



February 14, 2020

Mary Cathryn Ricker  
Commissioner of Education

Dear Commissioner Ricker,

The Minnesota Council on Economic Education (MCEE) is very pleased to share with you our progress under the state grant we received beginning FY2020. By the summer of 2019, after decades of serving Minnesota teachers and students, MCEE faced a triumvirate of changes that threaten our ability to continue to offer, and increase access to, teacher professional development opportunities and resources in support of delivering the Minnesota K-12 economic standards. This, combined with learning that many state councils receive base funding for their core programming around teacher professional development from the state, MCEE sought state funding for half the cost of providing a robust program to do so - \$500,000 annually.

Given the dynamics of the 2019 session, MCEE was grateful to have been granted approximately one fourth of its request: two one-time grants -- \$117,000 in FY2020 and \$118,000 in FY2021. In FY2020, this state grant support, as well as funds from private sources, has allowed MCEE to reconfigure our staff to allocate more resources to, and rejuvenate, our core programming focused on teaching teachers and engaging students. We made changes to better serve our mission, and are adapting to the challenges of 21st century education methods to meet teachers and students where they are.

In the past year, we've dramatically enhanced our communications via multiple platforms, and now reach more than 30,000 teachers directly to promote opportunities for professional development and curriculum support. We've forged connections and valuable relationships with education advocacy groups, school districts, and education service cooperatives throughout the state to increase our reach and ensure that all teachers and schools can access our programs and benefit from our expertise.

FY2020 to date, MCEE has delivered 53 teacher professional development workshops and courses for K-8, 9-12 and pre-service teachers, both through in-person and online formats. These workshops and courses, taught by some of the best economic educators in Minnesota and from around the country, provided training to 590 teachers, a number significantly higher than that reached in a full year in both FY2018 and FY2019.

With support from the state grant, MCEE is re-positioning itself for continued future success in ensuring that Minnesota's teachers have the content knowledge and pedagogical skills to deliver economic and personal finance literacy education to their students in the most effective and engaging ways possible. Looking forward, we will continue to adapt to the needs of our state's teachers and students to ensure that all Minnesotans are prepared to participate in our increasingly complex and global economy.

Sincerely,

A handwritten signature in black ink that reads "Julie Bunn". The signature is fluid and cursive, with the first name "Julie" and last name "Bunn" clearly distinguishable.

Julie Bunn, PhD  
Executive Director

# **THE MINNESOTA COUNCIL ON ECONOMIC EDUCATION**

## **FY2020 Mid-Term Grant Report: Supporting K-12 Teacher Professional Development to Deliver the Minnesota Economic Standards**

Submitted February 15, 2020

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## **EXECUTIVE SUMMARY**

During the 2019 legislative session, the Minnesota Council on Economic Education (MCEE) requested \$500,000 annually to prepare Minnesota teachers to teach economics and personal finance. This funding request represented half the estimated cost of MCEE providing a robust teacher professional development program for the almost 1,600 new teachers each year statewide and the existing statewide pool of 30,000 teachers with one of the four licenses that teach the economics standards – elementary, business, agriculture education, and social studies.

MCEE received one-fourth of the funds requested in the 2019 legislation. This grant support, combined with some success in increasing dollars from some categories of private funding, allowed MCEE to make progress on key goals associated with reaching more teachers with quality teacher professional development opportunities and curricular resources.

In FY2020, MCEE hired a talented educator to lead our K-12 teacher professional development outreach efforts, oversee teacher professional workshop planning, and review and curate curriculum. The Education Director and Executive Director personally met with numerous individuals across all the relevant stakeholder group areas. Among MCEE outreach efforts were individual and group meetings with superintendents and school district curriculum directors, and presenting workshops and exhibiting at specialty administrator and teacher conferences. These new and rejuvenated relationships provide MCEE with a strong foundation for future growth and collaboration.

To reach more teachers, MCEE greatly expanded its communications database and platform. We now communicate directly with approximately 30,000 teachers and are reaching out to superintendents, principals and district- and school-based curriculum directors as well.

These efforts produced results. FY2020 to date, MCEE has delivered 53 teacher professional development workshops and courses that reached 590 Minnesota teachers. These workshops, offered at multiple locations in the state, provided more than 200 hours of professional development training to increase the knowledge and confidence of K-12 teachers.

MCEE has increased the number and diversity of opportunities for professional development over previous years. The 53 workshops and 590 teachers served to date in fiscal year 2020, compares with 39 and 35, and 438 and 527, respectively, for all of fiscal years 2018 and 2019. Moreover, MCEE currently estimates we will deliver over 60 workshops, and serve over 650 teachers by the end of FY2020, a significant increase over FY2019, with greater content, geographic, and summer versus school year, diversity in our workshop offerings.



## **BACKGROUND**

### MCEE's Mission

The Minnesota Council on Economic Education (MCEE) is a non-profit, non-partisan 501(c)(3), established in 1961. MCEE has been hosted by the Department of Applied Economics in the College of Food, Agricultural, and Natural Resource Sciences at the University of Minnesota-Twin Cities since 1992.

The mission of MCEE is to equip Minnesotans with the economic and personal financial understanding needed to succeed in today's complex economy. For almost 60 years, MCEE has provided economic and personal finance education to teachers, students, and community members across Minnesota and has trained over 33,000 teachers, affecting the lives of over 2.9 million young people. Since 2005, MCEE has also worked to train the staff of 112 community-based agencies to provide customized personal finance education to over 3,000 low-income Minnesotans.

MCEE works with national and local partners to design and deliver the tools needed to understand and make sound economic choices, improve individual personal financial situations, and participate effectively in community, state, national, and world economies. MCEE recognizes that a strong economic understanding empowers learners to build their human capital and pursue opportunities to gain self-reliance. This knowledge enables individuals to think critically about the world around them, act as informed citizens and smart consumers, accomplish career goals, and improve the communities we live in.

To serve the entire state, MCEE works with a network of PhD faculty at university-based Centers for Economic Education based in the Twin Cities, Mankato, St. Cloud, Moorhead and Duluth, and with a cohort of MCEE-trained K-12 Master Teachers. In 2018 the network added a new Center for Diversity in Economics at St. Catherine University, with a statewide focus on women and diversity in finance and economics. As an affiliate of the national Council on Economic Education (CEE), MCEE is part of a nationwide non-profit partnership of state councils and centers for economic education and research, committed to the promotion of economic and personal financial understanding.

### MCEE's Core Focus: K-12 Teacher Professional Development

MCEE's primary strategy to impact students is through providing professional development courses for K-12 teachers. Research has shown that teachers equipped with deeper content knowledge deliver a more productive learning experience for their students. Through MCEE, teachers learn to make economics relevant, meaningful, and exciting to students. We develop workshops and courses that ensure the effective delivery of the state K-12 economics standards,

and that respond to the needs and interests of teachers and students. In addition to foundational content workshops and courses, some of our newer offerings include training teachers to teach entrepreneurship and prepare students for entering entrepreneurship-related competitions, and a project to develop instructional resources for culturally relevant personal finance instruction.

### Minnesota K-12 Standards in Economics

New standards for economics and personal finance -- the Minnesota State Academic Standards in Social Studies - Economics Strand – became part of the Minnesota State Academic Standards in 2013, yet only 2-3% of secondary social studies teachers focus on economics in their preparation to teach. And, although there are fundamental economic concepts covered in the academic standards for each elementary grade, there is no economics or finance requirement for elementary educators. A 2009 study by the National Endowment for Financial Education found that only 20% of teachers felt adequately prepared to teach economics and personal finance. Parents also indicate a lack of confidence in addressing these topics with their children.

At the elementary level, MCEE materials and workshops focus on helping teachers integrate the standards for economic and financial concepts into math, literature, and social studies. At the middle school level, the primary focus is on integration of the standards into the social studies curriculum. At the high school level, MCEE provides professional development opportunities focused on making sure any social studies, agriculture education, or business teachers desiring to, or being asked to, teach economics and/or personal finance have the content knowledge and access to engaging active-student lessons and learning activities such that they can do so confidently and effectively.

For all grade levels, we have programs and courses for those teaching the economics and finance material for the first time, and for those seeking a refresher or seeking new and compelling content for their classes. And for those high school teachers wishing to become eligible to teach College in the Schools courses, MCEE provides the pathway to take the appropriate courses and obtain the graduate credits.

MCEE also works with students directly, to engage them in learning economics and personal finance. MCEE believes that students with strong economic and personal financial understanding are empowered to make effective decisions for themselves and their communities. We offer a variety of student programs and competitions, for students in grades K-12. Most of our student programs focus on high school students. Some of these are student capstone experiences that motivate both teachers and students to improve their economic and personal finance content knowledge, and help prepare students to make wise financial and economic decisions as they pursue higher education, begin careers and contribute to their communities.

MCEE also partners with St. Paul Public and Minneapolis Public Schools to implement MCEE's *Mathematics and Economics* curriculum in summer and afterschool programming. This program, aimed at closing the achievement gap for elementary students at risk of academic failure, has reached more than 1200 students a year since 2010.

#### MCEE K-12 Related Achievements: The Two Program Years Prior to the State Grant

MCEE is Minnesota's leading provider of professional development to K-12 teachers in economics and personal finance. We offer a range of top-quality courses and curricula for teachers, and engaging student programming that improve economic and personal financial knowledge and skills.

Program years (Sept 1 – Aug 31) 2017-18 and 2018-19 impacts at-a-glance:

- 74 programs offered
- 905 teachers trained
- 95,144 students reached via classes taught by teachers trained by MCEE (in that year alone)
- 5,499 students participated directly in MCEE programs and competitions
- 42%/37% of students at schools reached qualify for free and reduced price lunch
- 40%/42% of students at schools reached are students of color

In fiscal year 2019 (July 1 – June 30) MCEE experienced significant change – staff turnover (including a new Executive Director), reduction in financial support from the UMN, and changes in board leadership. Yet, despite these changes, MCEE ended the year strong, with our financial outlook significantly improved, our communications platform greatly expanded, and registrations in our teacher professional development and other programming on the rise. We also sent student teams to the nationals in both the Economics Challenge and Personal Finance Decathlon.

### **MCEE'S 2019 FUNDING REQUEST**

#### MCEE Faced Three Concurrent Challenges

Entering fiscal year 2019, MCEE faced three concurrent challenges that threatened its longer-run ability to continue to deliver on its mission. First, the UMN, which had since 1961, through one academic department, provided significant in-kind support to MCEE, mostly in the form of salary and fringe support of the Executive Director and an administrative assistant, eliminated most of this support. For decades, this support had represented one-fourth to one-sixth of the MCEE annual budget. Second, historical sources of federal funding, notably No Child Left Behind (NCLB) funds, which MCEE had used as significant support for its teacher professional development programming, were no longer available to MCEE, and MCEE is not eligible for

subsequent related sources of federal funds. Finally, and trending in this direction over the previous decade, prominent Minnesota corporate donors, many of which had supported MCEE for years at sizable grant levels, are no longer willing to provide general operating support to nonprofits with our broad target population and/or support teacher professional development.

Through surveying other state councils across the country, MCEE determined that many other states provide on-going funding to their Council on Economic Education through base appropriations. Not surprisingly, the councils that receive significant and on-going state support have some of the best economics and personal finance teacher professional development programs in the country and reach many more teachers relative to the size of their state population, and teacher and student populations, than is true in Minnesota. These states have stable and robust programming. MCEE believes Minnesota should as well.

#### MCEE Requested \$500,000 Annually in the Base

MCEE's 2019 bill (HF2531/SF2614) requested \$500,000 annually to prepare Minnesota teachers to teach economics and personal finance. This funding level represents half the estimated cost of MCEE providing a robust teacher professional development program for the almost 1,600 new teachers each year statewide and the existing statewide pool of 33,000 teachers with one of the four licenses that teach the economics standards – elementary, business, agriculture education, and social studies. Private sources – individuals, corporations, foundations and fees for services – would continue to provide the remainder of the required funding.

State funding at the \$500,000 level would allow MCEE to deliver a comprehensive portfolio of professional development opportunities, including in-person and online training programs available across the state, reaching teachers in all 87 counties. These would range from first introductions to the topic, refresher and specialty workshops, and full courses for graduate credit that all teachers with non-economics undergraduate and Masters Degrees need to become eligible to teach economics through College in the Schools.

The state investment would allow MCEE to expand its Master Teacher program. This program trains exceptional K-12 teachers to deliver professional development programs and serve as mentors to their peers throughout Minnesota.

With a \$500,000 level of on-going support, MCEE would be able to increase capacity to eventually reach over 2,000 teachers a year with professional development opportunities and continue to provide all teacher curated and original teaching resources to all teachers who wish to access them.

## COMPONENTS OF THE PROGRAM FOR WHICH FUNDING WAS REQUESTED (\$500,000 LEVEL)

### Target Population

MCEE targets all pre-service and licensed teachers who are preparing for, or already have, one of the four licenses that will be required, in most instances, to teach to the K-12 economics standards: elementary, business, agriculture education, and social studies. In 2018, the state issued 1,561 new licenses, and there were 33,000 (not all working in their area of licensure) active teachers, with licenses in these four categories. This represents over 50 percent of the K-12 teachers in Minnesota. MCEE programs are available to public and private school teachers.

MCEE strives to reach all of our diverse population groups and communities. Of the students at schools reached through our programs overall, in fiscal year 2019, 42% were students of color and 37% qualified for free and reduced price lunch.

While there are no income qualifications for MCEE services, we have several programs both for K-12 teachers and students, and for adults, that specifically target underserved populations.

Related to K-12, these include the following:

- The *Urban Economics Challenge* — a regional competition within the Economics Challenge program focused on increasing diversity in the Twin Cities and state student competitions. In spring 2019, 81% of students from participating schools were low-income. Recruiting focuses on schools where more than 60% of students qualify for free-and-reduced priced lunch.
- *College Dollars & Sense: Personal finance for life after high school*: This week-long, intensive summer institute focuses on youth from groups underrepresented in higher education. 100% of participating youth identified as youth of color, low income, or first in their families to attend college.
- *Learning Together, Thriving Together: Personal finance for diverse classrooms* is a set of new curriculum and workshop materials developed by local high school teachers at St. Paul's four most diverse high schools, and a diverse group of community leaders, aimed at supporting engaging, culturally relevant instruction in personal finance.

### Geographic Scope

The MCEE teacher professional development program serves the entire state. We achieve this reach through the following:

- Statewide communications to teachers in the four relevant teacher licensure areas via email, newsletters, and social media.

- Statewide reach via a network of seven affiliated Centers for Economic Education based at schools of higher education and through education service cooperatives.
- Center Directors and Master Teachers conducting
  - Pre-service teacher workshops through the 27 programs at higher education institutions that prepare teachers for licensure in the four areas,
  - In-person and online workshops and courses of varying lengths: 1 to 2 hours, 1 to 5 days, and 10 weeks (full course for graduate credit), and
  - Presentations and workshops at teacher professional development annual conferences – economic education, social studies, business, FACS and agriculture education.
- Working with teachers statewide to coach and register their students for student capstone experiences in economics and personal finance.

Activities Proposed to be Funded under the 2019 Request (Partially enabled by a state grant, but also private funding)

- **Reconfigure the MCEE staff to incorporate a licensed Minnesota teacher with experience in delivering the economics standards** and a demonstrated record of excellence and innovation in teaching, to complement other staff and the corps of Master Teachers, and to focus full time on providing teacher professional development and school district leadership engagement across the state at the 9 service cooperatives, the 7 Centers for Economic Education, at individual district locations, and at MCEE teacher trainings and the annual conference.

Additionally, along with the Master Teacher corps, this individual would be responsible for reviewing and updating curricula as necessary and provide input into special workshop development, such as instruction in how to better engage students from underserved racial and socio-economic communities.

- **Expand the MCEE Master Teacher corps capacity.** The Master Teacher program is an integral part of MCEE's ability to implement its mission. These expert and award winning K-12 teachers in economics and personal finance teach MCEE workshops and courses, review emerging trends in teaching and content, review course content and delivery, and partner with MCEE to ensure that the materials MCEE offers teachers and students are current and engaging. MCEE communicates and consults with its Master Teachers corps on a regular basis and annually gathers them together to review programming and make recommendations for the next year.
- **Support additional MCEE Executive Director (ED) time devoted to teacher professional development programming outreach initiatives.** The ED's time for professional development is spent on staff oversight, course design and implementation –

sourcing of reviewers and developers and implementation, curriculum review, oversight of the Master Teacher program, communication with state Centers, and communication with other state Councils and the national Center of Economic Education.

- **Via MCEE, Provide some financial support to each of the higher-education-based Centers for Economic Education** housed at institutions of higher learning across the State of Minnesota so that they can assist with outreach to local K-12 teachers, oversee and implement local student competitions in economics and personal finance, support institutional teacher preparation programs, and host teacher professional development workshops. As with the MCEE itself, at one time most of these Centers received significant in-kind support from their Universities, via course releases for the faculty running them. As with MCEE's loss of in-kind salary and fringe support from the UMN, these course releases have been eliminated. Center directors are now supporting K-12 outreach and teaching training efforts as add-ons to their normal academic work loads.
- **Continue to provide up-to-date curriculum, new teaching tools, on-site instruction, courses and workshops – the essential supports for teachers to deliver high quality instruction.** MCEE continuously reviews curriculum, course offerings, and course delivery methods to ensure that high quality, up-to-date material is available and in use by teachers in Minnesota. Additionally, and increasingly, MCEE is ensuring that all programs have the content, pedagogy, and efficacy appropriate for all in our state, regardless of race, gender, youth, culture, or socio-economic status.

## **IMPACT OF THE GRANT**

MCEE received one-fourth of the annual amount of funds requested in the 2019 legislation. This grant support, combined with some success in increasing dollars from some categories of private funding, allowed MCEE to make progress on key goals associated with reaching more teachers with quality teacher professional development opportunities and curricular resources, but is not at a sufficient level for MCEE to provide the staffing or programming necessary to deliver the level of service to Minnesota teachers warranted by the need for training and the number of teachers and students in the state.

### **Reaching More Teachers through Enhanced Communications and Marketing**

To reach more teachers directly, we exponentially grew our list of teacher contacts in K-8 and 9-12 classrooms. In the course of one year, MCEE increased the teacher contacts in our program database from 4,000 to more than 30,000. This increased communication capacity allows MCEE to directly reach our audience to provide information about new professional development opportunities, educational research findings, and networking information. We also added

outreach to principals and district- and school-based curriculum directors to our communications and marketing efforts.

### Progress on Effective Outreach to Districts, Education Service Cooperatives, and Other K-12 Education Stakeholders

MCEE incorporated a talented educator into our team to lead our K-12 teacher professional development outreach efforts, oversee teacher professional workshop planning, and review and curate curriculum. This new, Education Director, also serves as an instructor for some workshops. The Education Director and Executive Director personally met with numerous individuals across all the relevant stakeholder group areas. These new and rejuvenated relationships provide MCEE with a strong foundation for future growth and collaboration.

MCEE outreach efforts included individual meetings with the districts of St. Paul, Minneapolis, and Anoka-Hennepin and resulted in MCEE-lead teacher professional development at designated district-level training days. Outstate outreach efforts included a listening tour in the St. Cloud area that resulted in a teacher professional development collaboration between MCEE, St. Cloud State University, and Resource Training Solutions (an education service co-op), discussions with the Marshall based service cooperative that led to MCEE providing workshops in the southwest corner of the state. These efforts also led to the Executive Director speaking before a quarterly meeting of all state service cooperative directors, to a semi-annual meeting of Schools for Equity in Education superintendents and school board members, and, coming up in April, plans to speak before thirty superintendents in northwest Minnesota. All these efforts have as their objective, creating more effective and efficient means for connecting teachers to MCEE-delivered quality teacher professional development opportunities and resources.

Other outreach efforts included meetings with members of the MN History Center, MN Department of Agriculture, and the MN Historical Society, with the long-term goal of combining efforts to provide teacher professional development workshops in the four focus areas of the MN Social Studies Standards - Economics, History, Geography, and Citizenship/Government.

Additionally, MCEE was a presenter or exhibitor at conferences hosted by the MN Business & Information Technology Educators, the National Council of Economic Education, the MN Education Association, Sourcewell Technology, the MN Department of Education – both the superintendents MDE Back to School Conference last August and #finstitute last month, and the MN Association of Family and Consumer Sciences.

All of the efforts to enhance communications and greatly expand our outreach, as well as attention to the provision of quality teacher professional development programming and curriculum, are moving us in the right direction and have begun to produce the desired effects.



### Reporting under the Legislation: Table 1 Teacher Professional Development Workshop and Course Summary Data

MCEE collects quantitative and qualitative data on all its programming. Table 1 includes information on MCEE teacher professional development activities FY2020 to date, as specified in the reporting requirements under the enabling legislation for the MCEE grant. This includes data on the number of teachers reached, the total hours of professional development content delivered, and the number and diversity of workshops offered to K-8, 9-12 and pre-service teachers. Of note is the 590 teachers served to date at 53 different workshops. These workshops, offered at multiple locations in the state, provided more than 200 hours of professional development training to increase the knowledge and confidence of K-12 teachers. The table also illustrates the diverse methods of delivery for MCEE programs, with both online and in-person programs offering training for teachers. Descriptions of the individual workshops and identification of the instructors is included in Appendix 1.

The 53 workshops and 590 teachers served to date in fiscal year 2020, compares with 39 and 35, and 438 and 527, respectively, for all of fiscal years 2018 and 2019. Moreover, MCEE currently estimates we will deliver over 60 workshops, and serve over 650 teachers by the end of FY2020, a significant increase over FY2019. MCEE's peak in terms of teachers served occurred in the mid-2000s, at just over 700 teachers accessing MCEE workshops and courses. By the end of FY2020, MCEE hopes to have approached that number.

MCEE has increased the number and diversity of opportunities for professional development over previous years. In fall 2019, the schedule of professional development workshops (both online and in-person) was expanded to include school-year opportunities in addition to our traditional courses offered in the summer. Not only that, MCEE has begun offering courses outside of the Twin Cities Metro-area to reach teachers where they are. By offering training in Greater Minnesota, MCEE is increasing its impact and forging meaningful relationships that will benefit students for years to come.

### Reporting under the Legislation: Summaries of Workshop and Course Evaluations

The Minnesota Council on Economic Education uses a diverse variety of evaluation tools to assess the effectiveness, relevance, and impact of its programs on students, teachers, and communities. Evaluation tools include embedded "check-ins" for feedback within workshops and programs, written and online evaluations at the conclusion of programs, targeted surveys for market research functions, pre- and post-tests, and other industry-standard methods. These evaluation instruments, and the feedback that they provide, are a key component of the holistic program assessment and review process that MCEE staff use to manage on-going program commitments and plan new opportunities for teachers and students. All collected data is stored

and maintained internally and is released in aggregate forms for reporting purposes according to MCEE policies on participant privacy.

MCEE conducts feedback surveys at the conclusion of each program we offer, and analysis of those surveys show an overwhelmingly positive response to MCEE programs, methods, and staff. Teachers appreciate the opportunities we provide for professional development and growth, and frequently note that they can't receive training similar to what MCEE offers elsewhere. Among the comments teachers have left on workshop and course evaluations in FY2020 are the following:

"I walked out with lesson plans I can use right away."

"Thanks for the low cost, high impact workshop!"

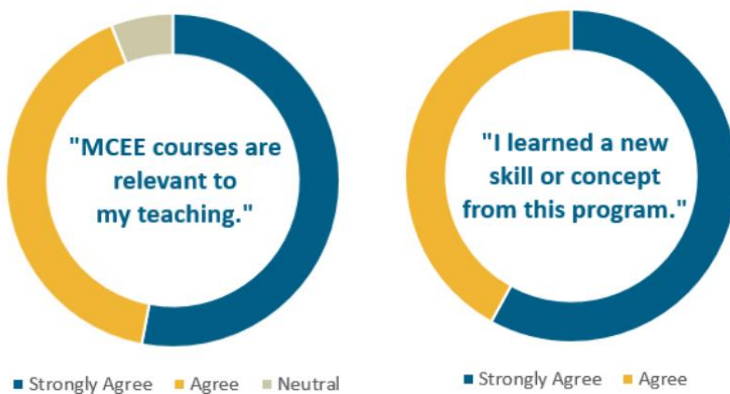
"Instructors shared their favorite activities and what they do in their classroom - great information."

"[MCEE programs] make you think and offer ways to improve your classroom in ways I never imagined."

"This course teaches teachers how economics is relevant to our and our students' lives."

"I feel confident that I can successfully teach econ!"

Across a workshops and courses, the following feedback was received:



Constructive feedback is generally restricted to requests for even more offerings as teachers find that our programs are accessible for any background, and deliver high-quality training that builds their confidence.

Appendix 2 includes summaries of most teacher professional development workshops and courses offered through or by the Council in FY2020 to date. It is, however, not exhaustive, as when MCEE delivers workshops at conferences hosted by other organizations, evaluations are not always conducted. Program evaluation for these workshops takes place through verbal feedback delivered by participants to instructors; oftentimes, though, these workshops are on niche or specialty topics, and thus do not need to comply with the same internal review standards for frequently offered programs.

Information collected through workshop and course registrations and evaluations includes:

- Program-specific feedback
- Program-related survey questions, e.g. questions about when workshops are best scheduled for teachers
- Teacher information, including license area, experience, and number of students and courses taught
- School district information, including demographic data

Some of the above information is not reflected in the evaluation summaries due to staff and time constraint. As MCEE's internal data processing and storage system becomes more sophisticated, and as staff time allows, more of this data will be available for use in reports. MCEE is committed to providing meaningful and useful information (including evaluation and program data) to our stakeholders, and is engaged in ongoing efforts to improve our information collection, storage, and reporting practices while maintaining our high standards in program planning and delivery.

#### Reporting of Additional Information that Might be of Interest to MDE

Included in Appendix 4 are teacher responses to survey questions that may be of interest to MDE. These come from two sources. First, on our standard workshop/course evaluations are three survey-type questions: What additional workshops or student programs would you like to see MCEE offer? When is best for you to attend workshops during the year? And, how and when is it best to be notified by upcoming workshops and professional development opportunities? We pulled the responses to these three questions from the workshop and course evaluations and have included them in Appendix 4a.

Additionally, in Appendix 4b, we have included the responses to a survey we sent via email to K-5 teachers in fall 2019 to gain a better sense of their awareness of the MN economics standards and how MCEE can support them in teaching the standards. Although the response rate to the survey was very low, we include here what we still view as anecdotally informative, results. In the future, MCEE would welcome collaboration with MDE to find an effective means of eliciting a response from teachers to such a survey.

**Table 1: MCEE Teacher Professional Development Workshops and Courses, Fiscal Year 2020 to Date**

\*Sorted by Date

Grade K-8					
Title	Type/Delivery	Date	Location	Length (Hours)	# of Participants
Full descriptions found in Appendix A1					
Elementary Economics: Integrate Economics Everywhere	In-Person	7/9-10/2019	University of Minnesota, St. Paul	10.5	22
The Essential Guide to Integrating Economics into Middle School Social Studies	In-Person	7/23/2019	University of Minnesota, St. Paul	7.25	7
Math & Econ Teacher Training	In-Person	9/30/2019	Minneapolis Public Schools	1.5	5
Economics is Everywhere (Session 1)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	9
Math, Money, and Making Connections through Literature (Session 2)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	6
Seas, Trees, and Economics (Session 3)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	6
Chocolate Economics (Session 4)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	8
Math & Econ Teacher Training	In-Person	1/30/2020	St. Paul Public Schools	1	8
Economics is Everywhere	In-Person	2/4/2020	University of Minnesota, St. Paul	2	3
<b>Total</b>				<b>25.25</b>	<b>74</b>

Grade 9-12					
Title	Type/Delivery	Date	Location	Length (Hours)	# of Participants
Full descriptions found in Appendix A1					
Viewing Sustainability Through an Economic Lens	In-Person	7/9-10/2019	University of Minnesota, St. Paul	18	10
Teaching High School Personal Finance	In-Person	7/15-17/2019	University of Minnesota, St. Paul	16	19
Teaching High School Economics	In-Person	7/29-8/1/2019	University of Minnesota, St. Paul	27	18
High School Macroeconomics	Online	6/10/19-8/23/2019	Online	55	14
What's New in Teaching Saving & Investing	Teacher Specialty Conference	9/27/2019	MN Marketing, Business, & Information Technology Conference, St. Paul	1	45
Bringing Entrepreneurship to the Classroom	Teacher Specialty Conference	9/27/2019	MN Marketing, Business, & Information Technology Conference, St. Paul	1	50
Financial Fitness for Life	In-Person	10/12/2019	University of Minnesota, St. Paul	5.5	6
Financial Fitness for Life	In-Person	10/15/2019	Southwest West Central Service Cooperative, Marshall MN	5.5	18
Fostering Future Entrepreneurs	In-Person	11/15-16/2019	University of Minnesota, St. Paul	16	10
Are We "Econs" or "Humans"? (Session 1)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	16
Teaching Investing in Two Hours (Session 1)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	13
The Economics of Voting (Session 1)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	24
Teaching Controversial Economic Topics (Session 2)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	25
AP Strategies that Promote Deep Understanding (Session 2)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	8
The Favorable Economics of Solving the Climate Challenge (Session 2)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	22
Understanding the Economic Impact of Today's Environmental Issues (Session 3)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	9
Meet FRED and Become a Data Guru (Session 3)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	15
Why is Trade Policy in Such Disarray? (Session 3)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	15
Student Competitions (Session 4)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	6
Relevant, Engaging, and Culturally Inclusive Personal Finance Lessons (Session 4)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	13
Digging into Drug Prices (Session 4)	In-Person	12/14/2019	St. Catherine University, St. Paul	0.75	14
Bring Personal Finance Alive Using Technology	Teacher Specialty Conference	12/16/2019	Impact Education Conference, Minneapolis	1.5	14
Economics Challenge & Personal Finance Decathlon Teacher Training	In-Person & Online	1/14/2020	University of Minnesota, St. Paul	3	7
Online Webinars	Online	Varies (16 Total)	Online	31.5	30
*Title listed in descriptions in Appendices A1					
<b>Total</b>				<b>158.5</b>	<b>391</b>

Pre-Service					
Title	Type/Delivery	Date	Location	Length (Hours)	# of Participants
Full descriptions found in Appendix A1					
Teaching Economics for Pre-service Teachers	IP	7/10/2019	University of Minnesota	1	22
Financial Fitness for Life	IP	10/14/2019	St. Cloud State University	6	33
Elementary Economics for Pre-service Teachers	IP	11/4/2019	St. Thomas University, St. Paul	1.5	20
Micro & Macroeconomics for Pre-service Teachers	IP	11/19/2019	Augsburg Uni., Mpls	3	7
Elementary Economics for Pre-service Teachers	OL	1/17/2020	St. Thomas University, St. Paul	1.5	13
<b>Total</b>				<b>13</b>	<b>95</b>

**Total Number of Workshops: 53**  
**Total Workshop Hours: 228.25**  
**Total Number of Participants: 590**

## **Grade K-8 Workshops**

### **Chocolate Economics**

*Dr. Bill Bosshardt (Florida Atlantic University)*

A workshop on creative approaches for teaching economics through chocolate-themed lessons. Included activities are designed to engage young students in an active-learning environment while exploring topics including scarcity, opportunity costs, economic decision-making, trade and exchange, interdependence (with applications to the global marketplace), and producers and consumers.

### **Economics is Everywhere**

*Mariah Benn (Albany Area Middle School Teacher)*

*Gina Nelson (Minnetonka Middle School East Teacher)*

*Colleen Gray (MCEE Education Director)*

A workshop designed to support teachers in grades 4-8 with a curriculum for students to connect economic reasoning to their daily lives through an interdisciplinary approach. The workshop introduces the curriculum, which is grounded in state social studies standards and includes lesson plans and materials that meet grade-level benchmarks, to foster knowledge development and communication skills.

### **Elementary Economics: Integrate Economics Everywhere**

*Nancy Krenner (MCEE Master Teacher)*

*Kellie Friend (MCEE Master Teacher)*

A workshop for teachers of grades K-5 incorporating the sequence of state social studies standards in economics and personal finance into lessons and activities for the elementary classroom. The workshop emphasizes active-learning strategies and creative problem-solving methods with interdisciplinary applications.

### **Math & Economics Teacher Training**

*Kellie Friend (MCEE Master Teacher)*

*Colleen Gray (MCEE Education Director)*

A workshop preparing teachers to deliver the MCEE Mathematics & Economics curriculum, providing an in-depth introduction to lesson plans and supporting materials for grades 2-5. Included lessons are aligned to state standards in mathematics and social studies, and participating teachers receive all program materials at the conclusion of the workshop.

### **Math, Money, and Making Connections through Literature**

*Andrea Caceres-Santamaria (Federal Reserve Bank of St. Louis)*

A workshop on integrating mathematics and economics concepts into engaging and fun classroom discussions and activities to promote student learning. Included lesson topics address addition, subtraction, decision-making, saving and spending, and trade through accessible children's literature.

**Seas, Trees, and Economies**

*Andrea Caceres-Santamaria (Federal Reserve Bank of St. Louis)*

A workshop equipping teachers to deliver lessons on the connections between the economy and the environment, including examinations of scarcity, value, resources, trade-offs, and incentives as they relate to the natural environment. The workshop introduces lessons featuring interactive simulations and experiences that encourage student application of learning and foster ongoing inquiry.

**The Essential Guide to Integrating Economics into Middle School Social Studies**

*Cindy Fitzthum (MCEE Master Teacher & Center Director)*

*Kris Nelson (MCEE Master Teacher)*

A workshop providing teachers with a framework and approach to providing age-appropriate, cross-curricular, and engaging lessons in economics for middle school students. The workshop emphasizes methods for student engagement and mastery development, with a premium on interactivity and providing materials for implementation and comprehension.

## **Grade 9-12 Workshops**

### **AP® Strategies that Promote Deep Understanding**

*Martha Rush (MCEE Master Teacher)*

A workshop to familiarize teachers with resources from the College Board to assist in planning lessons and supporting students taking Advanced Placement® courses in microeconomics and macroeconomics. The workshop guides teachers through instructional approaches, available materials, and additional tools to support student success.

### **Are We "Econs" or "Humans"?**

*Andrea Caceres-Santamaria (Federal Reserve Bank of St. Louis)*

*Dr. Scott Wolla (Federal Reserve Bank of St. Louis)*

A workshop introducing teachers to behavioral economic theory, and providing lessons to engage students on topics including the anchoring effect, default bias, endowment effect, and present bias. The workshop additionally equips teachers to illustrate the findings of in-class experiments and facilitate classroom discussions.

### **Bringing Entrepreneurship to the Classroom**

*Emily Anderson (MCEE Master Teacher)*

A workshop providing teachers with the knowledge and tools to teach entrepreneurship, emphasizing core concepts in the field through in-class activities and real-world applications. The workshop introduces resources to assist teachers in developing lessons.

### **Bring Personal Finance Alive Using Technology**

*James Redelsheimer (MCEE Master Teacher)*

A workshop connecting teachers to online resources for teaching personal finance. The workshop introduces teachers to lessons that complement these online tools and foster in-class discussions and activity to further apply student learning while meeting state standards.

### **Digging into Drug Prices**

*Dr. Samantha Snyder Çakir (Macalester College)*

A workshop introducing teachers to the economics behind a story commonly found in the news: prescription drug pricing. The workshop provides teachers with a primer in the underlying economic theory, operational challenges, and framework for future policy analysis and action that can be used to encourage student curiosity and inquiry.

### **Economics Challenge & Personal Finance Decathlon Teacher Training**

*Martha Rush (MCEE Master Teacher)*

A workshop preparing teachers to effectively coach student teams in the MCEE Economics Challenge and Personal Finance Decathlon competitions. The workshop provides teachers with an opportunity to learn best practices, access resources to support student learning and growth, and network with interested teachers to encourage student participation and engagement.

### **Financial Fitness for Life**

*Cindy Fitzthum (MCEE Master Teacher & Center Director)*

A workshop for teachers delivering the Financial Fitness for Life curriculum from the Council for Economic Education, introducing the curriculum content, and highlighting activities to support student learning outcomes. The workshop includes demonstration lessons and activities to support teacher implementation of the curriculum.

### **Fostering Future Entrepreneurs**

*Martha Rush (MCEE Master Teacher)*

A workshop providing an in-depth study of entrepreneurship theory, emphasizing teacher encouragement of student business concepts. The workshop equips teachers to facilitate design-thinking activities and provides curriculum and coaching opportunities for participating teachers.

### **High School Macroeconomics**

*James Redelsheimer (MCEE Master Teacher)*

A three-credit course offered in conjunction with the University of Minnesota, providing a foundation in macroeconomic theory and practices. In addition to its academic content, the workshop equips teachers to deliver macroeconomic lessons meeting state standards in social studies and develop curriculum for macroeconomic lessons that engages students of diverse backgrounds.

### **Meet FRED and Become a Data Guru**

*Dr. Scott Wolla (Federal Reserve Bank of St. Louis)*

A workshop introducing teachers to the online Federal Reserve Economic Data (“FRED”) resource and providing lessons on integrating this powerful tool into classroom macroeconomic lessons.

### **Online Webinars**

MCEE-affiliating national Council for Economic Education offers professional development webinars for teachers nationwide. MCEE markets these workshops to Minnesota teachers year-round. Webinars address specialty topics for integrating current events and popular culture into personal finance and economics lessons.

Recent webinars include:

- Education Technology and Economics

- Financial Fitness for Life Series - Paying for Post Secondary Education

- History of the U.S Banking System

- Inflation and College

- Introduction to Taxes Using Turbo Tax and Financial Fitness for Life, Pt. 1

- Introduction to Taxes Using Turbo Tax and Financial Fitness for Life, Pt. 2

- Introduction to Taxes Using Turbo Tax and Financial Fitness for Life, Pt. 3

- Keynes vs Hayek: The Battle Continues

- Manipulative Marketing and Advertising

- Monsternomics

- Project Based Personal Finance

- Protocols in the Classroom



Rockefeller- American Titan & Sphinx  
Teaching Macroeconomics with Games and Simulations  
The Economics of Slavery

### **Relevant, Engaging, and Culturally Inclusive Personal Finance Lessons**

*Jamie Shaw (MCEE Master Teacher)*

*Joel Coleman (MCEE Master Teacher)*

A workshop preparing teachers to deliver economics content to students of diverse backgrounds using culturally-relevant examples to promote student learning and growth.

### **Student Competitions**

*Rayce Hardy (Austin Area High School Teacher)*

*Angela Zappa (MN Council on Economic Education)*

A workshop introducing teachers to student programs offered by MCEE and offering resources and coaching to prepare teachers to recruit, engage, and prepare student teams.

### **Teaching Controversial Economic Topics**

*Dr. Scott Wolla (Federal Reserve Bank of St. Louis)*

A workshop designed to provide teachers with a framework for discussing controversial topics in economics that emphasizes discussion, respectful engagement, and genuine inquiry. The workshop provides resources for teachers to use in addressing some of the discussed topics.

### **Teaching High School Economics**

*Martha Rush (MCEE Master Teacher)*

*Agapitos Papagapitos (MCEE Master Teacher & Center Director)*

A workshop covering foundational skills, knowledge, and tools for teachers of economics. The workshop is grounded in the state standards in economics, providing teachers with resources, best practices, and confidence to support their teaching of micro- and macroeconomics.

### **Teaching High School Personal Finance**

*Jamie Shaw (MCEE Master Teacher)*

*Joel Coleman (MCEE Master Teacher)*

*Martha Rush (MCEE Master Teacher)*

*James Redelsheimer (MCEE Master Teacher)*

A workshop covering foundational skills, knowledge, and tools for teachers of personal finance. The workshop is grounded in state social studies standards, addressing resources available from Next Gen Personal Finance, the Council for Economic Education, the St. Louis Federal Reserve Bank, and other sources.

### **Teaching Investing in Two Hours**

*James Redelsheimer (MCEE Master Teacher)*

A workshop connecting teachers to online resources and activities to engage students in learning personal finance through simulations and accompanying lesson plans. The workshop provides teachers with skills to find additional online resources to supplement their curriculum.

### **The Economics of Voting**

*Dr. Bill Bosshardt (Florida Atlantic University)*

A workshop introducing teachers to the influence of economic policy on U.S. elections and analyzing historical trends in voting. The workshop provides teachers with lesson plans and resources to support student learning and classroom activities.

### **The Favorable Economics of Solving the Climate Challenge**

*Dr. Jay Coggins (University of Minnesota)*

A workshop equipping teachers to analyze the underlying economic principles of climate change and preparing them to facilitate student discussions around topics in the environment. The workshop gives teachers information and resources for teaching environmental economic principles.

### **Understanding the Economic Impact of Today's Environmental Issues**

*Dr. Bill Bosshardt (Florida Atlantic University)*

A workshop providing teachers with resources and lessons to deliver lessons on environmental policy, including the economics of carbon pricing. The workshop prepares teachers to support students in performing basic policy analysis.

### **Viewing Sustainability Through an Economic Lens**

*Julie Bunn (MCEE Executive Director)*

*Kristine West (MCEE Center Director)*

A workshop for teachers using the MCEE Sustainability curriculum providing an overview of topics, reviewing activities and content, and offering an opportunity for teachers to engage with economists studying sustainability. The workshop previews curriculum activities and highlighted potential opportunities for interactivity and active learning.

### **What's New in Teaching Saving & Investing**

*Joel Coleman (MCEE Master Teacher)*

A workshop exploring varied approaches and best practices for teaching investment and savings to students using engaging tools and curricula from multiple sources.

### **Why is Trade Policy in Such Disarray?**

*Dr. C. Ford Runge (University of Minnesota)*

A workshop providing teachers with an academic introduction to the economics of trade policy. Through discussion and historical analysis, the workshop explores the evolution of global trade, its benefits, and theories of trade and development. The workshop offers teachers a framework for facilitating similar discussions in class.

## **Pre-Service Workshops**

Offered at a variety of colleges and universities, MCEE workshops for pre-service teachers provide an introduction to state standards in social studies, introduce students to economic ways of thinking, and support students in developing the skills to deliver engaging and interactive lessons in economics and personal finance. MCEE workshops for pre-service teachers are adapted to the unique needs of each institution and class, offering flexibility to meet the students wherever they may be academically.

## Appendix A2a-A2c - MCEE Teacher Professional Development Workshops and Courses Evaluations

The Minnesota Council on Economic Education uses a diverse variety of evaluation tools to assess the effectiveness, relevance, and impact of our programs on students, teachers, and communities. Evaluation tools include embedded “check-ins” for feedback within workshops and programs, written and online evaluations at the conclusion of programs, targeted surveys for market research functions, and other industry-standard methods. These evaluations, and the feedback that they provide, are a key component of the holistic program assessment and review process that Council staff utilize to manage ongoing program commitments and plan new opportunities for teachers and students. All collected data is stored and maintained internally and is released in aggregate forms for reporting purposes according to Council policies on participant privacy.

The following pages include summaries of many programs offered by the Minnesota Council on Economic Education in FY2020, however this is not an exhaustive list. Several workshops do not have surveys because of their delivery at a conference hosted by a different organization. Program evaluation for these workshops takes place through verbal feedback delivered by participants to instructors; oftentimes, though, these workshops are on niche or specialty topics, and thus do not need to comply with the same internal review standards for frequently offered programs.

Information collected in these program evaluations includes:

- Program-specific feedback
- Program-related survey questions, e.g. questions about when workshops are best scheduled for teachers
- Teacher information, including license area, experience, and number of students and courses taught
- School district information, including demographic data

Some of the above information is not reflected in the following evaluation summaries due to staff and time constraint. As the Council’s internal data processing and storage system becomes more sophisticated, and as staff time allows, more of this data will be available for use in reports. The Minnesota Council on Economic Education is committed to providing meaningful and useful information (including evaluation and program data) to our stakeholders, and is engaged in ongoing efforts to improve our information collection, storage, and reporting practices while maintaining our high standards in program planning and delivery.

## Teacher Workshop Evaluation Form

We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.	1	2	3	4 5	5 16
This workshop was successful in achieving its objectives.	1	2	3	4 4	5 17
The topics/concepts covered in this workshop were relevant to my teaching.	1	2	3	4 7	5 14
I will apply lessons from this workshop to my classroom.	1	2	3	4 5	5 16
The materials given were helpful.	1	2	3	4 2	5 18
The time allotted for this workshop was sufficient.	1	2	3 2	4 6	5 13
I enjoyed this workshop.	1	2	3	4 3	5 18
I would recommend this workshop to a friend or colleague.	1	2	3	4 1	5 20

What did you like most about this workshop?

- Presenters shared their favorite activities; concise & hands-on activities; differentiated by intelligence/grade-level
- The handouts; lessons to go with books
- This workshop gave me a lot of effective ways to integrate key concepts of economic in an elementary classroom
- The time-frame – I took this class several years ago when it was a full week and this version is better
- Great resources
- All the links, books, resources; Hands on activities/sharing
- I am appreciative of the materials & organized binder of ready-to-use lessons! Amazing!
- All the resources are helpful; seeing how lessons we are familiar with can incorporate economics
- All the resources and hands-on activities
- I enjoyed being able to participate in activities and having ready-to-teach resources in the binder
- The resources were super. I will use them in my classroom for sure!
- I loved the hands-on activities and the way they can be adapted for different grade levels and abilities
- Time to discuss application of activities in the classroom and doing the activities
- Lessons related to books; sharing your best ideas – thank you!
- The activities! The material and activities are relevant to me!

- Great resources, excited and knowledgeable facilitators
- Lots of great ideas; opportunity to do some of the activities
- I enjoyed the hands-on activities
- I loved every lesson you demonstrated and walked us through. As a visual learner, it was super helpful.
- Free resources

What could be improved for this workshop?

- More time for resource-sharing from instructors and participants (how to think about planning flow for school year)
- Have specific days for lower grade levels and higher grade levels
- Have it earlier in the summer
- Time with standards & discussion w/ grade alike to start thinking about a curriculum plan/integration
- Let people know what lunch is so people can pre-plan
- Make sure the resources in the binder are in order and complete; more active-learning right after lunch would be helpful to maintain energy levels
- Cut down the time for the making of the toys activity
- Maybe a little more time
- Less activities and more time digging into them and discussing revisions/extensions
- One day for 2-3 teachers, one day for 4-5 teachers; if you say something is "complicated" or hard – I don't want to do it. It could be left out
- A snapshot (1 page) of websites that may be useful as a quick guide
- Some ideas for assessments
- Need to streamline a little more, I understand it was the 1<sup>st</sup> time going from 5 days to 2 days
- I struggled with the occasional disjointedness of the class. I also wish the binder was complete and more organized
- Maybe provide more ideas on how to incorporate ELL students into these lessons or lessons that would work well for those students
- Table of contents for the binder

What additional workshops or student programs would you like MCEE to offer?

- Exploration on how to adapt for newly arrived refugee/ESL students; incorporate Earth concepts with economics; cost of our choices- teaching to elementary level
- I appreciate your hard work and willingness to share
- More of what was offered
- I'd love to hear more about Kellie's language acquisition activity for ancient civilizations
- Do you have the ability to come into schools during workshop week?
- Economics for ELL
- Statistics for Elementary

Additional Comments:

- Enjoyed Nancy and Kellie!
- **General comment:** Webinars should be better communicated
- Thank you for this opportunity. I am eager to head back & implement this work w/ students. Thanks for the low cost, high impact workshop ☺
- Great workshop
- Nice job!
- Thank you for your time and material. I look forward to bringing my material to my team. When does school start- I can't wait!
- Great food choices

- Overall, I really enjoyed the last two days. I had many good takeaways and look forward to trying them out next year.
- In Montessori education we would use real countries/communities instead of fictional ones. Not only do the children learn the economic concepts, but those concepts are integrated with geography, horticulture, languages, culture, climate, etc.

Strongly Disagree

Strongly Agree

	1	2	3	4	5
The instructor(s) were prepared for each class.	1	2	3 1	4 8	5 11
The instructor(s) demonstrated knowledge of the subject.	1	2	3	4 4	5 16
The instructor(s) communicated the subject matter effectively.	1	2	3	4 6	5 14
The instructor(s) were able to effectively adapt material as needed to suit participants.	1	2	3	4 4	5 16
The instructor(s) were clear in explaining course materials/curriculum.	1	2	3 1	4 3	5 16
The instructor(s) managed time well.	1	2	3	4 8	5 12
The instructor(s) encouraged positive participation and discussion throughout the workshop.	1	2	3	4 1	5 19

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

7 Weekday Afternoons (after school)  
6 Weekday Evenings  
12 Saturdays 7 Full Day 3 Half Day 3 1-2 Hours  
8 Webinar

During the summer:

15 Weekday Afternoons (after school)  
7 Weekday Evenings  
4 Saturdays 1 Full Day \_\_\_ Half Day \_\_\_ 1-2 Hours  
6 Webinar

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

20 Email 1 MCEE Social Media 1 Mailing  
1 MCEE Newsletter 2 MCEE Website 1 Annual Conference

Other: \_\_\_\_\_

2 Morning 3 Afternoon 1 Evening

Please provide a quote about how this workshop has helped you as a teacher, or the impact it will have on students in your classroom. *If you wish to have this quote attributed, please indicate your first & last name and school.*

- "This is a great workshop and great takeaways"
- "This will help me make sure I am teaching the standards effectively and making sure that my students are becoming 21<sup>st</sup> century learners"
- "Nancy and Kellie brought Economics to life in the workshop through real life examples in lessons we can use"
- "Great resources for making economics relevant and engaging for students"
- "This workshop gave me enough resources to comfortably teach the economic MN state standards"
- "Kellie and Nancy do a wonderful job of making you feel at home and welcomed. They provided great resources that I am excited to use in my classroom. Thank you for showing us how to easily incorporate economics in an elementary classroom."



## Teacher Workshop Evaluation Form

We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.	1	2	3	4 1	5 3
This workshop was successful in achieving its objectives.	1	2	3	4 1	5 3
The topics/concepts covered in this workshop were relevant to my teaching.	1	2	3	4	5 4
I will apply lessons from this workshop to my classroom.	1	2	3	4 1	5 3
The materials given were helpful.	1	2	3	4 2	5 2
The time allotted for this workshop was sufficient.	1	2	3	4 1	5 3
I enjoyed this workshop.	1	2	3	4	5 4
I would recommend this workshop to a friend or colleague.	1	2	3	4	5 4

What did you like most about this workshop?

- The hands-on aspect of the workshop was great. And the fact that it was specifically geared towards middle school!
- Great to see lessons and hear how to adapt to the classroom
- Lots of great lessons to use directly geared to MS
- The simulations/lessons in the beginning of the presentations

What could be improved for this workshop?

- Having more students! People really missed out on a great opportunity
- Some of the later lessons seemed to be more HS level

What additional workshops or student programs would you like MCEE to offer?

- Annual Conference
- Networking opportunities – I'm the only econ teacher at my school, it's great to meet more people to borrow ideas off of

Additional Comments:

Strongly Disagree

Strongly Agree

The instructor(s) were prepared for each class.	1	2	3	4	5 4
The instructor(s) demonstrated knowledge of the subject.	1	2	3	4	5 4
The instructor(s) communicated the subject matter effectively.	1	2	3	4 1	5 3
The instructor(s) were able to effectively adapt material as needed to suit participants.	1	2	3	4 1	5 3
The instructor(s) were clear in explaining course materials/curriculum.	1	2	3	4	5 4
The instructor(s) managed time well.	1	2	3	4	5 4
The instructor(s) encouraged positive participation and discussion throughout the workshop.	1	2	3	4	5 4

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

2 Weekday Afternoons (after school)  
2 Weekday Evenings  
3 Saturdays 1 Full Day 1 Half Day \_\_\_ 1-2 Hours  
2 Webinar

During the summer:

3 Weekdays 1 Morning 3 Afternoon \_\_\_ Evening  
1 Saturdays  
1 Webinar \_\_\_ Full Day \_\_\_ Half Day \_\_\_ 1-2 Hours

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

4 Email \_\_\_ MCEE Social Media \_\_\_ Mailing  
\_\_\_ MCEE Newsletter 1 MCEE Website \_\_\_ Annual Conference  
\_\_\_ Other: \_\_\_\_\_

1 Morning \_\_\_ Afternoon \_\_\_ Evening

Please provide a quote about how this workshop has helped you as a teacher, or the impact it will have on students in your classroom. *If you wish to have this quote attributed, please indicate your first & last name and school.*

- "This workshop provided some fun and educational lessons that I can use in my MS classes."

