



*It's **Your Business*** **Investing Early 4 Florida's Future**

Quality Early Education Contributes Substantially to the State's Economic Viability

In November of 2002, Floridians ratified a Constitutional Amendment requiring the state to offer a free, voluntary, high quality, pre-kindergarten program to every 4-year-old in the state. The work of implementing this amendment has just begun. The program must be held accountable for quality to protect the state's investment and maximize return on investment.

Among the 50 states, Florida has the lowest percentage of its population that's working age and the highest percentage of its population over 65. A growing portion of Floridians are 85 and over. Florida's student population is growing by roughly 55,000 students per year. Medicaid and education are expected to put tremendous financial burdens on the state. **It is becoming increasingly important that our relatively small workforce become well educated and therefore capable of sustaining the myriad, diverse needs of this state.**

Although Florida has made progress in raising student achievement, many of Florida's students still lag behind. Statewide, this year:

- Roughly 70,000 kindergarten students—nearly 40% of the total population—scored poorly on early literacy assessments that predict which children will need substantial help learning to read well. Twenty percent of these students were deemed “high risk,” meaning they were “seriously below grade level.”
- On the Florida Comprehensive Assessment Test (FCAT), 33% of third-graders, 56% of eighth-graders, and 68% of tenth-graders failed to read on grade level.

Florida's new Voluntary Universal Pre-Kindergarten (VUPK) program provides an opportunity to bring these children to a higher level of school readiness prior to arriving in kindergarten and to increase their chances of academic success in the early grades.

“Florida's new VUPK program is an important investment that impacts your business and the welfare of this great state.”

Mike Jennings
VP, Prudential Financial
and Chairman, Florida TaxWatch

“This is an investment in the State of Florida. This is an investment in our children. This is an investment in our business community. As we work through this commitment to our investment we want to make sure we get the long-term, strategic systemic change that we're looking for in the education of our most valuable asset in the State of Florida—our children.”

Susan Pareigis
Director, State of Florida
Agency for Workforce Innovation



Florida has much to gain and much to lose.

“Florida must annually spend hundreds of millions of dollars on academic assistance and remediation programs, on juvenile justice education, and on social services.... These back-end costs increase our tax burden, affect the quality of our work force, and impede our businesses’ ability to grow and decrease their available customer base.”

Carol Jenkins Barnett
President, Publix Super Markets Charities

“It is critical that we take this seriously. If [we could increase the number of children who become] productive, fully employed, fully participating taxpayers in this state we wouldn’t have to beg the legislature for money.”

Kathy Wilson
Assistant Vice President,
CSX Transportation

- Last year, Florida spent \$654 million on academic assistance programs, \$1.2 billion on students who had to repeat a grade, and over \$90 million on educating students in the juvenile justice system.
- Florida’s dropout rate is among the worst in the nation. Each dropout represents a lifetime loss of earnings of roughly \$303,000. For the 16,000 dropouts in Florida schools last year, that’s \$4.8 billion. Dropouts also contribute to increased costs of juvenile justice education and social services.

Florida can lose. Today’s student population—51.2% of Florida’s students are minorities—tells us that Florida’s future workforce will be one of the most diverse in the nation. Unfortunately, student achievement among Black and Hispanic student populations lags behind the achievement of White students. Black and Hispanic students are currently less likely to graduate from high school than White students. According to one report, the graduation rate among White students was at 75% while among Black students it was 50% and Hispanic students 59%. Among other effects, such achievement gaps threaten to decrease the personal income limits.

Florida can gain. Florida’s new VUPK program provides an opportunity to increase children’s chances of academic success, generating economic, academic, and social benefits for themselves and for the state.

- Children who have participated in quality early education programs are more likely to graduate from high school and, therefore, will have higher lifetime earnings and are less likely to need welfare or to become involved in the justice system. Although specific returns may vary, most researchers agree that a high quality pre-kindergarten program generates a significant return on investment, as much as \$7 for every \$1 invested.
- Quality pre-kindergarten programs also save money by reducing the costs of student remediation, including the cost of repeating grades and of academic assistance programs from K through 20. One Nobel Laureate economist has shown that pre-Kindergarten is the ONLY cost-effective time for remediation.

