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# **PreK-12 Innovation Subcommittee**

**December 6, 2017**

**10:30 AM**

**Mashburn Hall (306 HOB)**

**Meeting Packet**

**Richard Corcoran  
Speaker**

**Chris Latvala  
Chair**

# Committee Meeting Notice

## HOUSE OF REPRESENTATIVES

### PreK-12 Innovation Subcommittee

**Start Date and Time:** Wednesday, December 06, 2017 10:30 am  
**End Date and Time:** Wednesday, December 06, 2017 12:30 pm  
**Location:** Mashburn Hall (306 HOB)  
**Duration:** 2.00 hrs

Presentation on scholarship program requirements and outcomes across the nation

Panel discussion on oversight and monitoring in scholarship programs

**NOTICE FINALIZED on 11/29/2017 4:22PM by Jones.Missy**





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# The Effects of the Florida Tax Credit Scholarship Program on College Enrollment

Matthew M. Chingos  
Florida House of Representatives  
December 6, 2017







## Private School Choice Evidence

Most studies focus on short-term outcomes such as test scores and parent satisfaction

Earlier research: neutral/positive effects

New research on statewide programs in Indiana, Louisiana, and Ohio: negative, at least initially (DC, too)

Very limited evidence on attainment suggests larger impacts, but no such evidence on new generation of statewide programs



## Why Study FTC?

Largest program in country: first available in 2002-03, now serves more than 100,000 students

Similar to other means-tested voucher and tax credit scholarship programs around the country



## Research Questions

Are FTC students more or less likely to enroll in college than similar students who did not participate in the FTC program?

Is the effect of FTC participation different for students who entered the program in elementary/middle school vs. high school?

What is the effect of FTC participation on different groups of students and for different groups of private schools, and how does it affect college graduation?



## Data

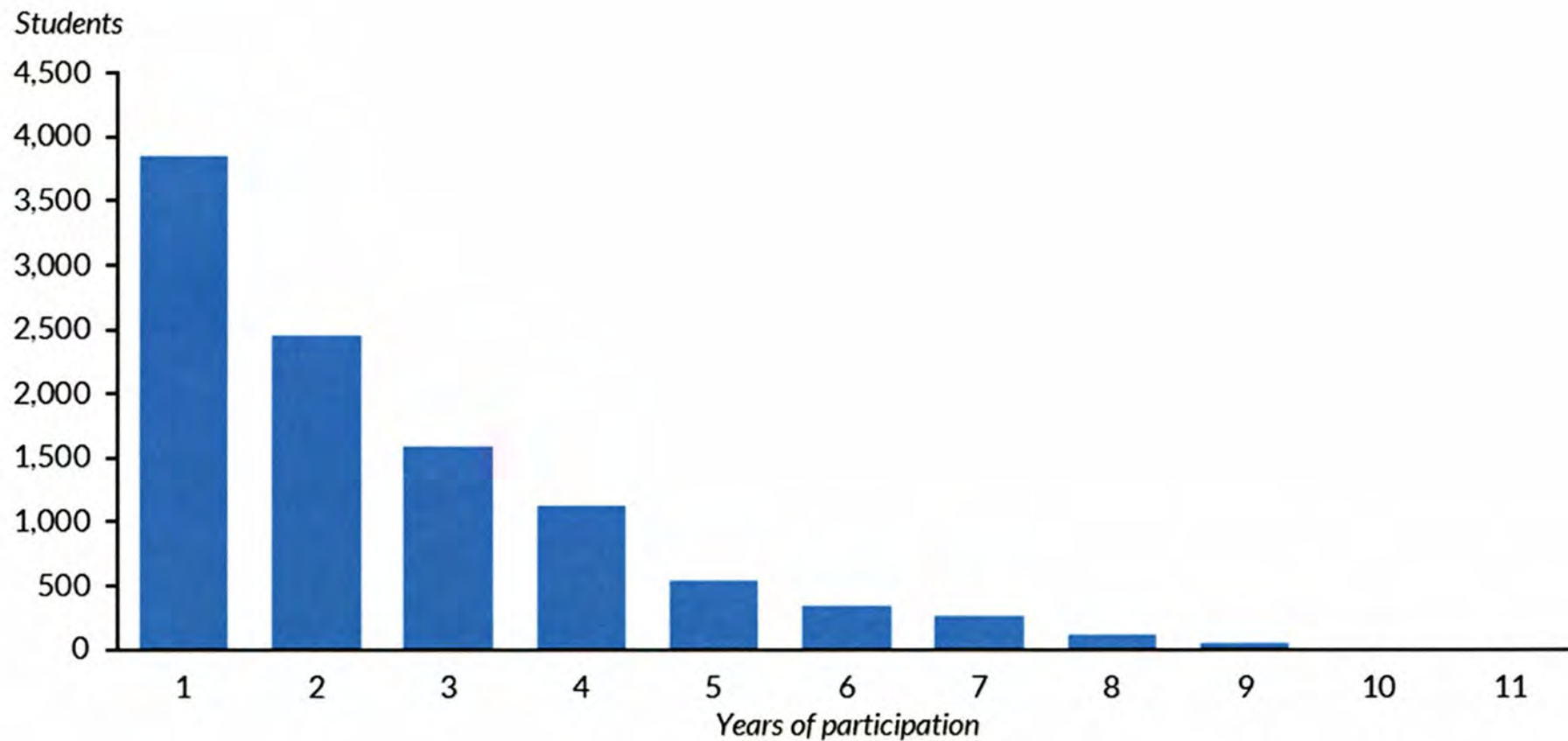
FTC participation information shared by Step Up for Students matched to data on Florida public school students shared by EDW

Focus on 10,330 FTC students who previously attended a public school and entered FTC between 2004-05 and 2010-11

Only observe enrollment at public colleges in Florida (~80% of all enrollments)



# Length of FTC Participation



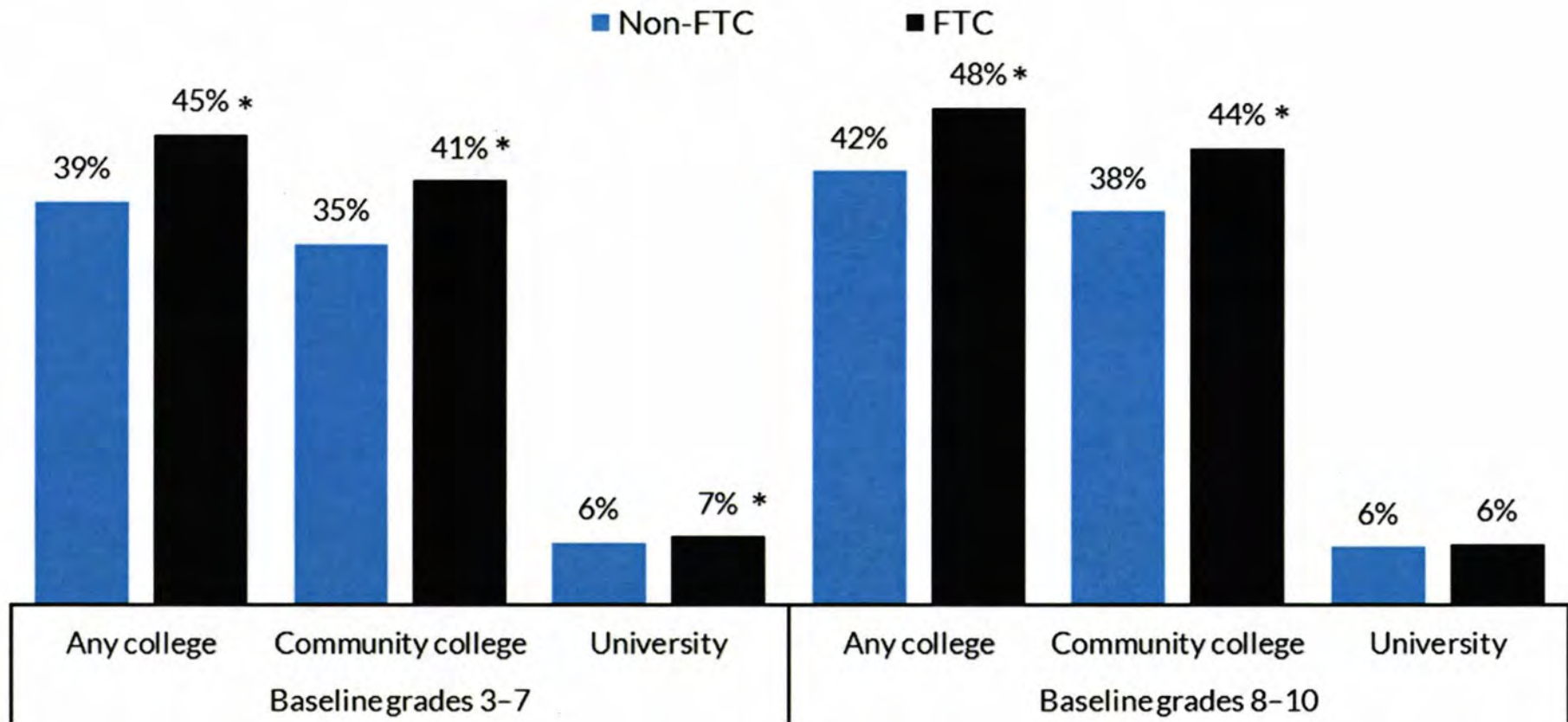
## Methodology

Compare FTC participants to matched group of similar non-participants:

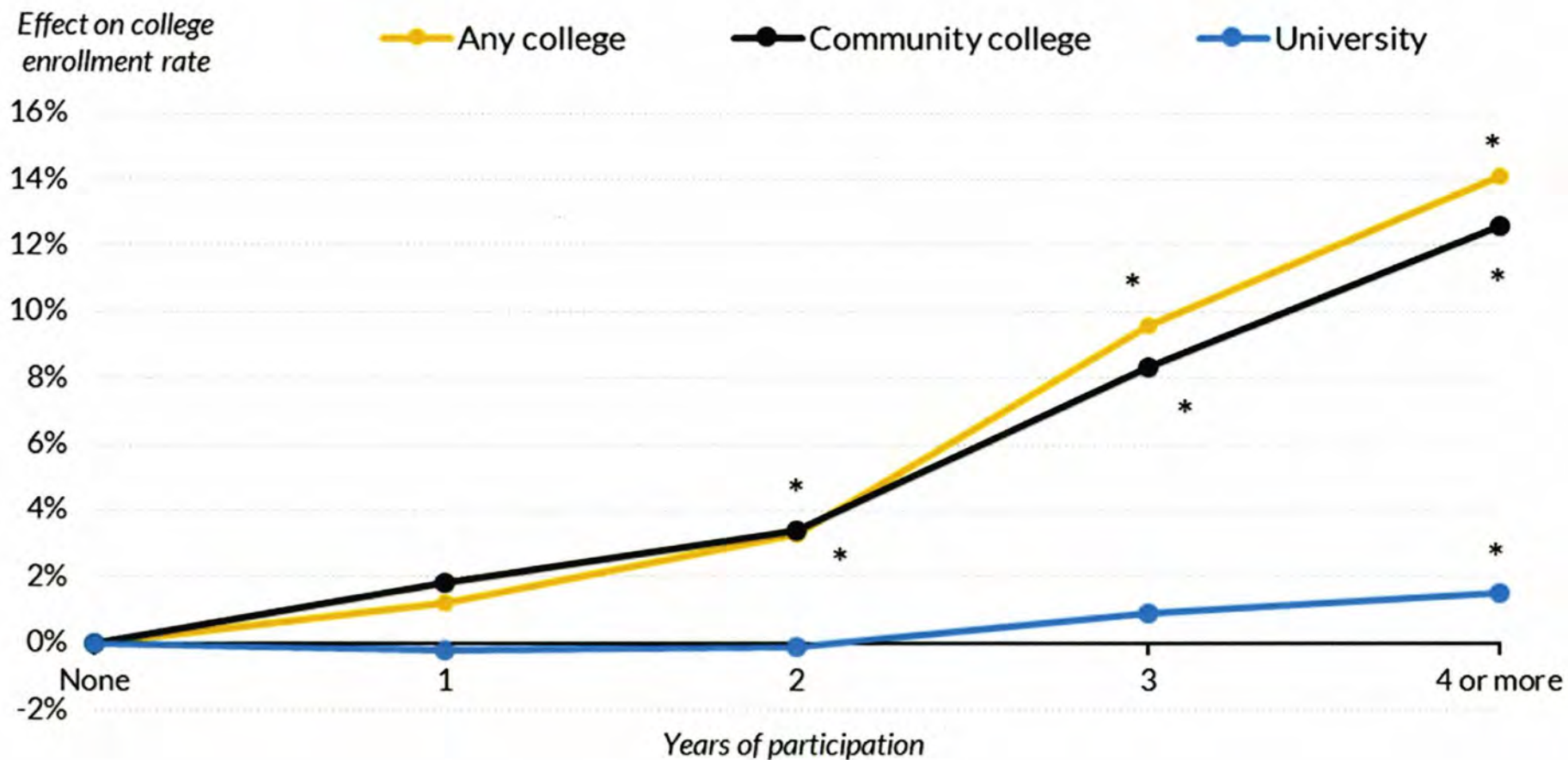
- Eligible for free/reduced lunch
- Attended same public school, in same grade and year
- Similar baseline test scores, language spoken at home, nativity, race/ethnicity, disability status, and age

Calculate effects separately for students who entered FTC in elementary/middle school vs. high school

