



STATE STUDENT FINANCIAL AID POLICY

**Report and Recommendations by the
Florida Postsecondary Education Planning Commission**

January 2001

POSTSECONDARY EDUCATION PLANNING COMMISSION

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William B. Proctor, Executive Director

The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (ss 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

A major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, Turlington Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (850) 488-7894; FAX (850) 922-5388; Website - www.firn.edu/pepc

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Proviso language accompanying Specific Appropriations 153 through 157 of HB 2145 in the 2000 General Appropriations Act requires that:

The Postsecondary Education Planning Commission shall conduct a comprehensive study of existing state student financial assistance programs and policies and their impact on the state goal of increasing baccalaureate degree production. Issues to be examined shall include but not be limited to the appropriate balance between need-based and merit-based aid, extension of eligibility to part-time and other non-traditional students, and coordination between state programs and other sources of financial aid. A report with recommendations, including any necessary statutory modifications, shall be submitted to the State Board of Education and the Legislature by February 2, 2001.

Furthermore, new and innovative targeted financial aid programs are among the issues and options to be examined in the Commission report required by Section 14 of the Workforce Investment Act of 2000 (Senate Bill 2050):

The Postsecondary Education Planning Commission, in close consultation with Workforce Florida, Inc., and in consultation with the Division of Community Colleges and the Division of Workforce Development in the Department of Education, the State Board of Independent Colleges and Universities, and the State Board of Nonpublic Career Education, shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives, recommending strategies to expand access to and production of certificates and degrees in programs that provide the skilled workforce needed for Florida's economy.

The individual and societal benefits associated with baccalaureate degree attainment are well-documented. The proviso language's emphasis on degree attainment is consistent with the Commission's perspective that the notion of "access" must mean not only access into postsecondary education, but access to degree completion as well. Florida has not been particularly successful by either measure. In order for students to earn degrees, sufficient opportunity must exist within the state, and opportunity stands on a three-legged stool of student readiness for postsecondary course work, system capacity, and affordability.

The Commission conducted a statistical analysis of national data aggregated at the state level representing state and high school demographics, higher education system structure, and states' financial aid programs. The Commission found a small but positive statistically significant relationship between the size of the state need-based aid program and continuation rates from high school to college. No such relationship was found for merit-based state aid programs. However,

EXECUTIVE SUMMARY

Legislative Charge

the small size of the unique contribution of the state financial aid program toward the prediction of continuation rates lends support to the Commission's position that financial aid is but one necessary component of a statewide strategy for increasing student access to the baccalaureate degree. Increasing financial aid alone is an insufficient response.

Tuition charges constitute roughly one-fourth of a student's total cost of attendance, yet Florida's affordability strategy has historically centered around offering relatively low tuition in its public system of higher education accompanied by a relatively small commitment to its need-based state grant aid program. The Commission believes this to be an insufficient strategy for promoting access to the baccalaureate degree. According to the *State-by-State Report Card* released in November 2000 by the National Center for Public Policy and Higher Education, Florida lags the nation on several indicators related to college affordability.

State aid constitutes a small portion of the universe of aid provided to college students. According to the College Board, financial aid provided by states accounted for about five percent of all available aid in 1999-2000. The Florida Bureau of Student Financial Assistance administers a varied array of student aid programs that are awarded on the basis of merit, financial need, attendance at one of the State's private institutions, and other criteria. Forms of State aid administered and awarded outside the auspices of the Bureau include funds generated by financial aid fees charged by community colleges and state universities, a direct appropriation to the State University System for financial aid, fee waivers and the like. Taking this broader view of what constitutes state financial aid, the total state effort came to about \$425 million in 2000-01.

State policy with regard to the appropriate balance between merit- and need-based aid is guided by Section 240.437(2)(a), Florida Statutes, which requires that "state student financial aid be provided primarily on the basis of financial need." The Commission found that in 2000-01, only about 27 percent of all State student aid appropriations require the consideration of the applicant's financial need. The balance has been shifting more in favor of non-need-based programs over the last five years, even in light of recent substantial increases to the need-based Florida Student Assistance Grant program. Since 1995-96, in programs administered by the Bureau of Student Financial Assistance:

- appropriations to programs benefiting students at private colleges and universities increased 205 percent;
- appropriations to merit-based programs increased 177 percent;
- appropriations to need-based programs increased 71 percent.

The proviso further directs the Commission to consider extending eligibility to part-time and other nontraditional students. Florida's state financial aid programs and policies have typically been built around the full-time student of traditional college age. Yet, part-time students tend to constitute a greater percentage of enrollments in Florida's higher education institutions than in colleges and universities nationwide. These part-time students are, not unexpectedly, most likely to be found in the State's Community College System. The ratio of part-time to full-time students has remained consistent over the last decade in both the Community College and State University Systems. Part-time students are underrepresented in terms of the share of financial aid awards and dollars they receive when compared to their share of enrollment.

The recommendations contained in the report emanate from policy issues raised during public meetings and the Commission's own analyses. They are intended to enhance educational attainment in Florida by restoring the balance provided in statute between merit-based and need-based aid, extending aid to part-time students, and expanding the production of certificates and degrees in programs that provide the skilled workforce needed for Florida's economy.

1. *Bright Futures Scholarship award amounts, which are currently linked to tuition and fees, should be based on specific statewide amounts established in law and subject to Legislative appropriations.*
2. *The Gold Seal Vocational award within the Bright Futures Scholarship program should be renamed the "Two-Plus-Two" award and limited to students enrolled in programs of two years or less at a community college or vocational-technical institution.*
3. *The high school GPA required for initial eligibility for the Bright Futures Merit Scholars award should be increased from 3.0 to 3.25.*
4. *The Florida Student Assistance Grant should be funded at the level requested in the Commissioner of Education's budget for 2001-02.*
5. *The Florida Legislature should adopt a five-year plan to restore the balance to the State's merit- and need-based appropriations required by Section 240.437(2)(a), Florida Statutes.*

Issues and Recommendations

Balance Merit-Based and Need-Based Aid

- | | |
|--|--|
| Review Categorical Programs | 6. <i>The Legislature should conduct a sunset review of any financial aid program that has expended less than half its appropriation for two consecutive years.</i> |
| Extend Aid to Part-Time Students | 7. <i>Sections 240.409(2)(a) and 240.4095(2)(a), Florida Statutes, should be revised to extend eligibility for the Florida Student Assistance Grant to eligible part-time degree-seeking students, provided that such program expansion does not have the effect of reducing the number or amount of awards available to eligible full-time degree-seeking students.</i> |
| | 8. <i>The Bureau of Student Financial Assistance should assign high priority to obtaining accurate projections of the number of part-time students who are otherwise eligible for the Florida Student Assistance Grant.</i> |
| | 9. <i>The public FSAG fund should be divided into separate funds for public four-year and public two-year institutions.</i> |
| | 10. <i>Rather than recommending a stand-alone need-based grant for part-time students at this time, the Commission supports “growing” the part-time grant through the traditional Florida Student Assistance Grant program.</i> |
| Make Use of Non-State Resources | 11. <i>The Bureau of Student Financial Assistance should continue to provide the State match of the federal Leveraging Educational Assistance Partnership (LEAP) allocation on the required one-to-one basis from Florida Student Assistance Grant dollars. The Florida Legislature should make a separate appropriation to provide the required two-to-one State match of federal Supplemental Leveraging Educational Assistance Partnership (SLEAP) dollars. The State’s SLEAP allocation and the State matching dollars should be earmarked for part-time students.</i> |
| | 12. <i>College admissions and financial aid professionals should ensure that all students who apply for admission to their institutions receive information about available federal housing assistance programs and participating rental units in the local community.</i> |
| Workforce Development Initiatives | 13a. <i>The Careers for Florida’s Future program should be funded and implemented.</i> |
| | 13b. <i>The identification of specific eligible education and training fields should be removed from statute. Instead, the list of eligible</i> |

- occupational areas should be agreed upon annually by the principals of the Workforce Estimating Conference.*
- 13c.** *The forgivable loan upon which the Careers for Florida's Future Program is currently predicated should be replaced by the loan forgiveness model currently utilized by the Critical Shortage Loan Forgiveness Programs for teachers, occupational therapists, and physical therapists.*
- 13d.** *The program should be managed by the Bureau of Student Financial Assistance.*
- 13e.** *The Florida residency requirement should be amended from the current three years to the standard one year for other financial assistance programs stipulated in Section 240.404, Florida Statutes.*
- 14.** *The Vocational Student Assistance Grant should be reinstated and funded at the Department of Education's requested level of \$12 million.*

Proviso language accompanying Specific Appropriations 153 through 157 of HB 2145 in the 2000 General Appropriations Act requires that:

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Furthermore, Section 14 of the Workforce Investment Act of 2000 (Senate Bill 2050) requires that:

The Postsecondary Education Planning Commission, in close consultation with Workforce Florida, Inc., and in consultation with the Division of Community Colleges and the Division of Workforce Development in the Department of Education, the State Board of Independent Colleges and Universities, and the State Board of Nonpublic Career Education, shall submit a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives, recommending strategies to expand access to and production of certificates and degrees in programs that provide the skilled workforce needed for Florida's economy.

Language in Senate Bill 2050 requires an examination of new and innovative targeted financial aid programs among the issues and options to be discussed in the Commission's final report.

The proviso language's emphasis on degree attainment is consistent with a perspective on access that the Commission adopted in its 1994 report *Access to the Baccalaureate Degree* – namely, that “access” must mean more than access into postsecondary education, but access to the degree as well. The Legislature's interest comes even though, or perhaps because, Florida has not been particularly successful by either measure. Florida is at the national average for adult population with a high school diploma or higher but slips to 89 percent of the average, or 37th nationally, in terms of adults with a bachelor's degree or more (**Appendix A, Exhibit A-1**). This is even allowing for the fact that, using this snapshot approach, Florida benefits from the net in-migration of degreed individuals.

But how well does Florida do at educating its own citizens? If we define baccalaureate degree production as the end of a pipeline, students must

BACKGROUND

Legislative Charge

Bachelor's Degree Attainment in Florida

first be able to enter the pipeline – key indicators are a) high school graduation rates and b) high school to college continuation rates. In 1998, Florida ranked 47th with a high school graduation rate of 57 percent and 43rd with a continuation rate of 50 percent (Mortenson, August 2000). As for the back end of the pipeline, Florida public and private higher education institutions awarded 76 bachelor’s degrees per 1,000 students enrolled in 1996-97. This figure was 93 percent of the national average and ranked Florida 41st nationally (**Appendix A, Exhibit A-2**).

Providing Opportunity

How did Florida get to this point? Can Florida improve? What role might financial aid play? Financial aid that is substantial and targeted is a necessary, though insufficient component of a response strategy. In order for students to earn degrees, sufficient opportunity must exist within the state; and opportunity has three main ingredients – readiness, capacity, and affordability.

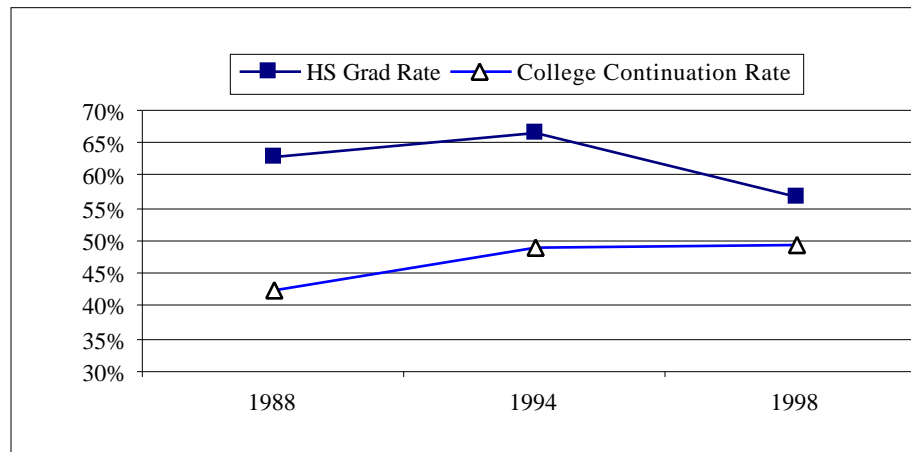
Readiness

Student preparation at the high school level, and subsequent readiness to do college-level work, are really the primary components to improving bachelor’s degree productivity. Although small strides are being made year by year, this issue remains a challenge in Florida, where about four of every ten public high school graduates who enroll in postsecondary education the next year as degree-seeking students require remediation in either reading, writing, or math. The figure is six out of ten for degree-seeking students entering the open-door community college system (Florida Department of Education, January 2001).

But rather than considering the readiness of those who do arrive on college campuses, what are the chances that a Floridian will even be enrolled in college by the traditional college age of 19? Higher education analyst Tom Mortenson has derived a statistic called the “chance for college by age 19.” It is the product of a state’s high school graduation rate and its college continuation rate. Florida’s public high school graduation rate of 57 percent, calculated as a ratio of 1998 regular public high school graduates to Fall 1994 ninth grade enrollment, ranked the State 46th nationally, over 10 percentage points below the national average of 67.8 percent (**Appendix A, Exhibit A-3**). Although Florida fares a bit better in terms of high school graduates going on to college, its college continuation rate of 49.5 percent still ranks no better than 43rd nationally. It is not surprising, then, that Florida ranks 47th among the 50 states on chance for college by age 19. Put another way, in Fall 1998, a 19 year old in North Dakota, the highest-ranking state, was over twice as likely as a 19 year old from Florida to be enrolled in college. Florida’s historical trend of generally decreasing high school graduation rates and increasing-to-stable college continuation rates mirrors the national trend (**Exhibit**

1) and, if unchecked, will not only result in an ever-widening disparity in terms of income and opportunity, but will also limit Florida's ability to respond to the demands of the human capital economy.

Exhibit 1
Florida High School Graduation and College Continuation Rates,
1988 - 1998



NOTE: Public and private high schools.

SOURCE: Postsecondary Education Opportunity — Oskaloosa, Iowa.

Students must have access to postsecondary education – via geographic proximity or technology — and the State system must have the sufficient capacity to accommodate student demand. The Commission continues to study possible policy responses for increasing access, including branch campuses and joint-use facilities, an expanded mission for certain community colleges, utilization of the private higher education sector through the Florida Resident Access Grant and academic program contracts, new four-year institutions, and instructional technology.

Access and Capacity

Even if capacity exists and students are ready to do college-level work, they must be able to afford their education. Historically, Florida has adopted an affordability strategy of low tuition accompanied by minimal investment in need-based student financial assistance. The Commission's 1998 Master Plan, *Challenges and Choices*, criticized low tuition as an inefficient strategy because it subsidizes all students regardless of their ability to pay. Furthermore, tuition constitutes only about one-fourth of a student's total cost of attendance, ranging from 15 percent of the total for a resident student at a community college to 33 percent for a commuting student at a state university (BSFA, 1999). That is why Florida, with lower public university resident tuition rates than all but two states (**Appendix A, Exhibit A-4**), still earned a "D" on the Affordability

Affordability

indicator on the Higher Education Report Card published recently by the National Center for Public Policy and Higher Education (2000). According to the Report Card, when comparing Florida to the most affordable states:

- Florida families pay a higher percentage of family income for college expenses after financial aid;
- Florida lags the nation in state need-based grant aid as a percent of federal Pell Grant aid;
- Florida's poorest families pay a greater share of family income for tuition at lowest priced colleges; and
- on average, Florida students borrow more.

Part-Time Students

Florida's state financial aid programs and policies have typically been built around the full-time student of traditional college age. For example, part-time students are currently ineligible for the Florida Student Assistance Grant, the State's primary need-based grant program. Additionally, students must accept their initial award from the Bright Futures Scholarship, the State's primary merit-based program, within three years of high school graduation. Such policies are ironic in that part-time students tend to be more prevalent in Florida's higher education institutions (particularly its public ones) than in colleges and universities nationwide. In Fall 1997, 55.2 percent of fall term enrollments in Florida's public institutions were part-time (**Exhibit 2**). Nationally, the part-time figure was 45.9 percent.

Exhibit 2
Enrollment in Degree Granting Institutions in Florida and the U.S.,
by Attendance Status
Fall 1997

	All Institutions		Public Institutions		Private Institutions	
	Florida	U.S.	Florida	U.S.	Florida	U.S.
Full-time	325,244	8,438,062	239,453	6,055,786	85,791	2,382,276
Part-Time	333,015	6,064,272	295,268	5,140,333	37,747	923,939
Total	658,259	14,502,334	534,721	11,196,119	123,538	3,306,215
Part-Time %	50.6%	41.8%	55.2%	45.9%	30.6%	27.9%

NOTES: Data are for 4-year and 2-year degree-granting institutions that were eligible to participate in Title IV federal financial aid programs. Excludes U.S. territories and outlying areas.

SOURCE: National Center for Education Statistics, *Digest of Education Statistics 1999*.

Part-time students in Florida are, not unexpectedly, most likely to be found in the State's community colleges, where they accounted for about 62 percent of the enrollment in Fall 1998 (**Exhibit 3**). However, the ratio of part-time to full-time students has not increased appreciably over the last decade in either the Community College or State University Systems.

The study proviso directs the Commission to consider the feasibility of extending state aid to part-time students, as most of Florida's state aid programs currently require full-time attendance.

