

PORTLAND REGIONAL ASSETS:

A Periodic Newsletter Highlighting Portland's Strategic Strengths and Challenges
Winter 2006

Welcome

Welcome to the third edition of Portland Regional Assets! We've designed this newsletter in conjunction with The Portland Regional Partners for Business as a service to those working to improve the economic conditions in the Portland-Vancouver Metropolitan region.

This newsletter focuses on strategic regional economic issues. Each edition of the newsletter examines a different factor affecting the competition for talent, innovation, and capital and presents information about how the region compares with its competitor regions.

The Regional Partners have identified 13 areas as key competitor regions, as shown on the map: Albuquerque; Austin; Boise; Denver; East Bay area, CA; Las Vegas; Minneapolis-St. Paul; Phoenix; Sacramento; Salt Lake City; San Diego; Seattle; Upstate New York.



These areas compete with the Portland-Vancouver region for jobs, investment and talent. The aim of the newsletter is to understand how our region compares with these regions in key competitive areas; to make our readers aware of changes that may affect our competitiveness relative to these regions; and to present research that speaks to the effectiveness of alternative competitive strategies.

This Issue: Human Capital

This issue focuses on human capital. After an introduction to this topic as a strategic issue, we present a summary of indicators of this region's human capital assets compared with our competitor regions. Following the indicator summary, we offer new items related to human capital development from our competitor regions and from home. Finally, we present a list of recent research about human capital and its role in economic development.

There is little dispute among economists that human capital drives economic growth. Edward Glaeser has documented that cities with more educated residents have grown faster in terms of both population and productivity—than comparable cities with less human capital. He has developed and tested several theories of why skills drive growth and finds that the strongest evidence supports the view that skills drive the growth of cities because cities facilitate the exchange of ideas. This exchange leads to higher levels of productivity in cities as

ideas spread more quickly than they would in the absence of a critical mass of skilled people. His results also suggest that the ability of skilled people to reinvent their economy is very important in urban areas suffering from structural economic change.¹

Although this newsletter focuses on the metropolitan regions that compete with the Portland region for jobs, investment, and talent, some of the indicators in this issue are presented at the state level. Because education is funded largely by the states, it is often difficult to find these indicators at the metropolitan level. We've done our best to present an accurate comparison of the strengths and weaknesses of the Portland region with respect to human capital development.

We invite you to provide feedback on the content and structure of the newsletter. Please email us with your comments at ims@pdx.edu. Special thanks to Meg Merrick for the newsletter layout and Katherine Krajnak for research assistance. You can find archived editions of this newsletter at: <http://www.pdx.edu/ims/>. Enjoy!

Sheila A. Martin, IMS Director

Human Capital Indicators

Just as physical capital is defined as physical assets that are used to produce goods and services, human capital is the skills, talent, experience, and other characteristics that increase the value of a person's contribution to the economy.

How Large Is Our Labor Force and How Many Are Working?

In terms of raw numbers, the Portland Region's labor force is about 1.1 million people. Compared to the rest of the nation, the Portland metro region has a higher than average labor force participation rate, as well as a higher than average unemployment rate. The labor force participation rate is the percentage of the civilian non institutional population 16 years old and older who are working or looking for work and thus tells us the percentage of the population available to work. The unemployment rate measures the percentage of the labor force unable to find work. According to the U.S. Bureau of Labor Statistics, the labor force participation rate for the Portland Metropolitan Region was just over 71 percent in 2002, the latest statistics available. This is higher than the national average of about 66 percent but lower than a few of our competitors, such as Minneapolis, which has a very high rate of 77 percent.² The most recent unemployment numbers available from the Oregon Employment Department show that in October of 2005, 5.3 percent of the metropolitan area's labor force could not find work, compared with a national unemployment rate of 4.6 percent.³

How Educated Are We?

How educated is the region's labor force compared with our competitor regions? Although it is an imperfect measure of human capital, educational attainment is often used to describe and compare the level of human capital among cities. Figure 1 shows educational attainment data compiled from the 2000 U.S. Census. It specifically shows the percentage of the population by region with at least a high school diploma and the percentage of people with at least a bachelor's degree.

Among 13 of our competitor regions, Portland is 4th in the percentage of the adult population, 25 years and older, completing at least a high school diploma, and 7th in percentage of adults achieving at least a bachelor's degree. Las Vegas has both the lowest percentage of adults 25 and older with a four year degree and the lowest percentage of adults that have completed high school. Minneapolis tops the list at 91 percent for the percentage of adults with a high school diploma and the East Bay Area (Oakland-Fremont-Hayward PMSA) has the highest percentage of adults with a bachelor's degree or higher.