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The workshop was valuable to me.		3			
The workshop was well-organized and directed.		2	1		
The workshop prepared me for teaching this curriculum.		2	1		
I have the confidence to address the math and economics standards in my grade level(s).	1	2			
Instructor/s explained the material clearly.		2	1		
The material presented at this workshop is relevant to my classroom and/or I can easily embed it into what I teach.		3			
I will use this curriculum in my teaching.	1	2			
I would recommend this workshop to a colleague.		2	1		

What did you like best about the workshop?

- All easy to find in the book
- Having the lessons planned

What can we do to improve the workshop?

- Answers – possibility of answers
- Examples/Samples

Is there anything that you wished was covered, but wasn't?

- Not sure – stay tuned!

Please list any other feedback here:

- I just felt like there was too much of going from one grade to another. I don't feel like I have an idea of what should be taught.

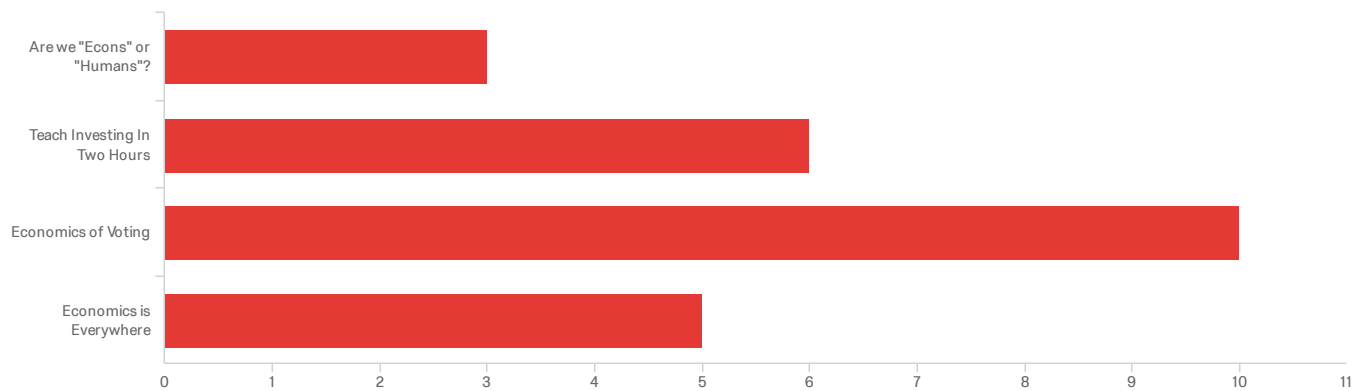
**Thank you!**

# Default Report

MinnEcon Session 1

January 6, 2020 7:09 AM MST

Q1 - Please select the workshop you attended:



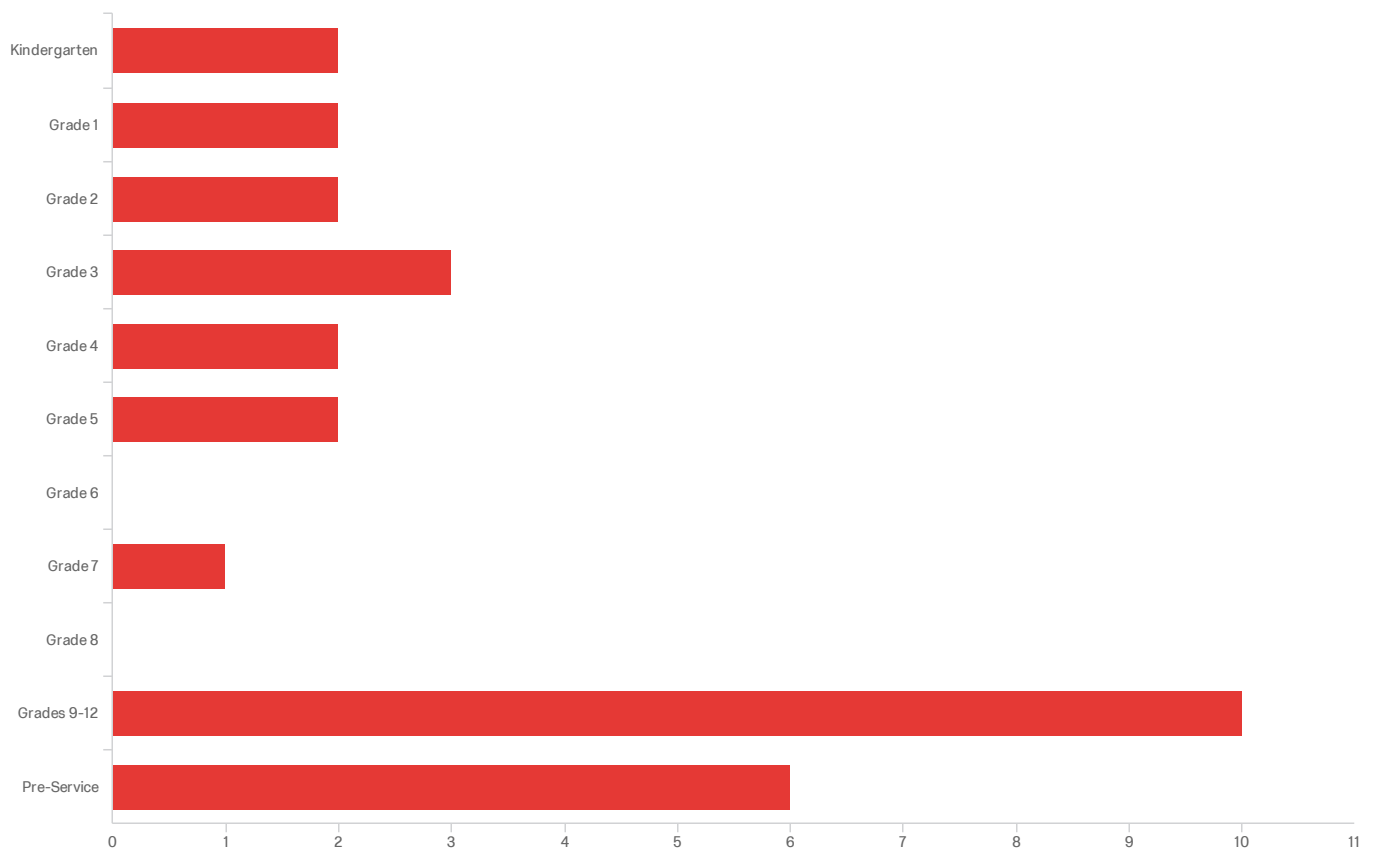
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the workshop you attended:	1.00	4.00	2.71	0.93	0.87	24

#	Field	Choice Count
1	Are we "Econs" or "Humans"?	12.50% 3
2	Teach Investing In Two Hours	25.00% 6
3	Economics of Voting	41.67% 10
4	Economics is Everywhere	20.83% 5

24

Showing rows 1 - 5 of 5

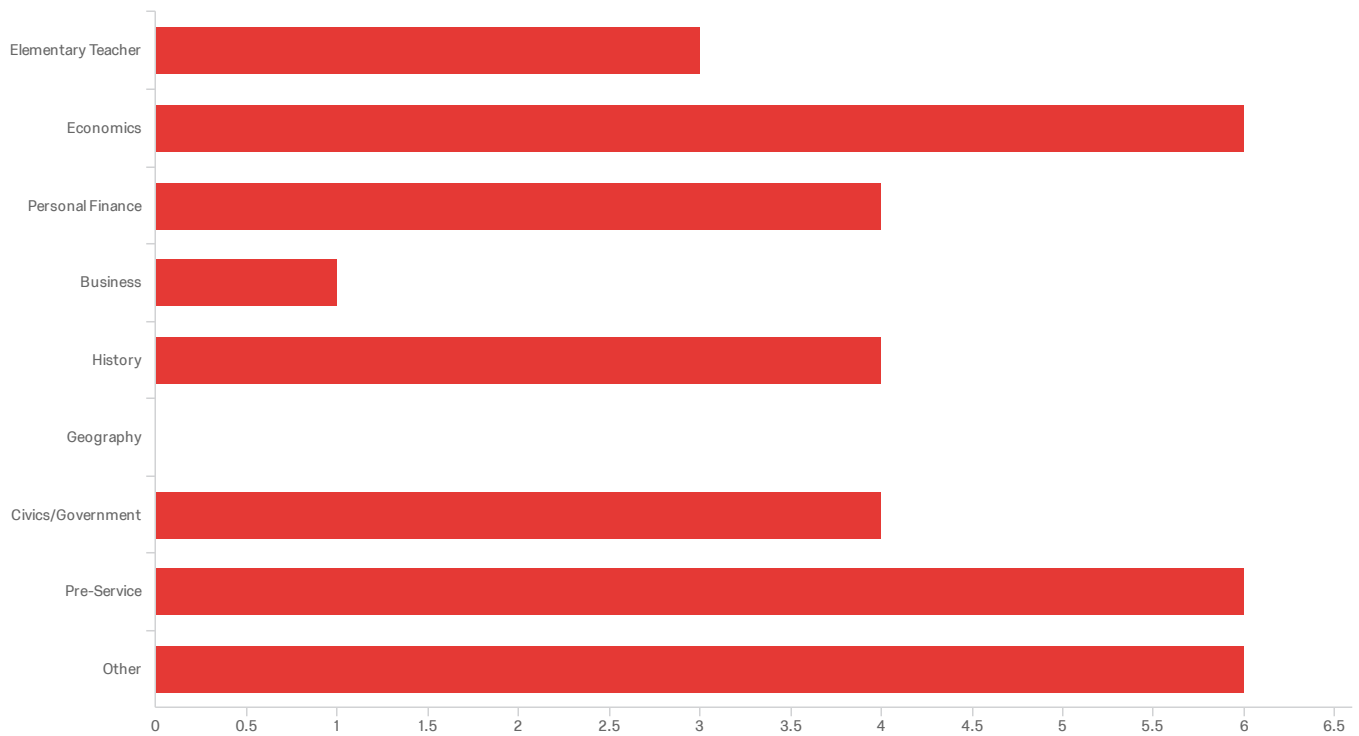
## Q2 - Please select the grades you currently teach:



#	Field	Choice Count
1	Kindergarten	6.67% 2
2	Grade 1	6.67% 2
3	Grade 2	6.67% 2
4	Grade 3	10.00% 3
5	Grade 4	6.67% 2
6	Grade 5	6.67% 2
7	Grade 6	0.00% 0
8	Grade 7	3.33% 1
9	Grade 8	0.00% 0
10	Grades 9-12	33.33% 10
11	Pre-Service	20.00% 6
		30

Showing rows 1 - 12 of 12

### Q3 - Please select the subject(s) you currently teach:



#	Field	Choice Count
1	Elementary Teacher	8.82% 3
2	Economics	17.65% 6
3	Personal Finance	11.76% 4
4	Business	2.94% 1
5	History	11.76% 4
6	Geography	0.00% 0
7	Civics/Government	11.76% 4
8	Pre-Service	17.65% 6
9	Other	17.65% 6
		34

Showing rows 1 - 10 of 10

#### Q3\_11\_TEXT - Other

Other

Other

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Administration

Philosophy

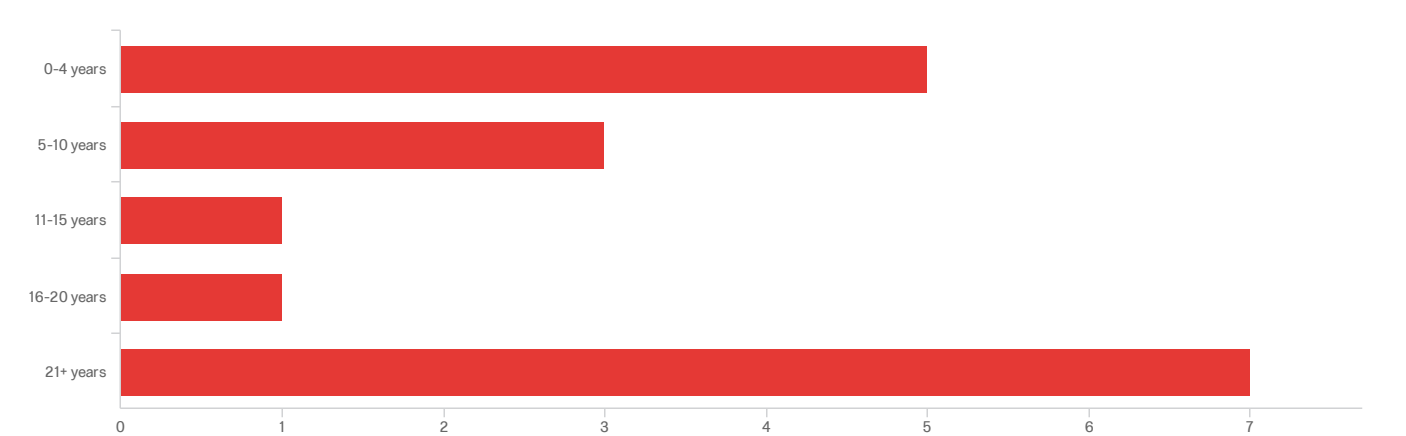
Dont teach, board mbr

Paraprofessional

Guidance counselor



Q9 - How long have you been a teacher?

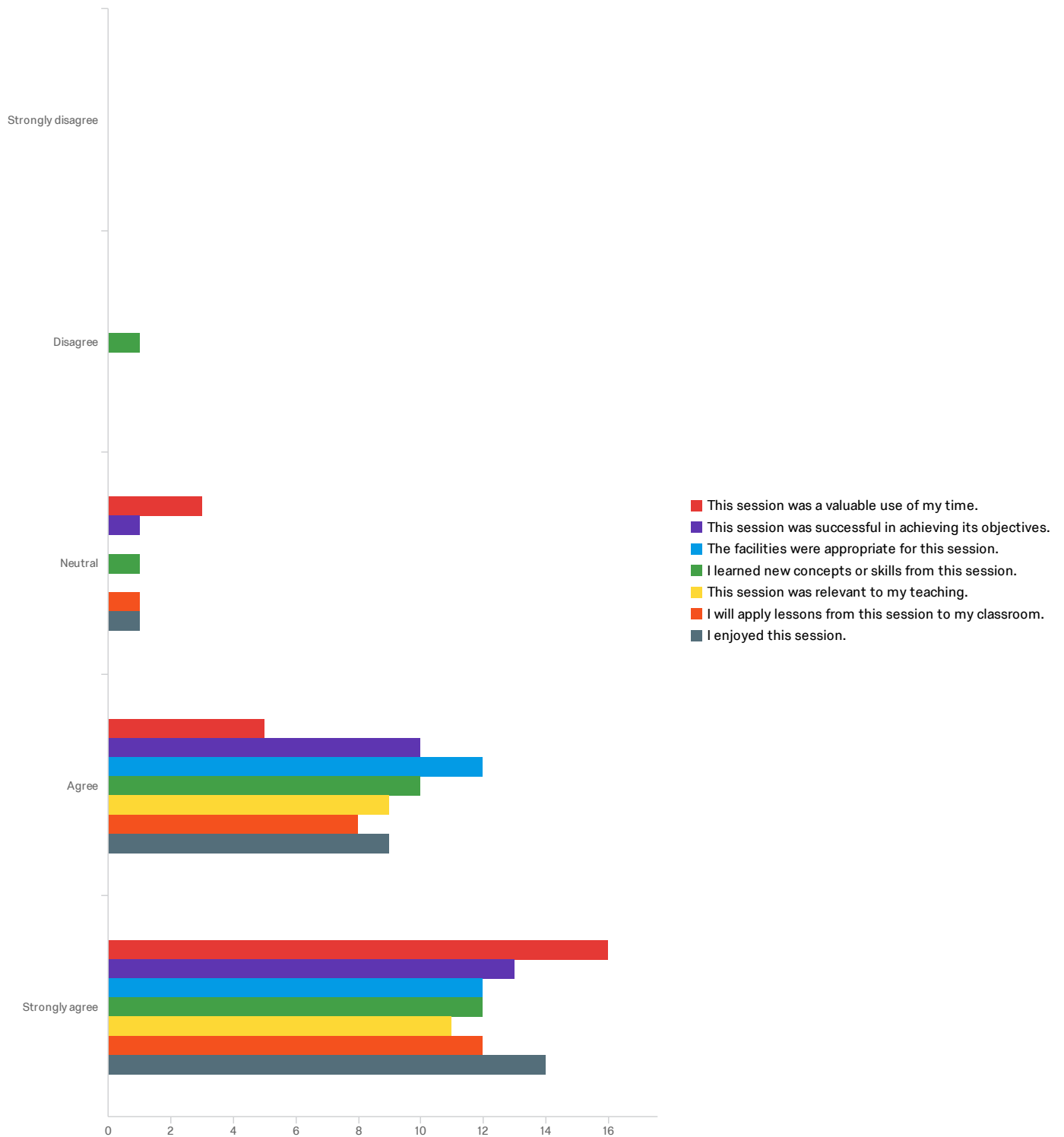


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a teacher?	1.00	5.00	3.12	1.74	3.04	17

#	Field	Choice Count
1	0-4 years	29.41% 5
2	5-10 years	17.65% 3
3	11-15 years	5.88% 1
4	16-20 years	5.88% 1
5	21+ years	41.18% 7
		17

Showing rows 1 - 6 of 6

## Q5 - Please indicate your agreement with the following statements.



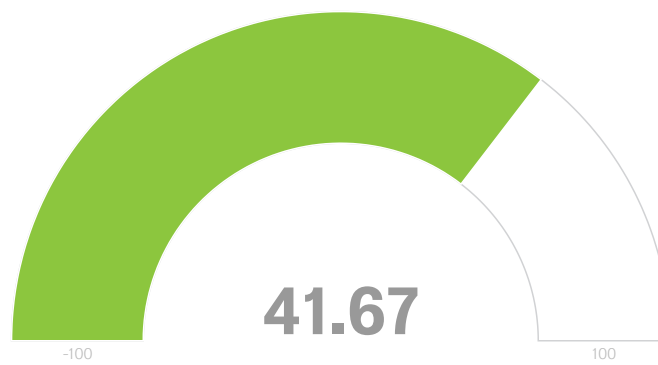
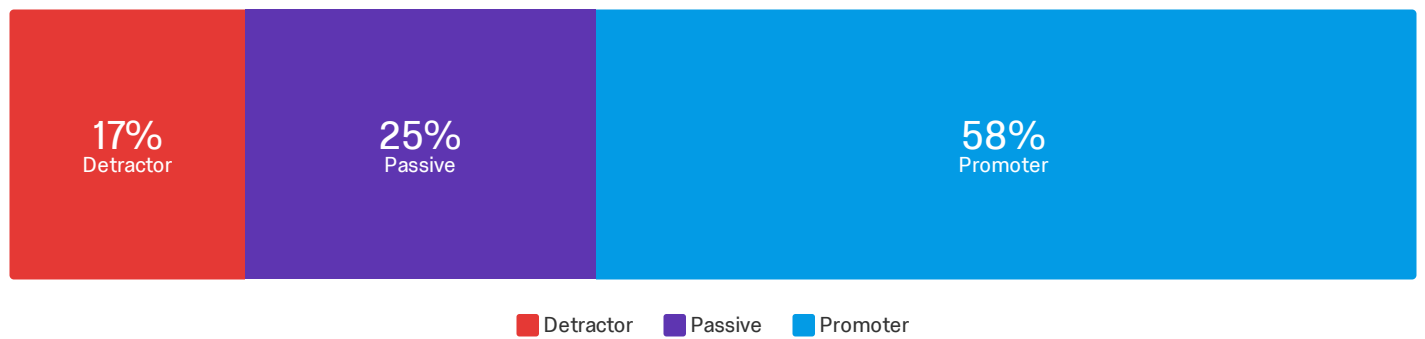
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This session was a valuable use of my time.	3.00	5.00	4.54	0.71	0.50	24

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	This session was successful in achieving its objectives.	3.00	5.00	4.50	0.58	0.33	24
3	The facilities were appropriate for this session.	4.00	5.00	4.50	0.50	0.25	24
4	I learned new concepts or skills from this session.	2.00	5.00	4.38	0.75	0.57	24
5	This session was relevant to my teaching.	4.00	5.00	4.55	0.50	0.25	20
6	I will apply lessons from this session to my classroom.	3.00	5.00	4.52	0.59	0.34	21
7	I enjoyed this session.	3.00	5.00	4.54	0.58	0.33	24

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	This session was a valuable use of my time.	0.00%	0	0.00%	0	12.50%	3	20.83%	5	66.67%	16	24
2	This session was successful in achieving its objectives.	0.00%	0	0.00%	0	4.17%	1	41.67%	10	54.17%	13	24
3	The facilities were appropriate for this session.	0.00%	0	0.00%	0	0.00%	0	50.00%	12	50.00%	12	24
4	I learned new concepts or skills from this session.	0.00%	0	4.17%	1	4.17%	1	41.67%	10	50.00%	12	24
5	This session was relevant to my teaching.	0.00%	0	0.00%	0	0.00%	0	45.00%	9	55.00%	11	20
6	I will apply lessons from this session to my classroom.	0.00%	0	0.00%	0	4.76%	1	38.10%	8	57.14%	12	21
7	I enjoyed this session.	0.00%	0	0.00%	0	4.17%	1	37.50%	9	58.33%	14	24

Showing rows 1 - 7 of 7

Q8 - On a scale from 0-10, how likely are you to recommend attending a form of this workshop in the future to a friend or colleague?



## Q10 - What, if any, feedback would you have to improve this course for future attendees?

What, if any, feedback would you have to improve this course for future att...

---

Even more examples, samples, and ideas

This was an excellent course, with a strong instructor. Very nice!

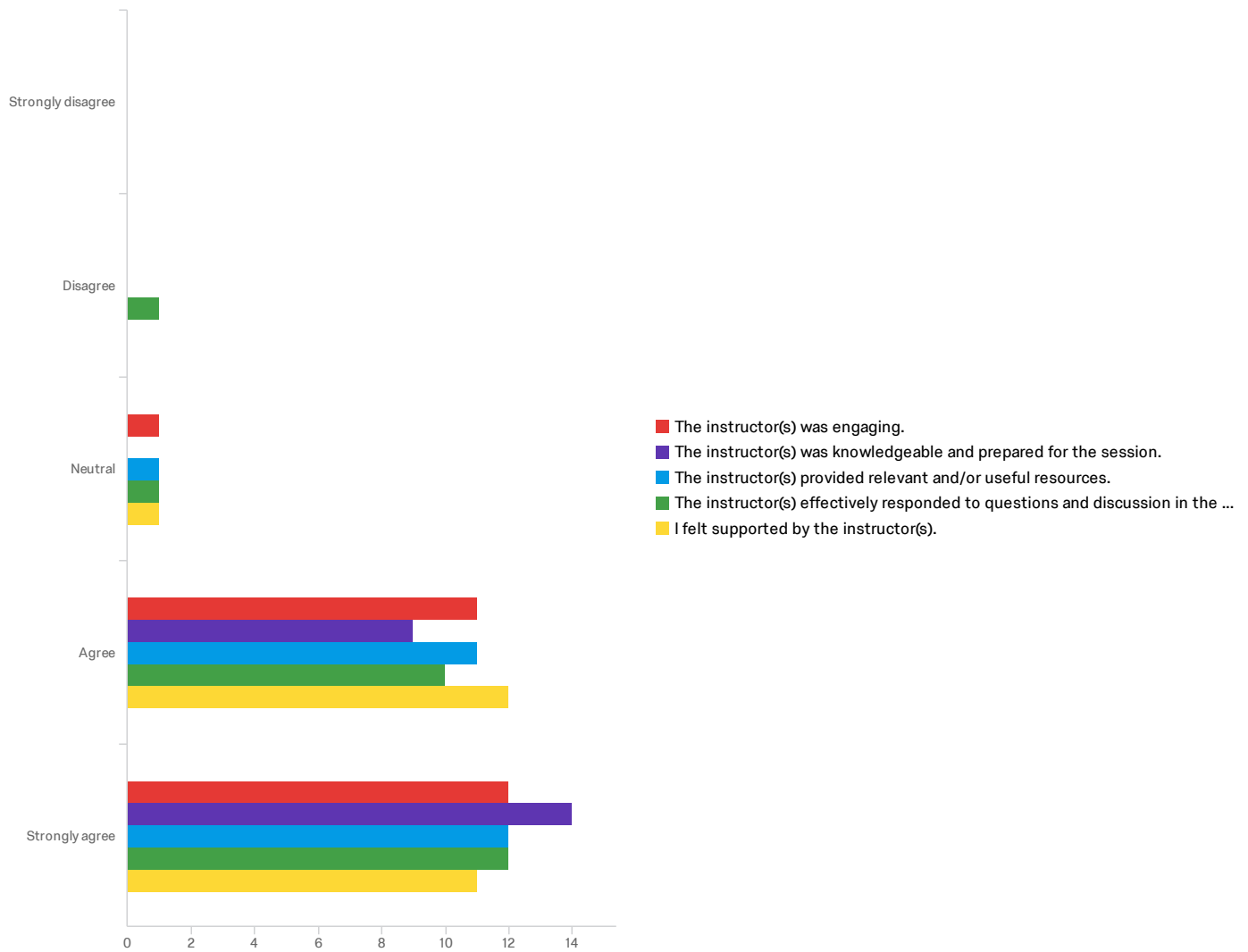
None needed, I thought it was great, the instructor kept us very engaged. Very well presented!

Have copies of the curriculum to take away.

V oriented to teachers, as it should be

Good job

## Q7 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor(s) was engaging.	3.00	5.00	4.46	0.58	0.33	24
2	The instructor(s) was knowledgeable and prepared for the session.	4.00	5.00	4.61	0.49	0.24	23
3	The instructor(s) provided relevant and/or useful resources.	3.00	5.00	4.46	0.58	0.33	24
4	The instructor(s) effectively responded to questions and discussion in the session.	2.00	5.00	4.38	0.75	0.57	24
5	I felt supported by the instructor(s).	3.00	5.00	4.42	0.57	0.33	24

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	The instructor(s) was engaging.	0.00%	0	0.00%	0	4.17%	1	45.83%	11	50.00%	12	24
2	The instructor(s) was knowledgeable and prepared for the session.	0.00%	0	0.00%	0	0.00%	0	39.13%	9	60.87%	14	23
3	The instructor(s) provided relevant and/or useful resources.	0.00%	0	0.00%	0	4.17%	1	45.83%	11	50.00%	12	24
4	The instructor(s) effectively responded to questions and discussion in the session.	0.00%	0	4.17%	1	4.17%	1	41.67%	10	50.00%	12	24
5	I felt supported by the instructor(s).	0.00%	0	0.00%	0	4.17%	1	50.00%	12	45.83%	11	24

Showing rows 1 - 5 of 5

## Q11 - What, if any, specific feedback do you have for your instructor(s)?

What, if any, specific feedback do you have for your instructor(s)?

---

Thank You!

Modeled the interactions really nicely.

A

None

Great!!

**End of Report**

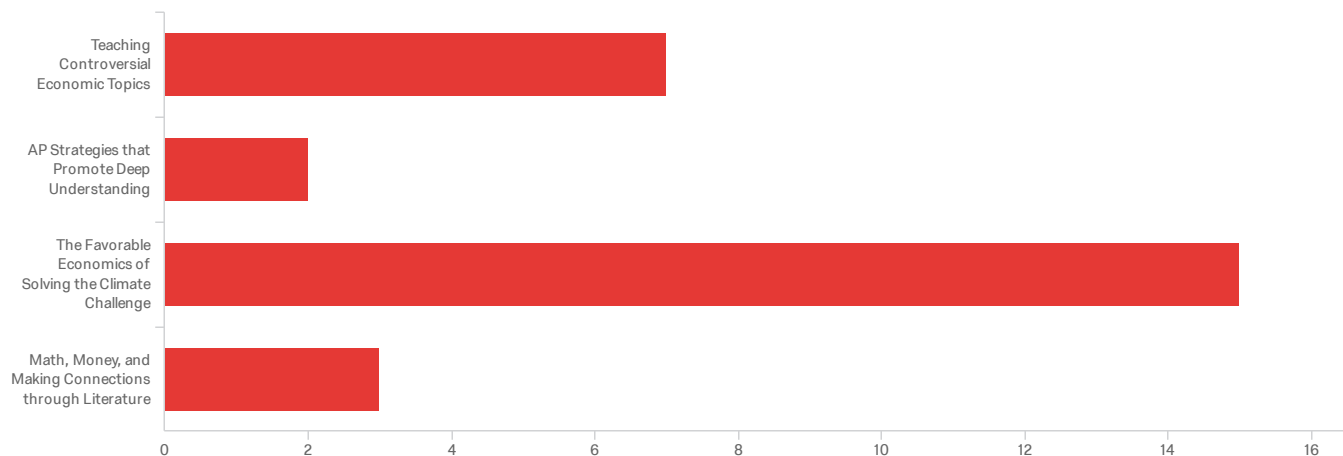


# Default Report

MinnEcon Session 2

January 6, 2020 7:13 AM MST

Q1 - Please select the workshop you attended:

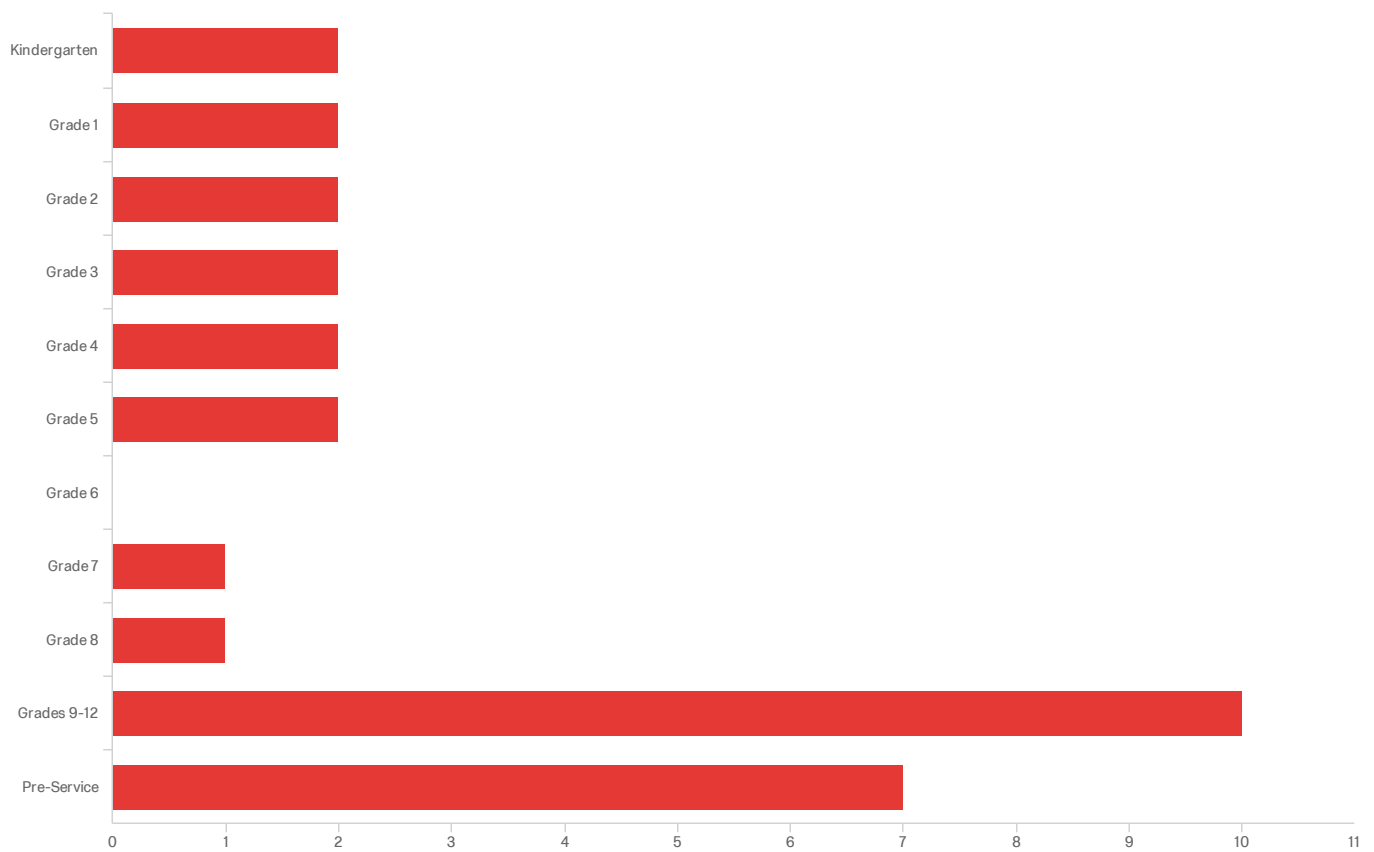


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the workshop you attended:	1.00	4.00	2.52	1.00	0.99	27

#	Field	Choice Count
1	Teaching Controversial Economic Topics	25.93% 7
2	AP Strategies that Promote Deep Understanding	7.41% 2
3	The Favorable Economics of Solving the Climate Challenge	55.56% 15
4	Math, Money, and Making Connections through Literature	11.11% 3
		27

Showing rows 1 - 5 of 5

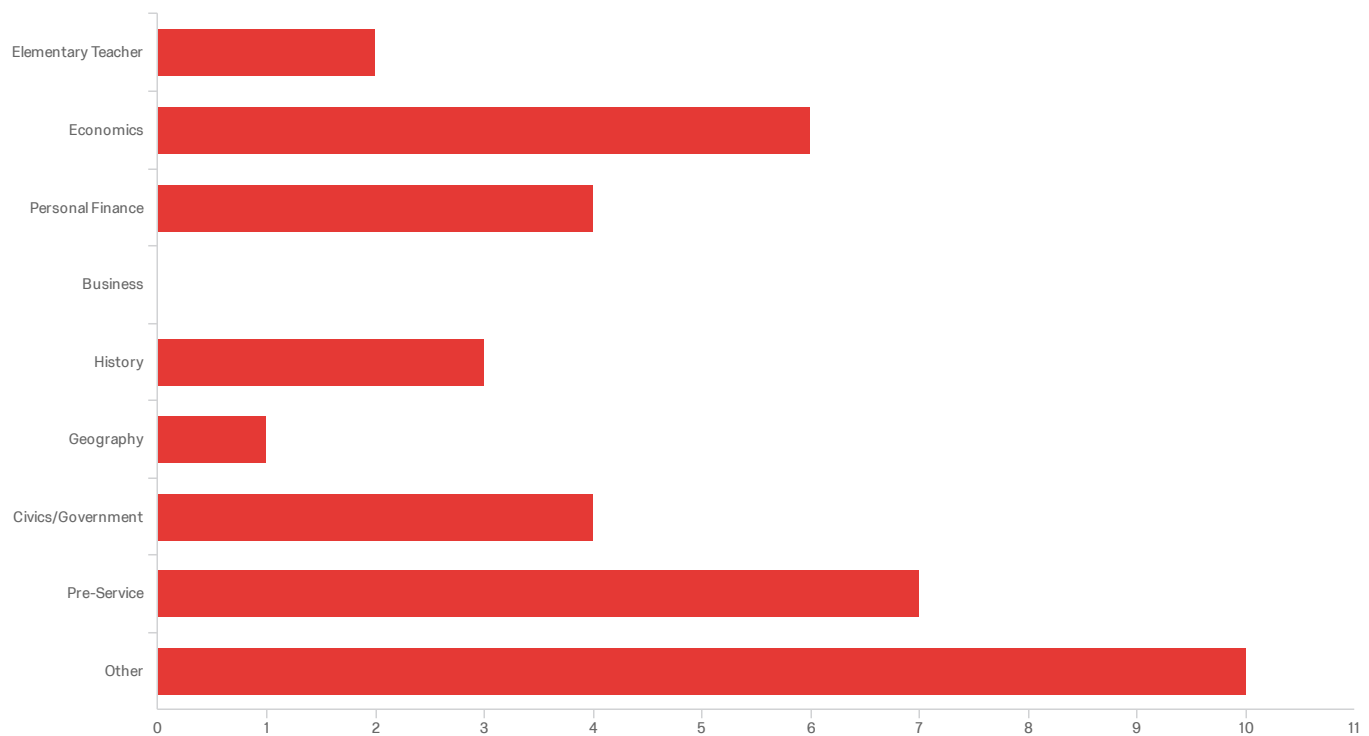
## Q2 - Please select the grades you currently teach:



#	Field	Choice Count
1	Kindergarten	6.45% 2
2	Grade 1	6.45% 2
3	Grade 2	6.45% 2
4	Grade 3	6.45% 2
5	Grade 4	6.45% 2
6	Grade 5	6.45% 2
7	Grade 6	0.00% 0
8	Grade 7	3.23% 1
9	Grade 8	3.23% 1
10	Grades 9-12	32.26% 10
11	Pre-Service	22.58% 7
		31

Showing rows 1 - 12 of 12

### Q3 - Please select the subject(s) you currently teach:



#	Field	Choice Count
1	Elementary Teacher	5.41% 2
2	Economics	16.22% 6
3	Personal Finance	10.81% 4
4	Business	0.00% 0
5	History	8.11% 3
6	Geography	2.70% 1
7	Civics/Government	10.81% 4
8	Pre-Service	18.92% 7
9	Other	27.03% 10
		37

Showing rows 1 - 10 of 10

#### Q3\_9\_TEXT - Other

Other

Other

---

N/A

Administration

Science

Philosophy

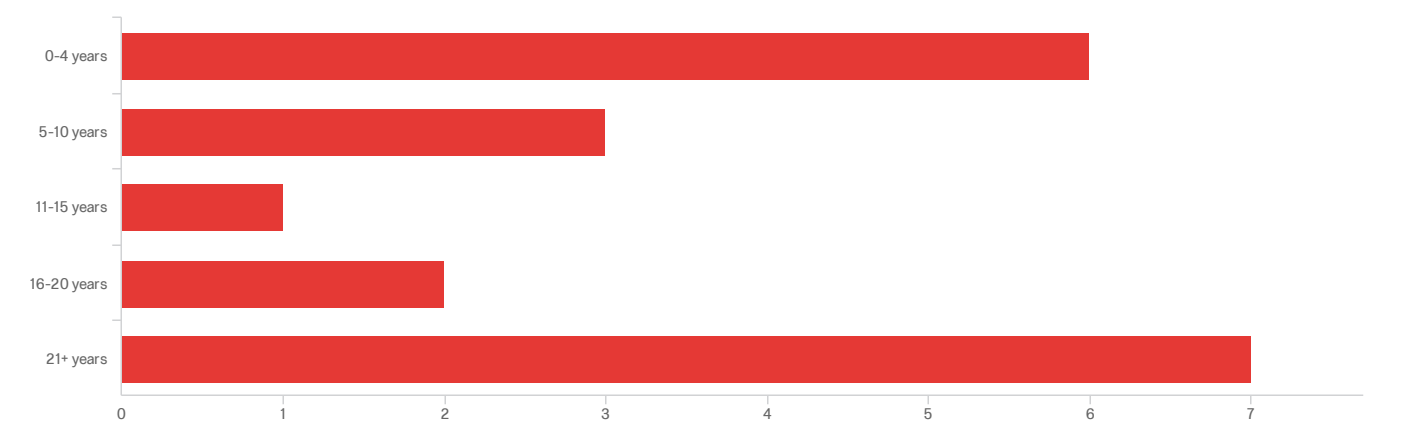
Paraprofessional

Board mbr

Guidance counselor

MCEE staff

Q9 - How long have you been a teacher?

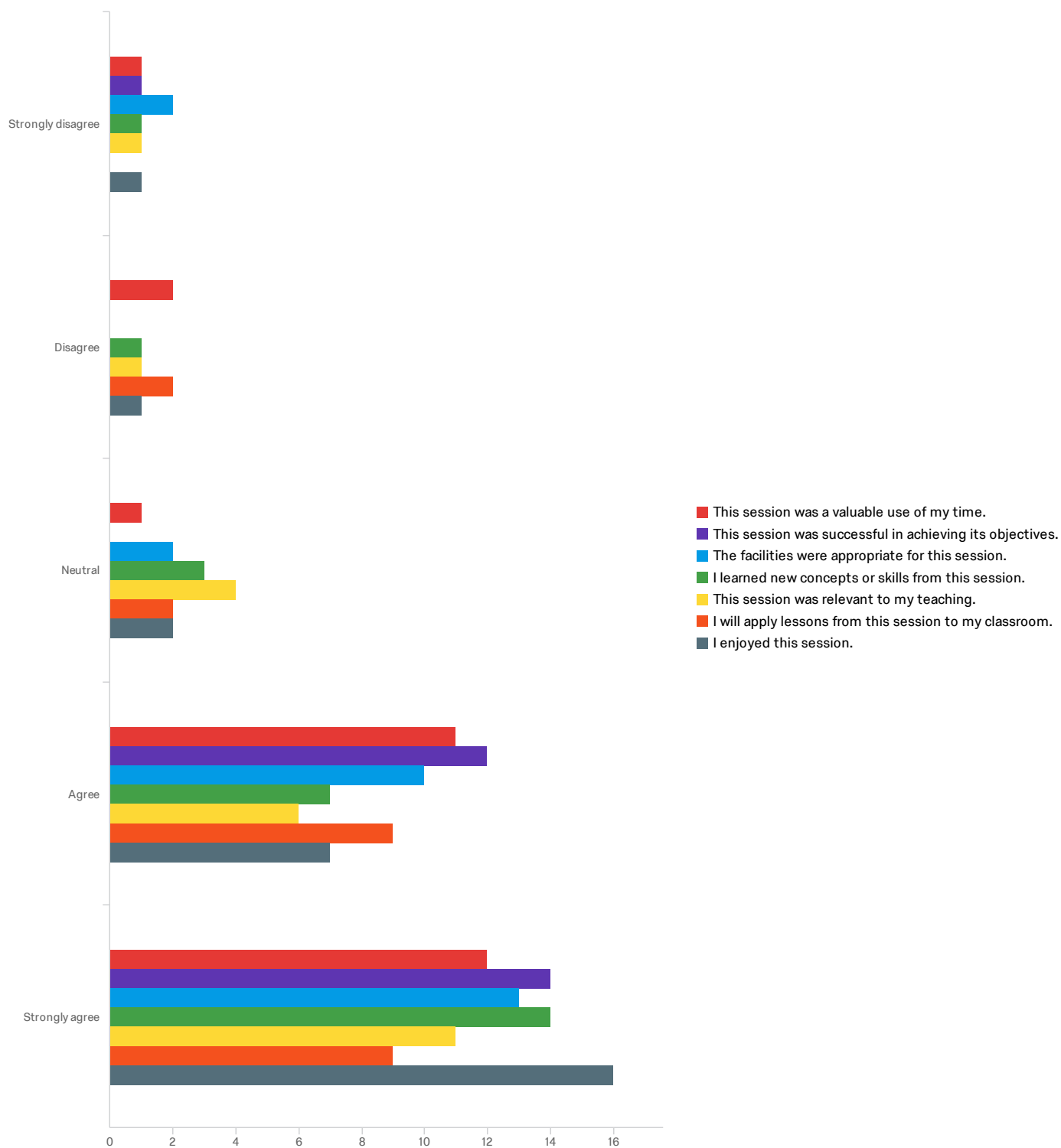


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a teacher?	1.00	5.00	3.05	1.73	3.00	19

#	Field	Choice Count
1	0-4 years	31.58% 6
2	5-10 years	15.79% 3
3	11-15 years	5.26% 1
4	16-20 years	10.53% 2
5	21+ years	36.84% 7
		19

Showing rows 1 - 6 of 6

## Q5 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This session was a valuable use of my time.	1.00	5.00	4.15	1.04	1.09	27

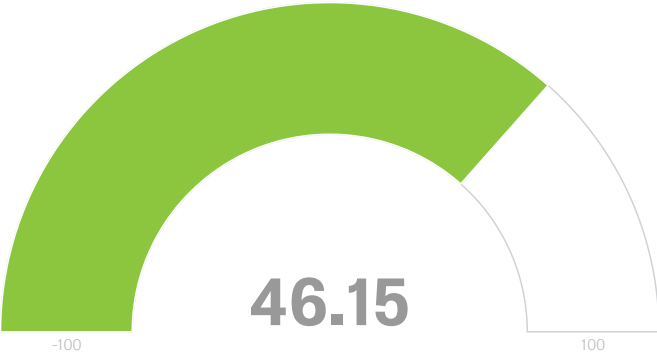
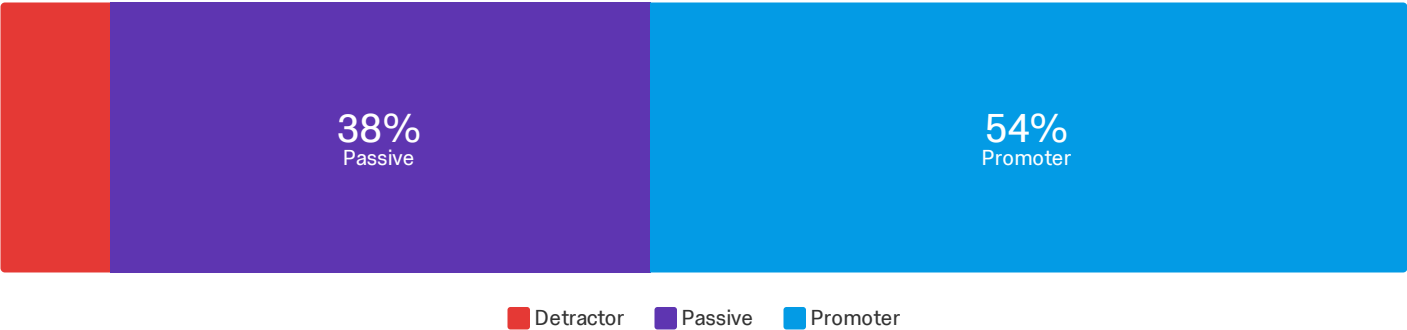
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	This session was successful in achieving its objectives.	1.00	5.00	4.41	0.83	0.69	27
3	The facilities were appropriate for this session.	1.00	5.00	4.19	1.09	1.19	27
4	I learned new concepts or skills from this session.	1.00	5.00	4.23	1.05	1.10	26
5	This session was relevant to my teaching.	1.00	5.00	4.09	1.10	1.21	23
6	I will apply lessons from this session to my classroom.	2.00	5.00	4.14	0.92	0.85	22
7	I enjoyed this session.	1.00	5.00	4.33	1.02	1.04	27

#	Field	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	This session was a valuable use of my time.	3.70% 1	7.41% 2	3.70% 1	40.74% 11	44.44% 12	27
2	This session was successful in achieving its objectives.	3.70% 1	0.00% 0	0.00% 0	44.44% 12	51.85% 14	27
3	The facilities were appropriate for this session.	7.41% 2	0.00% 0	7.41% 2	37.04% 10	48.15% 13	27
4	I learned new concepts or skills from this session.	3.85% 1	3.85% 1	11.54% 3	26.92% 7	53.85% 14	26
5	This session was relevant to my teaching.	4.35% 1	4.35% 1	17.39% 4	26.09% 6	47.83% 11	23
6	I will apply lessons from this session to my classroom.	0.00% 0	9.09% 2	9.09% 2	40.91% 9	40.91% 9	22
7	I enjoyed this session.	3.70% 1	3.70% 1	7.41% 2	25.93% 7	59.26% 16	27

Showing rows 1 - 7 of 7



Q8 - On a scale from 0-10, how likely are you to recommend attending a form of this workshop in the future to a friend or colleague?



## Q10 - What, if any, feedback would you have to improve this course for future attendees?

What, if any, feedback would you have to improve this course for future att...

---

None - except longer

More time.

Expose the reasonable counterarguments

great speaker, great information

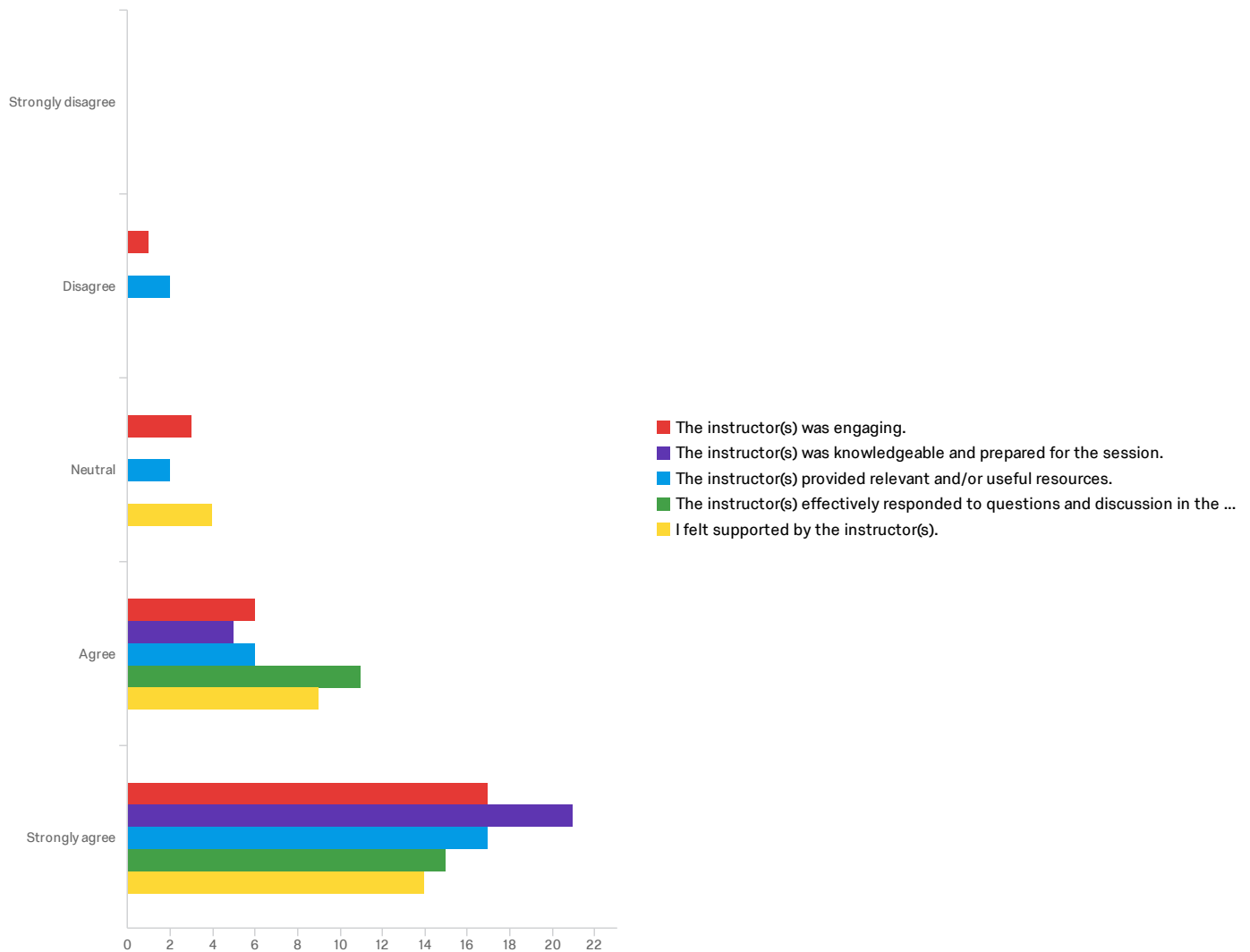
I think there was some good potential! I wonder if it would've helpful to have k12 teachers teach sessions to help with connecting session content to the classroom.

Wolla is the GOAT!!

