

# A Comparison of State of Florida Charter Technical Career Centers to District Public Technical Career Centers

This Florida Department of Education (FLDOE) report compares State of Florida charter technical career centers to public career technical centers statewide. The general definition of a public charter school is “a publicly funded school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. ....In return for funding and autonomy, the charter school must meet accountability standards. ....”. (National Assessment of Educational Progress, Glossary of Terms: <http://ed.gov/nationsreportcard/glossary.asp>).

Florida Statute Title XLVIII, Chapter 1002, Section 1002.34 authorizes charter technical career centers under the charter rubric. That statute requires that the applicant for charter, or sponsor, be a district school board, a community college board of trustees, or a consortium of one or more of each. The same statute requires submitting the current report annually to the Florida legislature.

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

1. Advanced Technology Center (ATC) – Daytona Beach Community College
2. First Coast Technical Institute (FCTI) – St. Johns County School Board
3. Lake Technical Center (LTC) – Lake County School Board

First Coast Technical Institute and Lake Technical Institute submit data through the Florida Department of Education’s (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 Beach Community College (DBCC), whose data are reported on the Community College Student Data Base, sponsors Advanced Technical Center (ATC). DBCC personnel extract and submit ATC data directly to FLDOE. The current report compares each of the three charter technical career centers to the aggregated thirty-eight (38) Florida public technical career centers.

## ***Background***

Legislation authorizing charter technical career centers includes the centers’ purposes and responsibilities. It also includes the sponsors’ responsibility. The appendix 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 career charter technical centers from nearly all

statutes of the Florida K-20 Education Code (see 1002.34 (16)). This gives career technical centers more local control, reduces response time to local business/ industry needs, and decreases bureaucratic involvement in areas such as decision-making, curriculum and assessment development, and instructor hiring policies. Chapter 2002.33 (23) requires evaluation of career technical career centers. It puts this requirement in very general terms such as “comparative evaluation of charter technical centers and public technical centers,” “demographic and socioeconomic characteristics of students served,” and “outcomes achieved.”

## Results

### Enrollment

Table I shows the duplicated statewide public career technical centers' 2005-06 student enrollment and the three charter technical career centers unduplicated 2005-06 student enrollment. Enrollment is disaggregated by instruction type, with the largest enrollment in each row highlighted. The public technical career centers' largest student enrollments are in Adult General Education: secondary-level courses at or below the twelfth grade level. The charter schools' largest student enrollments are in career technical certificate (i.e. PSAV) programs. This is in keeping with the charter technical career centers' purpose of providing career technical education to students.

<b>Instruction Type</b>						
<b>School</b>	<b>Total Enrollment</b>	<b>Adult General Education (AGE)</b>	<b>Post-Secondary Adult Vocational (PSAV)</b>	<b>Continuing Workforce Education (CWE)</b>	<b>Apprenticeship</b>	<b>Advanced Technical Diplomas (ATD's)</b>
<b>Public Technical Centers</b>	<b>148,882</b>	<b>59,337</b>	<b>40,416</b>	<b>39,176</b>	<b>9,251</b>	<b>702</b>
	<b>100.0%</b>	<b>39.9%</b>	<b>27.1%</b>	<b>26.3%</b>	<b>6.2%</b>	<b>0.5%</b>
<b>Lake Technical Center</b>	<b>4,020</b>	<b>662</b>	<b>1,295</b>	<b>1,942</b>	<b>121</b>	<b>N/A</b>
	<b>100.0%</b>	<b>16.5%</b>	<b>32.2%</b>	<b>48.3%</b>	<b>3.0%</b>	
<b>First Coast Technical Institute</b>	<b>3,816</b>	<b>1,060</b>	<b>1,903</b>	<b>688</b>	<b>165</b>	<b>N/A</b>
	<b>100.0%</b>	<b>27.8%</b>	<b>49.9%</b>	<b>18.0%</b>	<b>4.3%</b>	
<b>Advanced Technology Center</b>	<b>462</b>	<b>32</b>	<b>122</b>	<b>154</b>	<b>154</b>	<b>N/A</b>
	<b>100.0%</b>	<b>6.9%</b>	<b>26.4%</b>	<b>33.3%</b>	<b>33.3%</b>	