Exhibit 3
Part-Time Students as a Percentage of Degree-Seeking Undergraduates
Florida Community College and State University Systems
Fall 1990 and 1998

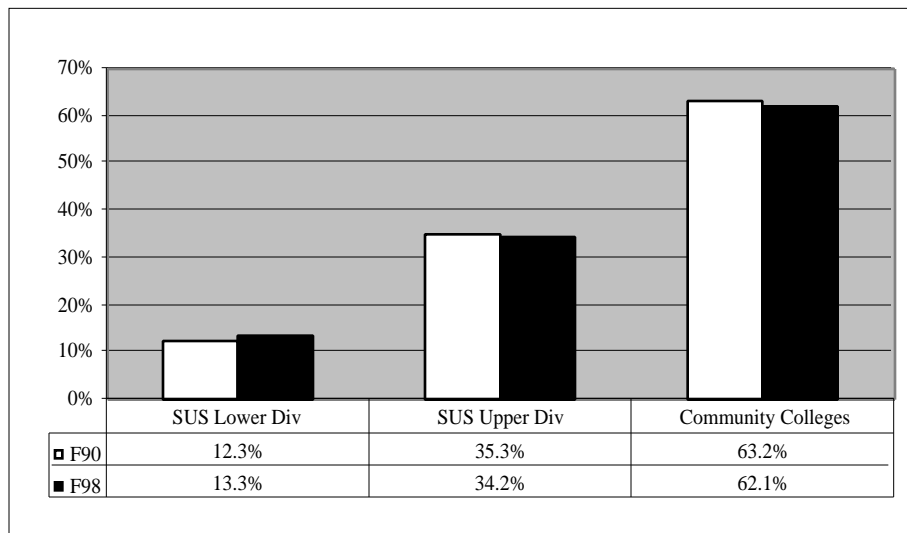


Exhibit 4 demonstrates that part-time students are underrepresented in terms of the share of financial aid awards they receive when compared to their share of enrollment. In Fall 1999, part-timers represented slightly less than half of all aid awards made in the Community College System but nearly two-thirds the enrollment. In the State University System, part-time students accounted for over one-fourth the enrollment but only 10.7 percent of financial aid recipients.

Exhibit 4
Enrollment and Financial Aid Awards in the Florida Community College
and State University Systems, by Attendance Status
Fall 1999

	Enrollment		Financial Aid Awards	
	Number	Percent	Number	Percent
<i>Community College System</i>				
Part-Time	204,060	65.6%	96,049	48.1%
Full-Time	107,153	34.4%	103,740	51.9%
Unknown			67	-
Total	311,213	100.0%	199,856	100.0%
<i>State University System</i>				
Part-Time	43,901	25.7%	27,039	10.7%
Full-Time	126,628	74.3%	225,380	89.3%
Total	170,529	100.0%	252,419	100.0%

NOTES: • Part-time = less than 12 credit hours per semester.
 • SUS enrollment excludes unclassified students.

SOURCE: Florida Community College System *Fact Book* February 2000, and State University System unpublished data.

According to the College Board (2000), approximately \$68.4 billion in financial aid was awarded in 1999-2000 to assist students and their families in paying for college-related expenses. Federal loans are by far the largest source of aid accounting for 51 percent of the total. The next two largest sources of aid are institutional and other grants and federal Pell grants, accounting for 19 percent and 11 percent of total aid, respectively. The \$3.6 billion in state grants accounted for 5.3 percent of all the aid awarded in 1999-2000. Although the state program still represents a relatively small part of the total financial aid picture, it plays an important role, because through it the State can address its unique priorities and advance its policy goals.

The Bureau of Student Financial Assistance administers a varied array of student aid programs. The largest, the merit-based Florida Bright Futures Scholarship program, received an appropriation of \$143.1 million in 2000-01. The second largest program, the Florida Resident Access Grant (FRAG), is neither merit nor need-based, but is a tuition equalization subsidy provided to students who attend certain private four-year institutions in the State. The FRAG was funded at \$70.8 million in 2000-01. The primary need-based state grant, the Florida Student Assistance Grant (FSAG), was funded at \$65.9 million in 2000-01, a one-year increase of nearly 50 percent after several years of fairly incremental increases. Appropriations to programs administered by the Bureau totaled \$300 million in 2000-01. **Appendix B** contains a more detailed description of the universe of programs administered by the Bureau.

There are other forms of State aid administered and awarded outside the auspices of the Bureau. These include funds generated by financial aid fees charged by community colleges and state universities, a direct appropriation to the State University System for financial aid, fee waivers and the like. To many of these programs the Legislature attaches a requirement that a certain percentage of the funds generated will be disbursed on the basis of financial need. A complete listing of all state funds related to financial aid, regardless of revenue source or administering entity, appears in **Appendix C**. By taking this broader view of what constitutes state financial aid, the total state effort comes to about \$425 million for 2000-01.

State policy with regard to the appropriate balance between merit- and need-based aid is guided by Section 240.437(2)(a), Florida Statutes, which requires that "state student financial aid be provided primarily on the basis of financial need." The Commission compiled all FY 2000-01 appropriations related to financial aid in an attempt to determine the extent to which the State is in or out of compliance with this statutory provision. Programs that consider financial need in any way were designated as need-based. For example, the law school scholarship component of the Minority Participation in Legal Education (MPLE) program, which requires that the candidate selection committee consider several factors

FLORIDA'S STATE FINANCIAL AID PROGRAMS AND POLICIES

— including the student’s potential for success, merit, and financial need — was categorized as need-based for this analysis. We found that approximately 27 percent of all state student aid is awarded on the basis of financial need (**Exhibit 5**), even when using the fairly generous definition of need-based aid described above.

Furthermore, since 1997, the year in which the Bright Futures Scholarship program was initiated, the State has been moving rapidly in the direction of merit-based aid, even given substantial recent percentage increases to the need-based FSAG. Appropriations to state aid programs since 1980-81 are displayed graphically in **Exhibit 6**. Limiting the analysis to programs administered by the Bureau, and using the Bureau’s classification system to categorize programs as need, merit, private

Exhibit 5
An Analysis of the Need- and Non-Need Basis of All Appropriations
Related to Financial Aid Contained in the 2000-01 General
Appropriations Act

	Dollars			Percentages	
	Non-Need	Need	Total	Non-Need	Need
Need-Based (FSAG)	\$ -	\$ 65,937,384	\$ 65,937,384	0.0%	100.0%
Merit-Based (Bright Futures)	\$ 143,100,000	\$ -	\$ 143,100,000	100.0%	0.0%
Targeted Populations	\$ 81,809,618	\$ 3,910,408	\$ 85,720,026	95.4%	4.6%
Targeted Professions	\$ 7,991,323	\$ 9,532,584	\$ 17,523,907	45.6%	54.4%
Work/Service	\$ 13,767	\$ 1,069,922	\$ 1,083,689	1.3%	98.7%
Other Programs	\$ 76,197,201	\$ 32,614,211	\$ 108,811,412	70.0%	30.0%
Federal Funds via GAA	\$ 1,987,000	\$ 1,251,137	\$ 3,238,137	61.4%	38.6%
Total - All Funds	\$ 311,098,909	\$ 114,315,646	\$ 425,414,555	73.1%	26.9%

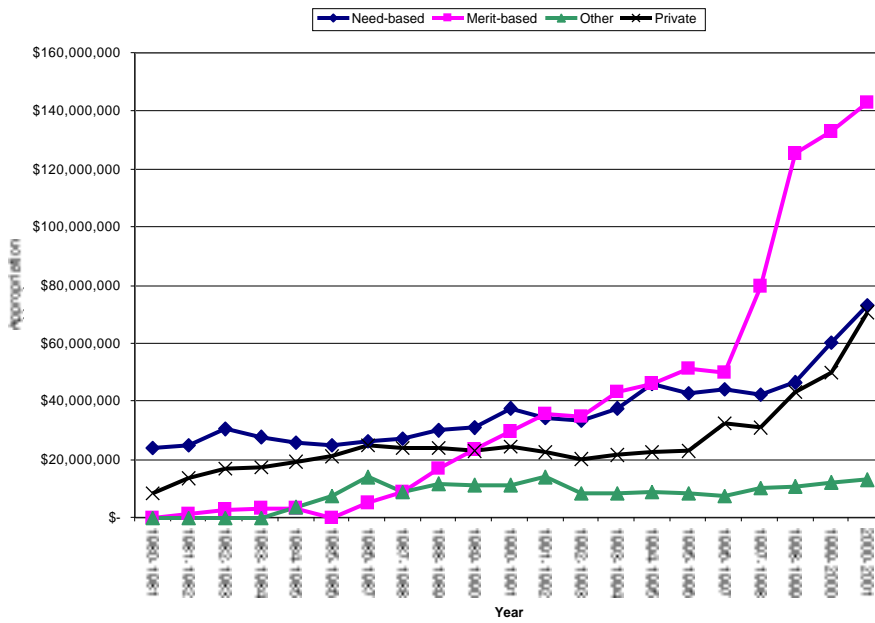
NOTE: For a more detailed presentation of the programs contained in this table, see Appendix C.

SOURCE: House Committee on Colleges and Universities.

colleges, or other, the percentage increase has been distributed as follows since 1995-96:

- *overall*, appropriations to state programs increased 138 percent;
- appropriations to *merit*-based programs increased 177 percent;
- appropriations to *need*-based programs increased 71 percent;
- appropriations to *private* college and university programs increased 205 percent;
- appropriations to *other* programs increased 56 percent.

Exhibit 6
Appropriations to State Student Financial Aid Programs Administered
by the BSFA, by Program Type, in Constant 2000 Dollars
1980-81 to 2000-01



Financial aid is a necessary, but not sufficient, strategy for increasing student access to the baccalaureate degree. When viewed from the state level, other factors such as student preparation, state demographics, and higher education structure obviously will play a role. However, given the statutory preeminence placed on need-based financial aid, we wanted to ask the question: “To what extent does need-based state grant aid make a difference in giving the state’s high school graduates an opportunity for a postsecondary degree at that preliminary stage progression to the baccalaureate degree – high school to college continuation rates?”

Our research in this area, reported here, builds on the work done for the Commission by the National Center for Higher Education Management Systems (NCHEMS), and reported in “A Brief Analysis of Baccalaureate Degree Production in Florida”(December 1998). As discussed in the NCHEMS report, the educational “pipeline” can be conceptualized as a series of stages, beginning with high school graduation, that affect the final end product of baccalaureate degree attainment. In order to understand why states have certain levels of baccalaureate degree production, one cannot simply look at which factors affect the end result. Rather, stages along the educational pipeline affect that final result. Therefore, to get a better grasp of the underlying question, one is better served to look at the factors affecting the particular stages. This analysis further explores one aspect of the pipeline to baccalaureate degree attainment: the opportunity stage.

To represent the opportunity stage of the pipeline, NCHEMS used the variable of college continuation rate. This refers to the percentage of high school graduates who went on to postsecondary education in the following fall. The higher this percentage, the better job the state is doing in enhancing the opportunity for postsecondary education among its high school graduates. In explaining college continuation rates, NCHEMS found only two factors that affected these rates in a statistically significant way: the state’s availability of private colleges and universities and the state’s emphasis placed on two-year colleges in its approach to higher education. However, NCHEMS found that these factors explained only about twenty percent of the state-to-state variance in college continuation rates. This alerts one to the fact that other factors, not accounted for, affect this rate. One such possible factor that was not included in the NCHEMS analysis is financial aid. If one of the main goals of financial aid is to provide people with the ability to get in the “front door” of postsecondary education, one would expect financial aid to play a role in affecting college continuation rates. Therefore, this analysis attempts to replicate the NCHEMS college continuation rate model with the addition of variables representing state financial aid.

The first step in this process was to estimate a broader model of college continuation rates. Variables representing the state’s higher education system structure (e.g., enrollment, percentage of enrollment accounted

RELATING STATES’ FINANCIAL AID POLICY CHOICES TO BACHELOR’S DEGREE PRODUCTIVITY

for by public institutions); high school demographics (e.g., high school graduation and dropout rates, average SAT scores); and state demographics (e.g., population, median family income, percentage African American and Hispanic, educational attainment) were included in the full model. Using stepwise regression, a reduced model was attained.

The reduced model contained the two variables identified by NCHEMS (percent of total undergraduate enrollment in public institutions and the percent of lower division enrollment accounted for by public two-year colleges) as well as a third (high school dropout rate). Three variables were then added to this reduced model: (1) total merit-based grant aid for undergraduates; (2) total need-based grant aid for undergraduates; and (3) undergraduate headcount enrollment per 100,000 18-44 year old population. The first two additional variables represent two main types of state-sponsored financial assistance. The third variable was added as a control for the size of the state.

Exhibit 7 presents the results of the regression analysis. A table of bivariate correlations for all variables in the final statistical model appears in **Appendix A, Exhibit A-5**. The two significant variables from the original NCHEMS model maintain their statistical significance and direction. The higher the proportion of lower-division enrollment accounted for by public two-year colleges, the higher a state's college continuation rate. Likewise, as evidenced in the negative relationship between the percentage of enrollment in public institutions and college continuation rate, the greater availability of private universities and colleges enhances a state's rate. The high school demographic indicator of dropout rate is also highly significant and in the negative direction. The high school dropout rate negatively impacts the state's college continuation rate.

The contrast between the two financial aid indicators may provide implications for policy makers. Need-based grant aid was highly significant and positive. That is, the greater a state's need-based financial aid effort, the higher a state's continuation rate. On the other hand, merit-based aid failed to achieve levels of statistical significance. Merit-based aid appears to provide no unique contribution, net of the other factors in the model, to enhancing students' ability to enter the postsecondary education pipeline.

Overall the model appears to be an improvement of the NCHEMS original two-variable model. These six factors explain a little over half of the variance in college continuation rate. This is a marked improvement over the about twenty percent explained variance in the original model. A couple of factors, though, temper the findings for need-based financial

EXHIBIT 7
Explaining High School-to-College Continuation Rates
Final Reduced Model

Dependent Variable: College Continuation Rate

Model Explained Variance (R²): .516

Independent Variables:	Unstandardized Regression Coefficient	Standardized Regression Coefficient	Significance
Percent of Total Undergraduate Enrollment in Public Institutions	-0.228	-0.370	0.010 **
Percent of Lower-Division Enrollment Accounted for by Public 2-Year Colleges	0.208	0.479	0.001 **
High School Dropout Rate	-0.788	-0.326	0.008 **
Total Merit-Based Grant Aid for Undergraduates (in \$100,000s)	0.001	0.051	0.657
Total Need-Based Grant Aid for Undergraduates (in \$100,000s)	0.002	0.309	0.009 **
Undergraduate Headcount Enrollment per 100,000 18-44 year old population	0.001	0.117	0.316

* p ≤ .05, **p ≤ .01

aid. Looking at the standardized regression coefficients one can gauge the *relative* impact of each variable in the model. One can see that need-based aid, though statistically significant, exerts the least effect on continuation rates, relative to the other significant factors in the model.

In addition, the substantive effect of need-based aid is rather moderate. The statistical analysis suggests that an increase in need-based aid of \$50,000,000 is associated with raising a state's college continuation rate by one percent, or 1,100 students. This assumes, however, that the state would make no other improvements in areas such as high school graduation rates, the college-readiness of high school graduates, or the retention of high school graduates within state borders. The size of the investment required for such a marginal predicted increase in continuation rate suggests that increasing the availability of need-based financial aid, as a stand-alone initiative, is an insufficient strategy for increasing degree production. However, the finding of a positive relationship between need-based aid and college continuation rates and the lack of a finding in reference to merit-based aid, is an important one, in light of Florida's growing emphasis on merit-based aid.

Based upon the empirical analysis reported in the previous section, the Commission finds no basis for changing the balance between merit- and need-based aid required in statute. Restoring the balance will require a combination of modifications to the merit side of the equation and substantial annual enhancements to the Florida Student Assistance Grant.

In its 1999 *Baseline Review* of the Florida Bright Futures Scholarship program, the Commission recommended raising the initial eligibility criteria for the “middle tier” Merit Scholars award, based on our research finding that the year two renewal rates for that particular award level were too low. Therefore, the Commission drafted a recommendation to bring the renewal rates up from the observed 65 percent to the desired 70 percent. At the time, our recommendation was to increase the SAT I equivalent test score from 970 to 1020 and the weighted high school cumulative grade point average requirement from 3.0 to 3.1. Part of the Commission’s rationale in addressing the test score rose from concern over the test score requirement being lower than the average SAT score for Florida test-takers. Concerns were voiced during the ensuing legislative session that modifying the test score would have a disparate impact on minority and low income students. However, the same target renewal rate could be achieved by increasing the required high school GPA to 3.25 and leaving the test score alone.

Further evidence that the initial eligibility criteria are somewhat less rigorous than desired is seen in the fact that in Fall 1999, the State paid at least three-quarters of the tuition and fees for three of every four eligible freshmen in the State University System (**Appendix A, Exhibit A-6**). Moreover, nearly 100 percent of the eligible freshmen who enrolled at the University of Florida did so on a Bright Futures scholarship.

In addition to concern over the meritoriousness of the criteria, the Commission is concerned at the program’s inefficiency in targeting dollars to where they are most needed. Exhibit 8 shows the average level of remaining financial need after accounting for the Bright Futures award, based on average attendance costs, for two different student groups: (financially) dependent commuter students enrolled in community colleges and dependent resident students at state universities. The level of remaining need is calculated by subtracting the average award amount and the average expected family contribution (for each income group) from the average cost of attendance.

Looking at the two charts one sees a pattern in which the remaining need decreases as one moves up the income ladder. Among dependent commuter community college students the threshold at which remaining need becomes negative is reached at the \$40,000 to \$49,999 income range. Therefore, over half (about 53 percent) of these recipients are aided above necessity. Removing the Bright Futures award alters things a bit. By removing the Bright Futures award, students with family incomes between

ISSUES AND RECOMMENDATIONS

Balance Merit-Based and Need-Based Aid

\$40,000 and \$49,999 no longer are over-aided. The removal of Bright Futures awards has the effect of decreasing the percentage of students (from 53 percent to 32.5 percent) receiving financial aid above necessity.

Similar patterns hold for students in the SUS although there is a higher family income level at which remaining need becomes negative. Remaining need decreases as one moves up the income ladder, becoming negative in the \$60,000-\$69,999 income bracket for financially dependent-residents. Therefore, financial need was overmet for 39.1 percent of these students.

From the foregoing analyses, it is apparent that at some point of family income (generally around \$60,000), Bright Futures ceases to serve as need reduction and begins to subsidize. These data were generated by students who actually took the time and trouble to complete the Free Application for Student Financial Assistance. Presumably, most students who did not fill out a FAFSA would have even higher levels of expected family contribution and would demonstrate even less need for the award. On its face, such a policy would seem to be limited in its ability to attract to Florida postsecondary education “new” students--students who, without aid, would not or could not have attended a public community college or university.

