Higher Education and the Future of Hawaii

Presented to the

WICHE Invitational Roundtable
Honolulu, Hawaii

December 1, 2006
A Core Problem Facing Hawaii

- Per Capita Income Declining vis-à-vis the Rest of the Country (and Highly Variable Across the State)
- Heavily Dependent on Service (Especially Visitor) Industry and Government Employment
- Relatively Low Wage Structure (and High Cost of Living)
- Aging Workforce
- Very Low Unemployment and Workforce Shortages in Key Areas
Declining Per Capita Personal Income in Hawaii as a Percent of U.S. Average—1960-2000

Source: U.S. Census Bureau, Bureau of Economic Analysis
Per Capita Personal Income, 1999

Hawaii = $21,525
Source: U.S. Census Bureau, 2000 Census
Percent of Total Gross State Product by Industry and Comparison to U.S.

Major Export Earnings 1975-2003

Source: Hawaii Department of Business, Economic Development, and Tourism
Percent of Employed Persons Age 16 and Older by Industry, 2000

Source: U.S. Census Bureau, 2000 Census
Median Earnings by Education Level for Population Age 18-64, 2005

*Hawaii adjusted for cost of living

Source: U.S. Census Bureau, 2005 American Community Survey (ACS) Public Use Microdata Sample (PUMS) File, Berry Cost of Living Index
Difference in Median Earnings Between a High School Diploma and an Associate Degree, 2005

Source: U.S. Census Bureau, 2005 ACS PUMS File
Difference in Median Earnings Between a High School Diploma and a Bachelor’s Degree, 2005

Source: U.S. Census Bureau, 2005 ACS PUMS File
Homes on O‘ahu—Beyond Affordable

We can no longer depend on an imported workforce.

Source: The Honolulu Advertiser, University of Hawaii economist Carl Bonham

* Price of an affordable home based on state’s median household income, average mortgage rate, and a 30-year mortgage with 20% down.

** Projected
Unemployment Rates—Hawaii and U.S., 1995-2004

Source: U.S. Bureau of Labor Statistics
Economic Future of Hawaii

Interviews with Private and Public Sector Leaders Throughout the State Revealed a Common Belief that the Economic Future of Hawaii Depends on:

- Increasing the Number of High-Wage Jobs—Expanding and Diversifying the Economy
- Creating a Skilled Workforce that Can Be Employed in Such Jobs
Some Key Facts About the State’s Workforce

- Generally High Educational Attainment—but Losing Ground
- Aging
- Workforce Participation Is not High in Spite of Low Unemployment Rates—and Varies by:
  - Region of State
  - Education Attainment Levels
- Reliant on In-Migration to Fill Positions in Key Areas and Exporting in Other Key Fields
- Fewer High School Graduates than Open Positions
Educational Attainment and Rank Among States—Hawaii, 2005

- Age 18-24 with HS Diploma: 91.7% (1st)
- Age 25-64 with HS Diploma: 92.0% (11th)
- Age 25-64 with Associate Degree: 10.4% (6th)
- Age 25-64 with Bachelor's or Higher: 30.3% (16th)
- Age 25-64 with Graduate/Prof. Degree: 9.6% (23rd)

Source: U.S. Census Bureau, 2000 Census
Differences in College Attainment (Associate and Higher) Between Young and Older Adults—Percent of Adults with College Degrees

Source: U.S. Census Bureau, 2000 Census
Differences in College Attainment (Associate and Higher) by Age Group—Hawaii, U.S. and Leading OECD Countries, 2004

Source: OECD, Education at a Glance 2005
Percent of Population Age 18-24 with Less than a High School Diploma, 2000

Hawaii = 14.2%
Source: U.S. Census Bureau, 2000 Census
Percent of Population Age 25-64 with at Least a Bachelor’s Degree, 2000

Hawaii = 28.7%
Source: U.S. Census Bureau, 2000 Census
Percent of Employees with a College Degree by Job Type, 2000

Source: Tony Carnevale and Donna Desrochers, ETS (PUMS 2000 5% Sample, source data extracted from www.ipums.org at the University of Minnesota)
Projected Change in Population by Age Group, 2000 to 2020

Source: U.S. Census Bureau Population Projections
Occupations of Population Age 55-64 (Those Leaving the Workforce by 2010) Relative to Entire Workforce, 2000

