**DRAFT – FOR DISCUSSION PURPOSES ONLY**

**POLICY RESEARCH PROJECT, 2018 – 2019**
a PRP for MGPS and MPAff students

 **TRAINING OUT OF POVERTY**

**Day, Time and Location of Class Meetings**: Tuesday 2 – 5, in the Gregory Kezmetsky Global Classroom, first floor, IC2 (Institute for Innovation, Creativity, and Capitol) Building, 2815 San Gabriel St., Austin, TX 78705

**Co- Instructor:** Heath Prince, Ph. D., Director, Ray Marshall Center for the Study of Human Resources, email: heath.prince@raymarshallcenter.org, telephone: 512 – 471 – 219310

**Co- Instructor**: David Eaton, Ph.D., Bess Harris Jones Centennial Professor of Natural Resource Policy Studies, email: eaton@austin.utexas.edu, telephone 512-471-8972(o); 512-626-0333 (cell) **Office**: SRH 3.342.
**Office hours**: Mondays, 2:00 pm-5:15 pm

**Co-Instructor:** David Gibson, Ph. D., Senior Research Scientist, Institute for Innovation, Creativity, and Capital (IC2 Institute), email: davidg@icc.utexas.edu, telephone: 512–475–8941
**Office:** IC2 Building
**Faculty Support**: Michelle Jun (michelle.jun@austin.utexas.edu)

**TRAINING OUT OF POVERT****Y**

This project seeks to improve short and medium- term training programs to enable people to transition from school or unemployment to work, and from poverty to middle class lives.

Austin is a contradiction with its wealth and poverty, with its frequency of high-tech and creative employees, along with its rate of those who leave schools without high school degrees. Kiplinger news ranks Austin the #1 City for the Next Decade. Forbes Magazine calls Austin the number “1 Place to Be” because the City of Austin (COA) is among the nation’s top economies and fastest growing metropolitan areas. Simultaneously, Austin experiences rapidly growing poverty, as estimated by the Brookings Institute as having the second fastest growing suburban poverty in the United States.

One way to address poverty is through training the poor for employment, so persons who complete training can earn middle class salaries. Since Lyndon Johnson’s “War on Poverty” there have been many community-based efforts to prevent or ameliorate poverty through education, pre-professional training, apprenticeship, and mentoring. Literally billions of dollars are spent in any year on “training” programs in the U.S., but who knows which of those programs are successful, or why programs fail to deliver on expected outcomes?

To evaluate existing training programs it is useful to develop methods to estimate a community’s “return on investment” (ROI) for training persons for gainful employment. Persons who move from poverty to middle class incomes will no longer need subsidies for which their families now qualify: housing, health and human services, as well as water and energy utilities. Persons who avoid prison because they are gainfully employed will not impose costs on a criminal justice or prison system, another source of savings. Employed citizens pay property taxes, a source of income to a community.

Student participants in this project will seek to identify and articulate best practices in training so as to enable people to move from poverty to a middle-class life. This effort will include local focus groups to assess changes in quality of life of persons who had been unemployed and have been recently trained and employed.This project will evaluate employment training programs in Austin for subsidies avoided and income generated from the transition from unemployment through training to employment.

Students also will examine large-scale employment training experiments around the United States (US) to develop, validate and apply qualitative and quantitative methodologies to estimate both current costs avoided and new marginal revenues associated with training programs. These methods will help document program ROI to justify employment training investments. This challenge is not only to compute short-term benefits; ROI methods ought to identify and document costs avoided and revenues generated from multigenerational consequences related to employment training and options for permanent employment.

This analysis will be developed in cooperation with the City of Austin (COA) Health and Human Services Department and other COA units that provide assistance to help families. Students will compute potential benefits and prevented costs. At least four factors can be estimated:

* Wages and taxes generated by employment of persons whom otherwise could have remained in poverty;
* Dollars saved by the government, as in monetized cost avoided, resulting from persons removed from poverty and subsidies and who no longer are incarcerated;
* The number of (and probability of) persons removed from poverty;
* The number of (and probability of) persons achieving permanent employment.

Project participants will assess in a rigorous manner Austin’s existing training programs. Participants will develop plans for data collection strategies that can be built into training programs to improve future evaluation outcomes. Participants will consider how to design training programs so that program evaluation will indicate multigenerational ROI.