Would have liked to have copies of all lesson plans presenter spoke about.

I would have loved to see more connections to teaching and economics. It was very focused on climate.

## Q7 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor(s) was engaging.	2.00	5.00	4.44	0.83	0.69	27
2	The instructor(s) was knowledgeable and prepared for the session.	4.00	5.00	4.81	0.39	0.16	26
3	The instructor(s) provided relevant and/or useful resources.	2.00	5.00	4.41	0.91	0.83	27
4	The instructor(s) effectively responded to questions and discussion in the session.	4.00	5.00	4.58	0.49	0.24	26
5	I felt supported by the instructor(s).	3.00	5.00	4.37	0.73	0.53	27

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	The instructor(s) was engaging.	0.00%	0	3.70%	1	11.11%	3	22.22%	6	62.96%	17	27
2	The instructor(s) was knowledgeable and prepared for the session.	0.00%	0	0.00%	0	0.00%	0	19.23%	5	80.77%	21	26
3	The instructor(s) provided relevant and/or useful resources.	0.00%	0	7.41%	2	7.41%	2	22.22%	6	62.96%	17	27
4	The instructor(s) effectively responded to questions and discussion in the session.	0.00%	0	0.00%	0	0.00%	0	42.31%	11	57.69%	15	26
5	I felt supported by the instructor(s).	0.00%	0	0.00%	0	14.81%	4	33.33%	9	51.85%	14	27

Showing rows 1 - 5 of 5

## Q11 - What, if any, specific feedback do you have for your instructor(s)?

What, if any, specific feedback do you have for your instructor(s)?

---

You rule!

Very good lesson plan explained and demonstrated.

Again, expose the REASONABLE counterarguments

very knowledgeable

Great enthusiasm and energy!

Thanks!!

**End of Report**

# Default Report

MinnEcon Session 3

January 6, 2020 7:16 AM MST

Q1 - Please select the workshop you attended:

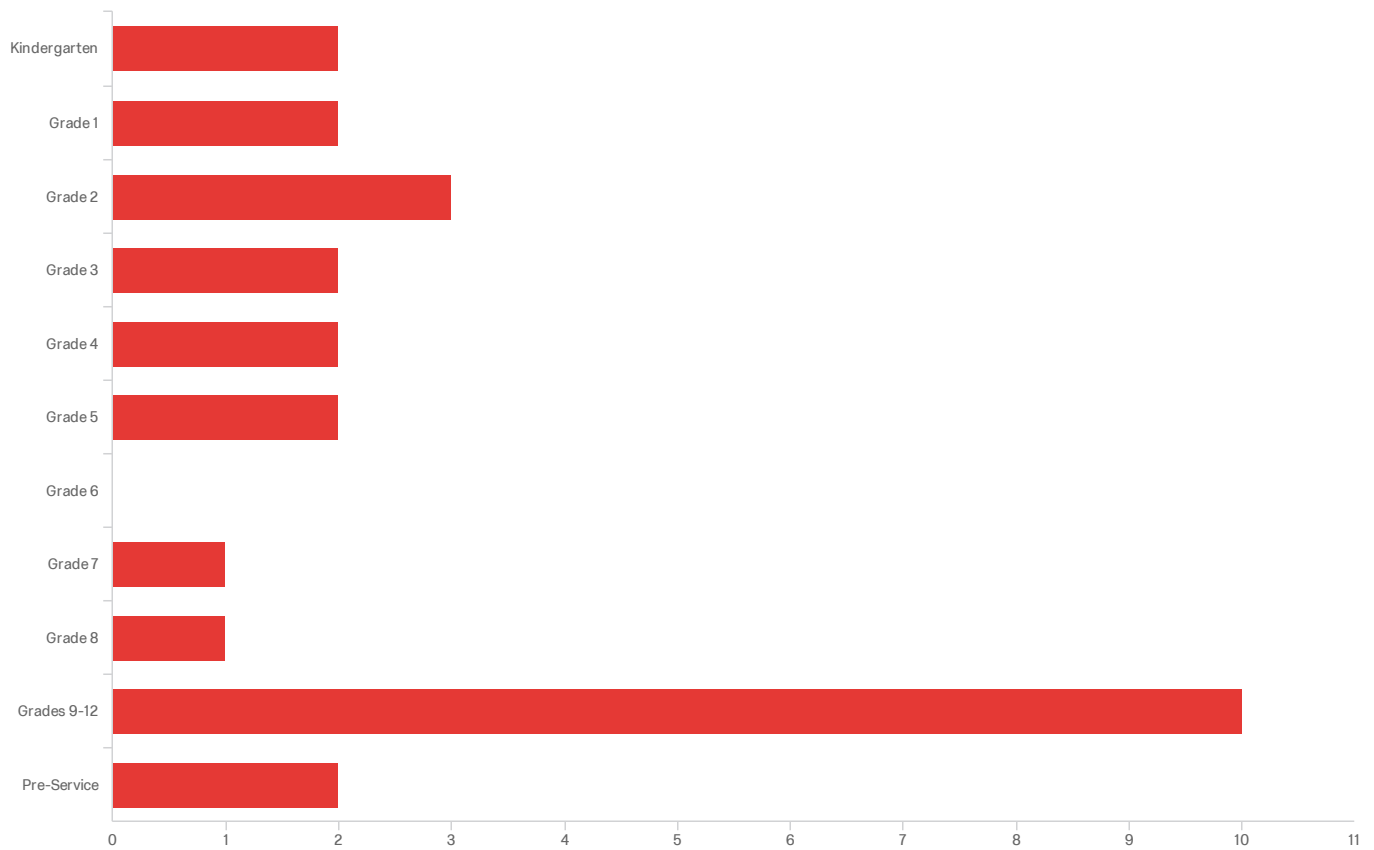


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the workshop you attended:	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Understanding the Economic Impact of Today's Environmental Issues	0.00% 0
2	Meet FRED and Become a Data Guru!	0.00% 0
3	Why is Trade Policy in Such Disarray?	0.00% 0
4	Seas, Trees, and Economies	0.00% 0
		0

Showing rows 1 - 5 of 5

## Q2 - Please select the grades you currently teach:

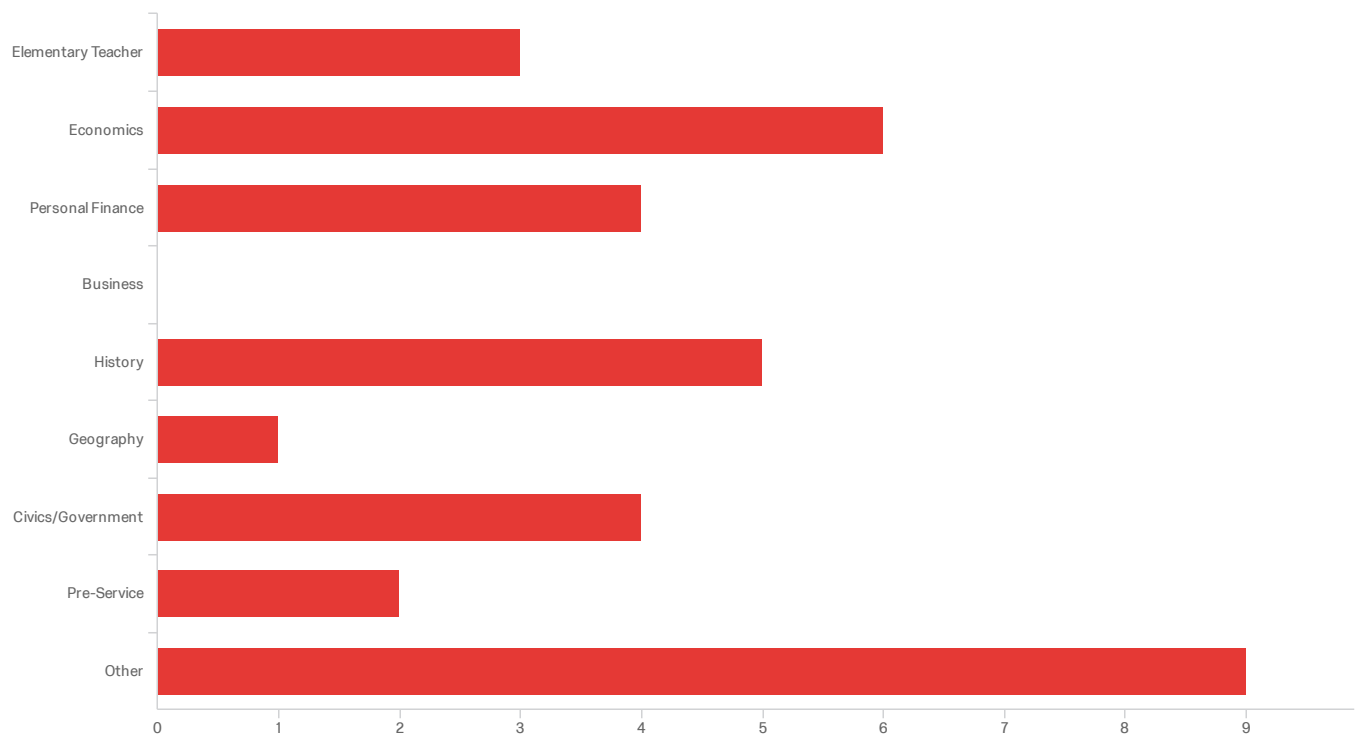


#	Field	Choice Count
1	Kindergarten	7.41% 2
2	Grade 1	7.41% 2
3	Grade 2	11.11% 3
4	Grade 3	7.41% 2
5	Grade 4	7.41% 2
6	Grade 5	7.41% 2
7	Grade 6	0.00% 0
8	Grade 7	3.70% 1
9	Grade 8	3.70% 1
10	Grades 9-12	37.04% 10
11	Pre-Service	7.41% 2
		27

Showing rows 1 - 12 of 12



### Q3 - Please select the subject(s) you currently teach:



#	Field	Choice Count
1	Elementary Teacher	8.82% 3
2	Economics	17.65% 6
3	Personal Finance	11.76% 4
4	Business	0.00% 0
5	History	14.71% 5
6	Geography	2.94% 1
7	Civics/Government	11.76% 4
8	Pre-Service	5.88% 2
9	Other	26.47% 9
		34

Showing rows 1 - 10 of 10

#### Q3\_9\_TEXT - Other

Other

Other

---

Science

admin

geography

N/A

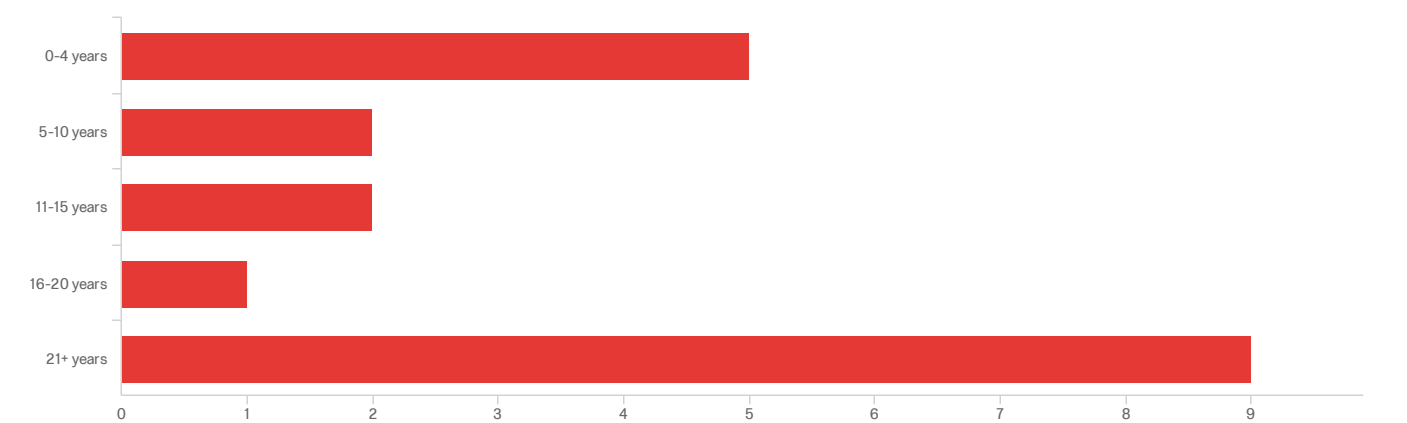
America in WWII

MCEE staff

Paraprofessional

Guidance counselor

Q9 - How long have you been a teacher?

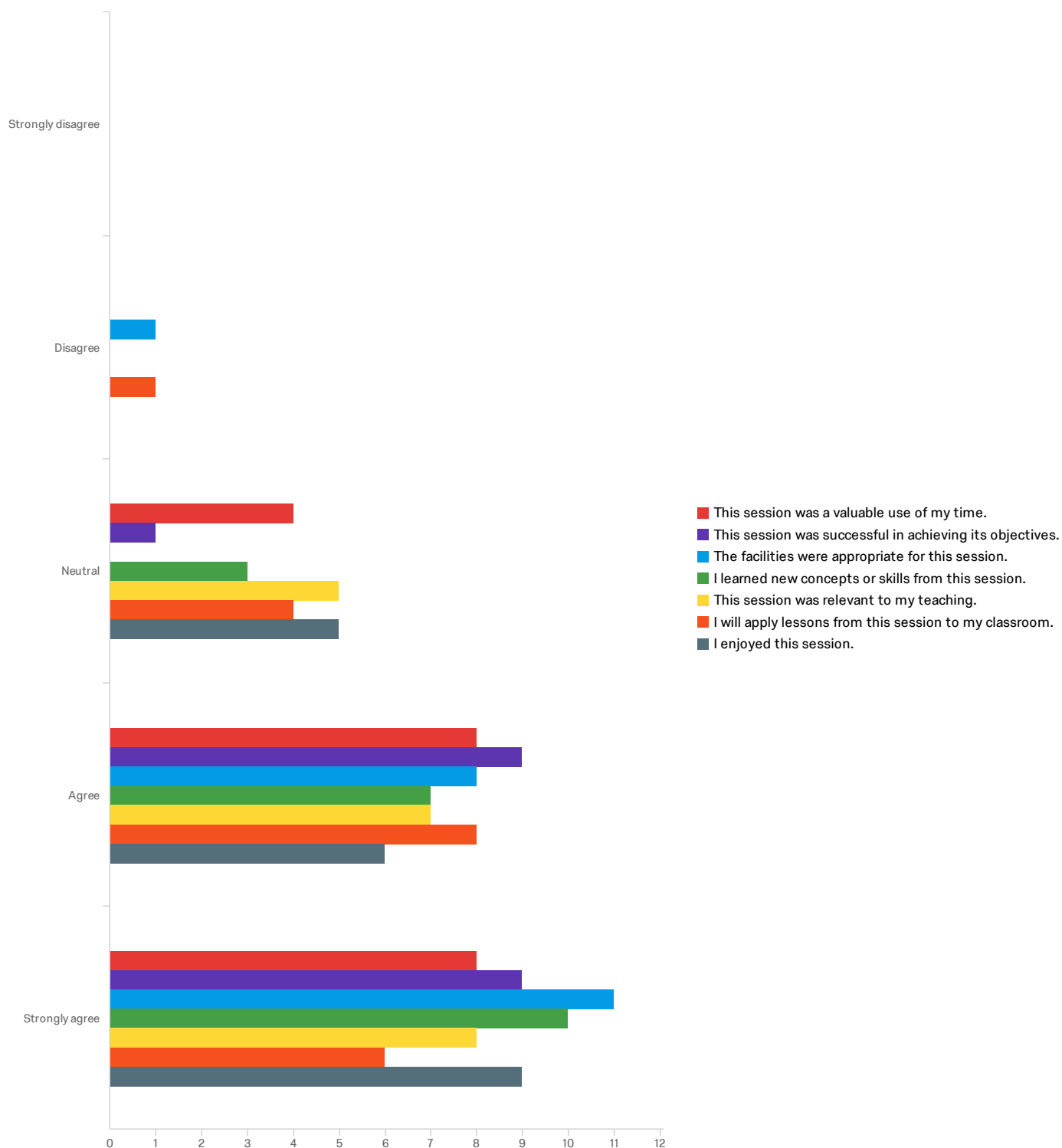


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a teacher?	1.00	5.00	3.37	1.72	2.97	19

#	Field	Choice Count
1	0-4 years	26.32% 5
2	5-10 years	10.53% 2
3	11-15 years	10.53% 2
4	16-20 years	5.26% 1
5	21+ years	47.37% 9
		19

Showing rows 1 - 6 of 6

## Q5 - Please indicate your agreement with the following statements.



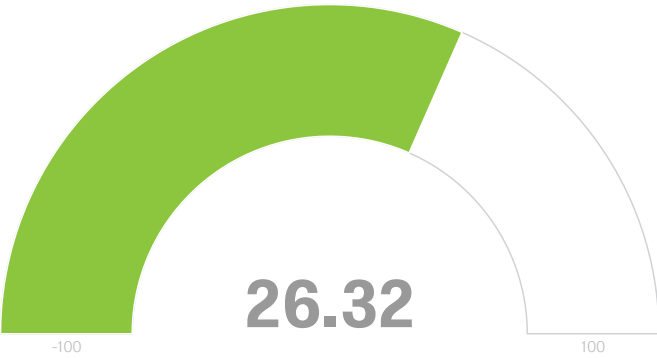
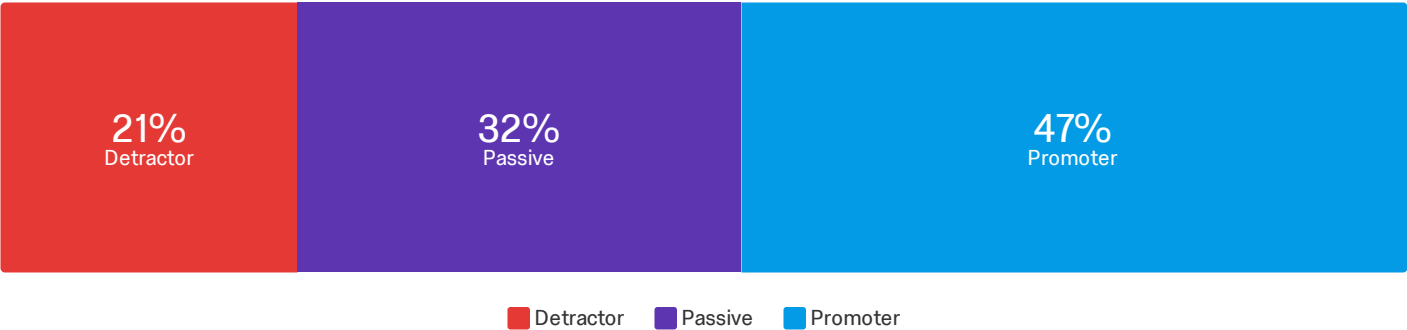
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This session was a valuable use of my time.	3.00	5.00	4.20	0.75	0.56	20

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	This session was successful in achieving its objectives.	3.00	5.00	4.42	0.59	0.35	19
3	The facilities were appropriate for this session.	2.00	5.00	4.45	0.74	0.55	20
4	I learned new concepts or skills from this session.	3.00	5.00	4.35	0.73	0.53	20
5	This session was relevant to my teaching.	3.00	5.00	4.15	0.79	0.63	20
6	I will apply lessons from this session to my classroom.	2.00	5.00	4.00	0.86	0.74	19
7	I enjoyed this session.	3.00	5.00	4.20	0.81	0.66	20

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	This session was a valuable use of my time.	0.00%	0	0.00%	0	20.00%	4	40.00%	8	40.00%	8	20
2	This session was successful in achieving its objectives.	0.00%	0	0.00%	0	5.26%	1	47.37%	9	47.37%	9	19
3	The facilities were appropriate for this session.	0.00%	0	5.00%	1	0.00%	0	40.00%	8	55.00%	11	20
4	I learned new concepts or skills from this session.	0.00%	0	0.00%	0	15.00%	3	35.00%	7	50.00%	10	20
5	This session was relevant to my teaching.	0.00%	0	0.00%	0	25.00%	5	35.00%	7	40.00%	8	20
6	I will apply lessons from this session to my classroom.	0.00%	0	5.26%	1	21.05%	4	42.11%	8	31.58%	6	19
7	I enjoyed this session.	0.00%	0	0.00%	0	25.00%	5	30.00%	6	45.00%	9	20

Showing rows 1 - 7 of 7

Q8 - On a scale from 0-10, how likely are you to recommend attending a form of this workshop in the future to a friend or colleague?



## Q10 - What, if any, feedback would you have to improve this course for future attendees?

What, if any, feedback would you have to improve this course for future att...

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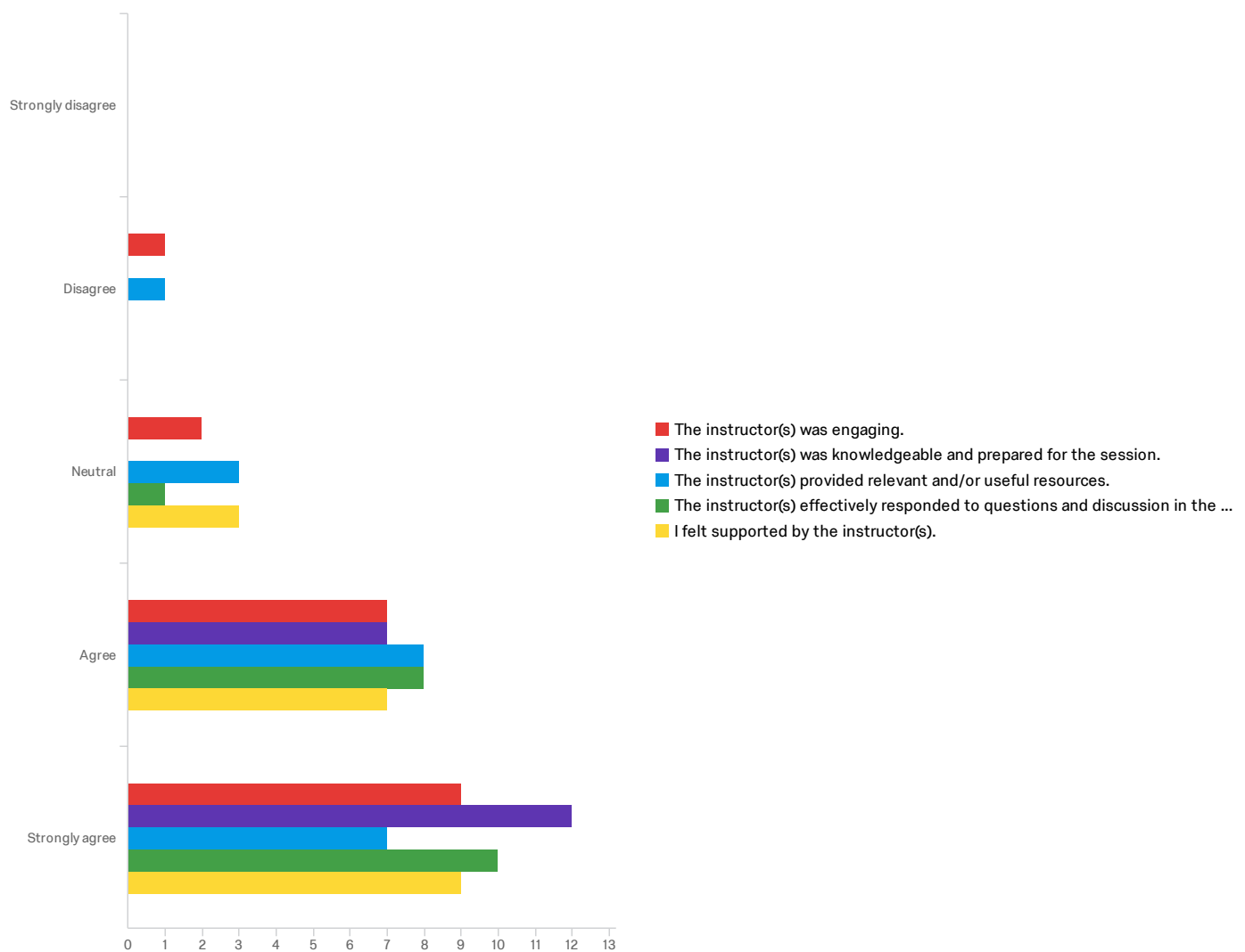
Clear breakdown of the lesson. Show the instructions for each activity

I like that we received lessons to take with us.

I think it's important to note that this is a much greater emphasis on lecture-style delivery. That's not a bad thing – just not what I had expected after the first two sessions!

Great Job!!!

## Q7 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor(s) was engaging.	2.00	5.00	4.26	0.85	0.72	19
2	The instructor(s) was knowledgeable and prepared for the session.	4.00	5.00	4.63	0.48	0.23	19
3	The instructor(s) provided relevant and/or useful resources.	2.00	5.00	4.11	0.85	0.73	19
4	The instructor(s) effectively responded to questions and discussion in the session.	3.00	5.00	4.47	0.60	0.35	19
5	I felt supported by the instructor(s).	3.00	5.00	4.32	0.73	0.53	19



#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	The instructor(s) was engaging.	0.00%	0	5.26%	1	10.53%	2	36.84%	7	47.37%	9	19
2	The instructor(s) was knowledgeable and prepared for the session.	0.00%	0	0.00%	0	0.00%	0	36.84%	7	63.16%	12	19
3	The instructor(s) provided relevant and/or useful resources.	0.00%	0	5.26%	1	15.79%	3	42.11%	8	36.84%	7	19
4	The instructor(s) effectively responded to questions and discussion in the session.	0.00%	0	0.00%	0	5.26%	1	42.11%	8	52.63%	10	19
5	I felt supported by the instructor(s).	0.00%	0	0.00%	0	15.79%	3	36.84%	7	47.37%	9	19

Showing rows 1 - 5 of 5

## Q11 - What, if any, specific feedback do you have for your instructor(s)?

What, if any, specific feedback do you have for your instructor(s)?

---

I would see if you might include any kind of pair & share activity or visual(s)

Thanks!

A

Amazing resource and lesson was adapted for different grade levels. Really engaging workshop.

Great job!!

**End of Report**

# Default Report

MinnEcon Session 4

January 6, 2020 7:19 AM MST

Q1 - Please select the workshop you attended:



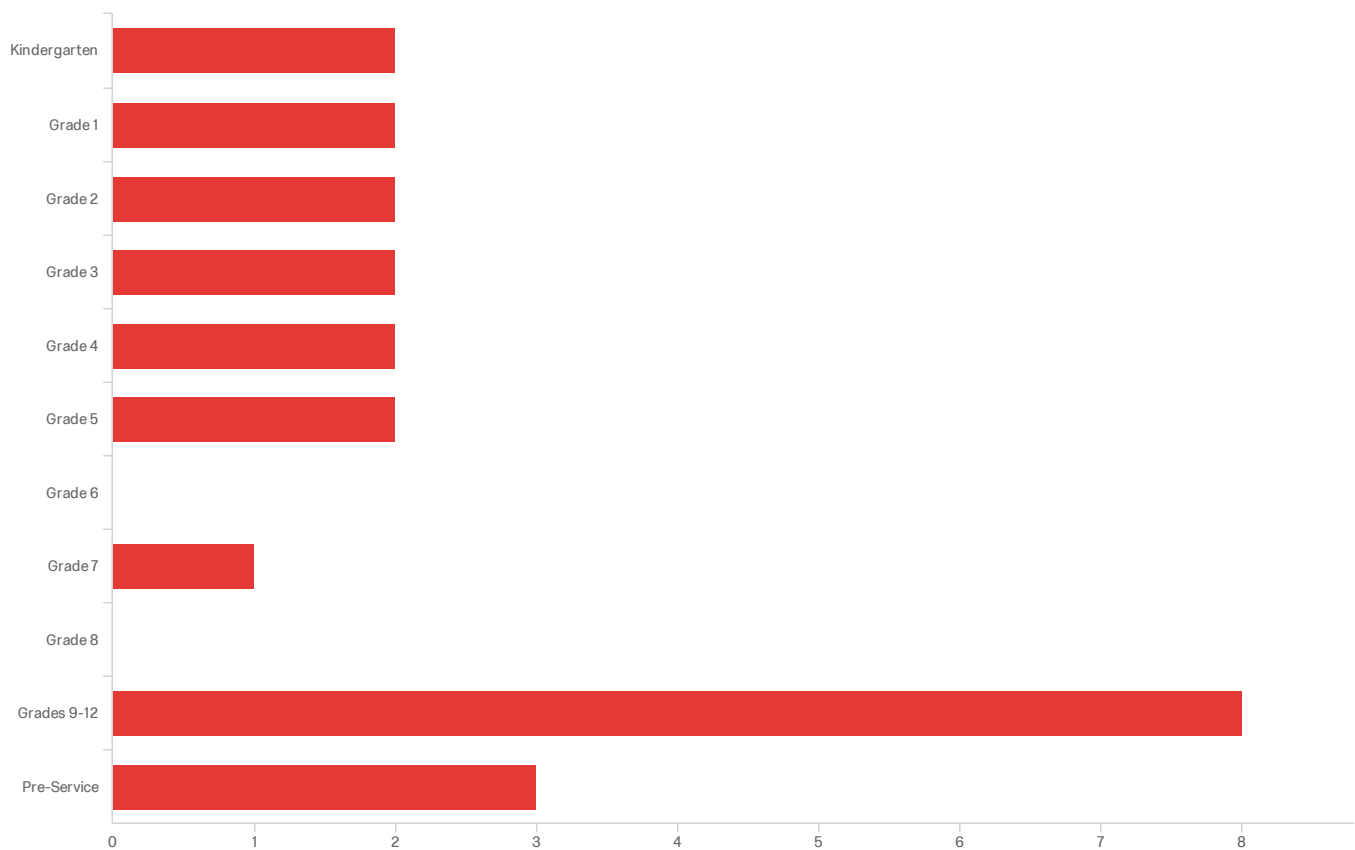
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the workshop you attended:	0.00	0.00	0.00	0.00	0.00	0

#	Field	Choice Count
1	Student Competitions	0.00% 0
2	Relevant, Engaging, and Culturally Inclusive Personal Finance Lessons	0.00% 0
3	Digging Into Drug Prices	0.00% 0
4	Chocolate Economics	0.00% 0

0

Showing rows 1 - 5 of 5

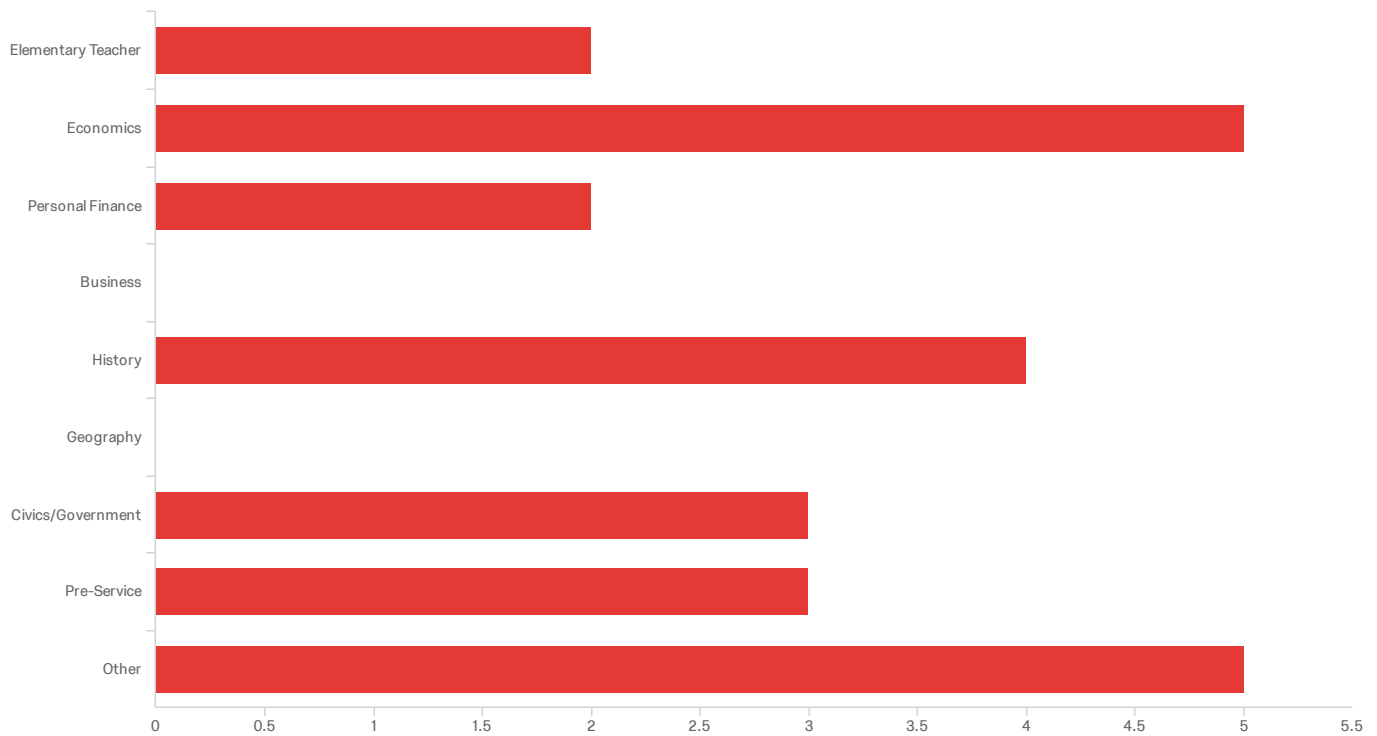
## Q2 - Please select the grades you currently teach:



#	Field	Choice Count
1	Kindergarten	8.33% 2
2	Grade 1	8.33% 2
3	Grade 2	8.33% 2
4	Grade 3	8.33% 2
5	Grade 4	8.33% 2
6	Grade 5	8.33% 2
7	Grade 6	0.00% 0
8	Grade 7	4.17% 1
9	Grade 8	0.00% 0
10	Grades 9-12	33.33% 8
11	Pre-Service	12.50% 3
		24

Showing rows 1 - 12 of 12

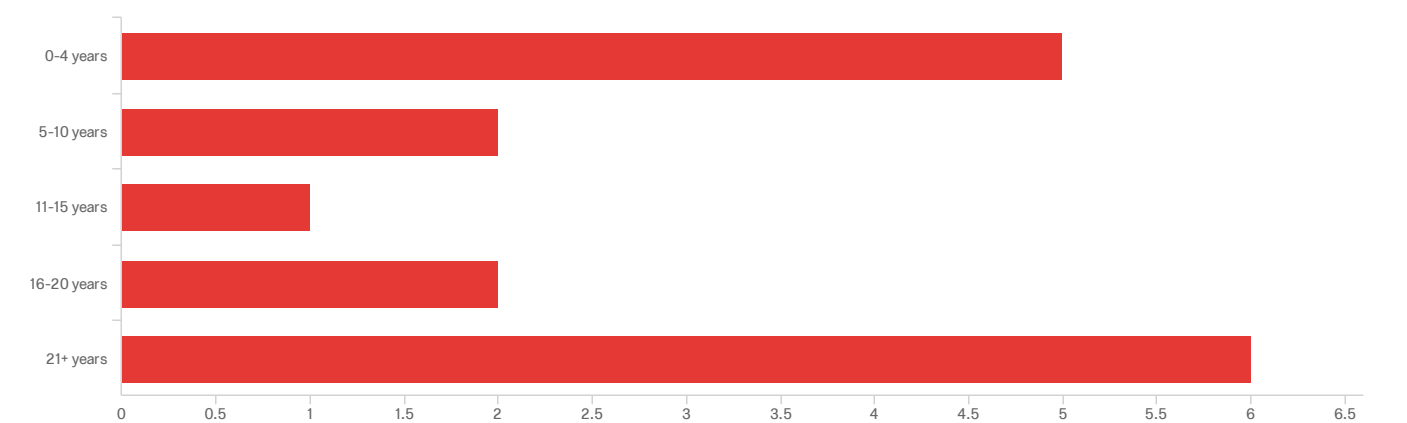
### Q3 - Please select the subject(s) you currently teach:



#	Field	Choice Count
1	Elementary Teacher	8.33% 2
2	Economics	20.83% 5
3	Personal Finance	8.33% 2
4	Business	0.00% 0
5	History	16.67% 4
6	Geography	0.00% 0
7	Civics/Government	12.50% 3
8	Pre-Service	12.50% 3
9	Other	20.83% 5
		24

Showing rows 1 - 10 of 10

Q9 - How long have you been a teacher?

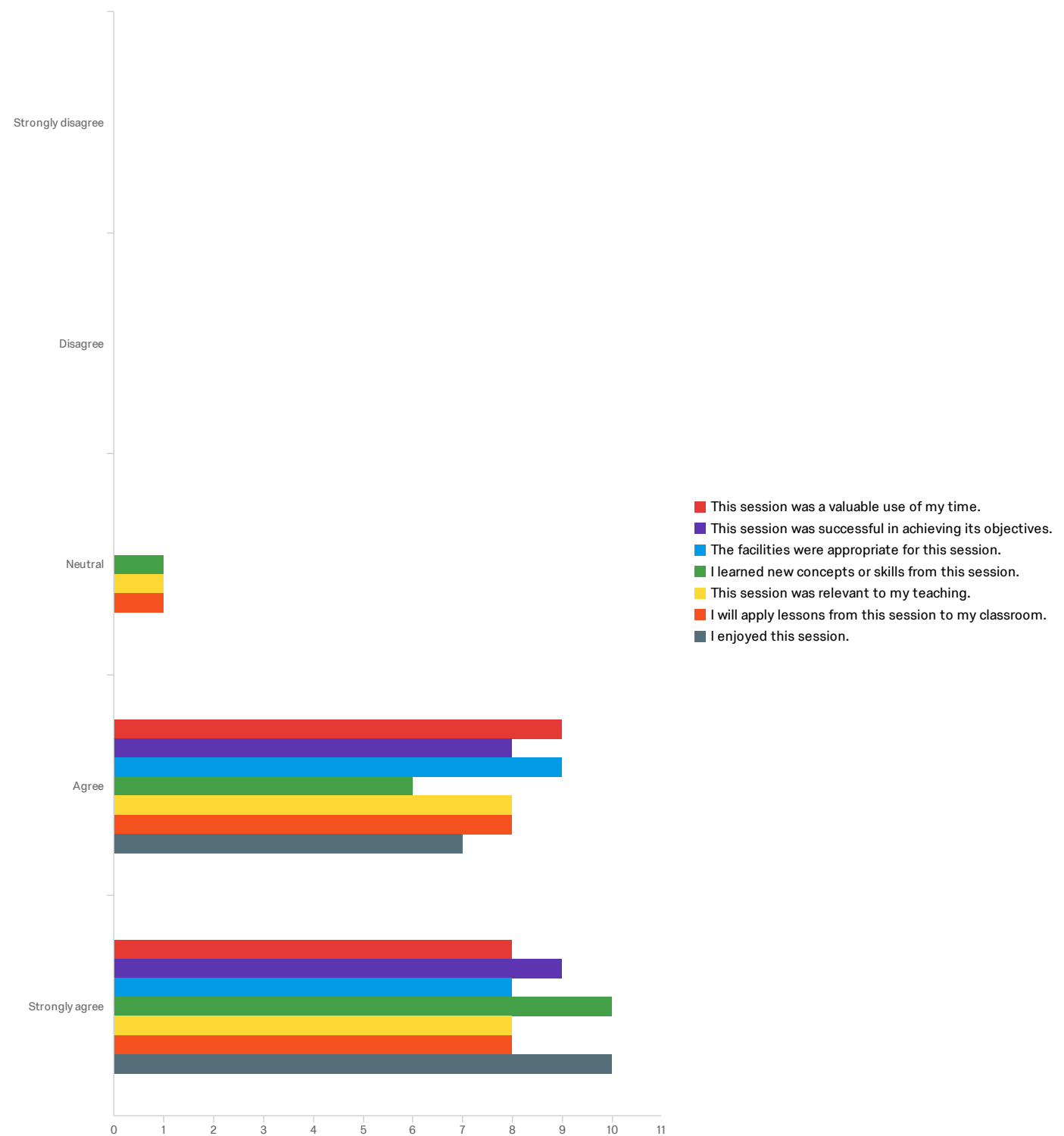


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a teacher?	1.00	5.00	3.13	1.73	2.98	16

#	Field	Choice Count
1	0-4 years	31.25% 5
2	5-10 years	12.50% 2
3	11-15 years	6.25% 1
4	16-20 years	12.50% 2
5	21+ years	37.50% 6
		16

Showing rows 1 - 6 of 6

Q5 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This session was a valuable use of my time.	4.00	5.00	4.47	0.50	0.25	17

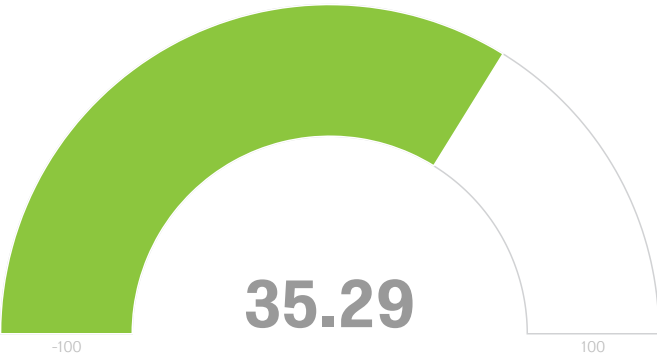
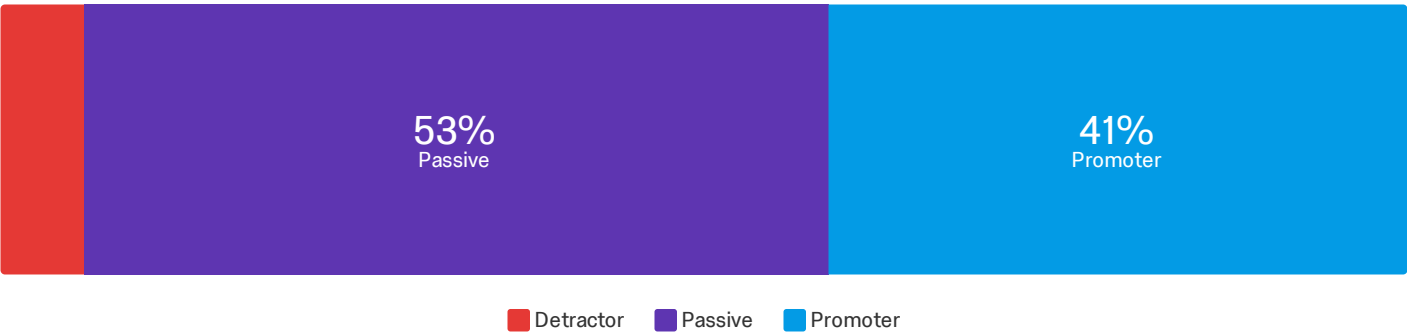


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	This session was successful in achieving its objectives.	4.00	5.00	4.53	0.50	0.25	17
3	The facilities were appropriate for this session.	4.00	5.00	4.47	0.50	0.25	17
4	I learned new concepts or skills from this session.	3.00	5.00	4.53	0.61	0.37	17
5	This session was relevant to my teaching.	3.00	5.00	4.41	0.60	0.36	17
6	I will apply lessons from this session to my classroom.	3.00	5.00	4.41	0.60	0.36	17
7	I enjoyed this session.	4.00	5.00	4.59	0.49	0.24	17

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	This session was a valuable use of my time.	0.00%	0	0.00%	0	0.00%	0	52.94%	9	47.06%	8	17
2	This session was successful in achieving its objectives.	0.00%	0	0.00%	0	0.00%	0	47.06%	8	52.94%	9	17
3	The facilities were appropriate for this session.	0.00%	0	0.00%	0	0.00%	0	52.94%	9	47.06%	8	17
4	I learned new concepts or skills from this session.	0.00%	0	0.00%	0	5.88%	1	35.29%	6	58.82%	10	17
5	This session was relevant to my teaching.	0.00%	0	0.00%	0	5.88%	1	47.06%	8	47.06%	8	17
6	I will apply lessons from this session to my classroom.	0.00%	0	0.00%	0	5.88%	1	47.06%	8	47.06%	8	17
7	I enjoyed this session.	0.00%	0	0.00%	0	0.00%	0	41.18%	7	58.82%	10	17

Showing rows 1 - 7 of 7

Q8 - On a scale from 0-10, how likely are you to recommend attending a form of this workshop in the future to a friend or colleague?



## Q10 - What, if any, feedback would you have to improve this course for future attendees?

What, if any, feedback would you have to improve this course for future att...

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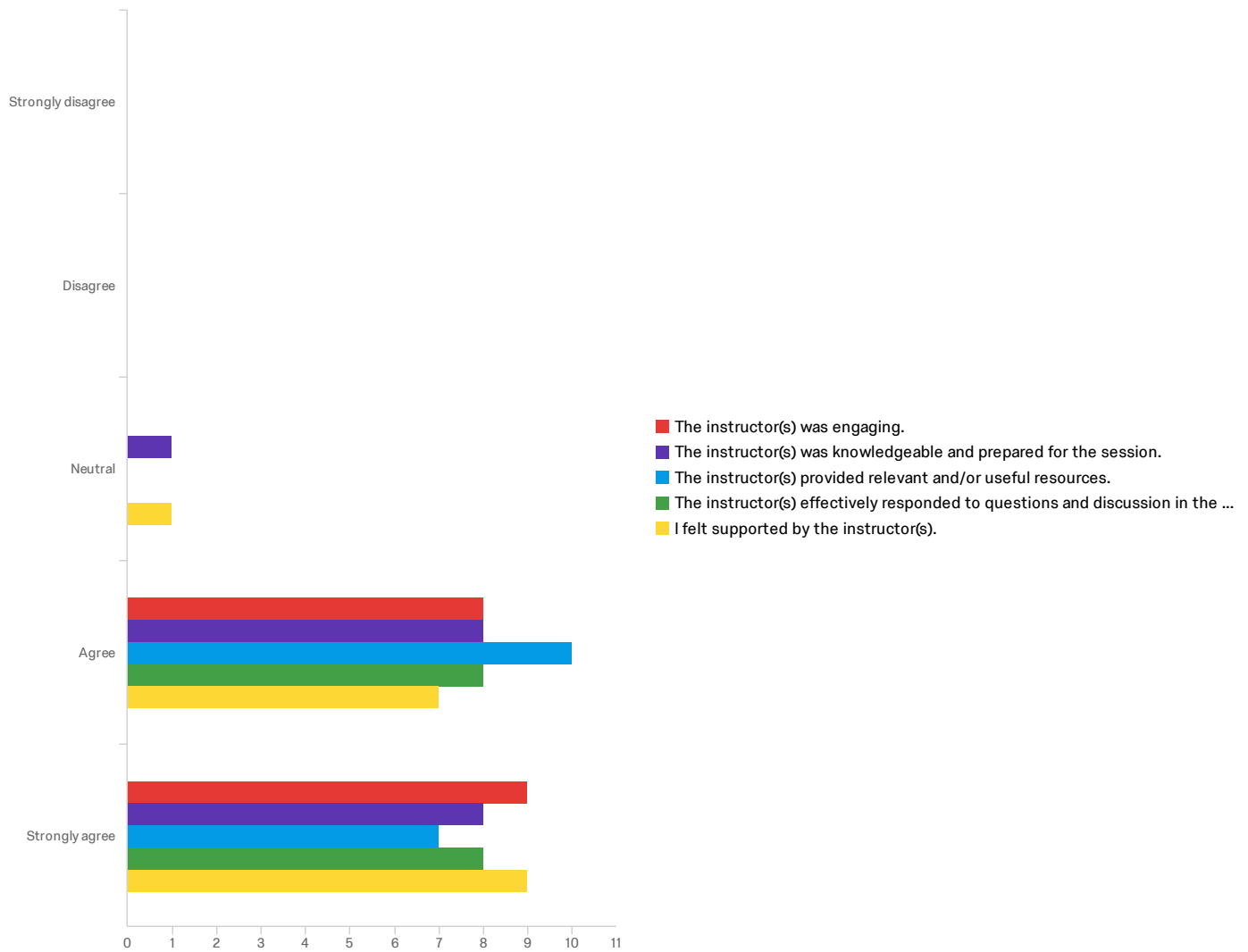
No changes necessarily best session I went to today

Great!

I like the resources you included for us, as well as the anecdotal support!

More real world examples and solutions to the problem - not just the causes but solutions and things useful in the HS classroom

## Q7 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor(s) was engaging.	4.00	5.00	4.53	0.50	0.25	17
2	The instructor(s) was knowledgeable and prepared for the session.	3.00	5.00	4.41	0.60	0.36	17
3	The instructor(s) provided relevant and/or useful resources.	4.00	5.00	4.41	0.49	0.24	17
4	The instructor(s) effectively responded to questions and discussion in the session.	4.00	5.00	4.50	0.50	0.25	16
5	I felt supported by the instructor(s).	3.00	5.00	4.47	0.61	0.37	17

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	The instructor(s) was engaging.	0.00%	0	0.00%	0	0.00%	0	47.06%	8	52.94%	9	17
2	The instructor(s) was knowledgeable and prepared for the session.	0.00%	0	0.00%	0	5.88%	1	47.06%	8	47.06%	8	17
3	The instructor(s) provided relevant and/or useful resources.	0.00%	0	0.00%	0	0.00%	0	58.82%	10	41.18%	7	17
4	The instructor(s) effectively responded to questions and discussion in the session.	0.00%	0	0.00%	0	0.00%	0	50.00%	8	50.00%	8	16
5	I felt supported by the instructor(s).	0.00%	0	0.00%	0	5.88%	1	41.18%	7	52.94%	9	17

Showing rows 1 - 5 of 5

## Q11 - What, if any, specific feedback do you have for your instructor(s)?

What, if any, specific feedback do you have for your instructor(s)?

---

Best course of the day. Mainly because of an engaging instructor.

Loved the chocolate games! Will use in my future classroom for sure!

Great presentation that was very informative!!

Great job

Excellent job of fostering discussion and questions from your audience!

Very knowledgeable, thanks!

**End of Report**

## Teacher Workshop Evaluation Form

*We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.*

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.	1	2	3	4	5(3)
This workshop was successful in achieving its objectives.	1	2	3	4	5(3)
The topics/concepts covered in this workshop were relevant to my teaching.	1	2	3	4(1)	5(2)
I will apply lessons from this workshop to my classroom.	1	2	3	4(1)	5(2)
The materials given were helpful.	1	2	3	4(1)	5(2)
The time allotted for this workshop was sufficient.	1	2	3	4(1)	5(2)
I enjoyed this workshop.	1	2	3	4	5(3)
I would recommend this workshop to a friend or colleague.	1	2	3	4	5(3)

### What did you like most about this workshop?

- Ready to use plans
- Very organized and comfortable
- I loved the format- having both printed and online versions available! Great presenter!

### What could be improved for this workshop?

- Mini economic topics
- Nothing- it could be even longer.
- Maybe just ask option of printed/online/both to participants

### What additional workshops or student programs would you like MCEE to offer?

- Workshops on everyday economics topic

### Additional Comments:

- Thank you!
- Thank you so much! So worth the time!

Strongly Disagree

Strongly Agree

The instructor(s) were prepared for each class.	1	2	3	4	5
The instructor(s) demonstrated knowledge of the subject.	1	2	3	4	5
The instructor(s) communicated the subject matter effectively.	1	2	3	4	5
The instructor(s) were able to effectively adapt material as needed to suit participants.	1	2	3	4	5
The instructor(s) were clear in explaining course materials/curriculum.	1	2	3	4	5
The instructor(s) managed time well.	1	2	3	4	5
The instructor(s) encouraged positive participation and discussion throughout the workshop.	1	2	3	4	5

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

- ☐ Weekday Afternoons (after school)  
☐ Weekday Evenings  
☐ Saturdays    ☐ Full Day    ☐ Half Day    ☐ 1-2 Hours  
☐ Webinar

During the summer:

- ☐ Weekdays    ☐ Morning    ☐ Afternoon    ☐ Evening  
☐ Saturdays    ☐ Full Day    ☐ Half Day    ☐ 1-2 Hours  
☐ Webinar

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

- ☐ Email                      ☐ MCEE Social Media                      ☐ Mailing  
☐ MCEE Newsletter                      ☐ MCEE Website                      ☐ Annual Conference

☐ Other: \_\_\_\_\_

- ☐ Morning                      ☐ Afternoon                      ☐ Evening

Please provide a quote about how this workshop has helped you as a teacher, or the impact it will have on students in your classroom. *If you wish to have this quote attributed, please indicate your first & last name and school.*



## Teacher Workshop Evaluation Form

### OUT OF 10 RESPONSES

We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.