Florida’s opportunity to develop a strong state workforce that can compete effectively in a global, knowledge-based economy rests partially upon the state’s ability to raise the achievement of all students to heretofore unprecedented levels. **VUPK is a program of promise toward that end.**

“In the blink of an eye [today’s pre-k students] will show up on your doorstep looking for a job.”

Susan Pareigis
Director, State of Florida
Agency for Workforce Innovation



“When you realize what we have been able to accomplish in 150 days, we have a lot to be proud of...[but] we have a lot of work to do, no question about that.”

Florida’s First Steps

**Gladys Wilson,
Deputy Director of the Office of Early Learning
Agency for Workforce Innovation**

- The Office of Economic and Demographic Research estimated that in October 2005 there would be 220,853 4-year-old children in the state. The Legislature projected that 66% (147,235) of these children would enroll in pre-kindergarten during the first year of implementation. In October 2005, 78,358 children were attending pre-kindergarten in a classroom of a state-funded provider. This number represents 35% of *all* Florida’s 4-year-olds and 53% of the number that the Legislature projected would enroll.
- In October of 2005, only 41 of the state’s 67 school districts were participating: 8 districts were ineligible to offer pre-kindergarten during the school year due to unmet Class Size Reduction restrictions, and 18 districts chose not to participate. Among the school districts that *are* participating, the number and percent of classrooms available for pre-kindergarten classrooms varies. The number of pre-kindergarten classroom spaces that are public as opposed to private ranges from 0% to 89% among Florida school districts.
- The administration of the VUPK program is the responsibility of the state Agency for Workforce Innovation [AWI].
- Thirty-one early learning coalitions (ELCs) around the state are charged with the local administration of VUPK Program.
- The Governor and the Director of AWI have aggressively courted business leaders to serve as appointed members and chairs of the ELCs.
- An Early Learning Advisory Council, made up of the Chairs of the 31 local Early Learning Coalitions, appointed by the Governor, and two appointees from the Florida House and Senate, provides a forum for Council members to discuss issues that arise as part of the implementation of Florida’s new VUPK program.
- The legislature has appropriated \$2,500 per student.
- Florida Department of Education, Office of Early Learning has developed standards and literacy training for pre-kindergarten teachers.

“This program can set us apart from the other states instantly, if we do it right. I think the question on the table is, ‘how do we do it right?’”

**Susan Pariegis
Director, State of Florida
Agency for Workforce Innovation**

“Florida is fortunate to be among a handful of states that have a statewide educational program for 4-year-olds. However, the program faces challenges finding qualified teachers, finding the space for classes, assessing and measuring learning gains, and financing. These challenges must be overcome to ensure a successful future.”

**Kathy Adams
President and CEO
MediaReach Public Relations**



Florida’s Next Step: Getting at Quality



In October 2005, Florida Tax-Watch convened a summit titled,

It’s Your Business: Investing Early 4 Florida’s Future

The purpose of the summit was to contribute to the state dialogue on the topic of high quality early learning by engaging business leaders from around the state—to educate them and enlist them to become involved in building high quality early learning opportunities for Florida’s 4-year-olds.

At the summit, participants engaged in discussions during which the next steps detailed in this publication were formulated.

“A quality UPK program will more than pay for itself and save money in the long run.”

Dominic M. Calabro
President and CEO
Florida TaxWatch

The case for quality. The Florida Constitution promises every four-year-old child in our state a high quality pre-kindergarten learning opportunity delivered according to professionally accepted standards. Launching a high quality VUPK program that will serve the needs of Florida’s children is no trivial investment in Florida’s future. As fiscal policy, investing in pre-kindergarten accrues long-term, quantifiable cost benefits—**if done right**. A quality program will protect the public’s investment in VUPK. Anything less than a quality program will fail to deliver the substantial economic returns that are possible.

The components of quality. Two critical components of quality, recommended by the UPK Advisory Council (established by the State Board of Education and chaired by Lt. Governor Toni Jennings), have not yet been incorporated into implementing legislation. They are:

- **Full day program.** The UPK Advisory Council recommended a school year of 1080 hours, with 720 contact hours of quality learning experiences; Florida’s legislation provides for a program of 540 hours during the 180-day school year or 300 hours in the summer.
- **Teacher quality.** The UPK Advisory Council recommended that at least two staff for every 20 children be required to have a minimum of a national Child Development Associate (CDA) credential or the Florida equivalent; VUPK legislation sets no minimum requirements for teachers or staff in the school-year program, requiring a degreed teacher only in the summer programs.

