

Prosperity Partnership Higher Education Proposal



Prosperity
PARTNERSHIP



Higher Education Working Group

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Jim Bricker, PEMCO, State Board for Community and
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Nate Miles, Eli Lilly & Co

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Dr. Charles Mitchell, Seattle Community College

Steve Mullin, Washington Roundtable

The Honorable Connie Niva, Port of Everett

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David Porter, Kitsap Economic Development Council

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Dr. Michael Salvador, Council of Faculty Representatives

Ricardo Sanchez, Latino/a Educational Achievement Project

DeLee Shoemaker, Microsoft Corporation

Rhonda Simmons, Seattle Jobs Initiative

Dr. James E. Sulton, Jr., Higher Education Coordinating
Board

Kim Zentz, SIRTI – Spokane Intercollegiate Research &
Technology Institute

Dana Richardson – Governor's Executive Policy Staff



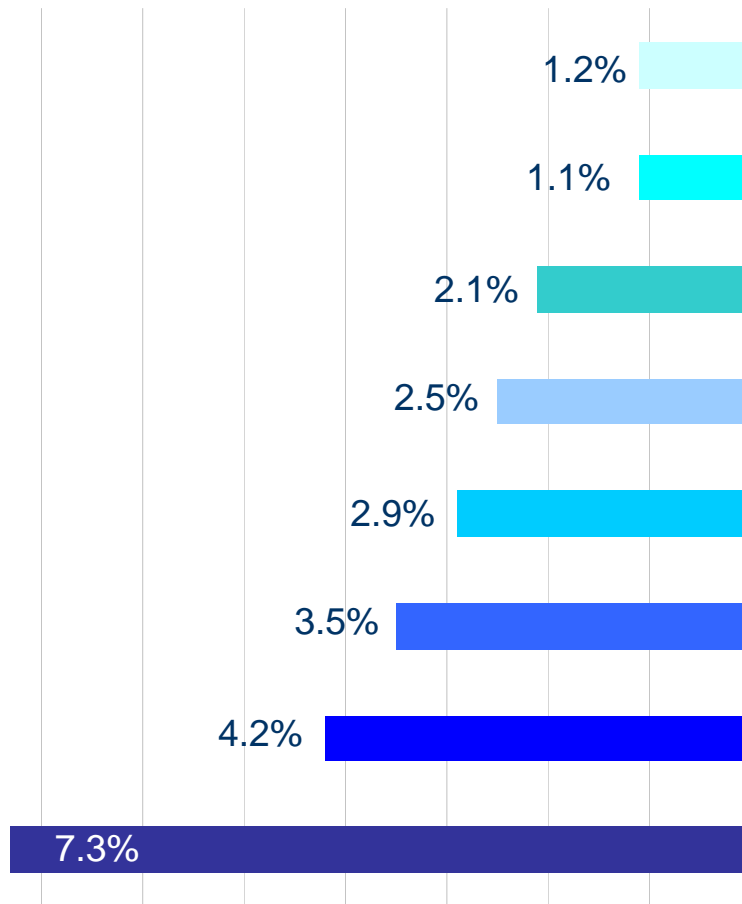
Higher Ed Working Group Process

1. Make the case for more bachelor's degrees in Washington State.
2. Identify goal – how many degrees should we produce?
3. Review constraints on Legislature that squeeze higher ed funding.
4. Review Role of Community and Technical Colleges in producing degrees, meeting other needs of the economy
5. Identify High Demand degrees – what are the fields/jobs that will drive our economy?
6. June 16 – release draft proposal for review, comment during summer
7. Finalize proposal in October