These indicators don't tell the whole story. Investment in post-secondary education can improve a person's human capital and earning power, even if they do not complete a bachelor's degree. Among the occupations expected to grow fastest in the United States from 2002 to 2012, eight require some post-secondary training short of a bachelor's degree. These occupations are primarily in the medical field.⁴

Portland ranks third at 27.6 percent in the percentage of the population that have attended college but have not achieved a bachelor's degree (Table 1). The percentage of the population with an associates degree only is highest in Albany (10 percent), followed by Sacramento with 8.8 percent. Approximately 7 percent of residents of the Portland region have an associates degree.

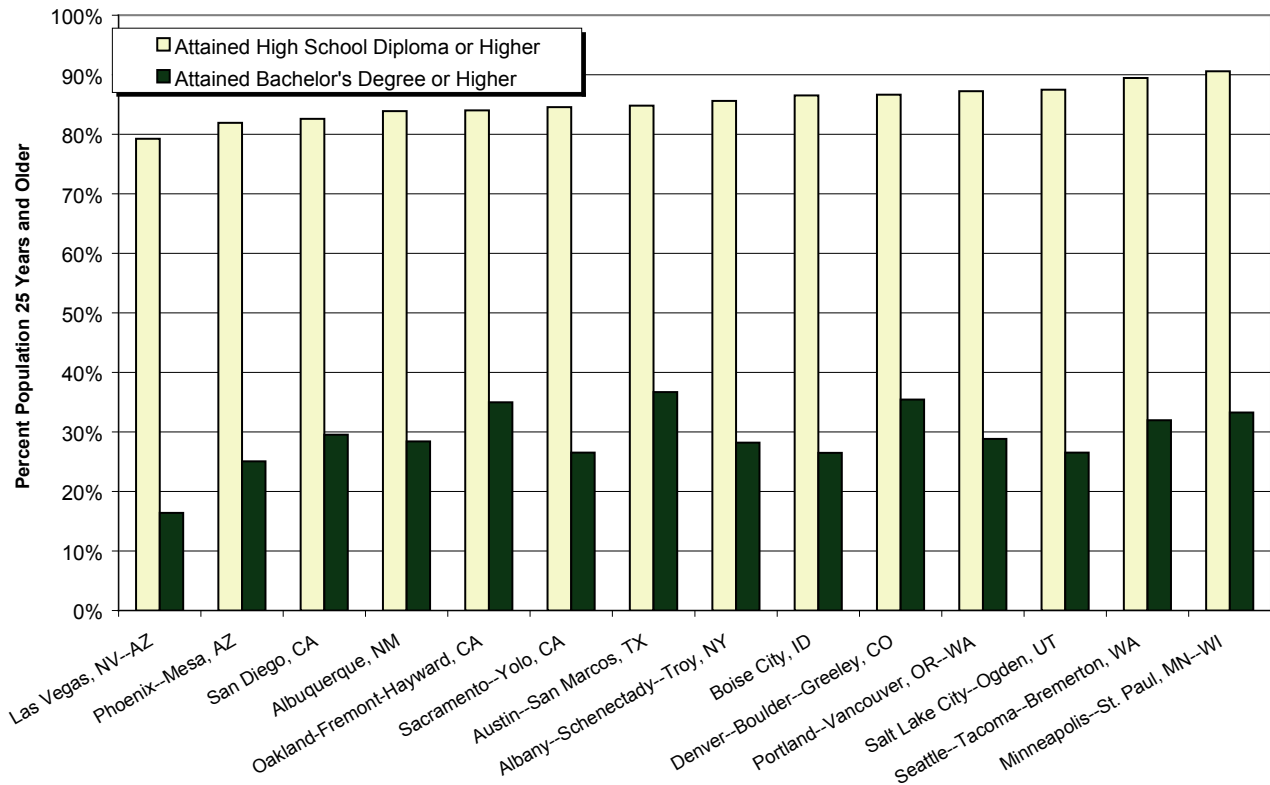


Figure 1. Educational attainment by region for the population 25 years and older, 2000.

Source: 2000 U.S. Census. <http://www.census.gov>

METROPOLITAN REGION	PERCENT WITH SOME COLLEGE	PERCENT WITH ASSOCIATES DEGREE	PERCENT WITH GRADUATE OR PROFESSIONAL DEGREE
Las Vegas, NV--AZ	26.4%	5.8%	2.0%
Boise City, ID	28.1%	6.8%	2.5%
Phoenix--Mesa, AZ	26.4%	6.9%	2.7%
Salt Lake City--Ogden, UT	28.8%	7.7%	3.0%
Portland--Vancouver, OR--WA	27.6%	6.9%	3.1%
Sacramento--Yolo, CA	26.9%	8.8%	3.3%
Seattle--Tacoma--Bremerton, WA	26.4%	8.0%	3.4%
Minneapolis--St. Paul, MN--WI	24.2%	7.7%	3.4%
Denver--Boulder--Greeley, CO	23.1%	6.5%	3.7%
Albuquerque, NM	23.6%	5.9%	3.9%
Albany--Schenectady--Troy, NY	17.3%	10.0%	3.9%
Austin--San Marcos, TX	22.8%	5.4%	4.0%
San Diego, CA	25.6%	7.6%	4.1%
Oakland-Fremont-Hayward, CA	22.7%	7.1%	13.1%

Table 1. Percent of population 25 years and older by college attainment and region, 2000.

