

INSIGHT

quarterly publication of the
Council for Education Policy, Research and Improvement

Tuition is not the Major Cost of Attending College

When the Legislature increases tuition at state universities, everyone assumes that the cost of higher education goes up dramatically. Newspaper headlines across the state declare that the cost of

attending college will increase by seven, ten, or some other large percentage.

At its June, 2003 meeting in Ft. Lauderdale, the council began an examina-

tion of the cost of a university education by looking at the annual student budget suggested by the state's largest university, the University of Florida. Council discussion focused on the fact that

(Continued on page 3)

INSIDE

About CEPRI	2
Council to Develop State Contract	3
It's not the School - It's the Principals	4
Perspective on School Districts	5
Recent CEPRI Studies	6
Meet CEPRI	7
CEPRI Policy Roundtables	8



University representatives discuss state contracts, see page 3

Our Students are a State Treasure

Our students are a state treasure – in order to fully develop and protect the value of that asset, by no later than 2010 Florida students will graduate from high school with the level of knowledge, skills, and personal development which makes them fully capable of choosing, entering, and being successful in either the workforce, career education, or postsecondary degree programs.

Vision statement created by CEPRI

The council is committed to developing a comprehensive approach for achieving this vision. This vision embraces a coordinated pre-K through 20 education system by ensuring high quality education experiences up to and through high school and career and postsecondary programs that are challenging and relevant.

The key areas identified by the council as requiring major new initiatives are:

- Funding
- Leadership
- The Teaching Profession
- Early Learning
- Career Education



In addition to these five major initiatives, the council recognizes the need for a strong alliance among statewide public and private stakeholders to ensure that this vision is achieved and sustained over time. Such a coalition must have the political power to represent the interests of students, taxpayers, and the business community. The council plans to make recommendations for such a coalition for Florida once it has concluded its research on such efforts in other states.

Visit CEPRI at:

www.CEPRI.state.fl.us



Council for Education Policy,
Research and Improvement

The Council extends its appreciation to Bank of America for underwriting the full cost of printing this issue of INSIGHT.



Council Elects New Leaders

At its May 14, 2003 meeting the CEPRI elected Akshay Desai chair and Bob Taylor vice chair. Dr. Desai previously served as vice chair of CEPRI. He is president of American Family and Geriatric Care, member of the Pinellas County Medical Society, the Florida Medical Association and the American Medical Association, and former member of the Postsecondary Education Planning Commission. He was appointed to CEPRI in 2001 by Governor Bush.

Mr. Bob Taylor is also a founding member of CEPRI. He is chairman of Mariner Advisory Group and of Robb & Stucky Ltd., a member of the Florida Council of 100, founder of the Golden Apple Teacher Recognition Program, a former director of Federal Reserve Bank of Miami, and former chairman of the Postsecondary Education Planning Commission.



Akshay Desai, Chair
St. Petersburg



Bob Taylor, Vice Chair
Ft. Myers



Diane Leone
St. Augustine



Bob McIntyre
Largo



Pat Telson
Winter Park



Elaine Vasquez
Ft. Lauderdale



Harold Wishna
Tamarac

CEPRI's Mission by William B. Proctor, Executive Director



CEPRI was established by the 2001 Legislature as part of the Education Reorganization Act. It serves as an independent citizen board for education policy, research and improvement. The council is composed of nine members of the general public, five members are appointed by the Governor, two members are appointed by the President of the Senate, and two members are appointed by the Speaker of the House.

Over the last two years, the council has listened and learned from a variety of education stakeholders as it addressed a number of the critical educational issues that continue to confront our state. Among its activities last year, CEPRI completed two comprehensive studies, *Teachers and the Teaching Profession*, and *The Equity of University Funding*. Both of those subjects will continue to be areas of council focus and analysis. For example, the 2003 Legislature requested that CEPRI study the feasibility of five-year contracts between the state and various public universities.

The council will also begin an initiative on educational leadership this year. The focus of this effort will be determining the best practices of leadership at all levels of public school education. A wealth of research clearly demonstrates that a key component of improving student achievement is exemplary leadership.

In addition to those items, the council will consider the feasibility of creating an alliance composed of significant stakeholders (business leaders, parents, taxpayers, etc.) that will have the political strength and prestige to implement and sustain educational transformation in our state.

The challenges to CEPRI for the coming year are great. On behalf of our members and staff, I encourage and welcome all interested parties to be active participants in the work of the council. Please attend our meetings, submit suggestions and reactions to the work of the council, and invite our members and/or staff to be participants or presenters at your education-oriented functions. We look forward to working with you as partners in improving education in Florida.