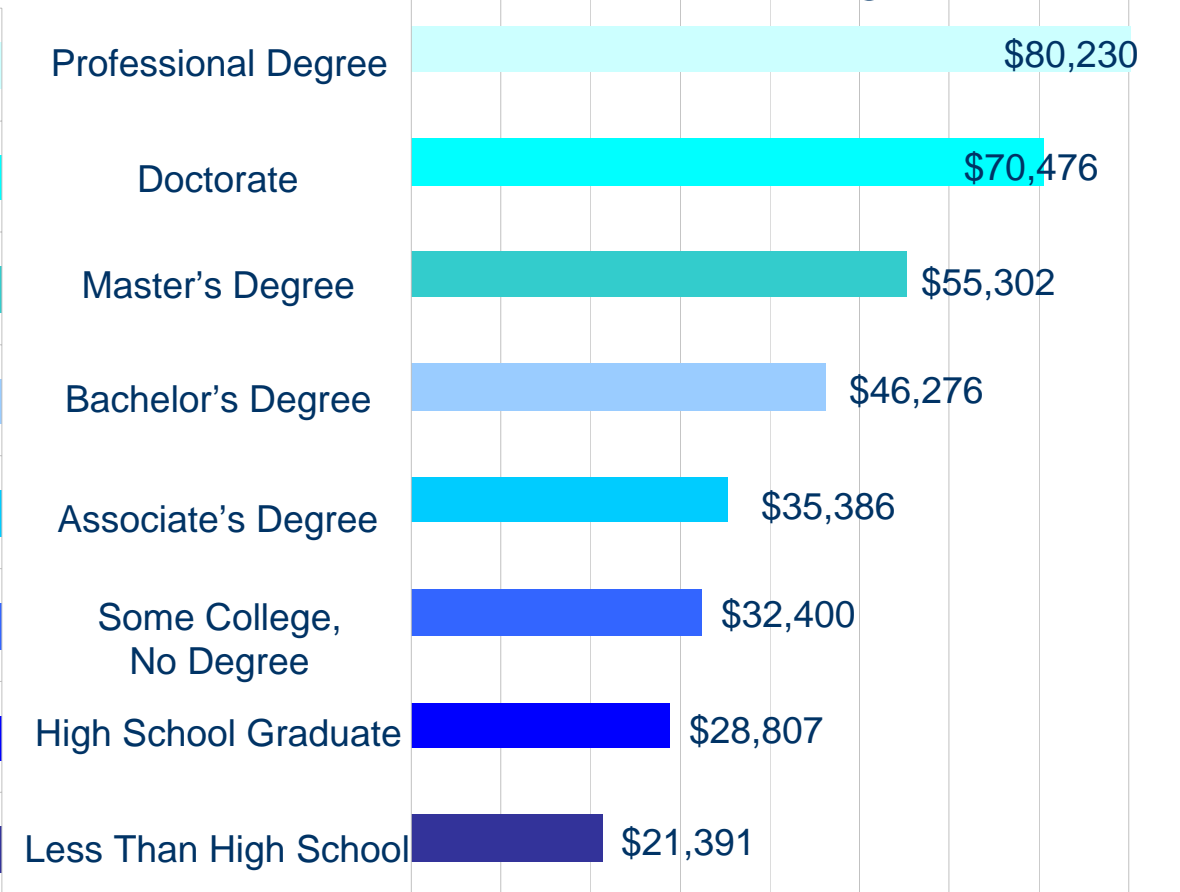


Education = Employment, Earnings, Self Reliance

Unemployment Rate in 2001



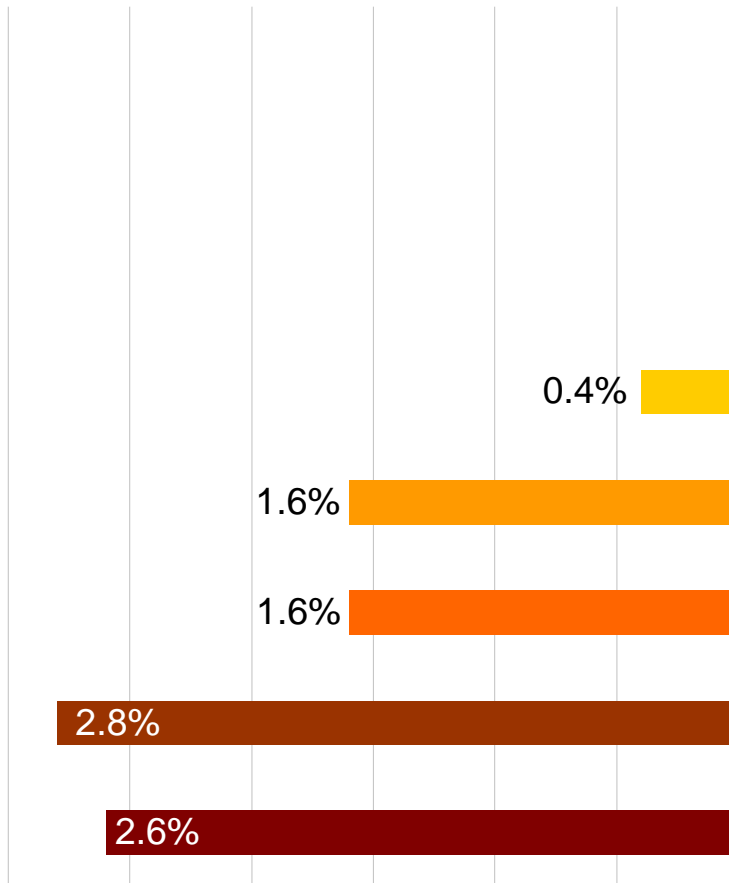