### Performance

Students' vocational skills and literacy skills acquisition or advancement are “completion points:” occupational completion points (OCPs) for vocational skills and literacy completion points (LCPs) for adult general education skills. The ratio of completion points to students enrolled is a general measure of skills acquired per student. Tables 2A through 2C show these ratios for three types of instruction: Adult General Education, PSAV, and Apprenticeship. Applied Technology Diploma comparisons are not available because the three charter technical schools do not offer these diplomas. Occupational Completion Points, and their use as performance measures, are not applicable to Continuing Workforce Education.

Table 2A (below) shows the ratio of student LCPs earned to enrollment at the public career technical centers (0.78) and at the three charter technical career centers (1.03, 1.47, and 1.15). Adult General Education encompasses a

wide range of literacy levels, from the first grade to the twelfth grade level, and includes Citizenship, Workforce Readiness Skills, Vocational Preparatory Instruction, and a wide-range of English as a Second Language levels. The three charter technical career centers' LCP-to-headcount ratios are all higher than the public technical career centers' average LCP-to-headcount ratio. The charter technical career centers' higher ratio indicates that charter technical career center adult education students typically advance more in one year than public technical career center students.

<b>Table 2A</b>			
<b>Adult General Education (AGE)</b>			
	<b>Unduplicated Headcount</b>	<b>Literacy Completion Points</b>	<b>LCP/UH* Ratio</b>
<b>Public Technical Centers (n=38)</b>	59,337	46,567	0.78
<b>First Coast Technical Institute</b>	1,060	1,087	1.03
<b>Advanced Technology Center</b>	32	47	1.47
<b>Lake Technical Center</b>	662	762	1.15

\* Unduplicated Headcount

Table 2B (below) shows PSAV students' completion point to enrollment ratios at the public career technical centers and the three charter technical career centers. The charter technical careers centers' ratios do not differ markedly from each other or from the public charter technical career centers' ratios. All are slightly over 1.0 ranging from 1.10 to 1.39.

<b>Table 2B</b>			
<b>Post-Secondary Adult Vocational (PSAV)</b>			
	<b>Unduplicated Headcount</b>	<b>Occupational Completion Points</b>	<b>OCP/UH * Ratio*</b>
<b>Public Technical Center (n=38)</b>	40,416	48,383	1.20
<b>First Coast Technical Institute</b>	1,903	2,648	1.39
<b>Advanced Technology Center</b>	122	134	1.10
<b>Lake Technical Center</b>	1,295	1,747	1.35

\* Unduplicated Headcount

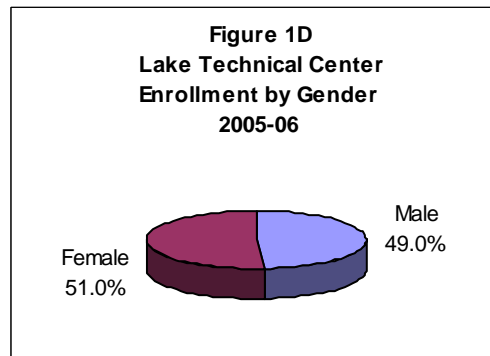
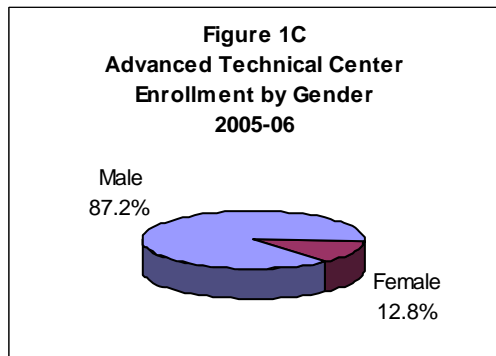
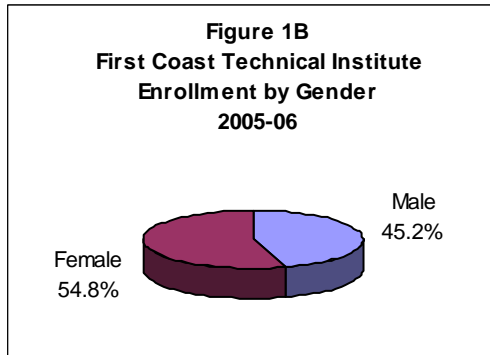
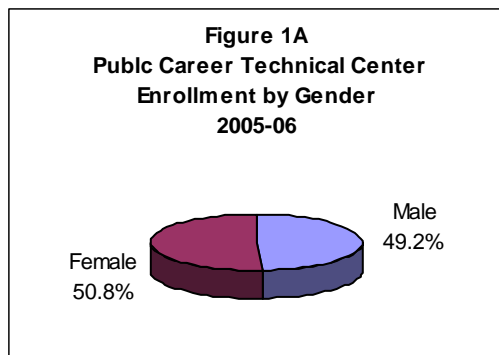
Table 2C (below) shows public and charter technical career centers' apprentice student OCP-to-enrollment ratios. Apprenticeship students who complete a full year of instruction earn one OCP. Apprenticeship students leaving before one full year decrease this ratio.