EXHIBIT 8
Unmet and Overmet Financial Need, by Family Income,
for Aid Applicants Who Received Initial Bright Futures Disbursement
in 1998-99

-Dependent Commuter Student in Community College System-

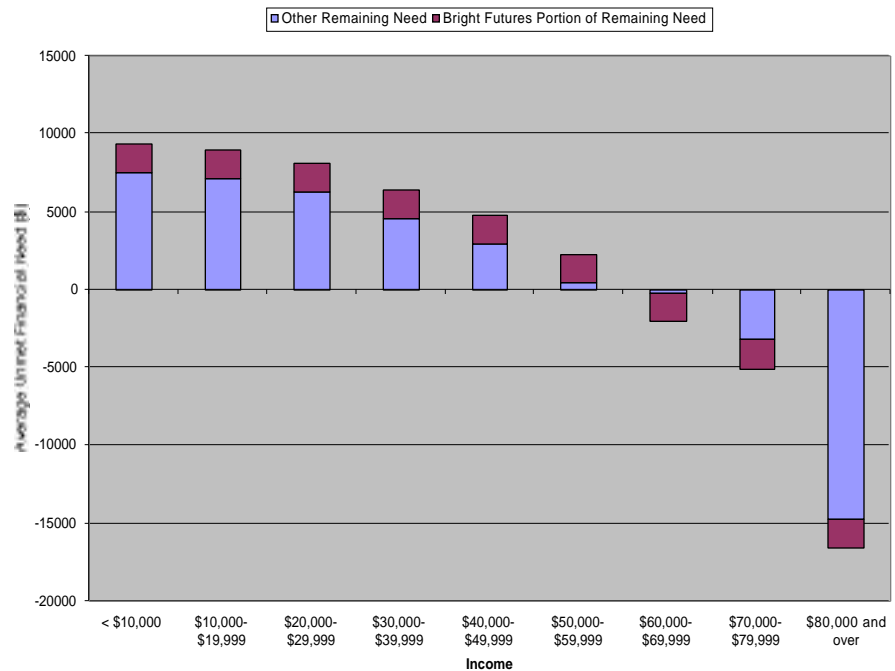
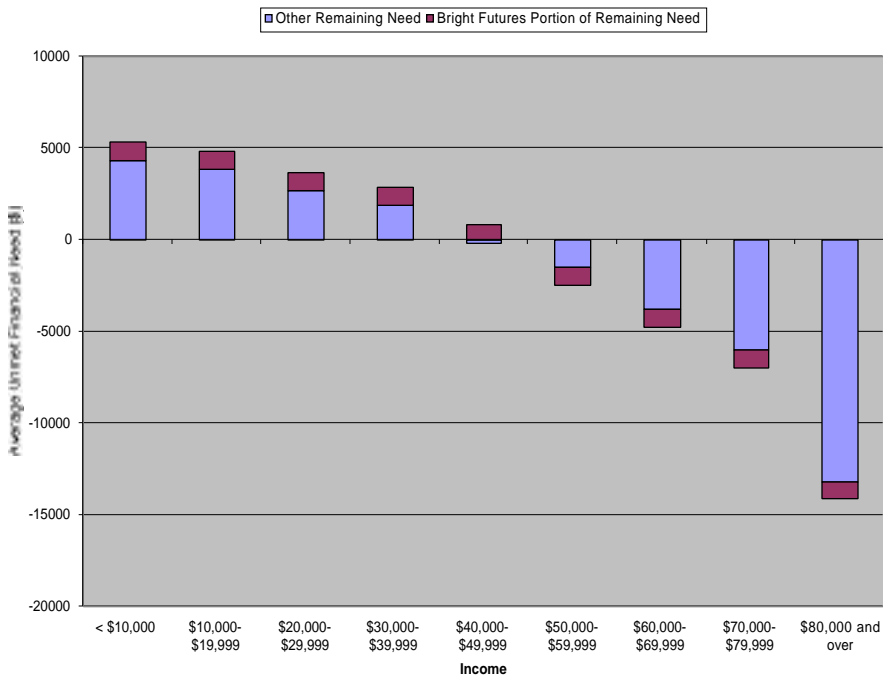


Exhibit 8 continued

-Dependent Resident Student in State University System-

NOTE: Based on average System attendance costs.

Recommendations:

1. ***Bright Futures Scholarship award amounts, which are currently linked to tuition and fees, should be based on specific statewide amounts established in law and subject to Legislative appropriations. Florida ranks 43rd nationally in the percentage of state and local appropriations contributed by student tuition (Appendix A, A-7). The Commission has consistently held that funding for higher education must be a shared responsibility by all participants involved. The Commission is concerned that the direct linkage between tuition and Bright Futures award amounts unnecessarily limits the State's potential for generating the revenue required for a quality system of higher education. This recommendation also responds to the impending need for flexibility in tuition-setting as tuition decisions will likely devolve to individual institutional boards under the new higher education governance structure being contemplated in the State.***
2. ***The Gold Seal Vocational award within the Bright Futures Scholarship program should be renamed the "Two-Plus-Two" award and limited to students enrolled in programs of two years or less at a community college or vocational-technical institution. This is similar to the recommendation the Commission***

made in its 1999 Baseline Evaluation of the Bright Futures program, and the Commission's rationale for the recommendation is documented in that report. Initial eligibility criteria for the award should remain largely unchanged, except that under this recommendation, the requirement would no longer be necessary that students complete three sequential vocational credits in secondary school in order to qualify. After completing the associates degree, Two-Plus-Two students who satisfy the renewal criteria for the Florida Merit Scholars award should be able to convert to a Florida Merit Scholars for enrollment in a program offered by a four-year college or university. Any cost savings realized by curtailing the current Gold Seal program in this way should be directed to a new need-based grant for students enrolled in clock-hour vocational certificate or diploma programs (see Recommendation 14).

3. ***The high school GPA required for initial eligibility for the Bright Futures Merit Scholars award should be increased from 3.0 to 3.25.*** This recommendation like the previous one, is largely a reiteration of a recommendation from the Commission's 1999 Bright Futures study. Cohort renewal rates for the second year of the scholarship were the basis for recommending increased initial eligibility requirements for the scholarship's "middle tier" award. Students who would become ineligible for the Merit Scholars award under this recommendation would still be eligible for the less expensive, two-plus-two based grant outlined in Recommendation 2.
4. ***The Florida Student Assistance Grant should be funded at the level requested in the Commissioner of Education's budget for 2001-02.*** The current request is for \$93.1 million, a one-year increase of 41 percent over the 2000-01 appropriation of \$65.9 million.
5. ***The Florida Legislature should adopt a five-year plan to restore the balance to the State's merit- and need-based appropriations required by Section 240.437(2)(a), Florida Statutes.*** This statute requires that "state student financial aid be provided primarily on the basis of financial need." Based on the empirical analyses reported earlier in this paper, the Commission finds no basis for altering the statutory emphasis on need-based aid. Rather, it recommends that the Legislature, through a combination of modifications to the merit-based Bright Futures program and a series of incremental but substantial increases to the need-based Florida Student Assistance Grant, achieve the dual goals of retaining a state scholarship program that reflects the program's meritorious intent while targeting resources where they are most needed in order to make postsecondary education available to as many students as possible.

As summarized in **Appendices B and C**, the Bureau of Student Financial Assistance administers a number of programs targeted to certain populations or high demand professions. The Council of Student Financial Aid Advisors, in its Year 2000 Annual Report, expresses concern about the proliferation of these programs and about the resources required to administer several small programs. The Commission shares the Florida Council's concerns with regard to program proliferation but realizes that other important state goals that may be served by these programs may outweigh concerns about administrative inefficiencies and diseconomies of scale. However, it seems fair that the Legislature be asked to conduct a periodic review of those programs that are persistently underutilized. A list of Bureau programs that expended less than half their Legislative appropriation in 1999-2000 appears in **Exhibit 9**.

Review Categorical Programs

Exhibit 9
Categorical State Financial Aid Programs That Expended Less than 50 percent of Funds Appropriated for 1999-2000

Program Title	Statute	1999-2000			
		Dollars Appropriated	Number Participants	Dollars Expended	Percent Expended
Rosewood Family Scholarship	240.4126	\$ 100,000	25	\$ 48,290	48.3%
Jose Marti Scholarship Challenge Grant	240.412	\$ 296,000	70	\$ 126,000	42.6%
African & Afro-Caribbean Scholarship	240.4145	\$ 93,600	4	\$ 38,027	40.6%
Latin American/Caribbean Basin Scholarship	240.414	\$ 156,000	4	\$ 34,628	22.2%
Total		\$ 645,600	103	\$ 295,235	45.8%

Recommendation:

6. *The Legislature should conduct a sunset review of any financial aid program that has expended less than half its appropriation for two consecutive years. In responding to this recommendation, the Bureau of Student Financial Assistance pointed out that the African and Afro-Caribbean and Latin American/Caribbean Basin Scholarships referenced in the exhibit are being phased out. The Bureau further explained that statute often stipulates award limitations that may keep a program from fully expending its appropriation. For example, to fully expend the \$100,000 appropriated to the Rosewood Family Scholarship in 1999-2000, modifications would be needed to the size of the appropriation, the number of awards allowed under the program, or the maximum allowed value of each individual award. Even in such cases where under-utilization of the appropriation does not indicate that a program phase-out is warranted, the recommended sunset review would provide a useful forum for the discussion of needed program amendments.*

Extend Eligibility to Part-Time Students

Recommendations:

7. *Sections 240.409(2)(a) and 240.4095(2)(a), Florida Statutes, should be revised to extend eligibility for the Florida Student Assistance Grant to eligible part-time degree-seeking students, provided that such program expansion does not have the effect of reducing the number or amount of awards available to eligible full-time degree-seeking students. In the early stages of restoring the primacy of need-based aid, funding increases should be focused on funding as many part-time students as possible using the current Expected Family Contribution cut-off level.*
8. *The Bureau of Student Financial Assistance should assign high priority to obtaining accurate projections of the number of part-time students who are otherwise eligible for the Florida Student Assistance Grant. Once the State has achieved full funding for all eligible part-time students at current Expected Family Contribution levels, the next priority should be to raise the EFC cut-off that is used to determine eligibility. The EFC cut-off of \$1,590 for a dependent student attending a public institution in Florida has remained unchanged for several years. By contrast, in 2000-01, the same student is eligible for a degree of federal Pell Grant funding with an EFC of up to \$3,100.*
9. *The public FSAG fund should be divided into separate funds for public four-year and public two-year institutions. The establishment of a partitioned funding stream within the FSAG for community colleges and state universities will ensure that both sectors have funds adequate to meet demand as eligibility is extended to part-time students.*
10. *Rather than recommending a stand-alone need-based grant for part-time students at this time, the Commission supports “growing” the part-time grant through the traditional Florida Student Assistance Grant program. Of the 22 states the Commission identified as having state grant aid programs available to part-time students (Appendix D), ten states have a unique program specifically for part-time students. The Commission would not oppose the future establishment of such a program by the Florida Legislature. The Florida program should not stand on its own until a) sufficient confidence exists in the data that a reasonably accurate projection of part-time demand can be made, and b) the legislature is willing to establish a substantial program that defrays part-time students’ costs in a meaningful way.*

Recommendation:

11. *The Bureau of Student Financial Assistance should continue to provide the State match of the federal Leveraging Educational Assistance Partnership (LEAP) allocation on the required one-to-one basis from Florida Student Assistance Grant dollars. The Florida Legislature should make a separate appropriation to provide the required two-to-one State match of federal Supplemental Leveraging Educational Assistance Partnership (SLEAP) dollars. The State's SLEAP allocation and the State matching dollars should be earmarked for part-time students. Federal LEAP and SLEAP funds are awarded to states to encourage the retention and expansion of existing state grant programs to help financially needy students pay for college. The federal government requires the State to match these funds. Florida received \$1.2 million in 2000-01.*

According to the Bureau of Student Financial Assistance, tuition and fees represent, on average, 15 percent of the total costs of attendance for on-campus community college students and 22 percent of the attendance costs for state university campus residents. Student aid packages resulting from the needs analysis process often do not cover the full cost of attendance. The Commission received testimony about two federal housing assistance programs that would seem particularly relevant to part-time, working adult students. Furthermore, both programs leverage non-state resources in an unobtrusive way.

Section 8 Private Housing Voucher. The Section 8 Voucher is a HUD-funded rent subsidy program that allows individuals to apply for housing assistance in the form of a voucher that is transferable between housing districts. Eligibility is based on family income and the reasonable housing cost in the district.

Federal Low-Income Housing Tax Credit. The Low Income Housing Tax Credit Program, enacted by the U.S. Congress in 1986, issues credits to developers who, via new construction or rehabilitation of an existing structure, provide affordable housing to individuals with fixed or lower incomes. Nationwide, the program is responsible for the creation of approximately one million affordable rental housing units since its inception. Although the program was not designed specifically for students, a student may qualify if the household is not composed entirely of full-time students. However, even where the entire household consists of full-time students, there are exceptions that could still allow the household to qualify. For example, exceptions to the "student rule" can occur where the householder is a full-time student who is also a single parent, a recipient of Temporary Assistance to Needy Families (TANF) funds, or an enrollee in a job training program.

Make Use of Non-State Resources**Housing Assistance**

Recommendation:

12. *College admissions and financial aid professionals should ensure that all students who apply for admission to their institutions receive information about available federal housing assistance programs and participating rental units in the local community. The Florida Association of Collegiate Registrars and Admissions Officers (FACRAO) and the Florida Council of Student Financial Aid Advisors should take the lead in educating their respective professional communities about eligibility criteria by scheduling professional development presentations on these programs at the annual FACRAO and FASFAA conferences.*

Section 14 of Senate Bill 2050 required the Postsecondary Education Planning Commission to issue a report recommending strategies to expand access to and production of certificates and degrees in programs that provide the skilled workforce needed for Florida's economy. The bill specified that new and innovative targeted financial aid programs were to be among the issues and options addressed. As required by the statute, the Commission's study process has included collaboration and consultation with relevant agencies. During the Commission's development of issues and recommendations for the study, representatives from the following agencies have provided testimony or consulted with Commission staff on issues relative to student financial aid and workforce development:

- Workforce Florida, Inc. (WFI);
- Agency for Workforce Innovation (AWI);
- Department of Education - Division of Community Colleges, Division of Workforce Development, and Bureau of Student Financial Assistance (BSFA);
- Florida Association of Postsecondary Schools and Colleges; and
- Department of Children and Families.

In August 2000 the Connecticut Department of Higher Education issued a survey to the State Higher Education Executive Officers (SHEEO) in each of the 50 states in order to find out the types of economic development activities in which states are engaged and for which direct appropriations are provided. Twenty states responded, enabling the researchers to group states' economic development activities into five categories:

- I. Basic Research
 - A. Federal and private research state matching programs.
 - B. State programs to support broad-based and/or basic research.
 - C. State programs to support economic research and analysis.
- II. Technology Transfer
 - A. Direct state support of research with economic development potential (e.g., technology innovation).
 - B. Research partnerships (state, university, industry).
- III. New Business Development
 - A. Incubator space for new companies.
 - B. Technology parks.
 - C. Small business assistance.
- IV. Technical Assistance and Information
 - A. Information base listing faculty expertise by discipline.
 - B. Referral service of faculty expertise.

FINANCIAL AID AND WORKFORCE DEVELOPMENT

Economic Development Activities in the States

- C. Assistance centers.
 - D. Publication of economic trend data and analyses.
 - E. Education and employment information and referral centers.
 - F. Other business resource centers or networks.
- V. Workforce Development (capacity building, skills updating, life-long learning)
- A. New programs or increase graduates in certain fields.
 - B. Publications or web-based information sources on numbers of trained graduates in high demand fields.
 - C. Adult literacy programs.
 - D. State funding formula supports non-credit or short-term training programs.
 - E. Special articulation programs for students moving from two- to four-year programs in high demand fields (engineering, technology).
 - F. School to career and other K-16 initiatives (i.e., pipeline programs to promote math and science competency).
 - G. Scholarship or incentive programs to attract out-of-state students in high demand areas.
 - H. Scholarship, loan forgiveness or loan rebate programs for students enrolling in high demand areas.
 - I. Loan forgiveness or loan rebate programs for new hires.
 - J. Free or highly subsidized short-term training and certificate programs.

Targeted Financial Assistance Initiatives in the States

Of the economic development activities identified by the Connecticut SHEEO survey, the final four activities under the category of Workforce Development have to do with financial assistance initiatives. Of the 20 states that responded to the survey, 16 offer some type of financial assistance or incentive intended to align the workforce with the state's economic development needs.

Financial Aid or Incentive	No. States Providing Aid
Free or highly subsidized short-term training or certification programs	14
Scholarships or loan forgiveness for students in high demand areas	13
Scholarships or incentives to attract out of state students in high demand areas	7
Loan forgiveness or rebate for new hires	4

SOURCE: Connecticut Department of Higher Education, August 2000.

Among responding states, the most frequently cited strategy concerned free or highly subsidized short-term training or certification programs in areas such as nursing or teaching (14 states), followed by scholarships or loan forgiveness in high demand occupations (13 states).

In her charge to the Senate Select Committee on Workforce Innovation on October 22, 1999, then Senate President Toni Jennings challenged the Committee with the following words:

“While Florida has experienced remarkable success with its welfare-to-work program, more and more Floridians are working in low-wage jobs, without benefits, and with a very limited career path. At the same time, Florida’s thriving economy continues to attract businesses looking for skilled employees. This mismatch of need and resource demands a new approach to workforce development.”

