Policymakers and communities often define their success in terms of economic growth and better quality of life through economic development policies and programs which help to achieve those as objectives on a sustainable basis. So what is economic development and how do local, state, and federal governments develop strategies and programs to improve their communities, collaborate in their regions, and compete in a global market place.

This course will utilize Colorado as a laboratory for economic development. It is front page news when businesses locate or expand in the state; when the government reduces regulatory requirements on business; when new investments help build highways, transit, schools, solar gardens or wind farms; or when businesses cannot find workers with the skills required for jobs. How do these issues get analyzed, measured, and translated into strategies, policies, and action? This course will examine these issues focusing on local economic development analysis and practices with supplemental materials on financing economic development – an emphasis that is particularly relevant to our current environment of limited resources.

As governments search for new ways to be efficient, improve performance and leverage resources, they are also looking at their communities, states and regions in terms of competitiveness, innovation, collaboration and partnership. This course will look at practices where economic development includes these elements: the Colorado Innovation Network, the Sustainable Communities Initiative, the Metro Denver Economic Development Corporation, the Denver South Economic Development Partnership and Mile High Connects. Students will develop an economic development strategy based on knowledge and tools learned in the course. Political and professional leadership will be part of the dialog.

Students will exchange in class with guest lecturers currently leading economic development agencies and initiatives, and evaluate projects in class assignments doing research, analysis, and field interviews. Students will enhance their knowledge of economic development tools and practice and will gain an understanding the context and narrative of economic development in Colorado communities.

**A Laboratory of Experience:** This course has been designed to introduce students to economic development concepts and practices using Colorado as a laboratory. Students will engage current examples of economic development cases; learn and exchange in class presentations with guest lecturers currently leading economic development agencies and programs; and evaluate projects in class assignments doing research, analysis, and field interviews. Students will enhance their knowledge and skills commonly used in practice.
Student learning objectives:
By the end of this course, students should:

- Understand the challenges and issues of economic development
  - Topics such as location activities, growth and development, economic structure, land use, neighborhood development, and governance will be addressed and then illustrated with Colorado experience and context
  - Current problems including transportation, poverty, and housing will be addressed in a regional development perspective
  - Analytical and management tools appropriate to local and regional development will be included in class readings and presentations and linked to local examples

- Understand the fundamentals of financing economic development today
  - Survey the range of economic models pursued by Colorado agencies and the financial tools made available in public, private, and partnership arrangements to support economic development
  - Understand the policy and practical issues in financing economic development
  - Understand how individuals and communities benefit and share risk in partnership opportunities

- Understand the variations in economic development strategies at the state, regional, and local levels in Colorado and how varies sectors and community leaders shape economic development policies and outcomes:
  - Transportation
  - Development
  - Education
  - Health

Student project:
Students will be required to develop a phased economic development analysis using a current economic/transportation corridor which is undergoing economic change – the I-70 East Corridor. The instructor will help set the context for the report and work with the student team as needed.

1. **Phase 1:** Descriptive analysis of current conditions in the corridor and identification of economic development opportunities currently underway. Students will work as a team to produce documentation which addresses demographics, market conditions, development opportunities, community and neighborhood involvement and challenges, state and local agency involvement, initiatives underway including investments in transportation, development along the corridor, and potential economic benefits for the corridor.

   A student team will scope the project study, determine assignments, and final schedule of discussions of findings and lessons learned to be incorporated in a final report. A written report will be required by the team based on a schedule approved by the instructor for submission of work products which will be evaluated and graded.

2. **Phase 2:** Research, analysis and preparation of a final report integrating findings of opportunities for economic development along the corridor and facilitative policy strategies to capture the value of those opportunities will also be prepared as a written report by the team.

3. **Phase 3:** Class Presentation of Phase 1 & 2 which will constitute the final examination. Due Session #16. Depending on the size of the class, presentations may be scheduled earlier.
Texts & Reading Assignments:


In addition, articles, reports and other items are assigned with website links, and will be available for download on Canvas.