<b>Table 2C</b>			
<b>Apprenticeship</b>			
	<b>Unduplicated Headcount</b>	<b>Occupational Completion Points</b>	<b>OCP/UH* Ratio</b>
<b>Public Technical Centers (n=38)</b>	9,251	5,015	0.54
<b>First Coast Technical Institute</b>	165	54	0.33
<b>Advanced Technology Center</b>	154	95	0.63
<b>Lake Technical Center</b>	121	61	0.50

\* Unduplicated Headcount

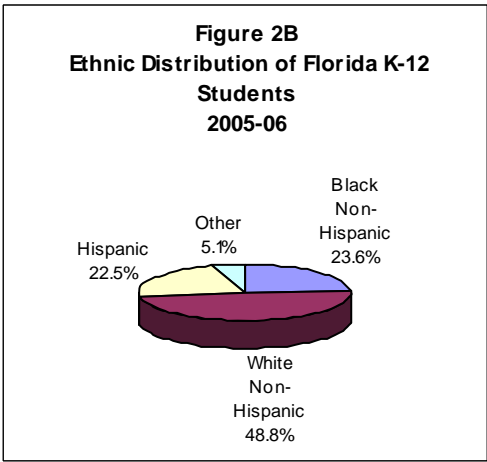
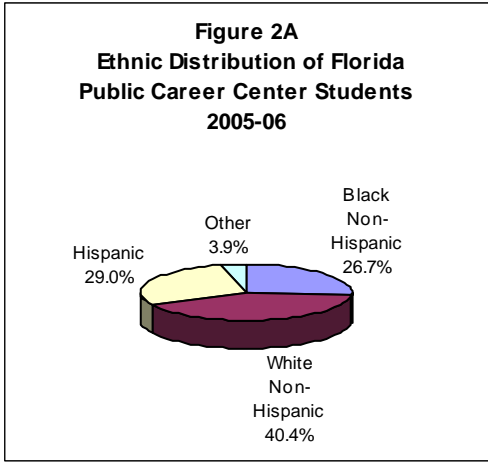
## Gender Distribution

The statewide public technical center female/male ratio was fairly well balanced: 50.8% female and 49.2% male (Figure 1A). First Coast Technical Institute (Figure 1B) had slightly higher percentage of female students (54.8%) than male students (45.2%). Advanced Technology Center (Figure 1C) had a much higher proportion of male students (87.2%) than female students (12.8%). ATC's predominately male student population is due to the school's limited program offering. ATC offers three PSAV programs, all three of which the Department of Education recognizes as non-traditional for females: Computer Support Specialist; Air Conditioning, Refrigeration, and Heating Technician; and Automotive Collision Repair and Refinishing. Lake Technical Institute's male/female proportions (Figure 1D) were almost the same as those of public career technical centers statewide.