# FTC Effects on College Enrollment

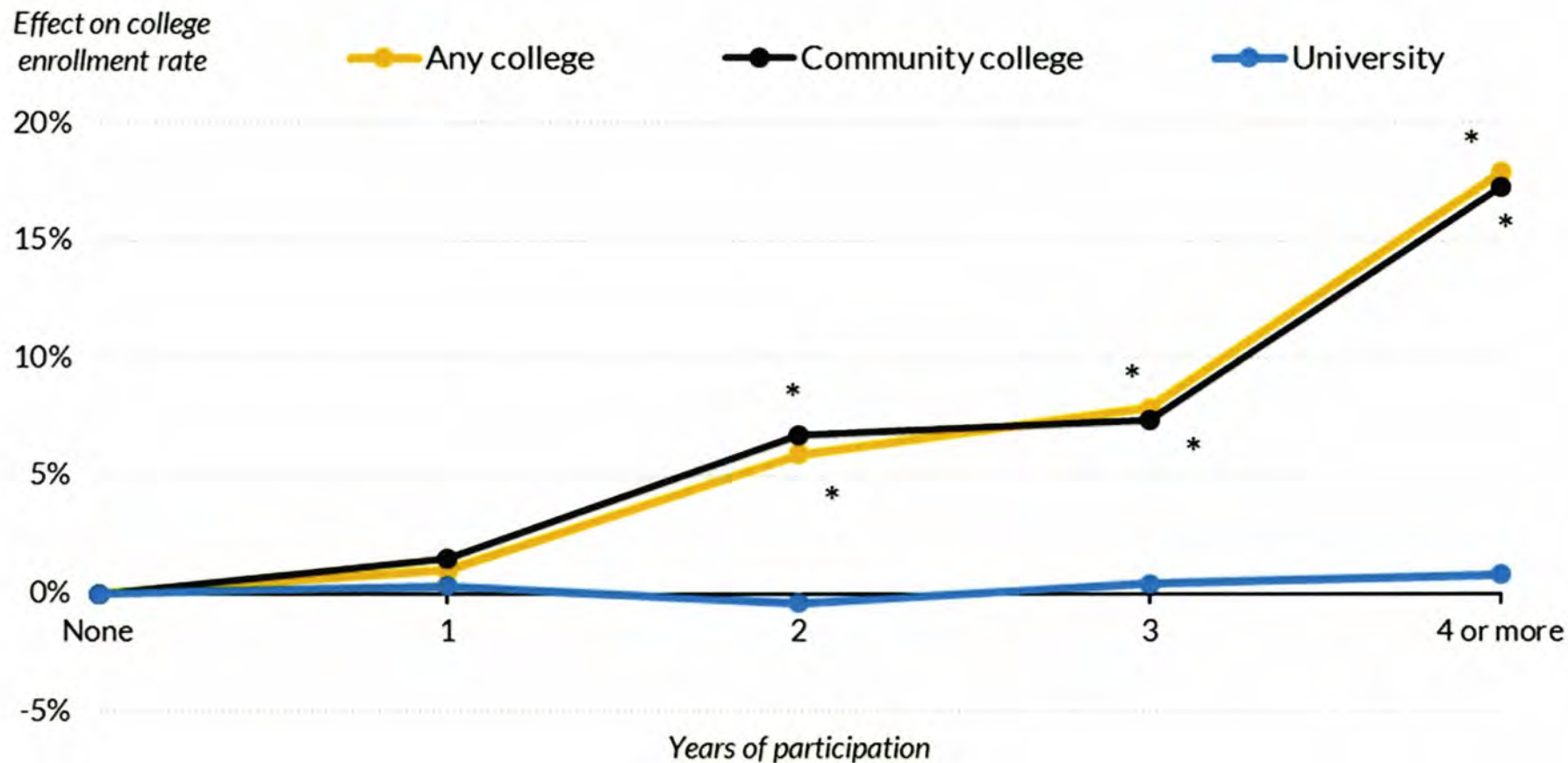


# FTC Effects by Years of Participation (elem/middle)

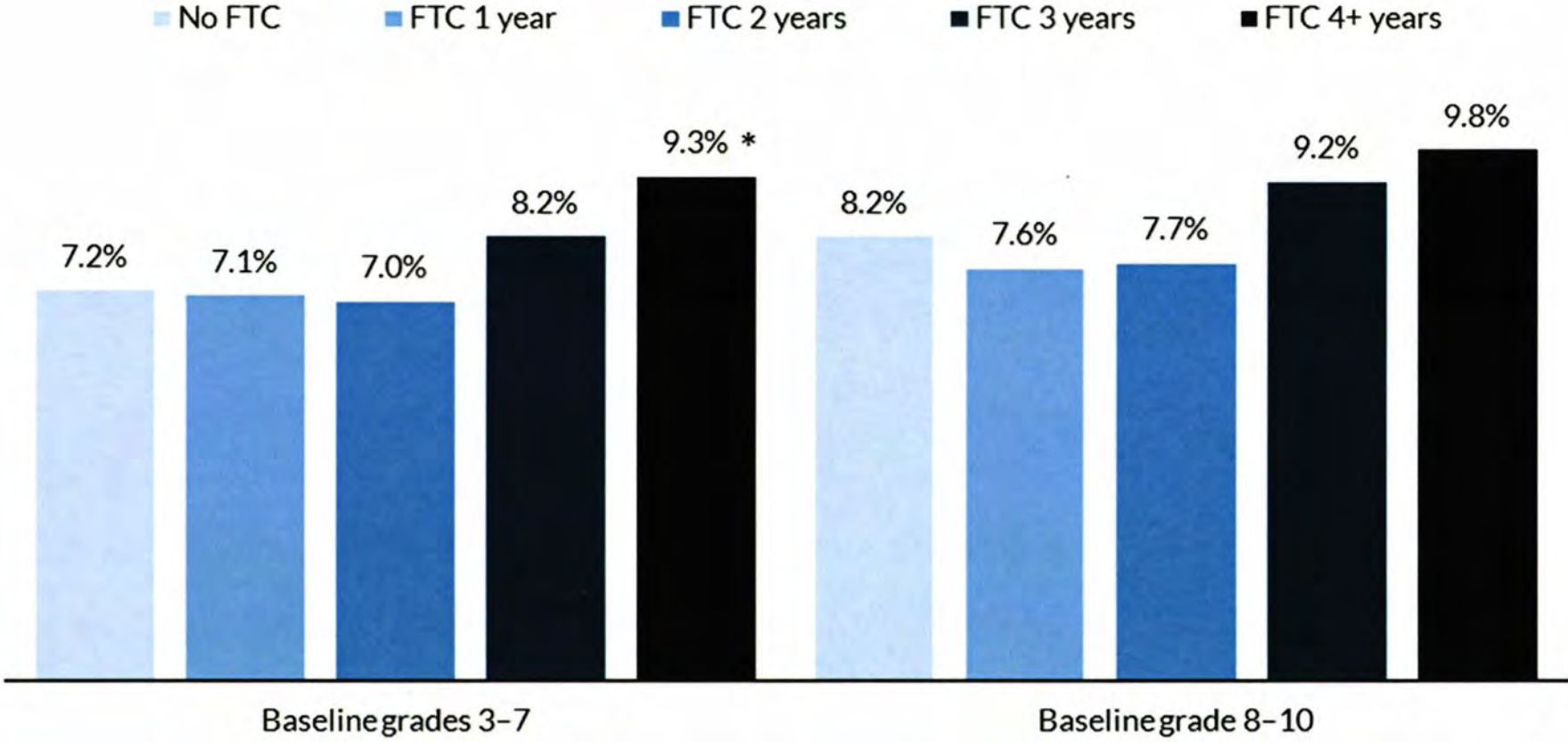




# FTC Effects by Years of Participation (high school)



# FTC Effects on Associate Degree Attainment



## Effects by Type of Private School

Larger positive effects of attending Catholic and non-Christian religious schools (Muslim/Jewish/other)

No effect of attending a nonreligious private school

Schools where most students are on FTC have smaller estimated effects

No groups of schools examined had negative effects



## Conclusions

Positive effects on community college enrollment, smaller or neutral effects on four-year enrollment and two-year degree attainment

Large effects for multi-year participants, but most kids only stay for a year or two





## Future Work

Similar studies of other programs, such as Milwaukee and DC voucher programs

Hope to obtain National Student Clearinghouse data for FTC study

Learn more about effects of different types of private schools on both short- and long-term outcomes

# Descriptive Statistics, Baseline Grades 3-7

	Non-FTC (all)	Non-FTC (sending schools)	Non-FTC (sending schools, FRPL)	Non-FTC (matched and weighted)	FTC
Female	49%	49%	49%	51%	51%
<b>Race/ethnicity</b>					
White	45%	35%	20%	24%	23%
Black	23%	29%	38%	43%	43%
Hispanic	27%	31%	38%	30%	31%
Asian	2%	2%	1%	1%	1%
Other	3%	3%	3%	3%	3%
Born outside US	10%	12%	15%	9%	9%
<b>Language parents speak</b>					
English	76%	71%	62%	73%	72%
Spanish	18%	23%	30%	21%	22%
Other	5%	6%	8%	5%	6%
Disabled	18%	17%	18%	14%	13%
<b>Baseline FRPL</b>					
Free	41%	48%	82%	76%	73%
Reduced	10%	10%	18%	24%	12%
None	49%	41%	0%	0%	15%
Age	11.9	12.3	12.3	11.9	11.9
Baseline math score	0.00	-0.11	-0.35	-0.36	-0.36
Baseline reading score	0.00	-0.10	-0.35	-0.29	-0.29
<b>Percent enrolled</b>					
Any college	45%	45%	38%	39%	44%
Community college	36%	37%	34%	35%	41%
Four-year university	14%	11%	6%	6%	7%
Observations (unweighted)	3,890,456	938,428	537,589	31,245	6,513

# Descriptive Statistics, Baseline Grades 8-10

	Non-FTC (all)	Non-FTC (sending schools)	Non-FTC (sending schools, FRPL)	Non-FTC (matched and weighted)	FTC
Female	49%	50%	50%	47%	47%
<b>Race/ethnicity</b>					
White	46%	36%	19%	23%	21%
Black	23%	27%	37%	45%	46%
Hispanic	26%	32%	40%	29%	30%
Asian	2%	2%	2%	1%	1%
Other	3%	3%	2%	2%	2%
Born outside US	13%	15%	19%	10%	11%
<b>Language parents speak</b>					
English	76%	70%	59%	75%	74%
Spanish	18%	24%	32%	20%	21%
Other	6%	7%	8%	5%	5%
Disabled	24%	20%	20%	17%	17%
<b>Baseline FRPL</b>					
Free	34%	40%	82%	69%	65%
Reduced	8%	9%	18%	31%	11%
None	58%	52%	0%	0%	24%
Age	15.4	15.3	15.3	15.3	15.2
Baseline math score	0.00	-0.07	-0.33	-0.42	-0.40
Baseline reading score	0.00	-0.07	-0.35	-0.40	-0.39
<b>Percent enrolled</b>					
Any college	50%	50%	43%	41%	47%
Community college	40%	41%	38%	38%	44%
Four-year university	15%	13%	7%	6%	6%
Observations (unweighted)	4,106,790	1,079,398	508,829	18,302	3,817



**Effect of Any FTC Participation on Florida Public College Enrollment within Two Years of Expected High School Graduation**

	Baseline Grade 3–7			Baseline Grade 8–10		
	Any college	Community	University	Any college	Community	University
FTC (0/1)	0.064** (0.007)	0.060** (0.007)	0.005* (0.002)	0.060** (0.010)	0.061** (0.009)	0.002 (0.002)
Control mean	0.385	0.345	0.0606	0.415	0.376	0.0563
Observations	37,739	37,739	37,685	22,107	22,107	22,082



**FTC Participation Effects by Years of Participation, on College Enrollment within Two Years of Expected Graduation**

	Baseline Grades 3–7			Baseline Grades 8–10		
	Enroll any	Enroll CC	Enroll UNI	Enroll any	Enroll CC	Enroll UNI
FTC for 1 year	0.012 (0.011)	0.018+ (0.011)	-0.002 (0.003)	0.010 (0.014)	0.015 (0.013)	0.003 (0.003)
FTC for 2 years	0.033* (0.015)	0.034* (0.014)	-0.001 (0.004)	0.059** (0.017)	0.067** (0.016)	-0.004 (0.003)
FTC for 3 years	0.096** (0.018)	0.083** (0.018)	0.009+ (0.005)	0.079** (0.023)	0.074** (0.022)	0.004 (0.005)
FTC for 4+ years	0.141** (0.014)	0.126** (0.013)	0.015** (0.004)	0.179** (0.024)	0.173** (0.023)	0.008 (0.005)
Control mean	0.385	0.345	0.0606	0.415	0.376	0.0563
Observations	37,739	37,739	37,685	22,107	22,107	22,082

