years. The sponsor may refuse to renew a charter or may revoke a charter if the center has not fulfilled a condition imposed under the charter or if the center has violated any provision of the charter. The sponsor may place the center on probationary status to allow the implementation of a remedial plan, after which, if the plan is unsuccessful, the charter may be summarily revoked. The sponsor shall develop procedures and guidelines for the revocation and renewal of a center's charter. The sponsor must give written notice of its intent not to renew the charter at least 12 months before the charter

expires. If the sponsor revokes a charter before the scheduled expiration date, the sponsor must provide written notice to the governing board of the center at least 60 days before the date of termination, stating the grounds for the proposed revocation. The governing board of the center may request in writing an informal hearing before the sponsor within 14 days after receiving the notice of revocation. A revocation takes effect at the conclusion of a school year, unless the sponsor determines that earlier revocation is necessary to protect the health, safety, and welfare of students. The sponsor shall monitor and review the center in its progress toward the goals established in the charter and shall monitor the revenues and expenditures of the center.

(16) **TRANSPORTATION.**--The center may provide transportation, pursuant to chapter 1006, through a contract with the district school board or the community college board of trustees, a private provider, or parents of students. The center must ensure that transportation is not a barrier to equal access for all students in grades K-12 residing within a reasonable distance of the facility.

(17) **IMMUNITY.**--For the purposes of tort liability, the governing body and employees of a center are governed by s. 768.28.

(18) **RULES.**--The State Board of Education shall adopt rules, pursuant to chapter 120, relating to the implementation of charter technical career centers.

(19) **EVALUATION; REPORT.**--The Commissioner of Education shall provide for an annual comparative evaluation of charter technical career centers and public technical centers. The evaluation may be conducted in cooperation with the sponsor, through private contracts, or by department staff. At a minimum, the comparative evaluation must address the demographic and socioeconomic characteristics of the students served, the types and costs of services provided, and the outcomes achieved. By December 30 of each year, the Commissioner of Education shall submit to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Senate and House committees that have responsibility for secondary and postsecondary career and technical education a report of the comparative evaluation completed for the previous school year.

History.--s. 99, ch. 2002-387; s. 1, ch. 2004-357.

APPENDIX B

Program Glossary

Adult General Education

Instructional programs that target the employability of the state's workforce through the following: adult basic education, adult secondary education, vocational-preparatory instruction, instruction for adults with disabilities and English for Speakers of Other Languages (ESOL). These programs assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency and in the completion of a secondary education diploma (Adult High School or GED diploma). The adult education programs included in this report include the following:

General Education Promotion (also known as “adult high school”) - Courses leading to completion of credits and passing of state-mandated assessments (Florida Comprehensive Assessment Test, or FCAT) necessary to qualify for a high school diploma.

General Educational Development - Courses that prepare students for success in the five GED subject area tests that lead to the award of the State of Florida High School Diploma.

Adult ESOL – English for Speakers of Other Languages.

Adult Basic Education (ABE) - Education for adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to procure or retain employment commensurate with their ability designed to help them be less dependent on others, improve their ability to benefit from occupational training, increase their opportunities for more productive and profitable employment, and to make them better able to meet their adult responsibilities.

Vocational Preparatory Instruction (VPI) - Adult general education through which students learn academic and workforce readiness skills at the level of functional literacy (grade level 6.0 - 8.9) or higher so that students may pursue certificate career education or higher level career education.

Applied Technology Diploma Program

The applied technology diploma program is considered part of a technical degree program, has a length of less than 60 credit hours, and leads to employment in a specific occupation. The program may include either technical credit or college credit. It may be offered by a public school district only as technical credit, with college credit being awarded upon articulation to a community college. Statewide articulation is guaranteed by s.1007.23, F.S., in addition to guidelines issued by the State Board of Education as found in ss. 1007.24 and 1007.25.

Apprenticeship or pre-apprenticeship program

An apprenticeship program is a course of instruction with an industry sponsor and program standards approved and registered with the Department of Education's Office of Apprenticeship. The registered program standards contain all the terms and conditions for the qualifications, recruitment, selection, employment, salary, and training of apprentices. In addition, it includes the requirements for a written apprenticeship agreement. The program must include on-the-job training and classroom instruction components. Sponsors can elect to provide classroom instruction privately or enter into agreements with state-funded community colleges or school districts. Apprentices enrolled at public institutions are exempt from paying registration, matriculation, and lab fees. Apprentices who complete registered apprenticeship programs are accepted by the industry as journeymen. Certifications earned through registered apprenticeship programs are recognized nationwide.

A pre-apprenticeship program is a course of instruction designed to prepare a person 16 years of age or older to become an apprentice. Courses are approved by and registered with the Florida Department of Education and sponsored by a registered apprenticeship program.

Associate in Applied Science (AAS)

The Associate in Applied Science (AAS) is a two-year technical degree indicating that a student has trained in a particular field and is prepared for employment.

Associate in Science (AS)

The Associate in Science is a two-year technical degree that contains 15-18 credit hours of transferable general education.

Career Certificate Program (Postsecondary Adult Vocational Certificate Program or PSAV program)

Career certificate program means a course of study that leads to at least one occupational completion point. "Occupational completion point" is defined as the "occupational competencies that qualify a person to enter an occupation that is linked to a career and technical program." Full program completions may be issued to students who complete all the occupational completion points for a program. This program is also known as Postsecondary Adult Vocational (PSAV).

College credit may be awarded in such programs through local and statewide articulation agreements if authorized by the rules and regulations of the State Board of Education. The state currently has 37 statewide articulation agreements between Career Certificate/PSAV and Associate in Science/Associate in Applied Science.

Continuing Workforce Education

Continuing workforce education programs are for the following:

- Individuals requiring training for licensure or certification renewal by a regulatory

agency or credentialing body;

- New or expanding businesses;
- Business, industry, and government agencies requiring retraining of employees due to changes in products or services or to increase efficiency and productivity; and
- Individuals enhancing occupational skills to maintain current employment, cross-train, or upgrade employment.

This instruction does not result in a technical certificate, diploma, associate in science degree, or associate in applied science degree.