Tuition is not the Major Cost of Attending College

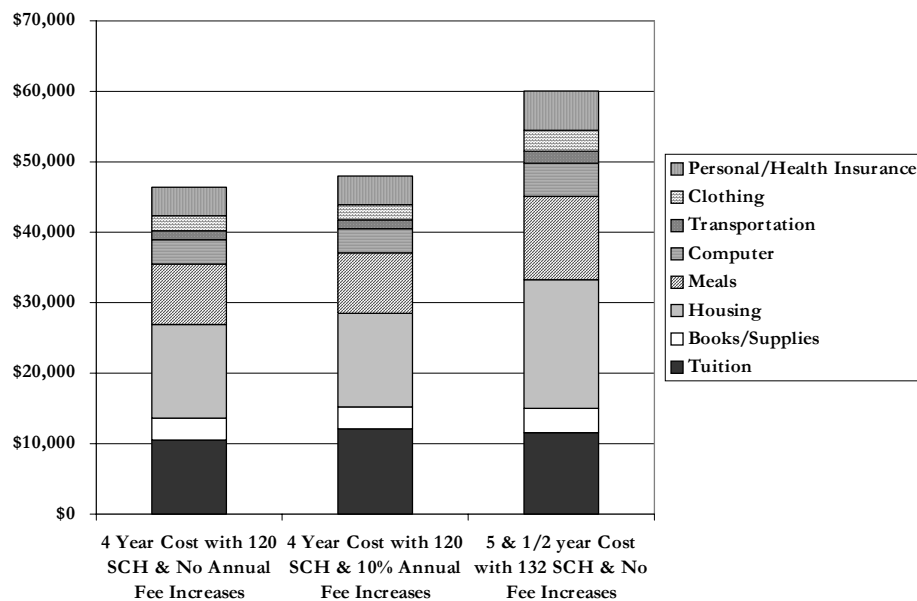
(Continued from page 1)

tuition constitutes only a small portion of the cost of attending a university.

The graph below compares the current annual cost of attending the University of Florida to the cost of attendance with a ten percent increase. If the 2002-03 fees of \$2,630 were increased by ten percent, the fee increase would be \$263. This amount represents a 2.3 percent increase in the total suggested annual student budget of \$11,595. If tuition were to be increased by ten percent for three years, the annual cost would rise by a total of \$789 per year. This scenario represents a 3.4 percent increase in the total cost of attending college for four years.

These data reveal that the majority of the cost of attending college is not dependant on the number of courses taken, but on the cost of living while attending college. Therefore, the current trend of students taking more than four years to graduate constitutes a more significant increase in cost than even large increases in tuition. Furthermore, if universities were to use revenues from tuition increases to ensure that students were able to take the courses needed to graduate in a timely manner, and if incentives and assistance were provided to students to encourage graduation in a shorter time period, tuition increases could result in many full-time students saving money.

Tuition Increases Impact Total Cost of Achieving a Degree Much Less Than the Time Taken to Graduate



Council to Develop a “State Contract” with Selected Universities

The Florida Legislature has directed the Council for Education Policy, Research and Improvement to conduct a study of the feasibility of five-year contracts between the State of Florida and five universities (University of Florida, Florida State University, the University of Central Florida, the University of South Florida, and Florida Interna-

tional University). The study will identify the services and programs to be provided by each institution; the desired outcomes of each contract, including performance measures and standards for evaluating the achievement of such outcomes; the procedures to be used to collect data to demonstrate compliance with the terms and conditions of

each contract; penalties, if any, for failure to comply with the terms and conditions of each contract; any anticipated obstacles to successful implementation of such contracts, and the cost of each contract to the State. A key issue in the study will be the feasibility of allowing the universities increased flexibility in setting tuition.

It's not the School - It's the Principals

School principals have one of the toughest jobs in the country. With their interest in school leadership, CEPRI members heard from two well-regarded Orange County Public Schools principals at their May 14, 2003 meeting in Orlando.

Patrick Galatowitsch, principal of **Rolling Hills Elementary School**, and Polly Roper, principal of **Blankner Elementary School**, addressed the council on what they have discovered works best in pre-K through Grade 8 education. In addition, the principals shared with members the most effective way a K-8 school can be structured to better meet student needs.

Rolling Hills Elementary School serves a diverse low socio-economic student population. Three years ago, under the A+ Plan, the school received a grade of D. It has since established a steady trend of rising student achievement to its current grade of A. There are no silver bullets; no quick fixes for Patrick Galatowitsch. He relies on



Patrick Galatowitsch

hard work, persistence, and focus to construct a strong culture of accountability and responsibility at Rolling Hills Elementary.

