

Economic and Workforce Development: Policy and Practice UST 626, Fall 2017

Instructor: Christopher Spence

Meeting Time and Location: Tuesdays, 6:00 – 9:50pm, UR 326

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Office hours: By appointment

Textbook

Transforming US Workforce Development Policies for the 21st Century, edited by Carl Van Horn, Tammy Edwards, and Todd Green. Found

at: <https://www.kansascityfed.org/~media/files/publicat/community/workforce/transformingworkforcedevelopment/book/transformingworkforcedevelopmentpolicies.pdf>

The New Geography of Jobs by Enrico Moretti. 2012.

ISBN: 978-0-547-75011-8

Course Description

Research has consistently shown that the economic development of a region depends on the skills and education of the workforce. This course focuses on the programs and policies of governments and non-profits that seek to improve the workforce. The course will begin with an introduction to the workforce development field and the organizations and systems that make it up. We will discuss larger trends in economic development theory and labor markets as well as sources of labor market data. One main focus of the class will be on traditional areas of workforce development: job training and vocational education, and poverty alleviation. We will cover emerging labor market and workforce development trends like the impacts of technology and automation, immigration, and outsourcing and staffing agencies on workers. We will cover strategies that communities undertake to prepare workforces to meet economic needs including sectoral strategies, increasing educational attainment, and increasing the market responsiveness of education providers. And, we will broadly cover human resources strategies utilized by businesses. After completing this course, you should have a broad understanding of different workforce development programs in the U.S. This includes knowing the variety of programs, their funding sources, and numerous best practices. You will also become familiar with how to access and analyze some major sources of labor market data.

Grading

Grades will be based on participation, a reading presentation, an individual data analysis project, an individual research report, and a take home final.

Part of grade	Points
Participation	50
Reading presentation (Begin 10/17)	50
Data analysis report (Due 10/10 via email)	100
Individual research report (Due 11/28)	100
Take home final	100

Grades will be assigned as follows:

Percent of total points	Letter grade
At least 93.33	A
89.9 to 93.32	A -
86.67 to 89.84	B +
83.33 to 86.66	B
79.9 to 83.32	B -
69.9 to 79.89	C
Below 69.9	F

Participation

The class sessions will be a combination of lectures and discussions. Attendance and participation in the discussions are mandatory. You will be graded on your participation in the discussions. Good questions or comments will spark discussions that deepen our understanding of the material. As examples, a good question or comment could:

- Clarify a genuinely confusing part of the article
- Probe the relationships, including contradictions, between the article and other materials **w e've covered**
- Consider implications of the article not raised by the author

Reading presentation

Once during the semester each student will have to find a reading related to the course material, present the paper to the class, and lead a discussion about it. The paper will be distributed to the class and will be part of the required reading for the night. Weeks will be assigned at the 2nd lecture of the class. To fulfill this assignment, you will have to:

- Find a research or policy report related to the course topic for the night you are assigned. The paper should be between 8 and 25 pages long and come from a government, research institute, think tank, academic journal, or academic working paper. Do not use readings from popular media (newspapers, magazines, blogs, etc.).
- Send the paper to me for approval at least 10 days before the class you are assigned. Unless there are extenuating circumstances, you will get approval/disapproval within 24 hours. If the reading is not approved, you will have to pick a different reading 7 days before the class you are assigned. If you are worried about whether a reading meets the requirement or is related to the class material, then it would be best to pick two readings and send them to me 10 days ahead of the class you are assigned. That will increase the chance that one paper is suitable.
- Prepare a brief presentation about the reading. Your presentation should include:
 - Source of reading
 - Why you chose it
 - Main points of the reading
 - How it relates to other readings for the night

Anticipate your presentation lasting approximately 10 minutes, followed by another 10 minutes (approximate) in which you lead a discussion about the reading.

You will be graded on relevance of reading, quality of reading, presentation, discussion, and timeliness in meeting deadlines.

Data analysis report

For this assignment you will use Occupational Employment Statistics data to do your own analysis of recent trends in occupations and the occupational mix of industries. A more detailed description of the assignment will be handed out in class.

- Choose an occupation, describe it, and look at how its wages and employment have trended from 2010 to 2014 in three very different MSAs. Also compare these with the trends in the US and with the all occupations category for each MSA.
- Choose an industry, describe it, and look at how its occupation mix has changed from 2010 to 2014. Also compare this to the occupation mix of the US as a whole.