Visiting Lecturers:
The course will incorporate presentations by practitioners who are leading, advising, and facilitating economic development in Colorado. This resource network will span transportation, development, transit oriented development, education, and health and the local and state level. These presentations and discussions will support the case study project of students in the class and bring the Colorado laboratory into the classroom conversation. The complete list of guest lecturers will be developed for Session 1.
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<tr>
<th>Sessions</th>
<th>Topic</th>
<th>Readings/Assignment</th>
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| Session 1 Jan 22 | **Course Overview** | **Scan:** Metro Denver Economic Development Commission website: [www.metrodenver.org](http://www.metrodenver.org)  
  - Doing Business  
  - Advantages  
  - Industries  
  - Lifestyle  
 **Read:** *(Available in Canvas)*  
  - A Guide to Choosing the Correct Economic Development Model for Your Community  
  - Colorado Biz Survey 2012  
  - City of Boulder Economic Vitality Program |
|          | **The Narrative:**  | Engaging the context of economic development in Colorado                                                                                               |
|          | **Governance:**      | - Network Governance  
  - Collaboration  
  - Transparency  
  - Globalization |
| Session 2 Jan 29 | **Economic Development** | **Read:** Local Economic Development (LED) Chapter 1  
  - LED Defined  
  - Economic View  
  - Regions  
  - LED Professionals  
 **Read:** *(Available in Canvas)*  
  - Financing Economic Development (FED) Part I  
  - Chapter 1: LED and Its Finance  
  - Chapter 2: Evaluation of ED Finance Tools |
|          |                        |                                                                                                                                                      |
| Session 3 Feb 5 | **Strategies**        | **Read:** LED Chapters 2, 3 & 4  
  - Business location, expansion, & retention  
  - Markets, urban systems, & local development  
  - Economic interdependence & local structure  
 **Read:** *(Available in Canvas)*  
  - Metro Denver Industry Clusters 2012 |
|          |                        |                                                                                                                                                      |
| Session 4 Feb 12 | **Growth**            | **Read:** LED Chapters 5 & 6  
  - Regional growth & development  
  - Additional regional analysis tools  
 **Read:** *(Available in Canvas)*  
  - EPA Smart Growth & Economic Success: Strategies for Local Governments 2012 |
|          |                        |                                                                                                                                                      |
| Session 5 Feb 19 | **Practice**          | **Read:** LED Chapters 7 & 8  
  - Institutional perspectives on local development  
  - LED in a flattening world |
| Session 6  | Development | Read: LED Chapter 9  
|------------|-------------|-------------------|
| Feb 26     | Guest Speaker | - Land value  
|            |              | - Land development process  
|            |              | - Land-use patterns  
|            |              | - Land use & economic development tools  

| Session 7  | Housing | Read: LED Chapter 10  
|------------|---------|-------------------------|
| Mar 5      |         | - Fundamentals of housing economics  
|            |         | - Residential location & neighborhood change  
|            |         | - Housing policy issues  
|            |         | - Social economy of neighborhoods  

**Read: (Available in Canvas)**  
DRCOG Regional Housing Strategy

| Session 8  | Poverty | Read: LED Chapter 11  
|------------|---------|-----------------------|
| Mar 12     |         | - Poverty & lagging regions  
|            |         | **Read: (Available in Canvas)**  
|            |         | DRCOG Metro Vision 2040 Health Communities Draft  
|            |         | State of Working Colorado 2014  

| Session 9  | Governance | Read: LED Chapter 12  
|------------|------------|-----------------------|
| Mar 19     |            | - Local Governance, Finance, & regional integration  
|            |            | **Scan:** Denver OED/Partnerships  

| Mar 23-29  | Spring Break |  

| Session 10 | Planning & Futures Tools | Read: LED Chapter 13  
|------------|--------------------------|-----------------------|
| April 2    |                          | - Future & development  
|            |                          | - Planning  
|            |                          | - Planning & future studies tools  