	Strongly Disagree			Strongly Agree		
This workshop as a valuable use of my time.	1	2	3 1	4 3	5 6	
This workshop was successful in achieving its objectives.	1	2	3	4 3	5 6	
The topics/concepts covered in this workshop were relevant to my teaching.	1	2	3	4 5	5 5	
I will apply lessons from this workshop to my classroom.	1	2	3 1	4 1	5 8	
The materials given were helpful.	1	2	3	4 1	5 9	
The time allotted for this workshop was sufficient.	1	2	3 1	4 1	5 8	
I enjoyed this workshop.	1	2	3	4 3	5 7	
I would recommend this workshop to a friend or colleague.	1	2	3	4 2	5 7	

What did you like most about this workshop?

- Topic, size, pace
- Discussing lessons and getting pointers from Kristine for classroom use
- Enjoyed the challenge of applying economic graphs to real-world situations, conversations with teachers; is topic area of personal interest, impressed by quality of lessons available
- Working through the lessons and how to modify
- Ready to use resources; basic econ lectures
- Going over lessons to see how they would flow
- Format and schedule; I liked the lessons/modules to take back to our classes
- Great lessons that are ready to go
- I appreciated the content & background & the lesson run-through & the high level of economic content in the lessons
- More time to lessons was added on day 2; going over lessons "as students"

What could be improved for this workshop?

- Room with windows; Hard to follow Julie at times – wasn't sure what page she was on for notes
- Less printed materials; the lecture (analytic modules) could be more digestible – hard to follow as a teacher, so unlikely to use in the classroom
- Do case first and then analytics; lesson(s) around waste and recycling, construction and transportation and other areas of interest
- More engaging lectures; add topic of biodiversity loss

- Either more frequent breaks or permission to stand in the back of the room
- Teacher time was most useful and always felt too short
- I will certainly attend others
- Lecture time could follow the handout to take notes on, have slides to support key ideas; lecture jumped around a bit and lacked visuals using technology

What additional workshops or student programs would you like MCEE to offer?

- Recycling; Incentivizing "Reduce & Re-use"; Sharing economies (how they work, impact, apply to students)
- Basic Economics for the G.E.D.
- Consider offering workshop outstate; arrange an alternative assignment for those who drive and need to leave at 3:00 without missing anything

Additional Comments:

- I will definitely use these lessons

**Strongly Disagree**

**Strongly Agree**

	1	2	3	4	5
The instructor(s) were prepared for each class.			1	2	7
The instructor(s) demonstrated knowledge of the subject.	1	2	3	2	8
The instructor(s) communicated the subject matter effectively.	1	2	1	5	4
The instructor(s) were able to effectively adapt material as needed to suit participants.	1	2	3	4	6
The instructor(s) were clear in explaining course materials/curriculum.	1	2	3	3	7
The instructor(s) managed time well.	1	2	1	4	9
The instructor(s) encouraged positive participation and discussion throughout the workshop.	1	2	1	2	7

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

2 Weekday Afternoons (after school)  
 1 Weekday Evenings  
 6 Saturdays \_\_\_ Full Day 5 Half Day \_\_\_ 1-2 Hours  
 3 Webinar

During the summer:

7 Weekday Afternoons (after school)  
 3 Weekday Evenings  
 3 Saturdays \_\_\_ Full Day \_\_\_ Half Day \_\_\_ 1-2 Hours  
 5 Webinar

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

<u>10</u>	Email	<u>1</u>	MCEE Social Media	<u>        </u>	Mailing
<u>3</u>	MCEE Newsletter	<u>3</u>	MCEE Website	<u>        </u>	Annual Conference
<u>        </u>	Other: _____				
<u>1</u>	Morning	<u>1</u>	Afternoon	<u>1</u>	Evening

Please provide a quote about how this workshop has helped you as a teacher, or the impact it will have on students in your classroom. *If you wish to have this quote attributed, please indicate your first & last name and school.*

- "It was stimulating and instructional to explore the analytics behind the simulations"

## Teacher Workshop Eval Summary- Day 1

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
This workshop as a valuable use of my time.			1	3	10
This workshop was successful in achieving its objectives.				5	9
The topics/concepts covered in this workshop were relevant to my teaching.			1	4	9
I will apply lessons from this workshop to my classroom.				4	10
The materials given were helpful.			2	2	10
The time allotted for this workshop was sufficient.		1	1	4	8
I enjoyed this workshop.				3	10
I would recommend this workshop to a friend or colleague.				4	10

### What did you like most about this workshop?

*Collaboration and new ideas, all of the material. Good movement through topics. Hands on activities*

### What could be improved for this workshop?

*Meeting/working with people that teach the same subject (econ, business), physical copies.*

### What additional workshops or student programs would you like MCEE to offer?

*Entrepreneurship*

### Additional Comments:

*Keep it up! So glad I signed up! Very useful. It was fun to connect with other educators.*

Strongly Disagree

Strongly Agree

	1	2	3	4	5
The instructor(s) were prepared for each class.				1	8
The instructor(s) demonstrated knowledge of the subject.				2	7
The instructor(s) communicated the subject matter effectively.				1	8
The instructor(s) were able to effectively adapt material as needed to suit participants.				2	7
The instructor(s) were clear in explaining course materials/curriculum.				2	7
The instructor(s) managed time well.				1	8
The instructor(s) encouraged positive participation and discussion throughout the workshop.				1	7

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

3 Weekday Afternoons (after school)  
2 Weekday Evenings  
3 Saturdays    \_\_\_ Full Day    1 Half Day    \_\_\_ 1-2 Hours  
6 Webinar

During the summer:

6 Weekdays    \_\_\_ Morning    \_\_\_ Afternoon    \_\_\_ Evening  
2 Saturdays  
6 Webinar    \_\_\_ Full Day    1 Half Day    \_\_\_ 1-2 Hours

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

8 Email                      1 MCEE Social Media                      \_\_\_ Mailing  
1 MCEE Newsletter                      1 MCEE Website                      \_\_\_ Annual Conference  
 \_\_\_ Other: \_\_\_\_\_

1 Morning                      \_\_\_ Afternoon                      \_\_\_ Evening

Please provide a quote about how this workshop has helped you as a teacher, or the impact it will have on students in your classroom. *If you wish to have this quote attributed, please indicate your first & last name and school.*

## Teacher Workshop Eval Summary- Day 2

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
This workshop as a valuable use of my time.		1		2	13
This workshop was successful in achieving its objectives.			1	2	13
The topics/concepts covered in this workshop were relevant to my teaching.			2	1	13
I will apply lessons from this workshop to my classroom.			1	1	14
The materials given were helpful.		1			15
The time allotted for this workshop was sufficient.		1		2	13
I enjoyed this workshop.			1	2	13
I would recommend this workshop to a friend or colleague.			1	1	14

### What did you like most about this workshop?

*Hands on activities, group discussions. Going through the cases. Like the method. Real life scenarios.*

### What could be improved for this workshop?

*More active learning, felt like time was going slow. Some downtime. Tips for students that don't want to do anything or don't care. More feedback on case studies, work with students.*

### What additional workshops or student programs would you like MCEE to offer?

*Investment part- what to teach high school students. Careers, internships, etc. Entrepreneurship*

### Additional Comments:

*Excellent resources and ideas for engaging student in personal finance classes.*

Strongly Disagree

Strongly Agree

	1	2	3	4	5
The instructor(s) were prepared for each class.		1			13
The instructor(s) demonstrated knowledge of the subject.		1			13
The instructor(s) communicated the subject matter effectively.		1			13
The instructor(s) were able to effectively adapt material as needed to suit participants.		1		1	12
The instructor(s) were clear in explaining course materials/curriculum.				1	13
The instructor(s) managed time well.	1			4	9
The instructor(s) encouraged positive participation and discussion throughout the workshop.			3		13

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

☐ 3 Weekday Afternoons (after school)  
☐ 3 Weekday Evenings  
☐ 3 Saturdays    ☐ Full Day    ☐ Half Day    ☐ 1-2 Hours  
☐ 5 Webinar

**NOTE: Some wrote they vastly prefer the in-person touch**

During the summer:

☐ 8 Weekdays    ☐ Morning    ☐ Afternoon    ☐ Evening  
☐ 1 Saturdays  
☐ 6 Webinar    ☐ Full Day    ☐ Half Day    ☐ 1-2 Hours

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

☐ 5 Email    ☐ 2 MCEE Social Media    ☐ Mailing  
☐ MCEE Newsletter    ☐ 1 MCEE Website    ☐ Annual Conference  
☐ Other: \_\_\_\_\_

☐ Morning    ☐ Afternoon    ☐ Evening

Please provide a quote about how this workshop has helped you as a teacher, or the impact it will have on students in your classroom. *If you wish to have this quote attributed, please indicate your first & last name and school.*

The case scenarios are very realistic for many students. They also allow for fluidity to adjust to your classroom.

"Materials and ideas presented in this workshop will have an immediate, positive impact on my classes." –Sharon McRae, Fort Richmond Collegiate

## Teacher Workshop Eval Summary- Day 1

	Strongly Disagree			Strongly Agree	
	1	2	3	4	5
This workshop as a valuable use of my time.			2	1	8
This workshop was successful in achieving its objectives.			1	2	8
The topics/concepts covered in this workshop were relevant to my teaching.				3	8
I will apply lessons from this workshop to my classroom.			1	1	9
The materials given were helpful.			1		10
The time allotted for this workshop was sufficient.			2	3	6
I enjoyed this workshop.			2	1	8
I would recommend this workshop to a friend or colleague.			2	2	7

### What did you like most about this workshop?

*Free resources! Financial fitness for life book. Everything.  
The interactives.*

### What could be improved for this workshop?

*More time, more group discussion. Slow down.*

### What additional workshops or student programs would you like MCEE to offer?

*Teaching students taxes.*

### Additional Comments:



Strongly Disagree

Strongly Agree

	1	2	3	4	5
The instructor(s) were prepared for each class.				2	7
The instructor(s) demonstrated knowledge of the subject.				1	8
The instructor(s) communicated the subject matter effectively.			1	2	6
The instructor(s) were able to effectively adapt material as needed to suit participants.				2	7
The instructor(s) were clear in explaining course materials/curriculum.			1	1	7
The instructor(s) managed time well.				2	7
The instructor(s) encouraged positive participation and discussion throughout the workshop.				1	8

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

☐ Weekday Afternoons (after school)  
☐ Weekday Evenings  
☐ Saturdays    ☐ Full Day    ☐ Half Day    ☐ 1-2 Hours  
☐ Webinar

During the summer:

☐ Weekdays    ☐ Morning    ☐ Afternoon    ☐ Evening  
☐ Saturdays  
☐ Webinar    ☐ Full Day    ☐ Half Day    ☐ 1-2 Hours

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

☐ Email                      ☐ MCEE Social Media                      ☐ Mailing  
☐ MCEE Newsletter                      ☐ MCEE Website                      ☐ Annual Conference

☐ Other: \_\_\_\_\_

☐ Morning                      ☐ Afternoon                      ☐ Evening

Please provide a quote about how this workshop has helped you as a teacher, or the impact it will have on students in your classroom. *If you wish to have this quote attributed, please indicate your first & last name and school.*

## Teacher Workshop Evaluation Form

We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.	1	2	3 1	4 3	5 12
This workshop was successful in achieving its objectives.	1	2	3	4 6	5 10
The topics/concepts covered in this workshop were relevant to my teaching.	1	2	3	4 3	5 13
I will apply lessons from this workshop to my classroom.	1	2	3	4 3	5 13
The materials given were helpful.	1	2	3	4 2	5 13
The time allotted for this workshop was sufficient.	1	2	3 1	4 6	5 9
I enjoyed this workshop.	1	2	3 1	4 1	5 14
I would recommend this workshop to a friend or colleague.	1	2	3	4 3	5 13

What did you like most about this workshop?

- Martha's teaching
- The book with lesson activities
- Very practical for new teachers
- Resources and ideas for making content relevant
- Hands-on activities
- Lots of activities but fairly low risk
- How to use hands-on activities with economic concepts
- Modeled good teaching
- It included background info and teaching strategies
- Organization

What could be improved for this workshop?

- Land O' Lakes room is better for activities
- Incorporate the sustainability curriculum
- List of online resources
- Even more "meta-type" conversation about how to teach activities while participants learn
- Even more simulation activities
- Move along quicker and stick to more basic level details; this course is good and helpful, but basics would be nice for a class like this
- Martha for macro section

- Less time spent on basic concepts (make it an optional day)
- Overwhelming, lots of material squished into few days, didn't get to everything on agenda
- Seeing that my school is going to 1:1: laptops, I would like this to be incorporated with technology
- I think it might be valuable to give a 'theme' that teachers could center their courses on

What additional workshops or student programs would you like MCEE to offer?

- Unsure of what MCEE offers, but plans to return
- Unsure, looking forward to using THSE resources
- A four-day course solely focused on microeconomics
- More personal finance topics
- You already offer this class, but I would take personal finance
- Not sure... economics in U.S. History!

Additional Comments:

- Enjoyed learning about topic and immediately being able to apply in activity
- Enjoyed Martha's energy and expertise
- Martha was well-prepared and kept the day going
- I am so thankful I took this course. I don't know how I would have begun prepping for my econ class without this!
- Move to a different room to facilitate activities; one not set up for lectures
- Halfway through the sessions and I'm already 100% more confident in tackling teaching economics
- Thank you... I fell after two I have already gotten so much from this workshop & steal of a deal for \$85

**Strongly Disagree**

**Strongly Agree**

	1	2	3	4	5
The instructor(s) were prepared for each class.				<u>1</u>	<u>13</u>
The instructor(s) demonstrated knowledge of the subject.				4	<u>5</u> <u>14</u>
The instructor(s) communicated the subject matter effectively.				<u>2</u>	<u>5</u> <u>12</u>
The instructor(s) were able to effectively adapt material as needed to suit participants.				4	<u>5</u> <u>14</u>
The instructor(s) were clear in explaining course materials/curriculum.				<u>3</u>	<u>5</u> <u>11</u>
The instructor(s) managed time well.			<u>2</u>	<u>3</u>	<u>5</u> <u>9</u>
The instructor(s) encouraged positive participation and discussion throughout the workshop.				<u>2</u>	<u>5</u> <u>12</u>

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

- 3 Weekday Afternoons (after school)  
3 Weekday Evenings  
7 Saturdays 3 Full Day 7 Half Day 2 1-2 Hours  
10 Webinar

During the summer:

13 Weekdays    9 Morning    8 Afternoon    4 Evening  
2 Saturdays  
6 Webinar    2 Full Day    2 Half Day    3 1-2 Hours

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

14 Email                      4 MCEE Social Media                      1 Mailing  
2 MCEE Newsletter                      2 MCEE Website                      1 Annual Conference

Other: \_\_\_\_\_

2 Morning                      1 Afternoon                      1 Evening

## Teacher Workshop Evaluation Form

*We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.*

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.				4	10
This workshop was successful in achieving its objectives.				6	8
The topics/concepts covered in this workshop were relevant to my teaching.				6	8
I will apply lessons from this workshop to my classroom.			1	3	10
The materials given were helpful.			1	1	12
The time allotted for this workshop was sufficient.				4	10
I enjoyed this workshop.				6	8
I would recommend this workshop to a friend or colleague.				5	9

What did you like most about this workshop?

- Very informative. This content is hard to come by
- Very knowledgeable. Would take our questions about current events and apply them to econ principles!
- Prof. Papagapitos's passion for his field is clearly evident. I appreciated how he explained differences between micro and macro and didn't assume we'd just know
- The lecture was very animated, engaging, and informed and responsive
- I learned so much about macro! It's nice to get lessons and materials
- Deep dive into macroeconomics; use of humor
- The instructors were great, lots of concrete, real things for me to bring back to my classroom
- Connections to current events; a more concrete explanation of circular flow
- Very willing to answer questions even if it caused us to go off topic at times
- Learning! For myself and my understanding of our world & economy as a citizen of the USA. Hopefully it will make me a better teacher too.
- The interaction between instructor and students: instructor allowed questions to be asked and took time for discussion
- Very informative
- Everything! Topics were interesting!

What could be improved for this workshop?

- Free parking
- I realize that he is a college professor, but I'd really like to do the activities because doing helps me absorb info better. Then again, I teach MS & HS and I get it.
- More activities
- More examples of how to apply these concepts in a classroom
- Process or outline of how to approach everything in the classroom
- Cover more topics, e.g. business cycle; make connections for how to teach students the concepts
- All wonderful – more great lunches too. Love the St Paul campus
- More lesson plans that could apply to classroom instructions
- Either mix lecture with other forms of learning or lecture for shorter periods with more frequent short breaks

What additional workshops or student programs would you like MCEE to offer?

- Perhaps a workshop for people who have taught econ for a few years but would like to add & adapt with current events/issues
- Economics throughout US History
- I hear that MCEE are thinking about thematic workshops with economic concepts

Additional Comments:

- Really enjoyed my time! Thanks!
- Very informative and easy to understand
- Really enjoyed all aspects. So enjoyed this!
- Thank you. Great class. Gained a lot of knowledge.

**Strongly Disagree**

**Strongly Agree**

	1	2	3	4	5
The instructor(s) were prepared for each class.	1	2	1	1	11
The instructor(s) demonstrated knowledge of the subject.	1	2	3	4	5 13
The instructor(s) communicated the subject matter effectively.	1	2	3	4 3	5 10
The instructor(s) were able to effectively adapt material as needed to suit participants.	1	2	3 1	4 1	5 11
The instructor(s) were clear in explaining course materials/curriculum.	1	2	3	4 3	5 10
The instructor(s) managed time well.	1	2	3	4 1	5 12
The instructor(s) encouraged positive participation and discussion throughout the workshop.	1	2	3	4 1	5 12

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

3 Weekday Afternoons (after school)  
     Weekday Evenings  
8 Saturdays    5 Full Day    6 Half Day    2 1-2 Hours  
3 Webinar

During the summer:

13 Weekdays    11 Morning    8 Afternoon    2 Evening  
3 Saturdays  
4 Webinar    2 Full Day    2 Half Day    1 1-2  
 Hours

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

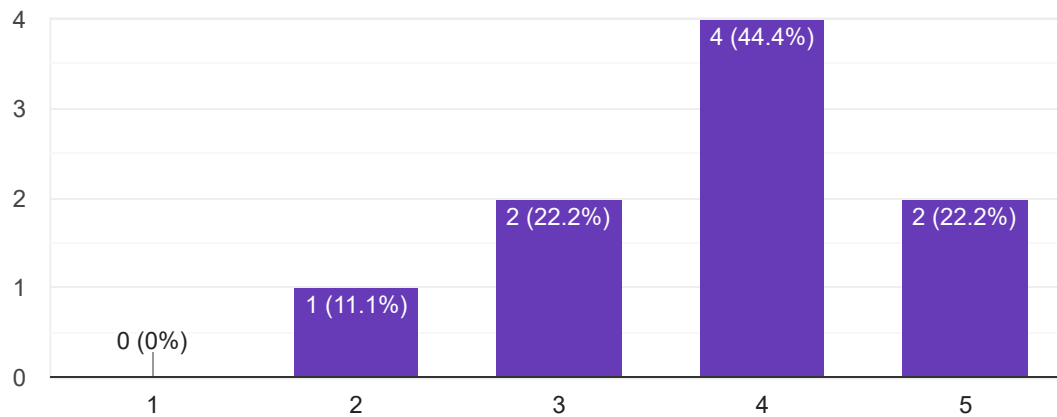
13 Email                      4 MCEE Social Media                      1 Mailing  
2 MCEE Newsletter                      3 MCEE Website                      \_\_\_\_\_ Annual Conference  
 \_\_\_\_\_ Other: \_\_\_\_\_  
2 Morning                      2 Afternoon                      2 Evening

# 2019 Online Macroeconomics Evaluation Form

9 responses

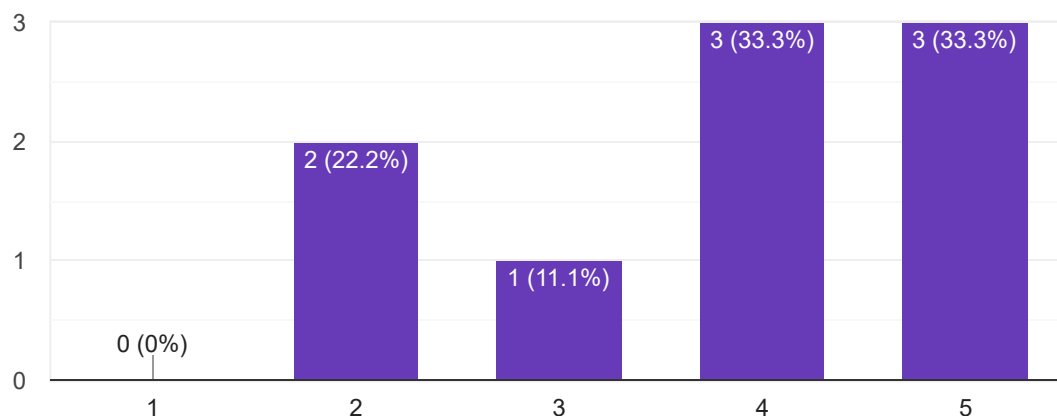
This course was a valuable use of my time.

9 responses



This course was successful in achieving its objectives.

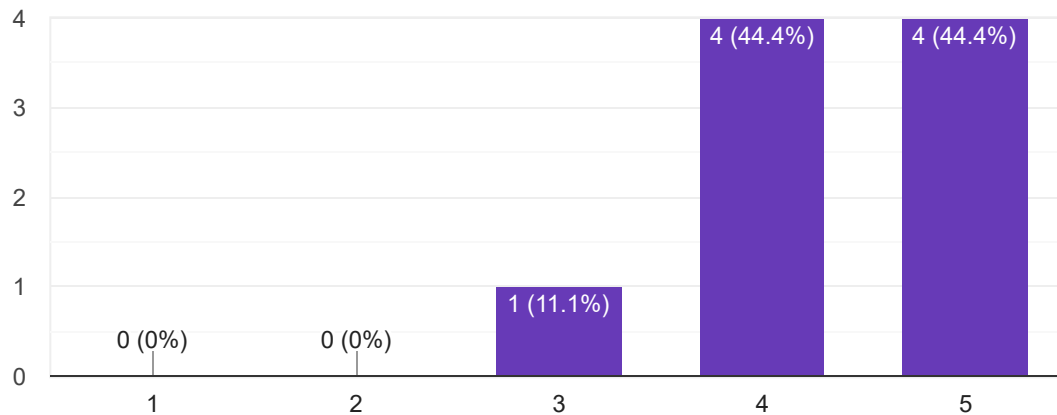
9 responses





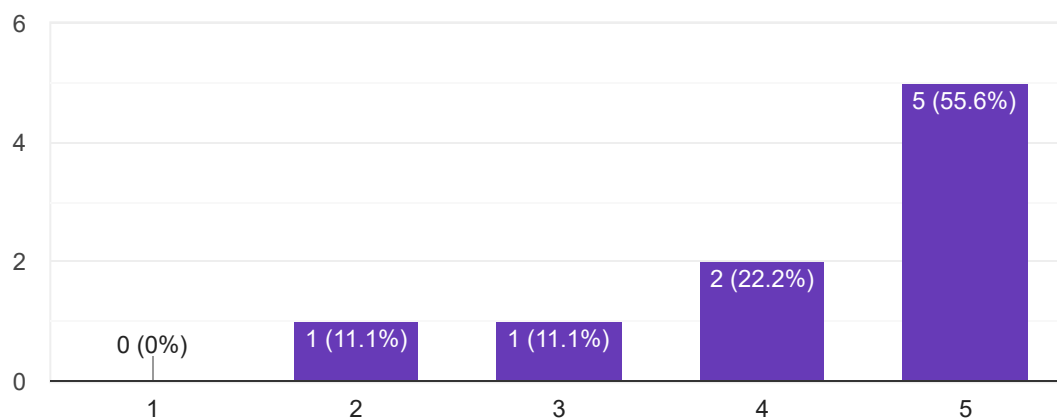
The topics/concepts covered in this course were relevant to my teaching.

9 responses



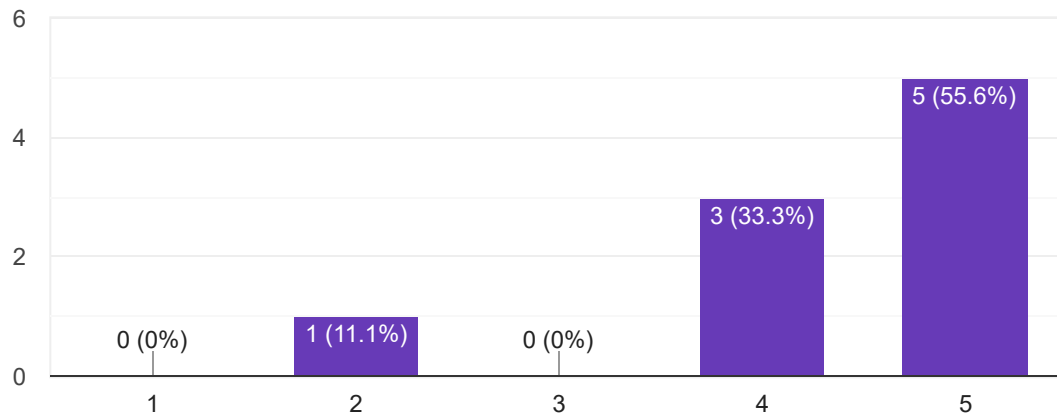
I will apply lessons from this course to my classroom.

9 responses



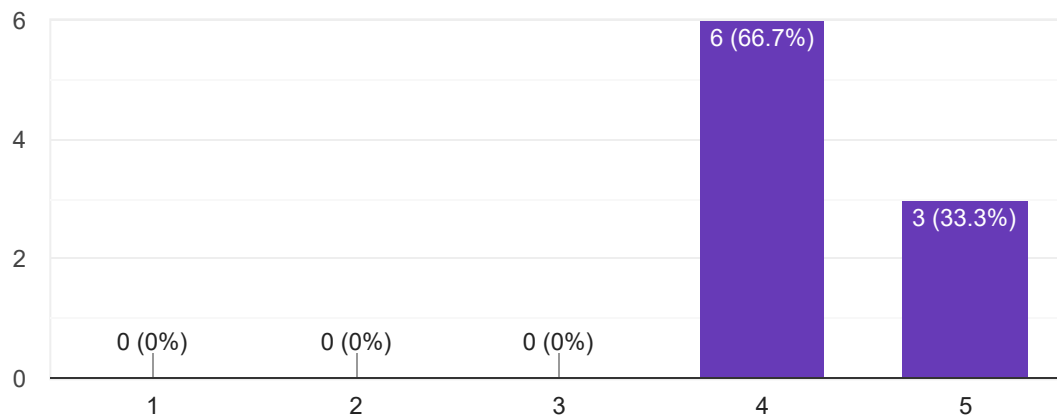
## The materials given were helpful.

9 responses



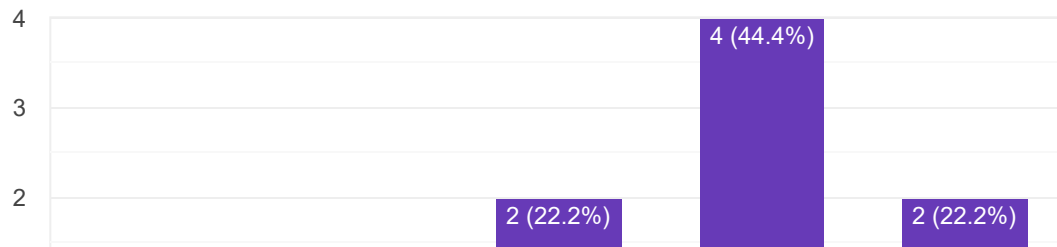
## The time allotted for this course was sufficient.

9 responses



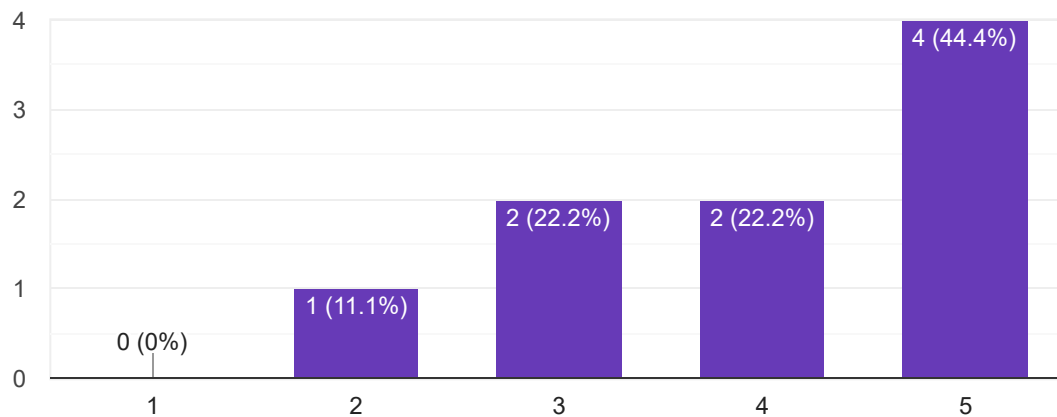
## I enjoyed this course.

9 responses



I would recommend this course to a friend or colleague.

9 responses



What did you like most about this course?

8 responses

I think James did a really good job of understanding how the class will help high school teachers. I appreciate having a teacher who is driven by how they can help teachers.

The overview of resources available for teachers

I liked the Sapling assignments a lot. They really got me thinking. I also really like the 2 or 3 articles that

we read and answered questions about.

I found this class very interesting and learned so much! I took this class as a challenge because I had struggled a bit with micro and macro economics back in college 40 years ago. I am a business teacher and have not taught economics.

The homework assignments were challenging and I think will help as I work in my CIS Macro class.

I really appreciated the online option. It's difficult for me to attend in person workshops, especially multi day classes that provide a greater depth of information.

The resources given

I was looking to strengthen the Macro portion of my teaching. I believe this course will allow me to do that. Being able to interact and share ideas with other teachers I believe was the most beneficial.

## What could be improved for this course?

7 responses

Nothing

I expected a course that got more into talking about the TEACHING of the material rather than the tedium of what I had already done in undergrad. I appreciated James' sessions when he shared those kinds of materials. I wish the discussion questions were more about teaching-there was always 1 question each unit but I think a course like this should have focused on the how to- some of the discussion questions read like a test short answer. That would have facilitated better teacher dialogue. The power points with voice over are boring.

The online Monday webinars were not very useful for me. I found the powerpoints boring.

I cannot think of anything.

The online meetings were a waste of time. James was great and totally available to answer questions, but this was not what I was expecting. Last summer when I took Micro it was taught by a college professor and super beneficial to my teaching. She taught the material and it helped me understand it much better. James showed powerpoints that he uses to teach these concepts in his classes. That would be helpful for a newer teacher, but as someone trying to deeper their understanding of certain concepts it was a complete waste.

It would have been nice to have longer windows for some assignments, especially the discussion threads. I had a couple of out of town trips with limited computer access. While I worked ahead on assignments, I was unable to do so for the discussions, and wasn't able to do some of them at all.

Nothing in particular that I can think of.

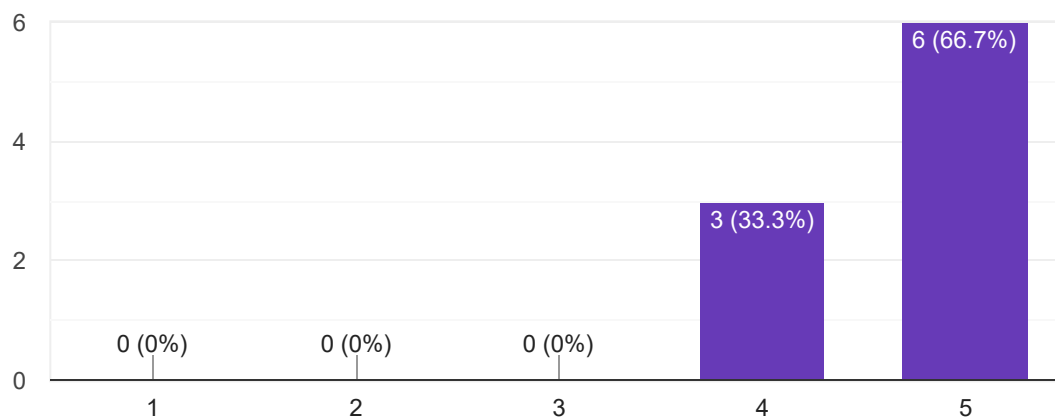
## Additional Comments:

1 response

I just think James did a really good job.

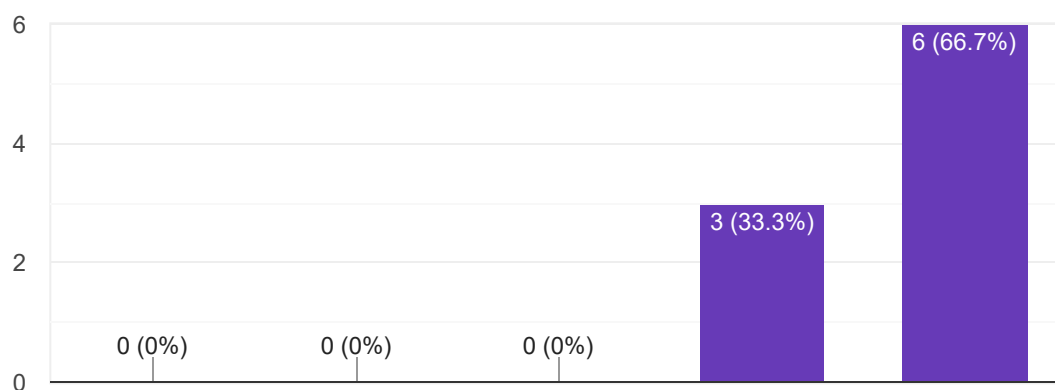
## The instructor(s) were prepared for each webinar.

9 responses



## The instructor(s) demonstrated knowledge of the subject.

9 responses



1

2

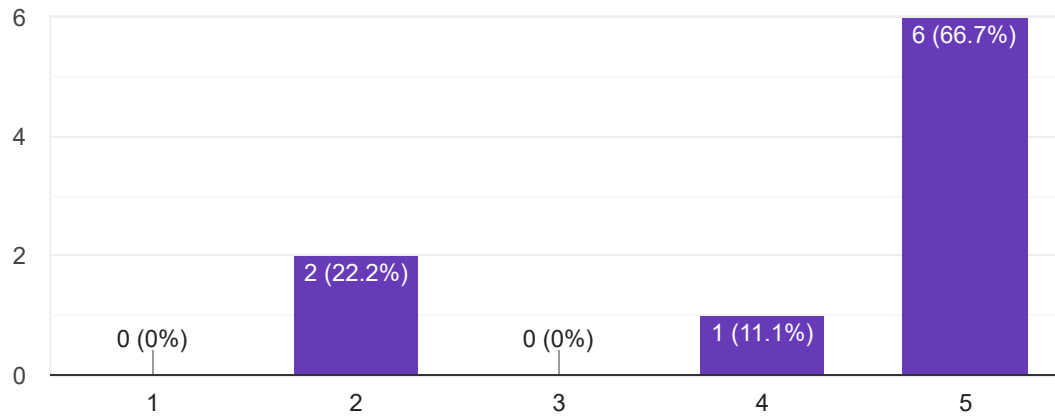
3

4

5

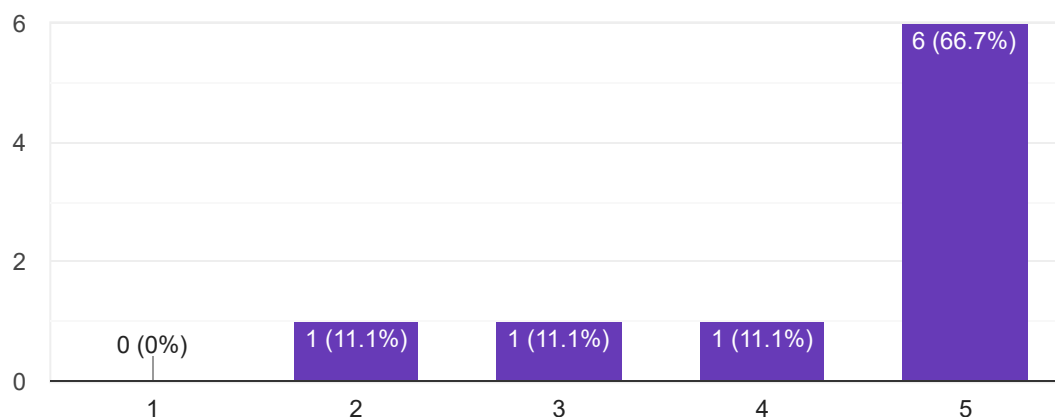
The instructor(s) communicated the subject matter effectively.

9 responses



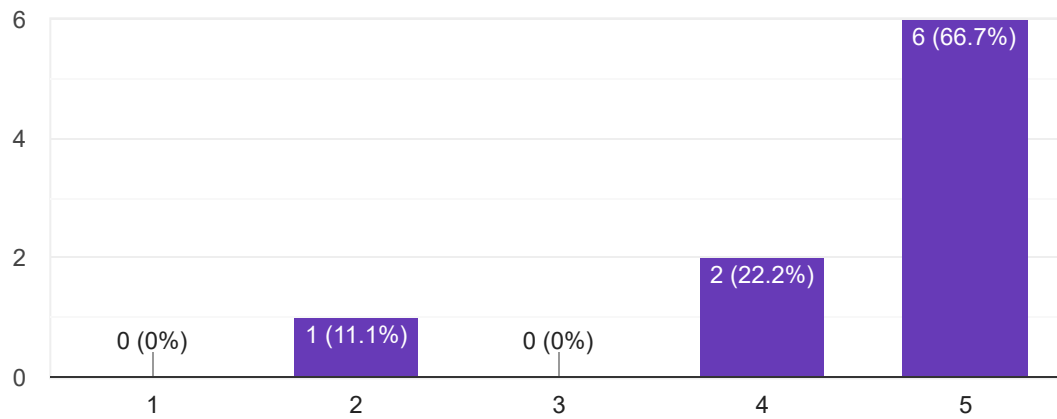
The instructor(s) were able to effectively adapt material as needed to suit participants.

9 responses



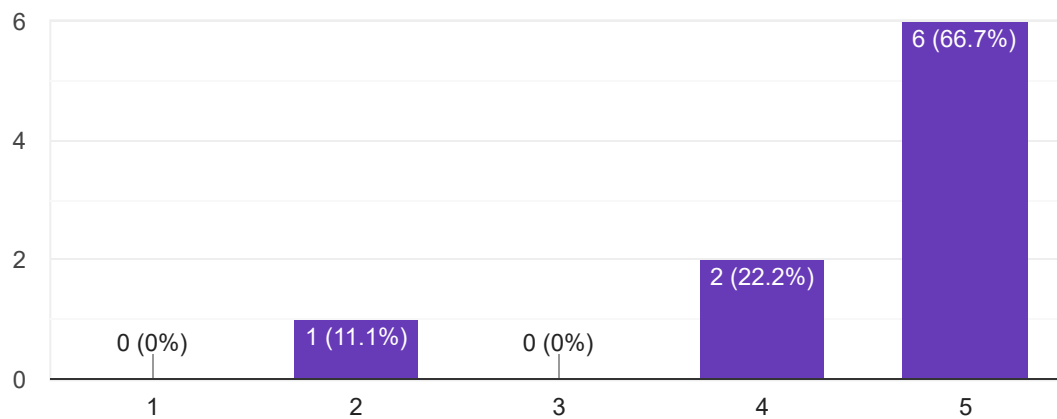
The instructor(s) were clear in explaining course materials/curriculum.

9 responses



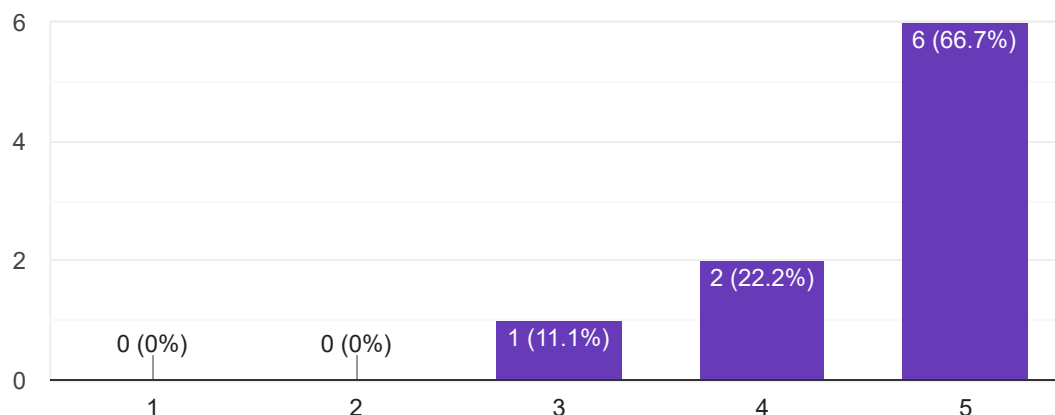
The instructor(s) managed time well.

9 responses



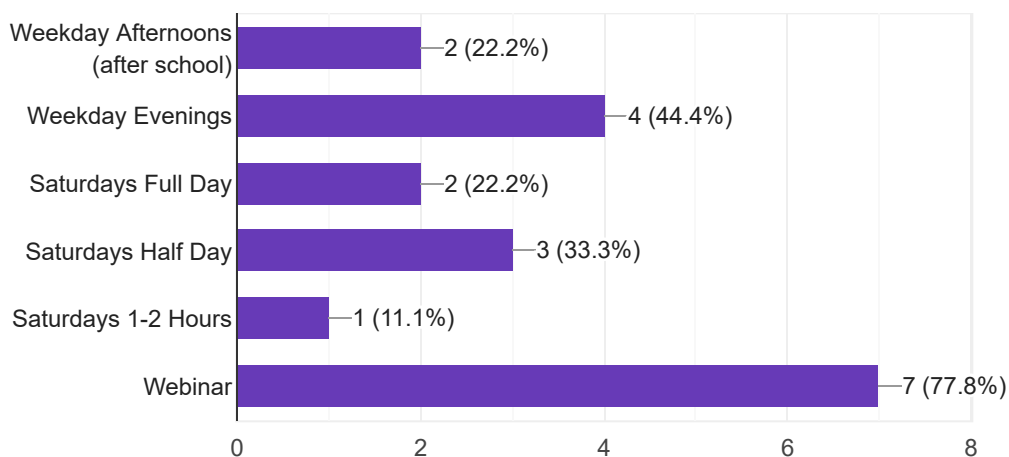
The instructor(s) encouraged positive participation and discussion throughout the course.

9 responses



When is best for you to attend workshops during the year? (Check all that apply) During the school year:

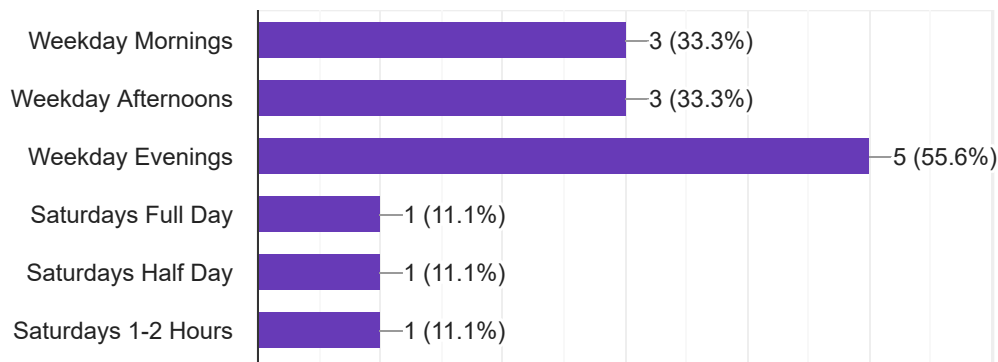
9 responses



When is best for you to attend workshops during the year? (Check all that apply) During the summer:

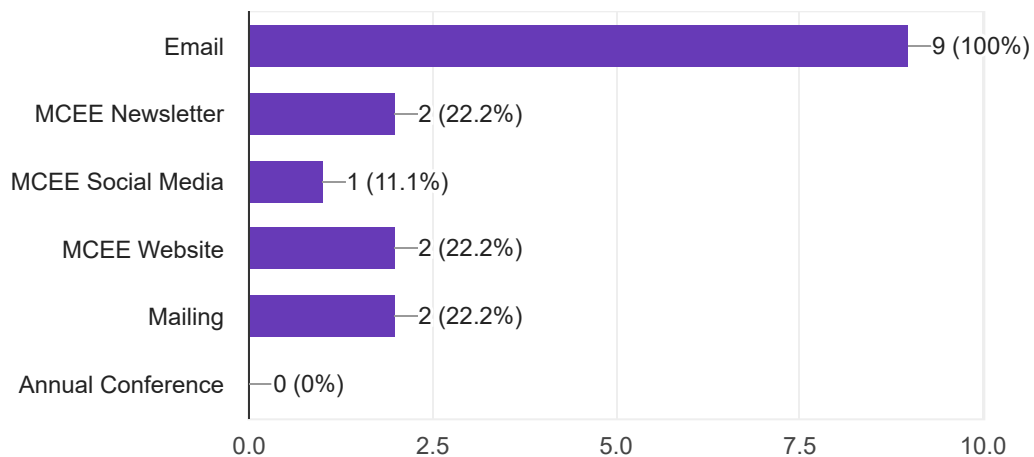


9 responses



## How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

9 responses



## Teacher Workshop Evaluation Form

We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.				1	5
This workshop was successful in achieving its objectives.				1	5
The topics/concepts covered in this workshop were relevant to my teaching.				1	5
I will apply lessons from this workshop to my classroom.			1		5
The materials given were helpful.					6
The time allotted for this workshop was sufficient.				1	5
I enjoyed this workshop.					6
I would recommend this workshop to a friend or colleague.					6

### What did you like most about this workshop?

- Topics covered
- Getting ideas from others. Tons of practical resources that can easily be implemented.
- Very comfortable pace& environment. Good cohort of teachers showed up. Lessons to use! Excellent!
- I enjoyed many aspects- the content, variety of activities, visiting and collaborating with colleagues
- I'm really happy to learn about these resources and to received FFI
- I liked that it was a small group. This made it easier to share and brainstorm

### What could be improved for this workshop?

- A little longer like 2 more lessons
- More suggestions of diverse tech tools
- The needs of the varying of learners could have been further explored
- Some lessons that we glossed over- didn't fully explain the relevance/ usefulness of the chapter
- A little more about the resources available to us on the website

### What additional workshops or student programs would you like MCEE to offer?

- Teaching investments to students
- Micro/macro focus- exact same length

- I think ?? is something already offered at a lot of internships, but that would be my next challenge
- I don't know enough about MCEE program offering. Maybe economic philosophies

**Additional Comments:**

- Valuable use of time. My opportunity cost of staying warm in bed was worth it.
- Thank you for putting together a great day!
- Thank you. great job!

**Strongly Disagree**

**Strongly Agree**

The instructor(s) were prepared for each class.					<b>6</b>
The instructor(s) demonstrated knowledge of the subject.					<b>6</b>
The instructor(s) communicated the subject matter effectively.					<b>6</b>
The instructor(s) were able to effectively adapt material as needed to suit participants.				<b>1</b>	<b>5</b>
The instructor(s) were clear in explaining course materials/curriculum.					<b>6</b>
The instructor(s) managed time well.					<b>6</b>
The instructor(s) encouraged positive participation and discussion throughout the workshop.					<b>6</b>

When is best for you to attend workshops during the year? (Check all that apply)

During the school year:

☐ Weekday Afternoons (after school)  
☐ Weekday Evenings  
☒ (5) Saturdays ☐ (2) Full Day ☐ (3) Half Day ☐ (1) 1-2  
☐ Webinar Hours

During the summer:

☒ (4) Weekdays ☐ (3) Morning ☒ (2) Afternoon ☐ Evening  
☒ (2) Saturdays ☒ (2) Full Day ☒ (1) Half Day ☒ (1) 1-2 Hours  
☐ Webinar

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

☒ (6) Email ☐ (1) MCEE Social Media ☐ Mailing  
☐ MCEE Newsletter ☒ (1) MCEE Website ☐ Annual Conference

Other: \_\_\_\_\_

☐ Morning ☐ Afternoon ☒ (1) Evening

## Teacher Workshop Evaluation Form

We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.				<b>4</b>	<b>13</b>
This workshop was successful in achieving its objectives.				<b>6</b>	<b>12</b>
The topics/concepts covered in this workshop were relevant to my teaching.				<b>3</b>	<b>14</b>
I will apply lessons from this workshop to my classroom.				<b>4</b>	<b>13</b>
The materials given were helpful.				<b>6</b>	<b>12</b>
The time allotted for this workshop was sufficient.			<b>1</b>	<b>7</b>	<b>9</b>
I enjoyed this workshop.				<b>3</b>	<b>14</b>
I would recommend this workshop to a friend or colleague.			<b>1</b>	<b>2</b>	<b>14</b>

### What did you like most about this workshop?

- Hands on activities
- Good transitions- lots of materials
- When we had scenarios and then would discuss w/ people at our table
- I like that we were given a bunch of resources to use. The book and website will be very helpful
- Access to lessons and resources- speaker did a good job making material interesting and audience comfortable
- Resources and activities that I can use in my classroom
- The activities and lessons presented are very relevant to the classes I teach. I will implement lessons right away
- The back was very helpful. The website given were helpful
- Career and paying for college
- I liked the wide variety of resources that were presented to us. I really enjoyed the book.
- Great materials to take back and use in my classroom
- Being able to 'see' and 'try' lessons
- Good instructor- good curriculum to use as a resource
- The resources I came away with
- Enjoyed talking/networking with other teachers. Reinforced my knowledge of personal finance
- The activities are clearly written with resources

- Collaborative format, actually experience the activities. Teachers workbook to take home. Digital component with Kahoot etc.

#### What could be improved for this workshop?

- Nothing, thought it was good
- I think the workshop was great
- I thought it was all good
- Not much- enjoyed experience
- Less handouts- more electronic delivery of resources
- I have no suggestions
- Nothing- was good
- Used a lot of best practices. I was impressed
- A little more time for SWOT. I liked exploring the topics but I wish I would have more time otherwise it was great!
- I wish I had some post-its and more time to talk to my tablemates about the lessons and resources they use
- Time to talk to others was good- more may be helpful
- Nothing- speaker was very enthusiastic and knowledgeable about the topic
- Not sure- it was so good
- Great pace- maybe a little longer to experience more activities or allow for planning

#### What additional workshops or student programs would you like MCEE to offer?

- None that I know of
- N/A
- International trade, Tariffs vs Free Trade
- Possible specific business classes- such as tips for accounting
- I'd be interested in some jr. High activities also\
- More time to go over more lessons on personal finance

#### Additional Comments:

- Thank you!
- Well done- good job experience
- Excellent workshop! So glad I came
- Nice and laid back presentation- Thanks!
- Very good workshop. You did a great job presenting and I feel more prepared for my classroom.
- Are resources translated?