Galatowitsch's exemplary leadership recently earned him an invitation to the White House where Rolling Hills Elementary was recognized as one of eight schools in the nation that had made significant gains in student academic achievement. As a strong advo-

cate of high, consistent academic and social standards, Mr. Galatowitsch's commitment to ending social promotion has set his school apart from the many that struggle daily to sustain a level of instructional effectiveness in serving an at-risk population.

Polly Roper, principal of Blankner Elementary School, outlined to the council the benefits of a K-8 organizational structure. Blankner Elementary is the only school in Orange County that was built specifically to serve the K-8 population. Blankner combines, under a single administration, the best of an elementary and middle grades education. The K-8 model smoothes transition from grade-to-grade and offers unique support for the academic, social, and emotional challenges of the middle grades years. Blankner Elementary enjoys strong parent and community support.

CEPRI "Changing Direction" Grant

In June 2002, Florida, along with Arizona, Connecticut, Missouri, and Oregon, was selected to participate in the **Changing Direction Project** initiated by the Western Interstate Commission for Higher Education with funding from the Lumina Foundation for Education. The project is designed around an integrated approach to restructuring appropriations, tuition, and financial aid policies and practices. Over a four-year period, the project will examine the socio-economic-political environment in order to foster the kinds of major changes needed in the near future at multi-

ple levels (campus, system, state, and national) and to initiate and promote those changes through public policy.

This private funding allowed the council to complete *Florida Trends in Student Aid and College Pricing, 1997-98 to 2001-02*, the most complete accounting to date in Florida of the amounts and types of financial aid that were made available to students from 1997-98 to 2001-02, from all funding sources and at all levels and sectors of postsecondary education. In that report, the council determined the contributions

made by various parties that share responsibility for providing affordable and accessible postsecondary education.

Project funding allowed the council to participate in the data audit and case study development activities conducted by the State Higher Education Executive Officers (SHEEO). The results of this collaboration have assisted council staff in identifying the policy and operational resources available to bring about more effective finance, financial aid, and pricing decisions.

Perspective on School Districts

School District Size

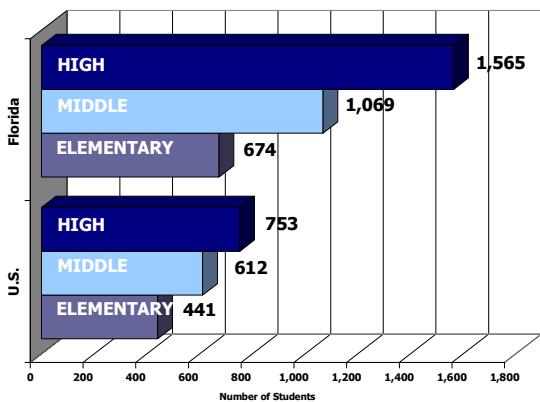
Six of the 20 largest school districts in the U.S. are in Florida.

1. New York City
2. Los Angeles
3. Chicago
4. **Miami-Dade County**
5. **Broward County**
6. Las Vegas
7. Houston
8. Philadelphia
9. Honolulu
10. **Hillsborough County**
14. **Palm Beach County**
15. **Orange County**
19. **Duval County**

Source: National Center for Education Statistics, *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the United States: 2000-01*.

School Size

Florida's elementary, middle, and high schools are the largest in the U.S.



Source: National Center for Education Statistics, *Overview of Public Elementary and Secondary Schools and Districts: School Year 2001-02*.

Selection of School Superintendents

- Florida is one of only three states (together with Alabama and Mississippi) where school superintendents can be elected.

Source: *Education Commission of the States*.

- Two-thirds of Florida's (44 out of 67) school superintendents are elected.
- Twenty-five of Florida's 44 elected superintendents are experiencing that position for the first time.
- One of Florida's 44 elected superintendents has prior experience as a superintendent in a different school district.

Source: Florida District School Superintendents Directory (2003).

School Board Pay

- The smallest school district in Florida (Lafayette County, 1,085 students in 2000), pays each of its school board members more (\$19,864 per year) than four of the five largest school districts in the nation, each with enrollments greater than 200,000 students.
- All school districts in Florida, with the exception of the smallest (Lafayette), pay each of their school board members more than \$20,000 per year.
- Nationwide, three-fourths of school board members earn little or nothing for their service.
- Less than two percent of all U. S. school districts pay school board members more than \$20,000.

