



Workforce Education

What is Workforce Education?

Workforce education¹ programs in Florida are designed to assist individuals in attaining skills necessary for economic self-sufficiency and provide training to meet local and state workforce needs. These programs include both adult general education and career education programs and may be offered by school districts and Florida College System (FCS) institutions.² State agency oversight for workforce education is provided by the Division of Career and Adult Education within the Department of Education (DOE).³

The charts below set forth the broad array of workforce education programs offered in this state:

Adult General Education ⁴	
Program Description	Delivery Systems
Adult Basic Education (ABE): Noncredit instruction for the development of basic literacy skills by adults at up to grade nine proficiency in Mathematics, Reading, and Language Arts.	<ul style="list-style-type: none">• FCS institutions• School Districts
Adult Secondary Education: General Educational Development (GED) preparation courses and high school credit courses that lead to a diploma or permit credit recovery by co-enrolled high school students.	
English for Speakers of Other Languages: Noncredit literacy instruction to enhance abilities to read, write, and speak in English.	
Vocational-Preparatory Instruction: Noncredit instruction for students enrolled in a Postsecondary Adult Vocational (PSAV) Certificate program, whose results on the Test for Adult Basic Education indicate a need for remediation.	
Instruction for Adults with Disabilities: Instruction in literacy, work-related behaviors, and living skills based on an Adult Individual Educational Plan.	

¹ Section 1004.02(26), F.S. (providing that “workforce education” means “adult general education or career education and may consist of a continuing workforce education course or a program of study leading to an occupational completion point, a career certificate, an applied technology program, or a career degree.”).

² Sections 1004.02(3) and (26), 1004.92(1), 1004.93, and 1011.80(1) and (2), F.S. Only FCS institutions may confer college credit. Section 1011.80(2), F.S.

³ Section 20.15(3)(c), F.S.

⁴ See *infra* notes 6-36.

Career Education ⁵	
Program Description	Delivery Systems
Associate in Science (AS) and Associate in Applied Science (AAS) Degrees - College credit courses that lead to a degree and employment in a specific occupation. When authorized, AS and AAS degrees may articulate to a baccalaureate degree program. <i>Examples:</i> Radiology AS and Criminal Justice Technology AAS.	<ul style="list-style-type: none"> • FCS institutions
Career Certificates: Study that leads to at least one occupational completion point. Includes Postsecondary Vocational (PSV) Certificates, composed of college credit hours and awarded when only the core technical credits of an AS or AAS degree program are completed; and Postsecondary Adult Vocational (PSAV) Certificates, composed of clock hours. Both PSV and PSAV certificates may, if authorized, articulate to an AS or AAS degree program. <i>Examples:</i> Paramedic PSV and Cosmetology PSAV.	<ul style="list-style-type: none"> • FCS institutions - PSVs and PSAVs • School Districts – PSAVs
Applied Technology Diploma: Less than 60 credit hours of study that leads to a diploma and employment in a specific occupation. May consist of technical or college credit. District may only award technical credit, with college credit awarded upon articulation to a State College for an AS or AAS degree program. <i>Examples:</i> Customer Service Technology, Dental Assisting Technology & Management, and Pharmacy Technician.	<ul style="list-style-type: none"> • FCS institutions • School Districts
Apprenticeship: Training in an occupation which combines on-the-job experience with classroom instruction. <i>Examples:</i> Carpentry, Firefighter, and Nursery Management.	<ul style="list-style-type: none"> • FCS institutions • School Districts
Continuing Workforce Education: Instruction that does not result in a technical certificate, diploma, or degree, e.g., licensure or certification renewal training; employee training; and occupational skill training. <i>Example:</i> Real Estate License Renewal Training.	<ul style="list-style-type: none"> • FCS institutions • School Districts

What is Adult General Education?

Adult general education provides comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages, vocational-preparatory instruction, and instruction for adults with disabilities.⁶ Each program is discussed below.

⁵ See *infra* notes 37-67; see also Office of Program Policy Analysis and Government Accountability, *School Districts and Colleges Share Responsibility for Workforce Education; Duplication is Minimal*, Report No. 10-61 (December 2010), available at <http://www.oppaga.state.fl.us/summary.aspx?reportnum=10-61> [hereinafter *OPPAGA -- Responsibility for Workforce Education*].