The cost of quality. Data is needed about the costs and characteristics of quality programs. Florida joins Georgia and Oklahoma as the only states in the nation to offer state-funded, universal pre-kindergarten programs. Therefore, research on such large-scale programs is scarce. However, recent research shows Oklahoma’s pre-kindergarten program to be very effective. All students have demonstrated learning gains, with Hispanic students exhibiting the largest of these gains. Oklahoma provides a full-day program and staffs its classrooms with well-educated, well-trained, and well-paid teachers receiving regular public school salaries. The program costs approximately \$3,800 per child.

Florida’s program is only 3 hours per day and is funded at \$2,500 per child. If 140,000 children were to participate, this would cost Florida taxpayers \$350 million. If Florida were to emulate Oklahoma’s program, the same number of students would cost the state \$532 million. However, **if the program could prevent only a small percentage of the back-end costs described earlier in this report, the pre-kindergarten investment would pay for itself each year.**



Maximizing and Protecting the Public's Investment

Monitor VUPK to assure accountability. The overwhelming majority of pre-kindergarten providers are private. Quality audits of such things as health and safety conditions, class sizes, and teacher qualifications, can assure consistent program quality across all providers. Making public the quality characteristics of each provider gives parents the information they need to be wise consumers of pre-kindergarten services.

Offer providers incentives for quality. A reimbursement system based on staff qualifications and incentives established for high performance in achieving positive outcomes is imperative. Rewarding providers for better outcomes for children encourages providers to participate in the program and to upgrade the quality of their programs, increasing both accountability for results and the likelihood of a higher return on investment.

Increase participation to maximize return on investment. Intensive programs that target at-risk children report significantly larger returns on investment. Florida's greatest opportunity for return on investment is to make sure that the children most at-risk for school failure are enrolled in a quality program.

Require assessments both before and after the child's pre-kindergarten experience. Existing kindergarten screenings/early literacy assessments can be used to assess pre-kindergarten programs only if the child's readiness is also assessed prior to the beginning of a pre-kindergarten program so that the individual child's learning *gains* are measured. Otherwise, assessments provide no valid evidence of the quality of the pre-kindergarten provider. They only tell us that a child who was most likely at "high risk" for school failure prior to pre-kindergarten continues to be at risk. In fact, the child may have gained valuable skills in pre-kindergarten, placing him/her at a lesser risk of reading difficulties and other learning complexities than would have been the case without the pre-kindergarten experience.

Assure quality teachers. Provide teachers access to quality professional development and to support systems. Florida TaxWatch-CEPA has previously published recommendations for increasing the number and quality of pre-kindergarten teachers (see page 6). Such efforts could provide one degreed teacher for every 20 pre-kindergarten students within five years.

"Getting the word out to the masses of mothers and fathers that early learning is crucial to their child's success is key."

Penny Borgia
VP for Community Impact, United Way of Central Florida

"We need business people at the head of this front.... we need people who are used to getting outcomes and results and return on investment."

Kathy Wilson
Assistant Vice President
CSX Transportation

"The state is entitled to know what difference specific programs, curricula, providers, and teachers make. This is, after all, the people's money. Your money.... Appropriate assessments, done at the beginning and end of the school year...ought to help a pre-k provider show what specific progress the children made while in the pre-k program and how children can be further helped to meet their potential.... Teachers and parents will know the gaps and deficits at the beginning of the year and can have every opportunity to ensure the right approach is taken with the individual child, and by the end of the year will know what progress has been made and what still remains to [be done]."

Dave Lawrence
President
Early Childhood Initiative Foundation
Former Publisher
Miami Herald



Building the Capacity for Degreed Teachers for Florida’s Pre-Kindergarten System

- Provide competitive salaries.
- Utilize the potential of community college four-year baccalaureate degrees to increase accessibility and affordability, especially for those continuing to work in early childhood while pursuing a degree.
- Establish intensive summer institutes for out-of-field teachers to obtain coursework in early childhood education.
- Increase allocations for existing institutions of higher learning (private and public) to provide stipends and increase recruitment of more early childhood teachers.
- Structure Florida’s VUPK reimbursement commensurate with education level to increase participation of degreed teachers.
- Provide scholarships, education loans, and loan forgiveness policies in exchange for teaching in a Florida pre-kindergarten program.
- Enhance nationwide pre-kindergarten teacher recruitment, including relocation expenses and contract bonuses.
- Provide incentives for teachers who have voluntarily left the field to return.
- Provide mentors/support for non-traditional degreed individuals entering the pre-kindergarten teaching field.