## Descriptive Statistics, by Years of FTC Participation

	FTC, Baseline Grade 3-7				FTC, Baseline Grade 8-10			
	1 year	2 years	3 years	4+ years	1 year	2 years	3 years	4+ years
Female	49%	52%	52%	53%	44%	48%	50%	46%
<b>Race/ethnicity</b>								
White	22%	26%	21%	22%	21%	21%	21%	20%
Black	47%	45%	43%	36%	49%	46%	45%	38%
Hispanic	27%	26%	32%	38%	27%	29%	31%	40%
Asian	1%	1%	1%	2%	1%	1%	1%	1%
Other	3%	2%	3%	3%	2%	3%	2%	2%
Born outside US	8%	9%	9%	12%	9%	11%	11%	14%
<b>Language parents speak</b>								
English	75%	74%	68%	68%	76%	74%	74%	67%
Spanish	20%	20%	23%	25%	18%	20%	22%	27%
Other	5%	6%	9%	7%	6%	6%	4%	5%
Disabled	13%	12%	10%	16%	15%	20%	16%	18%
<b>Baseline FRPL</b>								
Free	72%	73%	77%	73%	65%	65%	62%	69%
Reduced	13%	11%	10%	12%	10%	9%	13%	13%
None	15%	16%	13%	15%	25%	26%	25%	18%
Age	12.1	11.9	11.7	11.5	15.3	15.6	15.1	14.5
Baseline math score	-0.36	-0.40	-0.31	-0.36	-0.42	-0.45	-0.36	-0.29
Baseline reading score	-0.29	-0.32	-0.22	-0.29	-0.42	-0.45	-0.34	-0.28
Observations	2,382	1,355	924	1,890	1,512	1,140	679	552

Effect of Any FTC Participation on Semesters of Florida Public College Enrollment within Four Years of Expected High School Graduation

BASELINE GRADES 3-7												
	Semesters Enrolled in Any Florida Public College within				Semesters Enrolled in Any Florida Community College within				Semesters Enrolled in Any Florida Public University within			
	1 year	2 years	3 years	4 years	1 year	2 years	3 years	4 years	1 year	2 years	3 years	4 years
FTC (0/1)	0.082** (0.021)	0.121** (0.036)	0.139** (0.050)	0.172** (0.063)	0.082** (0.021)	0.123** (0.034)	0.148** (0.046)	0.188** (0.055)	0.008 (0.011)	0.007 (0.020)	0.004 (0.029)	-0.007 (0.037)
Control mean	0.618	1.196	1.696	2.120	0.492	0.948	1.308	1.569	0.115	0.226	0.357	0.515
Observations	14,143	14,143	14,143	14,143	14,143	14,143	14,143	14,143	14,143	14,143	14,143	14,143

BASELINE GRADES 8-10												
	Semesters Enrolled in Any Florida Public College within				Semesters Enrolled in Any Florida Community College within				Semesters Enrolled in Any Florida Public University within			
	1 year	2 years	3 years	4 years	1 year	2 years	3 years	4 years	1 year	2 years	3 years	4 years
FTC (0/1)	0.078** (0.021)	0.121** (0.036)	0.151** (0.050)	0.169** (0.063)	0.105** (0.020)	0.170** (0.032)	0.212** (0.042)	0.230** (0.051)	-0.020* (0.010)	-0.038* (0.018)	-0.046+ (0.027)	-0.043 (0.037)
Control mean	0.624	1.223	1.716	2.139	0.498	0.978	1.340	1.611	0.110	0.213	0.334	0.474
Observations	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458	16,458



## Effect of FTC Participation and Dosage on Degree Attainment from Florida Public Colleges

	Baseline Grades 3–7			
	Associate	Associate	Bachelor's	Bachelor's
FTC (0/1)	0.006+ (0.003)		-0.004 (0.005)	
FTC for 1 year		-0.001 (0.005)		-0.001 (0.006)
FTC for 2 years		-0.002 (0.006)		-0.008 (0.007)
FTC for 3 years		0.010 (0.009)		0.008 (0.014)
FTC for 4+ years		0.021** (0.007)		-0.009 (0.006)
Control mean	0.072	0.072	0.054	0.054
Observations	24,580	24,580	2,744	2,744

	Baseline Grades 8–10			
	Associate	Associate	Bachelor's	Bachelor's
FTC (0/1)	0.000 (0.004)		0.004 (0.005)	
FTC for 1 year		-0.006 (0.005)		-0.001 (0.006)
FTC for 2 years		-0.005 (0.006)		0.002 (0.007)
FTC for 3 years		0.010 (0.008)		0.014 (0.012)
FTC for 4+ years		0.016 (0.011)		0.013 (0.015)
Control mean	0.082	0.082	0.055	0.055
Observations	19,817	19,817	8,665	8,665



Subgroup Analysis, Enrollment at Florida Public College within Two Years of Expected High School Graduation, Baseline Grades 3-7

	Dosage	T obs.	C obs.	Any College			Community College			University		
				Estimate	Std. error	C mean	Estimate	Std. error	C mean	Estimate	Std. error	C mean
Female	2.8	3,312	15,921	0.068**	(0.010)	0.448	0.062**	(0.010)	0.401	0.005+	(0.003)	0.0745
Male	2.7	3,201	15,324	0.057**	(0.010)	0.320	0.055**	(0.010)	0.288	0.004+	(0.002)	0.0461
Asian	3.6	72	324	0.148*	(0.061)	0.623	0.068	(0.073)	0.476	0.103+	(0.057)	0.193
Black	2.6	2,776	13,327	0.062**	(0.011)	0.370	0.054**	(0.010)	0.330	0.008*	(0.003)	0.0615
Hispanic	3.1	2,012	9,316	0.058**	(0.013)	0.468	0.062**	(0.013)	0.423	-0.002	(0.002)	0.0659
White	2.7	1,470	7,459	0.064**	(0.015)	0.296	0.064**	(0.014)	0.269	0.002	(0.003)	0.0436
Other race/ethnicity	2.6	183	819	0.042	(0.046)	0.415	0.028	(0.043)	0.358	0.004	(0.009)	0.0879
Born outside US	3.2	603	2,829	0.128**	(0.027)	0.461	0.101**	(0.024)	0.405	0.013+	(0.007)	0.0779
Born in US	2.7	5,910	28,416	0.058**	(0.008)	0.378	0.056**	(0.007)	0.339	0.004+	(0.002)	0.0589
Does not speak English at home	3.0	1,837	8,453	0.072**	(0.014)	0.489	0.066**	(0.014)	0.440	0.003	(0.003)	0.0721
Speaks English at home	2.7	4,676	22,792	0.060**	(0.008)	0.347	0.057**	(0.008)	0.311	0.005*	(0.002)	0.0564
Free lunch at baseline	2.8	4,758	23,623	0.066**	(0.009)	0.362	0.062**	(0.008)	0.327	0.004+	(0.002)	0.0514
Reduced-price lunch at baseline	2.8	781	7,622	0.047*	(0.020)	0.458	0.044*	(0.019)	0.402	0.000	(0.006)	0.0889
Baseline math score Q1	2.8	2,085	9,792	0.049**	(0.011)	0.257	0.049**	(0.011)	0.251	0.001	(0.001)	0.00915
Baseline math score Q2	2.7	2,115	10,024	0.066**	(0.013)	0.379	0.065**	(0.013)	0.359	0.005	(0.003)	0.0314
Baseline math score Q3	2.7	1,672	8,085	0.063**	(0.014)	0.476	0.059**	(0.014)	0.416	0.009	(0.007)	0.0914
Baseline math score Q4	2.9	641	3,344	0.084**	(0.022)	0.570	0.059**	(0.023)	0.414	0.016	(0.019)	0.230
Baseline reading score Q1	2.8	1,912	8,955	0.056**	(0.012)	0.256	0.059**	(0.011)	0.249	-0.002	(0.001)	0.00991
Baseline reading score Q2	2.7	2,188	10,335	0.068**	(0.012)	0.376	0.062**	(0.012)	0.358	0.009**	(0.003)	0.0307
Baseline reading score Q3	2.8	1,678	8,435	0.054**	(0.015)	0.468	0.043**	(0.014)	0.410	0.013+	(0.007)	0.0905
Baseline reading score Q4	2.8	735	3,520	0.076**	(0.021)	0.549	0.083**	(0.021)	0.403	0.002	(0.016)	0.210

Subgroup Analysis, Enrollment at Florida Public College within Two Years of Expected High School Graduation, Baseline Grades 8-10

	Dosage	T obs.	C obs.	Any College			Community College			University		
				Estimate	Std. error	C mean	Estimate	Std. error	C mean	Estimate	Std. error	C mean
Female	2.1	1,781	8,645	0.060**	(0.015)	0.478	0.076**	(0.014)	0.428	-0.005+	(0.002)	0.0738
Male	2.1	2,036	9,657	0.061**	(0.013)	0.359	0.049**	(0.012)	0.329	0.007*	(0.003)	0.0408
Asian	2.0	26	129	0.284**	(0.079)	0.585	0.301**	(0.096)	0.438	0.000	(0.000)	0.177
Black	2.0	1,741	8,203	0.034*	(0.014)	0.402	0.039**	(0.013)	0.360	-0.002	(0.003)	0.0581
Hispanic	2.2	1,156	5,280	0.079**	(0.019)	0.491	0.083**	(0.018)	0.449	0.003	(0.002)	0.0613
White	2.1	806	4,245	0.088**	(0.021)	0.337	0.078**	(0.019)	0.311	0.003	(0.002)	0.0409
Other race/ethnicity	2.1	88	445	0.015	(0.065)	0.439	-0.039	(0.059)	0.390	0.006	(0.011)	0.0749
Born outside US	2.3	403	1,830	0.157**	(0.034)	0.435	0.174**	(0.034)	0.399	-0.000	(0.001)	0.0517
Born in US	2.1	3,414	16,472	0.049**	(0.010)	0.412	0.049**	(0.009)	0.373	0.002	(0.002)	0.0568
Does not speak English at home	2.2	987	4,463	0.079**	(0.021)	0.510	0.080**	(0.021)	0.466	0.000	(0.002)	0.0632
Speaks English at home	2.0	2,830	13,839	0.054**	(0.011)	0.384	0.054**	(0.010)	0.347	0.002	(0.002)	0.0541
Free lunch at baseline	2.1	2,480	12,588	0.070**	(0.012)	0.384	0.068**	(0.011)	0.355	0.002	(0.002)	0.0419
Reduced-price lunch at baseline	2.2	413	5,714	0.003	(0.027)	0.482	0.016	(0.026)	0.421	-0.003	(0.005)	0.0882
Baseline math score Q1	2.1	1,250	5,991	0.066**	(0.015)	0.271	0.065**	(0.015)	0.267	0.000	(0.000)	0.00537
Baseline math score Q2	2.1	1,318	6,162	0.070**	(0.017)	0.421	0.076**	(0.016)	0.404	-0.001	(0.002)	0.0259
Baseline math score Q3	2.1	914	4,545	0.029	(0.018)	0.520	0.024	(0.018)	0.458	0.009	(0.009)	0.0911
Baseline math score Q4	2.2	335	1,604	0.022	(0.030)	0.647	0.034	(0.033)	0.452	0.015	(0.028)	0.273
Baseline reading score Q1	2.0	1,294	6,103	0.058**	(0.015)	0.280	0.058**	(0.014)	0.275	0.000	(0.000)	0.00653
Baseline reading score Q2	2.1	1,220	5,801	0.081**	(0.018)	0.409	0.081**	(0.018)	0.388	0.002	(0.003)	0.0286
Baseline reading score Q3	2.1	926	4,476	0.021	(0.019)	0.528	0.026	(0.019)	0.471	0.002	(0.007)	0.0847
Baseline reading score Q4	2.1	377	1,922	0.076**	(0.028)	0.605	0.076*	(0.031)	0.440	-0.001	(0.023)	0.237



Analysis by Baseline School Characteristics, Enrollment at Florida Public College within Two Years of Expected High School Graduation,  
Baseline Grades 3-7 and 8-10

	Dosage	T obs.	C obs.	Any College			Community College			University		
				Estimate	Std. error	C mean	Estimate	Std. error	C mean	Estimate	Std. error	C mean
<b>Baseline grades 3-7</b>												
School grade A	2.8	2,645	12,838	0.064**	(0.011)	0.425	0.062**	(0.011)	0.373	0.009*	(0.004)	0.0786
School grade B	2.7	1,301	6,289	0.050**	(0.016)	0.381	0.035*	(0.015)	0.347	0.004	(0.003)	0.0553
School grade C	2.8	1,835	8,912	0.069**	(0.014)	0.362	0.073**	(0.013)	0.329	-0.000	(0.003)	0.0484
School grade D or F	2.8	538	2,569	0.087**	(0.023)	0.330	0.083**	(0.023)	0.300	0.001	(0.004)	0.0418
Traditional public school	2.8	6,085	29,536	0.065**	(0.007)	0.385	0.062**	(0.007)	0.344	0.004*	(0.002)	0.0611
Charter school	2.9	362	1,660	0.021	(0.029)	0.415	0.016	(0.030)	0.377	0.007	(0.004)	0.0601
<b>Baseline grades 8-10</b>												
School grade A	2.3	1,032	4,983	0.071**	(0.017)	0.458	0.070**	(0.017)	0.400	0.005	(0.005)	0.0811
School grade B	2.1	735	3,577	0.067**	(0.021)	0.436	0.068**	(0.020)	0.398	0.000	(0.003)	0.0563
School grade C	2.1	1,006	4,917	0.049*	(0.019)	0.422	0.053**	(0.018)	0.390	-0.000	(0.003)	0.0488
School grade D or F	1.8	845	4,121	0.041*	(0.018)	0.382	0.043*	(0.018)	0.350	-0.001	(0.002)	0.0457
Traditional public school	2.1	3,556	17,280	0.057**	(0.010)	0.411	0.059**	(0.009)	0.373	0.002	(0.002)	0.0549
Charter school	2.3	214	986	0.073+	(0.042)	0.498	0.101*	(0.042)	0.440	-0.003	(0.005)	0.0826