⁶ Section 1004.02(3), F.S.

Adult Basic Education. Adult Basic Education (ABE) is designed to improve the employability of the state's workforce through instruction in reading, mathematics, language, and workforce readiness skills. ABE courses are taught at or below the eighth grade level.⁷

To be eligible for an ABE program, a student must have legally left the elementary or secondary school, or be temporarily assigned for a course required for high school graduation. Additionally, the student must take one of the assessments approved by the State Board of Education, which are the Tests for Adult Basic Education and the Comprehensive Adult Student Assessment System.⁸ Based on the results of the assessment, students are placed in one of the following four Educational Functioning Levels (EFLs) for each academic course in reading, mathematics and language: Level 1 Beginning Literacy (grades 0.0 to 1.9); Level 2 Beginning Basic Education (grades 2.0 to 3.9); Level 3 Intermediate Low (grades 4.0 to 5.9); and Level 4 Intermediate High (grades 6.0 to 8.9).⁹

Students may enroll in either the Comprehensive ABE Course, which includes reading, mathematics, and language, or in a maximum of three individual academic classes in those same subject areas. A student may not enroll in more than one EFL for a subject area. Students progress from one EFL to the next by an increase in scale or grade level scores on one of the state board-approved assessments.¹⁰

Adult Secondary Education. Adult Secondary Education (ASE) consists of courses through which a person receives high school credit that leads to the award of a high school diploma or courses through which a student prepares to take the General Educational Development (GED) test.¹¹ In practice, ASE has been implemented to offer the following types of programs: adult high school, co-enrollment, and GED preparation.¹² To be eligible for any program, a student must have legally withdrawn from elementary or secondary school or be temporarily assigned for a course required for high school graduation.¹³

Adult high school provides instruction at the 9th to 12th grade levels that permits adult students to enroll for purposes of completing credits that lead to a high school diploma and permits currently enrolled high school students to co-enroll for purposes of recovering credits so that the student

⁷ Section 1004.02(1), F.S.; see also Florida Department of Education, *Glossary of Terms and Acronyms*, <http://www.fldoe.org/cc/glossary.asp> (last visited Oct. 8, 2010) [hereinafter *Glossary of Terms and Acronyms*]; Office of Program Policy Analysis and Government Accountability, Government Program Summaries, *Department of Education Adult Education and GED* (Jan. 3, 2011), available at <http://www.oppaga.state.fl.us/profiles/2005/> [hereinafter *GPS Adult Education and GED*].

⁸ Rule 6A-6.014, F.A.C.

⁹ Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Comprehensive Adult Basic Education*, at 1 (July 9, 2010), available at <http://www.fldoe.org/workforce/dwdframe/rtf/3201020d.rtf>; Florida Department of Education, Division of Career and Adult Education, *Adult Basic Education Technical Assistance Paper*, at 13 and 14 (Sept. 15, 2009), available at <http://www.fldoe.org/workforce/doc/abe-tap.rtf> [hereinafter *TAP: ABE*]. The ABE program is divided into levels that are reported as student educational gains. For purposes of federal funding, EFLs are utilized and for purposes of state funding, literacy completion points are utilized. *Id.*

¹⁰ *TAP: ABE*, *supra* note 9, at 13.

¹¹ Section 1004.02(5), F.S.

¹² *OPPAGA -- Responsibility for Workforce Education*, *supra* note 5, at 2.

¹³ Rule 6A-6.014(2), F.A.C.

may graduate with his or her cohort class.¹⁴ Adult high school courses are generally individualized, self-paced instructional modules. Placement into the program is based on an individual's high school transcript.¹⁵

Unless otherwise provided by law, the high school graduation standards for adults are the same as those for secondary students; thus, in order to obtain a regular adult education diploma, a student must earn twenty-four credits, successfully complete the FCAT, and maintain a grade point average (GPA) of a 2.0 on a 4.0 scale.¹⁶

GED preparation programs are non-graded, open-entry/open-exit, self-paced instructional modules evaluated based on performance. Students should be functioning at or above a ninth grade level.¹⁷ For students functioning below the ninth grade level, there are pre-GED preparation courses. These courses prepare students functioning above the sixth grade level, but below the ninth grade level to pass the GED tests.¹⁸

