# State Budgets DA - Education

## UQ

#### Current Education funding is sufficient but budget constraints cause cuts in education

McWhirter et al, Staff Reporter for WSJ, 6/15 (Cameron, with Jack Nicas, 6/15/12, WSJ, http://online.wsj.com/article/SB10001424052702303734204577466470850370002.html, “Universities Feel the Heat Amid Cuts,” AM)

After decades of growth, total state funding for higher education has dropped by 15% since 2008, adjusted for inflation, to an estimated $72.5 billion this fiscal year, as states have struggled with budget deficits. In states like Arizona, South Carolina, and New Hampshire, cuts have surpassed 25%. The declines are even sharper when taking into account increases in enrollment—meaning schools have thousands of dollars less to spend on each student. Federal funding for university research also has been shrinking, adjusted for inflation, while such funding in other countries like China, Japan and South Korea has grown. "The pressures on these institutions are just massive," said Bank of America Corp. Chairman Charles Holliday Jr., who headed the committee. Many schools have responded by jacking up tuition, which is fueling public anger and inflating student debt levels. Schools are also cutting costs by increasing class sizes and using more adjunct professors. This comes after many universities have seen huge growth in their budgets in recent decades. At the University of Virginia, state funding has dropped to 5.6% of the total budget this year from 26.2% in 1990. But the university's total budget ballooned during the same period to $2.58 billion from $678 million.

## Internal Link

#### Funding is Key to Solve Education Problems (also answers alt causes)

Cannon, General Assignments Writer for UVAToday, 5/8 (H. Brevy, 5/8/12, http://www.virginia.edu/uvatoday/newsRelease.php?id=18377#, “U.Va. Study: Turnaround Schools in California See Striking Early Success,” AM)

Among California's persistently lowest-achieving schools, those that have implemented aggressive turnaround reforms mandated by the federal government are showing significant improvements just one year later, a new study finds. The study provides early evidence that the Obama administration's $3.5 billion investment in improving the nation's most chronically underperforming schools is working, according to study author Thomas S. Dee, a professor of public policy and economics at the University of Virginia's Frank Batten School of Leadership and Public Policy. The study, "School Turnarounds: Evidence from the 2009 Stimulus," was recently published as a working paper by the National Bureau of Economic Research, where Dee is a research associate. One year after 82 of California's worst-performing schools enacted major reforms as a condition of receiving federal funds from the School Improvement Grant program – worth up to $2 million per school annually over three years – those schools, on average, have closed 23 percent of their achievement gap in meeting the state's performance targets for student test scores, the study found.

## Education Impacts

### Education K2 Competitiveness

#### Government Funding for Education is key to Competitiveness

Epstein, Senior Education Analyst for Center for American Progress, ’11 (Diana, 8/8/11, Center for American Progress, http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CFEQFjAA&url=http%3A%2F%2Fwww.americanprogress.org%2Fissues%2F2011%2F09%2Fpdf%2Feducation\_competitiveness.pdf&ei=OPvxT7rPHIqw6wH2x8n8BQ&usg=AFQjCNEvjztqUMldbJm3sIwo\_psnAJ7alA&sig2=aEC9qDt7Si4ctbaZZCUkrA, “Investing in Education Powers U.S. Competitiveness: Education Funding Must Be Preserved,” AM)

Education is the key to American competitiveness and a strong economy, and continued federal investment in education is needed in order to support improvements in student achievement and put our economy on the path to sustained growth. The United States suffers from persistent differences in achievement between groups of students defined by race/ethnicity or family income, and our students also rank well behind those in eco- nomically competitive countries on international tests. We must continue to invest in education in order to create a system that is more equitable and that produces American students who are more competitive in the global marketplace for talent.

#### Strong Education in STEM solves Primacy

ASHRAE, ’12 (American Society of Heating, Refrigerating, and Air-Conditioning Engineers, 6/12, www.ashrae.org/.../STEM-Competitiveness-APPROVED-6-2011.pdf, “SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS EDUCATION & COMPETITIVENESS,” AM)

Strong education in science, technology, engineering and mathematics (STEM) is critical to America’s global competitiveness. Our future standard of living depends on developing future technicians, engineers and scientists. With today’s global economy, concerns about American workforce competitiveness have emerged. Even students pursuing non-STEM specialties need basic knowledge of scientific and technological applications for effective participation in the workforce, success in their personal lives, and responsible citizenship. The National Academy of Sciences (NAS) report, Rising Above the Gathering Storm (2007) expresses a “deep concern that the scientific and technological building blocks critical to our economic leadership are eroding at a time when many other nations are gathering strength.” Just over one-third of U.S. fourth and eighth graders perform at or above a “proficient” level in mathematics. Alarmingly, about one-fifth of fourth graders and one-third of eighth graders lack the competence to perform even basic mathematical computations.1

