

# **THE MINNESOTA COUNCIL ON ECONOMIC EDUCATION**

## **FY2021 Grant Report: Midterm (February 2021)**

### **Supporting K-12 Teacher Professional Development to Deliver the Minnesota Economic Standards**

February 12, 2021

Minnesota Council on Economic Education  
1994 Buford Ave, Saint Paul, MN 55108  
Official with Authority: Julie Bunn, PhD, Executive Director  
[mcee@umn.edu](mailto:mcee@umn.edu) | 612-625-3727 | [mcee.umn.edu](http://mcee.umn.edu)

MDE Program Contact: Filiz Yargici, Social Studies Specialist  
MDE Finance Contact: Joel Bergevin, Grant Specialist

Funding Source: Legislative Authority  
GMS Number: 4889  
SWIFT Contract Number: 162926  
SWIFT Vendor Number: 0000214743



# **TABLE OF CONTENTS**

## **I. MCEE Midterm Report (February 2021)**

Executive Summary, p. 3

Background, p. 4

MCEE's Funding Request, p. 6

Program Component for which Funding was Requested, p. 7

Impact of the Grant, p. 9

Table 1: Data on Teacher Professional Development Workshops & Courses, Grade K-5, p. 17

Table 2: Data on Teacher Professional Development Workshops & Courses, Grade 6-8, p. 18

Table 3: Data on Teacher Professional Development Workshops & Courses, Grade 9-12, p. 19

Table 4: Data on Teacher Professional Development Workshops & Courses, Pre-Service, p. 20

Table 5: Data on Teacher Professional Development Workshops & Courses, Summary

Statistics, p. 21

## **APPENDICES**

A1 – MCEE Teacher Professional Development Workshop and Course Descriptions, p. 22-41

A2 – Summaries of Professional Development Workshop and Course Evaluations, p.42

Full Workshop and Course Evaluations can be found at:

[z.umn.edu/FY21SummaryEvaluations](https://z.umn.edu/FY21SummaryEvaluations)

A3 – Description of MCEE-Developed and Distributed Curricula, p. 43-44

A4 – Descriptions of Student Programs, p. 46-48

## EXECUTIVE SUMMARY

As required under the legislation, this document constitutes a midterm report on the second year of the grant approved by the Legislature in 2019 and covers the first two quarters of FY2021. The full fiscal year 2020 report (August 2020) can be found [here](#). Counting only those workshops delivered by MCEE and its in-state affiliates, and only to Minnesota teachers, in FY2020, MCEE drew 1,039 participants to its workshops, nearly half of whom were pre-service teachers. The comparable numbers for fiscal years 2019 and 2018 are 527 and 438, respectively. MCEE provided over 366 hours of new professional development content to increase the knowledge and confidence of K-12 teachers.

With the onset of COVID-19, MCEE pivoted quickly to meet teacher and student needs and adapt its programming to online formats. Within two weeks of schools shifting to distance learning, MCEE had curated resources from Minnesota and across the nation and added six new pages of resources to its website aimed at assisting teachers immediately with delivering the K-12 economic standards remotely. Within six weeks, MCEE had redesigned all its teacher and student programming for online delivery, and launched new, innovative webinar content addressing teachers' unique distance learning challenges.

In the first half of FY2021, MCEE delivered training to 1,062 Minnesota teachers through online webinars and workshops. 638 teachers were served synchronously (live at the time of delivery) and 402 asynchronously (they registered and engaged with the material at time that fit their needs/schedule) through 50 workshops with 83 hours of new content. In addition, 201 teachers from other states registered for several MCEE workshops that were delivered in collaboration with the national Council on Economic Education and shared with a larger audience.

Nationally, MCEE has become a leader among state councils for effectively delivering training online. Moreover, over this past year MCEE has also stood out among councils nationally for its leadership in convening discussion about, building expertise in, and developing content and training opportunities related to the culturally responsive K-12 teaching of economics and personal finance. MCEE's 2020 fall conference (virtual) focused entirely on this topic. MCEE also remains unique among state councils in delivering training for teachers in entrepreneurship and sustainability/environment/global food systems through an economic lens.

MCEE has successfully implemented the activities, and achieved the goals outlined under the legislative grant. With receipt of the state grant, the hire of an Education Director, and many new innovative approaches to the delivery of programming, in FY2020 MCEE more than doubled the number of teachers reached through its workshops relative to fiscal years 2019 and 2018. Additionally, in the first half of FY2021, MCEE has already exceeded the number reached for the entire fiscal year 2020.

## **BACKGROUND**

### MCEE's Mission

The Minnesota Council on Economic Education (MCEE) is a non-partisan 501(c)(3) non-profit, 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 60 years, MCEE has provided economic and personal finance education to teachers, students, and community members across Minnesota and has trained over 35,000 teachers, affecting the lives of over 3 million young people. Since 2005, MCEE has also worked to train the staff of over 115 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 they 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, and Moorhead, 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, MCEE trains teachers to teach entrepreneurship and prepare

students for entering entrepreneurship-related competitions, provides the only curricula from a state council on the intersection of the economy, sustainability, and the global food system , and is engaged in ongoing initiatives to support the culturally responsive teaching of economics and personal finance.

### Minnesota K-12 Standards in Economics

New standards for economics and personal finance – the Minnesota State Academic Standards in Social Studies - Economics Strand – were implemented as 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. While MCEE offers 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'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, higher education institutions, which since 1961 provided significant in-kind support to MCEE and its five affiliated Centers for Economic Education (mostly in the form of salary support for directors and administrative assistance) eliminated most of this support due to declining support from the state and/or other revenues. For decades, this support had represented between 16% and 25% of the MCEE annual budget. Second, historical sources of federal funding, notably No Child Left Behind funds that MCEE used to provide significant support for its teacher professional development programming, were no longer available to MCEE, and MCEE was 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 also 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 30,000 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 sustainably 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 topics in economics and personal finance, 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.