“Business can play a crucial role.”

**Liza McFadden
President
Volunteer Florida Foundation**

“The best predictor of a child’s success is the preparation of the teacher.”

**Doug Price
Chairman of the Board
Qualistar Early Learning
Colorado**

“The median wage for childcare professionals is \$7.31. This is less than we pay animal control workers in Florida.”

**Dave Lawrence
President
Early Childhood Initiative Foundation**

“The Florida Legislature cannot afford to be penny-wise and pound foolish in its debate about the cost of UPK.”

**Tom Slade
Chairman, Tidewater Consulting
Chairman, Florida TaxWatch-Center for Educational
Performance & Accountability**



Conclusion

Florida must pay close attention to the quality of tomorrow's workforce. Florida's workforce-age population—as a percent of the total population—already ranks last among all the states. This relatively small workforce must support a growing elderly population—the largest in the nation—as well as a growing school-aged population.

Keeping the promise of pre-kindergarten means building the state's fledgling start into an efficient and effective program that will benefit all of Florida's citizens. Anything less than a quality program will fail to deliver on this promise, and only a quality program will protect the public's investment in VUPK.

Other states will be watching to learn from what we do well and also to learn from our mistakes.

“Florida's success or failure is going to be the most important element to the implementation of these types of programs on a national level.”

Doug Price
Chairman of the Board,
Qualistar Early Learning, Colorado

“We have an opportunity to ensure our VUPK program is successful, enhances a competitive Florida business climate, builds a promising workforce, and provides a sound educational foundation for all of Florida's children... all of us need to seize that opportunity, embrace it and nurture it, as we would the children themselves.”

Mike Jennings
Vice President, Prudential Financial
Chairman, Florida TaxWatch

“We want to make sure as we go through this VUPK experience that the business community is at the forefront of this. If we could get the business leadership at the table...saying this is an investment on our part in the State of Florida and we want to see a healthy return on investment, we would be able to make a very strong case to the legislature—‘here is what we're doing, here's where we want to end up, and here's what we need to get there.’”

Susan Pareigis
Director,
Agency for Workforce
Innovation,
State of Florida

“We, as the business community, need to take the reins and help hold the Legislature accountable. We have a constitutional amendment that says that we're supposed to create a high quality voluntary, universal, pre-kindergarten program. There has been a start. But to completely fulfill the promise of the constitutional amendment, much, much more must be done. It is up to the business community to make sure [the promise is kept].”

Scott Clemons
Owner, The Clemons Company
Former Member,
Florida House of
Representatives



