Economic and Workforce Development: Policy and Practice  
PAD/PDD/UST 626, Spring 2011  

Instructor: Dr. Joel A. Elvery  
Meeting Time: Tuesdays, 6:00 to 9:50 pm  
Location: UR 326  
Email: j.elvery@csuohio.edu This is the best way to reach me. Do not use Blackboard Mail.  
Phone: 216-687-2259  
Office hours: Tuesday and Thursday, 5:00 to 5:30 PM and by appointment.  
Office: UR 313  
Mailbox: UR 105  
Course web page: None. We will be using CSU Blackboard system.  

Textbook  
There is no textbook. There are a number of readings posted on Blackboard two weeks ahead of the lecture when they will be covered.  

Course Description  
Research has consistently shown that the economic development of a region depends on the skills and education of the workforce there. This course focuses on the programs and policies of governments and non-profits that seek to improve the workforce. The course will begin with learning about larger trends in economic development theory and labor markets. We will also discuss sources of labor market data. The main focus of the class will be on the traditional areas of workforce development: job training and vocational education. We will also cover emerging workforce development trends, like sectoral strategies, increasing educational attainment, and increasing the market responsiveness of education providers.  

After completing this course, you should have a broad understanding of the different kinds of workforce development programs in the U.S. This includes knowing the variety of programs, their typical funding sources, and best practices for each type of program. 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, a group research report, and a take home final.  

<table>
<thead>
<tr>
<th>Part of grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Reading presentation</td>
<td>50</td>
</tr>
<tr>
<td>Data analysis report</td>
<td>100</td>
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<tr>
<td>Group research report</td>
<td>100</td>
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<tr>
<td>Take home final</td>
<td>100</td>
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Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Percent of total points</th>
<th>Letter grade</th>
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<tbody>
<tr>
<td>At least 93.33</td>
<td>A</td>
</tr>
<tr>
<td>89.9 to 93.32</td>
<td>A-</td>
</tr>
<tr>
<td>86.67 to 89.84</td>
<td>B+</td>
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<tr>
<td>83.33 to 86.66</td>
<td>B</td>
</tr>
<tr>
<td>79.9 to 83.32</td>
<td>B-</td>
</tr>
<tr>
<td>69.9 to 79.89</td>
<td>C</td>
</tr>
<tr>
<td>Below 69.9</td>
<td>F</td>
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**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 we’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:

1. 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.).
2. 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.
3. Prepare a brief presentation about the reading. Your presentation should include:
   a. Source of reading
   b. Why you chose it
   c. Main points of reading
   d. How it relates to other readings for the night
   Anticipate your presentation lasting approximately 10 minutes.
4. Lead discussion about the reading. Anticipate discussion lasting approximately 10 minutes.

You will be graded on relevance of reading, quality of reading, presentation, discussion leading, and timeliness in meeting deadlines.
**Data analysis report**

For this assignment you will use the Occupational Employment Statistics data to do your own analysis of recent trends in occupations and the occupational mix of industries.

1. Choose an occupation, describe it, and look at how its wages and employment have trended from 2006 to 2009 in three very different MSAs. Also compare these with the trends in the US and with the all occupations category for each MSA.

2. Choose an industry, describe it, and look at how its occupation mix has changed from 1999 to 2009. Also compare this to the occupation mix of the US as a whole.

You are required to do a 10 minute presentation of your analysis to the class. Your written analysis and your presentation will be graded separately. A more detailed description of this assignment will be handed out two weeks before the assignment is due.

**Group research report**

A major trend in workforce development is to use sectoral strategies: learning about the workforce needs of a sector and trying to either find workers or train workers to meet those needs. The class is going to write a set of research reports on one sector in Cleveland, which we will choose early in the semester. Each group report will be able to stand alone, but the set of reports will provide a comprehensive view of the workforce challenges and opportunities for the sector. I plan to post the class reports on my website so they can be a resource for the community (and hopefully for you to show off to potential employers).