Senate Bill 2050, enacted by the 2000 Legislature and based largely on the work of the Senate Select Committee, sought to create a statewide integrated workforce system that addressed the perceived disconnect between the state’s workforce system and its economic development strategy. Specifically, the legislature was concerned about the insufficient number of potential employees with technical or professional skills to meet the needs of Florida employers. One of the centerpiece strategies created by the legislation was the Careers for Florida’s Future (CFF) Program. While incentives for educational institutions are discussed elsewhere in this report, the philosophy behind CFF was to begin to address the mismatch between occupational supply and demand by providing financial incentive to students.

Section 155 of Senate Bill 2050 created the Careers for Florida’s Future Incentive Grant Program, designed to encourage students in the state to obtain degrees or certificates in postsecondary programs that produce graduates with job skills in advanced technology which are critical to the state’s economic future. Although the program’s title implies a grant, CFF actually provides a forgivable loan that requires a student to enroll in and complete an eligible program and then to maintain employment in an eligible occupation in the state for one year for each year of grant receipt. The recipient must be employed in an eligible occupation within one year after the recipient is no longer enrolled in an eligible institution or completes the program, or begin repayment of the loan. The \$12 million appropriated by the Legislature from General Revenue was subsequently vetoed by the Governor.

Four of the program’s general provisions are as follows.

1. To be eligible for an initial award:
 - the recipient must be a Florida high school diploma recipient or home education completer; and
 - the recipient must have maintained Florida residency for three years for purposes other than education.

Florida Initiatives

Careers for Florida’s Future Program

2. Statute specifies the following eligible education and training programs:
 - Information Technology/Telecommunications
 - Biomedical Technology
 - Manufacturing-Electronics
 - Aviation/Transportation
 - Skilled Building Trades
3. Overall duration of the award is limited to 110 percent of the credit or clock hours required to complete the degree or career education program.
4. The award will not pay for remedial coursework.

A more comprehensive summary of the statute's major provisions, by program type and level of the education or training program, is provided in **Exhibit 10**.

Forgivable Loans or Loan Forgiveness? Historically, Florida has utilized both forgivable loan and loan forgiveness programs as inducements to individuals to pursue employment in occupations of critical need to the state. Though the terms sound similar, they have different meanings and have met with contrasting levels of success in achieving the desired outcome. Under the *forgivable loan* model, a student receives a loan for the express purpose of financing his or her education with the intent of becoming employed after graduation in an area of critical state need. Under *loan forgiveness*, an individual already performing some critical service to the state (e.g., teaching, nursing, physical therapy) applies to have a portion of the value of the existing loan(s) forgiven, up to a maximum of four years.

In testimony to the Commission, the Bureau of Student Financial Assistance raised the following concerns based on their past experience with forgivable loan programs:

- Forgivable loans tend to be speculative. Most college students of traditional age, and particularly students in their first two years of college, are unsure of their career plans. The Bureau's experience in this area is illustrated by the Most Promising Teacher Scholarship and Forgivable Loan components of the Florida Teacher Scholarship program, which is designed to attract prospective teachers. The scholarship is offered to students directly out of high school until they earn 60 semester hours of coursework. The forgivable loan program is available to upper division or graduate students enrolled in a designated critical teacher shortage degree program and requires repayment of one year of publicly funded teaching service for each \$4,000 of either undergraduate or graduate funding. According to the Bureau, only one percent of the scholarship recipients continue

in a teaching major and use a forgivable loan. This could be attributed to the student’s changing major, majoring in a non-critical shortage area, or lack of need for a loan. Approximately 50 percent of forgivable loan recipients repay the loan through teaching service.

- Students may find themselves unable to secure a job in their chosen field, or they may be unable to move to the geographic area of the state in which the job is located.
- Forgivable loan programs are administratively less efficient and more staff-intensive, because they require the Bureau to certify recipients’ enrollment, and eventually to certify that recipients are employed in an eligible occupational field.

EXHIBIT 10

Careers for Florida’s Future Program: Summary of Current Provisions

	Baccalaureate Degree Programs		Career Education Programs
	Lower Division ¹	Upper Division ²	
Initial Eligibility Criteria	Enrolled in eligible PSE ³ institution for at least 6 credit hours or equivalent. 2.75 cumulative GPA or better on postsecondary course work. Completed 18 postsecondary credits.	Enrolled in eligible baccalaureate degree program for at least 6 credit hours or equivalent. 2.75 cumulative GPA or better on postsecondary course work.	Enrolled in eligible Applied Technology Diploma program, certificate or degree career education program that does not articulate into a baccalaureate degree. Completed 18 postsecondary credits.
Renewal Criteria	2.75 cumulative GPA or better.	Same.	Same.
Award Amount	\$100 per credit hour, up to \$1,500 per semester.	\$200 per credit hour, up to \$3,000 per semester.	\$2 per clock hour
Award Duration	Up to 4 years of lower division course work.	Up to 4 years of upper division course work.	Up to 4 years of lower division course work.
Repayment Schedule	One year after the recipient either a) completes the program of studies or b) is no longer enrolled in an eligible institution, <i>unless</i> recipient is employed in an eligible occupation. ⁴ Ten year time limit.		Same.
Repayment Through Work	Earn the baccalaureate degree, then maintain employment in an eligible occupation in Florida for 1 year for each year in which the award was received for full-time enrollment. Statute includes a provision for students who attended part-time.		Same, except the repayment period is defined as 6 months for every semester of full-time enrollment in the program.
Repayment In Cash	Short term T-Bill rate plus 2.3%.		Same.

SOURCE: Section 445.012, Florida Statutes.

- NOTES:
1. Lower Division = freshman or sophomore.
 2. Upper Division = junior or senior.
 3. PSE = postsecondary education.
 4. For repayment purposes, an eligible occupation remains eligible for the duration of the repayment period.

In contrast, loan forgiveness programs:

- Are *by definition* 100 percent effective in achieving the desired employment outcome.
- Are administratively less time-consuming and less staff-intensive.
- Allow several types of loans to be forgiven
- Can extend eligibility to qualified individuals who received their loans outside the state and subsequently moved to Florida.

Recommendations:

13. a. ***The Careers for Florida’s Future program should be funded and implemented. The program is warranted and well-intended, and the Commission commends the program’s underlying principle of tying financial incentives for students to the State’s workforce demands. Furthermore, the Commission endorses the inclusion of students enrolled in career education programs that do not articulate into the baccalaureate degree. These students have historically been excluded from participation in the State’s primary need-based grant aid program and have found themselves largely unable to qualify for funding under the state’s merit-based scholarship program.***

Yet, the Commission views the fact that the program was unfunded in its first year as a positive development which allowed for a critical review of program provisions. Based upon a review of the statute and consultation with Legislative, WFI, AWI, and BSFA staff, the Commission recommends the following program modifications intended to enhance the program’s effectiveness and administrative efficiency.

- b. ***The identification of specific eligible education and training fields should be removed from statute. Instead, the list of eligible occupational areas should be agreed upon annually by the principals of the Workforce Estimating Conference. The careers needed for Florida’s economy in the 21st century will likely be dynamic. Therefore the education and training programs eligible for funding under the Careers for Florida’s Future program need not be limited to a set of fields codified in statute. The Conference is an established, consensus-based process that is well-positioned to respond to annual fluctuations in the State’s workforce needs.***
- c. ***The forgivable loan upon which the Careers for Florida’s Future Program is currently predicated should be replaced by the loan forgiveness model currently utilized by the Critical Shortage Loan Forgiveness Programs for teachers,***

- occupational therapists, and physical therapists.* This recommendation would ensure that all recipients are working in occupational areas of critical need identified by the Workforce Estimating Conference and negate the need for a criterion requiring Florida residency in order to receive an award. Further, such a policy would ease limitations on the type and origin of loans that could be forgiven. However, if the current forgivable loan model is retained, the statutory provision allowing awards to lower division students in baccalaureate-articulating programs should be removed.
- d. The program should be managed by the Bureau of Student Financial Assistance.** Statute currently calls for Workforce Florida, Inc. to manage the program and to contract with the Bureau to administer the portion of the program for students pursuing baccalaureate degrees or degree career education programs that articulate into baccalaureate degree programs. The Commission believes that the Bureau is best positioned to administer the program. This recommendation would also serve to ensure (a) proper inclusion of the CFF award in the institutional packaging of student financial aid and (b) smooth transferability of awards when students transfer between institutions and workforce regions.
- e. The Florida residency requirement should be amended from the current three years to the standard one year for other financial assistance programs stipulated in Section 240.404, Florida Statutes.** According to Legislative and AWI staff, the purpose of the three-year provision was to ensure that the forgivable loan would be restricted to students whose intent was to remain in Florida beyond their schooling. The change from forgivable loan to loan forgiveness contained in Recommendation 13c will achieve the same purpose and allow the residency requirements for this program to be consistent with the residency required for the State's other financial aid programs.

The National Association of State Grant and Aid Programs (NASSGAP) reports that Florida state need-based grant expenditures in 1998-99 amounted to \$126 per full-time equivalent (FTE) student, ranking Florida 33rd among the 50 states. According to NASSGAP, only Georgia and Louisiana devote a greater portion of their state financial aid programs to non-need-based assistance. The state's reliance on a low-tuition strategy with small relative investment in its need-based aid program has been a source of consistent concern to the Commission. In the 1998 Master Plan for Florida postsecondary education, *Challenges and Choices*, the Commission held that low tuition is an inefficient form of financial aid because it subsidizes all students equally regardless of their ability to

Vocational Student Assistance Grant

pay. The Commission further pointed out that tuition charges typically account for only about 20 percent of the overall cost of attendance. Finally, the State's current commitments to merit and need-based aid are in conflict with Section 240.437(2)(a), Florida Statutes, which states that "state student financial aid (shall) be provided primarily on the basis of financial need."

The relative lack of a commitment to need-based aid is particularly critical for students enrolled in postsecondary vocational credit- and clock-hour certificate programs that do not terminate in a degree. Virtually none of these students qualify for aid from the state's largest financial aid program, the merit-based Bright Futures Scholarship. In 1998-99, district vocational students accounted for less than one percent (0.2 percent) of all awards made from this program and only one percent of Gold Seal Vocational Awards. Further, these students are expressly excluded from the state's primary need-based aid program — the Florida Student Assistance Grant (FSAG) — by Section 240.409(2)(a), Florida Statutes, which stipulates that grants may be made only to full-time *degree-seeking* students (emphasis added).

The necessity for some type of need-based assistance was brought on by the increase in vocational fees over the past five years. As **Exhibit 11** illustrates, annual fees in vocational certificate programs have more than tripled since 1996-97, or an average annual increase of about 34 percent per year.

EXHIBIT 11
Fee Trends for Vocational Certificates, 1996-97 Through 2000-01

	1996-97	1997-98	1998-99	1999-2000	2000-01
<i>Fee per Contact Hour</i>	\$0.44	\$0.59	\$0.85	\$1.17	\$1.30
<i>Annual Fee</i>	\$369	\$531	\$765	\$1,053	\$1,170
<i>% increase over prior year</i>		43.9%	44.1%	37.6%	11.1%
<i>% increase since 1996-97</i>		43.9%	107.3%	185.4%	217.1%

SOURCE: Department of Education, Division of Workforce Development.

To address this issue, the Commission supports the Department of Education's legislative \$12 million budget issue for 2001-02 to reinstate the Vocational Student Assistance Grant (VSAG). The VSAG was created by the 1990 Legislature but was deleted in 1996 after having gone unfunded since its inception. The program's purpose was to provide need-based assistance grants to full-time students enrolled in a public vocational-technical center, community college, or accredited nonpublic postsecondary vocational, technical, trade, or business school. Eligibility requirements of the former program, outlined in Section 240.4093, Florida Statutes, further stipulated that:

- a. The student must be enrolled in a course or program of at least 900 clock hours, 36 quarter hours, or 24 semester hours which awards a diploma as defined in s. 246.203(6), F.S.
- b. The student applying for a VSAG must also apply for the Pell Grant.
- c. Priority in the distribution of grants shall be given to students with the lowest total family resources, taking into consideration the receipt of Pell Grants and student contributions to educational costs.
- d. The amount of the VSAG may not exceed \$1,000 and may not exceed the amount of demonstrated unmet need for tuition and fees.
- e. The student may not receive simultaneously a VSAG and any other form of student assistance grant or a Florida resident access grant.
- f. Renewal is based on continuous enrollment and satisfactory progress as defined by the institution for receipt of federal Title IV funds. The student may not receive a VSAG for more than two years.

In testimony before the Commission, the Division of Workforce Development estimated that there were 50,000 Pell-eligible students enrolled in vocational certificate programs in 1999-2000 at school districts, community colleges, and accredited nonpublic career schools. Were all these students to apply and be determined eligible for a VSAG, the \$12 million requested by the Department would provide an average award of \$240 per student, covering approximately 20 percent of the 2000-01 average annual fee.

Recommendation:

14. *The Vocational Student Assistance Grant should be reinstated and funded at the Department of Education's requested level of \$12 million. Eligibility should be for students who enroll in a public vocational-technical center, community college, or nonpublic postsecondary institution and seek a vocational certificate or diploma. Administration of the Grant program should be decentralized, allowing each institution the discretion as to whether to make awards available to part-time students from its allocation.*

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REFERENCES

APPENDIX A
SUPPLEMENTAL TABLES

Exhibit A-1
Educational Attainment of the Population 25 Years and Over, by State
March 2000

State	Population 25 years and over	Completed High School		Bachelor's or more	
		Percent	Rank	Percent	Rank
Alabama	2,790	77.5	50	20.4	44
Alaska	359	90.4	5	28.1	13
Arizona	2,996	85.1	31	24.6	24
Arkansas	1,635	81.7	41	18.4	49
California	20,983	81.2	43	27.5	14
Colorado	2,640	89.7	9	34.6	2
Connecticut	2,231	88.2	13	31.6	6
Delaware	490	86.1	25	24.0	29
District Columbia	346	83.2	35	38.3	1
Florida	10,156	84.0	34	22.8	37
Georgia	5,024	82.6	38	23.1	35
Hawaii	759	87.4	17	26.3	20
Idaho	759	86.2	23	20.0	45
Illinois	7,513	85.5	29	27.1	17
Indiana	3,893	84.6	33	17.1	50
Iowa	1,829	89.7	9	25.5	23
Kansas	1,624	88.1	14	27.3	15
Kentucky	2,543	78.7	49	20.5	43
Louisiana	2,641	80.8	44	22.5	39
Maine	847	89.3	12	24.1	28
Maryland	3,417	85.7	27	32.3	4
Massachusetts	4,075	85.1	31	32.7	3
Michigan	6,262	86.2	23	23.0	36
Minnesota	2,997	90.8	3	31.2	7
Mississippi	1,724	80.3	45	18.7	48
Missouri	3,500	86.6	21	26.2	21
Montana	563	89.6	11	23.8	31
Nebraska	1,019	90.4	5	24.6	24
Nevada	1,174	82.8	37	19.3	46
New Hampshire	796	88.1	14	30.1	8
New Jersey	5,380	87.3	18	30.1	8
New Mexico	1,098	82.2	40	23.6	33
New York	12,009	82.5	39	28.7	11
North Carolina	4,936	79.2	47	23.2	34
North Dakota	411	85.5	29	22.6	38
Ohio	7,240	87.0	19	24.6	24
Oklahoma	2,171	86.1	25	22.5	39
Oregon	2,201	88.1	14	27.2	16
Pennsylvania	7,788	85.7	27	24.3	27
Rhode Island	629	81.3	42	26.4	18
South Carolina	2,593	83.0	36	19.0	47
South Dakota	439	91.8	1	25.7	22
Tennessee	3,579	79.9	46	22.0	41
Texas	12,484	79.2	47	23.9	30
Utah	1,184	90.7	4	26.4	18
Vermont	390	90.0	7	28.8	10
Virginia	4,568	86.6	21	31.9	5
Washington	3,687	91.8	1	28.6	12
West Virginia	1,195	77.1	51	15.3	51
Wisconsin	3,352	86.7	20	23.8	31
Wyoming	311	90.0	7	20.6	42
United States	175,230	84.1		25.6	

NOTE: Population estimates are in thousands.
 SOURCE: U.S. Census Bureau, Current Population Survey. Internet release date December 19, 2000.

Exhibit A-2
Bachelor's Degrees Awarded per Capita, by State

STATE	1997 18-44 Population ⁽¹⁾	1996-97 Bachelor's Degrees, Public & Private Insts. ⁽²⁾	Bachelor's Degrees per 100K 18-44 Population	RANK	Fall 1996-97 Enrollment in 2 & 4 Year Public & Private	Bachelor's Degrees Per 1,000 Enrollment	RANK
Alabama	1,750	20,647	1,180	22	281,692	73	44
Alaska	261	1,473	564	50	28,520	52	50
Arizona	1,777	17,831	1,003	32	262,120	68	46
Arkansas	957	9,214	963	38	100,688	92	20
California	13,707	110,659	807	48	1,853,197	60	48
Colorado	1,611	19,892	1,235	19	236,355	84	30
Connecticut	1,310	13,513	1,032	31	155,355	87	25
Delaware	309	4,334	1,403	12	44,838	97	15
District of Columbia	236	7,229	3,063	1	72,178	100	12
Florida	5,409	47,530	879	46	625,317	76	41
Georgia	3,232	27,519	851	47	310,127	89	23
Hawaii	477	4,755	997	33	60,708	78	38
Idaho	473	4,509	953	39	59,537	76	42
Illinois	4,809	51,868	1,079	27	708,379	73	45
Indiana	2,389	30,477	1,276	18	283,221	108	8
Iowa	1,091	17,923	1,643	6	176,734	101	11
Kansas	1,031	14,428	1,399	13	173,461	83	32
Kentucky	1,595	14,674	920	43	173,194	85	29
Louisiana	1,762	17,507	994	34	201,940	87	26
Maine	498	5,565	1,117	25	53,922	103	10
Maryland	2,165	20,384	942	40	265,101	77	39
Massachusetts	2,542	40,429	1,590	7	409,533	99	13
Michigan	3,997	44,225	1,106	26	546,364	81	35
Minnesota	1,903	22,618	1,189	20	270,847	84	31
Mississippi	1,095	10,252	936	41	126,234	81	34
Missouri	2,125	28,066	1,321	16	285,383	98	14
Montana	329	4,752	1,444	11	43,145	110	7
Nebraska	646	9,871	1,528	8	119,300	83	33
Nevada	674	3,705	550	51	72,508	51	51
New Hampshire	499	7,581	1,519	9	60,986	124	2
New Jersey	3,222	24,845	771	49	323,129	77	40
New Mexico	680	6,326	930	42	100,449	63	47
New York	7,294	95,290	1,306	17	1,005,221	95	17
North Carolina	3,044	34,202	1,124	24	373,052	92	19
North Dakota	253	4,627	1,829	4	40,554	114	5
Ohio	4,478	48,016	1,072	28	524,756	92	21
Oklahoma	1,279	15,123	1,182	21	175,973	86	28
Oregon	1,272	13,290	1,045	30	164,521	81	36
Pennsylvania	4,656	62,443	1,341	14	562,130	111	6
Rhode Island	403	8,319	2,064	2	72,432	115	4
South Carolina	1,547	15,267	987	35	173,754	88	24
South Dakota	286	4,230	1,479	10	33,674	126	1
Tennessee	2,182	21,147	969	37	244,975	86	27
Texas	8,063	71,172	883	45	947,634	75	43
Utah	854	15,806	1,851	3	147,810	107	9
Vermont	241	4,309	1,788	5	35,090	123	3
Virginia	2,901	30,847	1,063	29	342,725	90	22
Washington	2,324	22,893	985	36	289,184	79	37
West Virginia	695	8,172	1,176	23	84,942	96	16
Wisconsin	2,068	27,405	1,325	15	297,064	92	18
Wyoming	186	1,652	888	44	29,994	55	49
U.S.	108,587	1,168,811	1,076		14,029,947	82	

NOTES:

Population is in thousands. Degrees awarded exclude U.S. Service Schools.