**Strongly Disagree**

**Strongly Agree**

The instructor(s) were prepared for each class.					<b>16</b>
The instructor(s) demonstrated knowledge of the subject.					<b>16</b>
The instructor(s) communicated the subject matter effectively.					<b>16</b>
The instructor(s) were able to effectively adapt material as needed to suit participants.				<b>2</b>	<b>14</b>
The instructor(s) were clear in explaining course materials/curriculum.					<b>16</b>

The instructor(s) managed time well.					<b>16</b>
The instructor(s) encouraged positive participation and discussion throughout the workshop.					<b>16</b>

When is best for you to attend workshops during the year? (Check all that apply)  
During the school year:

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       Weekday Evenings  
(1) Saturdays    (3) Full Day    (1) Half Day           1-2 Hours  
(10) Webinar

During the summer:

(9) Weekdays    (5) Morning    (4) Afternoon           Evening  
       Saturdays           Full Day           Half Day           1-2 Hours  
(5) Webinar    (3)    (2)

How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

(14) Email           MCEE Social Media    (3) Mailing  
(1) MCEE Newsletter           MCEE Website           Annual Conference

       Other: \_\_\_\_\_

(3) Morning           Afternoon           Evening

## Teacher Workshop Evaluation Form

We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.				1	5
This workshop was successful in achieving its objectives.				1	5
The topics/concepts covered in this workshop were relevant to my teaching.				1	5
I will apply lessons from this workshop to my classroom.			1		5
The materials given were helpful.					6
The time allotted for this workshop was sufficient.				1	5
I enjoyed this workshop.					6
I would recommend this workshop to a friend or colleague.					6

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- More suggestions of diverse tech tools
- The needs of the varying of learners could have been further explored
- Some lessons that we glossed over- didn't fully explain the relevance/ usefulness of the chapter
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- Micro/macro focus- exact same length

- I think ?? is something already offered at a lot of internships, but that would be my next challenge
- I don't know enough about MCEE program offering. Maybe economic philosophies

**Additional Comments:**

- Valuable use of time. My opportunity cost of staying warm in bed was worth it.
- Thank you for putting together a great day!
- Thank you. great job!

**Strongly Disagree**

**Strongly Agree**

The instructor(s) were prepared for each class.					<b>6</b>
The instructor(s) demonstrated knowledge of the subject.					<b>6</b>
The instructor(s) communicated the subject matter effectively.					<b>6</b>
The instructor(s) were able to effectively adapt material as needed to suit participants.				<b>1</b>	<b>5</b>
The instructor(s) were clear in explaining course materials/curriculum.					<b>6</b>
The instructor(s) managed time well.					<b>6</b>
The instructor(s) encouraged positive participation and discussion throughout the workshop.					<b>6</b>

When is best for you to attend workshops during the year? (Check all that apply)

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☐ Weekday Afternoons (after school)  
☐ Weekday Evenings  
☒ (5) Saturdays ☐ (2) Full Day ☐ (3) Half Day ☐ (1) 1-2  
☐ Webinar Hours

During the summer:

☒ (4) Weekdays ☐ (3) Morning ☒ (2) Afternoon ☐ Evening  
☒ (2) Saturdays ☒ (2) Full Day ☒ (1) Half Day ☒ (1) 1-2 Hours  
☐ Webinar

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☒ (6) Email ☐ (1) MCEE Social Media ☐ Mailing  
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Other: \_\_\_\_\_

☐ Morning ☐ Afternoon ☒ (1) Evening

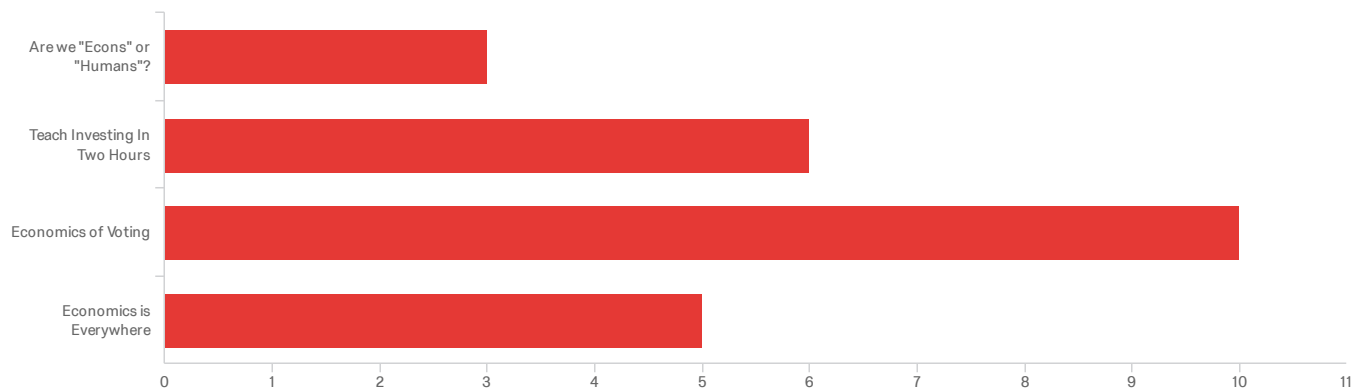


# Default Report

MinnEcon Session 1

January 6, 2020 7:09 AM MST

Q1 - Please select the workshop you attended:



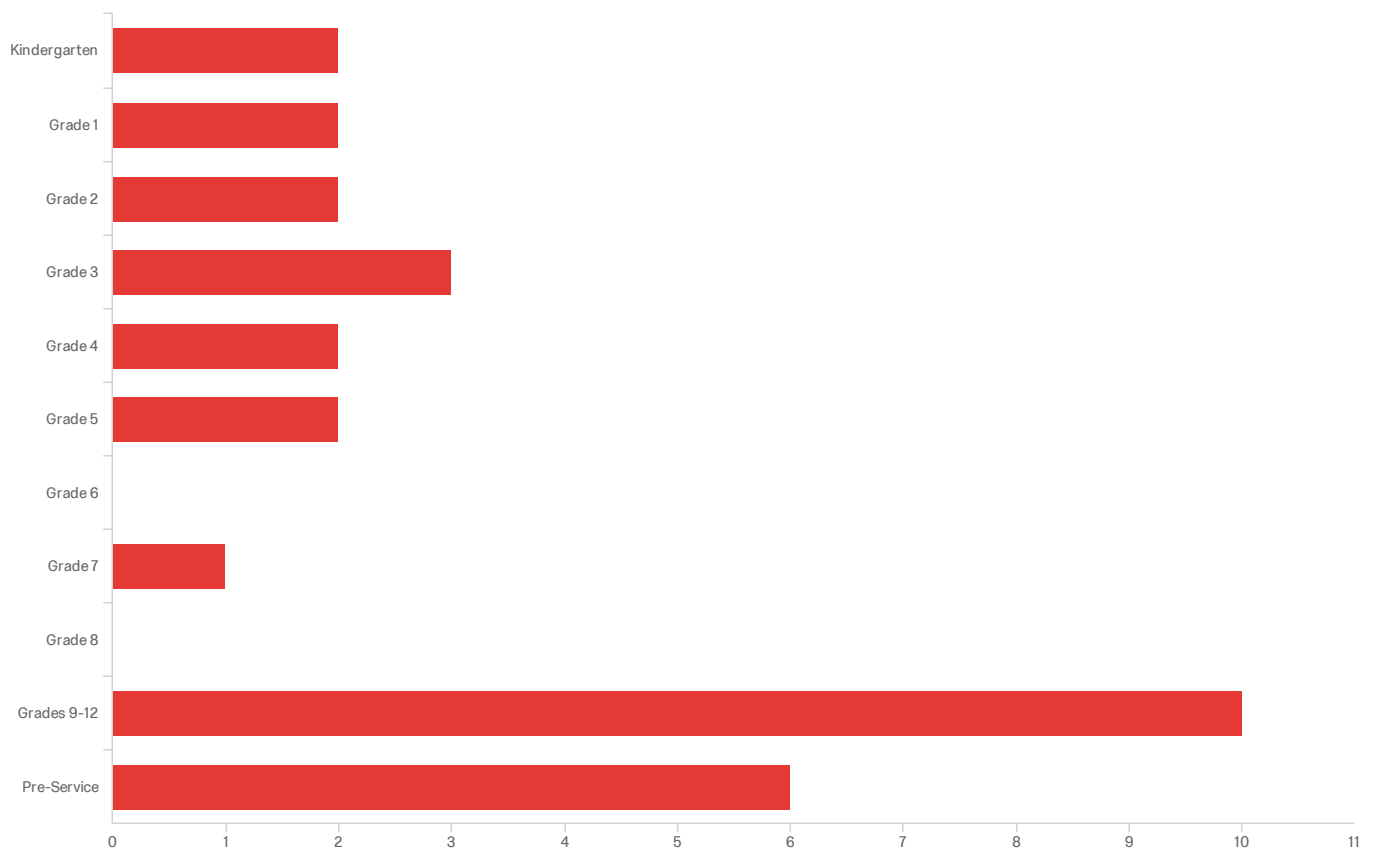
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the workshop you attended:	1.00	4.00	2.71	0.93	0.87	24

#	Field	Choice Count
1	Are we "Econs" or "Humans"?	12.50% 3
2	Teach Investing In Two Hours	25.00% 6
3	Economics of Voting	41.67% 10
4	Economics is Everywhere	20.83% 5

24

Showing rows 1 - 5 of 5

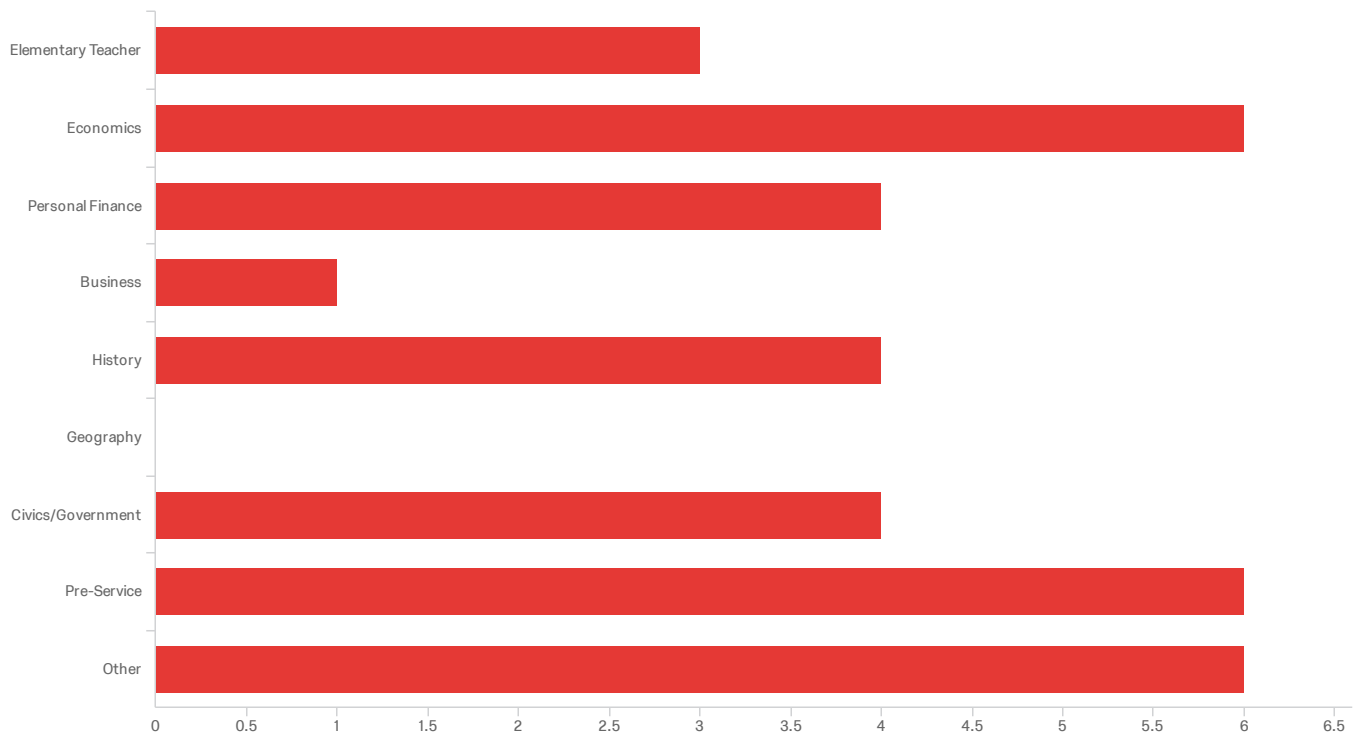
## Q2 - Please select the grades you currently teach:



#	Field	Choice Count
1	Kindergarten	6.67% 2
2	Grade 1	6.67% 2
3	Grade 2	6.67% 2
4	Grade 3	10.00% 3
5	Grade 4	6.67% 2
6	Grade 5	6.67% 2
7	Grade 6	0.00% 0
8	Grade 7	3.33% 1
9	Grade 8	0.00% 0
10	Grades 9-12	33.33% 10
11	Pre-Service	20.00% 6
		30

Showing rows 1 - 12 of 12

### Q3 - Please select the subject(s) you currently teach:



#	Field	Choice Count
1	Elementary Teacher	8.82% 3
2	Economics	17.65% 6
3	Personal Finance	11.76% 4
4	Business	2.94% 1
5	History	11.76% 4
6	Geography	0.00% 0
7	Civics/Government	11.76% 4
8	Pre-Service	17.65% 6
9	Other	17.65% 6
		34

Showing rows 1 - 10 of 10

#### Q3\_11\_TEXT - Other

Other

Other

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Administration

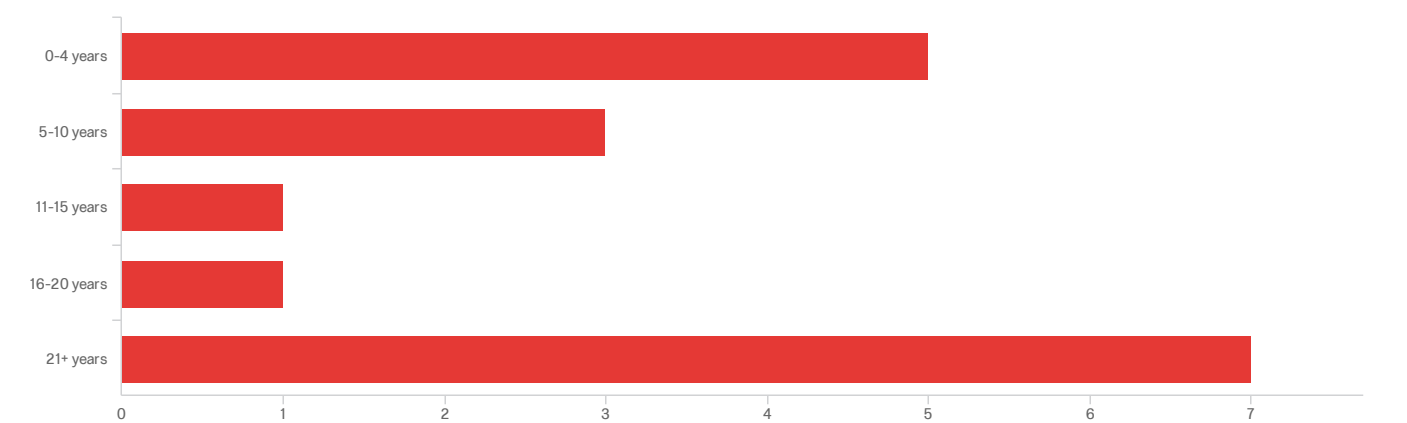
Philosophy

Dont teach, board mbr

Paraprofessional

Guidance counselor

Q9 - How long have you been a teacher?

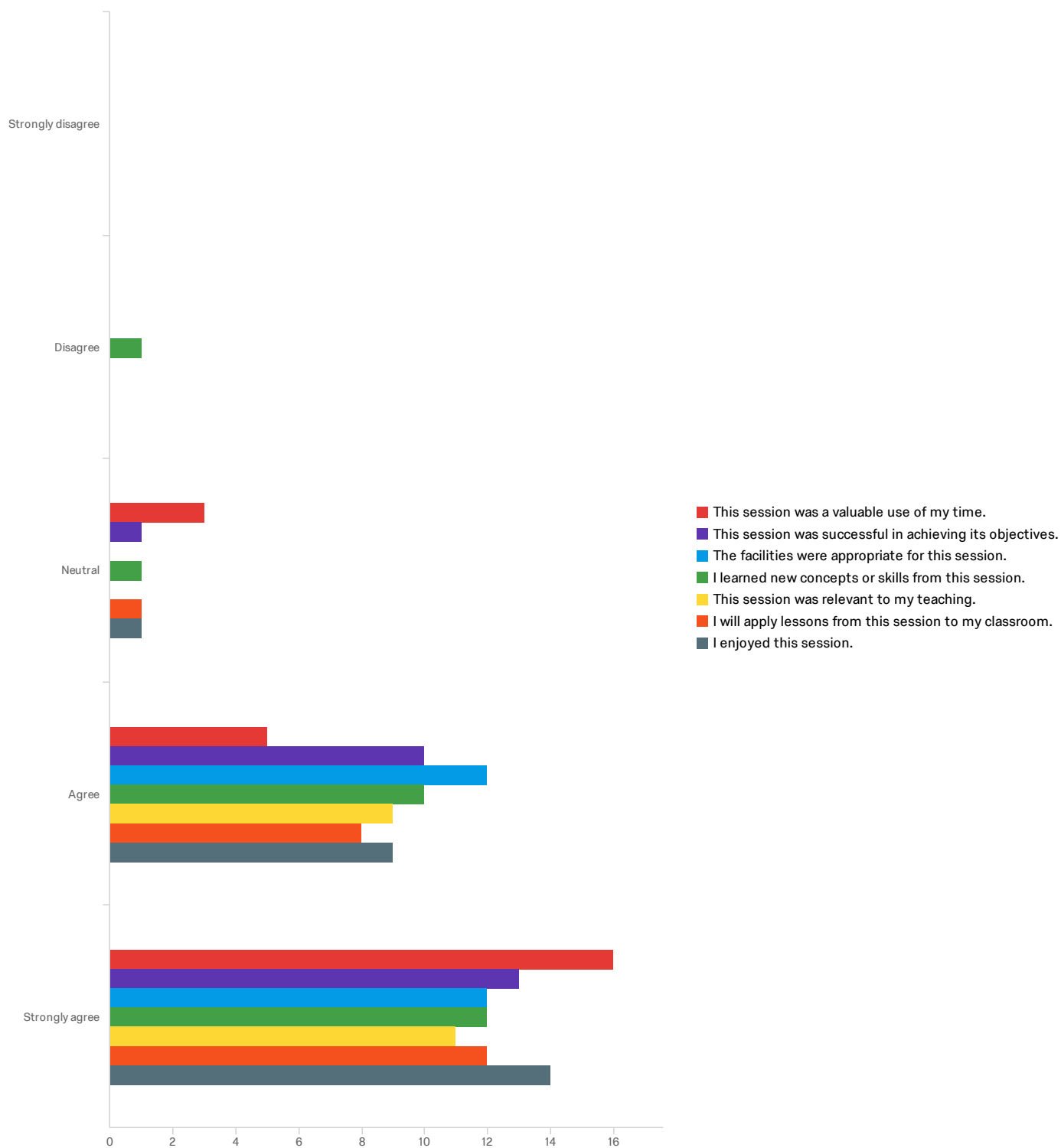


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a teacher?	1.00	5.00	3.12	1.74	3.04	17

#	Field	Choice Count
1	0-4 years	29.41% 5
2	5-10 years	17.65% 3
3	11-15 years	5.88% 1
4	16-20 years	5.88% 1
5	21+ years	41.18% 7
		17

Showing rows 1 - 6 of 6

## Q5 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This session was a valuable use of my time.	3.00	5.00	4.54	0.71	0.50	24

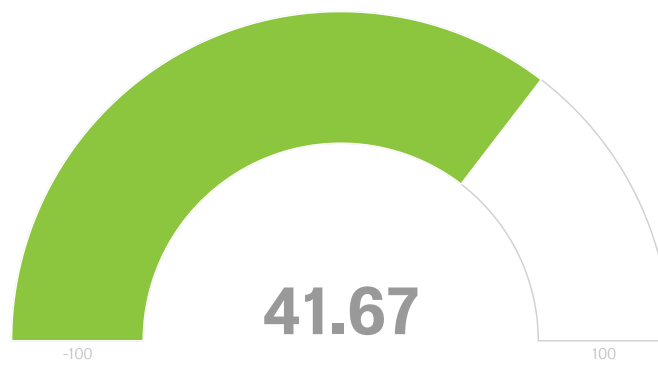
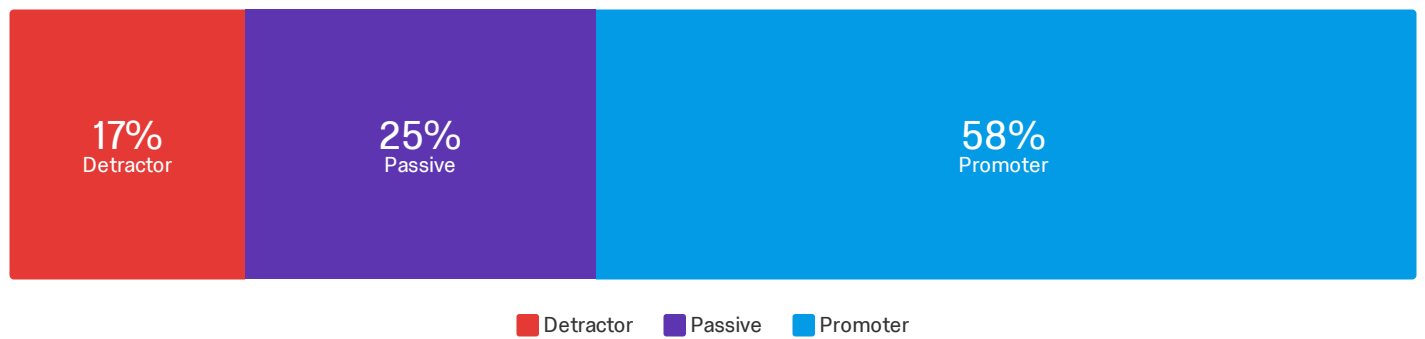
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	This session was successful in achieving its objectives.	3.00	5.00	4.50	0.58	0.33	24
3	The facilities were appropriate for this session.	4.00	5.00	4.50	0.50	0.25	24
4	I learned new concepts or skills from this session.	2.00	5.00	4.38	0.75	0.57	24
5	This session was relevant to my teaching.	4.00	5.00	4.55	0.50	0.25	20
6	I will apply lessons from this session to my classroom.	3.00	5.00	4.52	0.59	0.34	21
7	I enjoyed this session.	3.00	5.00	4.54	0.58	0.33	24

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	This session was a valuable use of my time.	0.00%	0	0.00%	0	12.50%	3	20.83%	5	66.67%	16	24
2	This session was successful in achieving its objectives.	0.00%	0	0.00%	0	4.17%	1	41.67%	10	54.17%	13	24
3	The facilities were appropriate for this session.	0.00%	0	0.00%	0	0.00%	0	50.00%	12	50.00%	12	24
4	I learned new concepts or skills from this session.	0.00%	0	4.17%	1	4.17%	1	41.67%	10	50.00%	12	24
5	This session was relevant to my teaching.	0.00%	0	0.00%	0	0.00%	0	45.00%	9	55.00%	11	20
6	I will apply lessons from this session to my classroom.	0.00%	0	0.00%	0	4.76%	1	38.10%	8	57.14%	12	21
7	I enjoyed this session.	0.00%	0	0.00%	0	4.17%	1	37.50%	9	58.33%	14	24

Showing rows 1 - 7 of 7



Q8 - On a scale from 0-10, how likely are you to recommend attending a form of this workshop in the future to a friend or colleague?



## Q10 - What, if any, feedback would you have to improve this course for future attendees?

What, if any, feedback would you have to improve this course for future att...

---

Even more examples, samples, and ideas

This was an excellent course, with a strong instructor. Very nice!

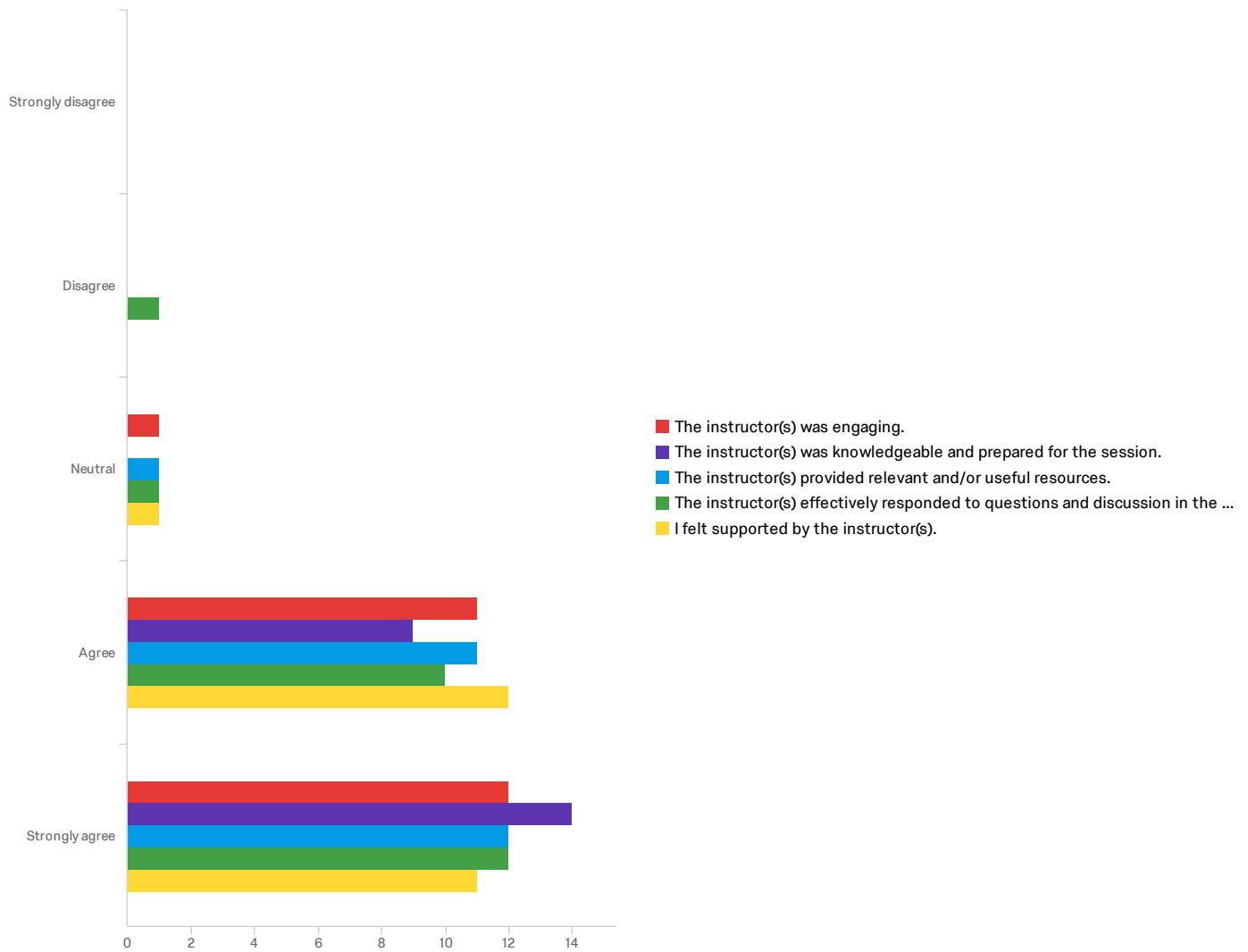
None needed, I thought it was great, the instructor kept us very engaged. Very well presented!

Have copies of the curriculum to take away.

V oriented to teachers, as it should be

Good job

## Q7 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor(s) was engaging.	3.00	5.00	4.46	0.58	0.33	24
2	The instructor(s) was knowledgeable and prepared for the session.	4.00	5.00	4.61	0.49	0.24	23
3	The instructor(s) provided relevant and/or useful resources.	3.00	5.00	4.46	0.58	0.33	24
4	The instructor(s) effectively responded to questions and discussion in the session.	2.00	5.00	4.38	0.75	0.57	24
5	I felt supported by the instructor(s).	3.00	5.00	4.42	0.57	0.33	24

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	The instructor(s) was engaging.	0.00%	0	0.00%	0	4.17%	1	45.83%	11	50.00%	12	24
2	The instructor(s) was knowledgeable and prepared for the session.	0.00%	0	0.00%	0	0.00%	0	39.13%	9	60.87%	14	23
3	The instructor(s) provided relevant and/or useful resources.	0.00%	0	0.00%	0	4.17%	1	45.83%	11	50.00%	12	24
4	The instructor(s) effectively responded to questions and discussion in the session.	0.00%	0	4.17%	1	4.17%	1	41.67%	10	50.00%	12	24
5	I felt supported by the instructor(s).	0.00%	0	0.00%	0	4.17%	1	50.00%	12	45.83%	11	24

Showing rows 1 - 5 of 5

## Q11 - What, if any, specific feedback do you have for your instructor(s)?

What, if any, specific feedback do you have for your instructor(s)?

---

Thank You!

Modeled the interactions really nicely.

A

None

Great!!

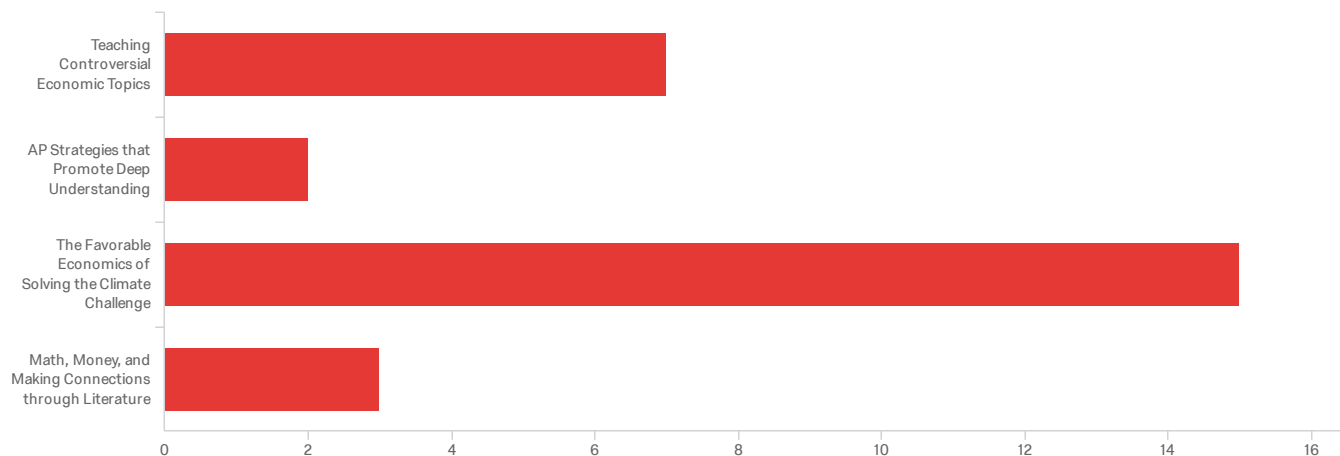
**End of Report**

# Default Report

MinnEcon Session 2

January 6, 2020 7:13 AM MST

Q1 - Please select the workshop you attended:

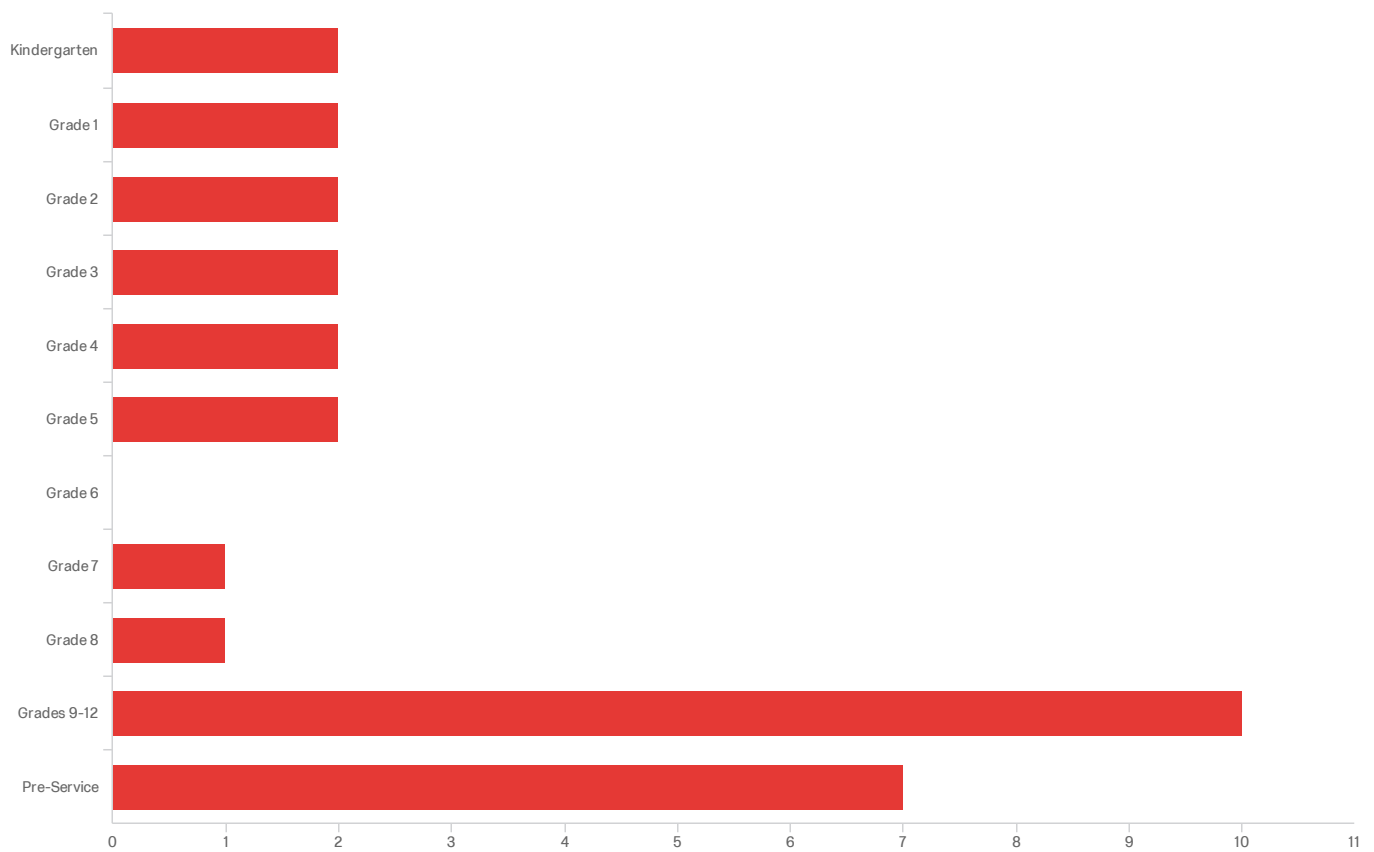


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the workshop you attended:	1.00	4.00	2.52	1.00	0.99	27

#	Field	Choice Count
1	Teaching Controversial Economic Topics	25.93% 7
2	AP Strategies that Promote Deep Understanding	7.41% 2
3	The Favorable Economics of Solving the Climate Challenge	55.56% 15
4	Math, Money, and Making Connections through Literature	11.11% 3
		27

Showing rows 1 - 5 of 5

## Q2 - Please select the grades you currently teach:

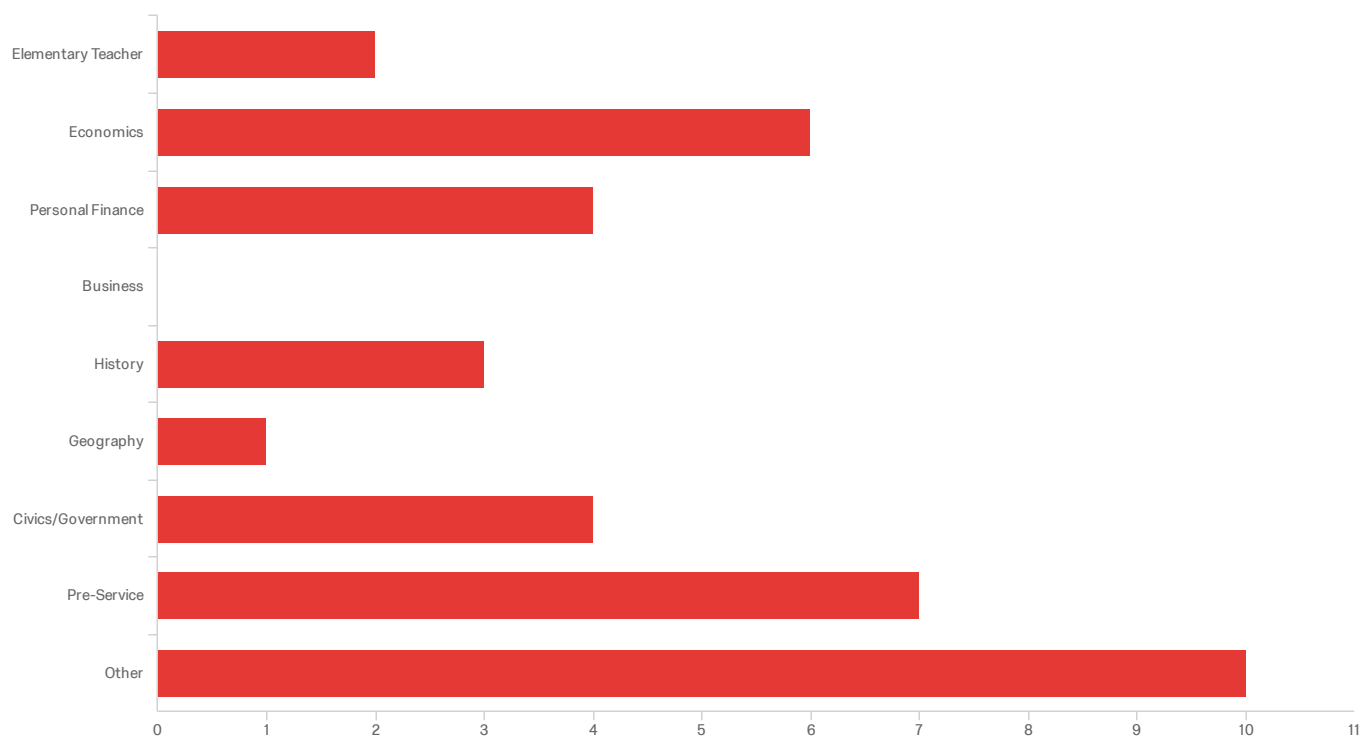


#	Field	Choice Count
1	Kindergarten	6.45% 2
2	Grade 1	6.45% 2
3	Grade 2	6.45% 2
4	Grade 3	6.45% 2
5	Grade 4	6.45% 2
6	Grade 5	6.45% 2
7	Grade 6	0.00% 0
8	Grade 7	3.23% 1
9	Grade 8	3.23% 1
10	Grades 9-12	32.26% 10
11	Pre-Service	22.58% 7
		31

Showing rows 1 - 12 of 12



### Q3 - Please select the subject(s) you currently teach:



#	Field	Choice Count
1	Elementary Teacher	5.41% 2
2	Economics	16.22% 6
3	Personal Finance	10.81% 4
4	Business	0.00% 0
5	History	8.11% 3
6	Geography	2.70% 1
7	Civics/Government	10.81% 4
8	Pre-Service	18.92% 7
9	Other	27.03% 10
		37

Showing rows 1 - 10 of 10

#### Q3\_9\_TEXT - Other

Other

Other

---

N/A

Administration

Science

Philosophy

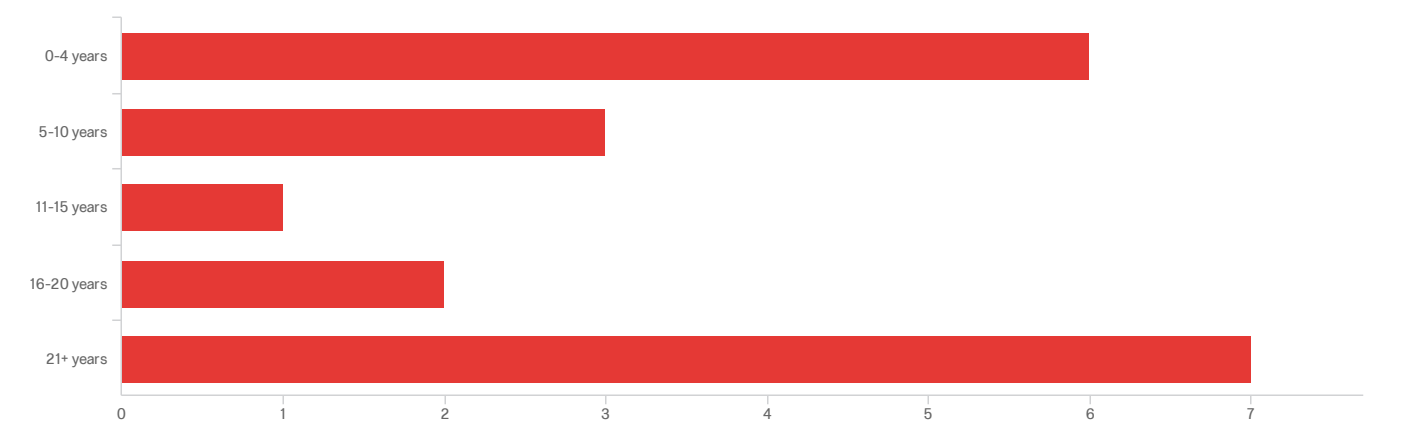
Paraprofessional

Board mbr

Guidance counselor

MCEE staff

Q9 - How long have you been a teacher?

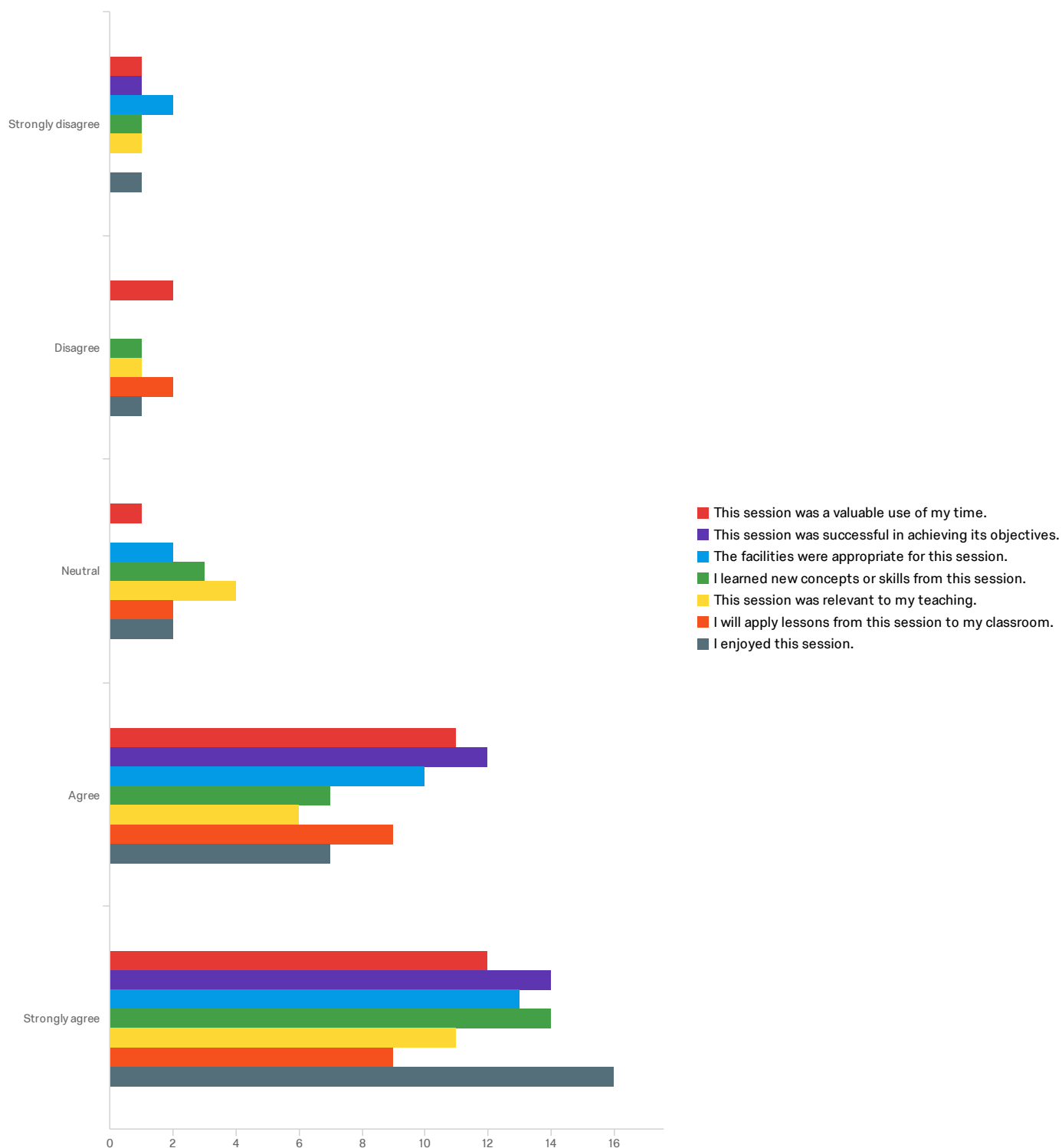


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a teacher?	1.00	5.00	3.05	1.73	3.00	19

#	Field	Choice Count
1	0-4 years	31.58% 6
2	5-10 years	15.79% 3
3	11-15 years	5.26% 1
4	16-20 years	10.53% 2
5	21+ years	36.84% 7
		19

Showing rows 1 - 6 of 6

## Q5 - Please indicate your agreement with the following statements.



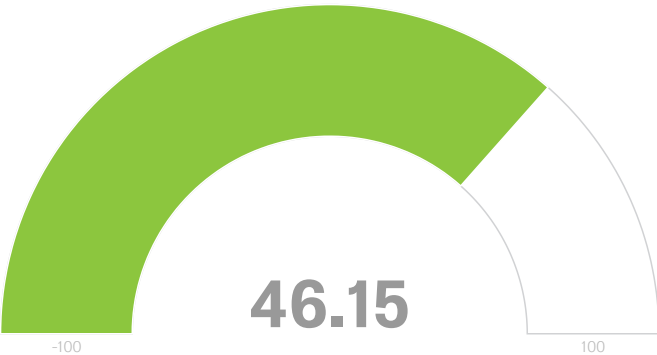
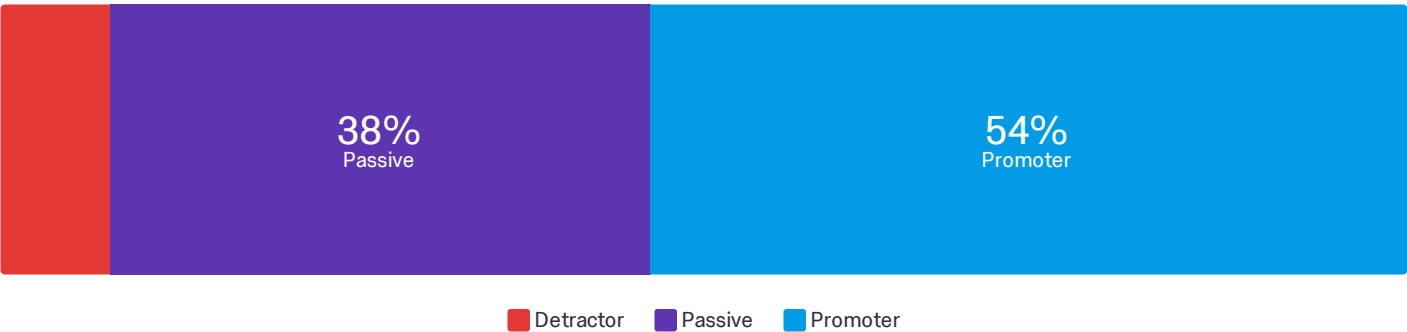
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This session was a valuable use of my time.	1.00	5.00	4.15	1.04	1.09	27

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	This session was successful in achieving its objectives.	1.00	5.00	4.41	0.83	0.69	27
3	The facilities were appropriate for this session.	1.00	5.00	4.19	1.09	1.19	27
4	I learned new concepts or skills from this session.	1.00	5.00	4.23	1.05	1.10	26
5	This session was relevant to my teaching.	1.00	5.00	4.09	1.10	1.21	23
6	I will apply lessons from this session to my classroom.	2.00	5.00	4.14	0.92	0.85	22
7	I enjoyed this session.	1.00	5.00	4.33	1.02	1.04	27

#	Field	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	This session was a valuable use of my time.	3.70% 1	7.41% 2	3.70% 1	40.74% 11	44.44% 12	27
2	This session was successful in achieving its objectives.	3.70% 1	0.00% 0	0.00% 0	44.44% 12	51.85% 14	27
3	The facilities were appropriate for this session.	7.41% 2	0.00% 0	7.41% 2	37.04% 10	48.15% 13	27
4	I learned new concepts or skills from this session.	3.85% 1	3.85% 1	11.54% 3	26.92% 7	53.85% 14	26
5	This session was relevant to my teaching.	4.35% 1	4.35% 1	17.39% 4	26.09% 6	47.83% 11	23
6	I will apply lessons from this session to my classroom.	0.00% 0	9.09% 2	9.09% 2	40.91% 9	40.91% 9	22
7	I enjoyed this session.	3.70% 1	3.70% 1	7.41% 2	25.93% 7	59.26% 16	27

Showing rows 1 - 7 of 7

Q8 - On a scale from 0-10, how likely are you to recommend attending a form of this workshop in the future to a friend or colleague?



## Q10 - What, if any, feedback would you have to improve this course for future attendees?

What, if any, feedback would you have to improve this course for future att...

---

None - except longer

More time.

Expose the reasonable counterarguments

great speaker, great information

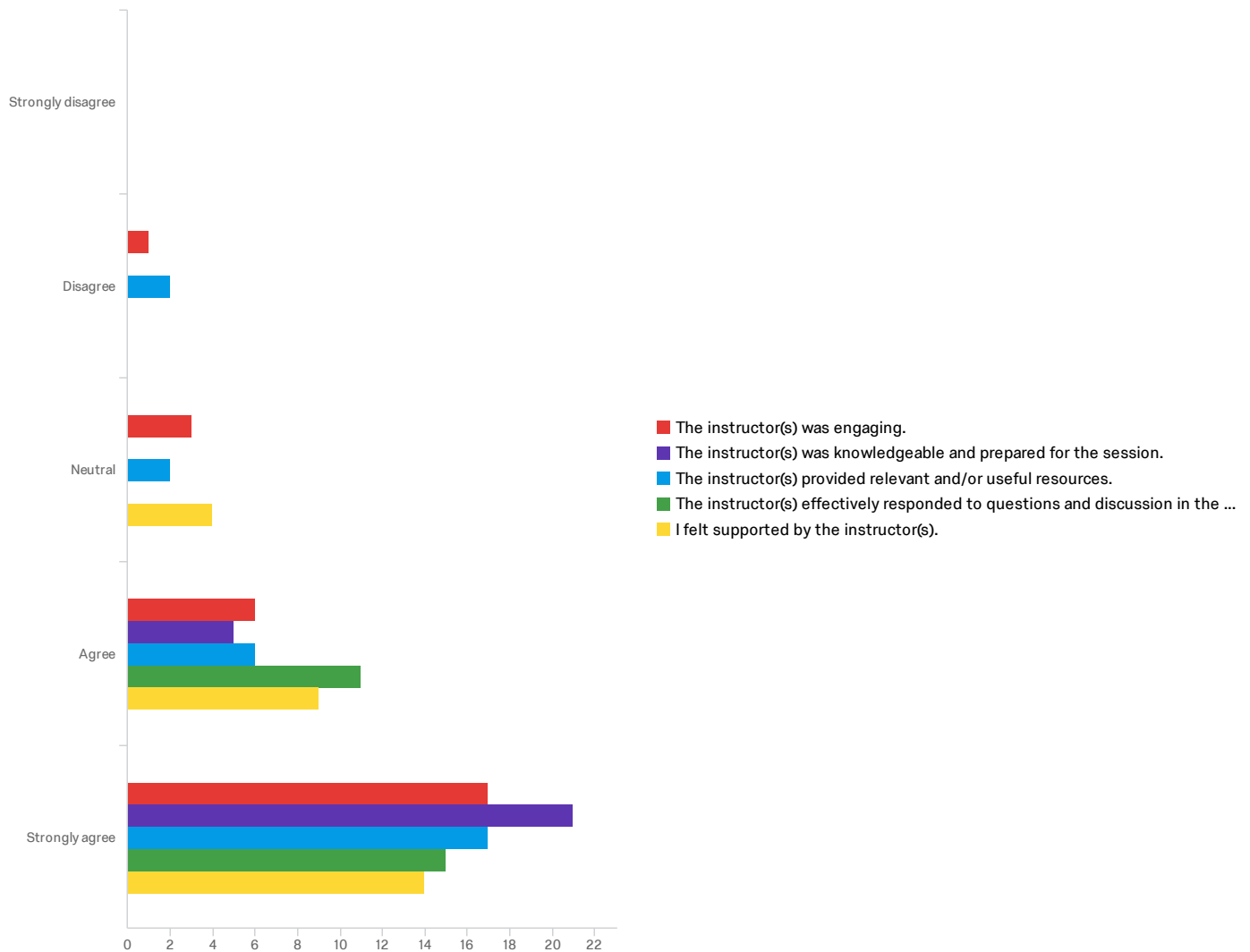
I think there was some good potential! I wonder if it would've helpful to have k12 teachers teach sessions to help with connecting session content to the classroom.