History of Florida's VUPK Program

- November 2002:** Florida voters (59%) ratify a Constitutional Amendment requiring a free, voluntary, high quality pre-kindergarten program for every 4-year-old in the state. The Legislature is thus required to define the scope, operation, governance, and budget for the new program.
- May 2003:** Legislature mandates State Board of Education (SBOE) to conduct a study on curriculum, design, and standards for the VUPK program.
- June 2003:** Universal Pre-kindergarten Advisory Council, established by SBOE and chaired by Lt. Gov. Toni Jennings, begins the work of developing recommendations or options for implementing the following VUPK program elements: curriculum and standards, high quality learning opportunity, quantity of instruction, delivery system, assessment and evaluation, and funding.
- October 2003:** Universal Pre-Kindergarten Advisory Council final report presented to SBOE, and recommendations within report are adopted by SBOE.
- April 2004:** As the Legislators attempted to resolve their differences relating to which agency would operate VUPK, the length of the instructional day, teacher qualifications, teacher/student ratios, and accountability, Florida TaxWatch—Center for Educational Performance & Accountability published *Fulfilling Florida Voters' Mandate to Provide Pre-K Education for 4-Year-Olds*, writing that the 3-hour instructional day “severely cuts short the potential of the program succeeding... These children will soon be an important part of Florida’s workforce—they should be afforded no less than the best opportunity to succeed to their full potential.”
- May 2004:** Legislature passes law that fails to incorporate some major elements of the UPK Advisory Council, diminishing important aspects of the program. FTW-CEPA issues Briefing, *Legislature Stumbled on Implementation of the Universal Pre-Kindergarten Amendment: Florida TaxWatch Suggests the Governor Now Punt*, claiming, “It would be better to scrap the current legislation than sign into law a program that falls so short of fulfilling the voters’ intent for an accountable, high quality system.”
- July 2004:** Governor vetoes legislation, agreeing that the legislation fell short of setting learning standards and ensuring the quality of pre-kindergarten teaching.
- November 2004:** FTW-CEPA publishes Briefing, *What are the Cost Consequences of Not Implementing a Quality Universal Pre-Kindergarten Program?*
- December 2004:** FTW-CEPA publishes Briefing, *Making a Better Quality Universal Pre-Kindergarten Program for Florida’s Children*.
- December 2004:** FTW-CEPA, in conjunction with the FSU Center for Prevention and Early Intervention Policy, publishes *Building the Capacity for Degreed Teachers for Florida’s Pre-Kindergarten System*.
- December 2004:** Legislature meets in Special Session to determine the details of VUPK implementation but fails to reach consensus.
- May 2005:** Legislature passes law finalizing details of VUPK implementation.
- August 2005:** VUPK Program enrolls first students.
- October 2005:** Florida TaxWatch convenes summit of business leaders. The summit, titled *It’s Your Business: Investing Early 4 Florida’s Future*, contributed to the state dialogue on the topic of high quality early learning by engaging business leaders from around the state—to educate them and enlist them to become involved in building high quality early learning opportunities for Florida’s 4-year-olds.





For Further Information

Information found in the following previously published Florida TaxWatch documents was assimilated into this publication and can be accessed at <http://www.floridataxwatch.org>

Fulfilling Florida Voters' Mandate to Provide Pre-K Education for 4-Year-Olds. Florida TaxWatch, April 2004.

Legislature Stumbled on Implementation of the Universal Pre-Kindergarten Amendment: Florida TaxWatch Suggests the Governor Now Punt Florida TaxWatch, May 2004.

What are the Cost Consequences of Not Implementing a Quality Universal Pre-Kindergarten Program? Florida TaxWatch, November 2004.

Making a Better Quality Universal Pre-Kindergarten Program for Florida's Children. Florida TaxWatch, December 2004.

Building the Capacity for Degreed Teachers for Florida's Pre-Kindergarten System. Florida TaxWatch & FSU Center for Prevention and Early Intervention Policy, December 2004.

The following publications provide cost and benefit information regarding pre-kindergarten:

Research Briefing: The Pre-K Payback, Summary of Research Prepared for the Center for Early Care and Education, March 2004, Belfield, Clive R. http://www.winningbeginningny.org/brochure/documents/belfield_execsummary.pdf

Carolina Abecedarian Project: http://www.fpg.unc.edu/%7Eabc/executive_summary.htm

Chicago Child-Parent Center Program: <http://www.waisman.wisc.edu/cls/Chicago.htm>

The Effects of Universal Pre-k on Cognitive Development, Journal of Developmental Psychology, 2005, Gormly, Wm. <http://www.apa.org/releases/headstart110205.html>

The real question is how to use the available funds wisely. The best evidence supports the policy prescription: Invest in the very young. Ounce of Prevention Fund and University of Chicago Harris School of Public Studies. Heckman, James, 2000. <http://www.excellence-earlychildhood.ca/documents/HeckmanANG.pdf>

The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States. The National Institute for Early Education Research, Rutgers University, December 2005, Barnett, W. Steven, Lamy, Cynthia, and Jung, <http://nieer.org/resources/research/multistate/fullreport.pdf>

The Productivity Argument for Investing in Young Children Chicago: University of Chicago, October 2004, Heckman, James & Masterov, Dimitriy. http://www.ced.org/docs/summary/summary_heckman.pdf

High/Scope Perry Preschool Study: <http://www.highscope.org/Research/PerryProject/perrymain.htm>

Income of U.S. Workforce Projected to Decline If Education Doesn't Improve. The National Center for Public Policy and Higher Education, Policy Alert, November 2005, <http://www.highereducation.org>