With \$500,000 of annual 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 curated and original teaching resources to all teachers who wish to access them.

## **COMPONENTS OF THE PROGRAM FOR WHICH FUNDING WAS REQUESTED**

### 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 30,000 (not all working in their area of licensure) active teachers, with licenses in these four categories. This represents over 50% 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 directly reached by MCEE programs in FY2021, 26% were students of color and 29% 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 weeklong, intensive summer institute focuses on youth from groups underrepresented in higher education. Historically, 100% of participating youth identified as youth of color, low income, or first in their families to attend college.
- *Culturally Responsive Personal Finance* is a set of personal finance lessons, resources and workshop materials intended to support educators in teaching in an inclusive and culturally responsive manner.

### Geographic Scope

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

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

- Statewide reach via a network of five 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 in 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, and Implemented, under the Legislative Grant (Partially enabled by the state grant, but also private funding)

- **MCEE has reconfigured its 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 five Centers for Economic Education, at individual district locations, and at MCEE teacher trainings and the annual conference.

This MCEE Education Director, along with the MCEE Master Teacher corps, provides leadership for reviewing and updating curricula as necessary and for new workshop development, such as instruction in how to teach via distance learning or hybrid models, or how to better engage students from underserved racial and socio-economic communities.

- **The MCEE Master Teacher corps has been expanded, both to strengthen the K-8 component and to have greater out-state Minnesota capacity.** The most recent additions to the corps are located in Moorhead, New Prague and Roseau. 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.

- **MCEE continues to provide financial and marketing support to the program activities of the higher-education-based affiliated Centers for Economic Education** so 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. In FY2021, MCEE has invested in revitalizing the Center at St Cloud State University, both to better serve the greater St. Cloud area, and to serve as a foundational support for K-12 economic and financial literacy education in Moorhead, Duluth and all of central and northern Minnesota. Conditional on funding, we are looking to do the same with greater investments at the Mankato State Center.

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 workloads.

- **MCEE is providing up-to-date curriculum, new teaching tools, and teacher professional development for all grade levels – the essential support 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, 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 sustainably 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. Temporarily, MCEE is incurring annual budget deficits (and drawing on reserves to do so) to continue supporting this important programming; this is not sustainable, and possible for only a couple more years. As is done in many states, base funding from the state is needed for the long-run sustainability of programming.

### COVID-19 Response

In early March 2020, MCEE was in the midst of implementing its spring regional and state student competitions, and marketing 22-plus summer teacher professional development

workshops and a weeklong summer institute for youth, all planned to be in-person. With the onset of COVID-19 and the shift to distance learning and sheltering at home by the latter half of March, MCEE's initial response was twofold. First, curating resources within MCEE, from around the state, and from across the nation, MCEE added six new pages of resources to its website aimed at assisting teachers immediately with delivering economic and personal finance for K-12 via distance learning. Second, MCEE participated in the two conference calls held by Commissioner Ricker with representatives of the content groups and reached out to several to collaborate and leverage our resources for teachers.

Due to the onset of the COVID-19 pandemic, MCEE quickly moved to re-evaluate its program modalities to protect the health and safety of our participating students, teachers, and organizations. Within a month, MCEE pivoted to offering exclusively virtual programs, including its portfolio of student programs and its professional development workshops during the spring and summer. During this period of transition, MCEE staff continued to deliver on its existing calendar of high-quality programs while simultaneously expanding to offer new programs for teachers.

#### Teacher Professional Development: First Year and a Half of the State Grant

Beginning fall 2019, 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.

In the second half of FY2020, MCEE continued to expand and cultivate its list of teacher contacts to engage with educators across the state with information about upcoming professional development opportunities and programs available through MCEE or its affiliated centers. Additionally, MCEE completely updated its website with new tools and easier access to enable students, teachers, and districts to learn about opportunities and programs that can help bring economics to life in the classroom. These new tools, coupled with a strong presence on social media, have increased the reach and type of engagement with various community and external stakeholders and has ultimately benefited the quality of MCEE programs.

MCEE's teacher professional development opportunities dramatically increased their reach and impact during the COVID-19 pandemic in Minnesota. In fact, MCEE became a national leader among state councils in offering online options for teachers to continue learning and developing their personal finance and economic skills during the pandemic. In addition to being available to Minnesota K-12 pre-service students and in-service teachers, through a partnership with the

national Council for Economic Education, MCEE opened some workshops to K-12 teachers nationally.

Since June 2020, MCEE has offered both familiar professional development workshops and pioneered new workshops to integrate technology into economics and personal finance education, encourage student entrepreneurship, and equip teachers to deliver economics and personal finance lessons in ways appropriate to distance learning. The success of these workshops suggests a robust demand for teacher professional development that is accessible, relevant, and grounded in both state academic standards and the classroom realities of K-12 educators around the state. MCEE will continue to explore new methods for publicizing professional development opportunities and workshops to increase its organizational impact and will continue working to develop and pilot new offerings that will engage with educators at many different points in their professional development journey.

Summary of FY2020 Reporting under the Grant (the full FY2020, Aug 2020, report found [here](#))

While MCEE experienced a drop off in some of its student and non-teacher adult programming due to the pandemic, demand for its teacher development opportunities increased. MCEE attributes this increase to a combination (a) of having hired an Education Director in September of 2019, who focused on outreach to pre-service teacher licensing programs, school districts and teachers -- a priority for implementing our goals under the state grant, (b) of having increased communications and marketing, and (c) increased demand by teachers for new resources, content, and virtual/distance learning pedagogy techniques with the onset of the pandemic.

In FY2020 1,117 Minnesota pre-service and classroom teachers availed themselves to 96 distinct workshops, 61 offered by the MCEE and its affiliated Centers for Economic Education throughout Minnesota, and 35 free webinars provided through its national affiliate — the Council for Economic Education — and promoted to Minnesota teachers by MCEE. These workshops offered at multiple locations in the state and via online webinars, provided 366 hours of new professional development content to increase the knowledge and confidence of K-12 teachers.