Enrollment at Florida Public College within Two Years of Expected High School Graduation, by Category of First Private School Attended

	Dosage	T obs.	C obs.	Any College			Community College			University		
				Estimate	Std. error	C mean	Estimate	Std. error	C mean	Estimate	Std. error	C mean
<b>Baseline grades 3-7</b>												
Catholic school	3.0	677	3,303	0.141**	(0.023)	0.43	0.110**	(0.023)	0.38	0.017*	(0.008)	0.07
Other Christian school	2.7	4,019	19,456	0.059**	(0.009)	0.37	0.057**	(0.009)	0.33	0.003	(0.002)	0.06
Other religious school	3.2	271	1,337	0.117**	(0.042)	0.40	0.093*	(0.039)	0.35	0.010	(0.017)	0.08
Nonreligious school	2.6	748	3,628	0.015	(0.022)	0.40	0.020	(0.021)	0.36	-0.001	(0.004)	0.06
Religiosity/affiliation missing	2.7	779	3,819	0.026	(0.019)	0.41	0.045*	(0.018)	0.37	-0.007*	(0.003)	0.06
School in PSS in 2003	2.8	3,570	17,364	0.085**	(0.010)	0.39	0.073**	(0.010)	0.35	0.010**	(0.003)	0.06
School appeared in PSS after 2003	2.6	950	4,630	0.043*	(0.018)	0.35	0.046**	(0.017)	0.31	0.000	(0.004)	0.06
School never in PSS 2003-13	2.7	1,974	9,596	0.036**	(0.012)	0.40	0.046**	(0.012)	0.35	-0.002	(0.003)	0.06
School less than 25% FTC	2.8	2,416	11,788	0.095**	(0.012)	0.39	0.083**	(0.012)	0.35	0.013**	(0.004)	0.06
School 25-50% FTC	2.9	1,397	6,826	0.066**	(0.016)	0.38	0.056**	(0.015)	0.34	0.002	(0.004)	0.06
School 50-100% FTC	2.5	707	3,447	0.037+	(0.021)	0.37	0.040+	(0.020)	0.33	0.001	(0.004)	0.06
School % FTC missing	2.7	1,974	9,596	0.036**	(0.012)	0.40	0.046**	(0.012)	0.35	-0.002	(0.003)	0.06
<b>Baseline grades 8-10</b>												
Catholic school	2.5	552	2,677	0.111**	(0.028)	0.50	0.079**	(0.027)	0.45	0.031*	(0.012)	0.08
Other Christian school	2.0	2,422	11,735	0.055**	(0.012)	0.40	0.064**	(0.011)	0.36	-0.002	(0.002)	0.05
Other religious school	2.1	97	476	0.236**	(0.072)	0.42	0.215**	(0.066)	0.36	-0.001	(0.004)	0.07
Nonreligious school	2.0	460	2,215	0.003	(0.027)	0.40	0.024	(0.025)	0.36	-0.003+	(0.002)	0.05
Religiosity/affiliation missing	1.9	274	1,331	0.039	(0.034)	0.40	0.040	(0.034)	0.37	-0.000	(0.004)	0.04
School in PSS in 2003	2.1	2,234	10,862	0.083**	(0.013)	0.43	0.080**	(0.012)	0.39	0.006+	(0.003)	0.06
School appeared in PSS after 2003	1.9	687	3,307	0.001	(0.020)	0.37	0.013	(0.020)	0.34	-0.003	(0.002)	0.04
School never in PSS 2003-13	2.1	884	4,309	0.050*	(0.021)	0.42	0.054**	(0.020)	0.38	-0.003	(0.003)	0.05
School less than 25% FTC	2.1	1,668	8,158	0.081**	(0.015)	0.44	0.081**	(0.014)	0.39	0.006	(0.004)	0.07
School 25-50% FTC	2.1	836	4,039	0.046*	(0.021)	0.39	0.050*	(0.021)	0.36	-0.001	(0.002)	0.04
School 50-100% FTC	1.9	417	2,002	0.028	(0.025)	0.36	0.029	(0.023)	0.33	-0.000	(0.001)	0.04
School % FTC missing	2.1	884	4,309	0.050*	(0.021)	0.42	0.054**	(0.020)	0.38	-0.003	(0.003)	0.05



**Enrollment at Florida Public College within Two Years of Expected High School Graduation, by Baseline Grade and Year**

	Baseline Grade							
	3	4	5	6	7	8	9	10
FTC (0/1)	0.058** (0.022)	0.053* (0.021)	0.085** (0.014)	0.068** (0.014)	0.043** (0.015)	0.074** (0.013)	0.054** (0.019)	0.037+ (0.021)
Control mean	0.355	0.400	0.400	0.384	0.375	0.411	0.400	0.444
Average dosage	3.5	3.2	3.0	2.5	2.2	2.4	2.0	1.6
Observations	3,930	5,044	9,822	9,574	9,355	10,214	6,960	4,928

	Baseline Year						
	2003	2004	2005	2006	2007	2008	2009
FTC (0/1)	0.076** (0.021)	0.061** (0.013)	0.079** (0.015)	0.058** (0.013)	0.054** (0.014)	0.061** (0.018)	0.037+ (0.020)
Control mean	0.414	0.392	0.392	0.398	0.389	0.401	0.403
Average dosage	3.0	2.9	2.5	2.4	2.2	2.2	2.1
Observations	4,773	13,113	11,529	11,001	8,506	6,276	4,633

**Robustness Checks (Specification and Sample Changes), Effect of FTC Participation on Enrollment at Florida Public College within Two Years of Expected High School Graduation**

	Estimate	Std. error	Obs.
<b>Baseline grades 3-7</b>			
1. Primary estimate	0.064**	(0.007)	37,739
2. Nearest neighbor matching ( $N = 1$ ), by school/year	0.064**	(0.009)	12,888
3. Nearest neighbor matching ( $N = 5$ ), not by school/year	0.068**	(0.008)	37,450
4. No controls	0.059**	(0.007)	37,739
5. No matching	0.060**	(0.007)	544,102
6. Drop northern Florida counties	0.059**	(0.009)	28,190
7. No matching, students treated later are included in control group	0.059**	(0.007)	555,025
8. Drop control students not tested in public schools in first year after baseline	0.060**	(0.007)	35,730
9. No matching, non-FRPL included in control group	0.045**	(0.007)	928,185
<b>Baseline grades 8-10</b>			
1. Primary estimate	0.060**	(0.010)	22,107
2. Nearest neighbor matching ( $N = 1$ ), by school/year	0.056**	(0.012)	7,564
3. Nearest neighbor matching ( $N = 5$ ), not by school/year	0.064**	(0.010)	22,261
4. No controls	0.058**	(0.010)	22,107
5. No matching	0.067**	(0.010)	512,646
6. Drop northern Florida counties	0.068**	(0.012)	16,881
7. No matching, students treated later are included in control group	0.066**	(0.010)	519,705
8. Drop control students not tested in public schools in first year after baseline	0.049**	(0.011)	16,299
9. No matching, non-FRPL included in control group	0.051**	(0.010)	1,060,059

**Robustness Checks (Prebaseline Controls), Effect of FTC Participation on Enrollment at Florida Public College within Two Years of Expected High School Graduation**

	Estimate	Std. error	Obs.
<b>Baseline grades 3–7</b>			
Primary estimate	0.064**	(0.007)	37,739
Restrict sample	0.060**	(0.008)	31,394
Prebaseline FRPL	0.062**	(0.008)	31,394
Prebaseline test scores	0.061**	(0.008)	31,394
Prebaseline FRPL and scores	0.063**	(0.008)	31,394
<b>Baseline grades 8–10</b>			
Primary estimate	0.060**	(0.010)	22,107
Restrict sample	0.051**	(0.010)	20,097
Prebaseline FRPL	0.053**	(0.011)	20,097
Prebaseline test scores	0.051**	(0.010)	20,097
Prebaseline FRPL and scores	0.053**	(0.011)	20,097







**National Landscape -  
Private Education Scholarship Programs**

**Adam Peshek,  
Director, Education Opportunity**

# Three Approaches to Educational Choice



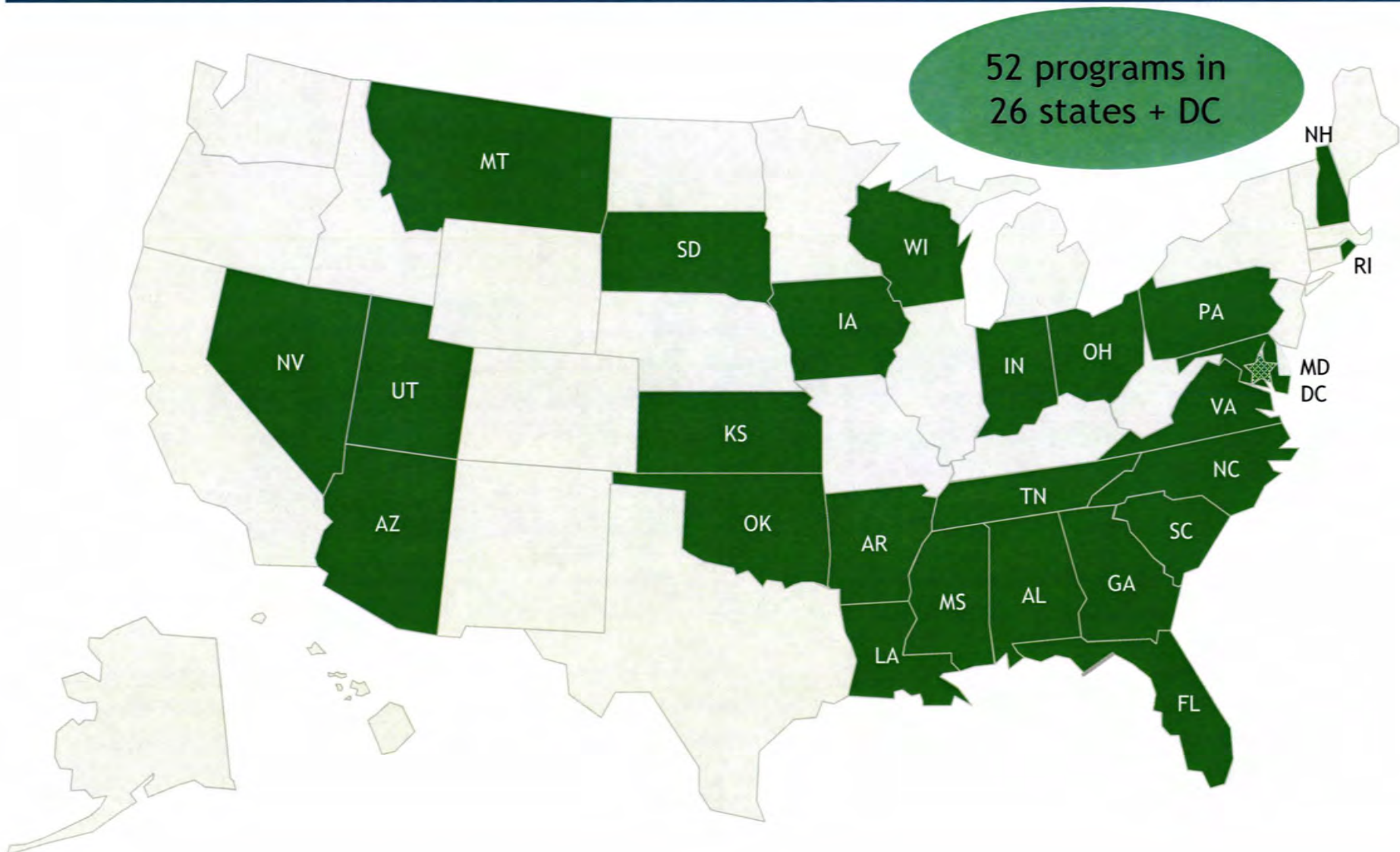
**School Vouchers** are state funded coupons/warrants that parents can redeem at private schools (sometimes public) for tuition.

**Tax-Credit Scholarships** allow businesses and individuals to make private donations to nonprofit organizations that provide scholarships to eligible students. In return, the businesses and individuals receive a state income tax credit. Courts have consistently considered these funds as private, not state funds.