SOURCES:

(1) 1998 Statistical Abstract. U.S. Census Bureau.

(2) Digest of Education Statistics, 1999. National Center for Education Statistics.

**Exhibit A-3
Chance for College by Age 19 by State in 1998**

State	Regular Public HS Graduates	Fall 1994 9th Grade Enrollment	Public HS Grad Rate	Nonpublic HSG ⁽¹⁾	Total HSG	Fall Fresh. by State of Residence ⁽²⁾	College Contin. Rate	"Chance for College"
Alabama	38,089	63,656	59.8%	4,159	42,248	24,489	58.0%	34.7%
Alaska	6,462	9,947	65.0%	161	6,623	2,467	37.2%	24.2%
Arizona	36,361	59,150	61.5%	2,348	38,709	17,421	45.0%	27.7%
Arkansas	26,855	36,689	73.2%	1,254	28,109	15,083	53.7%	39.3%
California	282,897	420,643	67.3%	26,869	309,766	158,868	51.3%	34.5%
Colorado	35,794	50,078	71.5%	2,422	38,216	20,754	54.3%	38.8%
Connecticut	27,885	38,001	73.4%	5,108	32,993	21,399	64.9%	47.6%
Delaware	6,439	9,469	68.0%	1,252	7,691	4,786	62.2%	42.3%
Florida	98,498	172,947	57.0%	11,125	109,623	54,227	49.5%	28.2%
Georgia	58,525	114,176	51.3%	5,715	64,240	38,771	60.4%	30.9%
Hawaii	9,670	15,597	62.0%	2,618	12,288	7,327	59.6%	37.0%
Idaho	15,523	19,777	78.5%	430	15,953	7,549	47.3%	37.1%
Illinois	114,611	148,944	76.9%	15,116	129,727	81,379	62.7%	48.3%
Indiana	58,899	83,147	70.8%	4,301	63,200	38,266	60.5%	42.9%
Iowa	36,008	40,593	88.7%	2,613	38,621	23,257	60.2%	53.4%
Kansas	27,856	38,007	73.3%	1,747	29,603	18,021	60.9%	44.6%
Kentucky	37,270	55,758	66.8%	3,546	40,816	22,345	54.7%	36.6%
Louisiana	38,030	68,599	55.4%	7,939	45,969	28,945	63.0%	34.9%
Maine	12,171	15,503	78.5%	1,745	13,916	7,691	55.3%	43.4%
Maryland	44,555	63,067	70.6%	6,348	50,903	29,323	57.6%	40.7%
Massachusetts	50,452	66,707	75.6%	8,960	59,412	42,478	71.5%	54.1%
Michigan	92,732	128,383	72.2%	8,886	101,618	58,877	57.9%	41.9%
Minnesota	54,494	65,149	83.6%	3,610	58,104	28,512	49.1%	41.0%
Mississippi	24,502	43,434	56.4%	3,742	28,244	16,858	59.7%	33.7%
Missouri	52,031	72,584	71.7%	6,214	58,245	31,832	54.7%	39.2%
Montana	10,656	13,309	80.1%	362	11,018	6,355	57.7%	46.2%
Nebraska	19,719	23,281	84.7%	1,960	21,679	13,231	61.0%	51.7%
Nevada	13,052	18,685	69.9%	439	13,491	5,000	37.1%	25.9%
New Hampshire	10,843	14,564	74.5%	1,920	12,763	7,583	59.4%	44.2%
New Jersey	65,106 ⁽³⁾	83,256	78.2%	11,826	76,932	52,940	68.8%	53.8%
New Mexico	16,529	28,547	57.9%	840	17,369	11,203	64.5%	37.3%
New York	138,531	227,040	61.0%	24,618	163,149	116,307	71.3%	43.5%
North Carolina	59,292	97,534	60.8%	3,565	62,857	40,558	64.5%	39.2%
North Dakota	8,170	9,564	85.4%	430	8,600	5,976	69.5%	59.4%
Ohio	111,211	151,879	73.2%	12,784	123,995	68,267	55.1%	40.3%
Oklahoma	35,213	48,838	72.1%	1,250	36,463	18,493	50.7%	36.6%
Oregon	27,754	41,301	67.2%	2,539	30,293	14,302	47.2%	31.7%
Pennsylvania	110,919	147,352	75.3%	17,478	128,397	79,949	62.3%	46.9%
Rhode Island	8,074	11,534	70.0%	1,385	9,459	6,416	67.8%	47.5%
South Carolina	31,951	60,058	53.2%	2,418	34,369	21,050	61.2%	32.6%
South Dakota	9,140	12,077	75.7%	415	9,555	6,108	63.9%	48.4%
Tennessee	43,533	72,593	60.0%	5,043	48,576	26,997	55.6%	33.3%
Texas	197,186	323,162	61.0%	8,729	205,915	105,505	51.2%	31.3%
Utah	31,567	38,356	82.3%	706	32,273	13,451	41.7%	34.3%
Vermont	6,469	7,993	80.9%	1,183	7,652	3,811	49.8%	40.3%
Virginia	61,777	84,447	73.2%	4,998	66,775	37,488	56.1%	41.1%
Washington	53,679	75,684	70.9%	3,190	56,869	29,663	52.2%	37.0%
West Virginia	20,164	26,766	75.3%	713	20,877	11,152	53.4%	40.2%
Wisconsin	57,607	73,063	78.8%	5,272	62,879	34,814	55.4%	43.7%
Wyoming	6,427	8,304	77.4%	31	6,458	3,494	54.1%	41.9%
Total	2,441,178	3,599,192	67.8%	252,322	2,693,500	1,541,038	57.2%	38.8%

SOURCE:

(1) Data are for 1996-97 from NCES "Private School Universe Survey, 1997-98." NCES 1999-319.

(2) From special tabulation of fall 1998 IPEDS residence and migration survey data by Sam Barbette, NCES, July 2000.

NOTE:

(3) Estimate

Exhibit A-4
Resident Undergraduate Tuition and Required Fees
for Public Flagship Universities and Community Colleges, 2000-01
- States in Rank Order -

STATE	UNIVERSITIES	State Rank
Vermont	\$ 8,288	1
New Hampshire	\$ 7,395	2
Pennsylvania	\$ 6,852	3
Michigan*	\$ 6,513	4
New Jersey	\$ 6,333	5
Connecticut	\$ 5,596	6
Massachusetts	\$ 5,212	7
Rhode Island	\$ 5,154	8
Maryland	\$ 5,136	9
Delaware	\$ 5,005	10
Illinois	\$ 4,994	11
Minnesota*	\$ 4,877	12
Maine	\$ 4,829	13
Missouri	\$ 4,726	14
New York	\$ 4,715	15
Ohio	\$ 4,383	16
Indiana	\$ 4,363	17
Virginia	\$ 4,160	18
California	\$ 4,046	19
South Carolina	\$ 3,868	20
Oregon	\$ 3,819	21
Arkansas	\$ 3,818	22
Texas	\$ 3,800	23
Wisconsin	\$ 3,788	24
Washington	\$ 3,761	25
Nebraska	\$ 3,465	26
South Dakota	\$ 3,448	27
Kentucky	\$ 3,446	28
Alaska	\$ 3,420	29
Louisiana	\$ 3,395	30
Tennessee	\$ 3,362	31
Georgia	\$ 3,276	32
Iowa	\$ 3,204	33
Colorado	\$ 3,188	34
Montana	\$ 3,178	35
Hawaii	\$ 3,157	36
Mississippi	\$ 3,153	37
North Dakota	\$ 3,088	38
Alabama	\$ 3,014	39
Utah	\$ 2,895	40
Oklahoma	\$ 2,861	41
West Virginia	\$ 2,836	42
New Mexico	\$ 2,795	43
Kansas	\$ 2,725	44
North Carolina	\$ 2,710	45
Wyoming	\$ 2,575	46
Idaho	\$ 2,476	47
Florida	\$ 2,348	48
Arizona	\$ 2,344	49
Nevada	\$ 2,220	50

STATE	COMMUNITY COLLEGES	State Rank
New Hampshire	\$ 4,114	1
Vermont	\$ 2,898	2
Iowa	\$ 2,720	3
New York	\$ 2,602	4
Indiana	\$ 2,540	5
Minnesota	\$ 2,472	6
Wisconsin	\$ 2,453	7
Michigan	\$ 2,354	8
New Jersey	\$ 2,337	9
Maryland	\$ 2,262	10
Massachusetts	\$ 2,180	11
Pennsylvania	\$ 2,134	12
Ohio	\$ 2,133	13
Alaska	\$ 2,088	14
Maine	\$ 2,040	15
North Dakota	\$ 1,954	16
Montana	\$ 1,944	17
Colorado	\$ 1,920	18
Connecticut	\$ 1,886	19
Oregon	\$ 1,828	20
Rhode Island	\$ 1,806	21
West Virginia	\$ 1,675	22
Alabama	\$ 1,653	23
Washington	\$ 1,641	24
Delaware	\$ 1,530	25
Utah	\$ 1,526	26
Georgia	\$ 1,514	27
Illinois	\$ 1,507	28
South Carolina	\$ 1,507	28
Florida	\$ 1,463	30
Missouri	\$ 1,457	31
Wyoming	\$ 1,431	32
Tennessee	\$ 1,430	33
Nebraska	\$ 1,415	34
Oklahoma	\$ 1,399	35
Louisiana	\$ 1,378	36
Kansas	\$ 1,368	37
Idaho	\$ 1,313	38
Nevada	\$ 1,275	39
Kentucky	\$ 1,230	40
Virginia	\$ 1,159	41
Arkansas	\$ 1,136	42
Mississippi	\$ 1,072	43
Texas	\$ 1,072	43
Hawaii	\$ 1,061	45
Arizona	\$ 903	46
North Carolina	\$ 880	47
New Mexico	\$ 714	48
California	\$ 330	49

U.S. Average	\$ 4,000	FL %
		59%

\$ 1,729	FL %
	85%

SOURCE: Washington State Higher Education Coordinating Board, 2000-01 Tuition and Fee Rates: A National Comparison.

**Exhibit A-5
School-to-College Continuation Rates
Bivariate Correlation Matrix**

Pearson Correlation Coefficients (significance levels in parentheses)

	Percent of Total Undergraduate Enrollment in Public Institutions	Percent of Lower Division Enrollment Accounted for by Public 2-Yr Colleges	High School Dropout Rate	Total Merit-Based Grant Aid for Undergraduates (in \$100,000s)	Total Need-Based Grant Aid for Undergraduates (in \$100,000s)	Undergraduate Headcount Enrollment per 100,000 18-44 year old Population	College Continuation Rate
Percent of Total Undergraduate Enrollment in Public Institutions		0.519 (.000)	0.323 (.022)	0.023 (.871)	-0.284 (.046)	-0.088 (.546)	-0.323 (.022)
Percent of Lower-Division Enrollment Accounted for by Public 2-Year Colleges	0.519 (.000)		0.170 (.239)	0.024 (.871)	-0.040 (.784)	0.107 (.460)	0.233 (.103)
High School Dropout Rate	0.323 (.022)	0.170 (.239)		0.237 (.098)	-0.090 (.534)	-0.208 (.147)	-0.404 (.004)
Total Merit-Based Grant Aid for Undergraduates (in \$100,000s)	0.023 (.871)	0.024 (.871)	0.237 (.098)		-0.006 (.969)	-0.299 (.035)	-0.061 (.676)
Total Need-Based Grant Aid for Undergraduates (in \$100,000s)	-0.284 (.046)	-0.040 (.784)	-0.090 (.534)	-0.006 (.969)		-0.058 (.690)	0.417 (.003)
Undergraduate Headcount Enrollment per 100,000 18-44 year old population	-0.088 (.546)	0.107 (.460)	-0.208 (.147)	-0.299 (.035)	-0.058 (.690)		0.235 (.100)
College Continuation Rate	-0.323 (.022)	0.233 (.103)	-0.404 (.004)	-0.061 (.676)	0.417 (.003)	0.235 (.100)	

Exhibit A-6

Fall 1999 Initial Bright Futures Recipients as a Percentage of Prior Year Florida High School Graduates, Community College and State University Systems

COMMUNITY COLLEGE	Eligible Universe ¹⁾	Freshmen on Bright Futures as a Percentage of Those Eligible			
		FAS	FMS	GSV	Total
Brevard	1,527	2.2%	18.5%	2.7%	23.3%
Broward	2,548	0.6%	8.1%	2.5%	11.2%
Central FL	784	3.6%	21.9%	7.3%	32.8%
Chipola	350	12.3%	26.3%	15.1%	53.7%
Daytona Beach	1,094	3.0%	18.0%	5.1%	26.1%
Edison	1,133	1.2%	17.7%	4.9%	23.8%
FCC-Jax	1,661	0.8%	8.4%	1.6%	10.8%
FL Keys	81	1.2%	12.3%	1.2%	14.8%
Gulf Coast	670	6.4%	24.9%	5.1%	36.4%
Hillsborough	1,664 ²⁾	1.0%	9.7%	4.0%	14.7%
Indian River	1,019	2.8%	15.9%	4.4%	23.2%
Lake City	284	5.3%	21.5%	14.8%	41.5%
Lake-Sumter	365	5.8%	26.0%	8.2%	40.0%
Manatee	851	2.8%	15.4%	2.2%	20.4%
Miami-Dade	4,668	0.1%	2.7%	0.4%	3.1%
North FL	189	3.7%	21.7%	12.2%	37.6%
Okaloosa-Walton	642	5.0%	28.2%	4.7%	37.9%
Palm Beach	1,725	1.0%	11.3%	2.1%	14.4%
Pasco-Hernando	675	1.6%	17.6%	5.3%	24.6%
Pensacola	1,161	2.8%	19.0%	6.4%	28.3%
Polk	910	1.9%	16.6%	5.2%	23.6%
Santa Fe	1692	3.3%	20.2%	5.9%	29.3%
Seminole	928	1.5%	12.8%	2.9%	17.2%
South FL	308	3.6%	25.3%	8.8%	37.7%
St. Johns River	679	3.7%	18.1%	5.2%	27.0%
St. Petersburg	1948	2.0%	14.4%	3.3%	19.7%
Tallahassee	1,476	1.3%	13.0%	3.1%	17.4%
Valencia	3,239	1.0%	13.1%	3.5%	17.5%
CCS TOTAL	34,271	1.9%	13.6%	3.7%	19.2%

STATE UNIVERSITY	Eligible Universe ³⁾	Freshmen on Bright Futures as a Percentage of Those Eligible			
		FAS	FMS	GSV	Total
UF	5,411	62.4%	36.6%	0.8%	99.8%
FSU	4,034	23.1%	59.8%	2.4%	85.3%
FAMU	1,282	3.7%	22.6%	6.6%	32.9%
USF	2,736	17.8%	52.2%	8.1%	78.0%
FAU	1,214	7.9%	37.6%	6.5%	52.1%
UWF	564	18.1%	43.3%	4.6%	66.0%
UCF	4,472	19.2%	50.3%	2.6%	72.2%
FIU	2,202	5.9%	48.0%	2.7%	56.7%
UNF	1,516	13.1%	47.2%	4.4%	64.6%
FGCU	215	10.2%	51.6%	7.4%	69.3%
SUS TOTAL	23,637 ⁴⁾	26.4%	46.3%	3.4%	76.2%

- NOTES: 1) F99 FL resident degree- and certificate-seeking freshmen enrolled in the CCS who graduated from a Florida public or private high school, Aug98-July99 inclusive.
2) Hillsborough CC eligible universe consists of F98 students who graduated from high school in 97-98 but otherwise met the criteria outlined in 1) above.
3) F99 FL residents enrolled in SUS whose last date of HS attendance was Aug98-July99 inclusive.
4) Sum of the institutional detail exceeds that of the SUS due to students who enrolled at more than one university.

SOURCES: Bureau of Student Financial Assistance, SBCC, and BOR.