Counting, only those workshops delivered by MCEE and its in-state affiliates, and only to Minnesota pre-service and K-12 teachers, in FY2020 MCEE had 1,039 participants in its workshops, nearly half of whom were either pre-service teachers in the last year of their licensure preparation program or had just graduated. The number comparable to the 1,039 for fiscal years 2019 and 2018, respectively, are 527 and 438. MCEE also increased the number and diversity of opportunities for professional development over previous years

FY2021 to Date - Reporting for Legislation: Teacher Workshop Data (Tables 1-5) and Teacher Workshop Descriptions, Appendix 1)

In response to the COVID-19 pandemic in Minnesota, MCEE moved to an all-online delivery for its teacher workshops. This change in program modality allowed more teacher participation and

a greater variety of programs to be offered. To date, MCEE is on-pace to deliver more programs in FY2021 than in any other year of its history and will reach near-record numbers of Minnesota educators in the course of its programs. In addition to its professional development programs, MCEE has also offered virtual support for teachers moving their economics and personal finance courses online during the pandemic. In March, MCEE curated and produced dozens of resource guides for teachers and families to support and enrich student learning.

For more than 15 years, MCEE has worked to increase the racial and gender diversity of its programs and resources in recognition of the significant barriers facing women, students of color, and those from diverse backgrounds in studying and succeeding in economics and finance. For the last four years, MCEE has been engaged in working with diverse teachers and community cultural experts to develop pedagogical support materials and lessons to deliver culturally responsive personal finance. Over the last year and a half MCEE has been offering teacher professional workshops in this area, culminating in our entire fall 2020 conference — *Minn-Econ 2020: Culturally Inclusive Pedagogy for Economics and Personal Finance* — focusing on this topic.

MCEE collects qualitative and quantitative data on all its programming. Tables 1-5 include information on MCEE teacher professional development data for FY2021 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 number of hours of professional development content delivered, and the number and diversity of workshops offered to teachers in grades K-5, 6-8, 9-12, and pre-service teachers. Descriptions of the individual workshops and identification of the instructors is included in the Appendix 1.

Tables 1-4 (Table 5 Summary) shows that 1,286 teachers participated in 68 unique workshops, offered, or promoted by MCEE. 1,062 of these were Minnesota pre-service and classroom teachers participating in the 50 MCEE-developed and delivered workshops. MCEE and its affiliates delivered over 100 hours of new content.

#### Reporting for Legislation: Summaries of Workshop 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 are stored and maintained internally and are 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 cannot receive training similar to what MCEE offers elsewhere.

The below table (Table A) is the overall evaluation summary for FY2021 workshops. Table A is based on 50 MCEE conducted virtual workshops held between July 2020 - December 2020. MCEE had 1,062 participants during this time with 443 completing the workshop evaluations.

*Table A:* Participants were asked to rate their agreement with the following ten statements. The below percentages indicate the number of participants that agreed or strongly agreed with the statements; 7.5% on average indicated they were neutral.

1	This workshop was a valuable use of my time.	89.39%
2	This workshop was successful in achieving its objectives.	92.08%
3	I felt supported by the instructor(s).	90.95%
4	The facilities/online platform was appropriate for this course.	92.52%
5	The time allotted for this workshop was sufficient.	86.91%
6	I learned new concepts from this course.	87.98%
7	This course was relevant to my teaching.	88.44%
8	I will apply lessons from this course to my classroom.	89.59%
9	I enjoyed this course.	86.59%
10	I am likely to recommend this workshop to a friend/colleague.	80.21%

Among the feedback reported by teachers on workshop and course evaluations in FY2021 are the following:

- “I have learned the most from MCEE conferences out of all the PD I have attended in my last 2 years as a teacher. I will definitely keep signing up for more.”
- “I have already referred MCEE webinars to colleagues.”
- “[I loved] that this is a free program that I could use immediately after watching this webinar!”
- “I liked that it gave me concrete, high quality resources that I could use in my classroom.”
- “Great examples of dealing with very diverse students and lessons learned in helping those students better deal with finances. The timeline was excellent.”
- “Knowing that they have many resources available is really great, and I will definitely use them in the future.”

- “It gave me more ideas to use when encountering economics in the classroom. I was not as confident before this.”
- “MCEE has empowered me to teach economics to students I work with. I have gotten great ideas and resources for my students as well as myself!”
- “The workshop has me more motivated to use my economic materials and go to websites that I thought I did not have time for. I was reminded of the value of teaching economics and using the resources.”

Constructive feedback is generally restricted to requests for even more offerings as our 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 FY2021 to date. The summaries are not, however, exhaustive, as when MCEE delivers workshops at conferences hosted by other organizations, the hosts do not always conduct evaluations. 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 courses or workshops.

Information collected through workshop and course registrations and evaluations includes:

- Workshop-specific feedback
- Workshop-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

Due to staff and time constraints, the evaluation summaries do not contain some of the above information. As MCEE’s internal data processing and storage systems become 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.

Additional Data on Program Impact – Distribution and Use of MCEE Developed Curriculum (Descriptions in Appendix 3 – Descriptions of MCEE-Developed and Distributed Curricula)

Data on teacher professional development workshops offered by MCEE and its affiliates to Minnesota teachers understates MCEE’s impact on teaching and learning in the state for two

reasons. First, through its website, MCEE offers many types of resources available to teachers in all grade levels. These include links to resources around the country, to resources available in Minnesota, and to the lessons of award-winning Minnesota teachers, and links to major, nationally recognized, MCEE-developed curriculums. Second, MCEE is unique among state councils in that it has historically, and recently, developed major sets of curricula on specialized topic areas. These include Economics is Everywhere, Global Food Challenge, Making Personal Finance Decisions, Mathematics & Economics, and Viewing Sustainability through an Economic Lens. Annually, MCEE receives requests for these curricula, or they are downloaded from the web, by teachers from across Minnesota, from around the country, and even from other countries. Additionally, MCEE receives requests for these curricula from nonprofit organizations, university professors, and various other groups interested in economic and personal finance education. Although these teachers/individuals do not receive training directly from MCEE, they do receive curricular materials and thus the reach of MCEE programs is potentially much higher than reported in Tables 1-4. There are likely tens of thousands of students in Minnesota and elsewhere who are benefitting from MCEE resources, curriculum, and lessons but not reflected in our tracking numbers.

