

A COMPARISON OF STATE OF FLORIDA CHARTER TECHNICAL CAREER CENTERS TO DISTRICT NON-CHARTER CAREER CENTERS

2019-2020



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

AT A GLANCE

In school year 2019-2020, there were 1,494 students enrolled in the state of Florida's only charter technical career center, Lake Technical College (LTC). This represents just less than two percent of the total career center (charter and public technical center) headcount. In summary, the charter technical center's adult basic education programs performed better than the public comparison group and 61 percent (11 of 18) of career certificate programs performed better than the average public technical center. The average public technical career center had a higher percentage of minority students and a slightly higher percentage of female students as compared to the charter technical career center, but location and program offerings appear to explain these differences. Regarding socioeconomic status, LTC had a higher percentage of students with demonstrated financial need (Pell Grants) as compared to the public technical centers.

SCOPE

This report compares Florida charter technical career center(s) operating in 2019-2020 to public technical centers statewide. Section 1002.34(19), Florida Statutes (F.S.), requires the Commissioner of Education to submit an annual comparative evaluation of charter technical career centers and public 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.

RECOMMENDATION FOR DELETION

Charter Technical Schools have existed in Florida for over twenty years. At their height in the 2011-2012 school year, there were three Charter Technical Schools. However, due to closures over time, there has only been one Charter Technical Center since the 2016-2017 school year. Therefore, we recommend deletion of Florida Statute 1002.34(19), F.S., which requires the Commissioner of Education to submit an annual comparative evaluation of Charter Technical Career Centers and Public 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 continued value of comparing one institution to 47 others has become *de minimis*, as this policy option has not become a trend, rather it represents just a unique community-driven mission.

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 Florida College System institutions. The charter must be approved by the school board or the board of trustees of the 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 and 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 as well as the sponsors' responsibilities.

Appendix A of this report is a copy of the authorizing statute and Appendix B is a Program Glossary. 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 centers' curricula.

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. The purpose of charter technical career centers is to develop a competitive workforce that supports local business, 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 school-to-work, technical, academy and/or magnet school models to provide career pathways for lifelong learning and career mobility and to enhance career and technical training.

In school year 2019-2020, the state of Florida had one charter technical career center. This center is the Lake Technical College (LTC) sponsored by the Lake County School Board.

FLORIDA'S CHARTER TECHNICAL CAREER CENTER

Lake Technical Center became a conversion charter technical career center in July 2004, and reauthorized its charter on July 1, 2014, and changed its name to Lake Technical College (LTC).

LAKE TECHNICAL COLLEGE

Lake Technical College (LTC) is a conversion charter technical center sponsored by the Lake County School Board. Its main campus is located in Eustis, Florida. LTC's mission is to be an integral component of the economic growth and development in the community by offering a variety of high-quality career-training opportunities. In the school year 2020-2021, LTC opened a new HVAC Apprenticeship program and an Introduction of Construction class. In addition, a Vet Assisting program will open in January 2021 in the newly built Lake County Animal Shelter. All programs are supported by advisory committees who assist in ensuring the programs are industry standard and relevant to the workforce needs in the region. The career training programs are competency-based and follow the standards set by the state. Most of the programs have

articulation agreements with the state college system for students who wish to continue their education beyond LTC. The majority of the students enrolled at LTC are adults. However, secondary students may dually enroll in LTC's career certificate programs simultaneously earning secondary and postsecondary credit.

In addition to the main campus, the Institute of Public Safety, an extension campus located in Tavares, Florida, offers programs in law enforcement, corrections, firefighting, and public safety telecommunications (911 Dispatcher) as well as advanced and specialized courses to meet the needs of our public safety community. One instructional service center in partnership with Lake Sumter State College is located in Clermont, Florida and provides nursing, paramedic and adult education classes to students in the south part of the county.

The Center for Advanced Manufacturing (CAM) opened in December 2017. This new 24,000 square foot facility has allowed LTC to double the number of student stations available for the welding and fabrication program. This project is a partnership with Lake County and local manufacturers. The Center is now an official American Welding Society Accredited Test Facility so students and the local workforce can be tested and qualify for the industry certifications. In addition, a CNC Production Specialist program is also being offered in this new facility. The CNC program has partnered with NASA and is building parts for lockers that will go into the space station.