#### Cuts in Education hurt Global Competitiveness of US universities

McWhirter et al, Staff Reporter for WSJ, 6/15 (Cameron, with Jack Nicas, 6/15/12, WSJ, http://online.wsj.com/article/SB10001424052702303734204577466470850370002.html, “Universities Feel the Heat Amid Cuts,” AM)

A panel of business and academic leaders warned funding cuts to higher education are hurting the global competitiveness of U.S. research universities, the latest sign of financial strain that is intensifying battles over school leadership and has led to several high-profile departures of university presidents. U.S. research universities "are in grave danger of not only losing their place of global leadership but of serious erosion in quality," the committee of 22 academic, business and nonprofit leaders warned in a 250-page report issued Thursday. The report, commissioned by Congress, called for a combined effort among the schools, governments and corporations to reverse the decline.

### Education K2 Economic Growth

#### Education Funding is key to Economic Growth

Epstein, Senior Education Analyst for Center for American Progress, ’11 (Diana, 8/8/11, Center for American Progress, http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CFEQFjAA&url=http%3A%2F%2Fwww.americanprogress.org%2Fissues%2F2011%2F09%2Fpdf%2Feducation\_competitiveness.pdf&ei=OPvxT7rPHIqw6wH2x8n8BQ&usg=AFQjCNEvjztqUMldbJm3sIwo\_psnAJ7alA&sig2=aEC9qDt7Si4ctbaZZCUkrA, “Investing in Education Powers U.S. Competitiveness: Education Funding Must Be Preserved,” AM)

Research shows that investment in education is essential for our country’s short- and long-term economic growth. A recent report by McKinsey & Company estimates that bringing lower-performing states up to the national average between 1983 and 1998 would have added $425 billion to $710 billion to our 2008 GDP.14 Closing the racial/ ￼￼￼ethnic and income achievement gaps between 1983 and 1998 would have also added to our GDP. The estimates are that closing the racial/ethnic gap would have added $310 bil- lion to $525 billion by 2008 and closing the income achievement gap would have added between $400 billion and $670 billion to our 2008 GDP.15 Continuing to tolerate these achievement gaps is tantamount to accepting a chronic, self-induced economic recession. Closing the international achievement gap between 1983 and 1998 would have added $1.3 trillion to $2.3 trillion to our 2008 GDP. Another study found that increasing students’ scores on the PISA test by 25 points—one-fourth of a standard deviation— between 2010 and 2030 would result in economic gains for OECD countries. U.S. stu- dents currently rank below the students from many OECD countries on this test, but if the United States and other countries improved by this amount, the payoff to the United States would be more than $40 trillion by 2090.16

#### Higher Education is key to Job Growth

NGA, ’11 (National Governor’s Association, 7/15/11, http://www.nga.org/cms/home/news-room/news-releases/page\_2011/col2-content/main-content-list/higher-education-key-to-economic.html, “Higher Education Key to Economic Competitiveness,” AM)

Governors engaged in a conversation about effective state strategies to improve the productivity and quality of the nation’s higher education system today during the National Governors Association Annual Meeting. The discussion, titled “Leveraging Higher Education to Increase U.S. Competitiveness,” was held during the Education, Early Childhood and Workforce Committee session and featured Jamie P. Merisotis, president and CEO, Lumina Foundation for Education. “Increasing degree completion at America’s public colleges and universities is pivotal for the nation’s economic competitiveness and long-term economic growth,” said Missouri Gov. Jay Nixon, chair of the committee. “Engaging in these types of discussions allows governors to share best practices with other.” “Higher education must be more innovative, must be more forward thinking and must be more accountable for results,” said Virginia Gov. Robert McDonnell, vice chair of the committee. “Make no mistake; higher education is a jobs issue. It is about job creation and job retention.”

## Aff Answers

### Non-UQ

#### Other Countries have already surpassed America in education

Luce, CEO of National Math and Science Initiative, ’11 (Tom, 1/24/11, The Hill, http://thehill.com/blogs/congress-blog/education/139595-securing-americas-competitiveness-through-education, “Securing America's competitiveness through education,” AM)

Just last month a study comparing educational outcomes of students in the 34 Organization for Economic Cooperation and Development (OECD) countries ranked U.S. teenagers in the middle of the pack in science and in the bottom third in math. What's more alarming, for the first time the study also included China - a non-OECD country - and the results were clear. Chinese students ran away with the best scores across the board. In short our nation's position on the world stage requires us to focus on the readiness of the next generation. Improving our education system is a critical piece to that puzzle and should be the common ground that surpasses partisan rhetoric.