Individual research report

This assignment gives students the opportunity to synthesize and apply the concepts learned in this and previous coursework to analyze a real-world workforce development initiative. This initiative will illustrate through examples the practical importance and implications of various roles and functions of organizations. The analytical exercises will improve students' understanding and ability to think critically about workforce development projects, and their roles within an economic development agenda. As a result of this assignment, students will be better able to understand, analyze and diagnose workforce problems, resources, strategies, and outcomes.

It is important to remember that the purpose of the case study analysis is to analyze and evaluate the strategies in the case. This means that you will be constructing an argument about whether, and in what ways, the initiative was or was not effective. Do NOT simply describe the campaign or case; grades will be weighted based on your analysis of the strengths and challenges of the initiative. If possible, limit descriptions to the introductory sections. Specific details will vary according to the case being analyzed. In general, however, your analysis should include the following:

- The economic problem that the initiative addresses
- The shortcoming with the existing set of programs and policies that the initiative is improving upon
- The lead organization, roles, and strategy, including goals and activities of the initiative
- The resources, including funding, and partnering organizations involved
- Any outcomes that have been demonstrated
- Discussion of the initiative's strengths and limitations

Your sources of information are up to you, but may include websites, evaluations and reports, news articles, and interviews. More details on this assignment will come just before spring break. I hope to have the topic interwoven throughout the class. The report will be at least 10 pages in length double-spaced.

Final exam

There will be a take home final exam. Your answers should be no more than 10 pages. You will have to use word processing software for your exam. 85% of the exam grade will be based on the content of your answers and 15% will be based on the clarity of your answers.

Late work and incompletes

I will never accept work more than 24 hours late. If you turn in an assignment late, you automatically lose 5 percent of the points on the assignment. You can lose an additional 5 percent of the points based on when I receive it after the deadline – the later it is, the more points will be lost.

After 24 hours you lose 100 percent of the points.

I will only give an incomplete when required by university policy. The university policy is: The grade of Incomplete (I) is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student. (Cleveland State Student Handbook, http://www.csuohio.edu:80/student-life/student_handbook/, Section 3.1.5)

Plagiarism

From the CSU Writing Center website: The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Students guilty of plagiarism can fail the course and be subject further disciplinary action, including expulsion. So, don't do it!

If you would like more information on plagiarism, see <http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html#> and <http://www.csuohio.edu/academic/writingcenter/Plagiarism%20Quiz.doc>.

Educational Access

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Schedule and readings

The schedule and readings are subject to change and I will make any amendments during class meetings. All readings will be available on Blackboard in the Readings folder.

Session	Date	Topic and readings
1	8/29	<p>What is workforce development (WD)? Why is there government involvement in WD? Who are the players in the system? What are key challenges in the system?</p> <ul style="list-style-type: none"> • Haralson, Lyn. "What is Workforce Development?". 2010. Found at: https://www.stlouisfed.org/publications/bridges/spring-2010/what-is-workforce-development • Introduction. Transforming US Workforce Development Policies for the 21st Century. 2016. • Community Research Partners. Help Wanted: A lead state workforce official. 2010. • (quick skim only) Workforce Development Glossary. Ohio Department of Job and Family Services, 2013.
2	9/5	<p>Introduction to Labor Markets. What are the major trends in labor markets? How are these related to demographic changes?</p> <ul style="list-style-type: none"> • Rothwell. Education, Job Openings, and Unemployment in Metropolitan America. 2012. Saved as: EdJobOpenings • Summary of The 21st century at Work: Forces shaping the future workforce and workplace in the United States. 2004 • Major Trends in the Future of Work: http://www.ilo.org/global/topics/future-of-work/trends/lang--en/index.htm • Data analysis assignment handed out, due 10/10
3	9/12	<p>Workforce development as a solution to poverty? What has worked well? What has not worked well?</p> <ul style="list-style-type: none"> • King. Does Workforce Development Work? 2008 • Holzer. Workforce Development as an Antipoverty Strategy. 2008 • Reading presentation sign-up
4	9/19	<p>Human capital and economic development</p> <ul style="list-style-type: none"> • Bils and Klenow. Does Schooling Cause Growth? 2000 • Asefa and Huang. Introduction to Human Capital and Economic Development. 1994 • Gottlieb and Fogarty. Educational Attainment and Metropolitan Growth. 2003. Saved as: EdAttainmentandGrowth. • Moretti. Estimating the Social Return to Higher Education. 2002 Saved as: Social Return to Education
5	9/26	<p>Technology and automation</p> <ul style="list-style-type: none"> • The Rise of the Robotic Workforce. Found at: http://harvardpolitics.com/online/rise-robotic-workforce/ • Brown and Campbell. The Impact of Technological Change on Work and Wages. 2002 (draft copy) • Nubler. New Technologies: A Jobless Future or a Golden Age of Job Creation. 2016
6	10/3	Immigration and the impact on American workers