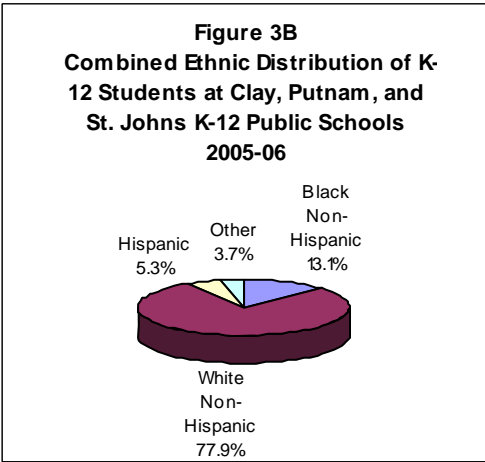
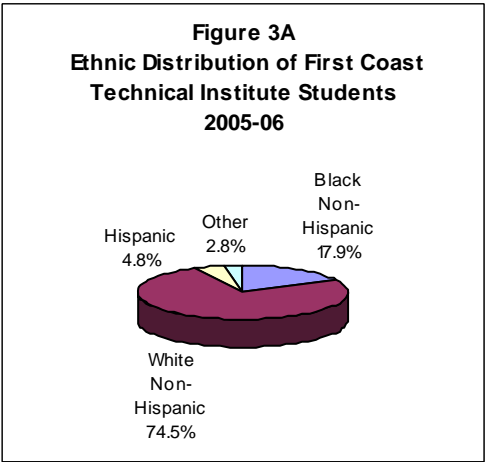


Racial/ethnic distribution at the public career technical centers and charter technical career centers are more likely reflective of the centers' locations than the centers' recruiting efforts. Specifically, the large Hispanic population in South Florida influences the statewide numbers. The charter technical career centers' mid-Florida location results in a smaller percentage of Hispanic students and an increase in other ethnic groups' percentages. The current report compares the technical career centers' racial/ethnic distributions to the corresponding K-12 racial/ethnic distributions in each center's service area to make valid comparisons.

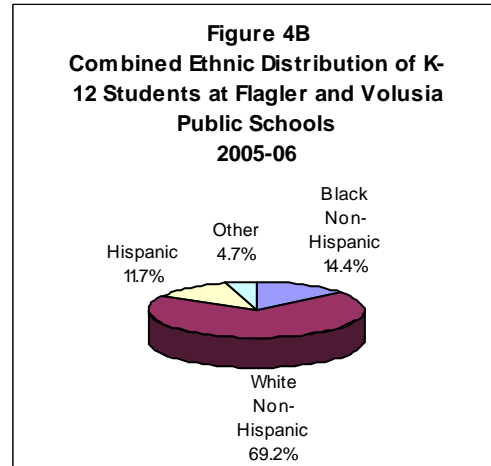
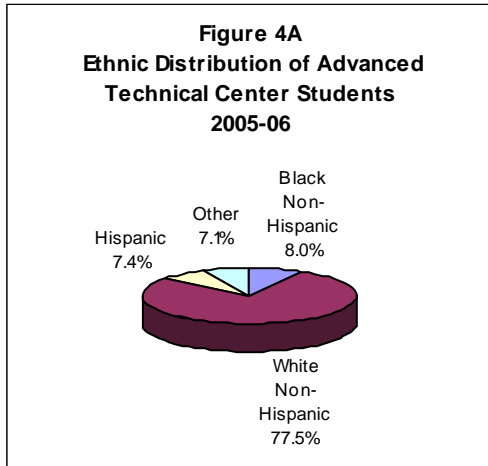
The first comparison was between the statewide public technical career center racial/ethnic distribution and that of public technical career centers statewide. Figures 2A and 2B show that statewide, White Non-Hispanic students are a slightly smaller proportion of the public career technical centers' student populations (2A=40.4%) than that of the public K-12 schools (2B=48.8%). There are corresponding larger percentages of Black Non-Hispanic and Hispanic students. This suggests that statewide, Black Non-Hispanic and Hispanic students are more likely than White Non-Hispanic students to enroll in career technical schools.