Students in the course also will investigate training programs throughout Texas, the U.S., and in other nations to identify “best practices” in enabling the poor to become middle class, so as tohelp children and youth move from school or unemployment to high paying jobs. These ideas will be developed to help the COA decide how to provide incentives for employers to recruit, train, and mentor persons to transition from poor families to high-valued employment.

**Task 1: Training Outcome Evaluation**One component of this project is to assist the City of Austin’s Economic Development Department (EDD) to enable a more effective system of workforce development and equitable access to opportunities. The intent is to enable persons now in poverty to access a continuum of training services, to move from unemployment out of poverty. To address these needs, the COA is supporting this project on the Austin adult workforce system, the Austin youth talent pipeline, and best practices in “school to work” and “youth mentoring to employment” training.

The COA has joined with Travis County, Workforce Solutions-Capital Area and a range of community partners to create the Austin Metro Area Master Community Workforce Plan. The partners pursue a goal of reducing by 2021:(a) ten thousand residents living at or below 200 percent of poverty and (b) 40,000 children from poverty, by providing STEM-CE skills to families.

One task of the project is to collect and validate data to support an evaluation of financial outcomes resulting from existing Austin-based adult training programs, based on a sample of three Austin workforce development providers. Students will develop metrics and recommendations to the Austin City Council for future evaluation strategies. This research will serve as additional support and consideration for Austin’s Regional Workforce Master Plan. The data will provide a basis for measuring success through a fact-based financial return on investment impact analysis for hard to employ and middle skilled jobs associated with emerging Chapter 380 Agreement economic incentive policies.

The workplan for this task includes data collection and interviews with individuals who have completed training through existing workforce efforts. The interviews will be designed to determine if the individuals remain employed, what are their salaries, their current use or non-use of government subsidies and services, and any added value of training. The research will be used to develop a multi-generational ROI methodology that estimates the long-term benefits resulting from investment in individuals who previously received training and obtained middle skill employment. Components of this ROI methodology will likely include the taxes paid by the individuals and municipal cost savings estimated in five areas: reduced need for affordable housing, reduced need for Austin Energy subsidies, reduced city public health usage, reduced involvement with the city and county court and criminal justice system, and reduced jail and imprisonment costs. The data will be used to estimate future return on investment to the municipality in terms of reduced need for services, and improved tax generation.

 **Task 2: Best Practices for School to Work Poverty Prevention**A second task is to develop information on state-wide, national, and even global ‘best practices’ to enable the poor to train successfully for high-paying jobs. Students in the class will document such “best practice” examples and develop ideas that could be appropriate for applications to Austin. One goal of this part of the project is to develop ideas for financial incentives for STEM or creative high-technology employers to encourage them to enable employees to mentor children in grades four through twelve and provide training/internships for them, so students can complete for high-valued jobs after high-school graduation.

An example of such programs are the coding training mentoring for children in grade 4 to 5 now becoming common in many regions of the US. Other examples are programs for computer game developmemt mentoring, video documentary mentoring, or cyber security/hacking mentoring that have developed both in the US and over seas.

**Class Schedule**In Austin class will occur from 2 to 5 pm each Tuesday in the Gregory Kezmetsky Global Classroom, first floor, IC2 (Institute for Innovation, Creativity, and Capitol) building, 2815 San Gabriel, Austin, TX 78705.

**General Readings for Writing Style**

* Strunk and William E.B. White**, The Elements of Style**, 4th Edition, Pearson Education, Inc.,

 Upper Saddle River, NJ, 2000.

* Gobble, Mary Anne, **Chicago Manual of Style Guidelines**, Quick Study Academics, 2012.

**PRP Topical Readings**

**National Context**

"President Donald J. Trump Is Building a Stronger American Workforce." The White House. Accessed April 10, 2018. <https://www.whitehouse.gov/briefings-statements/president-donald-j-trump-building-stronger-american-workforce/>.

Andrew Soergel. "Trump Unveils Apprenticeship Overhaul." U.S. News & World Report. June 15, 2017. Accessed April 10, 2018. <https://www.usnews.com/news/articles/2017-06-15/donald-trump-unveils-apprenticeship-executive-order>.

