

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

**PROGRAM YEAR 2020-
2021**



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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AT A GLANCE

In school year 2020-21, there were 1,374 students enrolled in the state of Florida's only charter technical career center, Lake Technical College (LTC). This represents two percent of the total career center (charter and public non-charter technical career center) headcount. In summary, the charter technical center's adult basic education programs performed better than the non-charter comparison group and 72 percent (13 of 18) of career certificate programs performed better than the average public non-charter technical career center. Public non-charter technical career centers had a higher percentage of minority students and a slightly higher percentage of female students as compared to the charter technical career center, but the location of LTC and their program offerings may explain these differences. Regarding socioeconomic status, LTC had a higher percentage of students with demonstrated financial need (Pell Grants) as compared to the public non-charter technical career centers.

SCOPE

This report compares Florida charter technical career center(s) operating in 2020-21 to non-charter district career 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 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 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 non-charter 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 (section 1002.34(10), F.S.). 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.

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 2020-21, 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). The Charter Contract between the School Board of Lake County, Florida and Lake Technical College was set to expire June 30, 2019. On November 14, 2016, Lake Technical College was granted an extension, extending the contract to end in June 30, 2022.

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. LTC's mission is to be an integral component of the economic growth and development in our community by offering a variety of high quality career-training opportunities. In the school year 2020-21, LTC opened a new HVAC Apprenticeship program and an Introduction of Construction class. In addition, a Vet Assisting program opened 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, 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 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 24,000 square foot facility 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 an official

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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, 2020 was not available at the time of this report’s publication. Financial data below is based on 2019-2020 cost and revenues.

This section compares costs and revenues reported by LTC. Table 1 shows data from independent audit reports performed on LTC for the fiscal year ending June 30, 2020, as the 2020-21 audit report is awaiting completion. The first section comprises five 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 the institution’s reserve fund.

TABLE 1: Charter Technical Career Center Financial Data for Fiscal Year, 2019-20

Expenditure Categories	LTC	Percent
Instruction	\$8,220,093	76.0%
Administration	\$1,121,465	10.4%
Services	\$445,765	4.1%
Plant and Operations	\$1,035,378	9.6%
Fixed Capital Outlay	\$-	
Totals	\$10,822,701	100.0%
Revenue		
Federal	\$1,968,724	17.4%
State	\$5,617,305	49.6%
Local and Other	\$3,734,566	33.0%
Totals	\$11,320,595	100.0%
Net Change	\$497,894	

Source: Independent Audit Report

PROGRAM TYPES

This section serves as a guide to understand allowable program types offered by Charter Technical Centers that may be mentioned throughout this report.

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

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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) - 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;
 - c. Business, industry, and government agencies whose products or services are changing so that 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) - 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 are extracted from the department 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 non-charter technical career center students.

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

LTC enrollment represented two percent of the total charter technical career center enrollment. Tables 2a and 2b show statewide 2020-21 student headcount and enrollment percentages in adult and career certificate education programs for charter and non-charter schools.

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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 68.4 percent, followed by adult general education at 21.2 percent and applied technology diploma programs at 9.5 percent. The largest student enrollments in public non-charter technical career centers were in the area of career certificate programs at 50.7 percent.

In public non-charter technical career centers Continuing Workforce Education (CWE) is a relatively small percent (1.2 percent) of the overall enrollment. In 2020-21 LTC did not report any enrollment in CWE programs nor have they done so since 2014-15. It should be noted that beginning 2010-11, 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, 2020-21

School	Career Certificate	Apprenticeship	Applied Technology Diploma (ATD)	Adult General Education (AGE)	Continuing Workforce Education (CWE)*
Public Non-Charter Technical Career Centers	34,976	8,881	1,227	23,032	852
LTC Headcount by Program Category					
Lake Technical College	940	13	130	291	0

Source: WDIS end of year data 2020-21

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

Table 2b: Career Center Enrollment Percentages by Adult and Postsecondary Program Category, 2020-21

School	Career Certificate	Apprenticeship	Applied Technology Diploma (ATD)	Adult General Education (AGE)	Continuing Workforce Education (CWE)
Public Non-Charter Technical Career Centers	50.7%	12.9%	1.8%	33.4%	1.2%
LTC Enrollment Percentages by Program Category					
Lake Technical College	68.4%	1%	9%	21.2%	0%

Source: WDIS end of year data 2020-21

2020-21 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 2020-21

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.

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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. 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 47 public non-charter technical career 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 non-charter technical career 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 non-charter technical career centers on both performance metrics (Percent of LCPs and Completion to Headcount Ratio).

Table 3: Lake Technical College Adult General Education Performance, 2020-21

Program	LTC Percent with at least one LCP*				Completion to Headcount Ratio**	
	LTC Heacount	LTC %	Public Non-Charter Technical Career Centers Headcount	Public Non-Charter Technical Career Centers %	LTC	Public Non-Charter Technical Career Centers
Adult Basic Education (9900000)	210	35.7%	7,564	12.5%	0.64	0.18
Adult English for Speakers of Other Languages (ESOL) (9900040)	72	33.3%	11,277	26.3%	0.49	0.45

Source: WDIS end of year data 2020-21

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 CENTER PERFORMANCE

Table 4 shows that 13 out of 18 (72 percent) LTC center certificate programs with 20 or more students enrolled, performed better than the statewide average of all public non-charter technical career centers on the OCP and the Completion to Headcount Ratio measures.