		<ul style="list-style-type: none"> • The effect of immigrants on US employment and productivity. 2010. Found at http://www.frbsf.org/economic-research/publications/economic-letter/2010/august/effect-immigrants-us-employment-productivity/ • Borjas. Immigration and the American Worker. 2013
	10/10	No class – Columbus Day Data analysis due via email
7	10/17	Rust Belt economies <ul style="list-style-type: none"> • Democrats don't have an easy answer for the Rust Belt. https://www.theatlantic.com/business/archive/2016/11/democrats-rust-belt/508544/ • Schweitzer, Manufacturing Employment Losses and the Economic Performance of the Industrial Heartland. 2017 • Moretti. "The New Geography of Jobs." 2012. All chapters
8	10/24	Offshoring and staffing agencies <ul style="list-style-type: none"> • Outsourcing: What's the true impact? 2012 Found at: https://www.washingtonpost.com/business/economy/outsourcings-net-effect-on-us-jobs-still-an-open-ended-question/2012/07/01/gJQAs1szGW_story.html?utm_term=.9c80c505efd5 • Atkinson and Wial. The Impact of Service Offshoring. 2007. • Andersson, Holzer, and Lane. Temporary Help Agencies and the Advancement Prospects of Low Earners. 2009. • Poole and Berchem, How Much Runway Remains? 2016. Saved as: Staffing Overview Reading presentations begin
9	10/31	Solutions Part 1: Education and Training Initiatives <ul style="list-style-type: none"> • Chapter 5, The US Approach to Higher Education and Workforce Development, Transforming US Workforce Development Policies for the 21st Century • Chapter 12, Promising Practices of Community Colleges in the New Age of Workforce Development, Transforming US Workforce Development Policies for the 21st Century • Individual research report topics determined; student sign-up sheet completed
10	11/7	Solutions Part 2: Collaborative Approaches <ul style="list-style-type: none"> • Chapter 8, Moving Sectoral and Career Pathway Programs from Promise to Scale, Transforming US Workforce Development Policies for the 21st Century • WorkAdvance: Redefining Workforce Development in Northeast Ohio, 2016
11	11/14	Solutions Part 3: Labor Force Attachment Approaches <ul style="list-style-type: none"> • Schmotzer and Spence, Skills for Chicagoland's Future Evaluation, 2017 • Autor, Houseman, and Kerr. The Effect of Work First Job Placements on the Distribution of Earnings. 2017. Saved as: WorkFirst.
12	11/21	Human Resources <ul style="list-style-type: none"> • What does an HR Generalist, Specialist, or Manager do? Found at: https://www.thebalance.com/what-does-a-human-resources-manager-do-1918551 • McCord. How Netflix Re-Invented Human Resources. 2014 • Garton. What if Companies Managed People as Carefully as They Managed

		<p>Money? 2017.</p> <ul style="list-style-type: none"> • Chapter 9, Employer Involvement in Workforce Programs: What Do We Know?
13	11/28	<p>Part 1: Notable Programs; Part 2: Evaluation of Workforce Programs</p> <ul style="list-style-type: none"> • Hollenbeck. Is There a Role for Public Support of Incumbent Worker On-the-Job Training? 2008 • Haskins and Schuck. Welfare Reform Worked. 2012. Saved as: Welfare Reform • Greenstone and Looney. The Importance of Unemployment Insurance for American Families and the Economy. 2012 • The Hamilton Project. Redesign of the Pell Grant Program for the 21st Century. 2013. Saved as: Pell. • Reeves. Employee Ownership. 2014. • <u>Individual Research Report Due</u>
14	12/5	<ul style="list-style-type: none"> • Review, questions, wrap-up • Take home final handed out, due 12/12 by 6pm via email
15	12/12	NO CLASS: Take home final due via email