Hanks, Angela, Jackie Odum, and Katherine Gallagher Robbins. "Trump's Agenda Undermines America's Workforce." Center for American Progress. June 15, 2017. Accessed April 10, 2018. <https://www.americanprogress.org/issues/poverty/news/2017/06/15/434454/trumps-agenda-undermines-americas-workforce/>.

United States. The White House. *Legislative Outline for Rebuilding Infrastructure in America.* By Donald Trump. Accessed April 10, 2018. <https://www.politico.com/f/?id=00000161-8a9d-d53a-a5f5-bffd597b0000>.

**City of Austin Context**

Greenberg, Sherri, Haian Abdirahman, Kate Castles, and Andrew Corcoran, et al. *City of Austin Challenges*. Report. The Lyndon B. Johnson School of Public Policy, The University of Texas at Austin. Austin, TX, 2015. 1-66.

United States. The City of Austin. *City of Austin Strategic Direction.* March 8, 2018. Accessed April 10, 2018. <https://austinstrategicplan.bloomfire.com/posts/3222339-strategic-direction-2023-final>​.

United States. The City of Austin. *Imagine Austin 5 Year Progress Report.* Accessed April 10, 2018. <https://austintexas.gov/sites/default/files/files/Imagine_Austin/FINAL_Progress_Report_sm.pdf>.

United States. The City of Austin. *Imagine Austin Comprehensive Plan.* June 15, 2012. Accessed April 10, 2018. <https://www.austintexas.gov/sites/default/files/files/Planning/ImagineAustin/webiacpreduced.pdf>.

United States. The City of Austin. Office of the City Auditor. *Workforce Development Audit.* November 2017. Accessed April 10, 2018. <https://www.austintexas.gov/sites/default/files/files/Auditor/Audit_Reports/Workforce_Development__December_2017_.pdf>.

**Program Evaluation**

"A Guide to Social Return on Investment." Social Value UK. 2012. Accessed April 11, 2018. <http://socialvalueint.org/wp-content/uploads/2016/12/The-SROI-Guide-2012.pdf>.

Elliott, Mark, and Anne Roder. *Escalating Gains: Project QUEST's Sectoral Strategy Pays Off*. Economic Mobility Corporation. April 2017. Accessed April 11, 2018. <https://economicmobilitycorp.org/wp-content/uploads/2018/01/Escalating-Gains_WEB.pdf>.

O'Shea, Dan, and Kristin Christensen. *Evaluation of Travis County Investments in Workforce Development 2015 Update.* Report. Ray Marshall Center for the Study of Human Resources, The University of Texas at Austin. February 2016. Accessed April 10, 2018. <http://raymarshallcenter.org/files/2016/09/Evaluation-of-Travis-County-Investments-in-Workforce-Development_2015-Update.pdf>.

O'Shea, Dan, Heath Prince, Cynthia Juniper, and Patty Rodriguez. *Investing in People an Evaluation of Travis County Investments Update 2016.* Report. Ray Marshall Center for the Study of Human Resources, The University of Texas at Austin. April 2017. Accessed April 10, 2018. <https://raymarshallcenter.org/files/2017/04/21-Travis-County-2016-Report-Final.pdf>.

Perez-Arce, Francisco, Loouay Constant, David S. Loughran, and Lynn A. Karoly. *A Cost-Benefit Analysis of the National Guard Youth ChalleNGe Program*. RAND Corporation. 2012. Accessed April 11, 2018. <https://www.rand.org/content/dam/rand/pubs/technical_reports/2012/RAND_TR1193.pdf>.

Rolston, Howard, Elizabeth Copson, and Karen Gardiner. *Valley Initiative for Development and Advancement: Implementation and Early Impact Report*. Pathways for Advancing Careers and Education. October 2017. Accessed April 11, 2018. <https://www.acf.hhs.gov/sites/default/files/opre/vida_implementation_and_early_impact_report_appendices_final_b508.pdf>.

**Organization Specific Readings**

Goodwill of Central Texas, *2016 Outcome Management Report*. Austin, TX: Goodwill of Central Texas.

Capital IDEA, Capital Idea Annual Report 2016, accessed April 10, 2018, <http://www.capitalidea.org/wp-content/uploads/2017/03/AR2016-web.pdf>.