English for Speakers of Other Languages. Adult English for Speakers of Other Languages (Adult ESOL) programs are noncredit English literacy courses designed to improve the employability of the state's workforce through the acquisition of communication skills and cultural competencies that enhance the ability to read, write, speak, and listen in English.¹⁹ School districts and FCS institutions offer the following six adult ESOL courses: Academic Skills for Adult ESOL Learners; Adult ESOL; Citizenship; English Literacy for Career and Technical Education (ELCATE); Literacy Skills; and Workplace Readiness.²⁰

¹⁴ *OPPAGA -- Responsibility for Workforce Education*, *supra* note 5, at 2; *see also* s. 1004.02(6), F.S. (defining "adult student" to include "a high school student who is taking an adult course required for high school graduation.") and s. 1011.62(1)(j), F.S. (authorizing FCS institutions to be reimbursed for high school students co-enrolled in the institution's adult secondary programs).

¹⁵ Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: General Education Promotion (Adult High School)*, at 1 (July 2010), available at <http://www.fldoe.org/workforce/dwdframe/rtf/32010202.rtf> [hereinafter *Curriculum Framework: Adult High School*].

¹⁶ Section 1004.02(4), F.S.; *Curriculum Framework: Adult High School*, *supra* note 15, at 2-3; *see ss.* 1003.428 and 1003.43(6), F.S. (specifying general high school graduation requirements and providing that adult learners may substitute elective credits for the one credit in physical education and one credit in performing fine arts requirements and may be exempted from the laboratory component for science credits when facilities are inaccessible).

¹⁷ Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: General Educational Development Preparation*, at 1 (July 2010), available at <http://www.fldoe.org/workforce/dwdframe/doc/GEDComp-CFs.doc>.

¹⁸ Florida Department of Education, Career and Adult Education, *Curriculum Framework: Pre-General Educational Development Preparation*, at 1 (July 2010), available at <http://www.fldoe.org/workforce/dwdframe/doc/Pre-GEDComp-CFs.doc>.

¹⁹ Section 1004.02(2), F.S.; rule 6A-6.0901, F.A.C.; Florida Department of Education, Division of Career and Adult Education, *Technical Assistance Paper: Adult English for Speakers of Other Languages Program*, at 1 (July 1, 2010), available at http://www.fldoe.org/Workforce/AdultEd/pdf/adult_esol_tap.pdf [hereinafter *TAP: Adult ESOL Program*].

²⁰ *Id.* at 10-23.

To be eligible for any ESOL program, a student must have legally left elementary or secondary school or be temporarily assigned for a course required for high school graduation.²¹ Additionally, students must take one of the placement tests approved by the state board, which are the: Comprehensive Adult Student Assessment System (CASAS); Basic English Skills Test (BEST) Plus; Basic English Skills Test (BEST) Literacy; Comprehensive Adult Student Assessment System (CASAS) Employability Competency System Reading Skills for ELCATE students; and Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E).²²

Each ESOL course is described below:

- ❖ **Academic Skills for Adult ESOL Learners.** This course improves the advanced ESOL student's ability to communicate in English and allows the student to acquire secondary level English language skills. As this course is intended for students that plan to take credit courses at a university or college, the curriculum focuses on topics necessary for that transition, including: language grammar structures; college-level reading and writing; the culture of the United States (U.S.) higher educational system; and how to use technology for postsecondary-level work.²³
- ❖ **Adult ESOL.** This course increases a student's ability to communicate in English for a variety of purposes including employment, education, and life in the U.S. Adult ESOL curricula cover the following seven topics: Communication; Civics, Family, and Community Resources; Employment; Consumer Education; Health and Nutrition; Transportation and Travel; and Safety and Security. Students should be able to read and write in at least one language before enrolling in the course.²⁴
- ❖ **Citizenship.** This course is designed for immigrants who plan to take the U.S. Bureau of Citizenship and Immigration Services (CIS) Citizenship Interview and Examination. It focuses on English language skills and pertinent information needed to pass the Citizenship Interview and Examination. The course curriculum covers U.S. history, government, culture, and symbols and places an emphasis on the rights and responsibilities of citizens as stated in the U.S. Constitution.²⁵
- ❖ **ELCATE.** This course is designed to prepare students for transition to one of the Career and Technical Education courses provided by a school district or FCS institution. The course curriculum focuses on academic reading and writing skills, use of technology, test-taking skills, and culture of the workplace and career and technical classroom. ELCATE also addresses listening, speaking, reading, and writing as used in everyday life situations and in the workplace.²⁶

²¹ Rule 6A-6.014(2), F.A.C.