Source: National School Boards Association.

The Top 5 Paid School Boards in Florida.

- | | |
|-----------------|----------|
| 1. Hillsborough | \$36,695 |
| 2. Miami-Dade | \$36,694 |
| 2. Broward | \$36,694 |
| 2. Palm Beach | \$36,694 |
| 5. Pinellas | \$36,333 |

School Board Pay from the 5 Largest School Districts in the Nation

- | | |
|------------------|-------------|
| 1. New York City | N/A* |
| 2. Los Angeles | \$24,000 |
| 3. Chicago | \$0 |
| 4. Las Vegas | \$480-\$510 |
| 5. Houston | \$0 |

*Under school district reorganization, community school boards were eliminated on June 30, 2003.

For information concerning the federal No Child Left Behind assessment of student progress go to <http://www.cepri.state.fl.us>.

Recent CEPRI Studies

Status of the Teaching Profession

The report addresses major issues in the preparation, recruitment and retention of high quality teachers and was developed with the active involvement of teachers, principals, superintendents, college deans and other state and local practitioners.

The council believes that a critical challenge for Florida public schools is to attain and maintain high quality instruction for all students as there is clear evidence that a teacher's ability and effectiveness are the most influential determinants of student achievement. The council's report identifies the following priorities:

- Teaching in Florida must be viewed and promoted as a true profession.
- The environment in Florida classrooms and schools must support professional growth for teachers and a high level of achievement for students.
- Greater numbers of high quality teachers must be trained, certified and employed.

Legislation passed in 2003 relating to teacher education and teaching include initiatives that were recommended in the CEPRI report, such as:

- Promotion of teacher recruitment incentives and activities;
- Teacher education pilot programs that focus on low performing schools;
- Salary Career Ladder Program based on teacher competencies and experience;
- Planning for a differentiated pay model for teachers.

Public Postsecondary Centers and Institutes

In January 2003, CEPRI concluded its two year review of the activities of public postsecondary centers and institutes supported with state funds. The council's analysis revealed that the state's 512 Centers and Institutes (C&Is) are cost-effective and productive settings for scientific discovery, technological innovation, policy development, teaching and instruction, and public outreach activities. The economic benefits of C&Is extend broadly throughout the state to job creation and the generation of substantial amounts of GRP, personal income, state taxes, and other direct financial benefits. Specifically, the council determined that:

- Given the State's FY 2000-01 investment, C&I expenditures resulted in an additional \$18 million in tax revenues.
- For every dollar of state support spent on C&Is, personal income will increase by \$1.96.
- C&I faculty taught over 3,000 undergraduate and graduate courses during FY 2000-01.
- A relatively large number of students (4,725) work or volunteer with Florida's public C&Is. Almost two-thirds of their time is spent conducting research with C&I faculty, teaching, or in public service activities.
- For every \$17,829 spent by the State of Florida on C&Is, one job is created. The external funds generated by these C&Is leveraged an additional 6,955 jobs statewide in 17 diverse occupational areas.

Equity of Funding the Florida University System

In response to legislative concerns over the equity of student funding between universities within the university system, CEPRI compared funding per FTE for each institution to its university peers nationwide. In general, Florida funds universities that emphasize doctoral instruction at a lower rate than universities that offer only undergraduate and master's degrees, when compared to peers. This appears to be the result of a historical reduction in funding for enrollment growth in doctoral instruction and the lack of a differentiated fee policy. Major study recommendations include:

- The formula for enrollment growth should be adjusted to recognize the instructional mission of research in doctoral programs.
- Student fees should be differentiated by university classification.
- The Department of Education (DOE) should develop and adopt a standard methodology for determining the equity of funding.
- DOE should use its adopted methodology to periodically review per-FTE funding for enrollment growth and include any needed funding adjustments in its Legislative Budget Request.
- The council determined that a new funding approach be developed based on the achievement of specific state goals.

What Matters in Degree Completion? Ask Our Web Tool

CEPRI developed a web-based statistical tool that predicts the likelihood that a student will earn a bachelor's degree based on student characteristics such as academic preparation and enrollment patterns. Results are based on the performance of 1993-94 Florida public high school graduates in Florida public community colleges and universities over a seven-year period. Different chances for degree completion are generated depending on the scenarios selected by the user. The interactive model actively dem-

onstrates the following conclusions about student success:

- Students improve their chances of graduating by starting at a state university, enrolling full-time, and performing well in the first semester of college enrollment.
- For community college students, earning an associate's degree greatly increases the likelihood of earning a bachelor's degree within seven years.