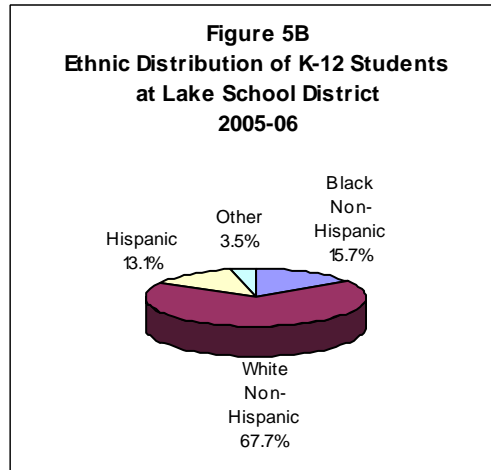
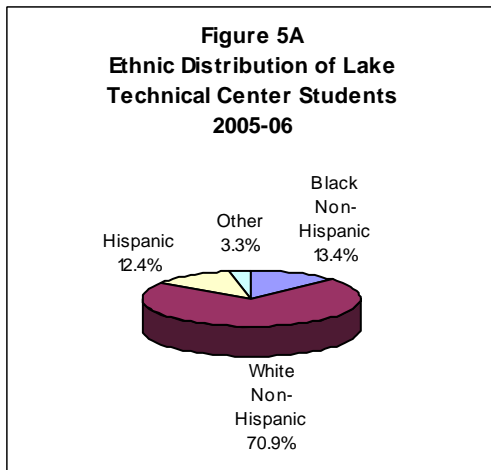
Figures 3A and 3B (below) show First Coast Technical Institute's ethnic distribution is very similar to the districts which that institute serves. The White Non-Hispanic proportion is 74.5% of First Coast Technical Institute's students and 77.9% of the K-12 students at the districts which First Coast Technical Institute serves. The largest percentage difference is in Black Non-Hispanic students, which is 4.8 percentage points higher at First Coast Technical Institute (17.9%) than at the K-12 districts (13.1%) which First Coast Technical Institute serves. The Hispanic proportion is 4.8% of First Coast Technical Institute's students and 5.3% of the K-12 students in First Coast Technical Institute's service area.



Figures 4A and 4B (below) show the percentage of Advanced Technology Center students who are White Non-Hispanic is larger (78%) than among Flagler and Volusia public schools (69%).



Figures 5A and 5B (below) show Lake Technical Center's racial/ethnic distribution is relatively close to that of Lake County schools. Lake Technical Center's White Non-Hispanic students make up 70.9% percent of their enrollment, three percentage points higher than the 67.7% at Lake County K-12 public schools. The corresponding lower percentage is in Black Non-Hispanic students.



Pell grants are a federal need-based grant program available to students enrolled in PSAV programs of 600 hours or more. The percentage of post-secondary students receiving Pell grants reflects both the students' socio-economic 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. First Coast Technical Institute's percentage and Lake Technical Center's percentage are relatively close to the public career technical centers' percentage, reflecting their relative wide range of programs offered. The three Advanced Technical Center's programs are over 600 hours and make all ATC PSAV programs and students Pell grant eligible.

**Table 3**

**Florida Public Career Technical Career Centers and Charter Technical Career Centers  
Post-Secondary Adult Vocational (PSAV) Headcount with Number and Percent of Students  
Receiving Pell Grant 2005-06**

	<b>Public Career Technical Centers</b>	<b>First Coast Technical Institute</b>	<b>Lake Technical Center</b>	<b>Advanced Technical Center</b>
<b>PSAV Headcount</b>	40,416	1,903	1,295	122
<b>Number Received Pell Grant</b>	5,895	266	138	54
<b>Percent Received Pell Grant</b>	14.6%	14.0%	10.7%	44.3%

### ***Summary***

There is a smaller proportion of students in charter technical center adult education programs than in the average public technical center, but the few adult education students that are enrolled in charter technical centers progress more rapidly than their public technical center counterparts. There is little difference between charter and public technical centers in their PSAV program completion rates, although the two large charter technical centers, First Coast and Lake, are slightly more effective in this respect than the average public technical center. Geography and program offerings explain the variation in ethnic and gender distributions found in the charter technical centers. Regarding socio-economic status, ATC has a much higher percentage of students with demonstrated need than the other two charter technical centers and the average public technical center, but this may be more a function of their program offerings than their students' characteristics.



## **APPENDIX**