²² Rule 6A-6.014(4)(b), F.A.C.

²³ *TAP: Adult ESOL Program*, *supra* note 19, at 10; see Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Academic Skills for Adult ESOL Learners Course*, at 1 (2010-2011), available at <http://www.fldoe.org/workforce/dwdframe/rtf/32010302.rtf>.

²⁴ *TAP: Adult ESOL Program*, *supra* note 19, at 12.

²⁵ *Id.* at 15; see Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Citizenship*, available at <http://www.fldoe.org/workforce/dwdframe/rtf/Citizenship.rtf>, *GPS Adult Education and GED*, *supra* note 7.

²⁶ *TAP: Adult ESOL Program*, *supra* note 19, at 17; see Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: English Literacy for Career and Technical Education (ELCATE)* (July 2010), available at <http://www.fldoe.org/workforce/dwdframe/rtf/32010301.rtf> and *GPS Adult Education and GED*, *supra* note 7.

- ❖ **Literacy Skills.** This course is designed to provide literacy instruction at the same time as English language instruction to adults with emerging literacy skills. Students who successfully complete this course will have acquired basic literacy skills in English and will be ready to enter an Adult ESOL course. The course is intended for students who have little or no ability to read and write in their native language or in any other language. The curriculum covers: basic literacy skills competencies, including sound discrimination and reading; communication; employment; consumer and community education; health and nutrition; and transportation and travel.²⁷
- ❖ **Workplace Readiness Skills.** This course is designed for adult learners who need to improve their English language skills and are employed by an employer that requests ESOL instruction. The course is taught at the student's place of work or other location provided by the employer and it allows students to take classes before, during, or after working hours. It is primarily intended to help students maintain employment and enhance their opportunities within the company. The course curriculum is customized through a training plan developed in collaboration with the Local Educational Agency and the employer.²⁸

Vocational-Preparatory Instruction.²⁹ Vocational Preparatory Instruction (VPI) means adult general education through which persons attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0-8.9) or higher so that they may pursue technical certificate education or higher-level technical education.³⁰ VPI is noncredit, remedial instruction provided for students enrolled in technical credit instruction who have deficiencies in necessary knowledge and skills that are identified by the Test for Adult Basic Education.³¹

A VPI program provides:

- ❖ Career assessment designed to assist persons with special needs in identifying vocational interests, temperament, aptitudes, and learning styles.
- ❖ Individualized basic skills related instruction to educationally disadvantaged students whose basic skills deficiencies may prevent success in vocational job preparatory programs or prevent completion of licensure vocational job preparatory programs of their choice.
- ❖ Employability behavior instruction for job acquisition and job retention.
- ❖ Secretary's Commission on Achieving Necessary Skills (SCANS) competency training.³²

²⁷ TAP: Adult ESOL Program, *supra* note 19, at 19; see Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Literacy Skills for Adult ESOL Learners* (July 2010), available at <http://www.fldoe.org/workforce/dwdframe/rtf/32010303.rtf>.

²⁸ TAP: Adult ESOL Program, *supra* note 19, at 22; see Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Workplace Readiness Skills for Adult ESOL Learners* (July 2010), available at <http://www.fldoe.org/workforce/dwdframe/rtf/32010502.rtf>.

²⁹ The term "vocational-preparatory instruction" will be redesignated as "Applied Academics for Adult Education" effective July 2011. Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Applied Academics for Adult Education (formerly Vocational Preparatory Instruction)*, at 1 (July 2010), available at <http://www.fldoe.org/workforce/dwdframe/doc/VPI-CFs.doc> [hereinafter *Curriculum Framework: VPI*].

³⁰ Section 1004.02(24), F.S.

³¹ Rule 6A-14.030(11), F.A.C.; *OPPAGA -- Responsibility for Workforce Education*, *supra* note 5, at 2.