With over **5,100** hits in nine months, the web tool has been a great success in helping students, parents, and guidance counselors gain a better understanding of the types of student behaviors and choices that have the greatest influence on degree completion. Policy-makers can use the tool to target policy modifications to improve degree production in the state. The web tool may be accessed through the council's website: <http://www.cepri.state.fl.us>.

Meet CEPRI

Member Profile - Bob McIntyre



Fostering education has always been a focus for CEPRI member, Bob McIntyre. During his six-year service as a board member and now as the vice chairman of the Pinellas County Education Foundation, Bob has helped provide improved educational opportunities for students. He is the corporate sponsor to the Foundation's "Yes I Can" and PRIDE Award Programs. In addition, Bob is a member of the Gold Shield Foundation which raises funds in order to guarantee education for the children and spouses of police and fire fighters killed in the line of duty. Bob is the founder of The McIntyre Family Foundation, which helps young people stay in school, stay on track, and reach their goals.

In 1988 with \$5,000 and borrowed office space, Bob started DITEK, a manufacturer of surge protectors. Bob and his staff have grown DITEK into a \$10 million dollar company. DITEK has been recognized as one of *Florida Trend* magazine's Suncoast Fast 50 Technology Companies. DITEK received the Governor's Business Leadership Award, recognizing the company for its strong record of capital investment, employment growth, community involvement, and civic contributions.

In addition to his interests and activities related to education, Bob is extremely active in community affairs, serving on numerous community councils and boards, and is the recipient of many awards including the 1998 Sertoma "Service to Mankind" Award, the 1996 Olympic Torchbearer/Community Hero Selection, the 1996 PHI DELTA KAPPA "Layman of the Year" Award, and the

1994 Patron of Public Education Award. In 2001, Bob was honored as Citizen of the Year by the City of Largo.

Staff Profile - Nancy McKee



Her extensive experience with education funding makes Dr. McKee uniquely qualified to serve as lead staff for CEPRI's Funding Committee. She has been a chief analyst for the Appropriations Committee in both the Florida House of Representatives and the Florida Senate, as well as for the Senate Fiscal Policy Committee. She is a former head of the Education Policy Unit within the Governor's Office of Planning and Budgeting. In the early days of her career, she was a budgeting coordinator with the former Board of Regents.

After obtaining her bachelor's degree in three years from Mississippi University for Women, Nancy worked for four years in an elementary school while pursuing her Master's degree from the University of Mississippi. She moved to Tallahassee in 1980 to obtain her Ph.D. from Florida State University and fell in love with her adopted state.

Nancy is one of eight children born to a tenant farmer in Mississippi. While neither of her parents finished high school, they knew the value of an education and expected their children to do well in school. Although her father died when she was very young, Nancy well remembers her mother's mantra in the McKee household: "Study hard. Make good grades. Get a scholarship and go to college." As a result, she and her family have a deep and abiding passion for education.

CEPRI Policy Roundtables

The council began a series of policy roundtables with notable experts from around the country in March. **Dr. John R. Porter** was the featured speaker in March. Dr. Porter currently serves as superintendent for Ridgewood, New Jersey schools and is formerly from the America's Choice School Design of the National Center on Education and the Economy. The topics discussed included career academies, K–12 governance, and school improvement.

In April, **Dr. William (Bill) Proctor**, member of the State Board of Education and Chancellor of Flagler College, spoke at the roundtable and focused on the increasing need for quality teachers, developing a career path for teachers, funding of charter schools, the value of standards and assessing attainment of those standards, and



Dr. William L. Proctor

community college baccalaureate degrees.

The May forum featured **Dr. John Dornan**, president of the North Carolina School Forum. Topics discussed included: coalition building to support

reform in North Carolina, No Child Left Behind legislation, sustaining reform for the long haul, and educational leadership.

In June, two Florida superintendents, **Dr. Frank Till** of Broward County and **John Fryer** of Duval County shared their perspectives on the major issues faced by the K-20 education system. **Dr. Till** has made extensive use of community task forces in addressing overcrowding, meeting the needs of a highly diverse population, and funding limitations. **Mr. Fryer** is guided by five priorities for action: improving academic performance, improving safety and discipline, developing learning communities, building high performance management, and meaningful accountability.

Council for Education Policy, Research and Improvement
111 W Madison St Suite 574
Tallahassee, FL 32399-1400
(850) 488-7894
[Http://www.cepri.state.fl.us](http://www.cepri.state.fl.us)