Source: U.S. Census Bureau, 2000 Census; 5%PUMS Files
Percent of Civilian Population Participating in the Workforce, 2004

Source: U.S. Census Bureau
Percent of Civilian Population Age 16 and Older Participating in the Workforce, 2000

Hawaii = 60.4%
Source: U.S. Census Bureau, 2000 Census
# Hawaii Civilians Age 25-64 in the Workforce by Education Attainment, 2005

<table>
<thead>
<tr>
<th>Education Attainment</th>
<th>In Civilian Workforce</th>
<th>Not in Civilian Workforce</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Less than High School</td>
<td>34,623</td>
<td>63.8</td>
</tr>
<tr>
<td>High School Diploma or GED</td>
<td>144,239</td>
<td>75.4</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>104,974</td>
<td>78.1</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>55,994</td>
<td>81.1</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>111,765</td>
<td>83.9</td>
</tr>
<tr>
<td>Graduate or Professional Degree</td>
<td>53,100</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2005 ACS PUMS File
Net Migration by Degree Level and Age Group—Hawaii

22- to 29-Year-Olds

- Less than High School: 806
- High School: 1,151
- Some College: 2,108
- Associate: 1,187
- Bachelor’s: 2,301
- Graduate/Professional: 607

30- to 64-Year-Olds

- Less than High School: 603
- High School: -1,787
- Some College: -11,761
- Associate: -1,962
- Bachelor’s: -5,778
- Graduate/Professional: 603

Source: U.S. Census Bureau, 2000 Census; 5% Public Use Microdata Sample (PUMS) Files
Net Migration of Residents Age 22-29 with a College Degree (Associate or Higher), 1995-2000

Source: U.S. Census Bureau, Public Use Microdata Samples, 2000
22- to 29-Year-Olds with College Degrees

**Occupations with High Net Imports and Exports, 1995-2000**

Military Officer Special & Tactical Operations Leaders/Managers 469

Operations Specialties Managers 379

Health Diagnosing & Treating Practitioners 338

Air Transportation 250

Food & Beverage Serving 213

Other Management Occupations 170

Postsecondary Teachers 152

Information & Record Clerks 139

First-Line Enlisted Military Supervisor/Managers 135

Lawyers, Judges, & Related Workers 123

Other Office & Administrative Support

Business Operations Specialists

Media & Communication Equipment Workers

Secretaries & Administrative Assistants

Financial Clerks

Law Enforcement

Sales Representatives, Services

Financial Specialists

Construction Trades

Computer Specialists

Source: U.S. Census Bureau, 2000 Census; 5% PUMS Files
Occupations with High Net Imports and Exports, 1995-2000

30- to 64-Year-Olds with College Degrees

- Occupations with High Net Imports:
  - Agricultural Workers: -1,000
  - Supervisors, Office & Administrative Support: -750
  - Military Enlisted Tactical Ops. & Air/Weapons Specialists & Crew: -552
  - Supervisors, Food Preparation & Serving: -521
  - Supervisors of Installation, Maintenance, & Repair Workers: -477
  - Business Operations Specialists: -429
  - Other Education, Training, & Library Occupations: -367
  - Supervisors, Office & Administrative Support: -349
  - Financial Clerks: -332
  - First-Line Enlisted Military Supervisor/Managers: -280
  - Other Management Occupations: -230
  - Social Scientists & Related Workers: -183
  - Other Protective Service Workers: -136
  - Other Military Occupations: -121
  - Other Protective Service Workers: -104
  - Supervisors, Food Preparation & Serving: -103
  - Other Protective Service Workers: -100

- Occupations with High Net Exports:
  - Other Protective Service Workers: 268
  - Social Scientists & Related Workers: 217
  - Other Military Occupations: 197
  - Agricultural Workers: 183
  - First-Line Enlisted Military Supervisor/Managers: 136
  - Building Cleaning & Pest Control: 134
  - Health Diagnosing & Treating Practitioners: 121
  - Supervisors, Food Preparation & Serving: 104
  - Other Education, Training, & Library Occupations: 103
  - Supervisors of Installation, Maintenance, & Repair Workers: 100