³² *Curriculum Framework: VPI*, *supra* note 29, at 1-2.

For students functioning below the sixth grade level, there are Pre-VPI courses. These courses prepare students for academic, technical, and personal success.³³

Instruction for Adults with Disabilities. Adults with disabilities are individuals who have a physical or mental impairment that substantially limits one or more major life activities or have a record of such impairment or are regarded as having such an impairment and who require modifications to the educational program, adaptive equipment, or specialized instructional methods and services in order to participate in workforce development programs that lead to competitive employment.³⁴ Adult general education for adults with disabilities provides instruction in literacy, work-related skills, employability skills, and life skills to enable these students to participate in work and community activities.³⁵

To be eligible, an adult with a disability must provide his or her Adult Individual Education Plan (AIEP), which must include the particular outcomes and student performance standards the student is required to master in order to complete the program. After completing the program, a student who needs additional training in a different occupational field or for advancement in the same field may enroll in the program again with a new AIEP.³⁶

What is career education?

Career education consists of programs that lead to Associate in Science and Associate in Applied Science degrees, career certificates, and Applied Technology Diplomas, as well as Apprenticeship and Continuing Workforce Education Programs.³⁷ Each program is discussed below.

Associate in Science and Associate in Applied Science degrees. Both the Associate in Science (AS) and Associate in Applied Science (AAS) degrees are two-year technical degree education programs that confer college credit and that may only be offered by FCS institutions.³⁸

The AS degree requires at least 15 credit hours of general education credit, which credits are transferable and applicable to the 36 hours of general education required for a baccalaureate degree.³⁹ Further, as provided in the Statewide Articulation Agreement Manual, each graduate of a FCS institution AS degree program shall:

- ❖ Be admitted to a public postsecondary institution in the program designated to articulate with their AS degree under the Career Degree Ladder Articulation Agreement.

³³ Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Pre-Applied Academics for Adult Education (Pre-VPI)*, at 1 (July 1, 2010), available at <http://www.fldoe.org/workforce/dwdframe/rtf/s990000.rtf>.

³⁴ Section 1004.02(7), F.S.

³⁵ Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Adult General Education for Adults with Disabilities*, at 1 (July 9, 2010), available at <http://www.fldoe.org/workforce/dwdframe/rtf/9900100ad.rtf>.

³⁶ *Id.*

³⁷ *OPPAGA -- Responsibility for Workforce Education*, *supra* note 5, at 2.

³⁸ Sections 1004.02(14) and 1011.80(2), F.S.; rules 6A-10.024(5) and 6A-14.030(2) and (3), F.A.C; *Glossary of Terms and Acronyms*, *supra* note 7. A school district, however, may conduct the portion of an AS or AAS degree program that contains within it an occupational completion point that confers a certificate or an applied technology diploma. Section 1011.80(2), F.S.

³⁹ Section 1007.23(4), F.S.; rule 6A-10.024(5), F.A.C.

- ❖ Have his or her AS degree accepted at a public or private postsecondary educational institution and applied as block credit toward a baccalaureate degree program specified in a Capstone Degree Articulation Agreement.⁴⁰

Neither guarantee above applies to limited access programs and programs requiring specific grades for certain courses for admission.⁴¹ A list of the articulation agreements for AS degrees may be found on the DOE's website.⁴²

An AAS degree generally requires of a greater amount of applied coursework and fewer general education credit hours than an AS degree. The AAS degree may articulate to a baccalaureate degree program if authorized by local interinstitutional articulation agreements.⁴³

Career Certificates. A career certificate program is a course of study that leads to at least one occupational completion point.⁴⁴ The program may also confer credit that may articulate with a diploma or career degree education program, if authorized state board rules.⁴⁵ Career certificate programs are provided by school districts and FCS institutions; however, college credit may only be awarded by a FCS institution.⁴⁶

Eligibility and certificate completion requirements vary by program. If a student enrolls in a program that consists of at least 450 clock hours, he or she must take an entry-level basic skills examination within six weeks of entry into the program. If the student scores below the minimum standards established by the DOE, the student must complete remedial instruction prior to the award of a career certificate.⁴⁷

Career certificate programs are designed to provide both education and technical skills training to prepare adult students for the workforce and are generally categorized as follows:

- ❖ **Postsecondary Adult Vocational Certificates.** A Postsecondary Adult Vocational (PSAV) certificate program is composed of clock hours, rather than college credit hours, and students are awarded a vocational certificate upon completion of instruction.⁴⁸ While the statewide articulation agreement does not require institutions to grant admission to students who obtain a PSAV certificate, State University System (SUS) boards of trustees, FCS boards of trustees, and district school boards are encouraged to establish intrainstitutional and

⁴⁰ Rule 6A-10.024(5)(c) and (d), F.A.C.; Florida Department of Education, *Statewide Articulation Manual*, at 21-22 (March 2010), available at <http://www.fldoe.org/articulation/pdf/statewide-postsecondary-articulation-manual.pdf> [hereinafter *Articulation Manual*].

⁴¹ *Id.*

⁴² Florida Department of Education, Office of K-20 Articulation, Division of Strategic Initiatives, *AS to Baccalaureate Agreements*, available at www.fldoe.org/articulation/pdf/AStoBaccalaureate_Agreemnts.pdf.

⁴³ Section 1007.23(4), F.S.; *OPPAGA -- Responsibility for Workforce Education*, *supra* note 5, at 2.

⁴⁴ Section 1004.02(21), F.S. The term "occupational completion point" means "the occupational competencies that qualify a person to enter an occupation that is linked to a career and technical program." Section 1004.02(22), F.S.

⁴⁵ Section 1004.02(21), F.S.

⁴⁶ Section 1011.80(2), F.S.

⁴⁷ Section 1004.91(2), F.S.; rule 6A-10.040(1), (3), and (4), F.A.C.

⁴⁸ *Glossary of Terms and Acronyms*, *supra* note 7; Office of Program Policy Analysis & Government Accountability, Government Program Summaries, *Department of Education Certificate Programs*, available at <http://www.oppaga.state.fl.us/profiles/2036/> [hereinafter *GPS Certificate Programs*].

interinstitutional programs to maximize articulation.⁴⁹ There are currently 43 statewide articulation agreements for the transition of a PSAV certificate to an AS or AAS degree. These agreements may be found on the DOE's website.⁵⁰ In addition to the statewide articulation agreements, there are more than 250 local and regional articulation agreements that allow students with a PSAV certificate to receive credit in associate degree programs.⁵¹

- ❖ **Postsecondary Vocational Certificates.** A Postsecondary Vocational (PSV) certificate, also referred to as a college credit certificate,⁵² program is composed of college credit hours, rather than clock hours. Typically, these programs do not require general education credit and consist of fewer credit hours than an AS degree program. College credits earned in a PSV program may, when authorized, apply toward a related AS or AAS degree.⁵³

Applied Technology Diploma. An Applied Technology Diploma (ATD) program means a course of study that is part of an AS or AAS degree program, consists of less than 60 credit hours, and leads to employment in a specific occupation. The program may offer technical or college credit. A school district may only award technical credit, while a FCS institution may offer technical or college credit.⁵⁴

To be eligible for an ATD program, a student must have earned a standard high school diploma or its equivalent. Within six weeks of entry into a program that consists of 450 or more clock hours, a student must take an entry-level basic skills examination. If the student's score is below minimum standards established by the DOE, the student must complete remedial instruction prior to the award of an ATD.⁵⁵

The statewide articulation agreement must require that every ATD graduate from a school district program be granted the same amount of credit upon admission to an AS or AAS degree program unless it is a limited access program. The DOE's Articulation Coordinating Committee is required to maintain the following information for each ATD program: the number of clock or credit hours for the program; the AS or AAS degree into which the ATD is guaranteed to transfer; the number of college credit hours guaranteed to transfer; and an effective date. An ATD is guaranteed to transfer to an AS or AAS degree for three years following the date of the ATD award.⁵⁶

⁴⁹ Sections 1007.22(1) and 1007.23, F.S.

⁵⁰ Florida Department of Education, Division of Career and Adult Education, *Statewide Articulation Agreements - PSAV Program to AAS/AS Degree*, http://www.fldoe.org/workforce/dwdframe/artic_frame_psav2aas.asp (last viewed Dec. 30, 2010).