Median Earnings, 2000



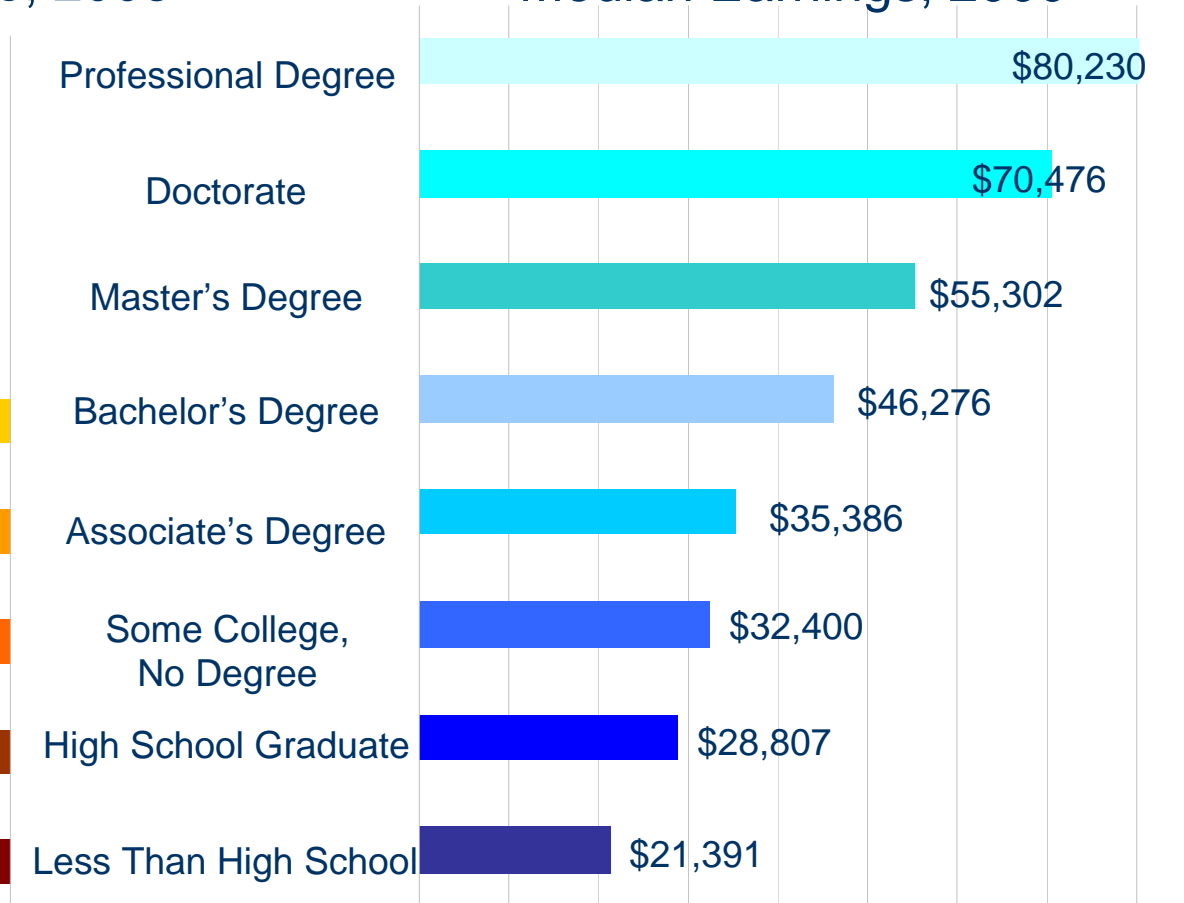


Education = Employment, Earnings, Self Reliance

% Receiving Public Assistance, 2003



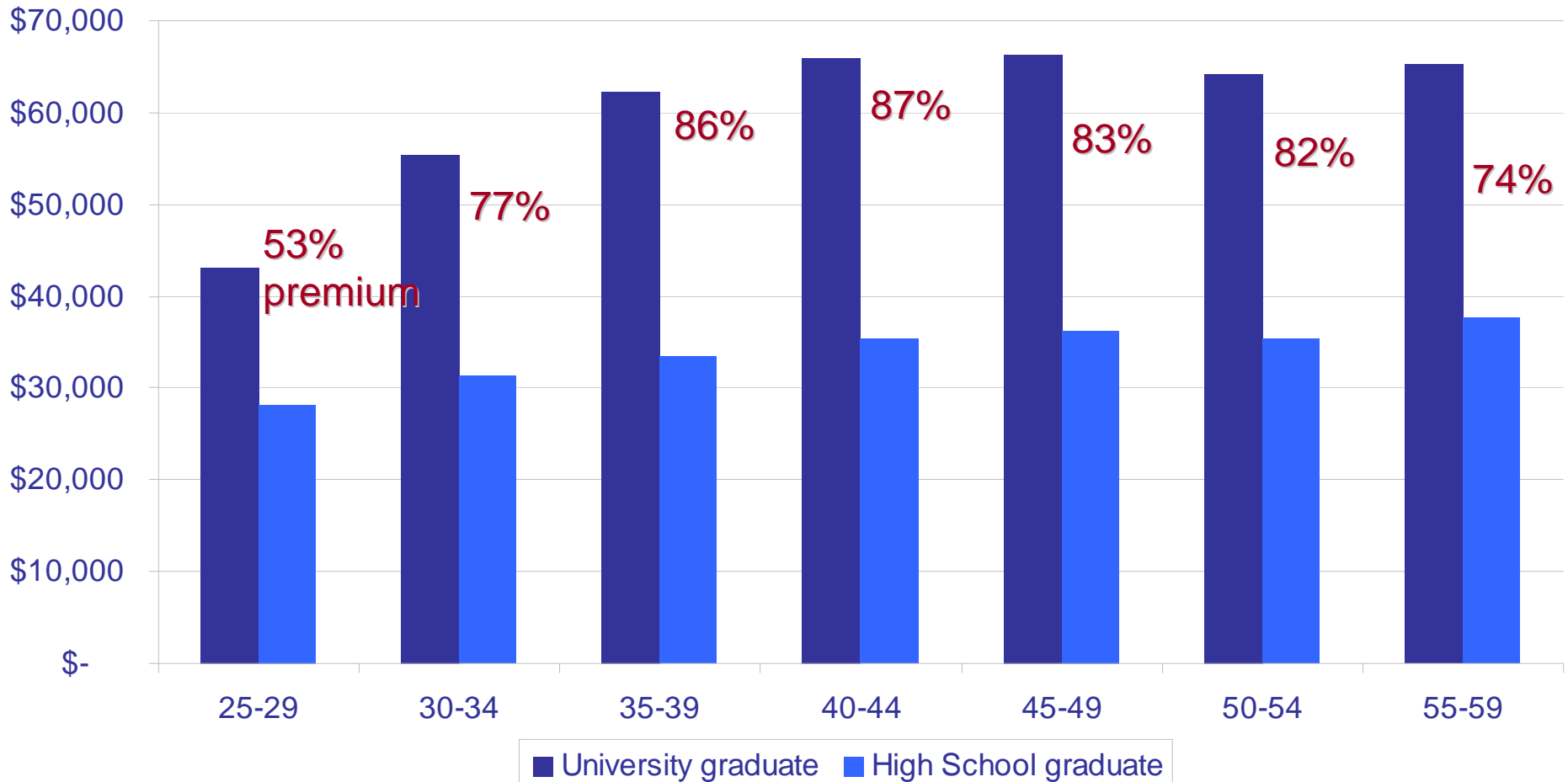