Adult basic education, GED® preparation, applied academics for adult education and adult English for speakers of other languages (ESOL) classes are available on the main campus and in seven off-site locations around the county. Through a partnership with the Lake County Library System, many of these courses are offered in tandem with library tutors. In addition, through a partnership with Goodwill and Lake Sumter State College, additional GED and ESOL classes are available to the community. LTC and Lake County are partners so that GED® test preparation can be offered to inmates in the Lake County Jail. This project, Corrections

Connection, is funded in part through a grant from the local United Way. GED® prep is also offered online.

LTC is accredited by the Council on Occupational Education and regionally by Cognia. Certification and individual programs are accredited by the following associations: American Culinary Federation, American Society of Health-System Pharmacists, Bureau of Fire Standards, Commission on Accreditation of Allied Health Education Programs, Florida Criminal Justice Standards and Training Commission, Florida Department of Health's Bureau of Emergency Medical Services, Florida Department of Veterans Affairs, Florida State Board of Cosmetology, Florida State Board of Nursing, Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions, National Automotive Technicians Education Foundation, Inc., U.S. Department of Education's Office of Federal Student Aid and U.S. Department of Veterans Affairs. Career counseling and career assessment, accommodations for students with special needs, and job placement assistance are available to LTC students. A Student Success Counselor is available to students facing barriers that may impede their achievement at LTC. Financial aid and scholarships are available for qualified students.

FINANCIAL DATA

Financial data on LTC for the fiscal year ending June 30, 2019 was not available at the time of this report's publication.

PROGRAM TYPES

1. Adult Generation Education (AGE) – For the purposes of this report, includes the following courses:
 - a. Adult Basic Education (ABE): The program and courses are

designed for the student to increase basic literacy skills in mathematics, reading, and language at the grade level equivalency of 0-8.9 to improve employability in the state's workforce, and transition to higher levels of educational attainment and postsecondary training.

- b. Adult English for Speakers of Other Languages (ESOL): This non-credit instructional program/course is designed to provide adult English language learners with the knowledge and skills needed to communicate effectively in English and improve their ability to enter the state's workforce and/or postsecondary education. The terms ESOL and ESL are interchangeable.
 - c. General Education Development (GED®): These courses are designed to prepare adults at a 9.0 grade level or above to successfully pass the complete battery of the GED® subject area tests. After successfully passing all four subtests, the student earns a state of Florida high school diploma. GED® preparation courses are offered in each of the four subtest subjects: (1) Reasoning through Language Arts, (2) Social Studies, (3) Science and (4) Mathematical Reasoning.
2. Career Certificate – These programs are responsible for developing and maintaining educational programs that prepare individuals for occupations important to Florida's economic development. These programs are organized into 17 different career clusters and are geared toward middle school, high school, district technical school, and Florida College System students throughout the state. With the help of partners in education, business and industry, and trade associations, each program includes the academic and technical skills required to be successful in today's economy.
3. Continuing Workforce Education (CWE) - This is instruction that does not result in a technical certificate, diploma, associate in applied science degree or associate in science degree. Continuing workforce education is for:

- a. Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body;
 - b. New or expanding businesses as described in chapter 288 of the Florida Statutes;
 - c. Business, industry and government agencies whose products or services are changing so that the retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity; or
 - d. Individuals who are enhancing occupational skills necessary to maintain current employment, to cross train, or to upgrade employment.
4. Apprenticeship - Registered apprenticeship programs enable employers to develop and apply industry standards to training programs for registered apprentices that can increase productivity and improve the quality of the workforce. Apprentices who complete registered apprenticeship programs are accepted by the industry as journey workers. By providing on-the-job training, related classroom instruction, and guaranteed wage structures, employers who sponsor apprentices provide incentives to attract and retain more highly qualified employees and improve productivity. Certifications earned through registered apprenticeship programs are recognized nationwide.
5. Applied Technology Diploma (ATD) - This is a course of study that is part of a technical degree program, is less than 60 credit hours, and leads to employment in a specific occupation. An applied technology diploma program may consist of either technical credit or college credit. A public school district may offer an applied technology diploma program only as technical credit, with college credit awarded to a student upon articulation to a Florida College System institution.

COMPARATIVE ANALYSIS OF CAREER AND TECHNICAL EDUCATION PRODUCTIVITY ENROLLMENT

All enrollment and performance data in this report has been extracted from Department of Education databases. LTC submits data through the Workforce Development Information System (WDIS). Additionally, the PK-20 Education Reporting and Accessibility (PERA) personnel identify students enrolled in the district-sponsored charter technical career center and other district technical career centers and these students are referred to as public technical center students.