⁵¹ *Articulation Manual*, *supra* note 40, at 23.

⁵² Email, Florida Department of Education staff (Oct. 6, 2010); *OPPAGA -- Responsibility for Workforce Education*, *supra* note 5, at 2.

⁵³ *Id.*; see, e.g., Miami Dade College, *College Credit Certificate*, http://www.mdc.edu/college_wide/programs/Pages/cccp.asp (last visited Dec. 30, 2010).

⁵⁴ Section 1004.02(8), F.S.; rules 6A-10.024(6) and 6A-14.030(5), F.A.C.; *Articulation Manual*, *supra* note 40, at 22.

⁵⁵ Rules 6A-10.024(6)(a) and (b) and 6A-10.040, F.A.C.

⁵⁶ Section 1007.23(3), F.S.; rule 6A-10.024(2)(m) and (6), F.A.C.; *Articulation Manual*, *supra* note 40, at 22.

A list of statewide ATD to AS and AAS articulation agreements may be found on the DOE's website.⁵⁷

Apprenticeship. An apprenticeship program is an organized course of instruction that is registered and approved by the DOE and that must address all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.⁵⁸ The length of an apprenticeship program varies from one to five years depending on the occupation's training requirements.⁵⁹

An apprenticeship may only be offered in occupations that:

- ❖ Are customarily learned in a practical way through a structured, systematic program of on-the-job, supervised training.
- ❖ Are commonly recognized throughout the industry or recognized with a positive view toward changing technology.
- ❖ Involve manual, mechanical, or technical skills and knowledge that require a minimum of 2,000 hours of work and training, excluding the time spent in related instruction.
- ❖ Require related instruction to supplement on-the-job training.
- ❖ Involve the development of skills sufficiently broad to be applicable in like occupations throughout an industry, rather than skills that are of restricted application to the products or services of any one company.⁶⁰

The following categories of occupations may not create an apprenticeship program: selling, retailing, or similar occupations in the distributive field; managerial occupations; and professional and scientific vocations for which entrance requirements customarily require an academic degree.⁶¹

To be eligible for an apprenticeship, the person must be at least 16 years of age. Admission requirements relating to education, physical ability, work experience, and other criteria vary based on the program's training needs.⁶²

A pre-apprenticeship program is an organized course of instruction designed to prepare a person 16 years of age or older to become an apprentice. The program must be registered with the DOE and sponsored by a registered apprenticeship program.⁶³ The program's purpose is to provide training that will enable students, upon completion, to obtain entrance into a registered apprenticeship program.⁶⁴

⁵⁷ Florida Department of Education, Office of K-20 Articulation, Division of Strategic Initiatives, *Applied Technology Diploma to Associate in Applied Science or Associate in Science Program Articulation*, http://www.fldoe.org/workforce/dwdframe/artic_frame.asp (last viewed Dec. 30, 2010).

⁵⁸ Section 446.021(6), F.S.

⁵⁹ Section 446.021(6), F.S.; rule 6A-23.004, F.A.C.

⁶⁰ Section 446.092, F.S.

⁶¹ Section 446.092(6), F.S.

⁶² United States Department of Labor, Employment and Training Administration, *Apprentices*, <http://www.doleta.gov/oa/apprentices.cfm> (last visited Oct. 11, 2010).

⁶³ Section 446.021(5), F.S.

⁶⁴ Rule 6A-23.010(1), F.A.C.

Continuing Workforce Education. Continuing Workforce Education (CWE) means instruction that does not result in a technical certificate, diploma, AAS degree, or AS degree.⁶⁵ CWE programs offer a sequence of courses that provide coherent and rigorous content needed to prepare for further education and career advancement. The programs also offer content to improve academic knowledge, high-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.⁶⁶

CWE courses are for individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body; new or expanding businesses; 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 individuals who are enhancing occupational skills necessary to maintain current employment, cross train, or upgrade employment.⁶⁷

How do school districts and Florida College System institutions determine which workforce education programs to offer?

Under Florida law, both school districts and FCS institutions are authorized to offer any type of workforce education program with the exception that only FCS institutions may award college credit.⁶⁸ As a result, workforce education programming varies throughout the state given that school districts and FCS institutions determine how to organize program delivery at the local level.