Skillpoint Alliance, 2017 Annual Report, accessed April 10, 2018, <https://drive.google.com/file/d/1KluZOWXH4VO6aiuEm3uFgqqG2_ngrtCu/view>.

**Writing Process**

Krueger, Richard. "Research Stories." Richard A. Krueger. December 08, 2015. Accessed April 10, 2018. <https://richardakrueger.com/storytelling/>.

"Flowing Data." FlowingData. Accessed April 10, 2018. <https://flowingdata.com/>.

National/international ‘Best Practices’
Readings to be listed here are under development

**Schedule**All classes are on Tuesdays, 2-5pm

**Date Hour Speakers & Discussions Content**

9/4 1400 Speaker: City of Austin Speaker and UT Librarian, include:
 \*COA staff member: Preston Stewart, Economic Development Dept.

 LBJ Research Librarian, Pedro Moreno

Discussion 1: Background of the project, account state of research, introduction to research tools and resources on campus

Discussion 2: Tasks to be accomplished during Fall 2018 and self-allocaton of students to tasks.

9/111400Speaker: Workforce evaluation overview, speakers, including:
 \*Heath Price, Director, Ray Marshall Center
 \*\_\_\_\_\_\_\_, Texas Work Force Comission

Discussion 1: Outcomes for the project in Fall 2018, program coordination

Discussion 2: Individual tasks and deliverables, schedule development

9/181400Speaker: Workforce development panel, include:

 \*Eva M. Rios-Lleverino, Deputy Executive Director, Capital IDEA
 \*Aaron Hill, Director of Programs, Skillpoint Allaiance
 \*Jason Walters, Data Analyst, Goodwill of Central Texas

Discussion 1: Discussion of workforce interview

 Discussion 2: Initial report of committee outcomes

9/251400Speaker: City of Austin Council Members Panel

Subject to Avalaibility:

 \*Ora Houston, District 1

 \*Greg Casar, District 4

 \*Ellen Troxclair, District 8

 \*Alison Alter, District 10

Discussion 1: Discussion on framing your writing for your audience

 Discussion 2: Committee outcome updates

**9/21 1800 DRAFT REPORT DUE**

**Date Hour Speakers & Discussions Content**

10/21400Speaker: Class discussion

Discussion 1: Review draft report

10/91400Speaker: Employer Panel, include:

 Subject to Avalaibility

 \*IBM Corps

 \*Advanced Micro Devices (AMD)

 \*Apple Computer Inc.

 \*Dell Inc.

 \*Accenture

 \*Electronic Arts

Discussion 1: Workforce development opprotunties for major tech employers in Austin

 Discussion 2: Committee outcome updates

10/161400Speaker:Employer Panel, include:

 Subject to Avalaibility

 \*Seton Family Hospitals

 \*St. Davids Healthcare Partnership

Discussion 1: Workforce development opprotunties for major healthcare employers in Austin

 Discussion 2: Committee outcome updates

10/23 1400Speaker: Employer Panel, include:

 Subject to Avalaibility

 \* NXP Semiconductors

 \* Oracle Corp.

 \* Austin Energy

 \*Plumbing Co. (we would need to get specific)

 \*Electric Company (again specific)

Discussion 1: Workforce development opprotunties for major trade or skill employers in Austin

 Discussion 2: Committee outcome updates

10/301400Speaker: Employer Panel, include:

 Subject to availability

 \*Opcity

 \*Wellsmith

 \*New Knowledge

 \*Cerebri Al Inc

 \*Dosh

 \*EverlyWell

Discussion 1: Workforce development opprotunties for start-up companies in Austin

 Discussion 2: Committee outcome updates

11/61400Speaker: Public Education Panel, include:

 \* Tammy Caesar, AISD CTE Director

 \* Traci Hendrix, AISD CTE Curriculum Coordinator

 \* Carol Wright, CTE Workforce Development Specialist

Discussion 1: The role of public education in workforce development

 Discussion 2: Committee outcome updates

Speaker: Best practices in the US for K-12 education/mentoring in training and of poverty
\*Speaker to be selected

11/131400Class Work Session

Speaker: Best Practices in Germany and Isreal for high technology/entertainment industry intelligence mentoring for grade 6 to 12

11/201400Class Work Session

11/271400Class Work Session

**11/30 1600 SECOND DRAFT REPORT DUE**

12/41400Class Discussion of Draft 2

Discussion 1: Strategize and plan for spring semester

**APPENDIX 1: Course Policies for UT/ Austin Students**

**Email Policy**The instructor will respond to email to the address: eaton@austin.utexas.edu within 48 hours. The instructor expects to receive an email address for each student in order to provide information via email. The instructor will not respond via any social media, as he does not follow social media.