Exhibit A-7
Current Fund Revenue from Tuition/Fees and State and Local Appropriations,
Public Degree-Granting Institutions, by State, 1996-97

State	Tuition and Fees	State Appr., Grants and Contracts	Local Appr., Grants and Contracts	Total	% Tuition and Fees	Rankings	
						Rank	% Tuition and Fees
Alabama	437,476	918,111	12,800	1,368,387	32%	1	Vermont 76%
Alaska	48,275	175,974	1,619	225,868	21%	2	New Hampshire 65%
Arizona	468,660	754,064	249,093	1,471,817	32%	3	Delaware 54%
Arkansas	179,731	511,877	4,228	695,836	26%	4	Pennsylvania 53%
California	2,101,216	5,815,338	1,544,086	9,460,640	22%	5	Colorado 48%
Colorado	584,153	596,647	33,876	1,214,676	48%	6	Rhode Island 46%
Connecticut	258,929	503,351	2	762,282	34%	7	Virginia 45%
Delaware	186,771	153,347	8,232	348,350	54%	8	Ohio 45%
Florida	684,915	2,196,829	1,901	2,883,645	24%	9	Michigan 43%
Georgia	479,664	1,546,997	20,638	2,047,299	23%	10	Montana 43%
Hawaii	85,213	279,752	878	365,843	23%	11	Indiana 41%
Idaho	105,971	253,114	10,710	369,795	29%	12	Maryland 40%
Illinois	863,571	1,667,420	443,888	2,974,879	29%	13	Massachusetts 39%
Indiana	752,063	1,100,208	3,503	1,855,774	41%	14	South Dakota 39%
Iowa	342,283	710,259	29,380	1,081,922	32%	15	Oregon 37%
Kansas	292,925	578,518	129,133	1,000,576	29%	16	North Dakota 37%
Kentucky	335,323	792,843	7,638	1,135,804	30%	17	Missouri 37%
Louisiana	384,569	813,743	8,715	1,207,027	32%	18	Maine 36%
Maine	104,968	185,881	154	291,003	36%	19	New York 35%
Maryland	641,815	823,907	141,236	1,606,958	40%	20	New Jersey 35%
Massachusetts	501,893	784,937	10,129	1,296,959	39%	21	South Carolina 35%
Michigan	1,447,105	1,708,903	220,840	3,376,848	43%	22	West Virginia 35%
Minnesota	527,567	1,059,395	3,555	1,590,517	33%	23	Washington 34%
Mississippi	230,947	630,859	35,423	897,229	26%	24	Connecticut 34%
Missouri	509,850	794,155	78,304	1,382,309	37%	25	Minnesota 33%
Montana	104,394	135,808	5,176	245,378	43%	26	Alabama 32%
Nebraska	162,755	404,766	62,715	630,236	26%	27	Wisconsin 32%
Nevada	91,297	260,673	8,469	360,439	25%	28	Louisiana 32%
New Hampshire	175,367	91,033	2,720	269,120	65%	29	Arizona 32%
New Jersey	733,624	1,197,001	168,251	2,098,876	35%	30	Iowa 32%
New Mexico	124,672	517,454	50,479	692,605	18%	31	Utah 30%
New York	1,641,098	2,615,764	406,933	4,663,795	35%	32	Kentucky 30%
North Carolina	453,551	1,889,790	92,219	2,435,560	19%	33	Kansas 29%
North Dakota	93,069	157,759	584	251,412	37%	34	Illinois 29%
Ohio	1,426,724	1,682,681	96,638	3,206,043	45%	35	Idaho 29%
Oklahoma	234,045	649,585	19,003	902,633	26%	36	Tennessee 28%
Oregon	363,105	509,474	103,297	975,876	37%	37	Texas 26%
Pennsylvania	1,495,012	1,230,395	92,014	2,817,421	53%	38	Oklahoma 26%
Rhode Island	114,525	136,871	-	251,396	46%	39	Arkansas 26%
South Carolina	399,443	717,562	30,423	1,147,428	35%	40	Nebraska 26%
South Dakota	73,567	116,526	111	190,204	39%	41	Mississippi 26%
Tennessee	356,055	909,528	15,856	1,281,439	28%	42	Nevada 25%
Texas	1,506,276	3,713,247	497,257	5,716,780	26%	43	Florida 24%
Utah	202,721	466,002	1,796	670,519	30%	44	Georgia 23%
Vermont	155,090	47,806	26	202,922	76%	45	Hawaii 23%
Virginia	817,053	979,514	15,261	1,811,828	45%	46	Wyoming 23%
Washington	591,525	1,105,646	28,884	1,726,055	34%	47	California 22%
West Virginia	185,677	351,092	1,304	538,073	35%	48	Alaska 21%
Wisconsin	585,332	954,828	295,934	1,836,094	32%	49	North Carolina 19%
Wyoming	44,810	135,117	15,187	195,114	23%	50	New Mexico 18%
TOTAL	24,686,640	46,332,351	5,010,498	76,029,489	32%		

Source: NCES-IPEDS 1996-97 finance data, published June 2000.

APPENDIX B

**STATE-SUPPORTED FINANCIAL ASSISTANCE
PROGRAMS ADMINISTERED BY THE BUREAU
OF STUDENT FINANCIAL ASSISTANCE**

SOURCE: Florida House of Representatives, Committee on Colleges and Universities

MERIT-BASED PROGRAMS

BRIGHT FUTURES SCHOLARSHIP PROGRAM:

The Bright Futures Scholarship Program is a lottery-funded scholarship program created by the 1997 Legislature to reward Florida high school graduates who merit recognition of high academic achievement and enroll in eligible Florida public and non-public postsecondary institutions. The Bright Futures Scholarship Program is an umbrella program providing three awards: the Florida Academic Scholars Award, the Florida Merit Scholars Award, and the Florida Gold Seal Vocational Scholars Award.

In order to be eligible for a Bright Futures Scholarship, a student must meet the following general eligibility criteria: complete a Bright Futures Scholarship Program Student Authorization Form; be a Florida resident; earn a Florida high school diploma, or the equivalent; enroll in an eligible Florida postsecondary education institution for at least 6 credit hours per semester; not have been found guilty of or pled nolo contendere to a felony charge; and use the award within 3 years of graduation. Additionally, each component of the Bright Futures Scholarship Program contains separate and distinct eligibility requirements that a student must meet.

Students who receive a Bright Futures Scholarship may enroll in any eligible Florida public or private, independent postsecondary vocational-technical institution, community college, or university within three years after high school graduation.

The Legislature appropriated \$143.1 million to the Bright Futures Scholarship Program for the 2000-2001 fiscal year.

FLORIDA ACADEMIC SCHOLARS AWARD:

The Florida Academic Scholars Award is one of three awards available to Florida high school graduates through the Bright Futures Scholarship Program.

A student who attends a public institution is eligible for an award equal to the amount required to pay matriculation and fees (including lab fees up to \$300 per semester), and \$600 for college-related expenses annually. A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for the average matriculation and fees of a public postsecondary education institution at the comparable level, including the annual \$600 for college-related expenses. Additionally, a student may be eligible for an additional \$1,500 if he or she is rated as the school district's highest-ranking scholar.

In addition to meeting the general eligibility criteria for a Bright Futures Scholarship, a student must meet the following criteria to be considered for a Florida Academic Scholars Award: achieve a 3.5 weighted GPA using the 15 core credits required for admission to a state university; perform 75 hours of community service; and earn a 1270 SAT or 28 ACT.

A student who falls into one of the following categories may also qualify for a Florida Academic Scholars Award:

- Be a National Merit Scholar or Finalist, National Achievement Scholar or Finalist, or National Hispanic Scholar;
- Be an International Baccalaureate (IB) Diploma recipient;
- Complete the IB curriculum and earn a 1270 SAT or 28 ACT;
- Achieve a GED, earn a 1270 SAT or 28 ACT, and achieve a 3.5 weighted GPA in the 15 core credits; or
- Attend a home education program during grades 11 and 12 and earn a 1270 SAT or 28 ACT.

In order to renew the Florida Academic Scholars Award, a student must earn a 3.0 cumulative GPA and 6 credit hours per semester funded. A Florida Academic Scholars Award recipient who earns a 2.75 - 2.99 cumulative college GPA and 6 credit hours per semester funded may renew as a Florida Merit Scholar.

FLORIDA MERIT SCHOLARS AWARD:

The Florida Merit Scholars Award is the second of three awards available to Florida high school graduates through the Bright Futures Scholarship Program.

A student who attends a public institution is eligible for an award equal to 75 percent of the amount required to pay matriculation and fees (including lab fees up to \$300 per semester). A student who attends a nonpublic institution is eligible for an award equal to the amount that would be required to pay for 75 percent of the average matriculation and fees of a public postsecondary education institution at the comparable level.

In addition to meeting the general eligibility criteria for a Bright Futures Scholarship, a student must meet the following criteria to be considered for a Florida Merit Scholars Award: achieve a 3.0 weighted GPA using the 15 core credits required for admission to a state university and earn a 970 SAT or 20 ACT.

A student who falls into one of the following categories may also qualify for a Florida Merit Scholars Award:

- Be a National Merit Scholar or Finalist, National Achievement Scholar or Finalist, or National Hispanic Scholar who has not completed 75 hours of community service;
- Complete the IB Curriculum and earn a 970 SAT or 20 ACT;
- Attend a home education program during grades 11 and 12, provide documentation of the 15 college-preparatory credits described in the preceding section, and earn a 970 SAT or 20 ACT;
- Attend a home education program during grades 11 and 12 and earn a 1070 SAT or 23 ACT; or
- Achieve a GED, earn a 970 SAT or 20 ACT, and earn a 3.0 weighted GPA in the 15 required credits.

In order to renew the Florida Merit Scholars Award, a student must earn a 2.75 cumulative GPA and 6 credit hours per semester funded.

FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD:

The Florida Gold Seal Vocational Scholars Award is the last of three awards available to Florida high school graduates through the Bright Futures Scholarship Program.

A student who enrolls in a public institution is eligible for an award equal to the amount required to pay 75 percent of matriculation and fees (including lab fees up to \$300 per semester). A student who enrolls in a nonpublic institution is eligible for an award equal to the amount that would be required to pay 75 percent of the average matriculation and fees of a public institution at the comparable level.

In addition to meeting the general eligibility criteria for a Bright Futures Scholarship, a student must meet the following criteria to be considered for a Florida Gold Seal Vocational Scholars Award: achieve a 3.0 weighted GPA using the core 15 credits required for graduation; achieve a 3.5 unweighted GPA in a minimum of three sequential vocational credits; and achieve a passing score on the Common Placement Test (or equivalent score on the SAT or ACT).

In order to renew the Florida Gold Seal Vocational Scholars Award, a student must earn a 2.75 cumulative GPA and 6 credit hours per semester funded. A student may renew as a Florida Merit Scholar with a 2.75 cumulative college GPA and 6 credit hours per semester funded.

NEED-BASED PROGRAMS

FLORIDA STUDENT ASSISTANCE GRANT PROGRAM:

The Florida Student Assistance Grant (FSAG) Program consists of three state-funded financial assistance programs that are available to undergraduate students who demonstrate financial [need](#).

State Student Financial Aid Policy

A student must meet the following general criteria to be considered for Florida Student Assistance Grant: be a Florida resident; apply for a Federal Pell Grant by completing the Free Application for Federal Student Aid; demonstrate a minimum financial need of \$200; enroll at an eligible Florida postsecondary education institution for a minimum of 12 credits per term (disabled students may be eligible to enroll on a part-time basis); and maintain a 2.0 cumulative grade point average while enrolled at an eligible postsecondary education institution.

The FSAG Program is comprised of the following three programs: the Florida Public Student Assistance Grant Program, the Florida Private Student Assistance Grant Program, and the Florida Postsecondary Student Assistance Grant Program. Each program is funded separately.

Each of the three programs that make up the FSAG Program can only be used at certain postsecondary education institutions.

- Students who receive a Florida Public Student Assistance Grant must enroll at a Florida state university or community college.
- Students who receive a Florida Private Student Assistance Grant must enroll at a SACS-accredited independent nonprofit college or university located in Florida that offers baccalaureate degrees.
- Students who receive a Florida Postsecondary Student Assistance Grant must enroll at a private nursing diploma school located in Florida or an independent college or university located in Florida that does not qualify for the Florida Private Student Assistance Grant Program.

Each award is based on a student's demonstrated unmet need. The award amount for the Florida Public Student Assistance Grant ranges from \$200 to the average cost of matriculation and registration fees at state universities or is an amount specified in the General Appropriations Act. The award amount for the Florida Private Student Assistance Grant and the Florida Postsecondary Student Assistance Grant ranges from \$200 to the average cost of matriculation and registration fees at state universities plus \$1,000 or is an amount specified in the General Appropriations Act. The 2000-2001 General Appropriations Act specifies that the maximum award amount for any of the three programs that make up the FSAG Program is \$1,300.

TARGETED POPULATION PROGRAMS

CHILDREN OF DECEASED OR DISABLED VETERANS SCHOLARSHIP PROGRAM:

The Children of Deceased or Disabled Veterans Program is designed to provide educational opportunities for the dependent children of Florida veterans who died in service or have a total and permanent service-connected disability.

A student must meet the following general eligibility criteria in order to be eligible for a Children of Deceased or Disabled Veterans Scholarship: not possess a baccalaureate degree; be between the ages of 16 and 22; be a dependent child of a qualified veteran or serviceman whose official military and residency status is verified by the Florida Department of Veterans' Affairs; comply with the State of Florida's general eligibility requirements for financial aid; enroll in a public or eligible private Florida postsecondary education institution for a minimum of 12 credit hours or the equivalent per term; and submit an application to the Florida Department of Veterans' Affairs that is postmarked by April 1.

The amount of the scholarship is the cost of tuition and fees for two semesters at an eligible public Florida postsecondary education institution. A student who is enrolled in an eligible nonpublic Florida postsecondary education institution is eligible for an award equal to the average amount he or she would pay for tuition and fees at a public Florida postsecondary education institution at the comparable level.

In order to renew the scholarship, a student must earn at least a 2.0 cumulative grade point average and complete at least 12 credit hours per term.

The Legislature appropriated \$333,250 to the Children of Deceased or Disabled Veterans Scholarship Program for the 2000-2001 fiscal year.

SEMINOLE AND MICCOSUKEE INDIAN SCHOLARSHIP PROGRAM:

The Seminole and Miccosukee Indian Scholarship Program provides financial assistance to Florida Seminole or Miccosukee Indian students who are enrolled as undergraduate or graduate students and demonstrate financial need.

In order to be eligible for a Seminole and Miccosukee Indian Scholarship, a student must belong to the Seminole Tribe of Florida or the Miccosukee Tribe of Indians of Florida; comply with the State of Florida's general eligibility requirements for financial aid; enroll as an undergraduate or graduate student at an eligible Florida public or private college or university for a minimum of one credit hour per term; demonstrate financial need as determined by the standards established by the respective tribe; submit an application to the appropriate tribal higher education committee by the deadline specified by the tribe; and maintain a 2.0 cumulative grade point average.

The Seminole Tribe of Florida or the Miccosukee Tribe of Indians of Florida determines the amount of the scholarship.

The Legislature appropriated \$61,040 to the Seminole and Miccosukee Indian Scholarship Program for the 2000-2001 fiscal year.

ROSEWOOD FAMILY SCHOLARSHIP PROGRAM:

The Rosewood Family Scholarship Program provides financial assistance to minority students who attend an eligible postsecondary education institution. Students who are direct descendants of the Rosewood families that were affected by the incidents of January 1923 will receive priority for the scholarships. A maximum of 25 scholarships can be awarded annually.

In order to be eligible for a Rosewood Family Scholarship, a student must be enrolled in an undergraduate program at a public university, community college, or area vocational-technical school for a minimum of 12 credit hours per term; comply with the State of Florida's general eligibility requirements for financial aid; complete the Free Application for Federal Student Aid in order to demonstrate financial need; submit an application for the scholarship prior to April 1; and maintain a 2.0 cumulative grade point average.

The maximum annual award amount is \$4,000 and cannot exceed the cost of tuition and registration fees.

The Legislature appropriated \$100,000 to the Rosewood Family Scholarship Program for the 2000-2001 fiscal year.

MARY MCLEOD BETHUNE SCHOLARSHIP PROGRAM:

The Mary McLeod Bethune Scholarship Program provides financial assistance to students who attend one of the State's Historically Black Colleges and Universities. The State provides \$2,000 for every \$1,000 that private sources contribute in order to fund the scholarship program.

In order to be eligible to receive a Mary McLeod Bethune Scholarship, a student must comply with the State of Florida's general eligibility requirements for financial aid; earn a 3.0 cumulative grade point average in high school; enroll in an undergraduate program at Florida Agricultural and Mechanical University, Bethune-Cookman College, Edward Waters College, or Florida Memorial College on a full-time basis; and maintain a 3.0 cumulative grade point average in college.

The annual award amount of the scholarship is \$3,000. Students who demonstrate financial need as determined by the postsecondary education institution will receive priority for the scholarships.

The Legislature appropriated \$679,328 to the Mary McLeod Bethune Scholarship Program for the 2000-2001 fiscal year.

JOSE MARTI SCHOLARSHIP CHALLENGE GRANT PROGRAM:

The Jose Marti Scholarship Challenge Grant Program provides financial assistance to Hispanic American students who enroll in an undergraduate or graduate program at an eligible postsecondary education institution. The State provides \$5,000 for every \$2,500 that private sources contribute in order to fund the scholarship program.

State Student Financial Aid Policy

In order to be eligible to receive a Jose Marti Scholarship Challenge Grant, a student must be a Hispanic American with origins in Spain, Mexico, South America, Central America, or the Caribbean; be an American citizen and comply with the State of Florida's general eligibility requirements for financial aid; earn a 3.0 unweighted grade point average in high school; complete a Free Application for Federal Student Aid; enroll in an undergraduate or graduate program at a state university, community college, or an accredited private college or university in Florida on a full-time basis; and earn a 3.0 cumulative grade point average in college.

The annual award amount of the scholarship is \$2,000. Priority in the distribution of scholarships is given to students who demonstrate the largest amount of financial [need](#).

The Legislature appropriated \$296,000 to the Jose Marti Scholarship Challenge Grant Program for the 2000-2001 fiscal year.