Source: 2000 U.S. Census. <http://www.census.gov>

Graduate and professional degrees provide a more specialized form of human capital. The percentage of the adult population with a graduate or professional degree shows the labor force's capacity for more advanced technology development and high-value professional services. Table 1 shows the percentage of the population with a graduate or advanced degree by region. The highest percentage among our competitors is in the Oakland area; the lowest is in Las Vegas. The Portland region ranks tenth in this category.

Are We Investing in the Human Capital of our Current Citizens?

According to data from the U.S. Census, the percentage of the population with a four year college degree in our region has increased from 1990 to 2000 by 5 percent. There are several ways by which the educational level of the workforce might increase. First, if more educated people choose to move to our region, the relative education level will increase. Second, our existing residents might increase their own education level.

Metropolitan Region	Percent Change 1990-2000	Rank
Las Vegas, NV-AZ	104.6%	1
Austin-San Marcos, TX	56.2%	3
Portland-Vancouver, OR-WA	50.0%	4
Denver, CO	40.1%	6
Phoenix-Mesa, AZ	39.2%	7
Seattle-Bellevue-Everett, WA	22.9%	15
San Diego, CA	3.5%	35

Portland appears to be doing well in terms of importing human capital from other regions. In their recent report entitled *The Young and the Restless*, Joe Cortright and Carol Coletta describe how some metropolitan areas are outpacing others in their ability to attract college educated 25-34 year olds. Table 2 shows the percent change of college educated adults from 1990 to 2000 for Portland and some of its competitor regions. Among the fifty largest metropolitan regions in the country, Portland ranks fourth in growth of this segment of the population.

Table 2. Percent Change in college educated 25-34 year old population, 1990-2000.

Source: Cortright and Coletta, 2004. *The Young and the Restless: How Portland Competes for Talent.*
http://www.pdc.us/pdf/bus_serv/pubs/young_and_restless.pdf

Will the quality of the region's human capital rise or fall over time in relation to its competitors? One way to assess the future is to examine indicators of performance of students—the region's future workers.

The National Assessment of Education Progress (NAEP) program provides evidence of student achievements across states. Students in grades 4, 8, and 12 are tested in various subjects such as arts, reading, science, civics, and math. Prior to the enactment of the No Child Left Behind Federal legislation in 2002-03, testing was voluntary thus no data are available for several states before 2002⁵. Data for these scores are collected and distributed by the National Center for Educational Statistics (nces.ed.gov).

There is still active debate in the research community as to how NAEP scores can best be interpreted. We present here comparisons between states and to the national average. Figure 2 shows how Oregon compares to its competitor states for NAEP scores in 2005 for fourth grade. Oregon ranks just slightly above the U.S. average in math and equals the U.S. average for reading. Oregon beats only four competitor states—New Mexico, Arizona, California, and Nevada—reading and math.

Examining the scores over time, it appears that for both reading and math, Oregon students' scores have fallen over time in relation to some competitor states. Table 3 shows that Oregon's reading scores have fallen slightly since 2002 while scores for several competitor states rose slightly. Table 4 shows that in 1996, Oregon ranked second among the eleven states testing in math, but ranked 6th in 2005 of the twelve competitor states.

Graduating from high school is generally regarded as a minimal prerequisite for career success. A recent study by the Manhattan Institute calculates public high school graduation rates using a highly respected method based on individual school enrollment data.⁶ They also calculate rates of college readiness. Both of these measures are important indicators of the human capital our regional economy will access in the future.

Among Oregon's competitor states, Minnesota has the highest graduation rate, while Utah has the highest college readiness rate. Oregon's graduation rate is the sixth highest. The college readiness rate varies little among states. It is more interesting to note the differences amongst U.S. regions. Most of Oregon's competitor states lie in the West, which has an average college readiness rate of 32 percent. The Northeast, however, has an average college readiness rate of 38 percent, clearly outperforming all other regions of the United States.