### Alt Causes

#### There are many alternative causalities to education:

#### Teacher Effectiveness

Sclafani, Former Assistant Secretary of Education for Center for the Study of the Presidency and Congress, no date (Susan, CSPC, http://www.thepresidency.org/publications/issue-papers/education-a-competitiveness, “Education & Competitiveness: The Strengthening America’s Future Initiative Issue Paper,” AM)

To develop and retain effective teachers, the United States must change its recruitment, preparation, professional development, compensation, and evaluation practices to reflect best practices of the highest-performing countries. The research is clear that the greatest determinant of students’ academic achievement is teacher quality. It is absolutely essential to provide every child access to a highly effective teacher who can help that child achieve one or more years of academic growth for each year in school. Along with higher entry and exit standards for pre-service education, it will take a different compensation system and more professional working conditions to attract and retain effective teachers. Initial compensation must be competitive with the other options available to well-educated college graduates, and salary growth should be predicated on effective performance in the classroom. A new system of evaluation and continuous improvement is clearly as important for our teachers as it is for our students.

#### Use of Technology

Sclafani, Former Assistant Secretary of Education for Center for the Study of the Presidency and Congress, no date (Susan, CSPC, http://www.thepresidency.org/publications/issue-papers/education-a-competitiveness, “Education & Competitiveness: The Strengthening America’s Future Initiative Issue Paper,” AM)

Currently, education is one of the only sectors in which the introduction of technology has neither reduced costs nor added to productivity. Students seek innovative learning strategies in all subject areas, including the visual arts and graphic design that are key drivers of future success. In addition, technology can provide access to effective teachers in advanced courses or specialty areas for students in rural and inner-city schools. All teachers need access to technology tools for diagnostic purposes; for access to student files, student achievement data, and instructional resources; and for communication and collaboration with teachers and content experts from across the world. While technology cannot replace the important interactions between students and effective teachers, it can provide effective tools and options for expanding access to education excellence for all students, including students with disabilities and English language learners.

#### Education Standards

Thomas Fordham Institute, ’12 (Organization “committed to the renewal and reform of primary and secondary education in the United States,” 2/6/12, http://www.hawaiireporter.com/report-state-science-education-standards-jeopardize-u-s-competitiveness-hawaii-schools-score-d-in-science/123, “Report: State Science-Education Standards Jeopardize U.S. Competitiveness; Hawaii Schools Score 'D' in Science,” AM)

A major Thomas B. Fordham Institute report released today finds that the K-12 science standards of most states remain mediocre to awful, placing America’s national competitiveness, technological prowess and scientific leadership in grave jeopardy. Since the Sputnik launch of 1957, Americans have regarded science education as crucial to our national security and economic competitiveness. Just recently, a National Science Board report found that the U.S. could soon be overtaken as global leader in supporting science and technology, and advocates educational improvement as crucial to America maintaining its role as the world’s engine of scientific innovation. But The State of State Science Standards, which reviews and analyzes the guidelines that inform K-12 science curriculum and instruction in every state and the District of Columbia, concludes that what states presently expect of their schools in this critical subject is woefully inadequate. In this comprehensive appraisal, more than 75 percent of states received grades of C or lower, and a majority received D’s or F’s. California and the District of Columbia earned the only straight As—while Indiana, Massachusetts, South Carolina, and Virginia received A-‘s for their excellent state science standards. But most states lack rigorous, content-rich standards.

#### STEM Curriculum

Sclafani, Former Assistant Secretary of Education for Center for the Study of the Presidency and Congress, no date (Susan, CSPC, http://www.thepresidency.org/publications/issue-papers/education-a-competitiveness, “Education & Competitiveness: The Strengthening America’s Future Initiative Issue Paper,” AM)

International competition requires that the United States support a vibrant STEM community producing breakthroughs and patents that maintain U.S. competitiveness. To accomplish this, students must have access to top-quality STEM education that is highly engaging and motivating, leads to higher order thinking skills, and prepares them for civic engagement on STEM issues. In elementary through high schools, teachers must have a solid knowledge base in mathematics and science, continued professional development, and access to collaboration with colleagues and experts. The curriculum in STEM subjects should focus on fewer, clearer, and higher standards; practical applications of scientific and mathematical concepts; and engagement of students in “doing science” in functioning science labs.

### Indicts

#### Reports that Higher Education is key to Economy are written to lobby for more money

McWhirter et al, Staff Reporter for WSJ, 6/15 (Cameron, with Jack Nicas, 6/15/12, WSJ, http://online.wsj.com/article/SB10001424052702303734204577466470850370002.html, “Universities Feel the Heat Amid Cuts,” AM)

Richard Vedder, director of the Center for College Affordability and Productivity and retired economics professor at Ohio University, reviewed parts of the report Thursday and was skeptical. He said he has found no correlation between extensive university research and a nation's economic prosperity. The Center for College Affordability is a research group that focuses on free-market solutions for rising college costs. "It read to me like a lobbying effort for the National Research Council," he said, referring to the report and the organization that appointed the panel.