This report compares the charter technical career center to the aggregated 47 Florida public technical centers.

LTC enrollment represented two percent of the total charter technical career center enrollment. Tables 2a and 2b shows statewide 2019-2020 student headcount and enrollment percentages in adult and career certificate education programs for charter and public technical centers.

Enrollment is disaggregated by Adult General Education, Career Certificate, Continuing Workforce Education, Apprenticeship and Applied Technology Diploma. LTC's largest program area was in career certificate programs at 68.3 percent, followed by adult general education at 27.1 percent and applied technology diploma programs at 4.6 percent. The largest student enrollments in public technical centers were in the area of career certificate programs at 45.7 percent.

In public technical centers Continuing Workforce Education (CWE) is a relatively small percent (0.9 percent) of the overall enrollment. In 2019-2020 LTC did not report any enrollment in CWE programs nor have they done so since 2014-2015. It should be noted that beginning 2010-2011, CWE is the only workforce education program that must be 100 percent fee supported.

TABLE 2A

CAREER CENTER HEADCOUNTS BY ADULT AND POSTSECONDARY PROGRAM CATEGORY, 2019-20

SCHOOL	CAREER CERTIFICATE	APPLIED TECHNOLOGY DIPLOMA (ATD)	APPRENTICESHIPS	ADULT GENERAL EDUCATION (AGE)	CONTINUING WORKFORCE EDUCATION (CWE)*
Public Technical Centers	38,284	1,120	9,031	34,586	727
LTC HEADCOUNT BY PROGRAM CATEGORY					
Lake Technical College	1,021	68	0	405	0

Source: Workforce Development Information System end of year data 2019-2020

* Beginning in 2010-11, continuing workforce education programs are no longer state funded and must be supported by fees.

TABLE 2B

CAREER CENTER HEADCOUNTS BY ADULT AND POSTSECONDARY PROGRAM CATEGORY, 2019-20

SCHOOL	CAREER CERTIFICATE	APPLIED TECHNOLOGY DIPLOMA (ATD)	APPRENTICESHIP	ADULT GENERAL EDUCATION (AGE)	CONTINUING WORKFORCE EDUCATION (CWE)
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Public Technical Centers	45.7%	1.3%	10.8%	41.3%	0.9%
LTC ENROLLMENT PERCENTAGES BY PROGRAM					
Lake Technical College	68.3%	5%	0%	27.1%	0%

Source: Workforce Development Information System end of year data 2018-19

2019-20 PERFORMANCE

This section evaluates student performance at the charter technical career center in three separate program areas: adult general education, career certificate and apprenticeship programs. Technical and literacy skills acquisition or advancement is measured by literacy completion points (LCPs)¹ for adult general education skills and occupational completion points (OCPs)² for technical skills in career certificate and applied technology diploma programs.

The first performance measure reported in this section is the percentage of students who earned at least one completion point during the 2019-2020 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

1 Literacy completion points are the literacy gains earned by a student during the school year. LCPs in adult general education are earned through the process of pre- and post-testing and reaching a scale score that is at or beyond the upper range of their current educational functioning level.

2 Occupational completion points are the occupational competencies that qualify a person to enter an occupation that is linked to a career and technical program.

include a variety of program types with different amounts of time required to earn completions, performance calculations are compared by program. 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 completed course at the 9th and 10th grade levels. Students in automotive service technology programs can earn many more OCPs in a year than web development students. For comparative purposes, we have calculated statewide averages for each program among all 48 public technical centers for both measures. Small programs at the charter technical career centers (less than 20 students) 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 of the following tables include annual program headcount ("Headcount"), the percentage of those students who earned at least one completion point ("Percent with at least one LCP" or "Percent with at least one OCP"), the ratio of completions to headcount ("Completion-to-Headcount"), and, for comparative purposes, the statewide average among all public technical centers for both of those measures. For this performance indicator, the higher the ratio, the better the performance.

ADULT EDUCATION PERFORMANCE

Table 3 reveals that students enrolled in adult basic education performed better than the statewide average of all public technical centers on both performance metrics (Percent of LCPs and Completion to Headcount Ratio)

TABLE 3

LAKE TECHNICAL COLLEGE ADULT GENERAL EDUCATION PERFORMANCE, 2019-20.