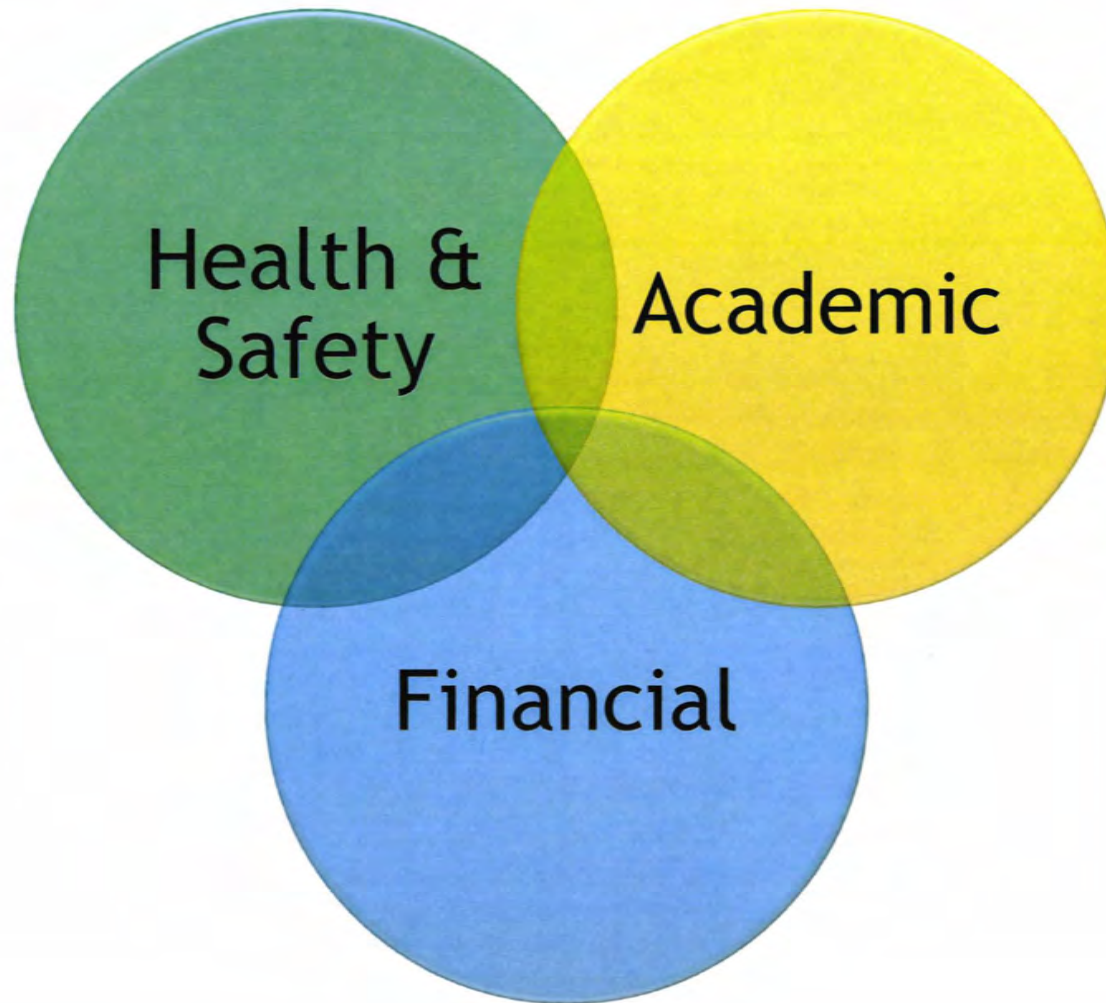
**Education Scholarship Account (ESA)** programs utilize an account controlled by parents with multiple educational uses. Under a robust system of state oversight and accountability, parents can direct their child's funds to the schools, courses, programs, and services of their choice.



# States with Private Choice Programs



# Three Areas of Regulation





# School Regulations - Voucher Programs



		Health & Safety			Financial		Academic			
		Health & Safety	Non-Discrimination	Employee Background Checks	Annual Financial Reporting	Proof of Financial Viability	Standardized Assessments	Public Reporting of Results	Independent Evaluation	Accreditation Required
Arkansas	Succeed Scholarship Program for Students with Disabilities	X	X			X	X			X
Florida	John M. McKay Scholarship for Students with Disabilities Program	X	X	X		X				
Georgia	Georgia Special Needs Scholarship Program	X	X			X				
Indiana	Choice Scholarship Program	X	X	X	X		X	X	X	X
Louisiana	Student Scholarships for Educational Excellence Program	X	X	X	X		X	X	X	\
Louisiana	School Choice Program for Certain Students with Exceptionalities	X	X							\
Maryland	Broadening Options and Opportunities for Students Today Program	X	X				X	X		
Mississippi	Mississippi Dyslexia Therapy Scholarship	X	X	X	X					X
Mississippi	Speech-Language Therapy Scholarship	X	X	X	X					X
North Carolina	Opportunity Scholarship Program	X	X	X	X		X	X	X	
North Carolina	Children with Disabilities Scholarship Grants	X	X							
Ohio	Cleveland Scholarship and Tutoring Program	X	X	X			X			
Ohio	Autism Scholarship Program	X	X	X	X					
Ohio	Educational Choice Scholarship Program	X	X	X			X	X	X	X
Ohio	Jon Peterson Special Needs Scholarship Program	X	X	X	X		X			
Ohio	Income-Based Scholarship Program	X	X	X			X	X		X
Oklahoma	Lindsey N. Henry Scholarship for Students with Disabilities Program	X	X			X				X
Utah	Carson Smith Special Needs Scholarship	X	X	X	X	X	X			
Washington, D.C.	D.C. Opportunity Scholarship Program	X	X	X	X	X	X	X	X	X
Wisconsin	Milwaukee Parental Choice Program	X	X		X	X	X	X	X	X
Wisconsin	Racine Parental Choice Program	X	X		X	X	X	X		X
Wisconsin	Wisconsin Parental Choice Program	X	X		X	X	X	X		X
Wisconsin	Wisconsin Special Needs Scholarship Program	X	X	X	X	X				

Programs designed for students with disabilities are identified with red text.



# School Regulations - Tax Credit Programs



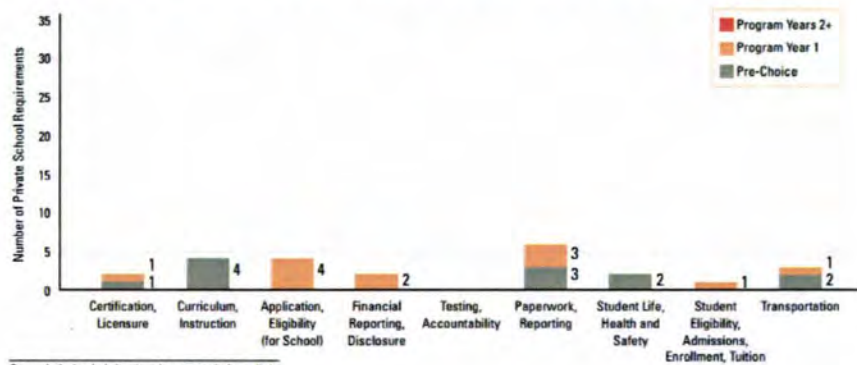
		Health & Safety			Financial		Academic			
		Health & Safety	Non-Discrimination	Employee Background Checks	Annual Financial Reporting	Proof of Financial Viability	Standardized Assessments	Public Reporting of Results	Independent Evaluation	Accreditation Required
Alabama	Tax Credits for Contributions to Scholarship Granting Organizations	X	X	X	X	X	X	X	X	X
Arizona	Individual School Tuition Organization Tax Credit	X	X		X					
Arizona	Corporate School Tuition Organization Tax Credit	X	X		X					
Arizona	Lexie's Law	X	X		X					
Florida	Florida Tax Credit Scholarship	X	X	X	X	X	X	X	X	
Georgia	Georgia Scholarship Tax Credit Program	X	X		X					X
Illinois	Invest in Kids Program	X	X	X			X	X	X	\
Indiana	Corporate and Individual Scholarship Tax Credit Program	X	X		X		X	X		X
Iowa	Individual and Corporate School Tuition Organization Tax Credit	X	X		X		X			X
Kansas	Tax Credit for Low Income Students Scholarship Program		X		X					
Louisiana	Tuition Donation Rebate Program	X	X	X	X	X	X	X		
Montana	Tax Credits for Contributions to Student Scholarship Organizations	X	X				X	X		
Nevada	Nevada Educational Choice Scholarship Program	X	X		X		X	X		
New Hampshire	New Hampshire Education Tax Credit		X							
Oklahoma	Equal Opportunity Education Scholarships	X	X		X					X
Pennsylvania	Educational Improvement Tax Credit	X	X	X	X					
Pennsylvania	Educational Opportunity Scholarship Tax Credit		X		X					\
Rhode Island	Rhode Island Corporate Scholarship Tax Credit	X	X	X						
South Carolina	Educational Credit for Exceptional Needs Children	X	X		X		X			X
South Dakota	Partners in Education Tax Credit Program	X	X				X			X
Virginia	Education Improvement Scholarships Tax Credits	X	X		X		X	X		X

# Regulations - Special Needs Programs



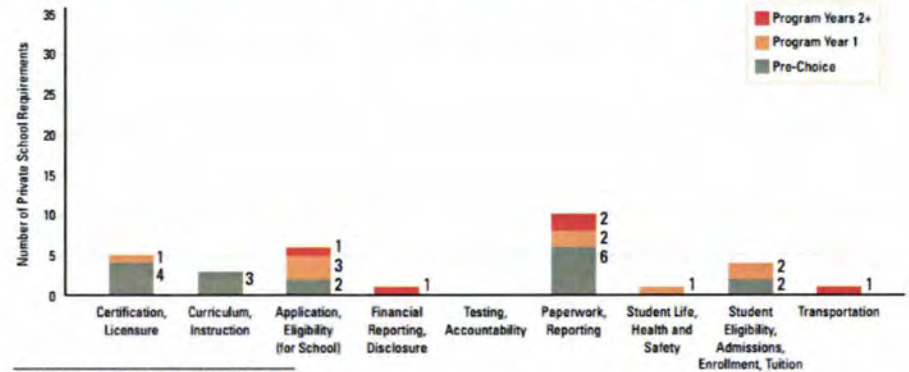
Each state has a different starting point

## Georgia Special Needs Scholarships



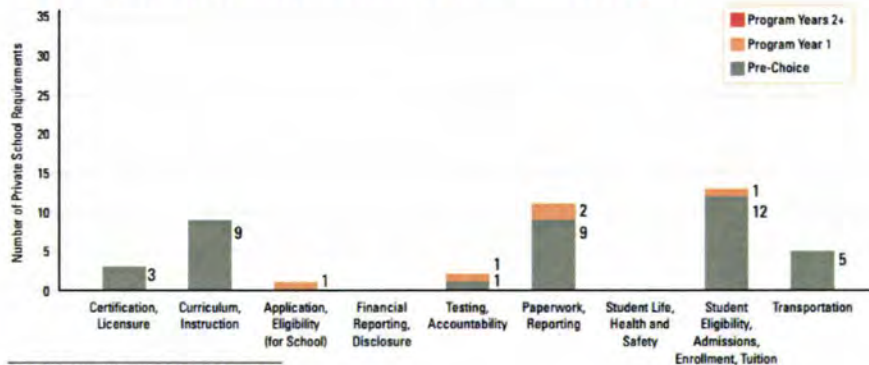
Source: Author's calculations based on statutes in Appendix 1.

## Oklahoma LNH Scholarships for SWD



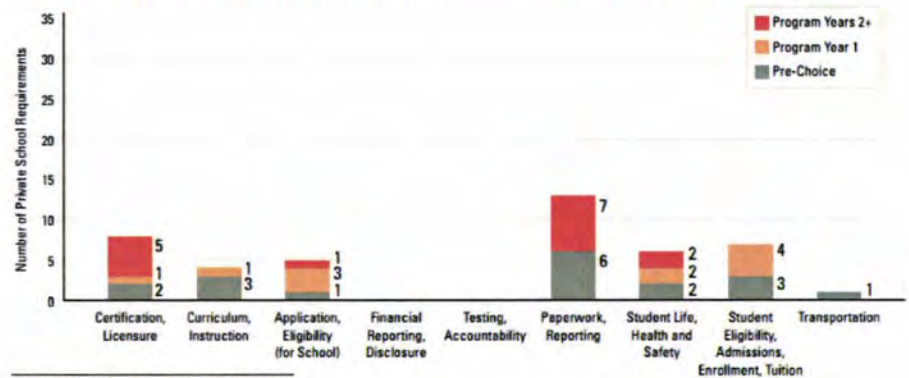
Source: Author's calculations based on statutes in Appendix 1.

## Ohio Jon Peterson Scholarships



Source: Author's calculations based on statutes in Appendix 1.

## Florida McKay Scholarships for SWD



Source: Author's calculations based on statutes in Appendix 1.