Table 4: Lake Technical College Career Certificate Program Performance, 2020-21

Sorted by Percent with Minimum of One OCP

Program	Percent with minimum of one OCP				Completion to Headcount Ratio	
	LTC Heacount	LTC %	Public Non-Charter Technical Career Centers Headcount	Public Non-Charter Technical Career Centers %	LTC	Public Non-Charter Technical Career Centers
Automotive Collision Technology Technician	35	97.1%	425	85.6%	2.09	1.69
Automotive Service Technology 1	40	77.5%	799	69.8%	1.53	1.72
CNC Production Specialist	22	72.7%	42	78.6%	1.45	1.19

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Program	Percent with minimum of one OCP				Completion to Headcount Ratio	
	LTC Heacount	LTC %	Public Non-Charter Technical Career Centers Headcount	Public Non-Charter Technical Career Centers %	LTC	Public Non-Charter Technical Career Centers
Correctional Officer (Traditional Correctional B RTP)	43	72.1%	262	61.5%	0.72	0.61
Cosmetology	75	41.3%	1,494	41.8%	0.41	0.42
Diesel Systems Technician 1	22	81.8%	154	0.0%	1.68	0.00
Enterprise Desktop and Mobile Support Technology	33	93.9%	581	32.5%	2.33	0.43
Fire Fighter/ Emergency Medical Technician-Combined	44	100.0%	84	88.1%	1.50	1.32
Firefighter/ Emergency Medical Technician - Combined	68	92.6%	238	85.7%	2.12	1.89
Florida Law Enforcement Academy	95	58.9%	362	65.2%	0.59	0.65

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Program	Percent with minimum of one OCP				Completion to Headcount Ratio	
	LTC Headcount	LTC %	Public Non-Charter Technical Career Centers Headcount	Public Non-Charter Technical Career Centers %	LTC	Public Non-Charter Technical Career Centers
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)1	30	86.7%	684	73.8%	1.70	1.47
Medical Assisting	29	89.7%	1,266	87.4%	1.86	1.77
Patient Care Technician	28	92.9%	246	88.6%	4.89	4.79
Phlebotomy	27	88.9%	706	77.9%	1.30	1.28
Practical Nursing	92	71.7%	3,219	77.5%	0.90	0.83
Professional Culinary Arts & Hospitality	24	87.5%	982	77.1%	1.79	1.38
Public Safety Telecommunication	27	77.8%	0	0.0%	0.78	0.00
Welding Technology	120	87.5%	1,567	71.6%	1.38	1.16

Source: WDIS end of year data 2020-21

GENDER AND RACE/ETHNICITY DISTRIBUTION

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

Gender Distribution

Table 5 shows that the statewide public non-charter technical career centers gender distribution was slightly lower for males (53.2 percent) as compared to LTC (56.7 percent). However, statewide public non-charter technical career centers had a slightly higher distribution of female students (46.8 percent) as compared to LTC (43.3 percent).

Table 5: Career Center Gender Distribution, 2020-21

Institution	Female	Male
Public Non-Charter Technical Career Centers	46.8%	53.2%
Lake Technical College	43.3%	56.7%

Source: WDIS end of year data 2020-21

Race/Ethnicity Distribution

Table 6 shows that statewide, White students constituted a much larger proportion of the charter technical career center student population (58.5 percent) than that of the public non-charter technical career centers (33.8 percent). There were corresponding larger percentages of African American (non-Hispanic) and Hispanic students among public non-charter technical career centers as compared to the charter technical career centers.

Table 6: Race/Ethnicity Distribution Among Career Centers, 2020-21

Population	African-American	Hispanic	Other	White
Public Non-Charter Technical Career Centers	26.2%	35.5%	4.5%	33.8%
Lake Technical College	15.0%	21.7%	4.8%	58.5%

Source: WDIS end of year data 2020-21

Race/ethnicity distribution at the public non-charter technical career 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 (58.5 percent) of total enrollment than among Lake County K-12 students (49.4 percent). LTC's Hispanic enrollment was 5.5 percent less than that of Lake County's K-12 population while the African American student population was 0.6 percent lower at LTC as compared to Lake County's K-12 population.

Table 7: Race/Ethnicity Distribution at Lake Technical College, 2020-21

Population	African-American	Hispanic	Other	White
Lake Technical College	15.0%	21.7%	4.8%	58.5%
Lake County K-12 Students	15.6%	27.2%	7.9%	49.4%

Source: WDIS end of year data 2020-21

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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 (30.4 percent) was above the public non-charter technical career centers' percentage (26.7 percent).