NICARAGUAN AND HAITIAN SCHOLARSHIP PROGRAM:

The Nicaraguan and Haitian Scholarship Program provides financial assistance to one Nicaraguan and one Haitian student in Florida who attends a state university.

In order to be eligible for a scholarship, a student must be a Nicaraguan or Haitian citizen; comply with the State of Florida's general eligibility requirements for financial aid; earn a 3.0 grade point average in high school; submit written documentation of performed community service; enroll in at least 12 undergraduate credit hours or 9 graduate credit hours at a state university; and maintain a 3.0 grade point average at the state university he or she attends.

The award amount of the scholarship is based on the annual legislative appropriation. The Legislature appropriated \$8,681 in order to fund two scholarships under the Nicaraguan and Haitian Scholarship Program for the 2000-2001 fiscal year.

AFRICAN AND AFRO-CARIBBEAN SCHOLARSHIP PROGRAM:

The African and Afro-Caribbean Scholarship Program provides financial assistance to eligible postsecondary students from sub-Saharan African and Afro-Caribbean countries in order to pursue vocational programs in Florida that will enable them to address infrastructure needs of developing third world countries. This program is in the process of being phased-out.

In order to be eligible for a scholarship, a student must be enrolled in an undergraduate or vocational program on a full-time basis; attend a public postsecondary education institution or an independent postsecondary education institution that is eligible to participate in the Florida Resident Access Grant Program; be a citizen of a sub-Saharan African country or an Afro-Caribbean country; agree to return to his or her country upon completing his or her studies for a period of time equal to the period of time he or she received the scholarship; demonstrate financial [need](#); and maintain passing grades.

The annual award amount of the scholarship is \$10,000.

The Legislature appropriated \$45,600 in order to fund the African and Afro-Caribbean Scholarship Program for the 2000-2001 fiscal year.

LATIN AMERICAN AND CARIBBEAN BASIN SCHOLARSHIP PROGRAM:

The Latin American and Caribbean Basin Scholarship Program provides financial assistance to students from Latin American and Caribbean Basin countries in order to pursue postsecondary training in Florida that will enable them to address the social and economic development needs of their countries. This program is in the process of being phased out.

In order to be eligible for a scholarship, a student must be enrolled in an undergraduate program on a full-time basis; attend a public postsecondary education institution or an independent postsecondary education institution that is eligible to participate in the Florida Resident Access Grant Program; be a citizen of a Caribbean, Central American, or South American country; agree to return to his or her country upon completing his or her studies for a period of time equal to

the period of time he or she received the scholarship; demonstrate financial [need](#); and maintain a 2.0 grade point average in college.

The maximum annual award amount of the scholarship is \$13,020.

The Legislature appropriated \$28,440 in order to fund the Latin American and Caribbean Basin Scholarship Program for the 2000-2001 fiscal year.

FLORIDA PREPAID TUITION SCHOLARSHIP PROGRAM:

The Florida Prepaid Tuition Scholarship Program provides [economically disadvantaged](#) students with prepaid postsecondary tuition scholarships. The State matches the funds that private sources contribute in order to finance the scholarship program.

In order to be eligible for a Florida Prepaid Tuition Scholarship Program, a student must meet minimum economic and school requirements; remain drug free; and remain crime free.

The Legislature appropriated \$1.7 million to the Florida Prepaid Tuition Scholarship Program for the 2000-2001 fiscal year.

FLORIDA EDUCATION FUND:

The Florida Education Fund is a not-for-profit statutory corporation that is created from a challenge endowment grant from the McKnight Foundation. The Fund operates on income derived from the investment of endowment gifts and matching funds provided by the State of *Florida*.

Current law establishes a legal education component of the Florida Education Fund in order to provide minorities with the opportunity to attain representation within the legal profession that is proportionate to their representation within the general population. This legal education component is more commonly known as the Minority Participation in Legal Education (MPLE) Program and consists of a law school scholarship program and a pre-law scholarship program.

The purpose of the law school scholarship program is to increase the number of minority students enrolled in law schools in the State of Florida by 200. The law school scholarship program provides financial, academic, and other support to students who are selected to participate in the program. Scholarships are directly awarded to students who are selected in accordance with rules adopted by the Board of Directors of the Florida Education Fund and demonstrate a potential for success, merit, and financial [need](#). Students who are awarded scholarships must agree to practice law in the State of Florida for a maximum period of three years or repay the amount of assistance received.

The purpose of the pre-law scholarship program is to increase the opportunity of minority students to prepare for law school. The pre-law scholarship program provides funds to undergraduate minority students for fees, room and board, books, supplies, and academic and other support. Scholarships are annually awarded to 34 minority students for a period of four years. Scholarships are awarded to students who are selected in accordance with rules adopted by the Board of Directors of the Florida Education Fund and demonstrate a potential for success, merit, and financial [need](#). Students who are awarded scholarships must maintain a 2.75 grade point average during their freshman year and a 3.25 grade point average thereafter. Additionally, students who are awarded scholarships must agree to enroll at an eligible law school in the State of Florida within two years after graduation or repay the amount of assistance received plus interest at the prevailing rate.

The Legislature appropriated \$1.0 million to the Florida Education Fund and \$5.3 million to the Minority Participation in Legal Education Program for the 2000-2001 fiscal year.

FLORIDA RESIDENT ACCESS GRANT PROGRAM:

The purpose of the Florida Resident Access Grant Program is to provide tuition assistance to Florida residents attending certain independent colleges and universities because a strong and viable system of independent colleges and universities reduces the tax burden on the citizens of the State.

In order to be eligible for a grant, a student must comply with the State of Florida's general eligibility requirements for financial aid; be enrolled in an undergraduate program; demonstrate satisfactory academic progress; and attend an

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eligible independent college or university on a full-time basis. Eligible independent colleges or universities must be located in the State of Florida and chartered by the State of Florida; be regionally accredited; grant baccalaureate degrees; and have a secular purpose.

The current annual award amount of a grant is \$2,813. The Legislature appropriated \$70.8 million in order to fund the Florida Resident Access Grant Program for the 2000-2001 fiscal year.

LIMITED ACCESS COMPETITIVE GRANT PROGRAM:

The Limited Access Competitive Grant program provides enrollment opportunities at eligible participating private colleges and universities in Florida for qualified applicants who are community college graduates or state university transfer students enrolled in designated limited access programs. Limited access programs are defined as high priority employment fields requiring a baccalaureate degree for which state universities have insufficient capacity to serve all qualified applicants.

In order to be eligible for a grant, a student must be a Florida resident who is a community college graduate or a state university transfer; comply with the State of Florida's general eligibility requirements for financial aid; enroll in an upper-division program that is designated as a limited access program by the State Board of Education at an eligible private college or university; earn at least a 2.0 cumulative grade point average and complete at least 12 credit hours per term; and be classified as a full-time student.

The annual award amount of this grant is equal to 50% of the state's cost per academic year to fund an undergraduate student's public postsecondary education.

The Legislature appropriated \$180,000 in order to fund the Limited Access Competitive Grant Program for the 2000-2001 fiscal year.

TARGETED PROFESSION PROGRAMS

NURSING STUDENT LOAN FORGIVENESS PROGRAM:

The Nursing Student Loan Forgiveness Program provides financial assistance to registered nurses, licensed practical nurses, and advanced registered nurse practitioners who practice their profession in areas of the State where critical nursing shortages exist. The financial assistance is provided to students in the form of a repayment of student loans that were incurred while students pursued a nursing degree.

In order to participate in the Nursing Student Loan Forgiveness Program, a candidate must graduate from an accredited or approved nursing program; be licensed or certified as a licensed practical nurse, a registered nurse, or an advanced registered nurse practitioner; and be employed on a full-time basis at an eligible designated site.

Student loans that paid the costs of tuition, books, and living expenses are eligible for forgiveness. The annual payment may cover 25% of an outstanding student loan and must not exceed \$4,000.

The Legislature appropriated \$686,656 in order to fund the Nursing Student Loan Forgiveness Program and the Nursing Scholarship Program for the 2000-2001 fiscal year.

NURSING SCHOLARSHIP PROGRAM:

The Nursing Scholarship Program provides financial assistance to students who are enrolled in the upper division of an approved nursing program leading to a baccalaureate degree or an advanced registered nurse practitioner degree, or are enrolled in an approved program leading to an associate degree in nursing or a diploma in nursing.

In order to be eligible for a Nursing Scholarship, a student must meet the following general eligibility criteria:

- Be enrolled in the upper division of an approved nursing program leading to a baccalaureate degree or an advanced registered nurse practitioner degree, or

- Be enrolled in an approved program leading to an associate degree in nursing or a diploma in nursing; and
- Agree to work 12 months at a health care facility located in a medically underserved area for each full year he or she receives a scholarship.

The maximum annual award amount of a scholarship is \$8,000. However, an annual award amount that does not exceed \$12,000 may be awarded to registered nurses pursuing an advanced registered nurse practitioner degree. Lastly, a scholarship may be awarded for a maximum of two years.

The Legislature appropriated \$686,656 in order to fund the Nursing Student Loan Forgiveness Program and the Nursing Scholarship Program for the 2000-2001 fiscal year.

CRITICAL OCCUPATIONAL THERAPIST OR PHYSICAL THERAPIST SHORTAGE STUDENT LOAN FORGIVENESS PROGRAM:

The Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program provides financial assistance to licensed occupational therapists or therapy assistants and physical therapists or therapy assistants who are employed by a public school for one academic year and agree to be employed by a public school for at least three years. The financial assistance is provided to participants in the form of a repayment of student loans that were incurred while participants pursued their degrees.

In order to participate in the student loan forgiveness program, an applicant must be licensed as an occupational therapist or therapy assistant or a physical therapist or therapy assistant; be employed by a public school for one academic year and agree to be employed by a public school for at least three years; and not participate in the Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program or the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program.

An occupational therapist or a physical therapist that graduated from an undergraduate program may receive an annual loan repayment in the amount of \$2,500 for a maximum of four years. An occupational therapy assistant or a physical therapy assistant that graduated from an undergraduate program may receive an annual loan repayment in the amount of \$2,500 for a maximum of two years. An occupational therapist or a physical therapist that graduated from a graduate program may receive an annual loan repayment in the amount of \$5,000 for a maximum of two years.

The Legislature appropriated \$131,000 in order to fund the Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program, the Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program, and the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program for the 2000-2001 fiscal year.

CRITICAL OCCUPATIONAL THERAPIST OR PHYSICAL THERAPIST SHORTAGE SCHOLARSHIP LOAN PROGRAM:

The Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program provides financial assistance to students enrolled in an occupational therapist or physical therapist program or an occupational therapy assistant or physical therapy assistant program. Scholarship recipients are required to work for a public school for at least three years. Scholarship recipients who fail to comply with this requirement must repay the amount of the scholarship plus interest.

In order to participate in the scholarship loan program, a student must be enrolled in an occupational therapist or physical therapist program or an occupational therapy assistant or physical therapy assistant program; be classified as a full-time student; agree to work for a public school for at least three years; comply with the State of Florida's general eligibility requirements for financial aid; and not participate in Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program or the Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program.

In order to renew the scholarship loan, an eligible undergraduate student must maintain a 2.0 grade point average while an eligible graduate student must maintain a 3.0 grade point average.

An eligible student may receive an annual scholarship loan in the amount of \$4,000 for a maximum of two years.

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The Legislature appropriated \$131,000 in order to fund the Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program, the Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program, and the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program for the 2000-2001 fiscal year.

CRITICAL OCCUPATIONAL THERAPIST OR PHYSICAL THERAPIST SHORTAGE TUITION REIMBURSEMENT PROGRAM:

The Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program provides financial assistance to licensed occupational therapists or therapy assistants and physical therapists or therapy assistants who are employed by a public school and enroll in courses that will enhance their skills and knowledge.

In order to be eligible for the tuition reimbursement program, an applicant must be a licensed occupational or physical therapist or an occupational or physical therapy assistant; be employed by a public school for at least three years; earn a 3.0 grade point average in each approved course; and not participate in the Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program or the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program.

An eligible participant may annually receive tuition reimbursement payments for a maximum of 9 semester credit hours at a rate that does not exceed \$78 per semester credit hour. An eligible participant may receive tuition reimbursement payments for a maximum of 36 semester credit hours.

The Legislature appropriated \$131,000 in order to fund the Critical Occupational Therapist or Physical Therapist Shortage Student Loan Forgiveness Program, the Critical Occupational Therapist or Physical Therapist Shortage Tuition Reimbursement Program, and the Critical Occupational Therapist or Physical Therapist Shortage Scholarship Loan Program for the 2000-2001 fiscal year.

CRITICAL TEACHER SHORTAGE STUDENT LOAN FORGIVENESS PROGRAM:

The Critical Teacher Shortage Student Loan Forgiveness Program provides financial assistance to teachers who are certified in a critical teacher shortage subject area. The financial assistance is provided to students in the form of a repayment of student loans that were incurred while students pursued certification.

In order to be eligible to participate in the Critical Teacher Shortage Student Loan Forgiveness Program, a candidate must meet the following general eligibility criteria:

- Graduate from an undergraduate or graduate teacher preparation program and be certified to teach;
- Possess certification in a critical teacher shortage subject area designated by the State Board of Education;
- Serve as a full-time teacher in a critical teacher shortage subject area in a Florida public or developmental research school;
- Teach for the first time in a critical teacher shortage subject area if he or she is an initial applicant;
- Complete a full year of teaching service in order to be eligible for a full award;
- Complete at least 90 days of teaching service in order to be eligible for one-half of a full award; and
- Not participate in the “Chappie” James Most Promising Teacher Scholarship Loan Program, the Critical Teacher Shortage Scholarship Loan Program, the Masters’ Fellowship Loan Program for Teachers, the Florida Teacher Scholarship and Forgivable Loan Program, or the Paul Douglas Teacher Scholarship Program.

Student loans that were incurred while students pursued certification are eligible for forgiveness. The annual payment must not exceed \$2,500 (a maximum of four years) for teachers who graduated from an undergraduate postsecondary teacher preparation program, while the annual payment must not exceed \$5,000 (a maximum of two years) for teachers who graduated from a graduate postsecondary teacher preparation program.

The Legislature appropriated \$5.2 million in order to fund the Critical Teacher Shortage Student Loan Forgiveness Program and the Critical Teacher Shortage Tuition Reimbursement Program for the 2000-2001 fiscal year.

CRITICAL TEACHER SHORTAGE TUITION REIMBURSEMENT PROGRAM:

The Critical Teacher Shortage Tuition Reimbursement Program provides financial assistance to full-time Florida public school employees who are certified to teach in Florida and who are teaching or preparing to teach in critical teacher shortage subject areas. Eligible participants may receive reimbursements for tuition that was paid for certain courses in critical teacher shortage areas.

In order to be eligible to participate in the Critical Teacher Shortage Tuition Reimbursement Program, a candidate must be certified to teach in a critical teacher shortage area in Florida and maintain at least a 3.0 grade point average in certain courses in critical teacher shortage areas.

Participants may annually receive tuition reimbursement payments for a maximum of 9 semester hours at a rate not to exceed \$78 per semester hour. Participants are not eligible to receive tuition reimbursements beyond 36 semester hours.

The Legislature appropriated \$5.2 million in order to fund the Critical Teacher Shortage Student Loan Forgiveness Program and the Critical Teacher Shortage Tuition Reimbursement Program for the 2000-2001 fiscal year.

FLORIDA TEACHER SCHOLARSHIP AND FORGIVABLE LOAN PROGRAM:

The Florida Teacher Scholarship and Forgivable Loan Program, via financial assistance, is designed to attract capable and promising students to the teaching profession, attract teachers to projected or current critical teacher shortage areas, attract liberal arts and science graduates to the teaching profession, and provide opportunities for individuals deciding to enter the teaching profession in the middle of their careers. The program is comprised of a scholarship program that is commonly called the "Chappie" James Most Promising Teacher Scholarship and a loan program that is commonly called the Florida Critical Teacher Shortage Forgivable Loan Program.

In order to be eligible for the "Chappie" James Most Promising Teacher Scholarship, a student must be ranked in the top 25% of his or her senior class; be an active member of a high school future teacher organization, if such organization exists in the student's school; earn a 3.0 unweighted grade point average in high school; comply with the State of Florida's general eligibility requirements for financial aid; be nominated by the high school principal and a committee of teachers; and attend a public college or university or an eligible private college or university.

The annual award amount of the "Chappie" James Most Promising Teacher Scholarship is \$1,500. Fifteen percent of the scholarships awarded must be awarded to minority students. In order to renew the scholarship, a student must earn at least a 2.5 cumulative grade point average and complete at least 12 credit hours per term.

In order to be eligible for the Florida Critical Teacher Shortage Forgivable Loan Program, a student must be enrolled in a certifiable teacher-training program that is in a critical teacher shortage subject area; be classified as a full-time upper-division or graduate student; agree to teach in a critical teacher shortage area at a public school; and comply with the State of Florida's general eligibility requirements for financial aid. In order to renew the forgivable loan, an undergraduate student must earn at least a 2.5 cumulative grade point average and complete at least 12 credit hours per term, while a graduate student must earn at least a 3.0 grade point average and complete at least 9 credit hours per term.

The annual amount of the forgivable loan must not exceed \$4,000 for undergraduate students and must not exceed \$8,000 for graduate students. Students who fail to teach a critical teacher shortage subject area at a public school must repay the loan plus an annual interest rate of eight percent.

The Legislature appropriated \$1.9 million in order to fund the Florida Teacher Scholarship and Forgivable Loan Program for the 2000-2001 fiscal year.

EXCEPTIONAL STUDENT EDUCATION GRANTS:

Exceptional Student Education Grants are designed to encourage certified teachers who are employed in public schools

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or state supported programs and are not teaching within their certification field to pursue certification in an exceptional student education program. The grant that is provided is actually a tuition reimbursement.

In order to be eligible for an Exceptional Student Education Grant, a teacher must be certified to teach in a school district, a state-operated or state-supported program, or an organization under contract with the Department of Education; not be certified in an exceptional student education program; successfully complete courses needed for certification in a exceptional student education program; and maintain a 3.0 grade point average in the approved courses.