### Looking Forward

MCEE's goals for the remainder of FY2021 are simple: continue to meet teachers where they are, making quality teacher professional development easily accessible at low or no cost, and adapting our student capstone programming to best support distance learning. We will offer all of our direct-to-student and teacher professional development programming online through June 2021, and spend this time of online instruction working on revisions to the in-person models that can be unveiled when public health social distancing requirements are no longer required.

In addition, MCEE has created two new online competitions involving Economics and the Arts. These programs aim to help teachers encourage student creativity and imagination in exploring economic ideas and are ideally suited to distance learning. Using our topics and guides, teachers can support students in connecting economic concepts to their own lives while encouraging student self-expression through visual (Poster Contest: grades K-8) and performing art – music video production (Rockonomics: grades 6-12). Additionally, teachers may submit student work to us to display the excellent work done by their students and possibly be selected for recognition.

Another of the benefits of online instruction is that it has given MCEE the chance to greatly expand our curriculum offerings, and we are carrying this momentum into the spring and summer of 2021. Our two weekly webinar workshops: Teacher Professional Development Tuesdays and Thursdays, geared towards grade 8-12 teachers and K-7 teachers respectively, have been underway since the beginning of the school year and will continue through April. These webinars have provided Minnesota teachers opportunities to learn from the best: MCEE

Master Teachers, professors, and other economic and financial experts from across Minnesota, and nationally, presenting on topics ranging from income inequality to the gold standard, income taxes, and sustainability and economics, culturally relevant personal finance, and more.

Planning is now underway for our summer teacher professional development. We plan to offer a similar structure as we did in 2020 with one week in June and one in August dedicated to workshops. At least for FY2021, MCEE plans to continue hosting student competitions in a virtual format, as 95% of 2020 participants indicated they felt comfortable with the online version of the competition.

For the remainder of FY2021, MCEE will continue to meet teachers where they are to provide high-quality teacher professional development at low or no cost and supporting distance learning in economics and personal finance classes. The uncertainty of the COVID-19 pandemic has not affected our commitment to offering virtual programs to engage students, teachers, and communities in economics and personal finance content, nor has it prevented our staff from preparing for a return to in-person program delivery once public health conditions in the state allow for it. In the midst of these efforts, MCEE will continue to pioneer new curricula and workshops with state and national leaders in economics and financial education that speak to meaningful issues in economics and personal finance and empower teachers to better serve their students.

After a year of challenges and triumphs, MCEE is preparing to meet the needs of the future: planning to further expand our reach to around the state and offer more programs that equip Minnesotans with the skills needed to succeed in our complex economy. With new revisions to the State Academic Standards in Social Studies, MCEE is poised to once again support teachers in making sense of the requirements and content necessary for Minnesota students to understand the world they live in while adapting materials to ensure that students of color, female students, and those from different socioeconomic backgrounds are given the tools and guidance to achieve equitable lifetime outcomes and close achievement gaps in financial literacy. The future is bright for our state, and MCEE is hard at work ensuring that all Minnesotans can share in the opportunity of tomorrow.

**Table 1: FY2021 (July-December) Data on Teacher Professional Development Workshops & Courses, Grade K-5**

\*Sorted by Date

Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	# of MN Participants Synchronous	# of MN Participants Asynchronous	Total MN Participants	# of Non-MN Participants Synchronous	# of Non-MN Participants Asynchronous	Total Non-MN Participants	Total # of Participants Synchronous	Total # of Participants Asynchronous	Grade(s)
Brown Bag Summer Undergraduate Research	Virtual	7/23/2020	Online, St. Catherine University, St. Paul	1.5	30	0	30	0	0	0	30	0	K-12
Mapping Prejudice	Virtual	8/14/2020	Online, St. Catherine University, St. Paul	1	28	0	28	0	0	0	28	0	K-12
Economics is Everywhere	Virtual	8/19/2020	Online	1	7	8	15	1	0	1	8	8	K-8
Media Projects Integrating Economics & Sustainability Gr. 4-8	Virtual	8/19/2020	Online	2	8	3	11	8	0	8	16	3	K-8
Elementary: Small Learners to Big Earner	Virtual	8/20/2020	Online	1	4	6	10	12	1	13	16	7	K-8
Growing Econ with Agriculture	Virtual	8/20/2020	Online	1	11	7	18	0	1	1	11	8	K-8
Around the World the Econ Way	Virtual	8/21/2020	Online	1	6	10	16	0	2	2	6	12	K-8
Era for Virtual Schools	Virtual	10/15/2020	Online, St. Catherine University, St. Paul	1.5	25	0	25	0	0	0	25	0	K-12
MCEE Annual Conference (Minn-Econ)	Virtual	10/16/2020	Online	4	50	61	111	7	16	23	57	77	K-12
TPD Thursday: Take the EEEK Out of Economics	Virtual	11/5/2020	Online	1	6	14	20	0	1	1	6	15	K-5
What is the Economic Benefit of Immigration?	Virtual	11/10/2020	Online, St. Catherine University, St. Paul	1.5	30	0	30	0	0	0	30	0	K-12
Economics of Race & Identity	Virtual	12/1/2020	Online, St. Catherine University, St. Paul	1	30	0	30	0	0	0	30	0	K-12
TPD Thursday: Smart Path	Virtual	12/3/2020	Online	1	4	14	18	0	1	1	4	15	K-5
Council on Economic Education Online Webinars *Title listed in descriptions in Appendices A1	Virtual	Varies (18 Total)	Online	18	23	0	23	0	0	0	23	0	K-12
<b>Total</b>				<b>36.5</b>	<b>262</b>	<b>123</b>	<b>385</b>	<b>28</b>	<b>22</b>	<b>50</b>	<b>290</b>	<b>145</b>	
											<b>435</b>		