**Read: (Available in Canvas)**  
Regional Economic Strategy: DRCOG 2014 Draft
| Session 11 | Public Finance | Read: Financing Economic Development (FED) Part II  
3: Concepts for Economic Development  
Read: (select two of the subject chapters)  
- 4: Revolving Loan Funds  
- 5: Transfer of Development Rights  
- 6: Municipal Bonds  
- 7: Brownfields  
- 8: Innovation & Entrepreneurship |
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| Session 12 | Private Finance | Read Financing Economic Development (FED) Part III:  
9: Community Economic Development  
- 10: Entrepreneurial Ventures  
- 11: Rural Entrepreneurship |
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| Session 13 | Partnerships | Read Financing Economic Development (FED) Part IV:  
12: Tax Increment Finance  
- 13: Development Extractions  
- 14: Sports Facilities  
- 15: Cobbling Funds for Revitalization |
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| Session 14 | State Strategies | Read: (Available in Canvas)  
CO-LABS ECONOMIC IMPACT STUDY FY2011–FY2013  
Read: www.advancecolorado.com and www.advancecolorado.com/blueprint/key-industry-strategic-initiatives  
**OEDIT - Annual Report 2014**  
OEDIT Divisions, Programs and Grants  
Advanced Industries Accelerator Programs  
Bioscience Discovery Evaluation Grants  
Certified Capital Companies Program (CAPCO)  
Colorado Procurement Technical Assistance Center (PTAC)  
Colorado Tourism Office  
Economic Development Commission (EDC)  
Enterprise Zone (EZ)  
Small Business Development Centers (SBDC)  
SBDC - 2014 Economic Gardening Program Annual Report  
State’s Small Business Credit Initiative (SSBCI) |
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Session 15
May 7

Local Strategies
Guest Speaker

Read: www.denvergov.org/oed

Read: (Available in Canvas)
Jump Start 2012 DOED Strategic Plan
Aerotropolis Governance Comparison and Case Study
Business Improvement Districts 2012

Session 16
May 14

Final Exam: Presentations
Discussion

Due: Project Presentations

Please send an electronic of your presentation (PowerPoint Summary) by 12:00pm on the 13th. The instructor will load them on a computer, but bring a thumb drive just in case.

Please distribute hard copies of the presentation materials the presentation so it can be reviewed during Q&A.

Readings
Recommended for Context
Assigned

The Metropolitan Revolution
Aerotropolis
Collaborating to Manage


Supplemental Readings
Governing by Network: The New Shape of the Public Sector, Stephen Goldsmith & William Eggers, 2004
Class Policies and Requirements

**Academic Integrity:** Students are reminded that the School of Public Affairs takes personal and academic integrity seriously. If you are confused as to what constitutes plagiarism, the following site provides a useful guide and examples: [http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx](http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx)

Students are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University’s Student Conduct Code. See the University’s website for detailed information: [http://catalog.ucdenver.edu/content.php?catoid=6&navoid=530](http://catalog.ucdenver.edu/content.php?catoid=6&navoid=530)

**Attendance and On-Time Arrival to Class:** Regular attendance and preparation for class discussions are primary requirements for passing the course. More than three unexcused absences from class will adversely affect your participation grade. If you must be absent, then please inform me in advance of class (via email or voice mail). Students are expected to be respectful of their fellow students’ learning, and arrive to each class on time. Systemic tardiness will adversely affect your participation grade.

**Reading Assignments & Class Participation:** It is important that you complete each reading assignment prior to class in order to participate in class discussions. Students’ participation will be evaluated in part on the following:

- Mastery of readings consistently throughout the semester
- Verbal contributions in class that are informed and relevant
- Careful and respectful listening to others
- Evident class preparation (coming with finished assignments, course readings, texts)
- Courtesy (arriving on-time, avoiding early departures, paying attention, avoiding side conversations and cell phone interference)

**Written Assignments:** Students are expected to be able to articulate their analysis in a clear and concise manner. Written assignments will be scored for organization, clarity of presentation, accuracy, depth, appropriate grammar and completeness of treatment.

**Office Hours and Inquiries:** You are encouraged to contact me by phone or email if you have any pressing questions or concerns about any part of the course or your performance. I can schedule appointments upon request, and I will be on campus at the Buechner Institute for Governance 4th floor office during the week, and most of the day on Thursdays before class.

**Class Cancellations:** If an emergency forces me to cancel a class, I will notify you by email.

**Unique Needs:** The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DSR), North Classroom 2514, phone (303) 556-3450, TTY (303) 556-4766. I will be happy to provide approved accommodations, once you provide me with a copy of DSR’s letter.

**Evaluation and Grading Policy:** Final course grades will be based on:

- 20% - Class participation
- 25% - Phase 1 Descriptive Analysis, Work Scope and Management Plan
- 25% - Phase 2 Analysis of Opportunities and Challenges
- 30% - Phase 3 Presentation