**Use of Telephones, Iphones, and Communication Devices**Computers or other electronic devices may be used for note taking. The use of computers, Ipads, Iphones and any other communication devices for communication purposes (texting, checking emails, making phone calls) is prohibited in the classroom. Students should silence their communication devices prior to the start of class. The instructor will ask any student who uses a device for communication to put it away. Students who repeatedly use these devices in class for communication will be asked to leave the classroom.

**Informal Discussions**It is likely on any given class day that some students want to approach me to request, to inform, to petition, to explain or otherwise let me know about something important. It is my policy not to respond to any verbal requests. If you wish some action from me, please be so kind as to send an email with the written request. Any email will receive a response within 48 hours.

**Attendance Policy**Attendance in all classes and participation in classroom discussions is expected. If you are unable to attend a lecture, the instructor should be notified in advance. You are encouraged to contact one of your classmates who may be able to assist you with class notes, assignments, and other class details. Please do not email the instructor to ask about what you missed or what was important, any such request will be answered with a statement encouraging the person to contact a classmate.

A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking and paraphrasing, can be found t the web page of the Office of the Dean Students (<http://deanofstudents.utexas.edu/sjs/acint_student.php>) and the Office of Graduate Studies (<http://www.utexas.edu/ogs/ethics/transcripts/academic/html>). The University has also established procedures and penalty guidelines for academic dishonesty, especially Sec. 11.304 in Appendix C of the Institutional Rules on Student Services and Activities in UT’s General Information Catalog.

**Student Responsibilities**Students have the responsibility to respect the rights and property of others (students, faculty, staff) and the institution. Students have the responsibility to be knowledgeable of the published rules and policies of the institution. Students have the responsibility to understand that their actions reflect upon the institution and student body as a whole. Students have the responsibility to recognize the institution’s obligation to provide a safe, respectful, professional learning environment.

**University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. The University of Texas policy on scholastic dishonesty is:

“Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at: www.utexas.edu/depts/dos/sjs/.”

**Academic Integrity**Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Individuals found guilty of academic dishonesty may be dismissed from their degree program. It is a student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. Any student accused of a specific act is subject to University of Texas academic policies and procedures pertaining to violations of the student code of conduct for academic integrity. Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work.

Students are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should a violation of academic integrity occur, any student who copied work from another student or any student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action at the discretion of the instructor.

**Use of E-Mail for Official Correspondence to Students**

E-mail is recognized as an official mode of university correspondence. Therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about chang­es to your e-mail address. You should check your e-mail regularly and frequently at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s poli­cies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

**Religious Holidays**

By UT Austin policy, you must notify a faculty member of your pending absence as expected absences for a religious holiday by the 14th class day of the semester. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give you an opportunity to complete the missed work within a reasonable time after the absence.

**Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, in a manner that concerns you, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

**Resources for Learning and Life at UT Austin**

The University of Texas has numerous resources for students to provide assistance and support for your learning. These resources include:

The UT Learning Center: <http://www.utexas.edu/student/utlc/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Career Exploration Center: <http://www.utexas.edu/student/careercenter/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

## **Feedback Statement** During this course the instructor will ask for feedback on your learning in informal as well as formal ways, including through anonymous surveys about how specific teaching strategies are helping or hindering your learning. It is important for the insructor to know your reaction to what we’re doing in class, so the instructor encourages you to respond to these surveys, ensuring that together it will be possible to create an environment effective for teaching and learning.

 **Q drop Policy**The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

**Emergency Evacuation Policy**Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

* Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
* If you require assistance to evacuate, inform me in writing during the first week of class.
* In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office gives you instructions.

**Students with Disabilities**Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (videophone). Faculty are required to provide accommodations after receiving an official accommodation letter from SSD. Please notify the instructor as quickly as possible if material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.). For any questions regarding UT’s disability policy, contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD’s website for disability-related information: <http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php>