Wolla is the GOAT!!

Would have liked to have copies of all lesson plans presenter spoke about.

I would have loved to see more connections to teaching and economics. It was very focused on climate.

## Q7 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor(s) was engaging.	2.00	5.00	4.44	0.83	0.69	27
2	The instructor(s) was knowledgeable and prepared for the session.	4.00	5.00	4.81	0.39	0.16	26
3	The instructor(s) provided relevant and/or useful resources.	2.00	5.00	4.41	0.91	0.83	27
4	The instructor(s) effectively responded to questions and discussion in the session.	4.00	5.00	4.58	0.49	0.24	26
5	I felt supported by the instructor(s).	3.00	5.00	4.37	0.73	0.53	27



#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	The instructor(s) was engaging.	0.00%	0	3.70%	1	11.11%	3	22.22%	6	62.96%	17	27
2	The instructor(s) was knowledgeable and prepared for the session.	0.00%	0	0.00%	0	0.00%	0	19.23%	5	80.77%	21	26
3	The instructor(s) provided relevant and/or useful resources.	0.00%	0	7.41%	2	7.41%	2	22.22%	6	62.96%	17	27
4	The instructor(s) effectively responded to questions and discussion in the session.	0.00%	0	0.00%	0	0.00%	0	42.31%	11	57.69%	15	26
5	I felt supported by the instructor(s).	0.00%	0	0.00%	0	14.81%	4	33.33%	9	51.85%	14	27

Showing rows 1 - 5 of 5

## Q11 - What, if any, specific feedback do you have for your instructor(s)?

What, if any, specific feedback do you have for your instructor(s)?

---

You rule!

Very good lesson plan explained and demonstrated.

Again, expose the REASONABLE counterarguments

very knowledgeable

Great enthusiasm and energy!

Thanks!!

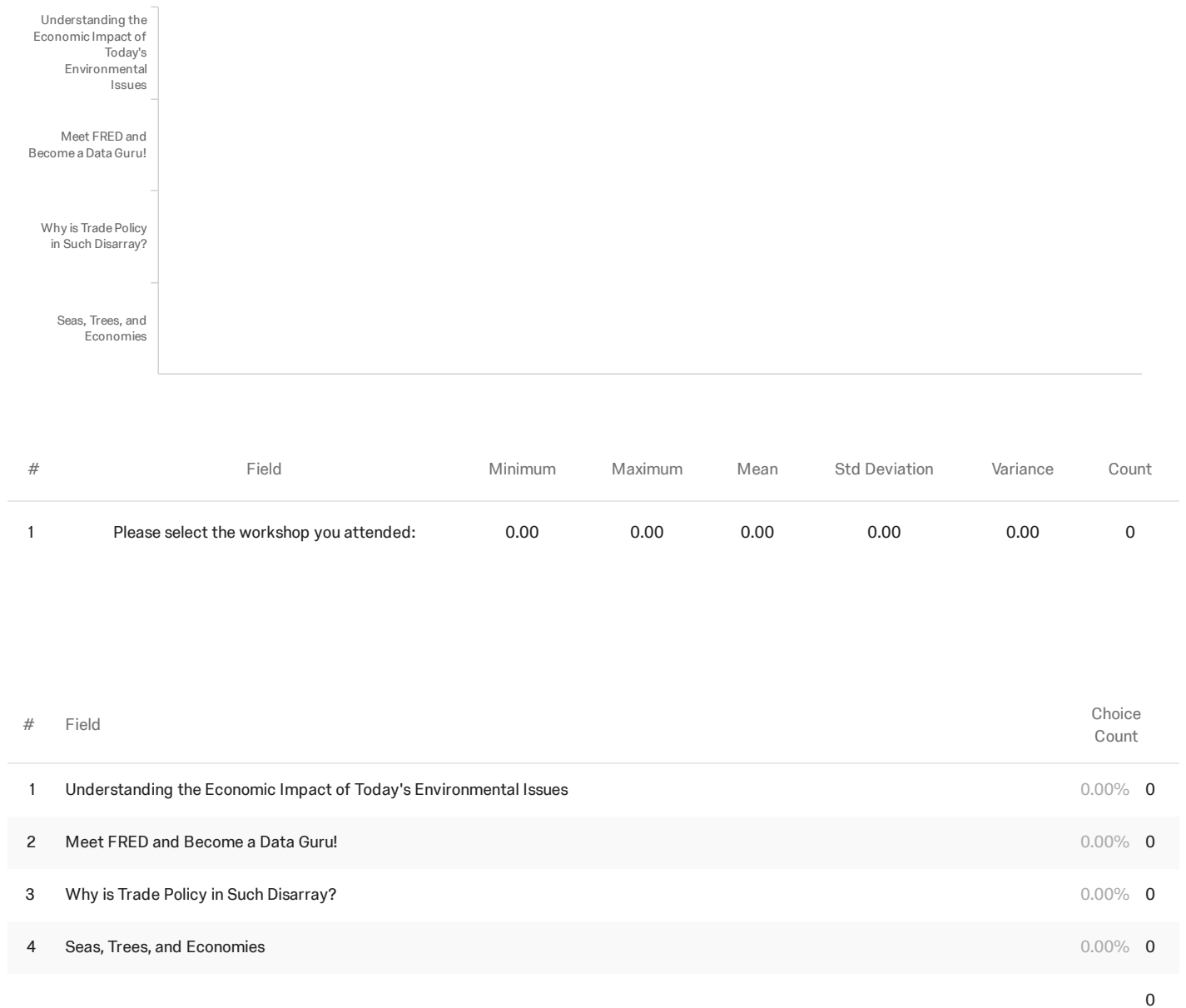
**End of Report**

# Default Report

MinnEcon Session 3

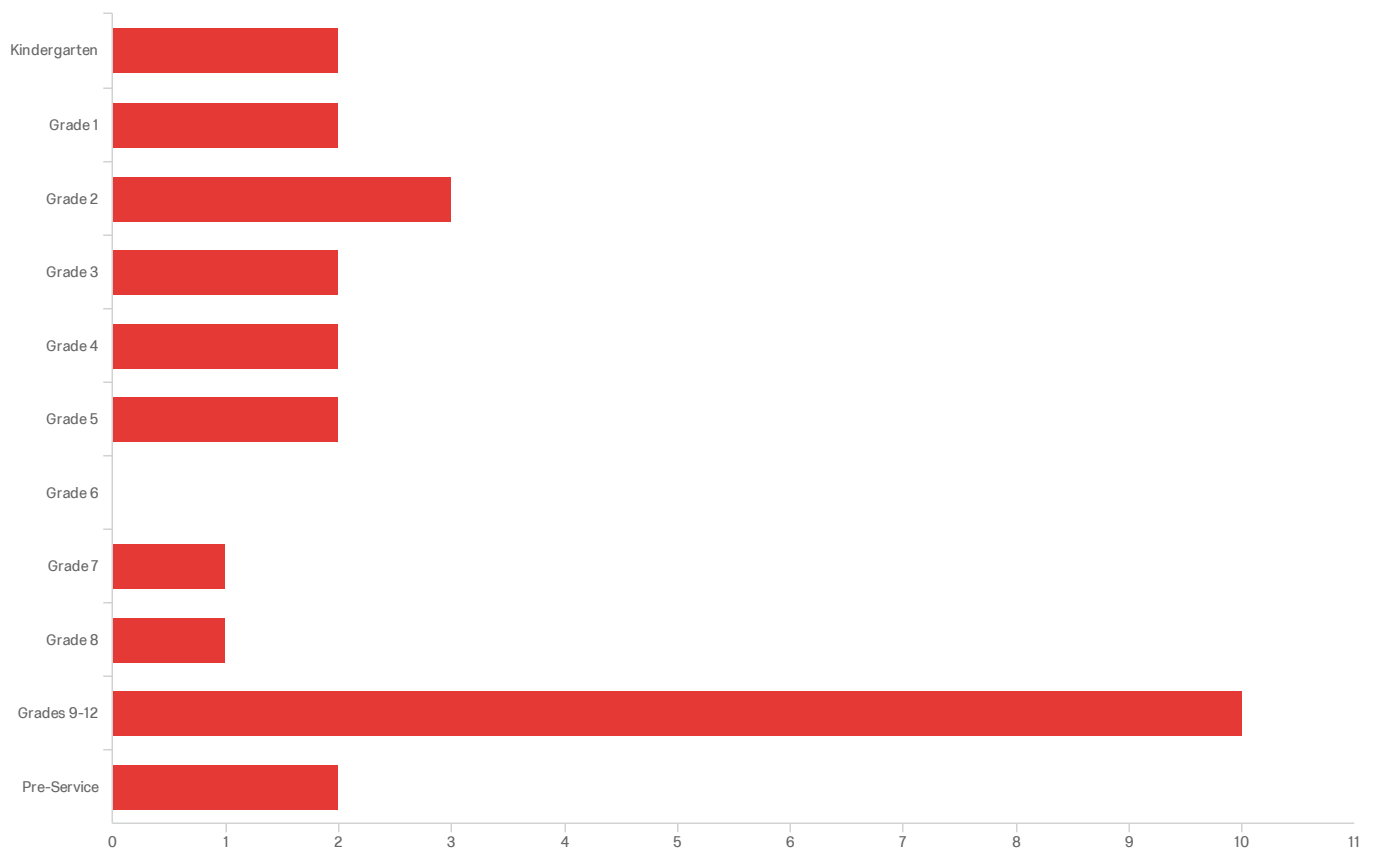
January 6, 2020 7:16 AM MST

Q1 - Please select the workshop you attended:



Showing rows 1 - 5 of 5

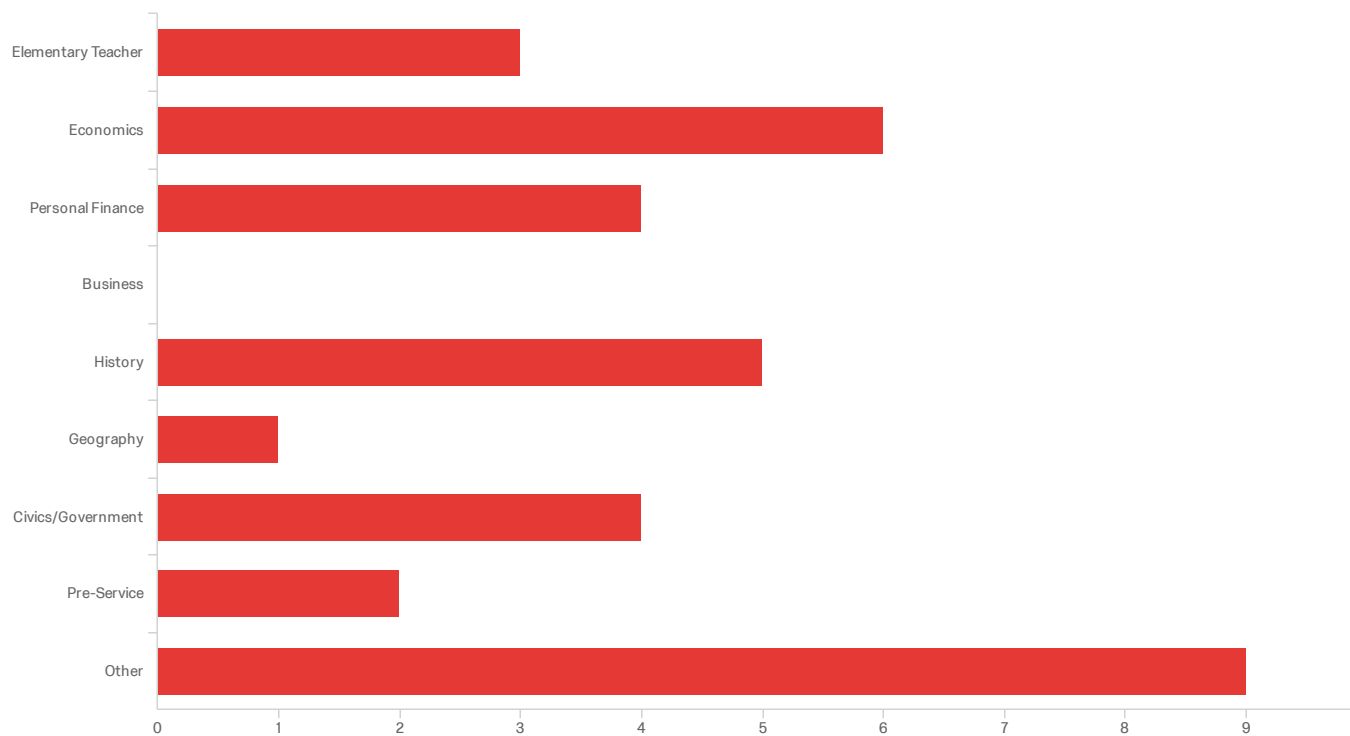
## Q2 - Please select the grades you currently teach:



#	Field	Choice Count
1	Kindergarten	7.41% 2
2	Grade 1	7.41% 2
3	Grade 2	11.11% 3
4	Grade 3	7.41% 2
5	Grade 4	7.41% 2
6	Grade 5	7.41% 2
7	Grade 6	0.00% 0
8	Grade 7	3.70% 1
9	Grade 8	3.70% 1
10	Grades 9-12	37.04% 10
11	Pre-Service	7.41% 2
		27

Showing rows 1 - 12 of 12

### Q3 - Please select the subject(s) you currently teach:



#	Field	Choice Count
1	Elementary Teacher	8.82% 3
2	Economics	17.65% 6
3	Personal Finance	11.76% 4
4	Business	0.00% 0
5	History	14.71% 5
6	Geography	2.94% 1
7	Civics/Government	11.76% 4
8	Pre-Service	5.88% 2
9	Other	26.47% 9
		34

Showing rows 1 - 10 of 10

#### Q3\_9\_TEXT - Other

Other

Other

---

Science

admin

geography

N/A

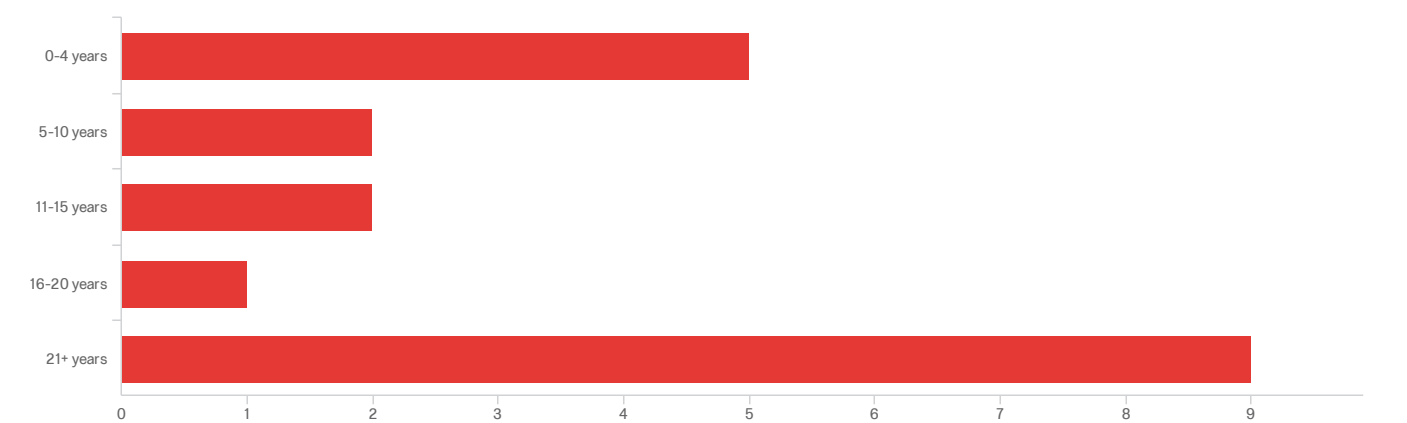
America in WWII

MCEE staff

Paraprofessional

Guidance counselor

Q9 - How long have you been a teacher?



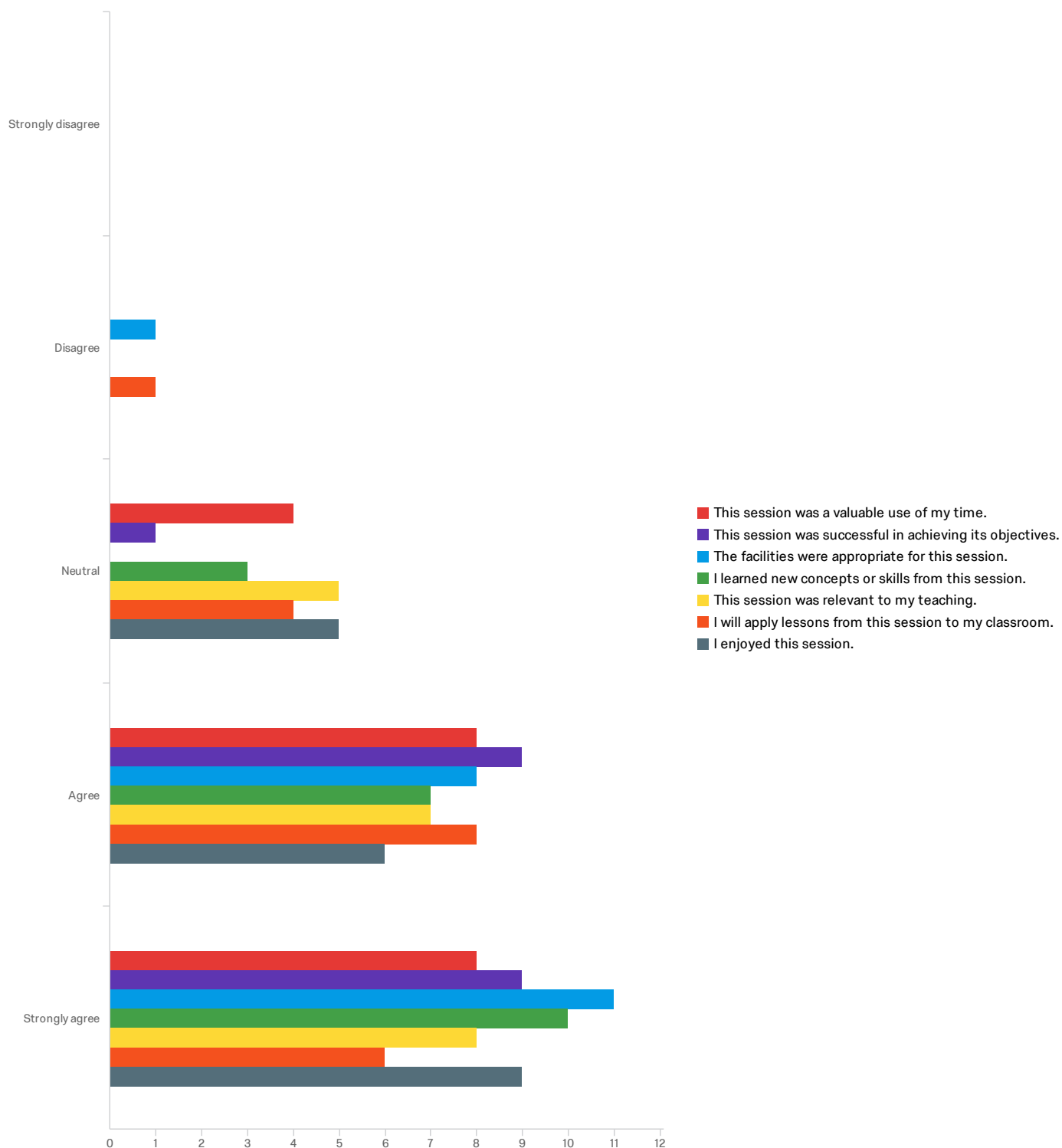
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a teacher?	1.00	5.00	3.37	1.72	2.97	19

#	Field	Choice Count
1	0-4 years	26.32% 5
2	5-10 years	10.53% 2
3	11-15 years	10.53% 2
4	16-20 years	5.26% 1
5	21+ years	47.37% 9
		19

Showing rows 1 - 6 of 6



## Q5 - Please indicate your agreement with the following statements.



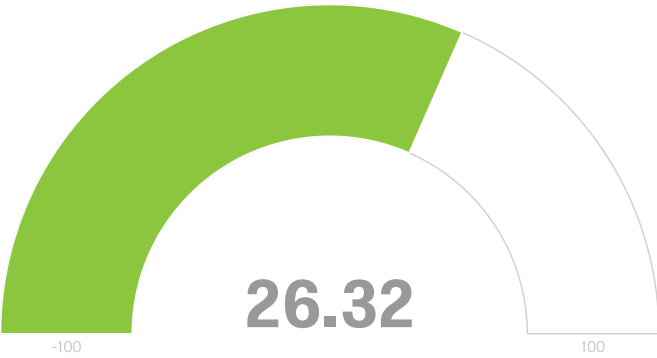
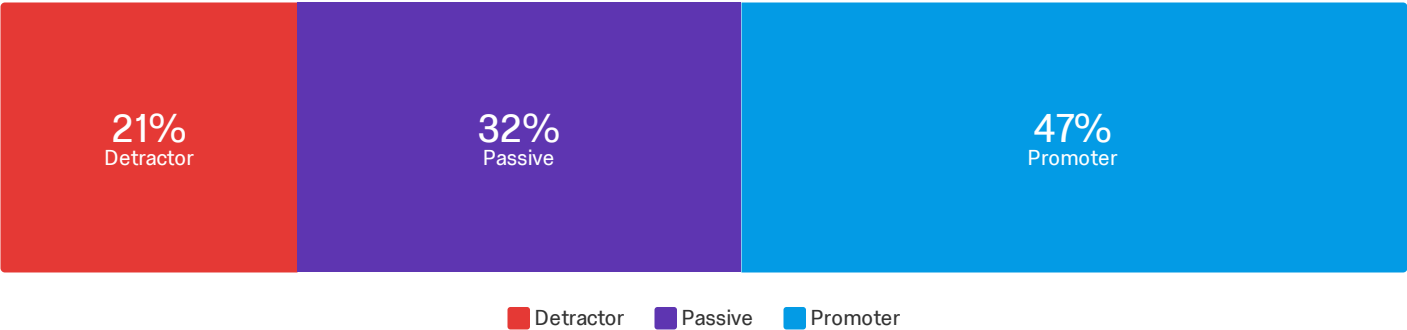
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This session was a valuable use of my time.	3.00	5.00	4.20	0.75	0.56	20

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	This session was successful in achieving its objectives.	3.00	5.00	4.42	0.59	0.35	19
3	The facilities were appropriate for this session.	2.00	5.00	4.45	0.74	0.55	20
4	I learned new concepts or skills from this session.	3.00	5.00	4.35	0.73	0.53	20
5	This session was relevant to my teaching.	3.00	5.00	4.15	0.79	0.63	20
6	I will apply lessons from this session to my classroom.	2.00	5.00	4.00	0.86	0.74	19
7	I enjoyed this session.	3.00	5.00	4.20	0.81	0.66	20

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	This session was a valuable use of my time.	0.00%	0	0.00%	0	20.00%	4	40.00%	8	40.00%	8	20
2	This session was successful in achieving its objectives.	0.00%	0	0.00%	0	5.26%	1	47.37%	9	47.37%	9	19
3	The facilities were appropriate for this session.	0.00%	0	5.00%	1	0.00%	0	40.00%	8	55.00%	11	20
4	I learned new concepts or skills from this session.	0.00%	0	0.00%	0	15.00%	3	35.00%	7	50.00%	10	20
5	This session was relevant to my teaching.	0.00%	0	0.00%	0	25.00%	5	35.00%	7	40.00%	8	20
6	I will apply lessons from this session to my classroom.	0.00%	0	5.26%	1	21.05%	4	42.11%	8	31.58%	6	19
7	I enjoyed this session.	0.00%	0	0.00%	0	25.00%	5	30.00%	6	45.00%	9	20

Showing rows 1 - 7 of 7

Q8 - On a scale from 0-10, how likely are you to recommend attending a form of this workshop in the future to a friend or colleague?



## Q10 - What, if any, feedback would you have to improve this course for future attendees?

What, if any, feedback would you have to improve this course for future att...

---

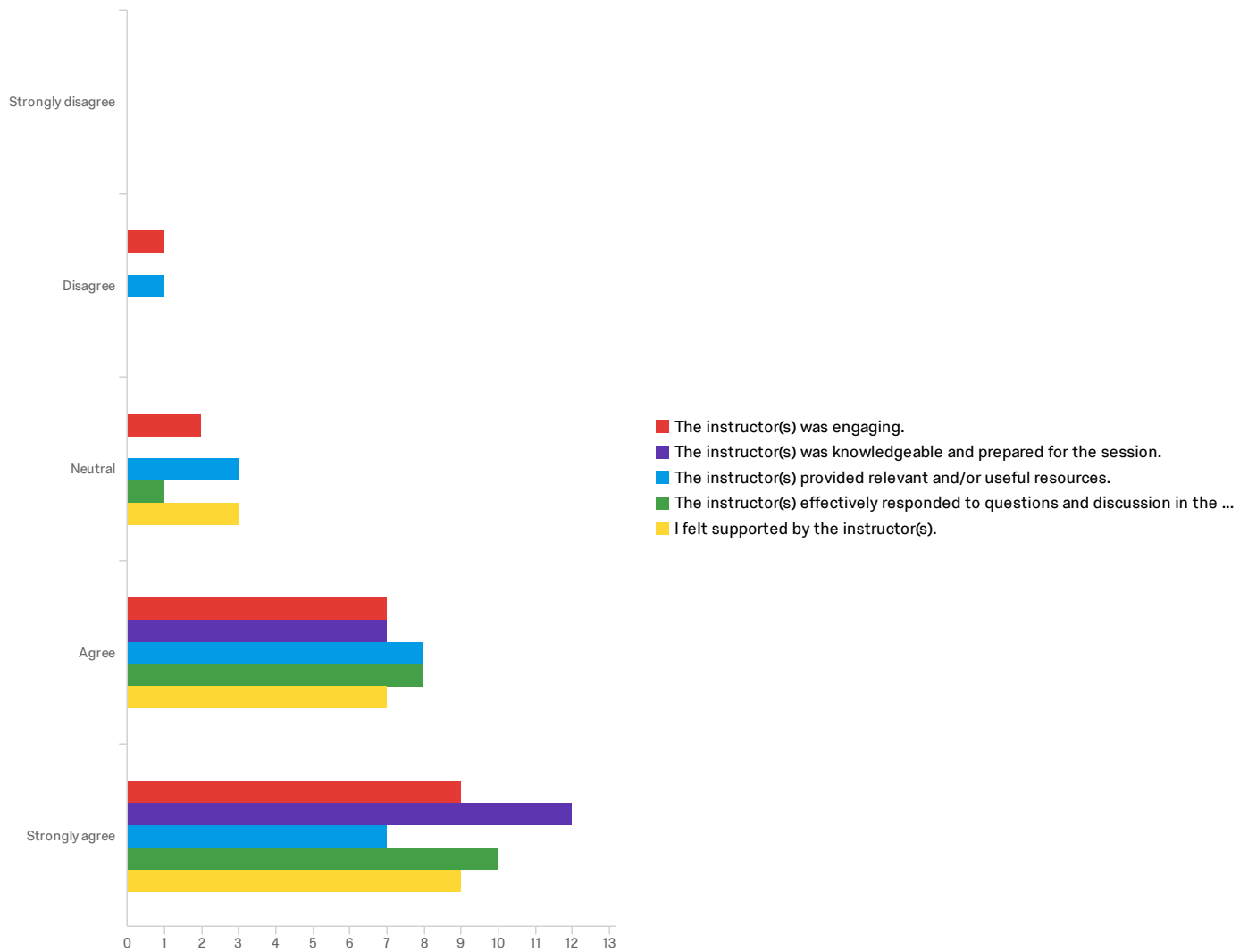
Clear breakdown of the lesson. Show the instructions for each activity

I like that we received lessons to take with us.

I think it's important to note that this is a much greater emphasis on lecture-style delivery. That's not a bad thing – just not what I had expected after the first two sessions!

Great Job!!!

## Q7 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor(s) was engaging.	2.00	5.00	4.26	0.85	0.72	19
2	The instructor(s) was knowledgeable and prepared for the session.	4.00	5.00	4.63	0.48	0.23	19
3	The instructor(s) provided relevant and/or useful resources.	2.00	5.00	4.11	0.85	0.73	19
4	The instructor(s) effectively responded to questions and discussion in the session.	3.00	5.00	4.47	0.60	0.35	19
5	I felt supported by the instructor(s).	3.00	5.00	4.32	0.73	0.53	19

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	The instructor(s) was engaging.	0.00%	0	5.26%	1	10.53%	2	36.84%	7	47.37%	9	19
2	The instructor(s) was knowledgeable and prepared for the session.	0.00%	0	0.00%	0	0.00%	0	36.84%	7	63.16%	12	19
3	The instructor(s) provided relevant and/or useful resources.	0.00%	0	5.26%	1	15.79%	3	42.11%	8	36.84%	7	19
4	The instructor(s) effectively responded to questions and discussion in the session.	0.00%	0	0.00%	0	5.26%	1	42.11%	8	52.63%	10	19
5	I felt supported by the instructor(s).	0.00%	0	0.00%	0	15.79%	3	36.84%	7	47.37%	9	19

Showing rows 1 - 5 of 5

## Q11 - What, if any, specific feedback do you have for your instructor(s)?

What, if any, specific feedback do you have for your instructor(s)?

---

I would see if you might include any kind of pair & share activity or visual(s)

Thanks!

A

Amazing resource and lesson was adapted for different grade levels. Really engaging workshop.

Great job!!

**End of Report**

# Default Report

MinnEcon Session 4

January 6, 2020 7:19 AM MST

Q1 - Please select the workshop you attended:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select the workshop you attended:	0.00	0.00	0.00	0.00	0.00	0

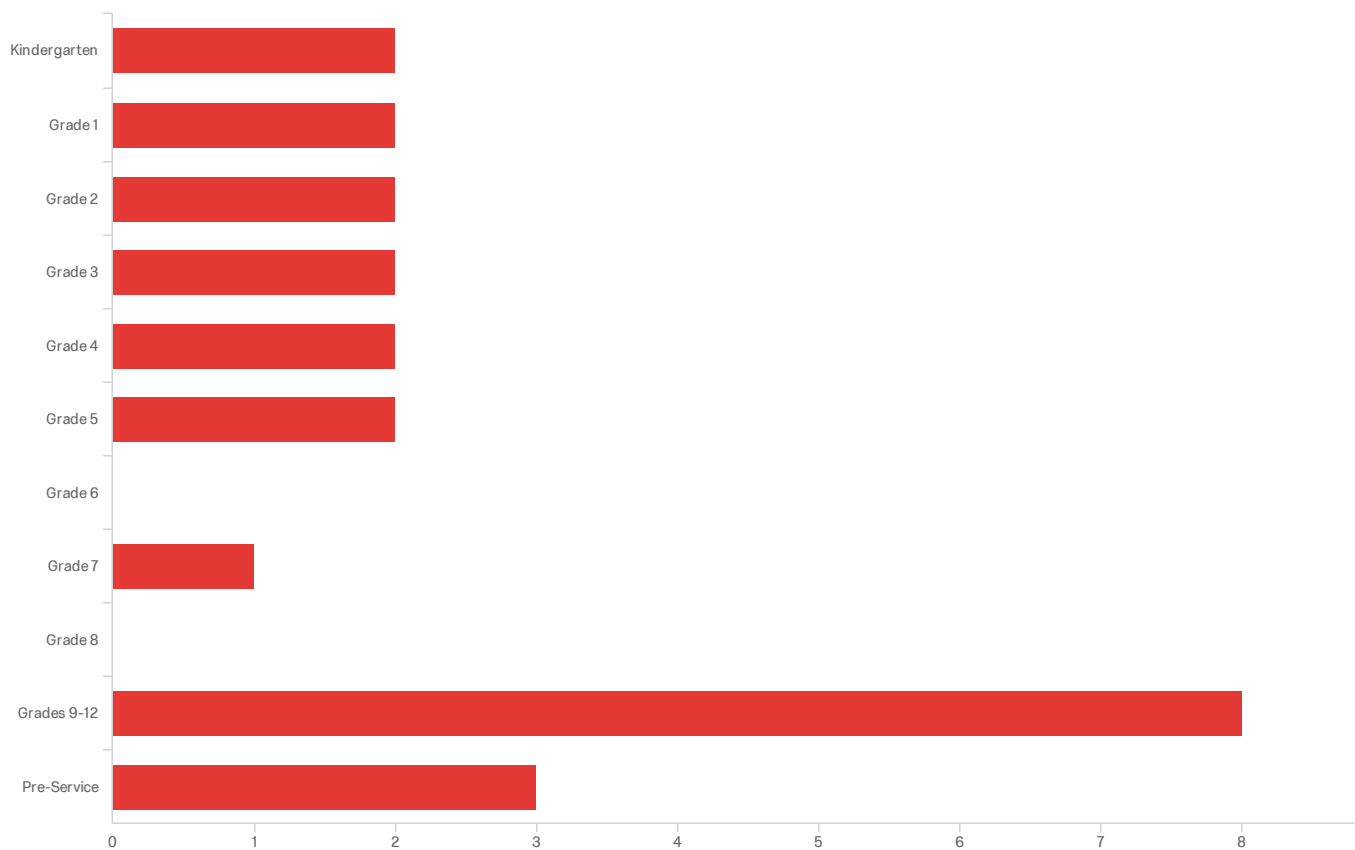
#	Field	Choice Count
1	Student Competitions	0.00% 0
2	Relevant, Engaging, and Culturally Inclusive Personal Finance Lessons	0.00% 0
3	Digging Into Drug Prices	0.00% 0
4	Chocolate Economics	0.00% 0

0

Showing rows 1 - 5 of 5



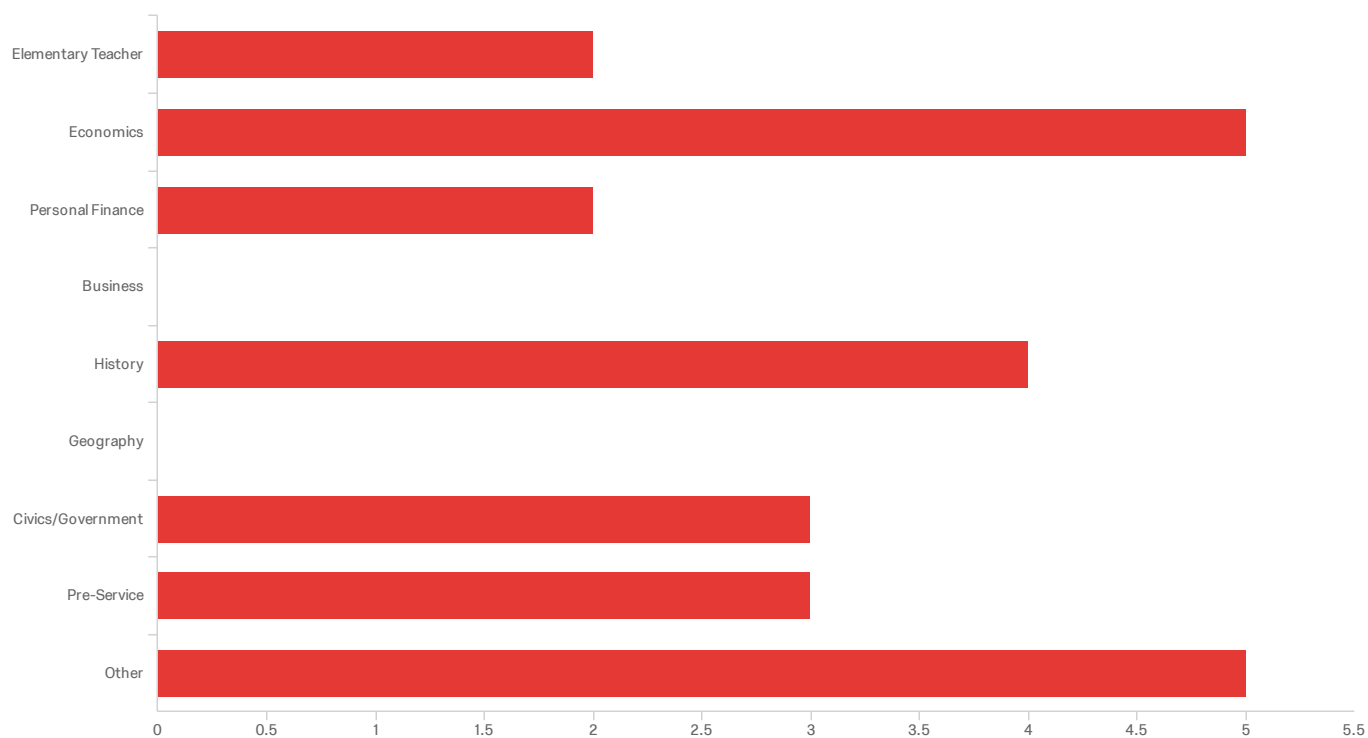
## Q2 - Please select the grades you currently teach:



#	Field	Choice Count
1	Kindergarten	8.33% 2
2	Grade 1	8.33% 2
3	Grade 2	8.33% 2
4	Grade 3	8.33% 2
5	Grade 4	8.33% 2
6	Grade 5	8.33% 2
7	Grade 6	0.00% 0
8	Grade 7	4.17% 1
9	Grade 8	0.00% 0
10	Grades 9-12	33.33% 8
11	Pre-Service	12.50% 3
		24

Showing rows 1 - 12 of 12

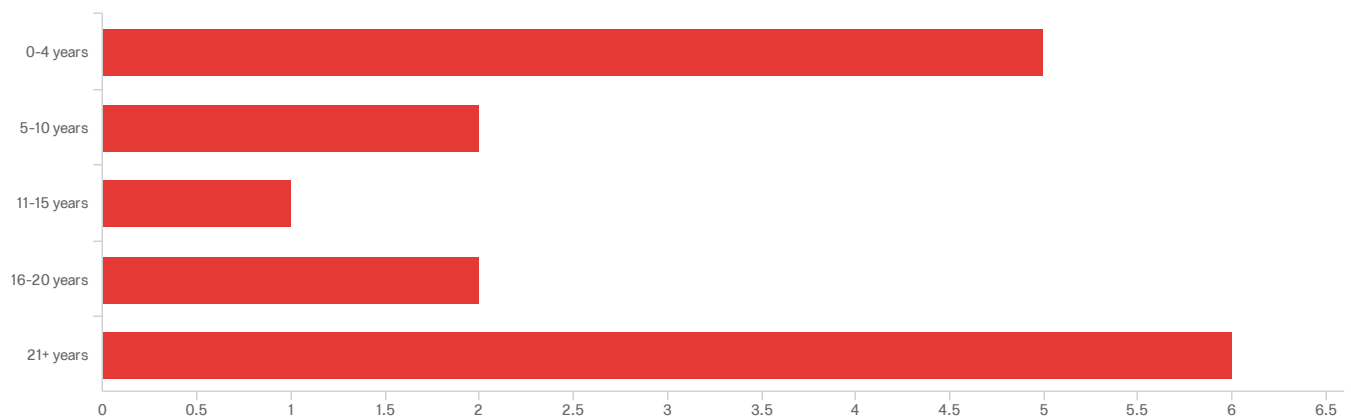
### Q3 - Please select the subject(s) you currently teach:



#	Field	Choice Count
1	Elementary Teacher	8.33% 2
2	Economics	20.83% 5
3	Personal Finance	8.33% 2
4	Business	0.00% 0
5	History	16.67% 4
6	Geography	0.00% 0
7	Civics/Government	12.50% 3
8	Pre-Service	12.50% 3
9	Other	20.83% 5
		24

Showing rows 1 - 10 of 10

## Q9 - How long have you been a teacher?

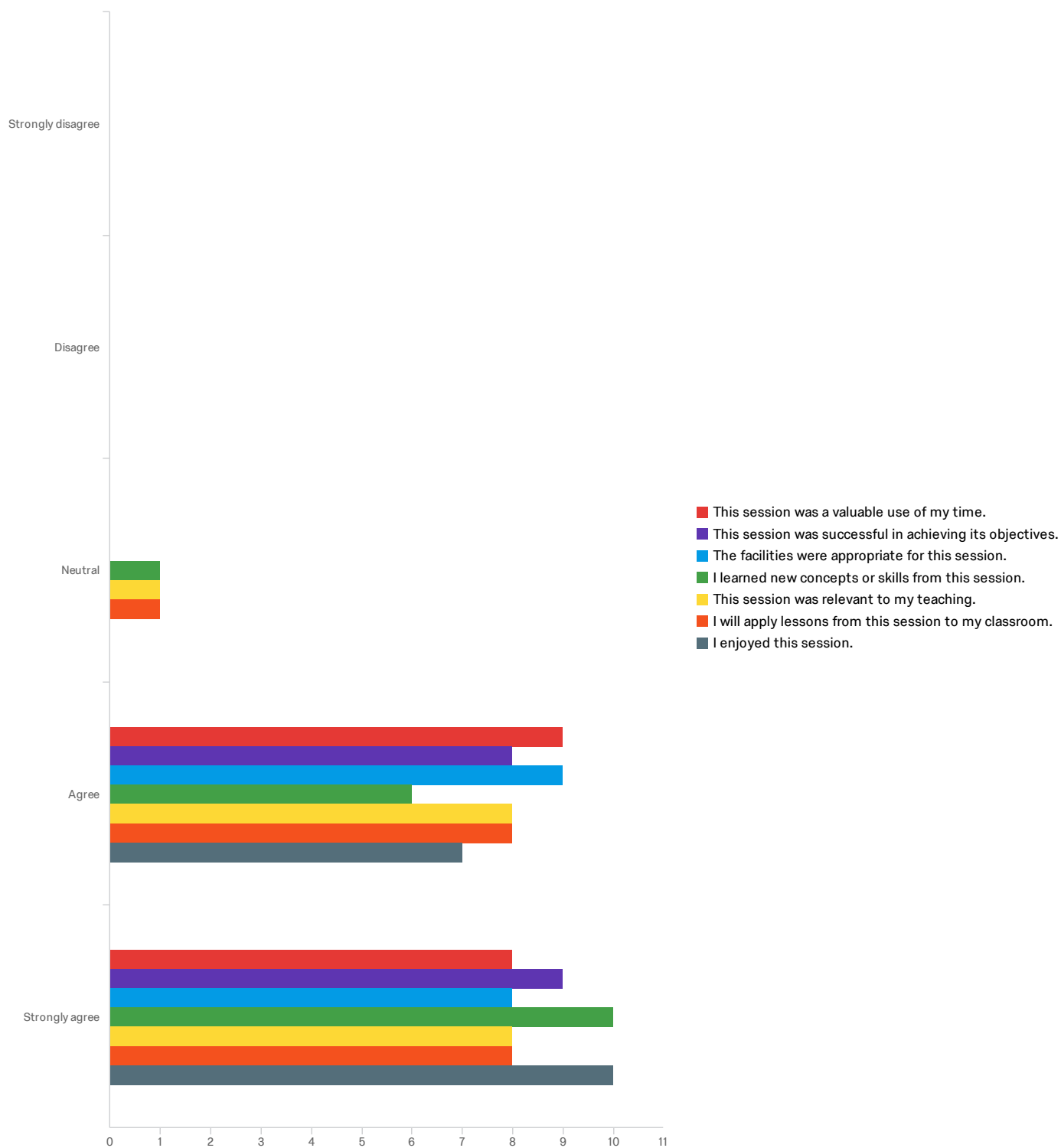


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been a teacher?	1.00	5.00	3.13	1.73	2.98	16

#	Field	Choice Count
1	0-4 years	31.25% 5
2	5-10 years	12.50% 2
3	11-15 years	6.25% 1
4	16-20 years	12.50% 2
5	21+ years	37.50% 6
		16

Showing rows 1 - 6 of 6

## Q5 - Please indicate your agreement with the following statements.



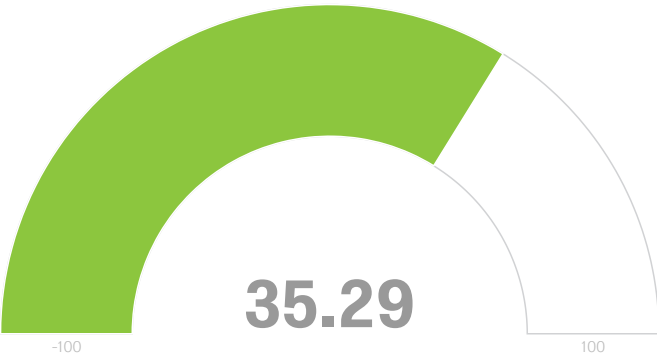
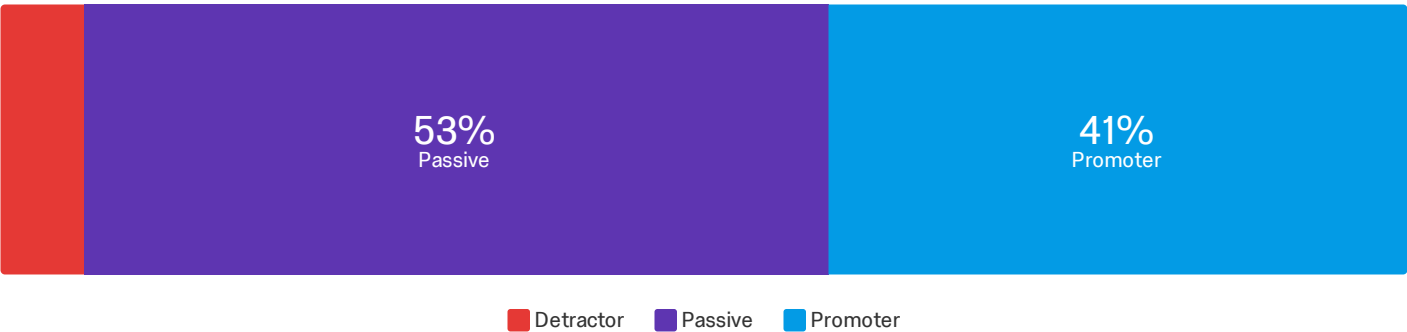
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	This session was a valuable use of my time.	4.00	5.00	4.47	0.50	0.25	17

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	This session was successful in achieving its objectives.	4.00	5.00	4.53	0.50	0.25	17
3	The facilities were appropriate for this session.	4.00	5.00	4.47	0.50	0.25	17
4	I learned new concepts or skills from this session.	3.00	5.00	4.53	0.61	0.37	17
5	This session was relevant to my teaching.	3.00	5.00	4.41	0.60	0.36	17
6	I will apply lessons from this session to my classroom.	3.00	5.00	4.41	0.60	0.36	17
7	I enjoyed this session.	4.00	5.00	4.59	0.49	0.24	17

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	This session was a valuable use of my time.	0.00%	0	0.00%	0	0.00%	0	52.94%	9	47.06%	8	17
2	This session was successful in achieving its objectives.	0.00%	0	0.00%	0	0.00%	0	47.06%	8	52.94%	9	17
3	The facilities were appropriate for this session.	0.00%	0	0.00%	0	0.00%	0	52.94%	9	47.06%	8	17
4	I learned new concepts or skills from this session.	0.00%	0	0.00%	0	5.88%	1	35.29%	6	58.82%	10	17
5	This session was relevant to my teaching.	0.00%	0	0.00%	0	5.88%	1	47.06%	8	47.06%	8	17
6	I will apply lessons from this session to my classroom.	0.00%	0	0.00%	0	5.88%	1	47.06%	8	47.06%	8	17
7	I enjoyed this session.	0.00%	0	0.00%	0	0.00%	0	41.18%	7	58.82%	10	17

Showing rows 1 - 7 of 7

Q8 - On a scale from 0-10, how likely are you to recommend attending a form of this workshop in the future to a friend or colleague?



## Q10 - What, if any, feedback would you have to improve this course for future attendees?

What, if any, feedback would you have to improve this course for future att...

---

No changes necessarily best session I went to today

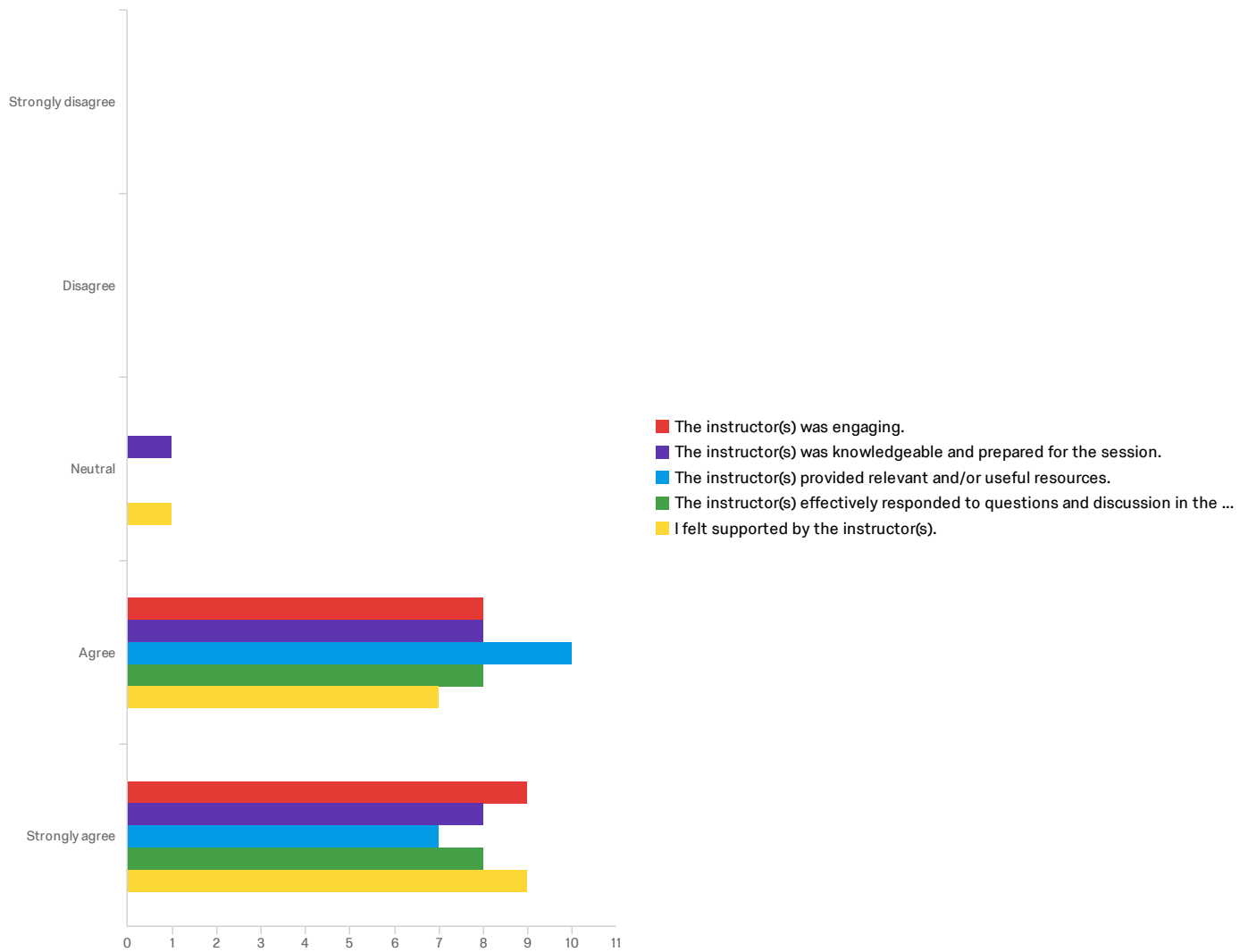
Great!