**Table 2: FY2021 (July-December) Data on Teacher Professional Development Workshops & Courses, Grade 6-8**

\*Sorted by Date

Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	# of MN Participants Synchronous	# of MN Participants Asynchronous	Total MN Participants	# of Non-MN Participants Synchronous	# of Non-MN Participants Asynchronous	Total Non-MN Participants	Total # of Participants Synchronous	Total # of Participants Asynchronous	Grade(s)
Brown Bag Summer Undergraduate Research	Virtual	7/23/2020	Online, St. Catherine University, St. Paul	1.5	30	0	30	0	0	0	30	0	K-12
Mapping Prejudice	Virtual	8/14/2020	Online, St. Catherine University, St. Paul	1	28	0	28	0	0	0	28	0	K-12
Economics is Everywhere	Virtual	8/19/2020	Online	1	7	8	15	1	0	1	8	8	K-8
Media Projects Integrating Economics & Sustainability Gr. 4-8	Virtual	8/19/2020	Online	2	8	3	11	8	0	8	16	3	K-8
Elementary: Small Learners to Big Earner	Virtual	8/20/2020	Online	1	4	6	10	12	1	13	16	7	K-8
Growing Econ with Agriculture	Virtual	8/20/2020	Online	1	11	7	18	0	1	1	11	8	K-8
Around the World the Econ Way	Virtual	8/21/2020	Online	1	6	10	16	0	2	2	6	12	K-8
Teaching Economics Online	Virtual	8/25/2020	Online	1.5	42	20	62	4	8	12	46	28	Grade 6-12
Minneapolis TPD (1:00-1:55)	Virtual	9/3/2020	Online	1	11	0	11	0	0	0	11	0	Grade 6-12
Minneapolis TPD (2:00-3:00)	Virtual	9/3/2020	Online	1	9	0	9	0	0	0	9	0	Grade 6-12
Teaching Economics Online	Virtual	9/22/2020	Online	1.5	24	24	48	3	7	10	27	31	Grade 6-12
TPD Tuesday: Economic Misery & Presidential Elections	Virtual	10/6/2020	Online	1	8	15	23	0	4	4	8	19	Grade 7-12
TPD Tuesday: Income Inequality	Virtual	10/13/2020	Online	1	6	16	22	0	3	3	6	19	Grade 7-12
Era for Virtual Schools	Virtual	10/15/2020	Online, St. Catherine University, St. Paul	1.5	25	0	25	0	0	0	25	0	K-12
MCEE Annual Conference (Minn-Econ)	Virtual	10/16/2020	Online	4	50	61	111	7	16	23	57	77	K-12
TPD Tuesday: MN Center for Diversity in Economics (MCDE)	Virtual	10/20/2020	Online	1	4	14	18	0	3	3	4	17	Grade 7-12
TPD Tuesday: Journey 2050: Educational Gaming Focused on Ag Sustainability	Virtual	10/27/2020	Online	1	3	16	19	0	3	3	3	19	Grade 7-12
TPD Tuesday: Monetary Policy in Ordinary and Extraordinary Times	Virtual	11/10/2020	Online	1	5	20	25	1	3	4	6	23	Grade 7-12
What is the Economic Benefit of Immigration?	Virtual	11/10/2020	Online, St. Catherine University, St. Paul	1.5	30	0	30	0	0	0	30	0	K-12
TPD Tuesday: Gold Standard: Will our Past Become our Future?	Virtual	11/17/2020	Online	1	3	22	25	0	3	3	3	25	Grade 7-12
Economics of Race & Identity	Virtual	12/1/2020	Online, St. Catherine University, St. Paul	1	30	0	30	0	0	0	30	0	K-12
TPD Tuesday: MCEE Competitions (Gr. K-12)	Virtual	12/1/2020	Online	1	3	20	23	1	3	4	4	23	Grade 7-12
TPD Tuesday: Economics Challenge Gr. 9-12	Virtual	12/8/2020	Online	1	3	25	28	0	3	3	3	28	Grade 7-12
TPD Tuesdays: Personal Finance Decathlon Gr. 9-12	Virtual	12/15/2020	Online	1	2	26	28	0	4	4	2	30	Grade 7-12
How to Teach Entrepreneurship Online	Virtual	11/13/2020-11/14/2020	Online	7	5	12	17	0	1	1	5	13	Grade 6-12
Fostering Future Entrepreneurs	Virtual	8/17/2020-8/18/2020	Online	14	17	0	17	1	0	1	18	0	Grade 6-12
Council on Economic Education Online Webinars *Title listed in descriptions in Appendices A1	Virtual	Varies (18 Total)	Online	18	23	0	23	0	0	0	23	0	K-12
				<b>Total</b>	<b>69.5</b>	<b>397</b>	<b>325</b>	<b>722</b>	<b>38</b>	<b>65</b>	<b>103</b>	<b>435</b>	<b>390</b>
												<b>825</b>	