Program	LTC PERCENT WITH AT LEAST ONE LCP*				COMPLETION TO HEAD-COUNT RATIO**	
	LTC HEAD-COUNT	LTC %	Public Technical Centers Head-count	Public Technical Career Centers %	LTC	Public Technical Centers
Adult Basic Education (9900000)	268	34.7%	10,159	13.1%	0.60	0.18
Adult English for Speakers of Other Languages (ESOL) (9900040)	115	23.5%	19,889	23.6%	0.25	0.31

Source: Workforce Development Information System end of year data 2019-2020

LTC also reported enrollment in GED Preparation. However, this metric is not an accurate reflection of performance. Completion in GED programs is measured as diploma earners.

*LCPs maybe reported based on passage of individual subtests, however for accountability purposes only students who earn the GED are considered completers.

**Completion to headcount ratio is based on total number of LCPs reported.

CAREER CERTIFICATE PERFORMANCE

Table 4 shows that 11 out of 18 (61 percent) of LTC center certificate programs with 20 or more students enrolled, performed better than the statewide average of all public technical centers on the OCP and the Completion to Headcount Ratio measures.

TABLE 4
LAKE TECHNICAL COLLEGE CAREER CERTIFICATE PROGRAM PERFORMANCE, 2019-20

Sorted by percent with minimum of one OCP

PROGRAM	LTC PERCENT WITH AT LEAST ONE OCP*				COMPLETION TO HEADCOUNT RATIO**	
	LTC HEAD-COUNT	LTC %	PUBLIC TECHNICAL CENTERS HEADCOUNT	PUBLIC TECHNICAL CENTERS %	LTC	PUBLIC TECHNICAL CENTERS
Automotive Collision Technology Technician	33	97.0%	447	79.6%	2.61	1.78
Pharmacy Technician	22	95.5%	378	66.1%	1.23	0.78
Fire Fighter/ Emergency Medical Technician-Combined	131	93.9%	308	74.7%	1.26	1.55
Phlebotomy	38	92.1%	369	92.1%	1.45	1.41

Professional Culinary Arts & Hospitality	38	92.1%	1,323	70.7%	2.16	1.34
Diesel Systems Technician 1	22	90.9%	151	88.7%	1.68	1.62
Welding Technology	97	90.7%	1,596	68.1%	1.22	1.08
Paramedic	41	90.2%	92	55.4%	0.90	0.55
Medical Assisting	28	85.7%	1,396	86.5%	1.86	1.69
Enterprise Desktop and Mobile Support Technology	33	84.8%	526	30.4%	2.18	0.41
Air Conditioning, Refrigeration and Heating Technology 1	28	82.1%	387	70.3%	1.54	1.26
Patient Care Technician	32	81.3%	303	87.5%	4.97	4.40
Automotive Service Technology 1	37	81.1%	784	71.3%	2.00	1.41
Nursing Assistant (Long-Term Care)	36	80.6%	202	71.3%	0.81	0.71
Practical Nursing	95	71.6%	3,399	77.8%	0.89	0.86

Florida Law Enforcement Academy	103	60.2%	387	64.3%	0.60	0.64
Correctional Officer (Traditional Correctional B RTP)	21	57.1%	171	56.1%	0.57	0.56
Cosmetology	67	34.3%	0	0.0%	0.34	0.00

Source: Workforce Development Information System end of year data 2019-20

GENDER AND RACE/ ETHNICITY DISTRIBUTION

This section gives an overview of the gender and race/ethnicity distribution at the charter technical center and public technical centers. Also, a comparison of race/ethnicity distribution between the charter technical center and the Lake County K-12 student population is provided.

GENDER DISTRIBUTION

Table 5 shows that the statewide public technical centers gender distribution was slightly lower for males at 52.6 percent as compared to LTC at 53.6 percent. However, statewide public technical centers had a slightly higher distribution of female students (47.4 percent) as compared to LTC at 46.4% percent.

TABLE 5

CAREER CENTER GENDER DISTRIBUTION, 2019-20

INSTITUTION	FEMALE	MALE
Public Technical Centers	47.4%	52.6%
Lake Technical College	46.4%	53.6%

Source: WDIS end of year data 2019-20

RACE/ETHNICITY DISTRIBUTION

Table 6 shows that statewide, white students constituted a much larger proportion of the charter technical career center student population (57.2 percent) than that of the public technical career centers (30.6 percent). There were corresponding larger percentages of African-American (non-Hispanic) and Hispanic students among public technical centers as compared to the charter technical career centers.