I like the resources you included for us, as well as the anecdotal support!

More real world examples and solutions to the problem - not just the causes but solutions and things useful in the HS classroom



## Q7 - Please indicate your agreement with the following statements.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The instructor(s) was engaging.	4.00	5.00	4.53	0.50	0.25	17
2	The instructor(s) was knowledgeable and prepared for the session.	3.00	5.00	4.41	0.60	0.36	17
3	The instructor(s) provided relevant and/or useful resources.	4.00	5.00	4.41	0.49	0.24	17
4	The instructor(s) effectively responded to questions and discussion in the session.	4.00	5.00	4.50	0.50	0.25	16
5	I felt supported by the instructor(s).	3.00	5.00	4.47	0.61	0.37	17

#	Field	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total
1	The instructor(s) was engaging.	0.00%	0	0.00%	0	0.00%	0	47.06%	8	52.94%	9	17
2	The instructor(s) was knowledgeable and prepared for the session.	0.00%	0	0.00%	0	5.88%	1	47.06%	8	47.06%	8	17
3	The instructor(s) provided relevant and/or useful resources.	0.00%	0	0.00%	0	0.00%	0	58.82%	10	41.18%	7	17
4	The instructor(s) effectively responded to questions and discussion in the session.	0.00%	0	0.00%	0	0.00%	0	50.00%	8	50.00%	8	16
5	I felt supported by the instructor(s).	0.00%	0	0.00%	0	5.88%	1	41.18%	7	52.94%	9	17

Showing rows 1 - 5 of 5

## Q11 - What, if any, specific feedback do you have for your instructor(s)?

What, if any, specific feedback do you have for your instructor(s)?

---

Best course of the day. Mainly because of an engaging instructor.

Loved the chocolate games! Will use in my future classroom for sure!

Great presentation that was very informative!!

Great job

Excellent job of fostering discussion and questions from your audience!

Very knowledgeable, thanks!

**End of Report**

## Teacher Workshop Evaluation Form

*We appreciate your feedback and look forward to improving our program to engage even more Minnesotans in developing the economic and personal financial knowledge to succeed in today's complex economy.*

	Strongly Disagree			Strongly Agree	
This workshop as a valuable use of my time.				1	4
This workshop was successful in achieving its objectives.				1	4
The topics/concepts covered in this workshop were relevant to my teaching.		1		1	3
I will apply lessons from this workshop to my classroom.			1	1	2
The materials given were helpful.					5
The time allotted for this workshop was sufficient.				3	2
I enjoyed this workshop.				4	1
I would recommend this workshop to a friend or colleague.					5

### What did you like most about this workshop?

Good interaction and helpful hints for those who wish to defy the challenges. I had no idea what was involved.

Hands-on materials presented

Knowledgeable and energetic presenter; fun, engaging exercises

The resources

Hands-on practice

### What could be improved for this workshop?

More participants

Time- but its perfect for school night

Nothing

Nothing

Maybe an overview/info sheet about each competition

### What additional workshops or student programs would you like MCEE to offer?

Personal finance

### Additional Comments:

Great job—Thanks!

**Strongly Agree**

The instructor(s) were prepared for each class.					5
The instructor(s) demonstrated knowledge of the subject.					5
The instructor(s) communicated the subject matter effectively.					5
The instructor(s) were able to effectively adapt material as needed to suit participants.					5
The instructor(s) were clear in explaining course materials/curriculum.					5
The instructor(s) managed time well.				4	
The instructor(s) encouraged positive participation and discussion throughout the workshop.					5

**When is best for you to attend workshops during the year? (Check all that apply)**

**During the school year:**

3 Weekday Afternoons (after school)  
5 Weekday Evenings  
4 Saturdays    1 Full Day    2 Half Day    2 1-2 Hours  
0 Webinar

**During the summer:**

3 Weekdays 3 Morning 2 Afternoon 2 Evening  
 1 Saturdays 3 Full Day 3 Half Day 2 1-2 Hours  
 0 Webinar

## How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

5	Email	MCEE Social Media	Mailing
1	MCEE Newsletter	MCEE Website	Annual Conference

Other:

1	Morning	1	Afternoon	1	Evening
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## Evaluation Summary

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The workshop was valuable to me.	<b>17</b>	<b>6</b>		
The workshop was well-organized and directed.	<b>21</b>	<b>2</b>		
The workshop gave me good preparation for teaching this content.	<b>14</b>	<b>9</b>		
I have the confidence to address the personal finance and economic content in these materials.	<b>9</b>	<b>11</b>	<b>3</b>	
Instructor was engaging and I enjoyed their session.	<b>20</b>	<b>1</b>		
The workshop gave me good curriculum materials to use in my future classroom.	<b>16</b>	<b>7</b>		
The material presented at this workshop is relevant to my future classroom and/or I can easily embed it into what I teach.	<b>15</b>	<b>7</b>		
I would recommend this workshop to a colleague.	<b>17</b>	<b>5</b>	<b>1</b>	
This was a good learning experience.	<b>18</b>	<b>5</b>		

- What did you like best about the workshop/course?**

*The types of econ activities that were shown.*

*I enjoyed the beginning activity and the idea that teaching econ is all about simulations and activities.*

*We were given very relevant resources that can actually be used.*

*Joel was very engaging.*

*Did not feel like a lecture.*

- What can we do to improve the workshop?**

*More time. – indicated multiple times*

*There wasn't much time to dig into the curriculum and activities.*

*Could be longer.*

*Resources outside of MCEE.*

*More about how to incorporate elements of race, class, gender, and ethnicity into an econ curriculum.*

- It would be helpful in our fundraising efforts to have participant statements regarding their evaluation of the course relevance or importance to your teaching and/or its potential impact on students. If you are willing to provide an anonymous statement, please do so below.**

*The workshop was helpful to reframe economics curriculum.*

*This gave me very tangible lessons that I can implement into my future classroom.*

*As a preservice teacher, this workshop gave me resources and encouragement to teach economics in the future.*

*I do not have a strong economics background. This workshop made engaging with the subject less intimidating. I am confident that I could enjoy the subject.*

*I thought this was a great help in clarifying what economics in MN high schools are like and how to access relevant and engaging resources to do so.*

*This workshop is engaging and relevant. I walked away actually wanting to teach Econ!*

*Joel was an incredibly engaging instructor who made teaching econ accessible and high engaging.*

*This workshop helped make economics more approachable and less daunting for someone who may feel like they don't have the background knowledge.*

*This workshop broke down economics to a relatable understanding of what is taught at the HS level, and how. Econ is not as bad as it seems!*

- **What other professional development opportunities would you like to see offered by MCEE?**

*Teaching beyond capitalism. Big projects or events for students to participate in during the term? CIS certification.*

- **Please list any other feedback here:**

*Loved Joel! – indicated multiple times*

*Junior achievement- does MN do that?*

*Joel did a phenomenal job modeling a lesson and more. Great job!*

## Evaluation

	<b><i>Strongly Agree</i></b>	<b><i>Agree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly Disagree</i></b>
The workshop was valuable to me.	<b>21</b>	<b>14</b>		
The workshop was well-organized and directed.	<b>28</b>	<b>7</b>		
The workshop gave me good preparation for teaching this content.	<b>21</b>	<b>14</b>		
I have the confidence to address the personal finance and economic content in these materials.	<b>13</b>	<b>19</b>	<b>1</b>	
Instructor was engaging and I enjoyed their session.	<b>25</b>	<b>10</b>		
The workshop gave me good curriculum materials to use in my future classroom.	<b>27</b>	<b>7</b>		
The material presented at this workshop is relevant to my future classroom and/or I can easily embed it into what I teach.	<b>24</b>	<b>11</b>		
I would recommend this workshop to a colleague.	<b>19</b>	<b>15</b>	<b>1</b>	
This was a good learning experience.	<b>22</b>	<b>13</b>		

- **What did you like best about the workshop/course?**

- The lesson plan book
- I liked that it was interesting and relatable
- It gives me access to materials to use in classroom
- I liked the Kahoot and analyzing the budget lessons
- It brought ideas and lessons for subjects that are difficult to think of lessons for
- Getting materials to us in the classroom
- I learned about a lot of topics that have to deal with real world events that was be beneficial for all students
- The valuable lessons and activities within the book
- Economic concepts that relate to the real world
- The book with all the lessons which are well organized
- Real life examples to help my students
- The content was interesting
- These lessons are directly transferable to the classroom
- Gave valuable information
- The hands-on activities that have to do with real life
- How well the book relates to students and how easy it will to use in the classroom
- I loved the amount of info that I can even take from the lesson
- Offers many different resources for personal use in class
- The Kahoot
- The Kahoot ☺
- The format, very easy
- Kahoots
- Kahoot
- The content and the kahoot
- Time to read through what was in the section given





- The Kahoot portion of it
- The integration of technology to relate lessons to new forms of learning
- The Kahoot
- The book, so much information
- Interactive(kahoot)
- I liked doing the interactive parts, such as the kahoots and quizlets
- I can use it in my future class
- Looking ??? ideas to implement into the economic section
- I liked to see all the various ed tech that comes with the book

• **What can we do to improve the workshop?**

- I think more time would be helpful
- None
- Talk more about how to integrate these lessons in our rooms
- More time
- Space it out
- N/A
- Maybe not so “wordy” with the worksheets and lesson plan explaining
- Add more examples
- Spend more time than just one class period
- Maybe add a section about loans and how students can get hose, go more in depth with those
- More time to break down the lesson
- Slightly overbearing with the amount of content
- More interactive activities ☺
- Keep finding ways to engage students
- It was great
- More engagement
- Some of the lessons felt a bit rushed
- Breaks
- Talk more about how to teach it to students
- Have more parts on how to best teach this in a classroom environment
- Good as is
- Add more time

• **It would be helpful in our fundraising efforts to have participant statements regarding their evaluation of the course relevance or importance to your teaching and/or its potential impact on students. If you are willing to provide an anonymous statement, please do so below.**

- Very helpful personally and professionally
- I was very happy to have taken this as a pre-service teacher. I am no confident in teaching econ, so this is a great resource to use
- This book offers lessons that a very valuable for a future teacher and for students who are interested in Economics
- If you are no an econ emphasis, then this is a good way to enhance your understanding of economics which ??? things relevant to the students
- These resources are a huge benefit for future teachers. It is a great head start.
- Cynthia is a very captivating speaker, it was very interesting workshop. I would definitely use this in my classroom
- It is very relevant to my field and Cynthia is awesome



- It was very beneficial for providing economic education based content
- Great set up!
- "10/10" "Would do again" "Impactful economic concepts"

• **What other professional development opportunities would you like to see offered by MCEE?**

- Either content areas beside econ
- Group meeting where teachers get together and show off what they've been teaching and share resources
- More resources geared toward other content
- Not sure because this is my intro to MCEE and I do not know what it all available
- Other areas in the economic teaching spectrum
- You could do something similar to this about Gov. politics
- Most content covers by this workshop
- Would love to see a more historical take on economics
- Would love to see more geography mixed with economic opportunities
- Organizational skills
- Budgeting and wants/needs
- Other subjects being taught during the workshop
- Learning about political science opportunities
- History
- History focused course
- More in depth analysis of some topics specific for high schoolers
- Something on loans/saving
- history

• **Please list any other feedback here:**

- It was good
- It was fun and I enjoyed this
- Very useful workshop!
- Cynthia is a great teacher
- It was really good
- It was great
- Great presentation

## Evaluation

	<b><i>Strongly Agree</i></b>	<b><i>Agree</i></b>	<b><i>Disagree</i></b>	<b><i>Strongly Disagree</i></b>
The workshop was valuable to me.	(15)	(4)		
The workshop was well-organized and directed.	(16)	(3)		
The workshop gave me good preparation for teaching this content.	(10)	(9)		
I have the confidence to address the personal finance and economic content in these materials.	(8)	(10)	(1)	
Instructor was engaging and I enjoyed their session.	(15)	(4)		
The workshop gave me good curriculum materials to use in my future classroom.	(16)	(3)		
The material presented at this workshop is relevant to my future classroom and/or I can easily embed it into what I teach.	(17)	(2)		
I would recommend this workshop to a colleague.	(16)	(3)		
This was a good learning experience.	(16)	(3)		

- What did you like best about the workshop/course?
  - I liked being able to look at a variety of information ranging from videos to books to activities. I also appreciated being able to try things.
  - Activities presented that we can use in our classrooms
  - I appreciated all of the resources that were given to use.
  - Interactive, useful media resources
  - I appreciated practicing the use of activities
  - Going through the activities in person and examining resources
  - Links of videos/songs/resources
  - I like that we got to go through the activities as students that we would teach
  - Experiencing the activities
  - Participating in different activities
  - I loved how interactive it was, super easy to understand, relatable, and innovative.
  - The interactive activities we did
  - Well-directed and very engaging! I liked how interactive this presentation was as well.
  - Engaging and interactive
  - Interactive- many activities
  - The multitude of resources and how interactive, engaging, and relatable the workshop was
  - All the activities that were accessible in the classroom
  - Causation cards and Kate Mckinnon video
- What can we do to improve the workshop?
  - I think having more lists of things or examples of materials would be helpful.
  - Outline of workshop- points made- able to take notes
  - Make sure the google docs are accessible
  - I would have loved to hear the music 😊



- Hand out the lists of resources that was shown on the board
  - <3 I just wished it was longer or have more of these!
  - Maybe just make sure that all the technology resources work
  - Check technology
  - Give grade levels for the activities as we talk a lot about grade-appropriate lessons and activities
  - Show some videos of effective teaching in the discipline of economics and other social studies so we can see them in action
- It would be helpful in our fundraising efforts to have participant statements regarding their evaluation of the course relevance or importance to your teaching and/or its potential impact on students. If you are willing to provide an anonymous statement, please do so below.
  - Great resources- music, videos, books that I plan on using in the future
  - This workshop provided several fun activities of practical use in a classroom
  - This workshop enriched my own knowledge on economic resources to use in my class and how to teach economics to elementary students. So very valuable workshop!
  - This workshop provided many useful, relevant, and engaging resources to effectively teach economics! I feel much more confident and at ease teach economic to young students after this workshop.
  - Social studies is a hard discipline to teach, but it is not impossible. Finding ways to teach social studies is how learning can take place.
- What other professional development opportunities would you like to see offered by MCEE?
  - Spring workshops or summer for teaching
  - Bulk purchase of tools to teach econ (fake money, coins, bank materials etc.)
  - More lesson planning
  - I'd love to have something similar for the other 3 MN social studies standards! (History, Civics, an Geography)
  - Emailing list w/ resources
  - Economics and sustainability
  - More activities that are involved in the classroom or reviews of good and bad experiences
- Please list any other feedback here:
  - Opportunities to create/do an economic activity
  - Engaging lesson!
  - The resources are wonderful! I hope we get to have them later? <3
  - Thank you!!!!
  - Thank you for coming and speaking to us today. The workshop was beneficial and you made it engaging.

## Evaluation

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The workshop was valuable to me.	5	1		
The workshop was well-organized and directed.	5	1		
The workshop gave me good preparation for teaching this content.	5		1	
I have the confidence to address the personal finance and economic content in these materials.	4	2		
Instructor was engaging and I enjoyed their session.	5	1		
The workshop gave me good curriculum materials to use in my future classroom.	4	2		
The material presented at this workshop is relevant to my future classroom and/or I can easily embed it into what I teach.	4	1	1	
I would recommend this workshop to a colleague.	5		1	
This was a good learning experience.	5	1		

- What did you like best about the workshop/course?  
Joel showed that econ can be a really fun experience to teach.  
Great variety of games and activities!  
It made teaching economics seem way less intimidating.  
All of the different interactive lessons that I can use in my classroom and ideas for lots more.  
Very interactive- Glad I got some good activities to use if I need them in the future.  
First two exercises to introduce students to key econ concepts.
- What can we do to improve the workshop?  
It was three hours but could have gone longer for sure.  
Maybe a second session for macro? Seriously!  
Nothing, I really enjoyed it.  
Not much.  
Nothing- it was awesome.  
Build in political-economy. This felt like junior achievement sell job on the merits of capitalism, with virtually no content of how to be a critic of capitalism. Market failure is a big deal, that needs to be integrated from the start.  
(Difficult to read handwriting)
- It would be helpful in our fundraising efforts to have participant statements regarding their evaluation of the course relevance or importance to your teaching and/or its potential impact on students. If you are willing to provide an anonymous statement, please do so below.  
It's great to see ideas for teaching econ beyond the typical, expected, boring graphs  
This workshop was great and I now feel confident in teaching economics in the future.  
I'm now confident that I could teach economics.

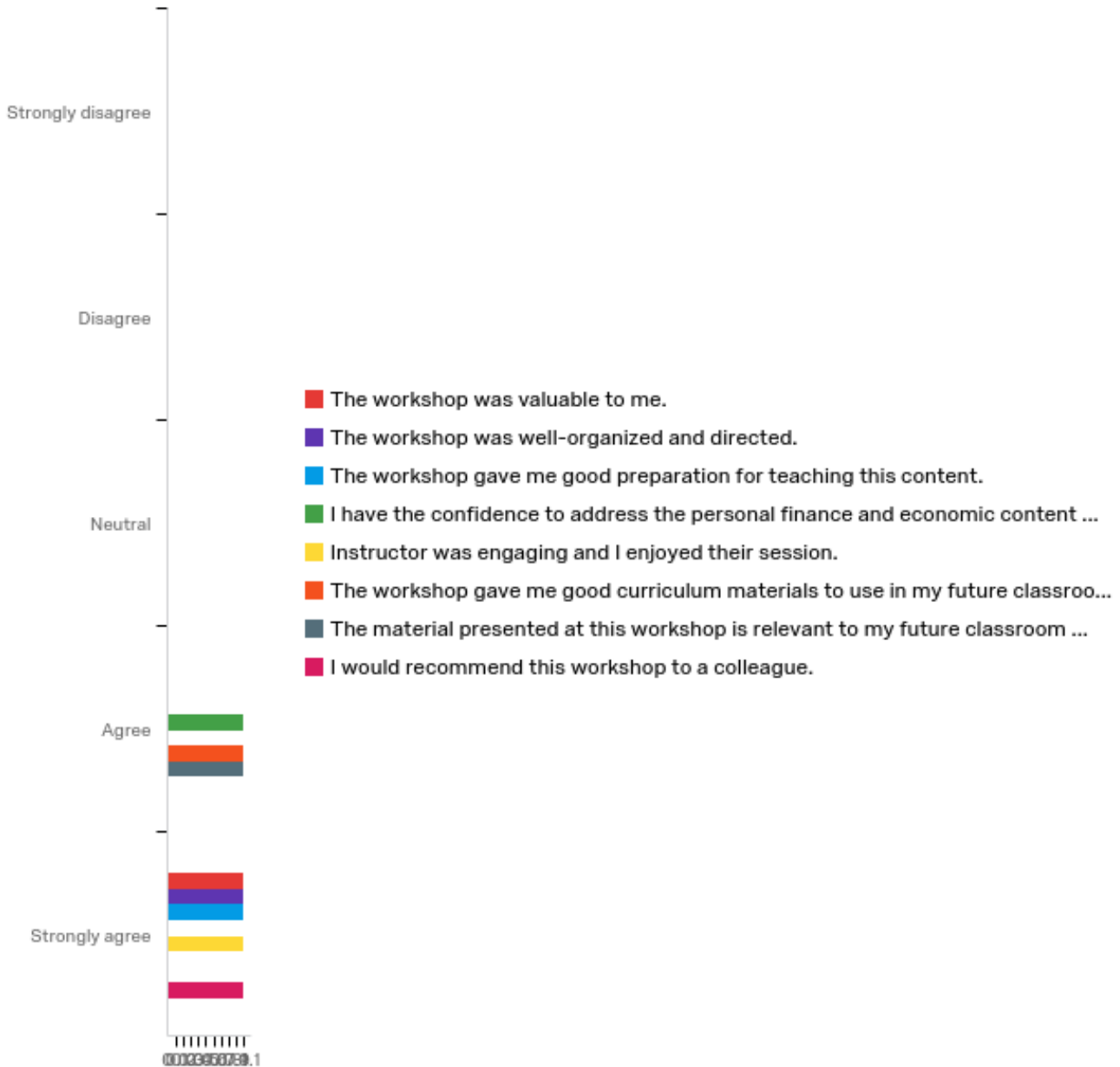
- What other professional development opportunities would you like to see offered by MCEE?  
Not sure.  
I would need to explore more to say anything.  
I look at the sustainability econ resources.
- Please list any other feedback here:  
It was nice to see a great engaging econ teacher.  
This is one of those things where I feel like I've learned more in three hours than I did in a whole class.  
Great job!

# Report

Pre-Service Workshop Eval – St. Thomas 1/17/2020

2 Responses

Q - Please rate your agreement with the following statements.



#	Question	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
1	The workshop was valuable to me.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1
2	The workshop was well-organized and directed.	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1

3	The workshop gave me good preparation for teaching this content.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
4	I have the confidence to address the personal finance and economic content in these materials.	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
5	Instructor was engaging and I enjoyed their session.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
	The workshop gave me good curriculum materials to use in my future classroom.	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
	The material presented at this workshop is relevant to my future classroom and/or I can easily embed it into what I teach.	0.00%	0	0.00%	0	0.00%	0	100.00%	1	0.00%	0	1
	I would recommend this workshop to a colleague.	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1

### Q - What did you like best about the workshop/course?

What did you like best about the workshop/course?

Explanation of resources and navigation of webpage

### Q - What can we do to improve the workshop?

What can we do to improve the workshop?

Nothing - maybe provide resource list as a handout? I think we have it in the powerpoint presentation

### Q - What other professional development opportunities would you like to see offered by MCEE?

What other professional development opportunities would you like to see offered by MCEE?

Visits to classrooms to teach a lesson



**Q - Please list any other feedback here:**

Please list any other feedback here:

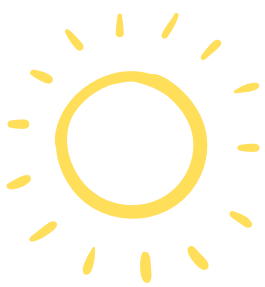
**Q - It would be helpful in our fundraising efforts to have participant statements regarding their evaluation of the course relevance or importance to your teaching and/or its potential impact on students. If you are willing to provide an anonymous statement, please do so below.**

It would be helpful in our fundraising efforts to have participant statements regarding their evaluation of the course relevance or importance to your teaching and/or its potential impact on students. If you are willing to provide an anonymous statement, please do so below.

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This course was extremely helpful in guiding my future teaching of economics and connecting other subject matter to economics.

## Appendix A3 - MCEE Fiscal Year 2020 to Date Sample Marketing Pieces



# 2019 SUMMER WORKSHOPS

[Z.UMN.EDU/MCEE-WORKSHOPS](http://Z.UMN.EDU/MCEE-WORKSHOPS)

Learn alongside educators from around the state with a variety of options to expand your knowledge of economics and personal finance curriculum and teaching for K-12 students!

**June 10 -  
August 23**

## Macroeconomics for High School Teachers - Online

Earn 3 graduate credits & receive skills, knowledge, and tools to prepare students for today's complex economy!

## Viewing Sustainability Through an Economics Lens

Bring the economics of the environment to life in the classroom!

**July 8-10**

**July 9-10**

## Elementary Economics - Integrate Economics Everywhere!

Learn tools & tricks for integrating economic concepts across all elementary subjects!

## Teaching High School Personal Finance

Intro of updated & new curriculums with best practices for teaching finance to teenagers!

**July 15-17**

**July 22-25**

## Fostering Future Entrepreneurs

Immerse yourself in design thinking and lean startup methodology concepts to promote entrepreneurship to your students!

## The Essential Guide to Integrating Economics into Middle School Social Studies

Learn tools & tricks for building age-appropriate, cross-curricular, and hands-on economics lessons for your classroom!

**July 23**

**July 29 -  
August 1**

## Teaching High School Economics

Tailored for new and veteran teachers looking to gain a new understanding of State Standards in Economics & how to deliver them in the classroom!



# Professional Development



## Annual Conference: Minn-Econ

[z.umn.edu/MinnEcon](https://z.umn.edu/MinnEcon)

Join us for one day of sharing, learning, and networking. Enhance your content knowledge and walk away with new resources, lessons, and ideas for bringing economics to life in your classroom! Grades K-12

DEC. 14 | 8:30-4PM | ST. CATHERINE UNIV.



## Fostering Future Entrepreneurs

### A Sprint for Teachers in Design-Thinking

Immerse yourself in design thinking & lean startup methodology concepts to promote entrepreneurship to your students! Grades 6-12

NOV. 15 - 16 | 8-4PM | UMN - ST. PAUL



## Middle School Econ

### The Essential Guide to Integrating Economics into Middle School Social Studies

Learn tips and tricks to build the economic skills and confidence of your students in grades 6-8!

NOV. 16 | 9-2:30PM | ST. CLOUD

NOV. 23 | 9-2:30PM | ROCHESTER



## The Essential Guide To Creating Financially Fit Students - FREE!

From choosing a career, making credit choices & paying for education-to becoming a millionaire-we have you covered! Join us for a hands-on, informative approach to creating financially fit students. You will leave with activities & lessons you can instantly implement into your classroom! Grades 9-12

OCT. 12 | 9-2:30PM | UMN - ST. PAUL

OCT. 15 | 9-2:30PM | MARSHALL



## Viewing Sustainability Through an Economics Lens

This interactive workshop will expose teachers to new ways of teaching core economic principles that can be implemented in one day but also as a unit including a capstone project that showcases students' creativity and agency in creating solutions to our greatest environmental challenges. Grades 6-12

OCT. 12 | 9-2:30PM | ST. CLOUD

NOV. 9 | 9-2:30PM | DULUTH

NOV. 22 | 9-2:30PM | MARSHALL



## Webinars (National Council) - FREE!

[mcee.umn.edu/Teachers/Free-Webinars](https://mcee.umn.edu/Teachers/Free-Webinars)

Covering multiple topics on how to integrate personal finance and economics in the classroom and create a fun learning experience for your students. Grades K-12

YEAR ROUND

Register Today! [z.umn.edu/MCEE-Workshops](https://z.umn.edu/MCEE-Workshops)

**What additional workshops or student programs would you like MCEE to offer?**

- A four-day course solely focused on microeconomics
- Adapt with current events/issues
- Annual Conference
- Basic Economics for the G.E.D.
- Budgeting and wants/needs
- Bulk purchase of tools to teach econ (fake money, coins, bank materials etc.)
- Consider offering workshop outstate; arrange an alternative assignment for those who drive and need to leave at 3:00 without missing anything
- Do you have the ability to come into schools during workshop week?
- Economics and sustainability
- Economics for ELL
- Economics throughout US History
- Either content areas beside econ
- Emailing list w/ resources
- Entrepreneurship
- Exploration on how to adapt for newly arrived refugee/ESL students; incorporate Earth concepts with economics; cost of our choices- teaching to elementary level
- Group meeting where teachers get together and show off what they've been teaching and share resources
- History
- I hear that MCEE are thinking about thematic workshops with economic concepts
- I'd be interested in some jr. High activities also\
- I'd love to have something similar for the other 3 MN social studies standards! (History, Civics, an Geography)
- I'd love to hear more about Kellie's language acquisition activity for ancient civilizations
- International trade, Tariffs vs Free Trade
- Investment part- what to teach high school students. Careers, internships, etc. Entrepreneurship
- Learning about political science opportunities
- Micro/macro focus- exact same length
- More activities that are involved in the classroom or reviews of good and bad experiences
- More in depth analysis of some topics specific for high schoolers
- More lesson planning
- More of what was offered
- More personal finance topics
- More resources geared toward other content
- More time to go over more lessons on personal finance
- Most content covers by this workshop
- Networking opportunities – I'm the only econ teacher at my school, it's great to meet more people to borrow ideas off of
- Not sure... economics in U.S. History!
- Organizational skills
- Other areas in the economic teaching spectrum
- Other subjects being taught during the workshop

## Appendix A4a - Summary of Teacher Responses to Survey like Statements for all MCEE Evaluations

- Perhaps a workshop for people who have taught econ for a few years but would like to add &
- Possible specific business classes- such as tips for accounting
- Recycling; Incentivizing “Reduce & Re-use”; Sharing economies (how they work, impact,
- Something on loans/saving
- Spring workshops or summer for teaching
- Statistics for Elementary
- Teaching beyond capitalism. Big projects or events for students to participate in during the term? CIS certification.
- Teaching investments to students
- Teaching students taxes
- Unsure of what MCEE offers, but plans to return
- Unsure, looking forward to using THSE resources
- Visits to classrooms to teach a lesson
- Workshops on everyday economics topic
- Would love to see a more historical take on economics
- Would love to see more geography mixed with economic opportunities
- You already offer this class, but I would take personal finance
- You could do something similar to this about Gov. politics

### When is best for you to attend workshops during the year? (Check all that apply)

#### During the school year:

31 Weekday Afternoons (after school)  
26 Weekday Evenings  
57 Saturdays    26 Full Day    35 Half Day    12 1-2 Hours  
54 Webinar

#### During the summer:

85 Weekdays    38 Morning    32 Afternoon    23 Evening  
21 Saturdays    16 Full Day    13 Half Day    9 1-2 Hours  
38 Webinar

### How and when is it best to be notified of upcoming workshops and Professional Development opportunities?

<u>111</u>	Email	<u>16</u>	MCEE Social Media	<u>8</u>	Mailing
<u>13</u>	MCEE Newsletter	<u>17</u>	MCEE Website	<u>2</u>	Annual Conference
<u>0</u>	Other: _____				

<u>13</u>	Morning	<u>8</u>	Afternoon	<u>8</u>	Evening
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## Appendix A4b – MCEE Gr. K-5 Teacher Questionnaire

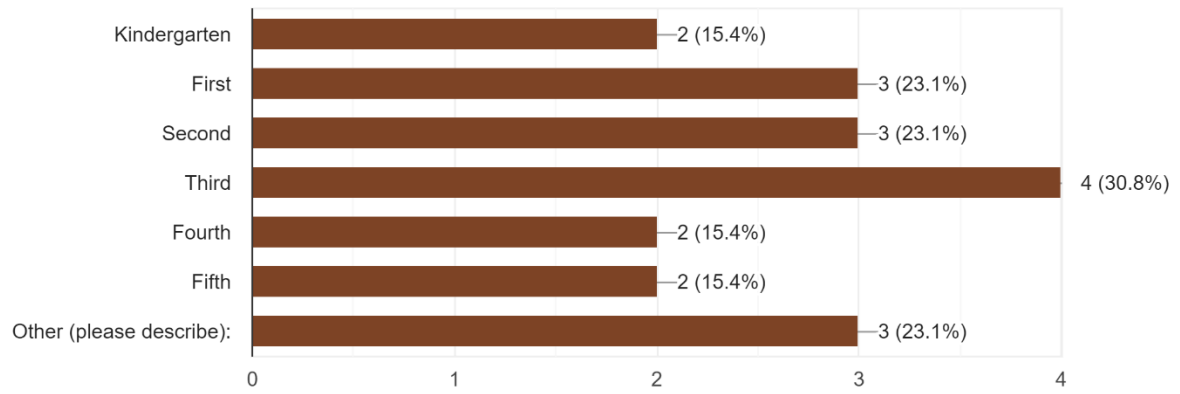
In the fall of 2019, MCEE surveyed K-5 MN licensed teachers to gain a better sense of their awareness of the MN economics standards and how MCEE can support them in teaching the standards. Questions were directed toward gaining an understanding of their knowledge of the MN economics standards, confidence level in teaching the standards, and challenges teaching the standards. The council also inquired about where teachers found resources to teach economics standards, if they accessed the MCEE website for resources, any training they received to teach the standards, their preferred method of learning, and obstacles they faced accessing training and/or resources for economics education.

Of the limited number of responses received, MCEE made the following discoveries: 85% of respondents were either neutral or strongly disagreed with feeling knowledgeable about the standards and 62% of respondents were neutral or strongly disagreed with being confident that what they taught met the current MN economics standards. The challenges to teaching economics standards were lack of time, lack of resources, insufficient background in economics, lack of good curriculum, the pressure to perform on the MCAs, lack of district priority, and district emphasis on math and reading and not economics. Top resources accessed by teachers for economics education were MCEE, Teachers-Pay-Teachers, Junior Achievement, district curriculum directors, and other unnamed sources. The resources and training teachers would like to receive included easy to implement and engaging lessons, workshops that help teach economics on a primary level, curriculum or projects that meets standards, anything that makes economics more easily understood by third graders, concrete or physical items for classroom use to help students understand concepts, videos, materials second graders can read independently, and web resources. The obstacles to accessing teacher resources and training included lack of time, lack of money, and lack of district support.

## MCEE Gr. K-5 Teacher Questionnaire

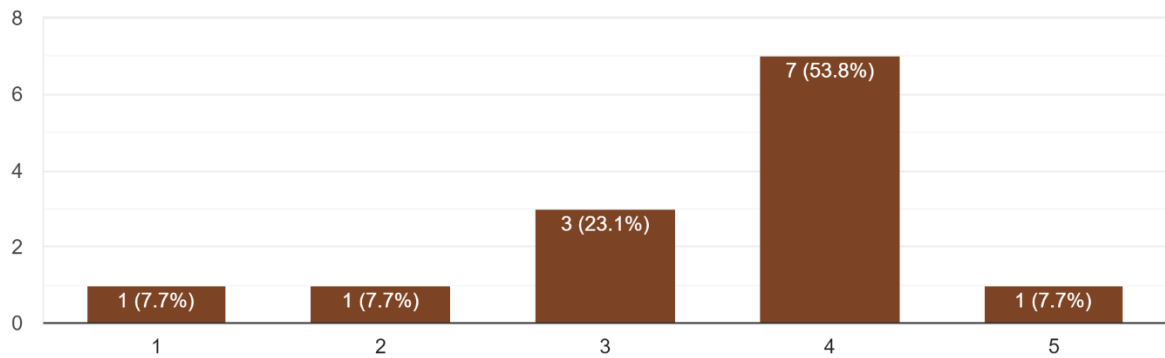
What grade(s) do you teach?

13 responses



I am knowledgeable about the current MN economics standards related to the grade(s) I teach.

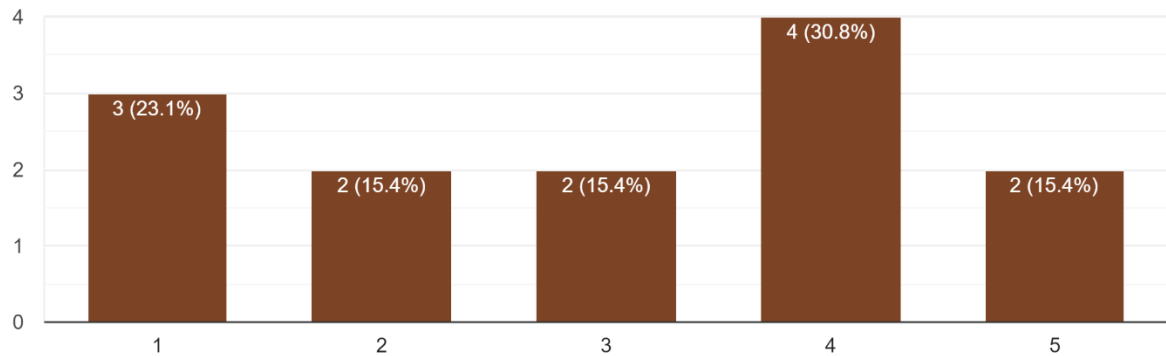
13 responses





I am confident that what I teach meets the current MN economics standards related to the grade(s) I teach.

13 responses

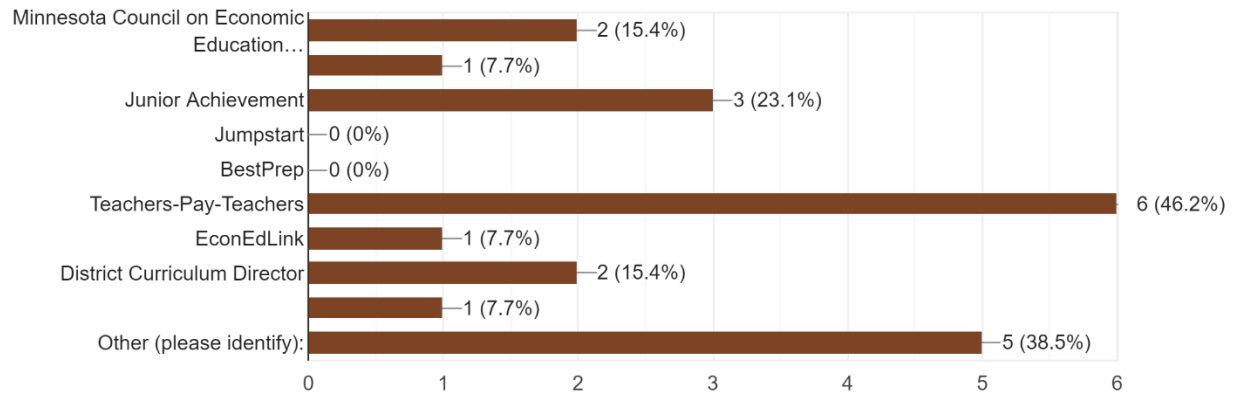


What challenges do you face trying to teach economics standards?

- Some specifics are needed, but others could use more vagueness.
- I need to make sure I give it the amount of time it deserves.
- Time
- Limited time and less of a priority in our district
- Not a strong background in economics
- Our Northern Lights Curriculum does not cover economics very well
- Curriculum
- Good curriculum and pressure to perform on the MCA
- Just getting the students to really understand the difference between wants and needs
- Time when emphasis from district is on reading and math + curriculum doesn't include econ
- Resources, curriculum
- Lack of resources at 2nd grade reading level.
- Lack of resources and textbook doesn't provide much information

### Where do you find resources and/or training to help you teach economic standards?

13 responses

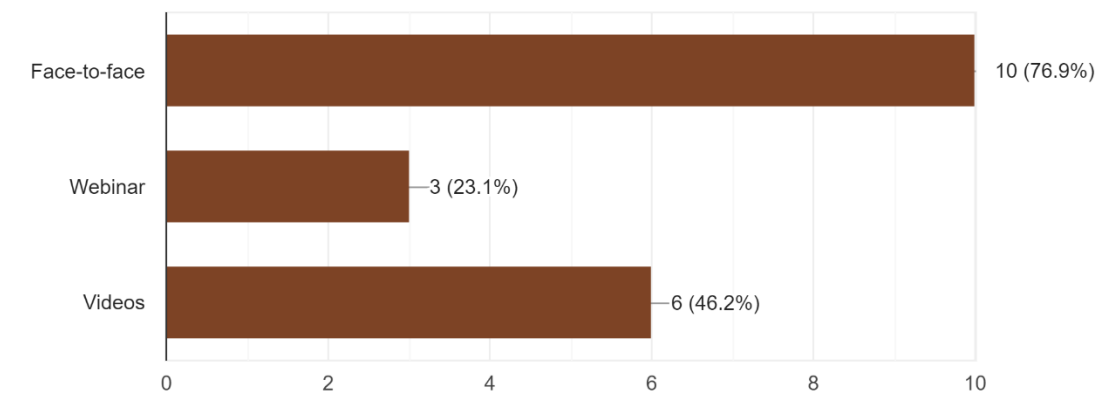


### What resources and/or training would you like to receive to help you teach economics standards?

- Web resources
- Anything that makes it more easily understood by 3rd grade students.
- Easy to implement, engaging lessons
- District staff development: time with my team to plan
- workshops that would help me teach economics on a primary level
- A curriculum or project that would help us meet this area
- Easy access to already created lessons.
- Curriculum
- Concrete or physical items to be used in the classroom to help students understand the concepts.....and videos
- Any and all
- curriculum/lesson plans
- Materials that 2nd graders can read independently.
- Anything to help

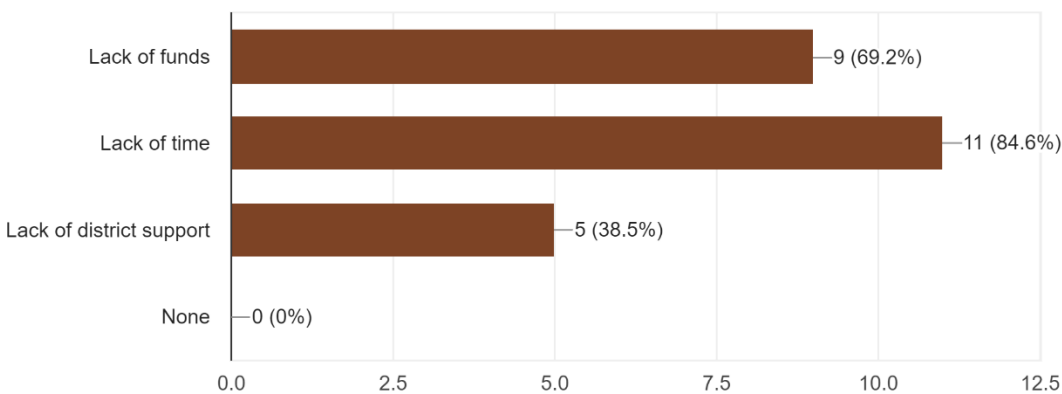
What is your preferred method of learning?

13 responses



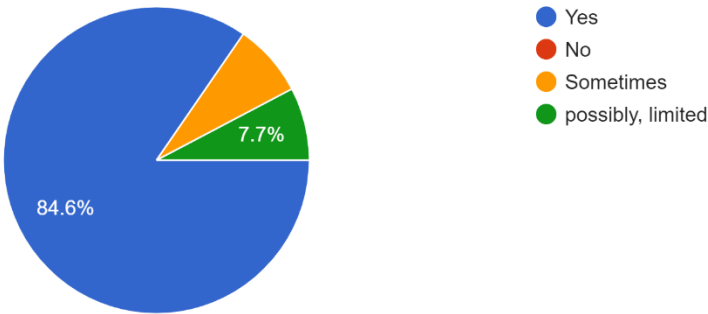
What are the obstacle(s) to accessing resources and/or training (choose all that apply)?

13 responses



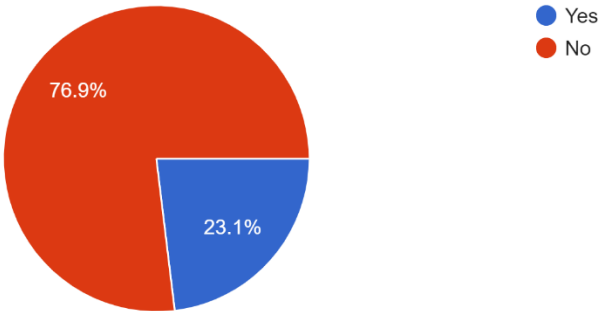
Do students have access to technology (iPad, laptop, etc.) to learn economics lessons?

13 responses



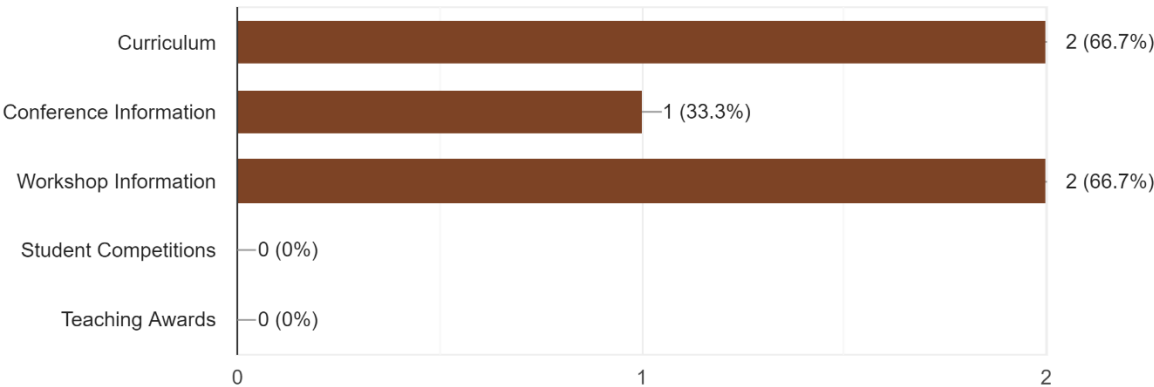
Have you accessed the MCEE website (mcee.umn.edu) in the last 12 months?

13 responses



Why did you visit the MCEE website?

3 responses





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# MINN-ECON & ECONFEST

TEACHING ECONOMICS  
& PERSONAL FINANCE

DECEMBER 14, 2019  
ST. CATHERINE UNIVERSITY

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— Bringing Economics to Life —

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# WELCOME

## MCEE Executive Director

On behalf of the supporters of the Minnesota Council on Economic Education (MCEE), my staff and myself, I welcome you to the 2019 Minn-Econ Conference and Econfest.

This past year, the MCEE affiliated Minnesota Center for Diversity in Economics opened its doors and began its mission to promote and support gender and racial diversity in economics and finance at every stage of the educational and career pipeline. As their research and work progresses, we are excited to better understand how we can serve **all** Minnesotans, but also how knowledge of economics and finance can help **all** Minnesotans overcome the challenges of daily life in our increasingly complex and interconnected world.

The Center's hosting of our 12th annual conference, in partnership with St. Catherine University, allows us an opportunity to reflect on the struggles facing teachers in delivering economics and personal finance content in the classroom. It also offers us the opportunity to recognize the tremendous progress made by the outstanding educators we will recognize today, teachers who bring economics to life for so many students.

We recognize that the success of our students, and the success of our communities throughout the state, depends on having high-quality teachers; I know from experience that economics is not often students' favorite class. Challenging the idea of economics as "stuffy" or "boring" isn't easy, but it's a task we are committed to taking on. MCEE was founded on the idea that economics and personal finance ought to be accessible to everyone, and that commitment starts with supporting teachers in delivering the quality instruction our students deserve.

We are thrilled many of you are joining us today for the first time. And we thank others present for your continuing support of the work MCEE does for students and communities across Minnesota. Together, we will make a difference to the millions of Minnesotans who depend on our schools to prepare them for the future, and who look to our teachers as role models and mentors.

I look forward to what the new year will hold for our community of teachers and supporters, and I hope you enjoy your time with us today.

Thank You,

Julie Bunn, Ph.D.

To equip Minnesotans with the economic & personal financial understanding needed to succeed in today's complex economy.

MCEE



# PANEL DISCUSSION

Moderated by Dr. Kristine Lamm West, Center for Diversity in Economics, St. Catherine University

The morning panel will focus on the role of economic & financial literacy education in addressing the achievement gap & the pipeline into the economics & financial professions. In Minnesota's colleges and universities, only 31% of economics students are women and 12% are U.S.-born people of color. This lack of diversity is worse than the more talked about representation issues in STEM fields. Special guest, Commissioner of Education Mary Cathryn Ricker, will join veteran economics educator Martha Rush and two graduate students -- Elliot Charette and Caitlyn Keo -- to share their experiences and perspectives on the problem, possible explanations and ways that we can all work to increase the number of women and people of color in economics and finance.

## PANEL SPEAKERS

**Special Guest, Mary Cathryn Ricker**, Minnesota Commissioner of Education. A native of Hibbing, Mary Cathryn Ricker is a National Board Certified middle school English teacher with over a decade of classroom experience. She has taught in classrooms from St. Paul to St. Cloud to Washington to South Korea to Yemen. She previously served as executive vice president of the American Federation of Teachers and as the president of the Saint Paul Federation of Teachers, AFT Local 28. Her teaching and leadership skills have been recognized with a number of other honors, including receiving the Education Minnesota Peterson-Schaubach Outstanding Leadership Award, qualifying as a semifinalist for the NEA Foundation Award for Teaching Excellence, and serving as a featured contributor in the Annenberg Foundation's national professional development series, "Write in the Middle." She earned her undergraduate degree in English with a mathematics minor at the University of Saint Thomas, and completed her graduate work in Teacher Leadership at the University of Minnesota.



**Elliot Charette** is an enrolled member at the Lac Du Flambeau Band of Lake Superior Chippewa. He spent most of his childhood in Washburn, Wisconsin, and the reservation in Red Cliff, Wisconsin. He obtained his bachelor's degree from the University of Wisconsin Superior majoring in political science and economics. He is currently a PhD student in Applied Economics at the University of Minnesota Twin Cities. His work and research interests are in food policy and community development. He is most proud of creating a tax increment finance district in the City of Washburn and producing a market and feasibility study for the National Loon Center, which helped secure a \$4,000,000 grant.

# PANEL SPEAKERS

**Caitlyn Keo**, obtained her bachelor's degree from St. Catherine University majoring in economics and is currently a PhD student in Applied Economics at the University of Minnesota Twin Cities. Between her studies she worked at the Minnesota Population Center and as pre-doctoral research assistant at St. Kate's. Caitlyn's work and research interests are in social safety net programs, education and program evaluation. She co-authored a paper on returns to education for American Indian and Alaskan Native students and is currently working on a project investigating the economics of Minnesota's foster care system.



**Martha Rush** is a MCEE Master Teacher and Social Studies Teacher at Mounds View High School. She has coached five teams to the finals of the National Economics Challenge and her teams took first place in 2015 and 2017. In 2011, Martha received the MCEE 3M Innovative Educator Award. She has a MS in Education Entrepreneurship from the University of Pennsylvania and a MA in History from the University of Minnesota. In addition to teaching AP Microeconomics, AP Macroeconomics, and AP Psychology, she runs professional development workshops and writes curricula for MCEE, the College Board, and her own firm, NeverBore LLC. She writes a weekly blog on education issues at [MarthaRush.org](http://MarthaRush.org), and is author of *Beat Boredom: Engaging Tuned-Out Teenagers*.

**Dr. Kristine Lamm West** is an Associate Professor of Economics and Political Science at St. Catherine University. She completed her Ph.D. in Applied Economics at the University of Minnesota and joined St. Kate's in 2012. Her primary fields of interest are labor economics, program evaluation, and the economics of education. Recent research projects investigate topics ranging from unions and performance pay to the impact of all-day kindergarten on maternal labor supply. Her research has been published in *The Journal of Human Resources*, *Industrial Relations*, *Economics of Education Review*, and *Education Finance & Policy*. Dr. West was selected for the Excellence in Teaching and Advising Award in 2015 and recently completed a sabbatical during which she established the Minnesota Center for Diversity in Economics. Prior to earning her Ph.D., she taught high school social studies at Washburn High School in Minneapolis, including classes ranging from 9th grade Civics to College in the Schools economics.