You will do the reports in groups of three or four students. I anticipate that the topics of the reports will be:

- A quantitative analysis of the past and project trends of employment in the sector
- Opportunities in the sector for low-income and hard to employ workers and strategies for connecting these workers to the sector
- Occupations the sector is finding difficult to fill and strategies for increasing the supply of workers to those jobs
- Lessons for the sector in Cleveland from other parts of the country and the world

This assignment is intended to help you develop your teamwork, project management, and writing skills and to give you an opportunity to deepen your understanding of the course material. Your grade on the group research report will depend on both the quality of the report and on the assessment of your work by your group members. It is important that you do your fair share of the work and that you are a reliable and reasonably pleasant team member.

Your group will also have to do a presentation of your research to the class. More details on this assignment will come just before spring break.

**Final exam**

The exams will be take home exams and each one will cover about half of the course. 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.
Handouts regarding assignments will be handed out in class and will be posted in the Assignments folder on Blackboard after class.

**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/](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#](http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html#) and [http://www.csuohio.edu/academic/writingcenter/Plagiarism%20Quiz.doc](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. WD refers to the textbook, *Workforce Development*. Except for the textbook, all readings will be available on Blackboard in the Readings folder.

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<tr>
<th>Session</th>
<th>Date</th>
<th>Topic and readings</th>
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<tr>
<td>1</td>
<td>1/18</td>
<td>What is workforce development (WD)? Why is there government involvement in WD? Overview of workforce data sources.</td>
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<tr>
<td>2</td>
<td>1/25</td>
<td>What role does the workforce and WD play in economic development?</td>
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<tr>
<td>3</td>
<td>2/1</td>
<td>What are the major trends in labor markets? How are these related to demographic changes? Why do firms use temporary help?</td>
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| 4       | 2/8   | Trends continued: Technology change and offshring  
| 5       | 2/15  | What is the workforce development system? Who are the players in the system? Example for data analysis assignment.  
Ch. 2 and 3 from *Workforce Development* by IEDC  
“Ohio’s Strategic State Plan Modification for WIA Title I”  
Additional readings on State of Ohio WD programs |
| 6       | 2/22  | What role do community colleges play in WD? What are the emerging innovations in community colleges?  
| 7       | 3/1   | What challenges do permanently laid off (displaced) workers face? What WD resources are available for displaced workers?  
Labor market data analysis due. |
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| 8       | 3/8    | Finish displaced workers.  
Reading TBA.  
Labor market data analysis presentations.                                                                                                                                                                                                                                                                                                                                                                         |
| NA      | 3/15   | Spring break. No class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9       | 3/22   | How has job training been used to alleviate poverty? What has worked well? What has not worked well?  
Holzer, Harry J. October 2008. ”Workforce development as an antipoverty strategy: What do we know? What should we know?.” Unpublished manuscript.  
Data group’s report due.                                                                                                                                                                                                                                                                                                                                       |
| 10      | 3/29   | What are sectoral strategies in WD? What has worked well? What has not worked well?  
Herbert et al. 2006. “A work in progress: Case studies in changing local workforce development systems”  
Conway and Rademacher. 2003?. “Key research findings and implications for the Workforce Investment Act”                                                                                                                                                                                                                                                                                                   |
| 11      | 4/5    | How can the WD system serve manufacturers? What is incumbent worker training? What do we know about how well it works?  
Hollenbeck.. 2008. “Is There a Role for Public Support of Incumbent Worker On-the-Job Training”  
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| 12     | 4/12  | Why is it important to increase educational attainment? What policies and programs exist to increase educational attainment? How are these policies affected by migration?  
| 13     | 4/19  | Why are there regularly shortages in health care occupations? What can be done to meet the demand for health care workers?  
  Klein-Collins and Starr. 2007. “Advancing in Health and Health Care Careers—Rung by Rung” |
| 14     | 4/26  | What are green jobs? What are the links between green jobs and workforce development?  
  Huh and Grange. 2010. “Green data: What do we really know about jobs in the Green Economy?”  
  Feldbaum and States. Recent, but undated. “Going green: The vital role of community colleges in building a sustainable future and a green workforce.”  
  Brochure about Tri-C’s Green Academy.  
  Remaining group reports due.  
  Take home final handed out. |
| 15     | 5/3   | Class project presentations. Course wrap up.                                                                                                           |
| NA     | 5/10  | Take home final due.                                                                                                                                  |