Median Earnings, 2000





The market places a premium on degrees

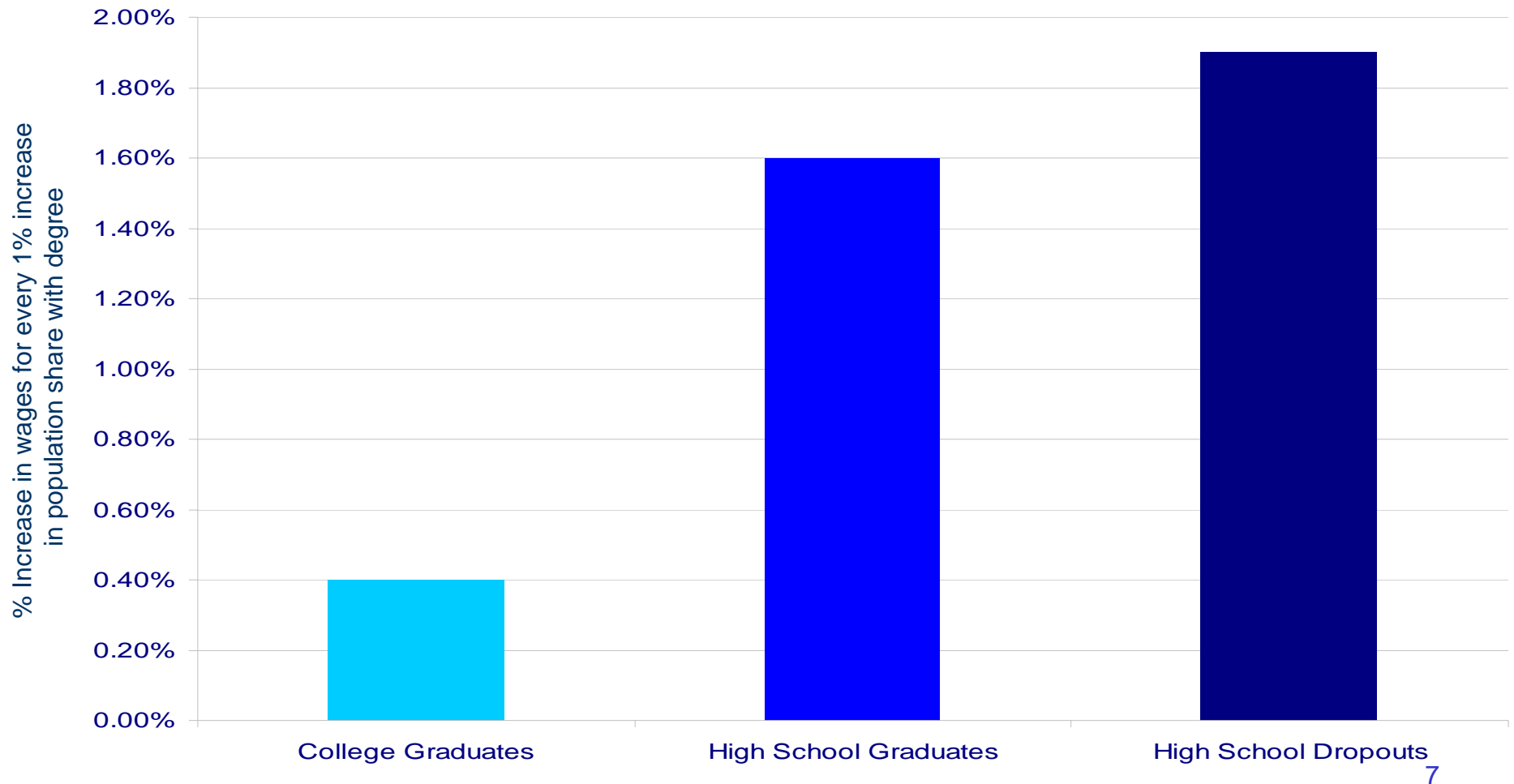
Earnings premiums for Bachelor Degrees are substantial





More degrees benefit everyone – not just the degree holders

A 1% increase in the share of bachelor's degrees in the economy raises the wages of all levels of worker.