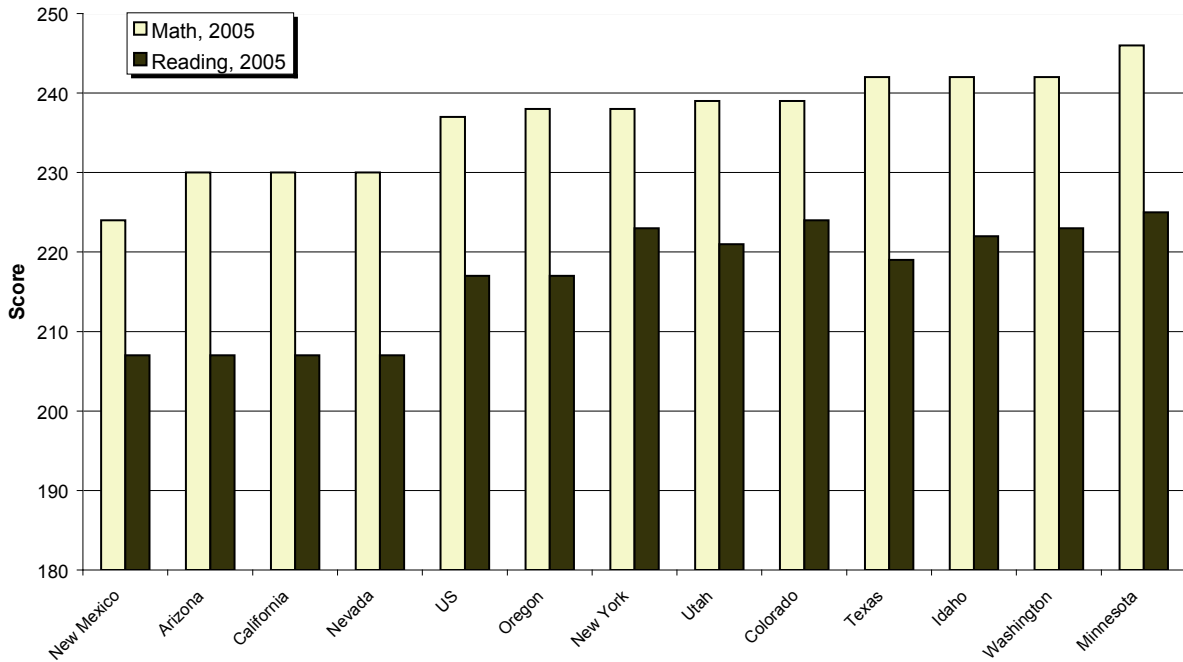


Figure 2. 2005 fourth grade NAEP Scores for reading and math.

Source: National Center for Education Statistics. <http://nces.ed.gov>

NAEP READING SCORE					
State	1994	1998	2002	2003	2005
Arizona	206	206	205	209	207
California	197	202	206	206	207
Colorado	213	220	N/A	224	224
Idaho	N/A	N/A	220	218	222
Minnesota	218	219	225	223	225
Nevada	N/A	206	209	207	207
New Mexico	205	205	208	203	207
New York	212	212	222	222	223
Oregon	N/A	N/A	220	218	217
Texas	212	212	217	215	218
Utah	217	217	222	219	221
Washington	213	213	224	221	223
Nation	212	213	217	216	217

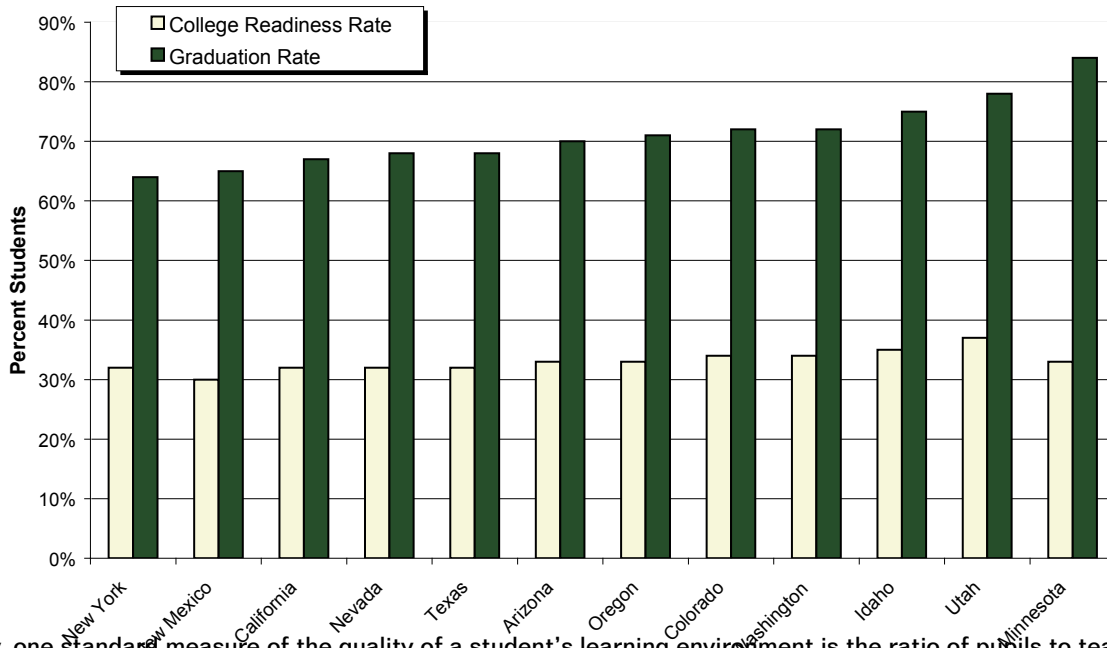
NAEP MATH SCORE					
State	1992	1996	2000	2003	2005
Arizona	215	218	219	229	230
California	208	209	213	227	230
Colorado	221	226	N/A	235	239
Idaho	N/A	N/A	224	235	242
Minnesota	228	232	234	242	246
Nevada	N/A	218	220	228	230
New Mexico	213	214	213	223	224
New York	218	223	225	236	238
Oregon	N/A	229	224	236	238
Texas	218	227	231	237	242
Utah	224	225	227	235	239
Washington	N/A	222	N/A	238	242
Nation	219	222	224	234	237

Table 3. NAEP reading scores for Oregon and competitor states, various years.