Source: U.S. Census Bureau, 2000 Census; 5% PUMS Files
Summary—The Good News

- Relatively Well Educated Workforce in Full Range of Current Employment—Underemployment??
- Relative High Salaries at All Levels of Education
- There Are Jobs (of Some Sort) for Those Seeking Employment
- Many States Have Worse Problems than Hawaii
Summary—The Bad News

- Losing Ground RAPIDLY in Education Attainment
- Not Producing Enough Graduates to Replenish Retiring Workforce
- Hawaii Compares Unfavorably to Global Competitors
A Conclusion

In Order for the Economic Circumstances of Hawaii and its Citizens to Be Sustained and Improved, the State Must Simultaneously Address the Twin Challenge of:

- Workforce Development
- Workplace Development

And It Must Effectively Engage the Higher Education System in This Process.
Workforce Development—
The Education Pipeline
Key Transition Points in the Education Pipeline

- Complete High School
- Enter College
- Finish College
- Enter the Workplace
Of 100 9th Graders, How Many…

- Graduate from High School: Hawaii 91, U.S. Average 70, Best Performing State 65
- Enter College: Hawaii 57, U.S. Average 39, Best Performing State 33
- Still Enrolled Sophomore Year: Hawaii 42, U.S. Average 27, Best Performing State 21
- Graduate Within 150% Time: Hawaii 28, U.S. Average 18, Best Performing State 13

Source: NCES Common Core Data, NCES IPEDS 2004 Residence and Migration Survey, NCEC IPEDS 2004 Fall Enrollment Survey and Graduation Rate Survey
High School Graduation Rates—Public High School Graduates as a Percent of 9th Graders Four Years Earlier, 2004

Source: Tom Mortenson, Postsecondary Opportunity (rev. 071106)
<table>
<thead>
<tr>
<th>PREPARATION</th>
<th>HAWAII</th>
<th>Top States 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992*</td>
<td>2006</td>
</tr>
<tr>
<td>High School Completion (20%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16- to 24-year-olds with a high school credential</td>
<td>94%</td>
<td>94%†</td>
</tr>
<tr>
<td>K–12 Course Taking (35%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th to 12th graders taking at least one upper-level math course</td>
<td>22%</td>
<td>n/a</td>
</tr>
<tr>
<td>9th to 12th graders taking at least one upper-level science course</td>
<td>18%</td>
<td>n/a</td>
</tr>
<tr>
<td>8th grade students taking algebra</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>12th graders taking at least one upper-level math course</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>K–12 Student Achievement (35%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th graders scoring at or above “proficient” on the national assessment exam:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in math</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>in reading</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>in science</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>in writing</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Low-income 8th graders scoring at or above “proficient” on the national assessment exam in math</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates</td>
<td>110</td>
<td>153</td>
</tr>
<tr>
<td>Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors</td>
<td>92</td>
<td>112</td>
</tr>
<tr>
<td>Teacher Quality (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th to 12th graders taught by teachers with a major in their subject</td>
<td>58%</td>
<td>73%</td>
</tr>
</tbody>
</table>

* The indicators report data beginning in 1992 or the closest year for which reliable data are available. See the Technical Guide for Measuring Up 2006.

† Ninety percent of 18-24-year-olds have a regular high school diploma; 4% have a GED. The numbers shown for a regular high school diploma and a GED may not exactly equal the number for a high school credential due to rounding.
Projections of High School Graduates to 2018
By Race/Ethnicity—Hawaii

Source: WICHE Projections of High School Graduates
College Going Rates—First-Time Freshmen Directly Out of High School as a Percent of Recent High School Graduates, 2004

Source: NCES; Common Core Data, Private High Schools Survey, Fall Residency and Migration Survey
University of Hawaii System First-Time Freshmen as a Percent of High School Graduates by Location of High School Graduation (Zip Code), 2004

Hawaii = 31.1%

Source: UH computer reports 1428B and 2510B; State of Hawaii Department of Education and Administrative Offices of Private High Schools
University of Hawaii Four-Year First-Time Freshmen as a Percent of High School Graduates by Location of High School Graduation (Zip Code), 2004

Hawaii = 11.0%

Source: UH computer reports 1428B and 2510B; State of Hawaii Department of Education and Administrative Offices of Private High Schools
University of Hawaii Two-Year First-Time Freshmen as a Percent of High School Graduates by Location of High School Graduation (Zip Code), 2004