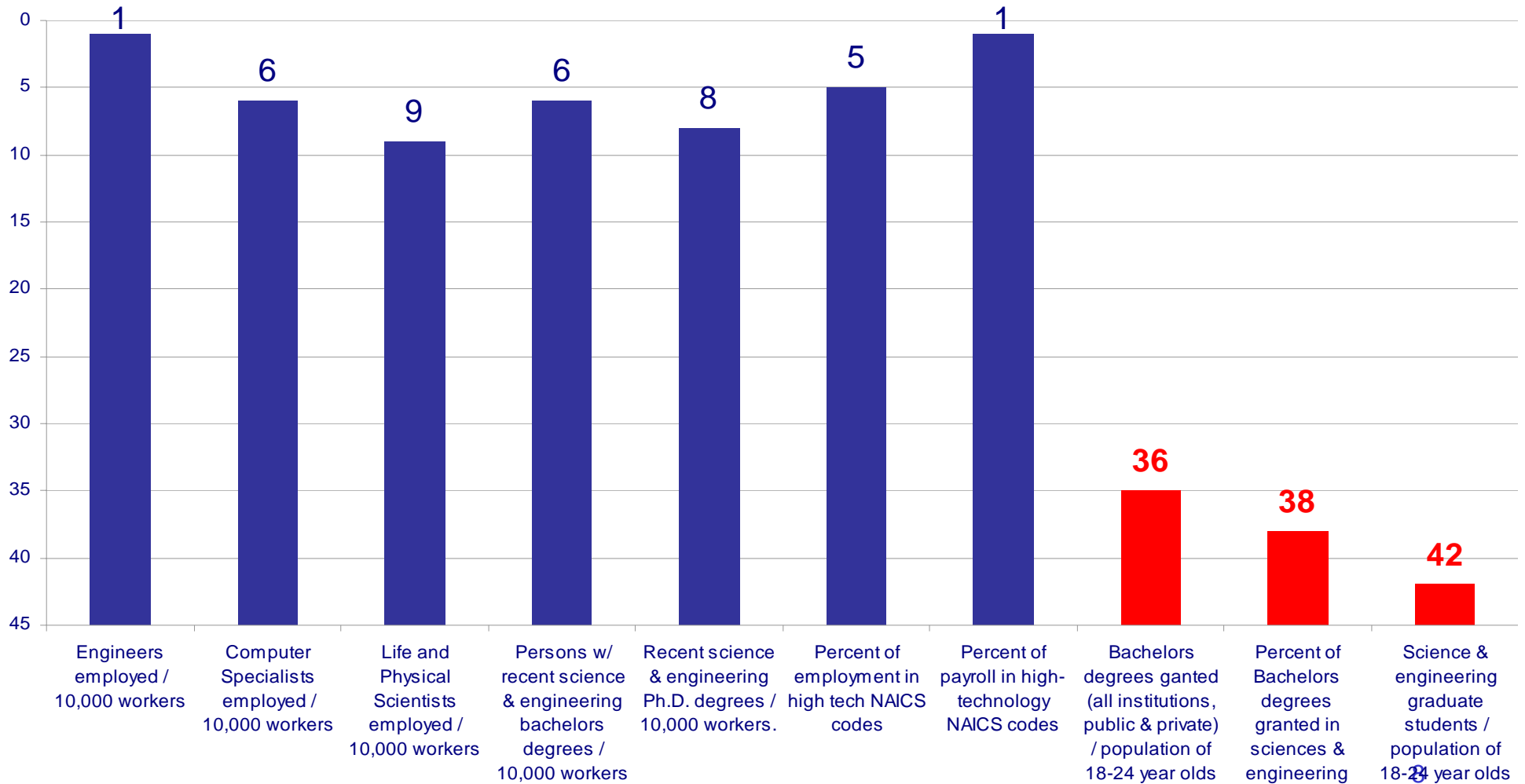


Source: Moretti 2003, UCLA Department of Economics



We produce too few degrees

Washington leads the nation in using bachelor's degrees, but is 36th in the Nation in the Production of Bachelor's Degrees