**Table 3: FY2021 (July-December) Data on Teacher Professional Development Workshops & Courses, Grade 9-12**

\*Sorted by Date

Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	# of MN Participants Synchronous	# of MN Participants Asynchronous	Total MN Participants	# of Non-MN Participants Synchronous	# of Non-MN Participants Asynchronous	Total Non-MN Participants	Total # of Participants Synchronous	Total # of Participants Asynchronous	Grade(s)
Brown Bag Summer Undergraduate Research	Virtual	7/23/2020	Online, St. Catherine University, St. Paul	1.5	30	0	30	0	0	0	30	0	K-12
Mapping Prejudice	Virtual	8/14/2020	Online, St. Catherine University, St. Paul	1	28	0	28	0	0	0	28	0	K-12
Economics of Trade	Virtual	8/19/2020	Online	1	26	0	26	2	0	2	28	0	Grade 9-12
Economics of Voting	Virtual	8/19/2020	Online	1	28	0	28	4	0	4	32	0	Grade 9-12
Big League Chew	Virtual	8/20/2020	Online	1	4	9	13	26	0	26	30	9	Grade 9-12
Media Projects Integrating Economics & Sustainability Gr. 9-12	Virtual	8/20/2020	Online	2	4	3	7	6	1	7	10	4	Grade 9-12
Teaching High School Personal Finance	Virtual	8/21/2020	Online	1	17	17	34	44	3	47	61	20	Grade 9-12
Teaching Economics Online	Virtual	8/25/2020	Online	1.5	42	20	62	4	8	12	46	28	Grade 6-12
Minneapolis TPD (1:00-1:55)	Virtual	9/3/2020	Online	1	11	0	11	0	0	0	11	0	Grade 6-12
Minneapolis TPD (2:00-3:00)	Virtual	9/3/2020	Online	1	9	0	9	0	0	0	9	0	Grade 6-12
Teaching Economics Online	Virtual	9/22/2020	Online	1.5	24	24	48	3	7	10	27	31	Grade 6-12
TPD Tuesday: Economic Misery & Presidential Elections	Virtual	10/6/2020	Online	1	8	15	23	0	4	4	8	19	Grade 7-12
TPD Tuesday: Income Inequality	Virtual	10/13/2020	Online	1	6	16	22	0	3	3	6	19	Grade 7-12
Era for Virtual Schools	Virtual	10/15/2020	Online, St. Catherine University, St. Paul	1.5	25	0	25	0	0	0	25	0	K-12
MCEE Annual Conference (Minn-Econ)	Virtual	10/16/2020	Online	4	50	61	111	7	16	23	57	77	K-12
TPD Tuesday: MN Center for Diversity in Economics (MCDE)	Virtual	10/20/2020	Online	1	4	14	18	0	3	3	4	17	Grade 7-12
TPD Tuesday: Journey 2050: Educational Gaming Focused on Ag Sustainability	Virtual	10/27/2020	Online	1	3	16	19	0	3	3	3	19	Grade 7-12
Culturally Relevant Personal Finance	Virtual	11/4/2020	Online	1	5	7	12	0	0	0	5	7	Grade 9-12
TPD Tuesday: Monetary Policy in Ordinary and Extraordinary Times	Virtual	11/10/2020	Online	1	5	20	25	1	3	4	6	23	Grade 7-12
What is the Economic Benefit of Immigration?	Virtual	11/10/2020	Online, St. Catherine University, St. Paul	1.5	30	0	30	0	0	0	30	0	K-12
Culturally Relevant Personal Finance	Virtual	11/11/2020	Online	1	5	3	8	0	2	2	5	5	Grade 9-12
TPD Tuesday: Gold Standard: Will our Past Become our Future?	Virtual	11/17/2020	Online	1	3	22	25	0	3	3	3	25	Grade 7-12
Economics of Race & Identity	Virtual	12/1/2020	Online, St. Catherine University, St. Paul	1	30	0	30	0	0	0	30	0	K-12
TPD Tuesday: MCEE Competitions (Gr. K-12)	Virtual	12/1/2020	Online	1	3	20	23	1	3	4	4	23	Grade 7-12
TPD Tuesday: Economics Challenge Gr. 9-12	Virtual	12/8/2020	Online	1	3	25	28	0	3	3	3	28	Grade 7-12
Assessments in Distance Learning	Virtual	12/9/2020	Online	1	3	4	7	0	3	3	3	7	Grade 9-12
TPD Tuesdays: Personal Finance Decathlon Gr. 9-12	Virtual	12/15/2020	Online	1	2	26	28	0	4	4	2	30	Grade 7-12
Standards-Based Instruction in Economics and Personal Finance	Virtual	12/16/2020	Online	1	0	6	6	0	0	0	0	6	Grade 9-12
How to Teach Entrepreneurship Online	Virtual	11/13/2020-11/14/2020	Online	7	5	12	17	0	1	1	5	13	Grade 6-12
Teaching High School Econ	Virtual	7/13/2020-7/16/2020	Online	6	11	0	11	5	0	5	16	0	Grade 9-12
Fostering Future Entrepreneurs	Virtual	8/17/2020-8/18/2020	Online	14	17	0	17	1	0	1	18	0	Grade 6-12
Council on Economic Education Online Webinars *Title listed in descriptions in Appendices A1	Virtual	Varies (18 Total)	Online	18	23	0	23	0	0	0	23	0	K-12
<b>Total</b>				<b>79.5</b>	<b>464</b>	<b>340</b>	<b>804</b>	<b>104</b>	<b>70</b>	<b>174</b>	<b>568</b>	<b>410</b>	
												<b>978</b>	

**Table 4: FY2021 (July-December) Data on Teacher Professional Development Workshops & Courses, Pre-Service**

\*Sorted by Date

\*Please note, pre-service students also attend our teacher professional development workshops listed above, the below workshops are specifically for pre-service only.

Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	# of MN Participants Synchronous	# of MN Participants Asynchronous	Total MN Participants	# of Non-MN Participants Synchronous	# of Non-MN Participants Asynchronous	Total Non-MN Participants	Total # of Participants Synchronous	Total # of Participants Asynchronous	Grade(s)
Pre-Service Workshop - UMN	Virtual	7/7/2020	Online	1	21	0	21	0	0	0	21	0	PS
Pre-Service Workshop - St. Mary's University	Virtual	9/17/2020	Online	2.25	4	0	4	0	0	0	4	0	PS
Pre-Service Workshop - St. John's/St. Ben's	Virtual	10/5/2020	Online	1.5	4	0	4	0	0	0	4	0	PS
Pre-Service Workshop - UMN (12:30-1:30)	Virtual	10/14/2020	Online	1	10	0	10	0	0	0	10	0	PS
Pre-Service Workshop - UMN (8:30-9:30)	Virtual	10/14/2020	Online	1	14	0	14	0	0	0	14	0	PS
Pre-Service Workshop- St. Cloud State University	Virtual	10/19/2020	Online	1	5	0	5	0	0	0	5	0	PS
2nd Grade Overview of Economic Concepts	Virtual	10/20/2020	Online, St. Cloud State University, St. Cloud	1	20	0	20	0	0	0	20	0	PS
St. Cloud State University Ambassadors	Virtual	10/25/2020	Online, St. Cloud State University, St. Cloud	1	19	0	19	0	0	0	19	0	PS
2nd Grade Overview of Economic Concepts	Virtual	10/27/2020	Online, St. Cloud State University, St. Cloud	1	20	0	20	0	0	0	20	0	PS
Pre-Service Workshop - UMN	Virtual	11/2/2020	Online	1	21	0	21	0	0	0	21	0	PS
Pre-Service Workshop - UMN	Virtual	11/6/2020	Online	1	19	0	19	0	0	0	19	0	PS
Pre-Service Workshop- Bethel University	Virtual	12/8/2020	Online	1	16	0	16	0	0	0	16	0	PS
<b>Total</b>				<b>13.75</b>	<b>173</b>	<b>0</b>	<b>173</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>173</b>	<b>0</b>	
											<b>173</b>		

**Table 5: FY2021 (July-December) Data on Teacher Professional Development Workshops & Courses, Summary Statistics**

<b>Number of Workshops:</b>	<b>68</b>
Total Number of MCEE Workshops:	50
Total Number of CEE Workshops:	18
<b>Total Workshop Hours:</b>	<b>101.25</b>
Total Number of MCEE Workshop Hours:	83.25
Total Number of CEE Workshop Hours:	18
<b>Total Number of Participants:</b>	<b>1,286</b>
Total Number of MN Participants:	1,085
Total Number of Non-MN Participants:	201
<b>Total Number of Synchronous Participants:</b>	<b>808</b>
Total Number of MN Synchronous Participants:	683
Total Number of Non-MN Synchronous Participants:	125
<b>Total Number of Asynchronous Participants:</b>	<b>478</b>
Total Number of MN Asynchronous Participants:	402
Total Number of Non-MN Asynchronous Participants:	76
<b>MN Participants to MCEE produced workshops:</b>	<b>1,062</b>

## **Grade K-5 Workshops**

### **A Rising Mountain of Student Loan Debt Webinar**

Workshop(s) Length: 1 Hour

This event was put on in collaboration with the Money Management Program (Peer Money Mentors) and it featured Dr. Ashwini Sankar, a researcher from Minnesota who focuses on the topics of the environment, health, and education.

### **Around the World the Econ Way**

Workshop(s) Length: 1 Hour

[Colleen Gray](#)

Come and learn how to use children's literature, history, and geography to teach economics to elementary students. Teachers will help students "Book a Trip Around the World" with hands-on activities designed to help students understand that people all over the world are buyers and sellers, that resources are combined to produce goods and services, that people have been trading to get what they want for centuries...and much more!

### **Brown Bag Undergraduate Summer Research**

Workshop(s) Length: 1.5 Hours

This event showcased the research of several St.Kate's undergraduates and faculty. Their topics included "Gender Dimensions of Forced Displacement: Syrian Refugee Adolescents in Jordan" and the Sudan Labor Market Panel Survey. There were 30 attendees at this event with 72% being St.Kate's students.

### **Discussion of Poverty, Inc. with the Filmmaker**

Workshop(s) Length: 1 Hour

The Film Poverty, Inc. is a documentary that exposes the harmful effects of NGO's on the economies of the home countries that they aim to support. This two-part event involved a Facebook watch party and a discussion with one of the filmmakers, Mark Weber.

### **Economic Protest Event**

Workshop(s) Length: 1 Hour

Raeisha Williams, founder of the African American Center of Minnesota joined our MCDE Program Coordinator, Fardowsa Abdinoor to discuss topics of economic inequality, Blackout Day, and the power of supporting businesses of color and businesses that respect the rights of people of color.

### **Economics is Everywhere**

Workshop(s) Length: 1 Hour

[Mariah Benn](#)

A workshop 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, this curriculum is based on MN Social Studies Standards with lesson plans and materials integrating grade-level economic benchmarks. This workshop introduced the curriculum and resources to support students in developing knowledge, connecting content to their own lives, and communicating knowledge with others.

### **Elementary: Small Learners to Big Earner**

Workshop(s) Length: 1 Hour

[Scott Wolla](#) & [Andrea Caceras-Santamaria](#)

A workshop to learn about effective activities that incorporate literature, math and economics into your classes. The activities bring concepts and stories to life for pre-K through second grade students. It is never too early to teach students the fundamentals of becoming better decision-makers and to help them realize that economics is a part of everything we do. Even the smallest of learners can learn how to be sure they are big earners.

### **Era for Virtual Schools**

Workshop(s) Length: 1.5 Hours

This event featured Dr. Carycruz Bueno, a Postdoctoral Research Associate at the Anneberg Institute at Brown University. The research that she presented from her paper “Bricks and Mortar vs. Computers and Modems: The Impacts of Enrollment in K-12 Virtual Schools on Student Outcomes” estimated that the switch to virtual learning as a result of the COVID-19 pandemic could be harmful to students learning and future economic opportunities.

### **Growing Econ with Agriculture**

Workshop(s) Length: 1 Hour

[Sue Knott](#)

Explore the connections between economics and our state’s rich agricultural history as well as current topics in food production! Participants will complete a variety of standards-based, hands-on activities applicable to a wide range of learners. These lessons well serve as a starting point for teachers to brainstorm opportunities for using agriculture as a tool for contextualizing learning in economics. Minnesota Agriculture in the Classroom (MAITC) staff will share FREE resources designed to enhance student achievement and provide opportunities for students to think critically about their role as consumers and global citizens.