8:00-8:30am	<b>Registration, Breakfast &amp; Showcase of MCEE Programs &amp; Resources</b>			
8:30-8:40am	<b>Welcome &amp; Opening Remarks</b> <b>Dr. Julie Bunn, MCEE Executive Director &amp; Dr. Tarshia Stanley, Dean, School of Humanities, Arts, &amp; Sciences</b>			
8:40-9:30am	<b>Presentation &amp; Panel Discussion</b> <b>Dr. Kristine Lamm West, Director of the Minnesota Center for Diversity in Economics,</b> <b>with special guest Commissioner of Education, Mary Cathryn Ricker</b> Economics & Financial Literacy as Tools in Addressing the Achievement Gap and Expanding the Career Pipeline into Economics & Finance			
9:40-10:30am	<b>Setting the Standard for Relevant Classrooms</b> Are We "Econs" or "Humans"? Andrea Caceres-Santamaria Dr. Scott Wolla Room 361	<b>Promoting Effective Pedagogy &amp; Higher-Level Thinking</b> Teaching Investing in Two Hours James Redelsheimer Room 362	<b>Upping Your Game Through Knowledge of Current Events</b> The Economics of Voting Dr. Bill Bosshardt Room 495	<b>Economics Through the Eyes of Elementary Students</b> Economics is Everywhere Mariah Benn Gina Nelson Room 370
10:40-11:30am	Teaching Controversial Economic Topics Dr. Scott Wolla Room 361	AP Strategies that Promote Deep Understanding Martha Rush Room 362	The Favorable Economics of Solving the Climate Challenge Dr. Jay Coggins Room 495	Math, Money, and Making Connections through Literature Andrea Caceres-Santamaria Room 370
11:30-1:10pm	<b>Teaching Awards Luncheon &amp; Keynote Address by Commerce Commissioner, Steve Kelley</b>			
1:10-2:00pm	Understanding the Economic Impact of Today's Environmental Issues Dr. Bill Bosshardt Room 361	Meet FRED and Become a Data Guru! Dr. Scott Wolla Room 362	Why is Trade Policy in Such Disarray? Dr. C. Ford Runge Room 495	Seas, Trees, and Economics Andrea Caceres-Santamaria Room 370
2:10-3:00pm	Student Competitions Rayce Hardy Angela Zappa Room 361	Relevant, Engaging, & Culturally Inclusive Personal Finance Lessons Jamie Shaw Joel Coleman Room 362	Digging into Drug Prices Dr. Samantha Cakir Room 495	Chocolate Economics Dr. Bill Bosshardt Room 370
3:00-3:30pm	<b>Dessert, Peer Networking Time, Door Prizes, &amp; Showcase of MCEE Programs &amp; Resources</b>			

# WORKSHOPS

9:40-10:30 AM

## Are we "Econs" or "Humans"?

Room 361

*Andrea Caceres-Santamaria and Dr. Scott Wolla*

### Setting the Standard for Relevant Classrooms

Traditional economic theory assumes that humans are rational when it comes to their economic decision-making, but our behavior and emotions play a more significant role than we may think. Lessons in this session introduce concepts such as the anchoring effect, default bias, endowment effect, and present bias. The in-class activities illustrate the findings of experiments conducted in the field and will spark lively discussions in the classroom.

## Teach Investing in Two Hours

Room 362

*James Redelsheimer*

### Promoting Effective Pedagogy & Higher-Level Thinking

Looking for fun ways to increase your students' knowledge of investing and personal finance? In this session, you will learn about the award-winning online games and other great resources available for free on Next Gen Personal Finance's website to power students' enthusiasm and excitement for investing and personal finance.

## Economics of Voting

Room 495

*Dr. Bill Bosshardt*

### Upping Your Game Through Knowledge of Current Events

It's that time again! Time to focus on economic policy to help determine how economics and elections intersect. How does self-interest affect voting? How can we analyze economic data to predict the outcome of presidential elections? This workshop will get you ready for the 2020 elections and help students become more informed citizens about the economics of politics and the politics of economics.

## Economics is Everywhere

Room 370

*Mariah Benn and Gina Nelson*

### Economics Through the Eyes of Elementary Students

Designed to support upper elementary and middle-school teachers to help students understand how economic reasoning connects to their day-to-day lives and academic inquiries, Economics is Everywhere is based on State Social Studies standards with lesson plans and materials integrating grade-level economics benchmarks. This session will give you the curriculum and resources to support students in developing knowledge, connecting content to their own lives, and communicating knowledge with others.

# WORKSHOPS

10:40-11:30 AM

## Teaching Controversial Economics Topics

Room 361

*Dr. Scott Wolla*

### Setting the Standard for Relevant Classrooms

Economics is well-suited to address controversial topics in the classroom because most issues have at least two well-reasoned positions. This session will give background on key economic issues, suggest free teaching resources to address these topics, and provide a framework for using classroom debate to engage students.

## AP Strategies that Promote Deep Understanding

Room 362

*Martha Rush*

### Promoting Effective Pedagogy & Higher-Level Thinking

The College Board released a wealth of free resources for Advanced Placement Microeconomics and Macroeconomics teachers in 2019: unit guides, practice questions, and instructional approaches for improving student understanding and performance. In this session, you will gain a hands-on view of effective teaching strategies and tools available to assist your students' success.

## The Favorable Economics of Solving the Climate Challenge

Room 495

*Dr. Jay Coggins*

### Upping Your Game Through Knowledge of Current Events

The mainstream, almost ubiquitous, argument is that we must choose between a thriving economy on one hand, and a vibrant, livable environment on the other. That is a false choice. A switch to carbon-free energy will save money and save the environment. Economics is no longer a barrier, and neither is technology. A renewable, electrified future, one without combustion of coal or oil or natural gas, is within reach. Let's explore how we get there quickly and why we should.

## Math, Money, and Making Connections Through Literature

Room 370

*Andrea Caceres-Santamaria*

### Economics Through the Eyes of Elementary Students

Filled with stories and activities that demonstrate how to engage students in lessons that allow them to add, subtract, make decisions, save, spend, and trade, this session provides ideas on how to teach math concepts without students realizing they are learning. Walk away ready to incorporate these lessons into your classroom plans.

# WORKSHOPS

1:10-2:00 PM

## Understanding the Economic Impact of Today's Environmental Issues

Room 361

*Dr. Bill Bosshardt*

### Setting the Standard for Relevant Classrooms

"Save the Environment" is a familiar mantra to students, far more familiar than the economic concepts related to environmental issues. Giving students the opportunity to study the economic effects of national or local policies allows them to grasp the bigger picture. This session will provide resources for teaching the economic impact of environmental policy. A new lesson on carbon taxes will be simulated along with highlights of other lessons.

## Meet FRED and Become a Data Guru!

Room 362

*Dr. Scott Wolla*

### Promoting Effective Pedagogy & Higher-Level Thinking

If you haven't met FRED, this session will serve as a valuable introduction to the key features of the **Federal Reserve Economic Data** resource. This session will provide strategies for enhancing your classroom instruction using FRED, and feature key lessons from the *Tools for Teaching with FRED* collection. FRED allows users to download, graph, and track more than a half-million U.S. and international time series from dozens of sources. Create, save, update, and share your own custom graphs using current and historical economic data to tailor your lessons.

## Why is Trade Policy in Such Disarray?

Room 495

*Dr. C. Ford Runge*

### Upping Your Game Through Knowledge of Current Events

Trade and trade policy dominates the news; you can't open a newspaper or watch television without hearing about it. This session offers tools and resources for educators to start discussions about trade policy in class, as well as providing a thorough grounding in the theory and policy of trade that will have you ready for any student question. Learn about the history, mechanisms, and institutions that power and sustain global trade, and apply this knowledge to critically analyzing the news coverage you receive.

## Seas, Trees, and Economies

Room 370

*Andrea Caceres-Santamaria*

### Economics Through the Eyes of Elementary Students

Inspiring students to look deeper into the world that surrounds them, the lessons in this session help students understand the relationship between our natural environment and the economy, as well as describe how the environment and economy jointly provide goods and services that we want. Each lesson teaches fundamental economic concepts in State Social Studies Standards such as scarcity, resources, goods and services, opportunity cost, trade-offs, value, price, and incentives. Lessons include interactive simulations and other hands-on activities engaging students in the learning process and providing experiences to help them discover why things happen as they do.



# WORKSHOPS

2:10-3:00 PM

## Student Competitions

Room 361

*Rayce Hardy and Angela Zappa*

### Setting the Standard for Relevant Classrooms

Looking for ways to connect your classroom content in economics and personal finance to real-world scenarios and applications? Struggling to incentivize student engagement and foster critical-thinking skills? This session will prepare you to incorporate interactive student experiences that encourage problem-solving and effective communication skills. Learn how MCEE student programs can benefit your students, provide access to high-quality curricula and lessons, and expand your students' perspectives.

## Relevant, Engaging, and Culturally Inclusive Personal Finance Lessons

Room 362

*Jamie Shaw and Joel Coleman*

### Promoting Effective Pedagogy & Higher-Level Thinking

Do you want your personal finance curriculum to allow each of your students to see themselves? Learn how to make personal finance more equitable and relatable to diverse learners in order to reach all students. You will leave with several example lessons and a perspective on how to edit your current lessons to make them more culturally relevant.

## Digging into Drug Prices

Room 495

*Dr. Samantha Cakir*

### Upping Your Game Through Knowledge of Current Events

There is significant attention paid to the high price of prescription medicines in the United States. Lowering drug prices is often cited as a political priority with broad, bipartisan backing from the public. So what gives? Why, compared with prices in similar countries like Canada or the E.U., are prices in the U.S. so high? Why do they stay high even after generic version of name brand drugs are introduced? In this session, we will discuss the economic concepts used to explain persistent high prices and what role drug companies, insurers, and the government could play in bringing prices down.

## Chocolate Economics

Room 370

*Dr. Bill Bosshardt*

### Economics Through the Eyes of Elementary Students

Learn a creative approach to teach economic concepts through chocolate-themed lessons. The creative activities are stimulating for young students and allow for active learning. Topics covered include scarcity, opportunity cost, economic decision-making, bartering, trade and exchange, interdependence (with applications to the global marketplace), producers, and consumers.

# WORKSHOP PRESENTERS

## Bringing Economics to Life



**Mariah Benn** is a Social Studies teacher at Albany Area Middle School and a contributor to the *Economics is Everywhere* curriculum. A recent attendee of the National Geographic Educators Conference, Mariah earned a BA in Social Studies Teaching from Gustavus Adolphus College.

**Dr. Bill Bosshardt** has been director of the Center for Economic Education at Florida Atlantic University since 1995, offering programs focused on teaching economic and financial education concepts through active-learning techniques in a variety of secondary school subjects. Bill has been a faculty member of the Council on Economic Education's Train the Trainer program, conducted for teachers in Russia, Ukraine, Malaysia, and Armenia. He is a co-author and project director for numerous lesson plans by the Council for Economic Education, including lessons on globalization, civics and government, and behavioral economics among others. Bill received his Ph.D. in Economics from Purdue University in 1991 and his BA in economics and German in 1985 from the University of St. Thomas.



**Andrea Caceres-Santamaria** is a Senior Economic Education Specialist at the Federal Reserve Bank of St. Louis, where she contributes to the ever-growing award-winning collection of effective resources for teachers. She was a high school teacher for the Palm Beach County School District for 10 years, and Master Teacher for 7 years for the Florida Atlantic University (FAU) Center for Economic Education. During her time as a teacher and working for the FAU Center for Economic Education she wrote several lessons for publication focusing on topics in behavioral economics and personal finance, and regularly gives presentations at teacher workshops. Andrea received her MA in Economics and Entrepreneurship Education from the University of Delaware and BA in Secondary Social Science Education from Florida Atlantic University.



# WORKSHOP PRESENTERS

## Bringing Economics to Life



**Dr. Samantha Cakir** is an Assistant Professor (NTT) of Economics at Macalester College. She earned her Ph.D. in Agricultural Economics from Purdue University in 2011 with a concentration in space, health, and population economics. Her previous research focused on neighborhood-level and environmental determinants of health and healthy behaviors. Currently, Samantha is researching consumer behavior vis-a-vis multi-level marketing firms. Before teaching at Macalester, Samantha also taught at George Washington University and Hamline University and worked as a Research Economist at the Economic Research Service (USDA) in Washington, D.C.

**Dr. Jay Coggins** is a Distinguished University Teaching Professor and Program Coordinator for the Undergraduate Applied Economics program in the Department of Applied Economics at the University of Minnesota. He has taught at Montana State University and the University of Wisconsin. Professor Coggins' research interests are primarily in environmental economics and environmental policy, especially related to air pollution and climate. He has published his work in several leading journals.



**Joel Coleman** is a MCEE Master Teacher and Social Studies Teacher at Ubah Medical Academy in Hopkins. He currently teaches CIS Microeconomics, General Economics, US History, Psychology, and Citizenship, along with other elective courses. He graduated from St. John's/St. Ben's and holds a graduate degree from Concordia University. Joel received the MCEE 3M Rising Star in economic Education Award in 2017. Joel enjoys teaching because of the "aha" moments students get as they connect what they learn in the classroom with what they have experienced in the world. He also enjoys connecting with the East African community at his school.

# WORKSHOP PRESENTERS

## Bringing Economics to Life



**Rayce Hardy** is a Social Studies Teacher at Austin Area High School and Professor in the Political Science department of Riverland Community College in Austin. He has been involved with a number of MCEE student competitions over the years. He graduated from Mankato State University with a BA in Social Studies and received a MA in Curriculum and Instruction from the University of Minnesota.

**Gina Nelson** is an 8th grade Global Studies Teacher at Minnetonka Middle School East. For the past 13 years, she has been engaging students in global issues through authentic, real-world learning and is passionate about helping students solve global problems using design thinking. She contributed to the *Economics is Everywhere* curriculum and is currently a TeachSDG Ambassador. In this role she has the opportunity to promote the UN Sustainable Development Goals and collaborate with educators across the globe. She earned a BA in Political Science and M.Ed in Social Studies Education from the University of Minnesota. Gina is also the 2019 MCEE Economic Educator of the Year (Grades K-8) honoree.



**James Redelsheimer** is a MCEE Master Teacher and Social Studies Teacher at Robbinsdale Armstrong High School in Plymouth. He is a graduate of St. Olaf, and received his Master's degree at the University of St. Thomas. He is a recipient of the 3M Economics Educator Excellence Award from MCEE, and was named VISA's Practical Money Skills Innovative Educator of the Month. James has been a guest lecturer in the economics department of Batumi State University in the Republic of Georgia, and has received travel grants and fellowships to learn about the economies of Japan, China, Turkey, Germany, Korea, and others, in addition to studying the economics of the environment in Costa Rica. He currently serves as an AP reader for both Microeconomics and Macroeconomics exams. He enjoys teaching economics because it relates to students' everyday lives.

# WORKSHOP PRESENTERS

## Bringing Economics to Life



**Dr. C. Ford Runge** is a Distinguished McKnight University Professor of Applied Economics and Law at the University of Minnesota, holding appointments in the Hubert H. Humphrey School of Public Affairs and the Department of Forest Resources. He is also a member of the faculty in Conservation Biology and a Fellow of the Institute on the Environment. He received his Ph.D. in Agricultural Economics from the University of Wisconsin, his MA in Economics as a Rhodes Scholar at Oxford University, and his BA at the University of North Carolina-Chapel Hill. He has served on the staff of the U.S. House Committee on Agriculture, and as a Science and Diplomacy Fellow of the American Association for the Advancement of Science, working in USAID on food aid and trade. In 1985, he served as Chairman of the Governor's Farm Crisis Commission, structuring recommendations on farm credit and land markets in Minnesota. From 1987-88, he served as Special Assistant to the U.S. Trade Representative in the Uruguay Round of Multilateral Trade Negotiations in Geneva, and he was seconded to the staff of Trade Representative Clayton Yeutter as an International Affairs Fellow of the Council on Foreign Relations. His publications include five books, and a wide range of articles concentrating on trade, agriculture, and natural resources policy.

**Martha Rush** is a MCEE Master Teacher and Social Studies Teacher at Mounds View High School. She has coached five teams to the finals of the National Economics Challenge and her teams took first place in 2015 and 2017. In 2011, Martha received the MCEE 3M Innovative Economic Educator Award. She has an MS in Education Entrepreneurship from the University of Pennsylvania and a MA in History from the University of Minnesota. In addition to teaching AP Microeconomics, AP Macroeconomics, and AP Psychology, she runs professional development workshops and writes curricula for MCEE, the College Board, and her own firm, NeverBore LLC. She writes a weekly blog on education issues at [MarthaRush.org](http://MarthaRush.org), and is author of *Beat Boredom: Engaging Tuned-Out Teenagers*.



# WORKSHOP PRESENTERS

## Bringing Economics to Life



**Jamie Shaw** is a MCEE Master Teacher and Social Studies Teacher at Champlin Park High School in Champlin. Jamie teaches economics (both regular and CIS) primarily, but also U.S. Government and Politics, and occasionally Modern Global Issues and geography. Jamie received the MCEE 3M Economic Educator of the Year Award in 2017. She graduated from St. Cloud State University with a degree in Social Science, Secondary Education, and received her Masters in Teaching and Learning in 2002 from St. Mary's University. Economics is, hands-down, her favorite subject to teach.

**Dr. Scott Wolla** is the Economic Education Coordinator at the Federal Reserve Bank of St. Louis, where he develops economic curricula including lessons, online learning modules, videos, and podcasts. His articles have been published in journals such as *The American Economist*, *Journal of Economics Teaching*, and *Social Studies Research and Practice*. He received his Ph.D. in Curriculum and Instruction from Saint Louis University, and his MA in Economic Education from the University of Delaware. Prior to his time at the St. Louis Fed, Scott taught economics in Minnesota.



**Angela Zappa** is the Programs and Communications Coordinator for the Minnesota Council on Economic Education. She received her bachelor's degree in Recreation Parks & Leisure Services with an emphasis in Leisure Planning and Management and a minor in Marketing from Minnesota State University, Mankato. Angela oversees the promotion and implementation of all MCEE student competitions.

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# ECONFEST

2019  
TEACHING AWARDS

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# ECONFEST

## A Celebration of Minnesota Teachers and MCEE Showcase

Welcome to EconFest 2019! EconFest is an annual celebration of teachers, students, and communities with the Minnesota Council on Economic Education. Today is a chance to hear directly from teachers about the importance of economic and personal finance education. EconFest connects teachers, community partners, donors, and supporters in their commitment to MCEE's mission.

Most of all, EconFest is a celebration of teaching excellence.

Today, we recognize a group of dedicated educators who are innovators, creators and leaders. This year's award-winning educators provide innovation and leadership in improving economic and personal finance literacy. We hope you enjoy the opportunity to learn more about their extraordinary accomplishments.

We are especially grateful to Allianz Life for their generous support of EconFest and to our general operating support sponsors that make our teacher professional development programming possible.

## KEYNOTE SPEAKER

### Steve Kelley, MN Commissioner of Commerce



Prior to his June 2019 appointment to Commissioner, Steve Kelley was most recently a Senior Fellow at the Humphrey School of Public Affairs, University of Minnesota. Before joining the Humphrey School in 2007, he served in the Minnesota Senate for 10 years and the Minnesota House of Representatives for 4 years. During his legislative service, Steve chaired the Senate Education Committee and served on committees dealing with energy and telecommunications regulation in both the House and the Senate. Steve has taught courses in education law and policy, science, technology and environmental policy, and global venture design. He has worked on issues relating to energy and environmental policy, design thinking and innovation, STEM education and public engagement with science. Before and during his legislative service, Steve practiced commercial litigation in Minneapolis. Steve received a B.A. in political science and political economy from Williams College and his law degree from Columbia University.

2019

# TEACHING AWARDS

## Economic Educator of the Year

The award recognizes grade K-8 & 9-12 teachers who have a sustained history of commitment and contribution to economic education.

## Personal Finance Educator of the Year

The award recognizes a grade 9-12 teacher who implements creative lessons that increase personal finance understanding.

## Rising Star in Economic Education

The award recognizes newer grade K-8 & 9-12 teachers who show a commitment to economic education and professional growth.

# 2019 AWARD WINNERS

## Grade K-8

### Economic Educator of the Year

**Gina Nelson | Minnetonka Middle School East**

Gina is an 8th grade Global Studies Teacher at Minnetonka Middle School East. For the past 13 years, she has been engaging students in global issues through authentic, real-world learning and is passionate about helping students solve global problems using design thinking. She contributed to the Economics is Everywhere curriculum and is currently a TeachSDG Ambassador. In this role she has the opportunity to promote the UN Sustainable Development Goals and collaborate with educators across the globe. She earned a BA in Political Science and M.Ed in Social Studies Education from the University of Minnesota.



### Rising Star in Economic Education

**Michelle Morse-Wendt | Turtle Lake Elementary**

Michelle began her teaching career at Turtle Lake Elementary School in the Mounds View District in 2009. After 9 years working in fifth grade, this is her second year teaching fourth grade. Originally hired to pioneer an elementary Spanish program, she has since been involved in and become passionate about science curriculum development, reading and writing curriculum development, technology in the classroom, and now government, citizenship, and economics.

# 2019 AWARD WINNERS

## Grade 9-12



### Economic Educator of the Year

**Steven Cullison | Edina High School**

Steven teaches economics and philosophy at Edina High School. He earned an Ed. S. degree from St. Thomas and is licensed in social studies, special education, and school administration. This is his 17th year of teaching. Rigorous cost-benefit analysis leads, every year, to the conclusion that teaching and living in Minnesota is his best course of action, whatever the winters may bring.

### Personal Finance Educator of the Year

**Emily Martin Yang | Harding Senior High School**

Emily has been teaching at St Paul's Harding High School since 2006. Her current courses include Economics, Economics for English learners and Human Geography. Emily received her Bachelor of Science in History & the History of Science from UW-Madison prior to earning her Minnesota 5-12 social studies license and Master of Arts in Teaching from Hamline University. Emily enjoys teaching economics because of the connections to daily life and current events. Emily enjoys spending time with her husband and two sons, reading and lots of time outside.



### Rising Star in Economic Education

**Kelsey Blum | Wayzata High School**

Kelsey grew up in the small community of Ogilvie, MN with a graduating class of 47 and now teaches at Wayzata High School, one of the largest high schools in the state. After graduating from St. Olaf in 2010 with a degree in History and a concentration in American Racial and Multicultural Studies, Kelsey went to work in schools in a variety of positions including Minnesota Reading Corps literacy tutor and special education paraprofessional. Realizing that she loved working with students, she decided to pursue her teaching license and Master's in teaching from Hamline University. In 2013, she was hired at Wayzata High School (and began teaching economics) and loves the challenging and rewarding opportunities that continually unfold in the field of education. While Kelsey never thought she would be teaching high school economics, she has developed a passion for the subject and is truly honored to be receiving this award.





# LEARN MORE OF WHAT MCEE CAN DO FOR YOU!

Visit [mcee.umn.edu](https://mcee.umn.edu)

**Free Curriculum** - The Minnesota Council on Economic Education offers workshops, classes, and curriculum resources to assist teachers in preparing and delivering high-quality lessons in economics and personal finance. MCEE both develops its own curriculums and curates those from around the country to bring the very best materials to Minnesota teachers.

**National Webinars** - MCEE is a state affiliate of the national organization, the Council for Economic Education (CEE). CEE offers a wide range of online resources to be used by educators across the country.

**Student Competitions** - MCEE offers four different competitions for high school students throughout the school year.

- In the **Economics Challenge**, teams of students compete in a series of challenging tests of their economic understanding and reasoning abilities. Teams compete at the regional (in-person or online) and state level in the spring with a chance to attend the national competition in New York City.
- In the **Personal Finance Decathlon**, teams of students engage their content knowledge and critical and creative thinking skills. Twelve teams will be invited to the state competition based on online test scores. At the state competition, teams receive a case study and prepare a presentation of financial recommendations to a panel of judges.
- The **Global Food Challenge** is tied to MCEE's free Global Food curricula, exploring basic economics in the context of world food issues, including food markets, trade, security, and safety. Each unit includes active student activities, research, analysis, and a written project, and is aligned with Minnesota Academic Standards. The final project in each unit can be entered into a state competition for cash awards.

**Year-round Teacher Professional Development** - Through top-quality professional development programs, MCEE equips teachers with the content and resources in economics and personal finance that they can bring directly to the classroom.

# CONFERENCE NOTES

[illegible]

# USING OUR CONFERENCE APP

## Helpful Tips & Tricks



The **My Schedule** function allows you to customize a calendar with the courses that interest you - and get reminders on their location!



Download the UMinnesota app available in the App Store or Google Play Store. Search for Minn-Econ 2019 to access our conference guide!



The app will send you notifications about surveys after each session. Please take a minute to give us feedback!



The app has a star system for ranking activities, but we won't be able to access that feedback. Please use the MCEE surveys after each session to provide feedback!



The Notes section of the app is for you to jot down any thoughts you might have during a session or to remind you of important information you learn!



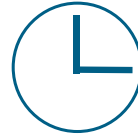
Click on individual items in the schedule tab to view descriptions of what to expect from each workshop!

Get in the know!

# QUICK CONFERENCE TIPS



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How to connect to wi-fi:  
WiFi Name: stkate  
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Up to 7 Continuing Education  
hours are available! Be sure to  
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the latest news.  
**#MinnEcon2019**



Don't miss out on the latest news  
and resources from MCEE and  
the National Council. Sign up to  
receive our bimonthly newsletter  
at [mcee.umn.edu](http://mcee.umn.edu).



View all conference handouts and  
session materials through the  
conference app under Session  
Documents.



Minnesota Council on  
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— Bringing Economics to Life —

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Minnesota Council on  
**ECONOMIC  
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## 2019 ANNUAL REPORT

### OUR MISSION:

To equip Minnesotans with the economic and personal financial understanding needed to succeed in today's complex economy



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### Angela Zappa

PROGRAM & COMMUNICATIONS COORDINATOR



COUNCIL FOR  
**Economic  
Education**

*Teaching Opportunity®*

*MCEE is a proud affiliate of the  
Council for Economic Education*

## Dear friends,

Fiscal 2019 was a year of continued progress and change for MCEE, including responding to the challenges of a dynamic institutional and market environment.

We begin by sharing the exciting highlights of our 2019 programming. The year began with summer teacher professional development workshops and a Minn-Econ Conference on Teaching Economics and Finance. Over the course of the year, MCEE provided professional development opportunities to 527 teachers who impacted the lives of over 46,000 students.

Our signature direct-to-student programs (Economics Challenge, Entrepreneurship Trade Show, Global Food Challenge, and Personal Finance Decathlon) engaged more than 800 students directly, and indirectly reached more than 10,000 students through participating teachers whose curriculum stressed MCEE program topics. Statewide, we saw increases in participation for our Personal Finance Decathlon program, reaching 17% more youth than in the previous year. Additionally, this year saw new schools participating in our Global Food and Economics Challenge programs.

Three years in development, in fiscal year 2019, MCEE completed three new curriculums: *Economics is Everywhere* (EIE) – lessons for integrating economics in fourth, fifth, seventh, and eighth grade curriculum, *How to Be Green While Staying in the Black: Teaching Sustainability through an Economics Lens*, and *Learning Together Thriving Together* (LTTT) – lessons in personal finance suited to diverse student populations. The Sustainability and the EIE curriculums are now available free to teachers throughout Minnesota and nationally, through our website, and are serving as the basis for numerous planned workshops and marketing efforts to inform teachers of their availability. LTTT lessons are also now being integrated into workshops, responding to teacher demand for personal finance resources to engage diverse student populations.

One of the challenges MCEE faced during the year was the evolving funding of its activities. An important one was the withdrawal of significant University of Minnesota financial support, which was a factor in MCEE running a fiscal year deficit for the first time in decades. We responded in several ways, a major accomplishment being successfully campaigning for funding from the MN State Legislature.

This past year, increased promotion and outreach through our expanded database of more than 26,000 licensed educators and active supporters led to more than 100,000 impressions on social media, in addition to the promotion afforded on CNBC by the team from Mounds View High School winning Second Place at the National Economics Challenge in New York City in May. The Council will continue to work to expand its communication footprint, reaching new audiences and communities through engaging and relevant content that advances our mission. Additionally, this increased communications presence will provide new opportunities to expand participation in MCEE programs, further growing our organizational impact.

None of what MCEE accomplishes could be achieved without its dedicated and enhanced staff of full-time professionals, supportive funders who share the vision of advancing effectiveness in economic and personal finance education, and a board of directors that breathes TEACHING TEACHERS/ENGAGING STUDENTS. The year marked the passing of long-time MCEE board members Arland Brusven and Jim Ulliyot, two exceptional business and civic leaders. We express our gratitude for their service and our condolences to the family, friends, and colleagues who loved and respected them.

All Minnesotans, whether in their personal lives, in their work or careers, or as participants in our democracy and a global economy, require economic and financial literacy to succeed. MCEE is committed to enabling teachers and the staff of community agencies to deliver this education. We are grateful for the many partners and donors without whom we could not do this important work. We thank you for your continued support of MCEE and the students, teachers, and communities we serve.

Thank you,



*Julie Bunn*  
**Julie Bunn**  
EXECUTIVE DIRECTOR



*Steve Gathje*  
**Steve Gathje**  
BOARD CHAIR

# TEACHING TEACHERS



*"I've been inspired to create meaningful learning activities for those who are often 'the forgotten students' in our educational system – incarcerated students, students in alternative settings, students with special needs, and at-risk students."*

*Washington Technical High School Teacher*

At the core of MCEE's work are teachers, as we recognize their leverage and long-term impact – for every well-trained teacher in economic and personal finance education, hundreds of students are reached each year. The more our students understand the economy – how it works, their role in it, and opportunities within it – the better equipped they are to make effective decisions for themselves, their families, and their communities.

Through top-quality professional development programs, MCEE equips teachers with the content and resources in economics and personal finance that they can bring directly to the classroom.

During the 2019 fiscal year, 527 teachers participated in 35 programs offered by MCEE, logging over 2,150 hours of professional development. In turn, these 527 teachers taught 46,440 students this year alone.

## Master Teachers 2019

*MCEE master teachers bring classroom best practices to their peers, helping and mentoring Minnesota teachers to gain knowledge and skills in transferring complex economic concepts to the students they teach.*

**Emily Anderson**  
BLAINE HIGH SCHOOL

**Joel Coleman**  
UBAH MEDICAL ACADEMY

**Cindy Fitzthum**  
ST. CLOUD STATE  
UNIVERSITY

**Kellie Friend**  
TURTLE LAKE ELEMENTARY

**Nancy Krenner**  
VALLEY CROSSING  
ELEMENTARY

**Emily Martin Yang**  
HARDING SENIOR HIGH  
SCHOOL

**Kris Nelson**  
BYRON HIGH SCHOOL

**James Redelsheimer**  
ROBBINSDALE ARMSTRONG  
HIGH SCHOOL

**Martha Rush**  
MOUNDS VIEW HIGH  
SCHOOL

**Adam Rushmeyer**  
MELROSE HIGH SCHOOL

**Jamie Shaw**  
CHAMPLIN PARK HIGH  
SCHOOL

## Minn-Econ Conference on Teaching Economics and Personal Finance:

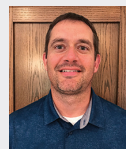
A day-long conference offering 28 workshops for middle and high school teachers, focused on viewing sustainability through an economic lens, and seven workshops for elementary teachers demonstrating the integration of economics and personal finance concepts throughout the curriculum. The Claudia Parliament Distinguished Lecture was delivered by Dr. J. Drake Hamilton, Fresh Energy's science policy director, and addressed innovations in energy policy at the sub-national level and in the private sector.

Minn-Econ was sponsored by 3M and Land O'Lakes.

**Understanding Fiscal Responsibility:** A curriculum and series of workshops designed to help teachers teach students how to think critically about public policy, focusing on government institutions, programs, the Federal Reserve, Social Security, and events such as the Panic of 1893. The curriculum was designed to help students become informed

## Teacher Awards

*In October of 2018, the Minnesota Council on Economic Education honored six teachers at its annual EconFest celebration at the new Bell Museum of Natural History on the Saint Paul campus of the University of Minnesota. The 3M and Thrivent award-winning educators provide innovation and leadership in improving economic and personal finance literacy.*



**Adam Rushmeyer**  
MELROSE AREA  
HIGH SCHOOL  
3M Economic Educator  
of the Year Award



**David Braaten**  
HOPKINS HIGH SCHOOL  
Thrivent Personal  
Finance Leadership  
Award



**Steve Jents**  
ST. PAUL CENTRAL  
HIGH SCHOOL  
3M Rising Star in  
Economics Award



**Jennifer Garbow**  
UNIVERSITY OF  
MINNESOTA EXTENSION  
Thrivent Personal  
Finance Community  
Educator Award



**Jeremy Miller**  
CAMBRIDGE-ISANTI  
HIGH SCHOOL  
3M Innovative Economic  
Educator Award



**Hannah Swaden**  
GLEN LAKE  
ELEMENTARY SCHOOL  
Thrivent Personal  
Finance Educator Award

EconFest was sponsored by Allianz Life Insurance Company of North America, the University of Minnesota Department of Applied Economics, the University of Minnesota Extension, The Mosaic Company, St. Cloud State University Department of Economics, the University of Minnesota Department of Economics, and Xcel Energy. The teaching awards were sponsored by 3M and Thrivent.





citizens as they consider the tradeoffs involved in setting public policy and to learn to articulate their own views by evaluating primary and secondary sources, engaging in group activities and discussions, and writing brief essays.

Understanding Fiscal Responsibility was sponsored by the National Center for Economic Education and underwritten by the Peterson Foundation.

### **Online Microeconomics for High School Teachers:**

A 10-week course and distance-learning opportunity that includes self-paced content materials and a series of master-teacher led live video conferences that bridge microeconomic content with pedagogy.

**Teaching High School Economics:** A foundational five-day course that helps prepare educators to teach high school economics and builds confidence in those with little background. Teachers leave the course with not only a stronger understanding of economics, but also with the tools to teach these concepts to their students.

**Fostering Future Entrepreneurs – A sprint for teachers in design thinking:** A week-long entrepreneurship course that prepares high school teachers to foster creativity and an entrepreneurial mindset in their students, and to encourage and value creativity, divergent thinking, and informed risk-taking. Teachers from the summer course implement the Teen Startup Trainers© curriculum in their classrooms, and students from these classes shared their prototypes and startup ventures at a 2019 trade show.

Fostering Future Entrepreneurs was sponsored by the Richard M. Schulze Family Foundation and the Deluxe Corporation Foundation, and supported by Wells Fargo.

***“Thank you for realizing that when you equip and empower just one teacher like me, you’re helping literally hundreds of students.”***

*Glen Lake Elementary Teacher*

The culmination of three years’ development, in the spring/early summer of 2019 three new curriculums were completed: *Economics is Everywhere* – lessons for integrating economics through the fourth through eighth grade curriculum, *How to Be Green While Staying in the Black: Teaching Sustainability through an Economics Lens*, and *Learning Together Thriving Together* – lessons in personal finance suited to diverse student populations.

**Economics is Everywhere** provides Minnesota teachers in grades 4, 5, 7 and 8 with lesson plans and materials that can be used to integrate grade-level economic benchmarks in commonly taught units from each grade’s “lead discipline”. Each unit in this collection includes opportunities for students to ask questions, develop their knowledge of the world through disciplinary inquiry, connect content to their own lives and communicate their new found knowledge with others. These units are aligned with the Minnesota Standards for the Social Studies (2011) and organized around the National Council of Social Studies College, Career & Civic Life (C3) Framework.

**Learning Together, Thriving Together – Personal Finance for Diverse Classrooms** recognizes that most existing personal finance curriculum is not engaging to youth from diverse communities. MCEE worked with local teachers and community leaders to create a new set of personal finance lessons for diverse classrooms that are relevant, engaging, and easily understandable by youth across cultures, ethnicities, and economic levels.

**How to Be Green While Staying in the Black: Teaching Sustainability through an Economics Lens** is a curriculum in sustainability and the environment for high school teachers in social studies, business, agricultural education, and related fields. Using an economics lens, this curriculum exposes students to pressing issues in our agricultural and food systems, energy, water, and waste. The curriculum aims to equip high school students with a basic understanding of the issues, while inspiring them to continue to pursue the topics, and, ultimately, to develop or champion innovative solutions that address the environmental, ecological, and related economic challenges facing the planet and its people.

*Economics is Everywhere, Learning Together, Thriving Together and How to Be Green While Staying in the Black: Teaching Sustainability through an Economics Lens* were sponsored by the Minnesota State Legislature and Department of Education.

*Learning Together, Thriving Together* received additional support from the F.R. Bigelow Foundation, The Saint Paul Foundation, and the Wells Fargo Foundation. Additional funds for the classroom piloting of *How to Be Green while staying in the Black: Teaching Sustainability through an Economics Lens* were provided by the Minnesota Department of Commerce via funds from the Energy Policy and Conservation Act.



# ENGAGING STUDENTS

MCEE is committed to equipping all of Minnesota's students with the economic and personal financial understanding needed to succeed and become informed and engaged citizens. MCEE provides a college readiness program, supports integrated elementary instruction, and recognizes academic excellence and teamwork in four student competitions. MCEE is also committed to increasing its reach to diverse classrooms. Engaging students leads to advancement that benefits students, their families, and their communities. In fiscal year 2019, 2,458 students directly participated in 17 student programs offered by MCEE.

*"I was a very busy high schooler. Looking back, I can say that Econ Challenge was one of the most influential and fun experiences I had!"*

*Student participant, Economics Challenge*

## ECONOMICS CHALLENGE

The Minnesota Economics Challenge is a rigorous academic competition that requires students to apply their economic knowledge and reasoning abilities in an exciting and challenging way. 259 students from across the state competed in this year's regional and online challenges with 14 schools and 65 students competing at the state championship at the Federal Reserve Bank of Minneapolis. Mounds View High School, Cloquet High School, and Albany Area Senior High placed first in their respective divisions. In the National Economics Challenge's 18 year history, Minnesota students have placed in the top four 21 times and have been national champions eight times.

MCEE strives to increase student diversity in our student competitions and in 2017 introduced the Urban Regional Economics Challenge Invitational specifically for teams from urban high schools. In 2019, 43 students competed in the regional invitational at the Federal Reserve Bank of Minneapolis and 77 percent were students of color. Two teams from this regional competition went on to compete at the state championship.

The Economics Challenge was sponsored by The Mosaic Company, Piper Jaffray & Co., and Think Mutual Bank, and supported by the Federal Reserve Bank of Minneapolis.

## PERSONAL FINANCE DECATHLON

This statewide student competition provides opportunities for students to demonstrate their knowledge of personal finance in regional, state, and national competitive events. Held annually in the spring, this competition is a fun, challenging,

and creative way to engage students' personal finance knowledge and critical thinking, and build interest in personal financial literacy. 390 students—from Indus in the north to Lake Crystal in the south, and everywhere in between—competed in the 2019 online regional competition to qualify for the state championship hosted by the Federal Reserve Bank of Minneapolis. Statewide, we saw an increase in participation reaching 17 percent more youth than the previous year. There, 11 teams from 10 schools completed a case study analysis and presented recommendations for a fictional family to a panel of judges from the business community. Congratulations to Mounds View High School, who won first place, and Armstrong High School, who won second, with both advancing to the Semi-Finals.

The Personal Finance Decathlon was sponsored by Affinity Plus Foundation and supported by the Federal Reserve Bank of Minneapolis.

## COLLEGE IN THE SCHOOLS (CIS) FIELD DAY ON FOOD SECURITY

197 high school students from the metro area gathered in January at the University of Minnesota for a College in the Schools Field Day on the economics of food security using MCEE's *Global Food Challenge* curriculum. The day started with a keynote from Dr. Lisa Harnack of the University of Minnesota School of Public Health, followed by a panel of experts, including representatives from the MN Department of Human Services, the nonprofit field, MCEE, and General Mills to discuss issues around food security in the United States. Students worked in committees to address issues in food security from various perspectives, including policy-maker, program administrator, and NGO. At the end of the day, the top committees, as judged by attending teachers, presented their recommendations to the full group.

The Global Food Challenge curriculum is sponsored by Cargill. The Global Food Challenge was sponsored by AgriBank.

## COLLEGE DOLLARS & SENSE (CD&S) *Personal finance for life after high school*

This personal finance program brought together high school students from the metro area who are low-income, students of color, and students who







are the first in their family to attend college for a week-long intensive program on life after high school. Students explored personal finance concepts and skills, how to choose and prepare for college, financial aid and scholarships, and career options. Students toured multiple colleges at the University of Minnesota and spoke with them about their college career plans. The week culminated in a College & Career

Social with mentor volunteers from the University of Minnesota and various local businesses, where students shared their plans for the future and practiced networking and communications skills.

College Dollars & Sense was sponsored by the Affinity Plus Foundation, RBC Foundation and RBC Wealth Management.

This year, MCEE developed and introduced a 3-Day *College Dollars & Sense* program. Working with the TRIO program at Dakota County Technical College (DCTC), MCEE provided programming to 45 students enrolled through Burnsville High School and who met at DCTC. The goal of the federal TRIO programs is “to increase the percentage of low-income and first generation college students who successfully pursue postsecondary education opportunities.” An exciting opportunity for MCEE to expand its reach to additional students and teachers, two highly qualified personal finance Master Teachers delivered the program and reported that the experience was “GREAT!”

Development of the 3-Day CD&S was supported by a grant from the Wells Fargo Foundation.

***“Setting financial goals for their future will not only help these young mothers, it will empower them to make positive choices for their families.”***

*AGAPE High School Teacher*

### PERSONAL FINANCE FOR YOUNG MOTHERS

This program focused on empowering high school age mothers or mothers-to-be at AGAPE High School in St. Paul to take positive action on their own personal finance decisions. Students learned personal finance basics, explored college and careers, and learned how to model good financial behaviors and teach their children about personal finance.

Personal Finance for Young Mothers was sponsored by COUNTRY Financial.

### MATHEMATICS AND ECONOMICS

Since 2011, MCEE has partnered with St. Paul Public Schools to provide MCEE’s Mathematics and Economics curriculum free of charge in elementary

summer school classrooms. In 2019, MCEE prepared 60 classroom-ready boxes of materials and curriculum for teachers of 2nd, 3rd, and 4th grade classrooms, bringing a real-world approach to economic education to more than 700 students.

Training was also provided for the first time to the same grade-level teachers in Minneapolis Public Schools.

Mathematics and Economics was sponsored by The Donaldson Foundation.

### FOSTERING FUTURE ENTREPRENEURS: TRADE SHOW

The *Fostering Future Entrepreneurs Trade Show* is the culmination of a semester-long entrepreneurship and design-thinking curriculum and week-long teacher professional development course (*Fostering Future Entrepreneurs: A sprint for teachers in design thinking*) offered by MCEE. Entrepreneurship, including social entrepreneurship, and the related skill sets are fundamental to creating a flourishing economy. This program helps equip young people to start solving problems at the local level. Through improved content knowledge, curiosity, opportunities, and higher education connections, student creativity and divergent thinking is stimulated, risk-taking is valued, and a growth mindset is encouraged.

At the Trade Show, students practiced their elevator pitches and presented their ideas to judges including MCEE board members, community business leaders, entrepreneurs and venture philanthropists, university and college educators, potential mentors, and teachers. Three young entrepreneurs joined a Wells Fargo representative for a panel discussion.

The Trade Show was sponsored and hosted by Wells Fargo, and was supported by The Richard M. Schulze Family Foundation and the Deluxe Corporation Foundation.

### GLOBAL FOOD CHALLENGE

The Global Food Challenge is an opportunity for students to demonstrate their research, writing, economic knowledge, creativity, and problem-solving skills through investigation of important economic issues in food markets, food trade, food safety, and food security. Winners represent Albany High School, Austin High School, and Central High School, in St. Paul.

The Global Food Challenge curriculum is sponsored by Cargill. The Global Food Challenge was sponsored by Agribank.



# REACHING COMMUNITIES

***"The Community Mentorship program creates space for community organizations to focus on the financial education needs of the diverse communities they serve."***

*University of Minnesota Extension Program Leader*

## COMMUNITY MENTORSHIP: BUILDING FINANCIAL LITERACY IN COMMUNITIES

Community Mentorship builds and strengthens the capacity of community agencies to provide financial education services to low-income clients and recent immigrants of all ages.

A lack of understanding of personal finance culture- and age-appropriate learning opportunities are barriers for many Minnesotans.

Partnering with University of Minnesota Extension Educators, MCEE provides individuals and families of diverse communities and low-income Minnesotans the tools they need to make

sound economic choices, improve their personal financial situation, and participate effectively in the economy.

Through expert mentorship, education, and support, Community Mentorship training ensures increased local capacity to deliver financial literacy to help move vulnerable populations toward financial self-sufficiency. The Community Mentorship program expands its educational delivery model by each year equipping more community educators to teach financial literacy to diverse populations. Since 2005, MCEE and University of Minnesota Extension have partnered with over 110 diverse community organizations providing financial education to over 3,000 low-income individuals and their families.

In 2019, Community Mentorship worked with two organizations, but with three distinct populations – two of which were for groups ages 50+. The program at Centro Tyrone Guzman worked with Latine\* youth; and two programs at HOPE Community Center worked with Hmong families and elders, and Karen refugee elders.

*\*The "e" in "Latine" is used intentionally by Centro in place of the masculine "o" to include people of all genders.*

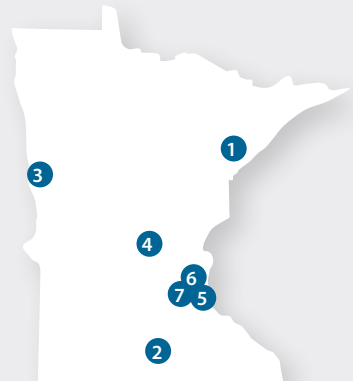
Community Mentorship was sponsored by Allianz Life Insurance Company of North America.



## MCEE'S MINNESOTA NETWORK CENTERS FOR ECONOMIC EDUCATION

MCEE has developed a network of Centers of Economic Education at higher learning institutions across the state. These Centers, along with MCEE, provide professional development opportunities for teachers in addition to disseminating economic and personal finance curriculum and promoting the yearly Economics Challenge and Personal Finance Decathlon.

- 1 **College of St. Scholastica**  
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- 2 **Minnesota State University, Mankato**  
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MARY JO KATRAS, PROGRAM LEADER
- 7 **University of St. Thomas**  
AGAPITOS PAPAGAPITOS, DIRECTOR

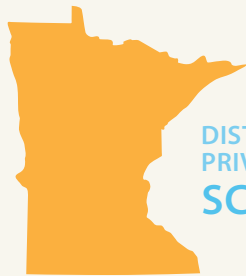


# IMPACT AT-A-GLANCE

**46,440\***  
STUDENTS REACHED



**47%**  
STUDENTS AT  
SCHOOLS REACHED  
ARE STUDENTS  
OF COLOR



**91**  
DISTRICTS &  
PRIVATE OR CHARTER  
SCHOOLS SERVED

**39%**  
STUDENTS AT SCHOOLS  
REACHED QUALIFY FOR  
FREE & REDUCED  
PRICE LUNCH

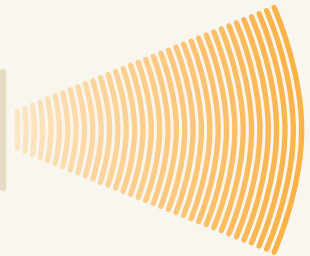


COURSES, WORKSHOPS,  
PROGRAMS HELD

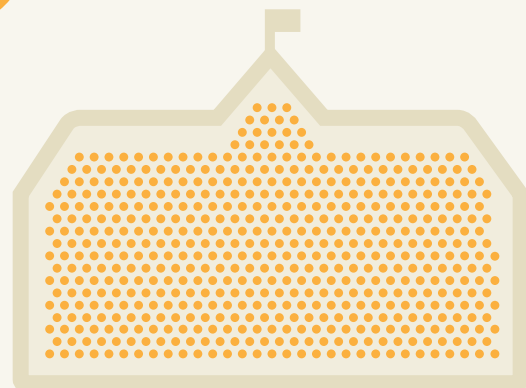
**2,153**  
PROFESSIONAL  
DEVELOPMENT  
HOURS PROVIDED



**35**



**2,458**  
STUDENTS PARTICIPATED  
IN MCEE PROGRAMS AND COMPETITIONS



**527** TEACHERS  
PARTICIPATED  
IN MCEE PROGRAMS  
AND COMPETITIONS



COMMUNITY FINANCIAL  
EDUCATION PARTNERS  
**112** SINCE 2005



Minnesota Council on  
**ECONOMIC  
EDUCATION**  
— Bringing Economics to Life —

*All figures represent 2019 fiscal year: 7/1/18 to 6/30/19  
\* As provided by teachers participating in MCEE programs.*

# DONORS AND CONTRIBUTORS\*

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Allianz Life Insurance Company of North America  
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### SPECIAL TRIBUTES

*MCEE is honored by the gifts received in remembrance, appreciation and celebration of friends and family. The following tributes were made in FY2019.*

**"In Remembrance of Arland Brusven"**  
Peter Mitchelson & Judith Henderson

**"In Honor of Claudia Parliament"**  
Don Helgeson & Sue Shepard





\*FY19 dates are July 1, 2018 – June 30, 2019

### In-Kind Corporate and Institutional Contributions

Accredited Investors Wealth Management  
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Center for Economic Education at Minnesota State University, Mankato  
Center for Economic Education at St. Cloud State University  
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University of Minnesota Department of Applied Economics  
University of Minnesota Extension  
University of Minnesota Office of Admissions  
University of St. Thomas Schulze School of Entrepreneurship  
Wells Fargo

### General Operating Support

*Thank you!* WE WOULD NOT BE ABLE TO REACH MINNESOTA TEACHERS, STUDENTS, AND COMMUNITIES WITHOUT THE SUBSTANTIAL SUPPORT OF OUR GENERAL OPERATING FUNDERS. THANK YOU FOR YOUR CONTINUED SUPPORT OF MCEE'S MISSION.

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General Mills  
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Smyth Companies  
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WEM Foundation  
Xcel Energy Foundation



# FINANCIAL STATEMENTS 2019

## Statement of Financial Position

(As of June 30, 2019, with comparative totals for 2018)

ASSETS	2019	2018
Current Assets:		
Cash and Cash Equivalents	361,549	174,413
Grants and Contracts Receivable	25,676	100,316
Other Current Assets	86,157	125,885
Prepaid Expenses	77	1,850
<b>Total Current Assets</b>	<b>473,459</b>	<b>402,464</b>
<b>Investments</b>	<b>463,931</b>	<b>646,741</b>
<b>Total Assets</b>	<b>\$937,390</b>	<b>\$1,049,205</b>

## LIABILITIES AND NET ASSETS

Liabilities:		
Accounts Payable	8,559	12,351
Accrued Expenses	25,600	18,568
Unearned Contract Revenue	135	6,432
<b>Total Liabilities</b>	<b>\$34,294</b>	<b>\$37,351</b>
Net Assets:		
Unrestricted	695,266	756,109
Temporarily Restricted	207,830	255,745
<b>Total Net Assets</b>	<b>\$903,096</b>	<b>\$1,011,854</b>
<b>Total Liabilities and Net Assets</b>	<b>\$937,390</b>	<b>\$1,049,205</b>

## Statement of Activities

(As of June 30, 2019, with comparative totals for 2018)

SUPPORT AND REVENUE	2019	2018
Contributions (unrestricted)	130,610	119,304
In-Kind Contributions	98,239	211,527
Grants from Governmental Agencies	78,815	176,887
Other Program Service Fees	5,740	8,099
Miscellaneous Income	25	440
Investment Income	18,758	45,623
Net Assets Released from Restriction	235,131	255,458
<b>Total Support and Revenue</b>	<b>\$567,318</b>	<b>\$817,338</b>
EXPENSES		
Programs	419,249	579,778
Management and General	151,981	102,922
Fundraising	56,931	80,424
<b>Total Expenses</b>	<b>\$628,161</b>	<b>\$763,124</b>

The financial statements of the Minnesota Council on Economic Education for the fiscal year ended June 30, 2019, have been examined by Olsen Thielen & Co., Ltd. A copy of the audited financial statements is available on request.



## Minnesota Council on Economic Education

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