Source: National Center for Education Statistics. <http://nces.ed.gov>

Table 4. NAEP math scores for Oregon and competitor states, various years.

Source: National Center for Education Statistics. <http://nces.ed.gov>



Finally, one standard measure of the quality of a student's learning environment is the ratio of pupils to teachers. Figure 4 depicts the pupil/teacher ratio by state for 2002-03. In comparison to its competitor states, Oregon has the third lowest pupil/teacher ratio.

Source: Green and Winters, 2005. Public High School Graduation and College-Readiness Rates: 1991-2002.
http://www.manhattan-institute.org/html/ewp_08.htm

highest pupil/teacher ratio at 20.4. This is higher than the national average of 15.9. New York and Texas are doing the best at keeping class sizes down with ratios of 13.7 and 14.8 respectively.

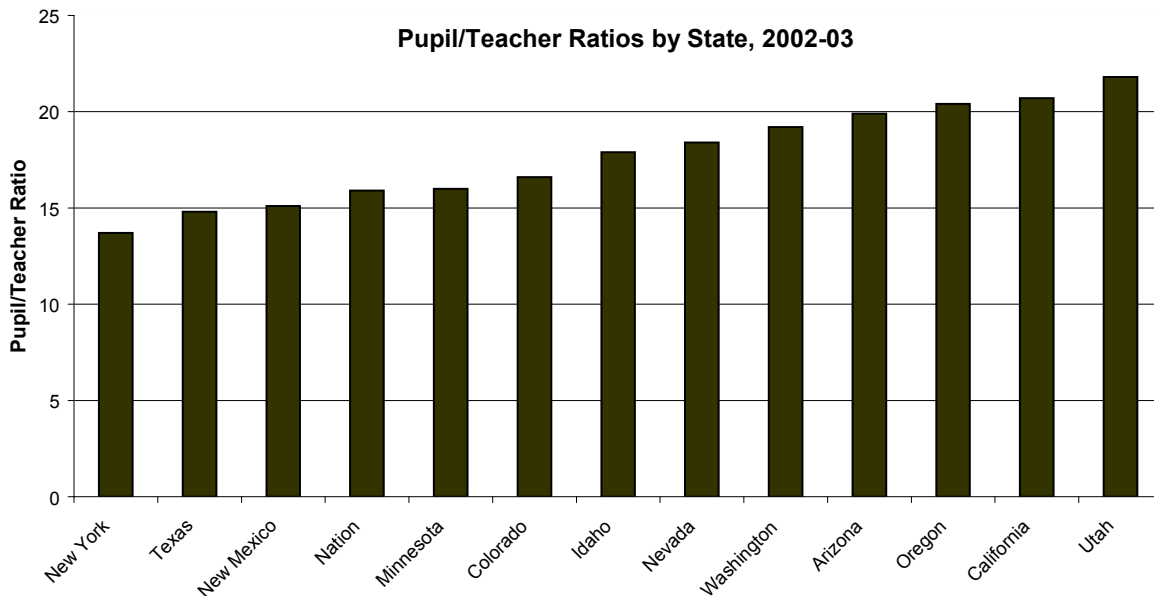


Figure 4. Pupil/Teacher Ratio by State, School Year 2002-03

Source: National Center for Educational Statistics. <http://www.nces.ed.gov>

Capacity of Higher Education

The capacity of our higher education system for increasing the human capital available to our citizens and our economy is a key component of our economic assets. The Atlanta Regional Council for Higher education has compiled data on higher education enrollment, degrees, and expenditures by metropolitan region.⁷ Table 5 shows total enrollment in colleges and universities and degrees awarded for each of our competitor regions, total and on a per thousand population basis.

METROPOLITAN REGION	Enrollment		Degrees Granted	
	Total	Per Thousand	Total	Per Thousand
Austin--San Marcos, TX MSA	82,568	66.1	17,561	14.1
Denver, CO PMSA	67,340	26.1	12,666	4.9
Las Vegas, NV--AZ, MSA	32,602	20.9	4,093	2.6
Minneapolis--St. Paul, MN--WI MSA	110,499	37.2	19,634	6.6
Oakland, CA PMSA	98,268	41.1	15,315	6.4
Phoenix--Mesa, NM MSA	117,402	36.1	16,789	5.2
Portland-Vancouver, OR-WA PMSA	54,678	28.5	9,998	5.2
Sacramento, CA PMSA	65,525	40.2	5,118	3.1
Salt Lake City--Ogden, UT MSA	36,169	27.1	6,297	4.7
San Diego, CA MSA	140,027	49.8	24,997	8.9
Seattle--Bellevue--Everett, WA PMSA	94,786	39.3	15,417	6.4

Table 5. Enrollment and Degrees Granted by Metropolitan Region, 2000-01.