Hawaii = 20.0%

Source: UH computer reports 1428B and 2510B; State of Hawaii Department of Education and Administrative Offices of Private High Schools
Percent of First-Time Freshmen Who Attend College Within Their Reported State of Residence, Fall 2002

Source: NCES, IPEDS Fall 2002 Residency and Migration File
Associate Degrees Awarded per 100 High School Graduates
Three Years Earlier, 2004

Source: NCES-IPEDS Completions Survey, WICHE
### Occupations with the Most Openings Requiring Postsecondary Training or an Associate Degree—Hawaii, 2002-12

<table>
<thead>
<tr>
<th>Rank</th>
<th>Occupation</th>
<th>2002 Employment</th>
<th>Average Annual Job Openings*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Registered Nurses</td>
<td>7,700</td>
<td>350</td>
</tr>
<tr>
<td>2.</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>2,450</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Automotive Service Technicians and Mechanics</td>
<td>2,390</td>
<td>90</td>
</tr>
<tr>
<td>4.</td>
<td>Fitness Trainers and Aerobics Instructors</td>
<td>1,030</td>
<td>60</td>
</tr>
<tr>
<td>5.</td>
<td>Preschool Teachers, except Special Education</td>
<td>1,660</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>Computer Support Specialists</td>
<td>1,230</td>
<td>50</td>
</tr>
<tr>
<td>7.</td>
<td>Hairdressers, Hairstylists, and Cosmetologists</td>
<td>1,180</td>
<td>40</td>
</tr>
<tr>
<td>8.</td>
<td>Aircraft Mechanics and Service Technicians</td>
<td>1,050</td>
<td>30</td>
</tr>
<tr>
<td>9.</td>
<td>Bus and Truck Mechanics and Diesel Engine Specialists</td>
<td>850</td>
<td>30</td>
</tr>
<tr>
<td>10.</td>
<td>Dental Hygienists</td>
<td>760</td>
<td>30</td>
</tr>
<tr>
<td>11.</td>
<td>Legal Secretaries</td>
<td>880</td>
<td>30</td>
</tr>
<tr>
<td>12.</td>
<td>Medical Records and Health Information Technicians</td>
<td>560</td>
<td>30</td>
</tr>
<tr>
<td>13.</td>
<td>Travel Agents</td>
<td>1,220</td>
<td>30</td>
</tr>
<tr>
<td>14.</td>
<td>Electrical and Electronic Engineering Technicians</td>
<td>590</td>
<td>20</td>
</tr>
<tr>
<td>15.</td>
<td>Electrical and Electronics Repairers, Commercial and Industrial Equipment</td>
<td>420</td>
<td>20</td>
</tr>
<tr>
<td>16.</td>
<td>Emergency Medical Technicians and Paramedics</td>
<td>480</td>
<td>20</td>
</tr>
<tr>
<td>17.</td>
<td>Massage Therapists</td>
<td>430</td>
<td>20</td>
</tr>
<tr>
<td>18.</td>
<td>Medical and Clinical Laboratory Technicians</td>
<td>560</td>
<td>20</td>
</tr>
<tr>
<td>19.</td>
<td>Radiologic Technologists and Technicians</td>
<td>660</td>
<td>20</td>
</tr>
<tr>
<td>20.</td>
<td>Real Estate Sales Agents</td>
<td>420</td>
<td>20</td>
</tr>
<tr>
<td>21.</td>
<td>Respiratory Therapists</td>
<td>240</td>
<td>20</td>
</tr>
<tr>
<td>22.</td>
<td>Architectural and Civil Drafters</td>
<td>480</td>
<td>10</td>
</tr>
<tr>
<td>23.</td>
<td>Avionics Technicians</td>
<td>240</td>
<td>10</td>
</tr>
<tr>
<td>24.</td>
<td>Biological Technicians</td>
<td>250</td>
<td>10</td>
</tr>
<tr>
<td>25.</td>
<td>Broadcast Technicians</td>
<td>140</td>
<td>10</td>
</tr>
</tbody>
</table>

*Note: Openings due to growth and net replacements.

