

Economics for Elementary Education (Econ 1000) - Summer 1, 2009- Group Project #1

Value: 25 points - Due Date: June 10, 2009

Compare/Contrast Michigan's K-12 Funding of Public Education with another U.S. State

Project Purpose: A sizeable percentage of this class will move out of the state of Michigan to pursue a job in education. The purpose of this project is to have you research the 'economics of education' climate in another state to familiarize yourself with educational job markets outside of Michigan.

Project Goals: (1) Understand how Michigan funds K-12 public education, and why funding shortfalls arise; (2) Investigate the K-12 education job market in another U.S. state; (3) Compare/contrast another state's public education system with that of Michigan, especially with regard to its 'economics of education' climate (i.e. public education funding, budget problems, etc.)

Group size: 4 students per group (maximum). Group membership will be assigned by Dr. Ryan. No switching of groups is permitted.

Project: 7-10 page paper outlining the educational climate in your chosen state. Coverage should include: size of the public education sector in your state, future enrollment trends, current teacher demographics, how public education is funded, role of the state lottery in funding education, current/future budget deficits, per pupil spending, and anything else that is relevant. Focus should be placed on the economic aspects of how the state's public school system operates.

References: All references used in the paper should be clearly identified using footnotes and a reference section at the end of the paper. The reference section does not count toward the paper length. References must be valid (URLs must work), and all references are subject to review. When in doubt, give the reference!

Notes:

1. Groups will choose the state they wish to investigate and submit their choice to instructor. No more than 2 groups per state (first-come, first-serve basis).
2. Standard font (10 or 11 point) and paper formatting characteristics (single or 1.5 spacing) should be used. Do not double space or alter margins, white space between sections, etc.
3. Graphs/charts may be used in the paper. Place them at the end of the paper (after the reference section), and clearly identify where in the paper they would be placed in the paper. To do so, include this marker <Insert Table/Figure/Graph X here> . Pages with graphs/tables/figures do not count toward the page limit.
4. Grades will be based on paper economic content, clarity, composition, grammar, etc. Unless an extreme problem arises, all group members will receive the same grade.
5. Both a hardcopy and an electronic version of the paper are due at the beginning of class on the due date – no exceptions.
6. If you have questions on whether or not you are doing the assignment correctly - ask!
7. Plagiarism on this paper will result in a 0 given for the project (for all group members), and a possible E in the class (for all group members). Please note the academic dishonesty policy in the syllabus for more details.