"Public Rules on Private Schools," Drew Catt, EdChoice <https://www.edchoice.org/research/public-rules-on-private-schools/>

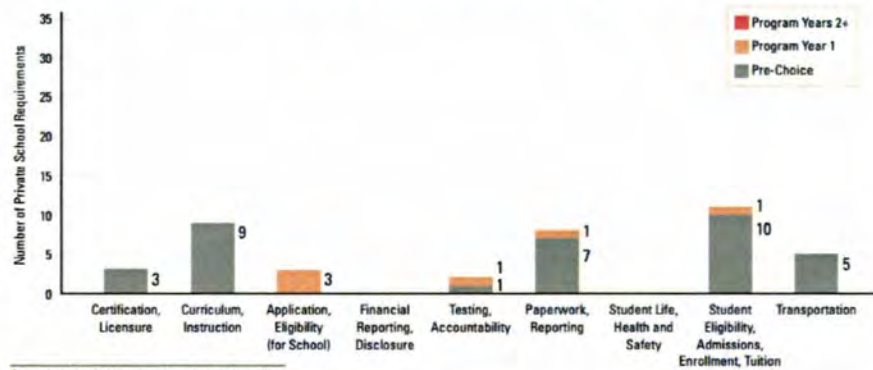


# Regulations - Means-Tested Programs



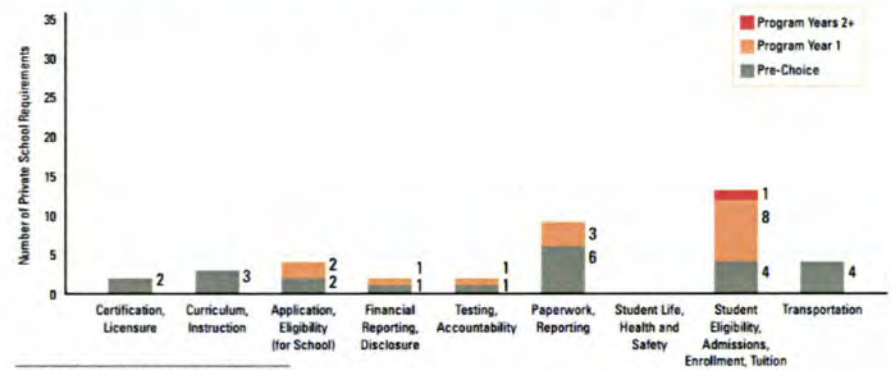
Each state has a different starting point

## Ohio EdChoice Scholarship Program



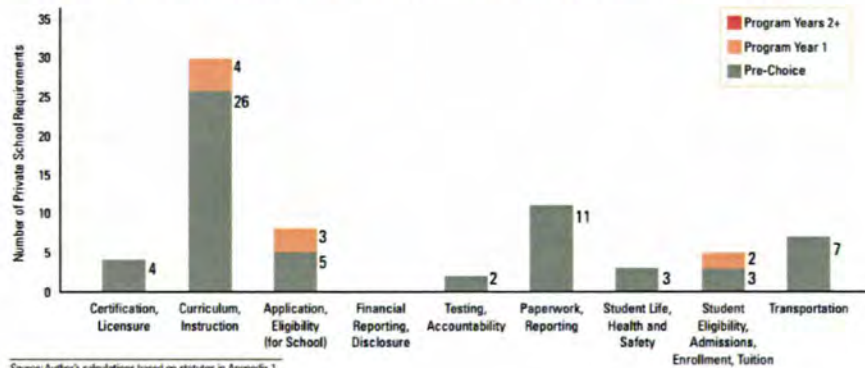
Source: Author's calculations based on statutes in Appendix 1.

## Louisiana Scholarship Program



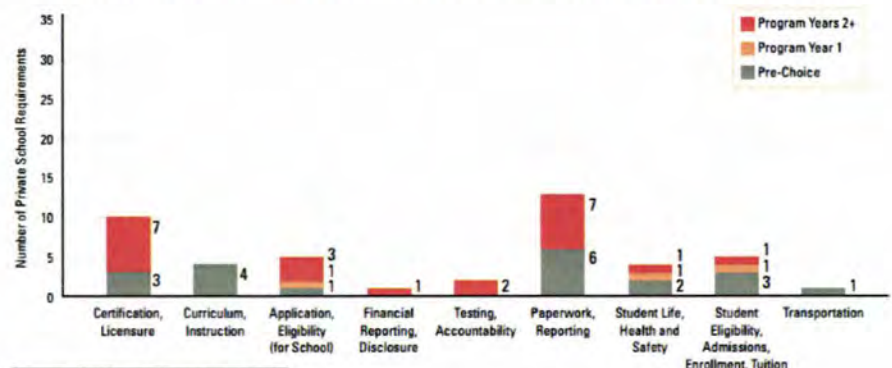
Source: Author's calculations based on statutes in Appendix 1.

## Indiana Choice Scholarship Program



Source: Author's calculations based on statutes in Appendix 1.

## Florida Tax Credit Scholarship Program



Source: Author's calculations based on statutes in Appendix 1.

"Public Rules on Private Schools," Drew Catt, EdChoice <https://www.edchoice.org/research/public-rules-on-private-schools/>



# Private schools' views on regulations



A survey was conducted of nearly 1,000 private school leaders in Florida, Indiana, and Louisiana to learn how schools view and interact with scholarship programs.

The survey included schools participating in the states' largest choice program, as well as schools who chose *not* to participate.

Private schools participating in the program, by state:

- 2/3 of schools in Florida
- 1/2 of schools in Indiana
- 1/3 of schools in Louisiana

## IEWS FROM PRIVATE SCHOOLS

Attitudes about School Choice  
Programs in Three States

By **Brian Kisida, Patrick J. Wolf,  
and Evan Rhinesmith**

January 2015



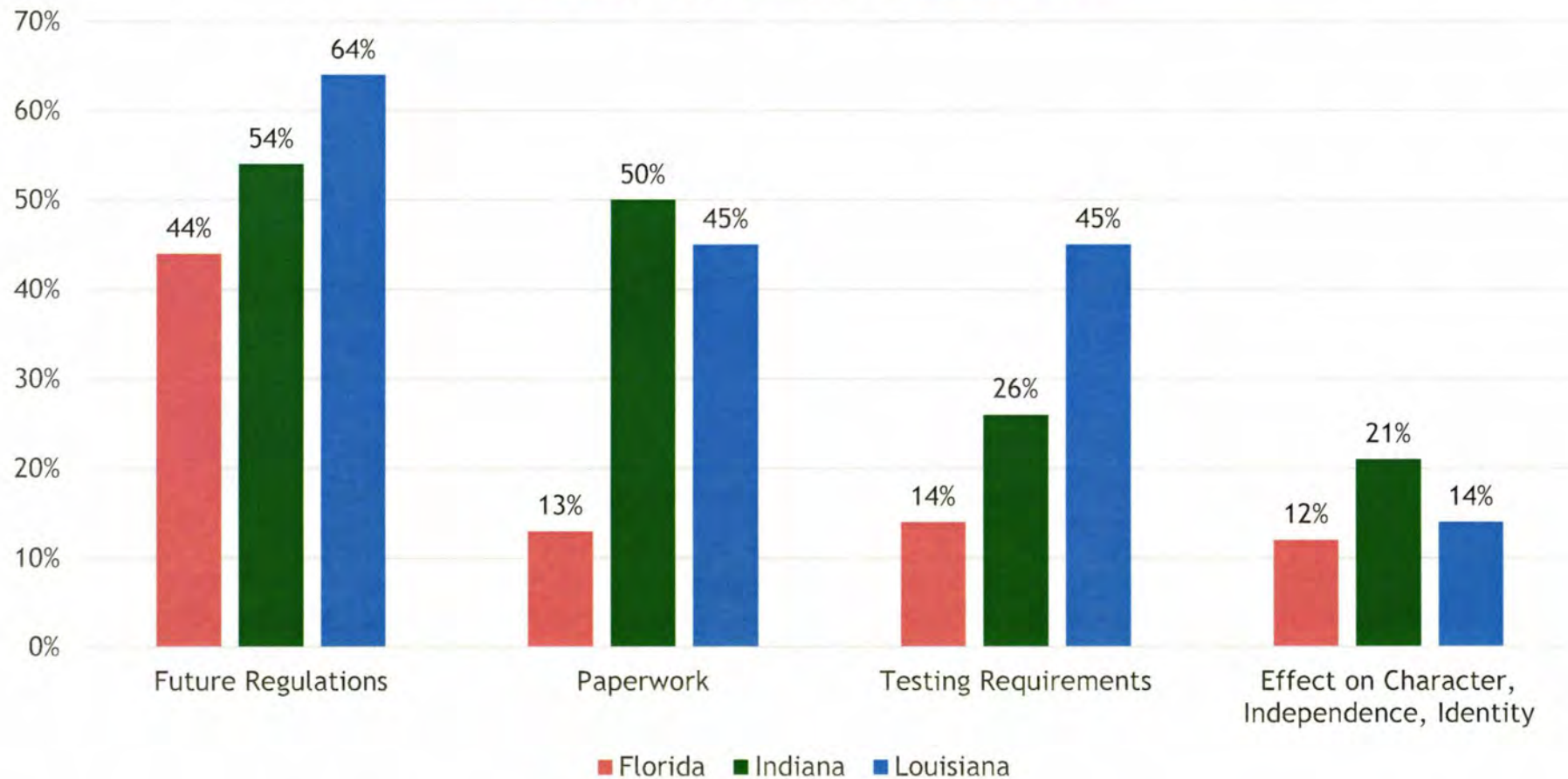
A M E R I C A N   E N T E R P R I S E   I N S T I T U T E

"Views From Private Schools: Attitudes about School Choice Programs in Three States," American Enterprise Institute. <http://www.aei.org/publication/views-private-schools-attitudes-school-choice-programs-three-states/>

# Views from private schools



## Major concerns of Schools Participating in Choice Programs in Florida, Indiana, and Louisiana



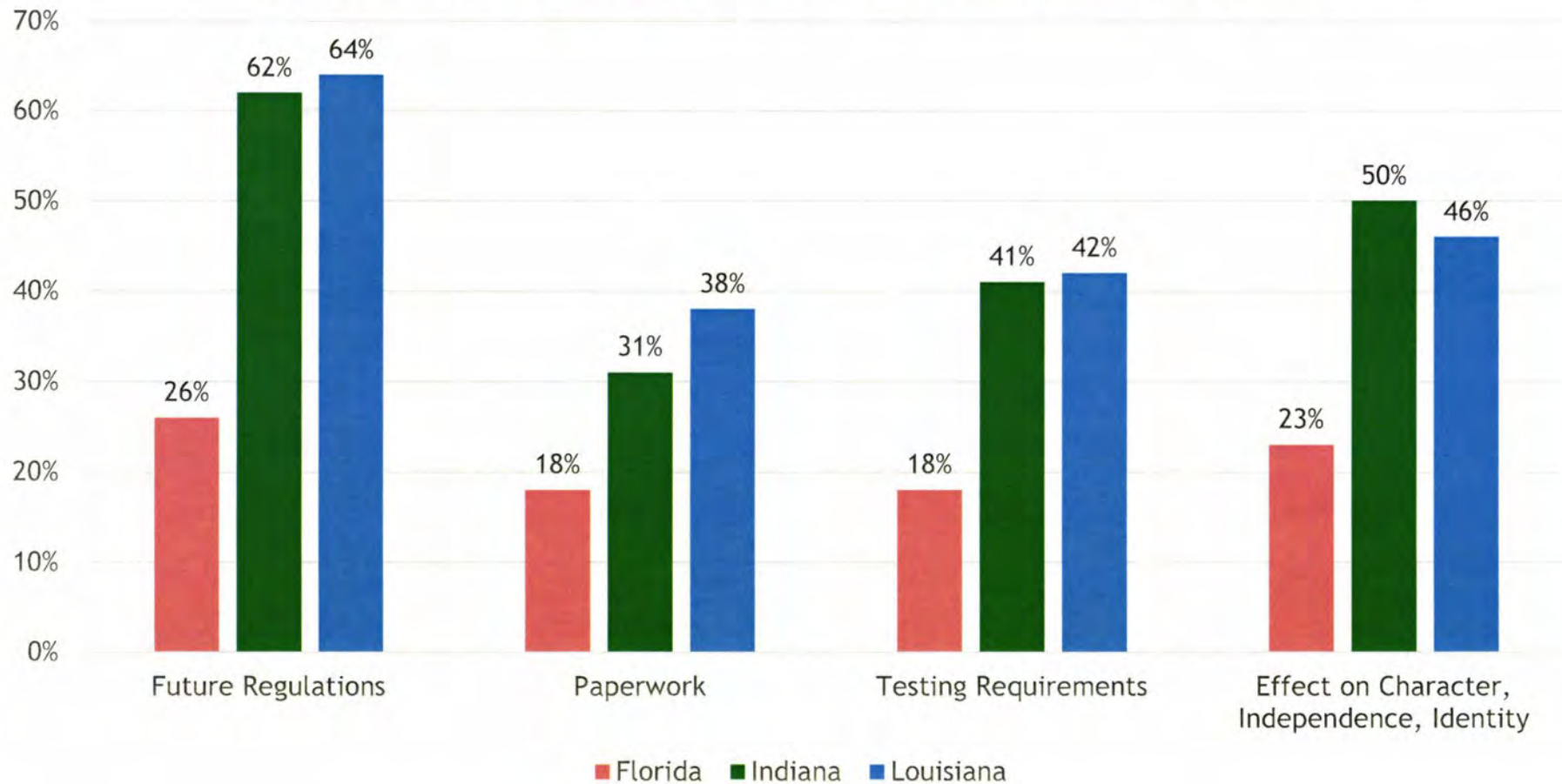
"Views From Private Schools: Attitudes about School Choice Programs in Three States," American Enterprise Institute. <http://www.aei.org/publication/views-private-schools-attitudes-school-choice-programs-three-states/>



# Views from private schools



Factors that played a major role in schools choosing **NOT** to participate in **Florida**, **Indiana**, and **Louisiana** programs



"Views From Private Schools: Attitudes about School Choice Programs in Three States," American Enterprise Institute. <http://www.aei.org/publication/views-private-schools-attitudes-school-choice-programs-three-states/>

# Unintended Consequences of Over-Regulating



## La. Scholarship Program shows first negative results. Why?

- Students are eligible if they attended a C, D, or F public school and have a family income no greater than 250% of poverty. In practice, average family income is around the poverty line.
- To participate in the program, schools must:
  - Administer the state test
  - Participate in the state accountability system
  - Take the voucher amount as payment-in-full, despite being worth \$3,000 less than what is spent on students in district schools.

\$5,311 paid in a LSP  
Voucher



\$8,605 spent in a  
public school





# Unintended Consequences of Over-Regulating



## La. Scholarship Program shows first negative results. Why?

The program is for the most academically struggling, disadvantaged students, participating schools are required to take on a culture-shifting amount of government regulation, and the amount they receive more than \$3,000 less than what the district is spending on the same student.