Source: America's Career InfoNet 2005; Hawaii Workforce Informer, Labor Market Information
Number of Associate Degrees and Certificates Awarded (2003)
Per 100 High School Graduates Three Years Earlier, 2000

Health Sciences

Source: NCES-IPEDS Completions 2002-03; WICHE High School Graduates, 2000
Number of Associate Degrees and Certificates Awarded (2003) Per 100 High School Graduates Three Years Earlier, 2000

Source: NCES-IPEDS Completions 2002-03; WICHE High School Graduates, 2000
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Source: NCES-IPEDS Completions 2002-03; WICHE High School Graduates, 2000
Number of Associate Degrees and Certificates Awarded (2003) Per 100 High School Graduates Three Years Earlier, 2000

Biological Sciences and Science Technology

Source: NCES-IPEDS Completions 2002-03; WICHE High School Graduates, 2000
Bachelor’s Degrees Awarded per 100 High School Graduates
Six Years Earlier, 2004

Source: NCES Common Core Data, IPEDS Completion Survey
Number of Baccalaureate Degrees Awarded (2003) Per 100 High School Graduates Six Years Earlier, 2000

Source: NCES-IPEDS Completions 2002-03; WICHE High School Graduates, 1997
Number of Baccalaureate Degrees Awarded (2003) Per 100 High School Graduates Six Years Earlier, 2000

Source: NCES-IPEDS Completions 2002-03; WICHE High School Graduates, 1997
Number of Baccalaureate Degrees Awarded (2003) Per 100 High School Graduates Six Years Earlier, 2000

Source: NCES-IPEDS Completions 2002-03; WICHE High School Graduates, 2000
Workplace Development—What Can Be Expected of the Higher Education System?

- R&D that Leads to Expanded High-Wage Employment
  - At the University
  - In Spin-Off Companies
- Entrepreneurial Training—and the Modeling of Entrepreneurial Behaviors
- Rapid Response Training for Employers Seeking to Fill Living-Wage Jobs
The Bottom Line

- Enhance the State’s Stock of Human Capital
  - Improved Competencies of High School Graduates
  - Increased Skills of Adults with Less than a High School Education
  - Improve Participation and Graduation Rates of College Students

(continued)
The Bottom Line (cont.)

■ Provide Skilled Workers in Critical Need Areas
  > Nursing/Allied Health
  > Teachers
  > Science Technologies

■ Help to Expand and Diversify the State’s Economy
  > Technology Transfer
  > Rapid Response to Employer’s Training Needs
Address These Issues as Appropriate in All Parts of the State
## Relative Need for Postsecondary Education/Training by Region

<table>
<thead>
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<th>East</th>
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<th>Wai</th>
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<th>Mau</th>
<th>Kau</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Growth (Numbers)</td>
<td>H</td>
<td>M</td>
<td>VH</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>M</td>
<td>M</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>Population Growth (Percent)</td>
<td>L</td>
<td>L</td>
<td>VH</td>
<td>L</td>
<td>L</td>
<td>L</td>
<td>M</td>
<td>M</td>
<td>H</td>
<td>M</td>
</tr>
<tr>
<td>Projected HS Graduates (Average %)</td>
<td>M</td>
<td>M</td>
<td>VH</td>
<td>H</td>
<td>L</td>
<td>L</td>
<td>L</td>
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<tr>
<td>Income</td>
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<td>M</td>
<td>H</td>
<td>VH</td>
<td>VH</td>
<td>M</td>
<td>VH</td>
<td>M</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Workforce Participation (%)</td>
<td>H</td>
<td>H</td>
<td>M</td>
<td>H</td>
<td>VH</td>
<td>H</td>
<td>H</td>
<td>L</td>
<td>L</td>
<td>M</td>
</tr>
<tr>
<td>Education Attainment (&lt;HS Diploma)</td>
<td>L</td>
<td>M</td>
<td>M</td>
<td>H</td>
<td>L</td>
<td>L</td>
<td>H</td>
<td>VH</td>
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<td>H</td>
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<tr>
<td>Education Attainment (HS Diploma)</td>
<td>L</td>
<td>L</td>
<td>M</td>
<td>VH</td>
<td>H</td>
<td>M</td>
<td>M</td>
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<td>M</td>
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<tr>
<td>Education Attainment (Bachelor's)</td>
<td>L</td>
<td>L</td>
<td>M</td>
<td>VH</td>
<td>H</td>
<td>L</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Going Rates (2-Yr)</td>
<td>H</td>
<td>L</td>
<td>M</td>
<td>H</td>
<td>H</td>
<td>M</td>
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<td>VH</td>
<td>H</td>
<td>L</td>
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<tr>
<td>Going Rates (4-Yr)</td>
<td>L</td>
<td>M</td>
<td>VH</td>
<td>VH</td>
<td>VH</td>
<td>VH</td>
<td>VH</td>
<td>M</td>
<td>H</td>
<td>VH</td>
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<tr>
<td>Skilled Workforce Needs</td>
<td>VH</td>
<td>VH</td>
<td>VH</td>
<td>VH</td>
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<td>VH</td>
<td>VH</td>
<td>VH</td>
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<td>VH</td>
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<tr>
<td>RELATIVE NEED</td>
<td>31</td>
<td>31</td>
<td>55</td>
<td>57</td>
<td>47</td>
<td>47</td>
<td>43</td>
<td>49</td>
<td>41</td>
<td></td>
</tr>
</tbody>
</table>