In a December 2010 report, the Office of Program Policy Analysis and Government Accountability (OPPAGA) found that 58 of the state's 67 school districts and each of the 28 FCS institutions currently offer workforce education programs. OPPAGA conducted research to determine how school districts and FCS institutions organize program offerings and found that these decisions are "based on a mixture of historical arrangements and ongoing discussions" between the entities. In some cases, there are formal agreements specifying which entity will provide certain types of programs, e.g., Brevard Community College and Brevard County School District have an agreement stating that the college is responsible for providing career education and the district is responsible for providing all adult general education. In other cases, the school districts and FCS institutions conduct regular joint meetings to discuss and plan workforce education programming.⁶⁹

OPPAGA also conducted case studies to determine if school districts and FCS institutions were unnecessarily duplicating workforce program offerings and concluded that although, "the two systems are authorized to offer similar programs, districts and colleges typically avoid duplicating local training programs."⁷⁰

⁶⁵ Section 1004.02(13), F.S.

⁶⁶ Florida Department of Education, Division of Career and Adult Education, *Curriculum Framework: Continuing Workforce Education*, at 1-2 (January 9, 2011), available at <http://www.fldoe.org/workforce/dwdframe/1011/other/rtf/E91010.rtf>.

⁶⁷ Section 1004.02(13), F.S.

⁶⁸ Section 1011.80(2), F.S.

⁶⁹ OPPAGA -- *Responsibility for Workforce Education*, *supra* note 5, at 4-5.

⁷⁰ *Id.* at 1 and 5-7.

How are workforce education programs funded?

Funding for workforce education programs is provided by state and federal sources and student tuition and fees. For the 2010-11 FY, these sources are expected to generate approximately \$1 billion of which \$749 million is projected to be expended for career education and \$287 million is projected to be expended for adult general education.⁷¹

The majority of workforce education funding, approximately \$794 million of the estimated \$1 billion or 79 percent, is provided by state resources. For the 2010-11 FY, the state appropriated the following for workforce education programs:

- ❖ A total of \$374,641,224 to school districts. This amount consists of \$7,327,300 from the Educational Enhancement “Lottery” Trust Fund, \$345,326,041 from the General Revenue Fund, and \$21,987,883 from federal State Fiscal Stabilization Funds.⁷² Of the total appropriation, \$369,488,374 is base funding determined by a weighted enrollment formula and \$5,152,850 is performance-based incentive funding.^{73, 74}
- ❖ An estimated total of \$419 million to FCS institutions. The precise amount cannot be ascertained because workforce education funding for the FCS is not set forth in a separate line item; instead, this funding is included in overall Community College Program Fund (CCPF) appropriations and the actual amount expended for workforce education programs is locally determined by each FCS institution.⁷⁵

In addition to state funding, it is estimated that school districts and FCS institutions for FY 2010-11 will collect approximately \$185 million in tuition and fees and receive \$57 million in federal grant funding for workforce education.⁷⁶

Where may I obtain additional information?

Florida Department of Education

Division of Career and Adult Education

(850) 245-0446

<http://www.fldoe.org/workforce/>

⁷¹ *Id.* at 3.

⁷² Specific Appropriations 9, s. 1, and 107 and 109, s. 2, ch. 2010-152, L.O.F.

⁷³ *Id.*; see s. 1011.80(4) and (6), F.S.

⁷⁴ Performance-based incentive funding is allocated to districts based on a DOE-developed model that considers program outputs and outcomes in certain district workforce education programs. Florida Department of Education, Division of Career and Adult Education, *District Workforce Education Performance Funding Allocation for 2010-11*, at 2, (May 2010), available at www.fldoe.org/workforce/pdf/1011CompleteDocument.pdf.

⁷⁵ The amount of \$419 million was estimated by OPPAGA using the amount of CC PF appropriations for FY 2010-11 and FCS expenditure data for workforce education programs in FY 2008-09. *OPPAGA -- Responsibility for Workforce Education*, *supra* note 5, at 3-4; see also Florida College System Fact Sheet (discussing 2010-11 FY funding for FCS institutions).

⁷⁶ *OPPAGA -- Responsibility for Workforce Education*, *supra* note 5, at 3-4.

Florida House of Representatives

Education Committee

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