The researchers found that:

Schools in LSP saw a 13% decrease  
in students before joining



Schools not in LSP saw a 3%  
increase in students



# Research on Private School Choice



When reviewing studies of choice programs using appropriate research methods, the findings are spectacularly positive.

Research Topic	Positive Finding	Neutral Finding	Negative Finding
Academic Outcomes of Scholarship Recipients	14	2	2*
Academic Outcomes of Remaining Public School Students	25	1	0
Effect of Choice Program on Integration of Schools	8	1	0
Effect on Civic Values of Scholarship Students (civic knowledge, respect for rights of others)	8	3	0
Fiscal Impact on Taxpayers and Districts	25	3	0



# Parents value the opinions of other parents



## Better Data, Better Decisions

Informing School Choosers to  
Improve Education Markets

Jon Valant

November 2014



AMERICAN ENTERPRISE INSTITUTE

The parent comments, however, were stunningly influential. Seeing two positive parent comments rather than two negative parent comments led respondents to grade schools approximately two-thirds of a full grade higher (on average, about the difference between a C+ and a B). Even though these comments were brief, appeared alongside formal academic ratings, came from unidentified sources on the Internet, and described schools that many respondents knew well, they fundamentally reshaped the way parents and other adults evaluated school quality. Follow-up

Source: *Better Data, Better Decisions: Informing School Choosers to Improve Education Markets*, AEI (2014). <http://www.aei.org/publication/better-data-better-decisions-informing-school-choosers-improve-education-markets/>

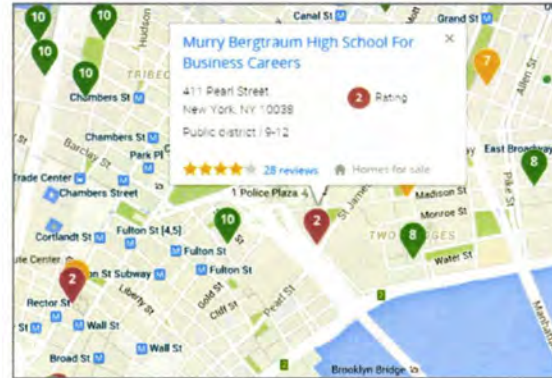
# Harnessing Parent Knowledge



**Health Score**  
92 out of 100

**Previous Inspections**

Date	Inspection Type	Violations	Score
August 1, 2013	Routine	0	89
January 23, 2013	Routine	0	81
August 22, 2012	Routine	0	
August 14, 2012	Routine	0	



## GREAT! SCHOOLS

Using parent ratings and objective metrics to help parents navigate school choice.

City Governments Are Using Yelp to Tell You Where Not to Eat

**noodle**  
Make better decisions about your education.  
Get advice from a community of experts.  
Find schools, courses, and learning materials that are just right for you.

**Recommended**

- Getting Into College is Easier Than You Think
- What to Look for in A Preschool Tour
- Evaluating a College and Their Student Veterans' Program



Interactive search tools, community advice, and expert reviews to find the right tutor, school, or education service.

THANKS FOR RIDING UBER

RATE YOUR RIDE  
4.5 stars

WHAT DIDN'T WORK?

- ARRIVAL TIME
- PROFESSIONALISM
- DRIVING
- TRIP ROUTE
- CAR QUALITY
- OTHER

Optional comments

SUBMIT



Drives quality by requiring users to rate each experience





**Thank You!**

Adam Peshek

*Director, Education Opportunity*

[adam@excelined.org](mailto:adam@excelined.org)

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# Florida K-12 Scholarship Programs

November 15, 2017

Florida House of Representatives

K-12 Innovation Subcommittee

Presented by: Adam Miller, Executive Director,  
Office of Independent Education and Parental Choice

[www.FLDOE.org](http://www.FLDOE.org)



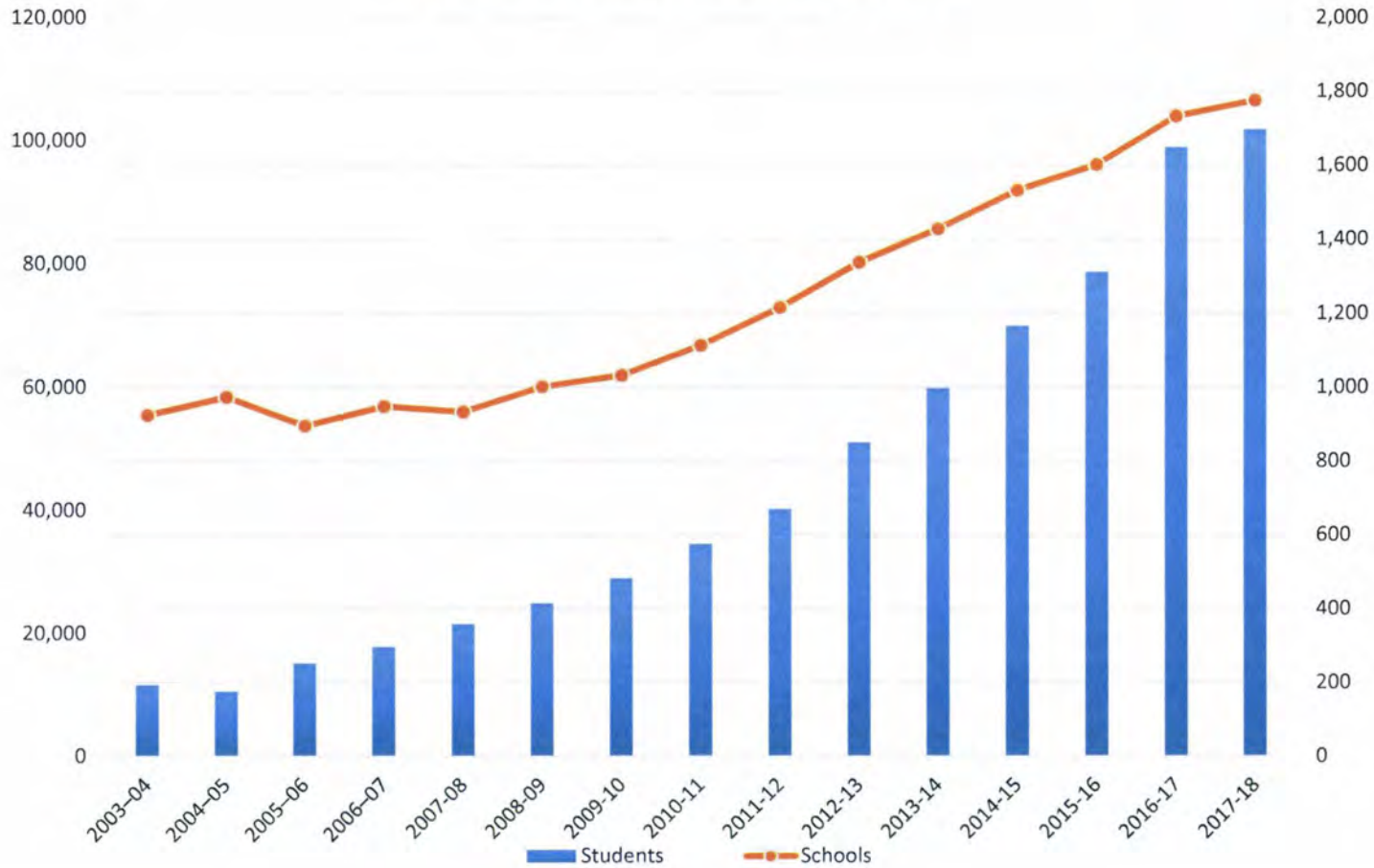
## K-12 Scholarship Programs

- Florida Tax Credit Scholarship Program
  - Section 1002.395, Florida Statutes
- McKay Scholarship Program for Students with Disabilities
  - Section 1002.39, Florida Statutes
- Gardiner Scholarship Program
  - Section 1002.385, Florida Statutes

## Florida Tax Credit Scholarship Program

- Established in 2001
- Statutory Purposes
  - Expanding educational opportunities and improving the quality of educational services within the state are valid public purposes that the Legislature may promote using its sovereign power to determine subjects of taxation and exemptions from taxation.
  - Ensuring that all parents, regardless of means, may exercise and enjoy their basic right to educate their children as they see fit is a valid public purpose that the Legislature may promote using its sovereign power to determine subjects of taxation and exemptions from taxation.
  - Expanding educational opportunities and the healthy competition they promote are critical to improving the quality of education in the state and to ensuring that all children receive the high-quality education to which they are entitled.

Florida Tax Credit Scholarship: 2003-2017

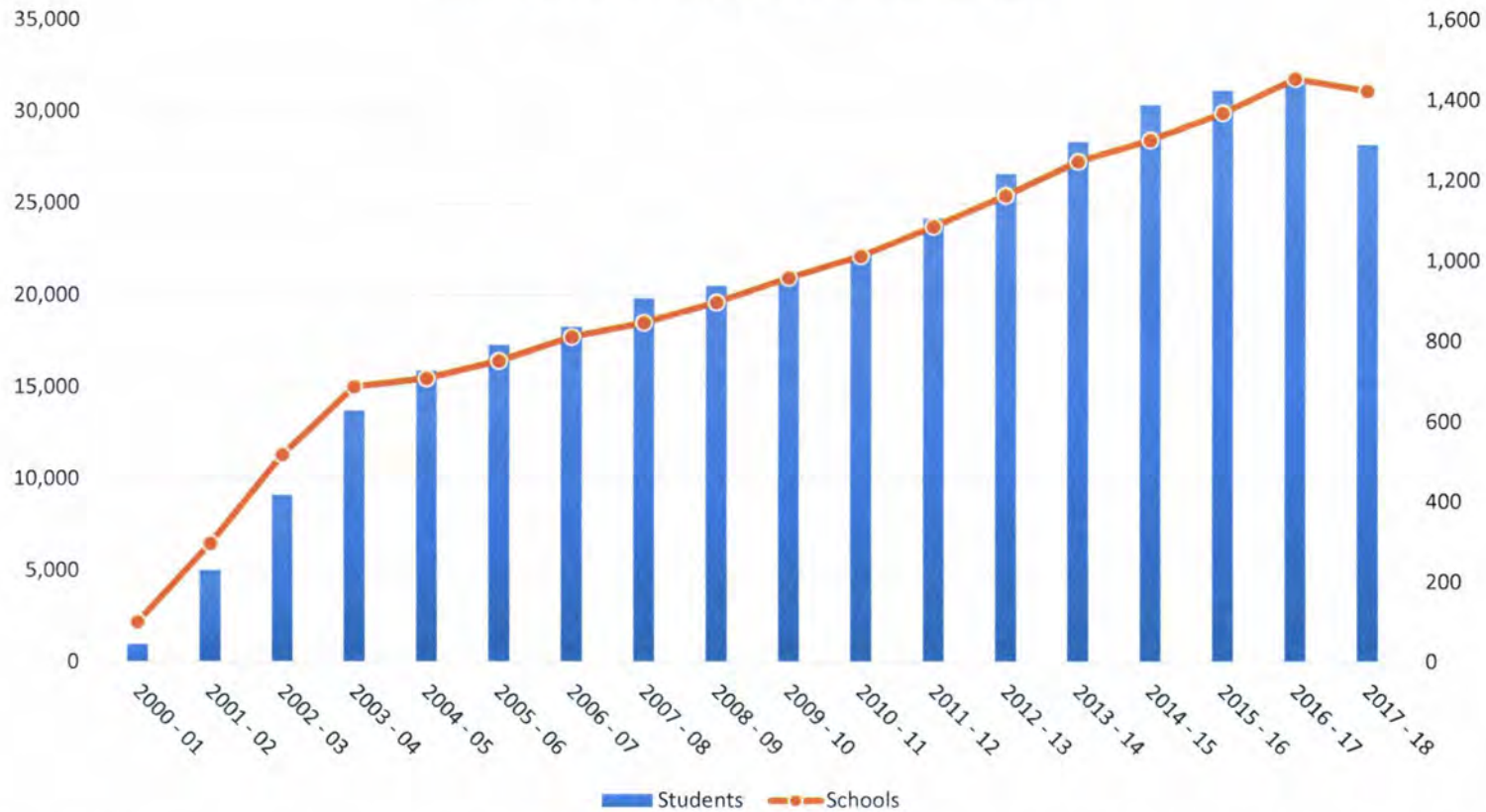




## **McKay Scholarship Program for Students with Disabilities**

- Established in 2000
- The John M. McKay Scholarships for Students with Disabilities Program is established to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a private school of choice, for students with disabilities for whom:
  - An individual educational plan has been written in accordance with rules of the State Board of Education; or
  - A 504 accommodation plan has been issued under s. 504 of the Rehabilitation Act of 1973.