Table 8: Career Certificate Headcount with Number and Percent of Students Pell Grant Eligible, 2020-21

Population	Public Non-Charter Technical Career Centers	Lake Technical College
Career Certificate Headcount	34,976	940
Number Pell Grant Eligible	9,343	286
Percent Pell Grant Eligible	26.7%	30.4%

Source: WDIS end of year data 2020-21

SUMMARY

In 2020-21, LTC had student enrollment of 1,361 across Adult General Education, Career Certificate programs, and Applied Technology Diploma programs. Public non-charter technical career centers had student enrollment of 59,235 across the same programs. Career certificate programs accounted for about 68.4% of enrollment at LTC, followed by Adult Generation Education at 21.2% and Applied Technology Diploma programs at 9%. In contrast, public non-charter technical career centers had a more even split between Adult

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General Education (33.4 %) and Career Certificate programs (50.7 %) with only 1.8% of student enrollment in Applied Technology Diploma programs.

LTC outperformed public non-charter technical career centers in their Adult Basic Education program with 35.7% of students earning at least one LCP (public non-charter technical career centers reported 12.5% of students earning at least one LCP in the same program), whereas their performance was similar in their Adult English for Speakers of Other Languages programs (LTC had 33.3% of students earning at least one LCP and public non-charter technical career centers had 26.3%). 13 out of 18 LTC career certificate programs with 20 or more students enrolled performed better than the statewide average of all public non-charter technical career centers on OCP and completion to headcount measures.

Gender distribution for LTC and public non-charter technical career centers were similar. LTC had a female to male ratio of 43.3 to 56.7 whereas public non-charter technical career centers had a female to male ratio of 46.8 to 53.2.

In terms of Race/Ethnicity distribution, LTC had a larger proportion of white students enrolled (58.5% vs 33.8% for Public Non-Charter Technical Career Centers) whereas Public Non-Charter Technical Career Centers had a larger proportion of non-white students enrolled (66.2% vs 41.5% for LTC). This discrepancy is more likely due to the public non-charter technical career centers' locations rather than their recruiting efforts as the large Hispanic population in South Florida influences statewide numbers and LTC's mid-Florida location results in a smaller percentage of Hispanic students. This is further exemplified by comparing LTC's Race/Ethnicity distribution with the rest of Lake County, which shows that LTC's Race/Ethnicity distribution as similar to that of Lake County's.

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LTC had a slightly higher percentage of Pell Grant Eligible students (30.4%) than Public Non-Charter Technical Career Centers (26.7%). The number of postsecondary students receiving Pell grants is reflective of students' socioeconomic status and schools' program lengths, but since Public Non-Charter Technical Career Centers had a higher percentage of students enrolled in career certificate programs over 600 hours (79.8% vs 78.1% for LTC), the difference in Pell Grant Eligible students is likely more reflective of socioeconomic status.

APPENDIX A

Authorizing Statute (Section 1002.34, Florida 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 Florida College System institution 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.

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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 Florida College System institution board of trustees or a consortium, including one or more district school boards and Florida College System institution 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 Florida College System institution 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 Florida College System institution 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

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was governed by a district school board and transferred to a Florida College System institution 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 Florida College System institution board of trustees, or a consortium of one or more of each, an application on a form developed by the Department of Education which 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. [1002.3105\(5\)](#), s. [1003.4281](#), or s. [1003.4282](#) 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 for resolving conflicts between the governing body of the center and the sponsor and between consortium members, if

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applicable.

- k. A method for reporting student data as required by law and rule.
- l. A statement that the applicant has participated in the training provided by the Department of Education.
- m. The identity of all relatives employed by the charter technical career center who are related to the center owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the center who has equivalent decision making authority. As used in this paragraph, the term “relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.
- n. Other information required by the district school board or Florida College System institution 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 Florida College System institution 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 using an evaluation instrument developed by the Department of Education 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

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conditions must be provided to the applicant in writing. The district school board or Florida College System institution board of trustees is not required to issue a charter to any person.

6. SPONSOR.—A district school board or Florida College System institution 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 Florida College System institution 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

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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. 1. The Department of Education shall offer or arrange for training and technical assistance to centers which must include developing and amending business plans, estimating and accounting for costs and income, complying with state and federal grant and student performance accountability reporting requirements, implementing good business practices, and identifying state and federal financial aid the center may be eligible to receive. 2. An applicant must participate in the training provided by the department after approval of its application but at least 30 days before the first day of classes at the center. The department 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. The sponsor shall perform the duties provided in s. [1002.345](#).
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 Florida College System institution. 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 Florida College System institution 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. [633.208](#), 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 Florida College System institution public school funds are used for construction, the facility must remain on the local Florida College System institution’s facilities inventory and must revert to the local Florida College System institution 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 Florida College System institution 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 in s. [1000.05](#) and the provisions in s. [1002.33](#)(24) which relate to the employment of relatives.

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 Florida College System institution 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 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:
- f. Teachers who are considered qualified by the career center are exempt from state certification requirements.
 - 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).

- 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](#).

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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.

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.