TABLE 6

RACE/ETHNICITY DISTRIBUTION AMONG CAREER CENTERS, 2019-20

INSTITUTION	AFRICAN-AMERICAN	HISPANIC	OTHER	WHITE
Public Technical Centers	26.6%	38.6%	4.2%	30.6%
Lake Technical College	14.2%	22.4%	6.2%	57.2%

Source: Workforce Development Information System end of year data 2019-20

Race/ethnicity distribution at the public technical centers and LTC 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. LTC's mid-Florida location results in a smaller percentage of Hispanic students and an increase in other ethnic groups' percentages.

The remainder of this section compares LTC's race/ethnicity distribution to the corresponding K-12 distribution in the service area to make valid comparisons.

Table 7 reveals that LTC's white students represented a higher percentage (57.7 percent) of total enrollment than among Lake County K-12 students (50.1 percent). LTC's Hispanic enrollment was 4.2 percent less than that of Lake County's K-12 population while the African American student population was 1.4 percent lower at LTC as compared to Lake County's K-12 population.

TABLE 7
RACE/ETHNICITY DISTRIBUTION AT LAKE TECHNICAL COLLEGE, 2019-20

POPULATION	AFRICAN-AMERICAN	HISPANIC	OTHER	WHITE
Lake Technical College	14.0%	22.2%	6.1%	57.7%
Lake County K-12 Students	15.4%	26.4%	8.0%	50.1%

Source: Workforce Development Information System end of year data 2019-2020
 EDSTATS.FLDOE

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. 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. Table 8 shows that LTC's percentage (29.1 percent) was above the public technical centers' percentage (27.8 percent).

TABLE 8

CAREER CERTIFICATE HEADCOUNT WITH NUMBER AND PERCENT OF STUDENTS PELL GRANT ELIGIBLE, 2019-20

POPULATION	PUBLIC TECHNICAL CENTERS	LAKE TECHNICAL COLLEGE
Career Certificate Headcount	38,284	1,021
Number Pell Grant Eligible	10,662	297
Percent Pell Grant Eligible	27.8%	29.1%

Source: Workforce Development Information System end of year data 2019-2020

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 Florida College System 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 Florida College System institution 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. A center shall provide a monthly financial statement to the sponsor. The monthly financial statement shall be in a form prescribed by the Department of Education.

(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 Florida College System institution 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 Florida College System institution 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 Florida College System institution.

(h) An employee who is on a leave of absence under this section may retain seniority accrued in that school district or Florida College System institution and may continue to be covered by the benefit programs of that district or Florida College System institution if the center and the district school board or Florida College System institution 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. The board of directors is responsible for performing the duties provided in s. 1002.345, including monitoring the corrective action plan. The board of directors must comply with s. 1002.33(26).

(14) **ACCOUNTABILITY.**—Each center must submit a report to the participating district school board or Florida College System institution 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 Florida College System institution 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 ss. 120.536(1) and 120.54, relating to the implementation of charter technical career centers, including rules to implement a charter model application form and an evaluation instrument in accordance with this section.

(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; s. 8, ch. 2009-214; s. 28, ch. 2011-5; s. 9, ch. 2011-55; s. 43, ch. 2013-35; s. 157, ch. 2013-183; s. 174, ch. 2014-17; s. 25, ch. 2014-39.

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 passing the GED® test). The adult education programs included in this report include the following.

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 is 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.

Adult ESOL - English for Speakers of Other Languages.

ELCATE - English Literacy for Career and Technical Education – To prepare adult English language learners to enter and succeed in Career and Technical Education (CTE) programs, to obtain or maintain employment, and to advance in a high-growth, high-wage career.

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.

Applied Academics for Adult Education - 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.

GED® Test Preparation - Courses that prepare students for success in the four GED® subject area tests that lead to the award of the state of Florida High School Diploma.

Applied Technology Diploma Program - The applied technology diploma (ATD) 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 Florida College System institution. Statewide articulation is guaranteed by s. 1007.23, F.S., in addition to guidelines issued by the State Board of Education as found in s. 1007.24 and s. 1007.25, F.S.

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 Florida Department of Education's Apprenticeship Programs Section. 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 Florida College System institutions 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 - 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 was previously referred to 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.

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.