Source: Atlanta Regional Council for Higher Education, 2003. *Higher Education in America's Metropolitan Areas: A Statistical Profile*. <http://www.atlantahighered.org/archereports/msa3/msastudy3.asp>

It appears that the Portland region's higher education capacity is much smaller than many of our competitor regions. With only 28 students enrolled per thousand population, the Portland region falls above only Las Vegas, Salt Lake City, and Denver in terms of higher education enrollment per capita. Degrees granted per thousand is similarly low, with only 5.2 per thousand population. Austin's 14.1 is almost twice its closest competitor, San Diego. Portland ties with Phoenix for sixth.

Notes

¹Glaeser, E. L. 2003. *The Rise of the Skilled City*. Boston: Harvard Institute of Economic Research.

²U.S. Bureau of Labor Statistics, Geographic Profile of Employment and Unemployment, 2002. Table 24. See <http://www.bls.gov/opub/gp/gpsec3.htm>. Accessed December 29, 2004.

³Note that these rates are not seasonally adjusted. See <http://www.qualityinfo.org/olmisj/labforce>.

⁴Hecker, Daniel. 2004. "Occupational Employment Projections to 2012." *Monthly Labor Review*. 127(2): 80-105.

⁵See NAEP Overview, <http://www.nces.ed.gov/nationsreportcard/about/>

⁶See The Status of Achievement Levels, <http://nces.ed.gov/nationsreportcard/achlevdev.asp>

⁶Greene, Jay P. and Marcus A. Winters. 2005. "Public High School Graduation and College Readiness Rates: 1991 – 2002." Manhattan Institute for Policy Research, Education Working Paper No. 8. February.

⁷Atlanta Regional Council for Higher Education. 2003 *Higher Education in America's Metropolitan Areas: A Statistical Profile*. Atlanta. <http://www.atlantahighered.org/archereports/msa3/msastudy3.asp>

Human Capital News Items

Recent Human Capital Research/Reports

Portland

Clark College and PSU sign co-admission agreement

A co-admission agreement, designed to improve access for students at Clark College in Vancouver, was signed in October. Clark College students will be offered a number of academic, computer, and financial services at PSU.

<http://c.bizjournals.com/ct/c/1743631>

\$10.7 million in Foundation grants go Oregon schools

The Portland Public Schools, the Portland Public Schools Foundation, and the Oregon Department of Education were awarded grants in November from the Bill and Melinda Gates Foundation and Meyer Memorial Trust.

<http://c.bizjournals.com/ct/c/1789277>

Superintendent Susan Castillo proposes developing alternatives to the Certificates of Initial and Advanced Mastery

Superintendent Susan Castillo discussed replacing the controversial Certificate of Initial Mastery (CIM) and Certificate of Advanced Mastery (CAM) at a December 9th speech to the City Club of Portland and the State Board of Education. The CIM and CAM are voluntary certificates that are meant to be a better gauge of student's knowledge and skills than the high school diploma. School officials are concerned because the voluntary certificates are completed by only one third of Oregon students.

<http://www.oregonlive.com/search/index.ssf?/base/news/113410052535710.xml?oregonian!lctop&coll=7>

Austin

\$5.9 million grant will provide more training for Texas science teachers

A grant awarded to the University of Texas at Austin's Texas Regional Collaboratives for Excellence in Science Teaching (TRC) will focus on providing Texas science teachers with more intensive and hands-on professional development. The grant, awarded by the Texas Education Agency (TEA), is part of a 14-year partnership with the TRC. The TRC is one of 21 collaboratives across the state. Each collaborative is made up of education service centers, public schools, community members, policymakers, businesses, and institutions of higher education and focuses on improving science education in Texas.

<http://www.utexas.edu/opa/news/2005/11/education15.html>

Albany

Institute for training and supporting local school principals opens in Albany

The U.S. Department of Education awarded a \$1.45 million grant to the College of Saint Rose for the Institute for New Era Educational Leadership and Innovation. The three year grant is expected to provide funding for work with about 150 school administrators and professionals.

<http://www.bizjournals.com/albany/stories/2005/09/19/daily8.html>

State University at Albany combines three departments to create new College of Information Technology

The former departments of information studies which focused on library science, computer science, and informatics were combined into the new College of Computing and Information. According to UAlbany President Kermit Hall, the new college is to help strengthen their role in Tech Valley and address information technology needs of all students at U Albany. <http://www.bizjournals.com/albany/stories/2005/09/05/story5.html>

New York Governor Pataki signs bill to create a "Tech Valley High School Program"

Governor Pataki signed legislation creating a Capital Region Tech Valley High School program. The new Tech Valley High School will provide students with technology related coursework and encourage partnerships between the schools and local high tech companies. The program is one of a number of state efforts supporting the growth and development of the Tech Valley Region.