Participants may receive tuition reimbursements for a maximum of three courses, not to exceed nine semester hours per term, at a rate that does not exceed \$78 per semester hour.

The Legislature appropriated \$109,212 in order to fund the Exceptional Student Education Grants for the 2000-2001 fiscal year.

MINORITY TEACHER EDUCATION SCHOLARS PROGRAM:

The Minority Teacher Education Scholars Program is designed to provide financial assistance, in e form of forgivable scholarships, to minority students attending public or private postsecondary education institutions in Florida who are in the junior year and enrolled in a teacher education program. A scholarship recipient is required to teach in a Florida public school for one year for each year he or she received the scholarship. A scholarship recipient who does not comply with this requirement must repay the amount of the scholarship plus an annual interest rate of eight percent.

The annual award amount of the scholarship is \$4,000. The Legislature appropriated \$3.0 million in order to fund the Minority Teacher Education Scholars Program for the 2000-2001 fiscal year.

INSTRUCTIONAL AIDE/CRITICAL TEACHER SHORTAGE PROGRAM:

The current General Appropriations Act provides funding for scholarships that are awarded to instructional aides who have been employed by a public school district for at least one year and decide to enroll in a postsecondary education program that leads to a teaching certificate in a critical teacher shortage area. Foreign language, science, mathematics, computer science, and exceptional student education are designated as critical teacher shortage areas. The Legislature appropriated \$150,000 in order to fund the aforementioned scholarships for the 2000-2001 fiscal year.

WORK/SERVICE REQUIRED PROGRAMS

FLORIDA WORK EXPERIENCE PROGRAM:

The Florida Work Experience Program is designed to introduce eligible students to work experience that will complement and reinforce their educational program and career goals.

In order to be eligible for the Florida Work Experience Program, a student must attend a state university, a community college, or a nonprofit Florida postsecondary education institution that is eligible to participate in either the Florida Private Student Assistance Grant Program or the Florida Postsecondary Student Assistance Grant Program. Additionally, a student must be enrolled at an eligible postsecondary education institution for a minimum of six credit hours per term; comply with the State of Florida's general eligibility requirements for financial aid; demonstrate financial [need](#); and maintain a 2.0 cumulative grade point average.

Each participating institution is authorized to enter into contractual agreements with private or public employers for the purpose of establishing a Florida Work Experience Program. The participating postsecondary education institution is responsible for reimbursing employers for student wages from the funds it receives from the State of Florida.

The Legislature appropriated \$1.1 million to the Florida Work Experience Program for the 2000-2001 fiscal year.

STUDENT MEMBER SCHOLARSHIPS:

The General Appropriations Act provides funding for three student member scholarships. A separate scholarship in the amount of \$4,589 is awarded to the student member of the Postsecondary Education Planning Commission, the Board of Regents, and the State Board of Community Colleges.

OTHER PROGRAMS

ETHICS IN BUSINESS SCHOLARSHIP PROGRAM:

Current law establishes two Ethics in Business Scholarship Programs. The first scholarship program provides scholarships to students attending either community colleges or independent colleges and universities eligible to participate in the Florida Resident Access Grant Program.

Funding for this program is provided from a portion of a \$6 million settlement awarded to the Department of Insurance. Two-thirds of the funds financing the scholarships must be allocated to community colleges, while one-third of the funds financing the scholarships must be allocated to eligible independent colleges and universities. Funds must only be allocated to institutions that provide an equal amount of matching funds generated by private donors for the purpose of providing Ethics in Business Scholarships. The Legislature appropriated \$500,000 in order to fund this scholarship program for the 2000-2001 fiscal year.

The second scholarship program provides scholarships to undergraduate students attending state universities who enroll in at least one credit hour of a business ethics course and who demonstrate a commitment to serving the interests of their community. Priority for the scholarships is given to students who demonstrate financial [need](#).

APPENDIX C

**SUMMARY OF STATE LEGISLATIVE APPROPRIATIONS
RELATED TO STUDENT FINANCIAL AID**

State Student Financial Aid Policy

	Administered by	Statute	2000-01 Gen. Approp. Act		Portion Requiring Demonstration of Need
			Spec. Approp. #	Amount	
NEED-BASED PROGRAM				\$ 65,937,384	\$ 65,937,384
Florida Student Assistance Grant:	OSFA		55	\$ 65,937,384	
-Public	OSFA	240.409		\$ 51,314,561	
-Private	OSFA	240.4095		\$ 8,503,833	
-Postsecondary	OSFA	240.4097		\$ 6,118,990	

MERIT-BASED PROGRAM					\$ 143,100,000	\$ -
Bright Futures Scholarship:	OSFA	240.40201-09	2	\$ 143,100,000		
-Academic Scholars	OSFA					
-Top Scholars	OSFA					
-Merit Scholars	OSFA					
-Gold Seal Scholars	OSFA					

TARGETED POPULATION PROGRAMS					\$ 85,720,026	\$ 3,910,408
Children of Deceased/Disabled Veterans	OSFA	295.01	55	\$ 333,250	\$ -	
Seminole/Miccosukee Indian Scholarship	OSFA	240.413	55	\$ 61,040	\$ 61,040	
Rosewood Family Scholarship	OSFA	240.4126	55	\$ 100,000	\$ 100,000	
Mary McLeod Bethune Scholarship	OSFA	240.4125	54	\$ 679,328	\$ 679,328	
Jose Marti Scholarship Challenge Grant	OSFA	240.412	56	\$ 296,000	\$ 296,000	
African & Afro-Caribbean Scholarship	OSFA	240.4145	49A	\$ 45,600	\$ 45,600	
Latin American/Caribbean Basin Scholarship	OSFA	240.414	52	\$ 28,440	\$ 28,440	
Nicaraguan/Haitian Scholarship	OSFA	204.4146	55	\$ 8,681	\$ -	
Minority Scholarships (Certain SUS Minority Students)	BOR	GAA	176(2)	\$ 500,000	\$ -	
Theodore R. & Vivian M. Johnson Scholarship Program (Disabled SUS Students)	BOR	240.4988	167	Major Gifts TF		
Prepaid Tuition Scholarships (Economically Disadvantaged Students)	OSFA	240.552	50	\$ 1,700,000	\$ 1,700,000	
Florida Education Fund (Minority & Economically Deprived Students)	OSFA	240.498	56A	\$ 1,000,000	\$ 1,000,000	
Florida Resident Access Grant (Students Attending Certain Independent Institutions)	OSFA	240.605	41	\$ 70,830,388	\$ -	
Academic Program Contracts (Students Attending Certain Independent Institutions)	Institutions	GAA	11,16,17,18,19,21,24,25,26,27,29,35-40	\$ 9,957,299	\$ -	
Limited Access Competitive Grant (Students Attending Certain Independent Institutions)	OSFA	240.6045	15	\$ 180,000	\$ -	

TARGETED PROFESSION PROGRAMS					\$ 17,523,907	\$ 9,532,584
MEDICAL PROFESSION:						
Nursing Student Loan Forgiveness Program (Medical):	OSFA		49	\$ 686,656		
-Nursing Loan Forgiveness (Medical)	OSFA	240.4075	49			
-Nursing Scholarship Program (Medical)	OSFA	240.4076	49			
Occupational/Physical Therapy Shortage Program (Medical):	OSFA		55	\$ 131,000		
-OT/PT Loan Forgiveness Program (Medical)	OSFA	240.6073	55		\$ 75,000	
-OT/PT Scholarship Loan Program (Medical)	OSFA	240.6074	55			
-OT/PT Tuition Reimbursement (Medical)	OSFA	240.6075	55			
Medical Education Reimbursement/Loan Repayment Program (Medical)	DOH	240.4067				
Florida Minority Medical Education Program (Medical)	DOE	240.4987				
LEGAL PROFESSION:						
Virgil Hawkins Fellows Assistance Program (Legal)	BOR	240.4069	177	\$ 1,066,856	\$ -	
Minority Participation in Legal Education Program (Legal)	FL Educ Fund	240.498- GAA	176(2)	\$ 5,317,055	\$ 5,317,055	
TEACHING PROFESSION:						
Critical Teacher Shortage Program (Teaching):	OSFA		55	\$ 5,206,128		
-CTS Loan Forgiveness (Teaching)	OSFA	231.621	55		\$ 4,140,529	
-CTS Tuition Reimbursement (Teaching)	OSFA	240.4064	55			
Florida Teacher Scholarship/Forigivable Loan Program (Teaching):	OSFA	240.4063	55	\$ 1,857,000	\$ -	
-Teacher Scholarship (Teaching)	OSFA		55			
-Teacher Loan (Teaching)	OSFA		55			
Exceptional Child Scholarship (Teaching)	OSFA	240.405	55	\$ 109,212	\$ -	
Minority Teacher Education Scholars Program (Teaching)	OSFA	240.4128	53	\$ 3,000,000	\$ -	
Instructional Aide/Critical Teacher Shortage Program (Teaching)	OSFA	GAA	55	\$ 150,000	\$ -	

Postsecondary Education Planning Commission

WORK/SERVICE REQUIRED PROGRAMS				\$ 1,083,689	\$ 1,069,922
Florida Work Experience Program	OSFA	240.606	55	\$ 1,069,922	\$ 1,069,922
Student Regent Scholarship	OSFA	GAA	55	\$ 4,589	\$ -
State Board of Community Colleges Student Member Scholarship	OSFA	GAA	55	\$ 4,589	\$ -
PEPC Student Member Scholarship	OSFA	GAA	55	\$ 4,589	\$ -

OTHER PROGRAMS				\$ 108,811,412	\$ 32,614,211
Ethics in Business Scholarship (Priority Given to Students with Need)	OSFA	240.2985			
Ethics in Business Scholarship (Students at Community Colleges & Certain Independent Institutions)	OSFA	240.6054	53A	\$ 500,000	\$ 500,000
SUS State Financial Aid Appropriation (71%=Need-Based Aid)	BOR	GAA	174	\$ 19,914,675	\$ 14,139,419
SUS Financial Aid Fee(<=5% of Tuition & Fees; At Least 50% of Fee=Need-Based Aid)	BOR	240.209(3)(e)5		\$ 26,800,000	\$ 13,400,000
Community College Financial Aid Fee (<=5% of Tuition & Fees; At Least 50% of Fee=Need-Based Aid)	Institutions	240.35(11)		\$ 11,972,636	\$ 4,574,792
SUS Fee Waivers (i.e. out-of-state students, graduate students; does not include state employees)	BOR	GAA	161,163,164	\$ 49,624,101	\$ -

FEDERAL FUNDS APPROPRIATED THROUGH GAA				\$ 3,238,137	\$ 1,251,137
Robert C. Byrd Honors Scholarship	OSFA	Federal	58	\$ 1,987,000	\$ -
LEAP - Leveraging Educational Assistance Partnership	OSFA	Federal	57	\$ 1,251,137	\$ 1,251,137

SUMMARY - ALL PROGRAMS

NEED-BASED PROGRAMS		\$ 65,937,384		\$ 65,937,384
MERIT-BASED PROGRAMS		\$ 143,100,000		\$ -
TARGETED POPULATION PROGRAMS		\$ 85,720,026		\$ 3,910,408
TARGETED PROFESSIONS PROGRAMS		\$ 17,523,907		\$ 9,532,584
WORK/SERVICE REQUIRED PROGRAMS		\$ 1,083,689		\$ 1,069,922
OTHER PROGRAMS		\$ 108,811,412		\$ 32,614,211
FEDERAL FUNDS VIA GAA		\$ 3,238,137		\$ 1,251,137
TOTAL - ALL FUNDS		\$ 425,414,555		\$ 114,315,646

Lighter shading reflects 1998-99 expenditures

Darker shading reflects 2000-01 projected expenditures

APPENDIX D

**STATE FINANCIAL ASSISTANCE GRANTS
AVAILABLE TO PART-TIME STUDENTS IN
OTHER STATES**

States That Provide a Separate Grant Program for Part-Time Students

State	Program Title	Award	Eligibility (Definition of Part-Time in bold)
Delaware	Governor's Workforce Development Grant	Maximum of \$1,500/year	Attend a participating college or training program in Delaware on a part time basis (11 credits or less) Employed part-time; or by an independently owned small business (100 employees or less); or temporarily; or self-employed. Annual individual income must not exceed \$30,685, or three times the federal poverty guidelines for a family of two or more.
Indiana	Part-Time Grant Program	Minimum of \$50/term. Award is a proportion (number of term credit hours taken by the student/the minimum full-time credit hour load) of the full-time annual Higher Education Grant based on a student being subsidized at the 80% tuition rate.	Enrolled for at least 6 but less than 12 credit hours . Meet state residency requirements, have filed a FAFSA and otherwise qualify for State aid. First priority is given to students meeting certain income guidelines.
Maryland	Part-Time Grant Program	\$200 to \$1,000/year. May reapply each year for up to eight years.	Must have financial need. Must be Maryland residents. Must go to a Maryland college and enroll for at least 6, but no more than 11 credits/semester .
Massachusetts	MASS Part-Time Grant Program	Determined by participating institutions.	Eligibility is based on demonstrated financial need; available to Massachusetts residents enrolled at least half-time but less than full-time (6-11 credits)
Michigan	Adult Part-Time Grant	Maximum of \$600/year. Limited to two years of study.	Must have financial need. Must be Michigan residents. Enrolled at a participating Michigan college for 3 to 11 credit hours . An undergraduate program of study of at least nine months in duration is required (theology or divinity programs are not eligible).
Missouri	Maguerite Ross Barnett Memorial Scholarship	The maximum award is the least of: the annual tuition charged at the school enrolled part-time; the amount of tuition charged to a Missouri undergraduate resident enrolled part time in the same class level at the University of Missouri-Columbia; or the student's demonstrated financial need.	Must be enrolled at least half time, but less than full time at a participating Missouri postsecondary school; must be employed and compensated for at least 20 hours per week; must be 18 years of age; must demonstrate financial need; must maintain satisfactory academic progress; must be a Missouri resident; and must not be pursuing a theology or divinity certificate/degree.
New York	Aid for Part-Time Study (APTS)	Maximum of \$2,000/year. Cannot exceed tuition charges.	Must be enrolled part-time, meaning 3 but less than 12 semester hours per semester; or 4 but less than 8 semester hours per quarter ; must meet income limits; must be a New York State resident; must have a tuition charge of at least \$100 per year; must have not used up Tuition Assistance Program eligibility; must maintain good academic standing; must not be in default on loans.
Ohio	Part-Time Student Instructional Grant	Determined by participating institutions.	Eligibility is on Ohio residency and financial need.
Vermont	Vermont Part-Time Grants	Varies depending on credit hour.	Eligible to any Vermont resident accepted or enrolled in an undergraduate degree, diploma, or certificate program. Applicants must be taking fewer than 12 credit hours per semester and not have received a bachelor's degree.
West Virginia	Higher Education Adult Part-Time Student (HEAPS) Grant Program	For students enrolled at a public college or university, the maximum award is based on the actual per credit hour tuition and fees. For students enrolled in other eligible institutions, the award is based on the average per credit hour tuition and fees charged by all of the public undergraduate institutions of higher education during the previous year.	Must be a West Virginia resident; enrolled part-time for at least 6, but no more than 11 credits/semester . However, for no more than 2 semesters, a recipient may take 3 to 5 hours. Must not have been enrolled in a high school diploma program (except for GED) for at least 2 years. Must be making satisfactory academic progress. Must demonstrate financial need and submit a FAFSA. Must not be in default on loans.

States That Extend Eligibility to Part-Time Students Through an Existing State Grant Program

State	Program Title	Award	Definition of Part-Time
Arizona	Leveraging Educational Assistance Partnership (LEAP); formerly known as the Arizona State Student Incentive Grant (SSIG)	Maximum of \$2,500, minimum of \$100 per academic year.	Half-time (at least six credit hours per term)
Colorado	Colorado Student Grant and Colorado Graduate Grant	The award amount ranges from \$500 to the maximum amount of unmet need, depending on the student's EFC	Half-time (at least six credit hours per term)
Illinois	Monetary Award Program (MAP)	Award depends on the calculation of financial need and the cost of tuition and mandatory fees at the school of choice.	Half-time (at least six credit hours per term)
Iowa	Iowa Tuition Grant Program and Iowa Grant Program	ITG: Award ranges from \$100 to \$4,000 and does not exceed the difference between independent college and university fees and the average tuition and fees at the 3 public Regent universities. IG: Award ranges from \$100 to \$1,000. Awards are prorated for students enrolling for less than full-time.	3 credit hours minimum
Kentucky	College Access Program (CAP)	The award amount is the community college tuition rate, which is \$600 each semester for full-time and \$50 each semester for part-time	Half-time (at least six credit hours per term)
Minnesota	Minnesota State Grant Program	The maximum award ranges from about \$4,152 at a public technical college to \$7,536 at a private four-year college. The minimum award is \$100. Pro-rated based on the student's enrollment status.	Half-time (at least six credit hours per term)
New Mexico	Student Choice Grants	Amount is determined by the institution. Part-time students are eligible for pro-rated awards.	Half-time (at least six credit hours per term)
Pennsylvania	Pennsylvania State Grant Program	Part-time grants are calculated at one-half of the applicant's eligibility for a full-time award.	Half-time (at least six credit hours per term)
Rhode Island	Rhode Island State Grant Program	Awards range from \$250 to \$750 depending on the recipient's financial need.	Half-time (at least six credit hours per term)
Texas	Toward Excellence, Access, & Success (TEXAS) Grant Program	The award amount depends on the number of hours taken by the student and the type of institution the student attends. In general, it is an amount equal to the student's tuition and required fees.	At least 3/4 time
Washington	Washington State Need Grant Program	Award ranges from \$1,500 to \$2,500. Designed to cover 15 percent of the cost of college attendance.	Half-time (at least six credit hours per term)
Wisconsin	Indian Student Assistance Grant	Award ranges from \$250 to \$1,100	Part-time including less than half-time