**VH** = Very High          **H** = High          **M** = Medium          **L** = Low
Key Short-Term Initiatives

- Significantly Increase Numbers of Adults Acquiring Workplace Literacy Skills
- Provide Higher Education Access in Areas of Greatest Need
  > Waianae
  > ’Ewa
- Improve Retention

(continued)
Key Short-Term Initiatives (continued)

- Expand Degree Production in Key Areas
  - Nursing/Allied Health
  - Teacher Education
  - Computer Science (Oriented to Engineering Applications)
  - Science Technologies

- Create and Sustain a Rapid Response Capability

- Enhance Educational Programs and Support Systems for Entrepreneurs

- Promote Technology Transfer
Create a Policy Environment that Encourages Pursuit of These Initiatives—Realizing that the Policy Environment You Have Yields the Results You’re Getting.

- Formally Adopt a Set of Goals to Be Pursued Agreed to by Executive and Legislative Branches and UHS—a Compact
- Develop a Similar Compact with K-12 Education
- Develop an Agreed-Upon Set of Accountability Measures by Which Progress Toward Goal Achievement Can Be Monitored

(continued)
The Policy Environment (continued)

- Create a New Funding Relationship Between the State and UHS
  - Eliminate Line Items
  - Calibrate Funding Against External Benchmarks
  - Align Investment Funds Explicitly with Items Identified in the “Compact”

- Conduct a “Policy Audit” to Identify Policies/Procedures that Create Barriers to Pursuit of the Agreed-Upon Public Agenda
An Action Agenda

Accomplishment of the Objectives Identified Will Require Action on the Part of All Parties.

Executive Branch

- Join with Legislature and UHS in Developing and Ratifying a Compact and Associated Accountability Measures
- Promulgate the List of Priorities to All Appropriate Executive Branch Agencies—Use the Bully Pulpit
- Support K-20 Initiatives Focused on Alignment
- Establish a Policy Leadership Focus for Adult/Workplace Literacy Education
- Submit a Higher Education Budget Aligned with Priorities

(continued)
An Action Agenda (continued)

Legislative Branch

- Join with Executive Branch and UHS in Developing and Ratifying a Compact and Associated Accountability Measures

- Develop a New Approach to Allocation of Resources to UHS
  > Allocation Based on Code Funding and Investment in Priorities
  > Autonomy with Accountability

- Establish Expectations Concerning Delivery of:
  > Long-Range Financing Plan for Higher Education
  > A Policy Audit

(continued)
An Action Agenda (continued)

- Join with Executive and Legislative Branches in Developing and Ratifying a Compact and Associated Accountability Measures

- Pursue the Priority Items Identified

- Take the Leadership in Proposing a Long-Range Financing Plan for Higher Education for Submission to Executive and Legislative Branches

- Take the Leadership in Conducting a Policy Audit

(continued)
An Action Agenda (continued)

Private Sector

■ “Pull” Improvements in Education Attainment/Learning
  > Require Employees Lacking Basic Skills to Engage in Workplace Literacy Training
  > Screen New Employees for Requisite Skills
  > Require High School Students Who Are Employed to Take a Rigorous (SSI) Curriculum and Make Satisfactory Academic Progress as a Condition of Employment

■ Support a Publicly Funded Venture Capital Fund

■ Support the Public Agenda—Push Government and Education Leaders to Adopt and Sustain the Recommendations Made for Their Action