<http://www.ny.gov/governor/press/05/1110051.htm>

Albuquerque

Governor Richardson announces plan to invest \$290 million in new schools in high-growth areas over the next two years

On December 7th, Governor Bill Richardson announced his plan to propose legislation that will invest in new schools in the region. Part of the plan includes two new high schools within the next two years in Albuquerque's Northwest and Southwest regions as well as capital funding to seven additional schools.

<http://www.governor.state.nm.us/press.php?id=146>

University of New Mexico establishes \$1.5 million endowed economic development chair

The Anderson Schools of Management established a new economic development chair in October. The new chair is to help apply resources of the Anderson school to state and regional economic issues and help influence the state's economic development.

http://www.bizjournals.com/industries/economic_view/economic_snapshot/2005/10/24/albuquerque_story5.html

Phoenix

\$6.2M nanotechnology grant goes to Arizona State

The National Science Foundation awarded ASU a grant that will fund a new Center for Nanotechnology in Society. It will be the largest in a network of nanotechnology centers across the country. This network of centers aims to engage in nanotechnology research and nanotechnology education and its societal impacts.

<http://c.bizjournals.com/ct/c/1738767>

Recent Report ranks Arizona as poorest state for education

According to a new research report by Morgan Quinto Press, Arizona ranks last in education amongst the U.S. states. Vermont and Connecticut came in first and second respectively and Mississippi, New Mexico and Nevada received 47, 48, and 49 rankings just above Arizona. Variables used for this study included test scores, attendance and dropout rates, class sizes, teacher pay, and education funding.

<http://c.bizjournals.com/ct/c/1771289>

US Department of Labor grants \$3.4 million to Arizona for training of state's future IT workers

As part of the president's High Growth Job Training Initiative, Arizona received \$3.4 million of a national \$8 million grant intended to train future IT workers. The Arizona funds will help the state address its IT worker shortage and develop three new course curricula in software quality engineering and testing. Project leaders hope to train more than 1,500 workers over a three year period.

http://www.doleta.gov/whatsnew/new_releases/2005-10-20.cfm

East Bay

UC-Berkeley and Intel partner to develop entrepreneurial training program in Mexico, Brazil, Russia, India and China

Intel Corporation and the Berkeley Haas School of Business teamed up in August to design and implement a program that will bring entrepreneurial skills to areas of emerging technology in Mexico, Brazil, Russia, India, and China. Two day training workshops will be provided to business professors in those countries who are expected to then impart those skills to their students. An online bulletin board will be created to connect professors in those countries to help encourage a healthy entrepreneurial community with shared values and expertise.

<http://eastbay.bizjournals.com/eastbay/stories/2005/08/29/story7.html>

Study finds job loss in California less than widely believed

A study done by the Public Policy Institute of California (<http://www.ppic.org>) finds that, despite anecdotal evidence that jobs and businesses are fleeing California, that business relocation is not as rampant as widely believed. In addition, business relocation is not the main cause of job loss. Critics feel the study has incomplete data and masks the reality of what is happening in California.

<http://c.bizjournals.com/ct/c/1771225>

Denver

Governor Owens creates Council to review state's K-12 and higher education

A major review of Colorado's high school and university standards was called for by Governor Bill Owens in October. The new Colorado Education Alignment Council will consist of members from across the state that will decide. The council will review high school graduation requirements and the effectiveness of high schools and colleges to arm graduates with proper skills to enter the workforce.

<http://eastbay.bizjournals.com/denver/stories/2005/10/03/daily19.html>

Colorado tuition at its public universities is increasing faster than national average

A study done by Washington D.C. based College Board found that the average tuition and fee charges nationally rose 5 percent at public two year colleges and 7 percent at four-year institutions. Colorado, however, experienced an increase of 8 percent for two year colleges and up to 17 percent for four year universities.

<http://c.bizjournals.com/ct/c/1753710>

Minneapolis-St. Paul

Target gives \$1.2M to local schools

Schools in Minneapolis-St. Paul received a grant from Target Corporation's Take Charge of Education program. The nationwide fundraising program contributed more than \$14.7 million to schools throughout the country this year. Schools can use the funds for any purpose they see fit.

<http://twincities.bizjournals.com/twincities/stories/2005/09/26/daily39.html>

Sacramento

UC Davis receives stem cell research grant for \$6M

The National Institutes of Health awarded UC Davis a stem cell research grant that will go toward a new Center for Pediatric Stem/Progenitor Cell Translational Research. The new multidisciplinary center will focus on cellular therapies for the treatment of childhood diseases.