### McKay Scholarship Program: 2000-2017



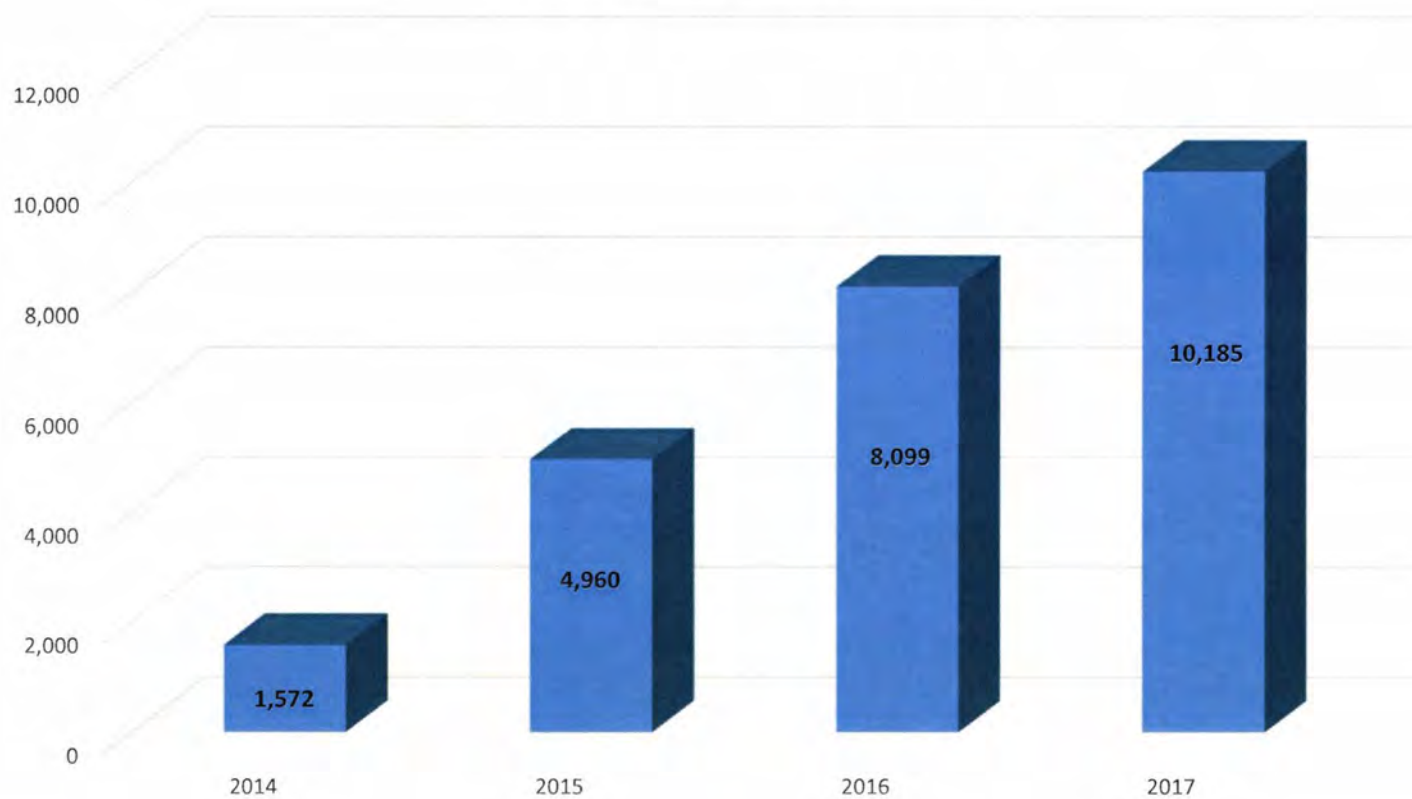
The drop in enrollment in 2017-18 is typical for the first reporting period- our most recent quarterly numbers indicate that we will likely see an increase this year.

## **Gardiner Scholarship Program**

- Established in 2014
- The Gardiner Scholarship Program is established to provide the option for a parent to better meet the individual educational needs of his or her eligible child

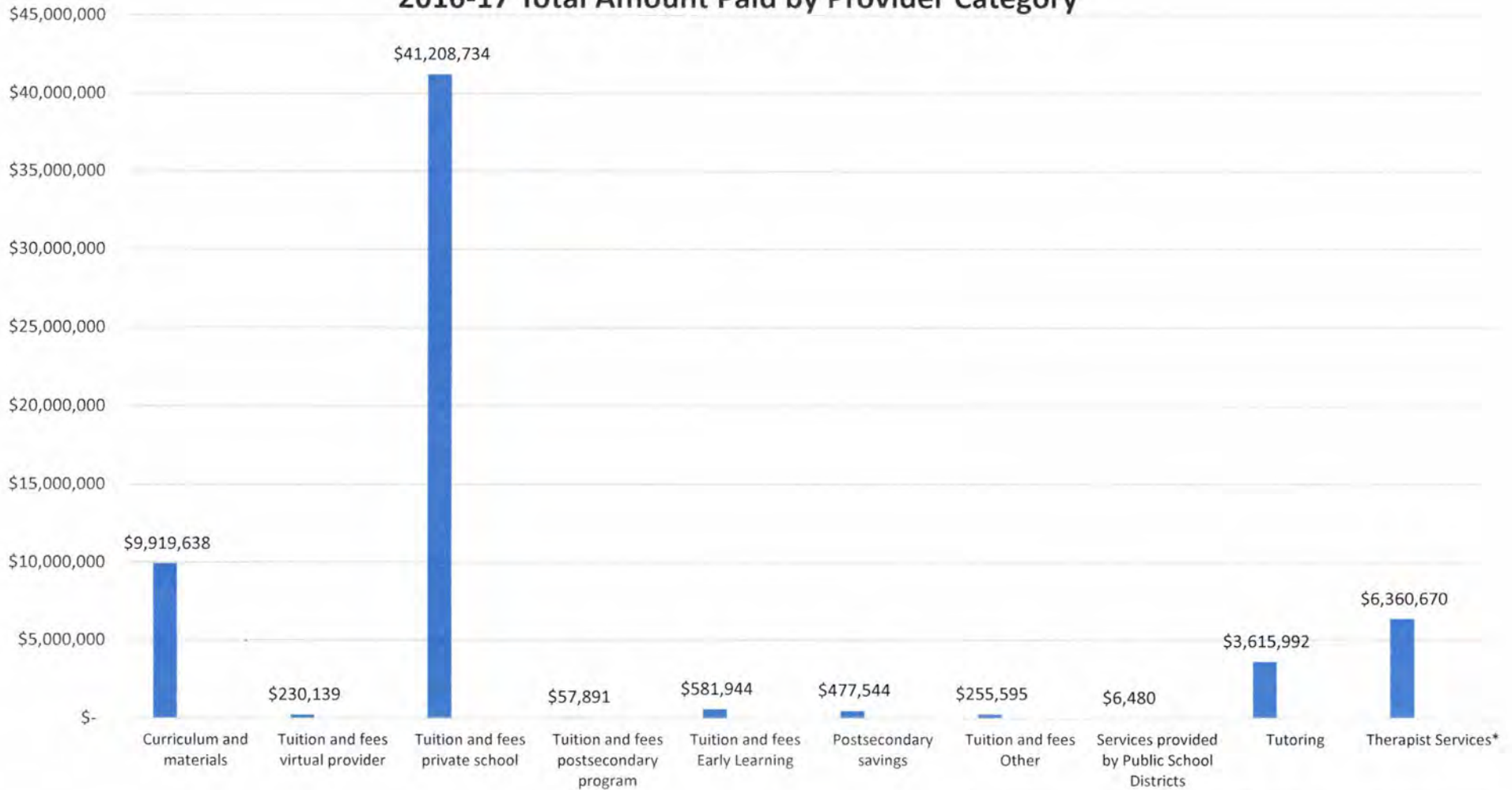


## Gardiner Scholarship Program: 2014-2017 Participating Students



### Gardiner Scholarship Program

#### 2016-17 Total Amount Paid by Provider Category



\* Therapist Services include ABA, SLP, OT, PT, LSL, and Other therapist services.

# Department Oversight and Responsibilities



## Florida Tax Credit Scholarship Program (FTC)

- Annually approve Scholarship Funding Organizations (SFO) to participate in FTC and/or Gardiner Scholarship Program
  - Consultation with Department of Revenue (DOR) and Chief Financial Officer
  - Submit list of approved SFO's to DOR
- Annually verify eligibility of private schools
  - Require and take receipt of annual, notarized, sworn compliance statement by participating private schools
  - 2,045 private schools approved to participate in program
- Annually verify eligibility of expenditures by SFO using required annual audit
- Conduct inquiries of written complaints

## Florida Tax Credit Scholarship Program (FTC)

- Cross-check students against public school enrollment data to avoid duplication
- Notify SFO of any students participating in other scholarship programs or tax credit scholarship through other SFO
- Require quarterly reports by eligible SFOs
- Approve nationally norm-referenced tests (NRT)
- Conduct site visits to participating private schools
- Monitor private school compliance and take administrative action when warranted
- Upon request of eligible private school, provide at no cost to the school the statewide assessment and any related materials for administering the assessment
- Take receipt of SFOs report on annual Agreed Upon Procedures (AUP) and conduct follow up with schools
- Work with Learning Systems Institute (LSI) to ensure schools submit assessment results



# McKay Scholarship Program for Students with Disabilities

- Annually verify participating private schools meet eligibility requirements
  - Require annual, notarized, sworn compliance statement by participating private schools
  - 1,846 private schools approved to participate in program
- Conduct inquiries of written complaints
- Cross-check list of 30,000 participating students with public school enrollments prior to each scholarship payment
- Process and issue scholarship payments at least 4x per year (avg. 30,000 checks issued each quarter)
- Conduct site visits to participating private schools
- Monitor private school compliance and take administrative action when warranted
- Maintain a fully-integrated web-based application to administer the program
  - Available to parents and private schools 24 hours a day, 365 days a year



## Gardiner Scholarship Program

- Maintain list of approved providers, post-secondary institutions and eligible private schools
- 1,495 private schools approved to participate in program
- Require Scholarship Funding Organizations (SFO's) to follow specified reimbursement procedures
- Calculate scholarship amounts, process scholarship awards, and distribute scholarship funds to SFO
  - Processed invoices for 10,185 scholarships this year
- Require quarterly reports by SFO's
- Cross-check students against:
  - Public school enrollment
  - Lists of students in school choice scholarship programs
    - McKay
    - FTC
- Investigate written complaints by parent, student, private school, public school, school district, SFO, provider or other appropriate party and take administrative action when appropriate

## Requirements for Participating Private Schools

- Must be a private school as defined in law
- Must register with the Florida Department of Education (Department)
- Apply to participate in the scholarship programs
- Notify department of change in school name, director, address, or physical location (within 15 days after the change)
- Complete student enrollment/attendance verification requirements



## Requirements for Participating Private Schools

- Annually submit to Department a notarized scholarship compliance statement certifying all employees and personnel with direct student contact have undergone background screening
- For new schools, maintain surety bond for  $\frac{1}{4}$  of scholarship funds for first three years of operation
- Require parent of each scholarship student to personally restrictively endorse the scholarship warrant to the school
- Meet applicable state and local health, safety and welfare laws, codes, and rules



## Requirements for Participating Private Schools

- Employ teachers who hold baccalaureate or higher degrees, have at least 3 years of teaching experience, or have special skills, knowledge, or expertise that qualifies them to provide instruction in subjects taught
- Require each employee and contracted personnel with direct student contact, upon employment or engagement to provide services, to undergo a state and national background screening, pursuant to [s.943.0542](#), by electronically filing with the Department of Law Enforcement a complete set of fingerprints taken by an authorized law enforcement agency or an employee of the private school, a school district, or a private company who is trained to take fingerprints and deny employment to or terminate an employee if he or she fails to meet the screening standards under [s. 435.04](#). Results of the screening shall be provided to the participating private school.
  - Disqualify instructional personnel and school administrators, as defined in [s. 1012.01](#), from employment in any position that requires direct contact with students if the personnel or administrators are ineligible for such employment under [s. 1012.315](#).

## Private School Application to Participate

- School must submit:
  - Annual survey
  - Signed and notarized Scholarship Compliance form
  - Owner Level 2 background screening results
  - School ownership report (Sunbiz)
  - Private School Inspection Report (Department of Health)
  - Radon Report
  - Fire Inspection Report
  - Fiscal soundness documentation, if required
  - Employee ethical standards
  - School VECHS Number (fingerprinting)
  - School Fee Schedule (McKay Only)
- Approximately 350 new schools apply annually
  - Approximately 190-200 approved

## Renewal Process

- Annually
  - School must submit:
    - Annual Survey
    - Signed and notarized Scholarship Compliance Form
    - Fiscal soundness documentation, if required
    - Health Inspection
    - Fire Inspection
- Every 3 years
  - School must submit:
    - Annual survey
    - Signed and notarized Scholarship Compliance form
    - Owner Level 2 background screening results
    - School ownership report (Sunbiz)
    - Private School Inspection Report (Department of Health)
    - Radon Report
    - Fire Inspection Report
    - Fiscal soundness documentation, if required
    - Employee ethical standards



## Private School Site Visits

- The purpose of the site visits is solely to verify the information reported by the schools concerning the enrollment and attendance of students, the credentials of teachers, background screening of teachers, and teachers' fingerprinting results.
- Department is limited to seven (7) schools per year for FTC (per s. 1002.395, F.S.), and three (3) schools, randomly selected, each year for McKay ( per s.1002.39, F.S.) .
  - The department may make additional site visits at any time to any FTC participating school that has received a notice of noncompliance or a notice of proposed action within the previous 2 years.

## Additional Roles and Responsibilities

- Monitor fiscal soundness requirements
- Monitor fingerprint retention compliance
- Collaborate and consult with key stakeholders
- Maintain a directory of all registered private schools
  - Searchable by county and program participation
- Maintain toll-free hotline for parents
  - Average 2,380 calls per month
- Technical support to private schools and families
  - Average 1,870 calls per month
  - Receive/respond to 2,600 emails per month (avg)
- Additional Outreach
  - Monthly newsletters
  - Web tutorials
  - Presentations and conferences





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