Early Childhood Development, Economic Development with a High Public Return. Minneapolis, MN: Federal Reserve Bank of Minneapolis, December 2003. Rolnick, Art & Grunewald, Rob, <http://minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm>

Study Backs Benefits of Preschool, November 2, 2005, <http://www.npr.org/templates/story/story.php?storyid=4985930>

Student demographic data was obtained from:

Department of Education, Office of Education and Accountability Information Services (EAIS)
<http://www.firn.edu/doe/eias/eiaspubs/briefs.htm>

State student achievement data can be found at:

http://fcat.fldoe.org/mediapacket/pdf/05gr410_Statewide_Comparison_Reading.pdf
Manhattan Institute for Policy Research http://www.manhattan-institute.org/html/cr_31.htm

State VUPK information was obtained from:

Department of Education, Office of Early Learning, <http://www.myfloridaeducation.com/earlylearning>
Agency for Workforce Innovation, <http://www.floridajobs.org/earlylearning/>



This report was written by Janet Herndon, PhD, Senior Research Analyst, under the direction of Mary Lou Rajchel, Senior Vice President of Research and Development
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About The Center for Educational Performance and Accountability

The Florida TaxWatch Center for Educational Performance and Accountability (CEPA) was formed in acknowledgement of two key realities: the growing portion of education funding in the state budget, currently at 28% and climbing, and of the profound fiscal and economic impact that quality PreK-20 education has on Florida's competitiveness, both nationally and internationally. CEPA conducts research, issues publications, and engages in meaningful actions to promote exemplary student achievement within a cost effective environment. CEPA analyzes and makes recommendations about educational policies, practices, and expenditures as regards their contributions to improved financial and student performance in Florida's schools. CEPA also identifies specific educational issues that affect the efficiency, effectiveness, and accountability of state government, local school districts, and postsecondary institutions. Finally, CEPA brings together partnerships and collaborations in a concentrated effort to effect positive and dynamic change in Florida's system of PreK-20 education.

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About Florida TaxWatch

Florida TaxWatch is a private, non-profit, non-partisan research institute that over its 25 year history has become widely recognized as the watchdog of citizens' hard-earned tax dollars. Its mission is to provide the citizens of Florida and public officials with high quality, independent research and education on government revenues, expenditures, taxation, public policies and programs and to increase the productivity and accountability of Florida Government.

Florida TaxWatch's research recommends productivity enhancements and explains the statewide impact of economic and tax and spend policies and practices on citizens and businesses. Florida TaxWatch has worked diligently and effectively to help state government shape responsible fiscal and public policy that adds value and benefit to taxpayers.

This diligence has yielded impressive results: since 1979, policy makers and government employees have implemented three-fourths of Florida TaxWatch's cost-saving recommendations, saving the taxpayers of Florida more than \$6.2 billion--approximately \$1,067 in added value for every Florida family.

Florida TaxWatch has a historical understanding of state government, public policy issues, and the battles fought in the past necessary to structure effective solutions for today and the future. It is the only statewide organization devoted entirely to Florida taxing and spending issues. Its research and recommendations are reported on regularly by the statewide news media.

Supported by voluntary, tax-deductible memberships and grants, Florida TaxWatch is open to any organization or individual interested in helping to make Florida competitive, healthy and economically prosperous by supporting a credible research effort that promotes constructive taxpayer improvements. Members, through their loyal support, help Florida TaxWatch to bring about a more effective, responsive government that is accountable to the citizens it serves.

Florida TaxWatch is supported by all types of taxpayers -- homeowners, small businesses, large corporations, philanthropic foundations, professionals, associations, labor organizations, retirees--simply stated, the taxpayers of Florida. The officers, Board of Trustees and members of Florida TaxWatch are respected leaders and citizens from across Florida, committed to improving the health and prosperity of Florida.

With your help, Florida TaxWatch will continue its diligence to make certain your tax investments are fair and beneficial to you, the taxpaying customer, who supports Florida's government. Florida TaxWatch is ever present to ensure that taxes are equitable, not excessive, that their public benefits and costs are weighed, and that government agencies are more responsive and productive in the use of your hard-earned tax dollars.

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◆ Integrity ◆ Productivity ◆ Accountability ◆ Independence ◆ Quality Research



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