<http://sacramento.bizjournals.com/sacramento/stories/2005/10/03/daily20.html>

Roman Catholic preparatory high school for low income students will open in the fall

A new high school located in South Sacramento aims to help prepare low income students for college and prepare them to enter the workforce. Partnerships with local businesses will allow for students to help pay for school tuition by working part time jobs.

<http://sacramento.bizjournals.com/sacramento/stories/2005/10/03/daily27.html>

Seattle

Parents are leading an effort to require 65% of school funds be spent directly in the classroom

A parent led initiative in Washington State is part of a larger nationwide movement known as First Class Education that's pushed for an increased amount of school funding to be spent directly in the classroom. Over a dozen states have seen laws and referendums introduced, several successful, that push for the 65 percent rule.

<http://seattle.bizjournals.com/seattle/stories/2005/09/19/story1.html>

Centers for Disease Control and Prevention awards a \$3.8 million grant to the University of Washington Public Health and Community Medicine

A grant awarded in October to the University of Washington will go towards improving the use of computer science and technology in public health. The grant will help support the new Center of Excellence in Public Health Informatics, a center that hopes to improve the ability of communities to respond to widespread health threats and natural disasters.

<http://c.bizjournals.com/ct/c/1746286>

San Diego

University of California at San Diego is seventh in Nation for Federal R&D Funding

According to figures from the NSF, the University of California, San Diego (UCSD) ranked seventh amongst U.S. research universities in the amount of federal awards for 2002-03. UCSD has remained in the top ten for over a decade.

http://ucsdnews.ucsd.edu/newsrel/general/jnsf_ranking.asp

Boise

New Electrical and Computer Engineering Doctoral Program will be introduced at Boise State University

The Electrical and Computer Engineering Doctoral Program to be introduced in Spring 2006 will be the third doctoral program at Boise State. The research intensive degree will enroll 10 students in the first year of the program and expand to 50 students within a six year time period.

<http://news.boisestate.edu/newsrelease/122005/1202eng.phd.html>

Salt Lake City

Utah passes \$2.4 million legislation to attract, train, and retain math, science, technology, and special education teachers

The Public Education Job Enhancement Program makes available two awards programs for teachers--Opportunity and Advancement awards. The Opportunity Awards are signing bonuses for new teachers in the math, science, technology and special education subject areas and the Advancement Awards are scholarships for teachers to earn additional education in those subject areas.

<http://www.usoe.k12.ut.us/CERT/PEJEP/default.htm>

All Regions

US Department of Labor awards \$125 million for Community Based Job Training Grants

Seventy community colleges throughout the nation received funding for Community Based Job Training Initiative, which aims to help train workers in the high growth industries. All competitor states besides New Mexico, Nevada and Utah are amongst the awardees.

http://www.doleta.gov/whatsnew/new_releases/2005-10-19.cfm

Human Capital Reports

Higher Ed in America's Metropolitan Areas

The Atlanta Regional Council for Higher Education (ARCHE) measures the capacity of 60 American metropolitan regions in terms of students enrolled, degrees awarded, and direct spending by institutions.

<http://www.atlantahighered.org/archereports/msa3/msastudy3.asp>

Towards a More Competitive Colorado

The Metro Denver Economic Development Corporation released this report in October 2005. It measures how Denver stacks up to its competitor states in terms of education of the work force, venture capital investments, and the health of residents.

http://www.metrodenver.org/documents/mdedcCenter/Competitiveness_IndClusters_Report.pdf

As America Becomes More Diverse: The Impact of State Higher Education Inequality

Patrick Kelly from the National Center for Higher Education Management Systems (NCHEMS) describes the impacts of changing demographics in the US on the educational attainment and incomes of America's future workforce. The fastest growing racial and ethnic groups also tend to be the least educated. Without educational improvements for these groups, U.S. educational attainment and income will fall.

<http://www.ecs.org/html/offsite.asp?document=http%3A%2F%2Fwww%2Ehigheredinfo%2Eorg%2Ffaceethnicity%2FInequalityPaperNov2005%2Epdf>

Higher Education in Pennsylvania: A Competitive Asset for Communities

This report just released by the Brookings Institution, discusses the role of higher education as an economic asset for regions. Focusing specifically on Pennsylvania, this paper surveys higher education's economic impact and proposes a number of policy approaches to boost town and gown collaboration for the mutual benefit of both institutions and communities and, ultimately, the state.

http://www.brookings.edu/metro/pubs/20051205_highedPA.htm

2006 Silicon Valley Projections

Daring to Compete: A Region-to-Region Reality Check

This report, compiled by the Silicon Valley Leadership Group, looks at a number of policy issues and assesses how it measures up to its competitor regions which include San Diego, Seattle, Austin, and Portland. Regions are compared in terms of transportation, housing, education and workforce preparation, energy and environment, Health-care, and Tax Policy.

<http://www.svlg.net/uploads/Events/Projections/SVLG%202006%20Projections%20lores.pdf>