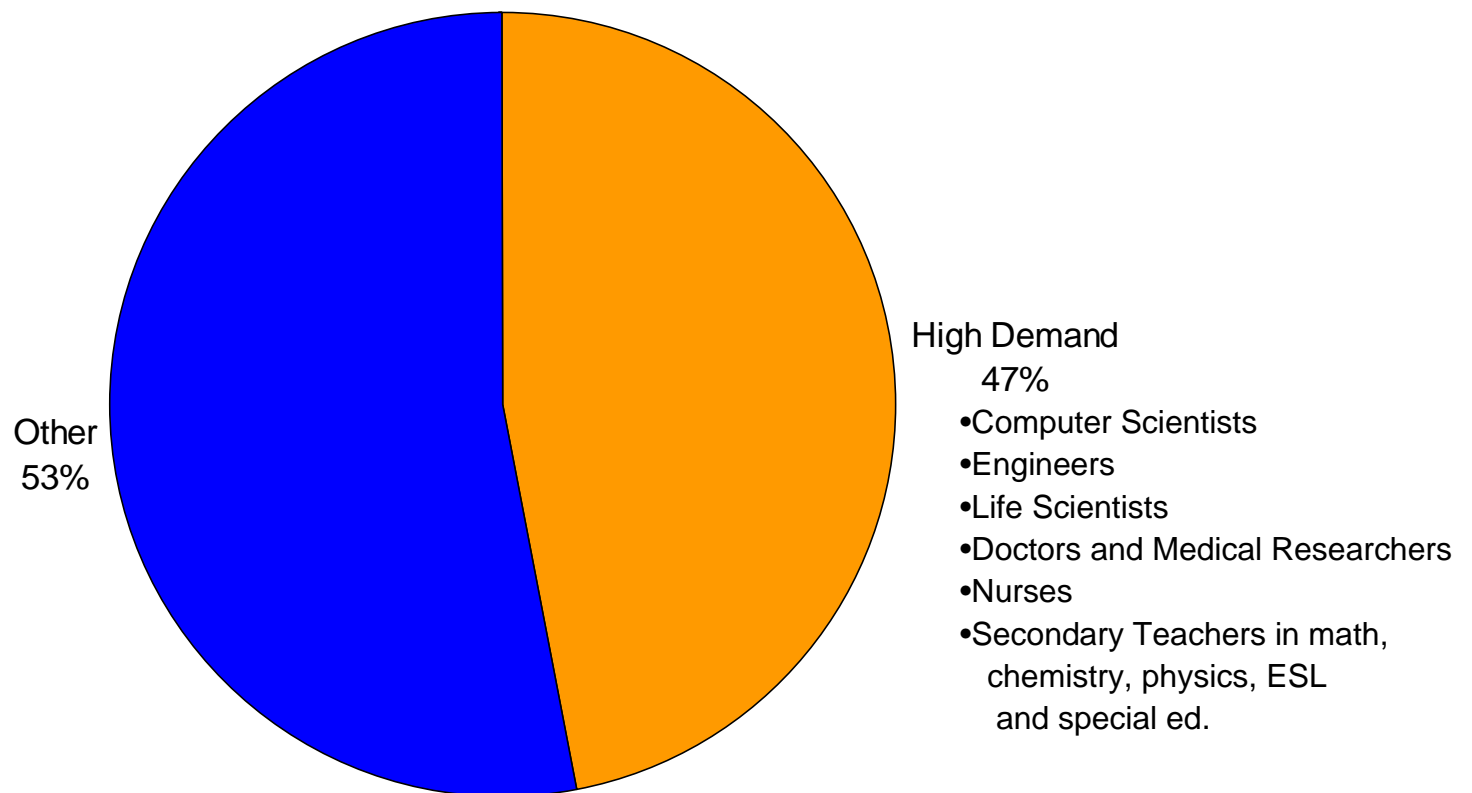


Source: US Department of Commerce 2004 State Science & Technology Indicators



The Situation: High Demand job openings

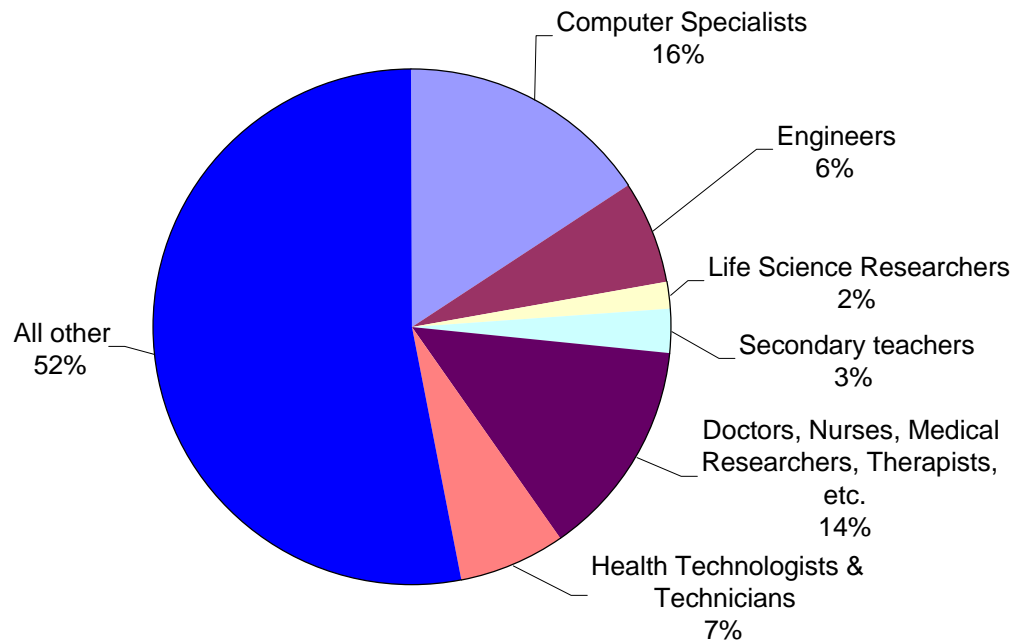
Washington job openings 2007-2012



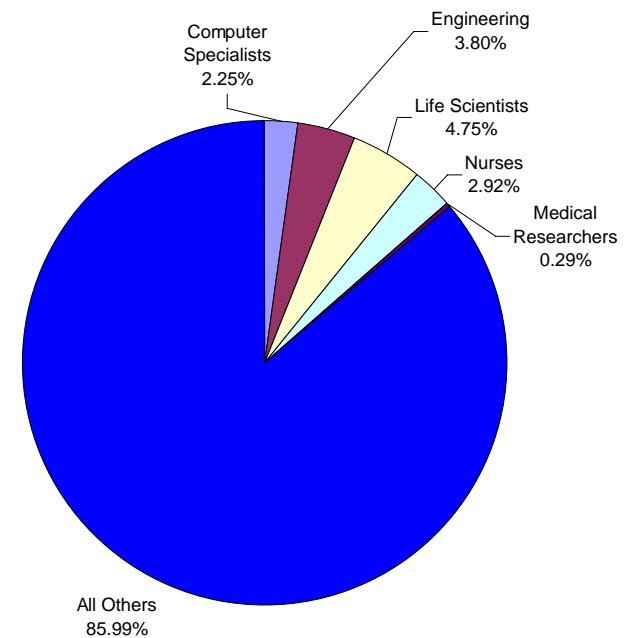


The Difference: High Demand job production

Washington Job Openings 2007-12



Current Production in Washington's 4-year system





Production Goals

Method	Current	Needed	Difference
BLS-ESD job projections (2007-12)	28,265	24,566	(3,699)
NSF - Top 20 per-capita (2001)	23,441	28,376	4,935
2010 - 11.44% part (public only)	20,692	27,734	7,042
2015 - 11.44% part (public only)	20,692	27,974	7,282
2020 - 11.44% part (public only)	20,692	28,420	7,728
Goal by 2010 - 8,000 additional degrees annually			
2010 - 13% part (public only)	20,692	30,034	9,342
2015 - 13% part (public only)	20,692	30,205	9,513
NSF - Top 10 per-capita (2001)	23,441	33,270	9,829
2020 - 13% part (public only)	20,692	30,680	9,988
Goal by 2020 - 2,000 more degrees (10,000 total) annually			
2010 - 15% part (public only)	20,692	32,983	12,291
2015 - 15% part (public only)	20,692	33,066	12,374
2020 - 15% part (public only)	20,692	33,577	12,885



Higher Education goal

- 36,000 degrees by 2010 (currently 28,625)
- 38,000 by 2020
- Concentration on high demand degrees:
 - Computer Scientists
 - Engineers
 - Life Scientists (biochemists, biophysicists, etc)
 - Doctors and Medical Researchers 29-1000
 - Nurses
 - Secondary Teachers in math, chemistry, physics, ESL and special education
- Add capacity in Community Colleges for accompanying two-year degrees:
 - Diagnosing & Treating Practitioners (RN's, radiation therapists, respiratory therapists)
 - Life Science Technicians (biological technicians chemistry technicians and environmental science technicians)



Policy Proposal

1. Fund current capacity in high demand now
2. Study capital needs beyond current capacity, for reporting to the Legislature in 2008 session and action in supplemental budget
3. Develop and implement a marketing pilot project to inform students, parents, and educators of opportunities in high demand fields and the relevance of math and science to these fields; and motivate students to take these classes
4. Fund FTEs at actual cost of institutions – approximately \$15,000 per year for high demand degrees
5. Adopt outcomes-based management of higher ed, not inputs-based management – ie pay for degrees and enter into agreements with the institutions to produce them, don't just pay for a year of instruction
6. Commit to / codify current percentage of general fund budget as minimum higher education investment (exact level still under development). General fund funding of higher ed has slipped over time

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