### **Mapping Prejudice: Housing Inequality in Ramsey County Event**

Workshop(s) Length: 1 Hour

This discussion, put on by St.Kate’s faculty, students, and alum explored Housing inequality in Ramsey county.

### **MCEE Annual Conference (Minn-Econ)**

Workshop(s) Length: 4 Hours

[Dr. Dan Bordwell](#), [Dr. Julie Bunn](#), [Dr. Rose Chu](#), [Joel Coleman](#), [Colleen Gray](#), [Dr. Stephanie Marshall](#), and [Jamie Shaw](#)

The Minnesota Council on Economic Education invites you to *Minn-Econ 2020: Culturally Inclusive Pedagogy for Economics and Personal Finance Education*. Hear from a panel of education leaders on what culturally inclusive pedagogy means and why it is important in the context of economic and personal finance literacy education. Learn how to deliver culturally inclusive pedagogy from experienced Minnesota educators. This conference is for K-12 educators, pre-service teaching candidates, curriculum directors, superintendents, principals, and all others who want to understand why culturally inclusive pedagogy is important and how to deliver content that is equitable and inclusive.

### **Media Projects Integrating Economics & Sustainability Gr. 4-8**

Workshop(s) Length: 2 Hours

[Scott Spicer & Jamie Shaw](#)

This workshop taught teachers how to leverage the student created media assignment into MCEE's Sustainability and Economics curriculum to foster deeper learning.

### **Pine Meadow Second Grade**

Workshop(s) Length: 1 Hour

### **Social Studies Teaching Club**

Workshop(s) Length: 1 Hour

### **Socialism vs. Capitalism Virtual Debate**

Workshop(s) Length: 1.5 Hours

This event featured Dr. Deep Shikha, Dr. Kristine West, and Dr. Caroline Krafft. The three panelists presented arguments for socialism, capitalism, and a combination of both.

### **St. Cloud State University Ambassadors**

Workshop(s) Length: 1 Hour

### **The Economics of Race and Identity**

Workshop(s) Length: 1 Hour

Dr. Jevay Grooms, assistant professor with the department of economics at Howard University presented research from her paper “Racial and Ethnic Disparities: Essential Workers, Mental Health and the Coronavirus Pandemic” which found that black and latino essential healthcare workers disproportionately report symptoms of anxiety and depression respectively.

### **TPD Thursday: Take the EEEK Out of Economics**

Workshop(s) Length: 1 Hour

[Marsha Masters](#)

If you were to describe economics in one word, what would it be? This session is designed to help participants learn that economics can be fun! Spotlited in this session are 12 statements that tell the story of economics with differentiated activities. Participants will receive a LiveBinder of ready to use resources.

### **TPD Thursday: Smart Path**

Workshop(s) Length: 1 Hour

[Julia Heath](#)

What do skunks, bison, and singing puppets know about economics, financial literacy, and math? Plenty! Join this session to learn about SmartPath, an animated digital platform that will engage your students while meeting several disciplines’ standards at once. Fun stories and singing puppets round out an easy, turn-key resource for you to deliver in-person or virtually. Come see what all the fun is about.

### **What are the Economic Benefits to Immigration?**

Workshop(s) Length: 1.5 Hours

Dr. Monica Garcia-Perez, professor of economics at St Cloud State discussed her research titled “From Health to Wealth, and Vice Versa: The relation between Health and Wealth in the Hispanic Community.”

### **Council on Economic Education Online Webinars**

Workshop(s) Length: 18 Hours

MCEE-affilitating 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.

A Virtual Tour of the Labor Market: Preparing Students for Entry
Everyday Opportunities
Financial Fitness for Life: Chapter 14
Financial Fitness for Life: Chapter 21
Free & Engaging Economics Resources for Hybrid Instruction
Goods and Services: Some Private, Some Not
Green Eggs and Economics
Macroeconomics 301: GDP, Unemployment & Inflation as Indicators
Macroeconomics 302: Business Cycles- Recession vs. Depression
Macroeconomics 303: Fiscal Policy, Government Spending, Debt & Deficits
Macroeconomics 305: Exchange Rates and International Trade
Nearpod and EconEdLink for Beginners
Social Security, Governance and National Debt
Strategies for Teaching Supply, Demand and Elasticity
The Economics of the U.S. Constitution: An Opportunity to Reset
The History of Medicare
The Value of Human Life: What Does Economics Have To Do With It?
TurboTax In Virtual Classrooms by Intuit: Introduction
Wells Fargo Presents Personal Finance for Educators, Pt. 1: Budgeting and Debt Management
Where'd All the Money Go? The Great Depression Mystery

## **Grade 6-8 Workshops**

### **A Rising Mountain of Student Loan Debt Webinar**

Workshop(s) Length: 1 Hour

This event was put on in collaboration with the Money Management Program (Peer Money Mentors) and it featured Dr. Ashwini Sankar, a researcher from Minnesota who focuses on the topics of the environment, health, and education.

### **Around the World the Econ Way**

Workshop(s) Length: 1 Hour

[Colleen Gray](#)

Come and learn how to use children's literature, history, and geography to teach economics to elementary students. Teachers will help students "Book a Trip Around the World" with hands-on activities designed to help students understand that people all over the world are buyers and sellers, that resources are combined to produce goods and services, that people have been trading to get what they want for centuries...and much more!

### **Brown Bag Undergraduate Summer Research**

Workshop(s) Length: 1.5 Hours

This event showcased the research of several St.Kate's undergraduates and faculty. Their topics included "Gender Dimensions of Forced Displacement: Syrian Refugee Adolescents in Jordan" and the Sudan Labor Market Panel Survey.

### **Discussion of Poverty, Inc. with the Filmmaker**

Workshop(s) Length: 1 Hour

The Film Poverty, Inc. is a documentary that exposes the harmful effects of NGO's on the economies of the home countries that they aim to support. This two-part event involved a Facebook watch party and a discussion with one of the filmmakers, Mark Weber.

### **Economic Protest Event**

Workshop(s) Length: 1 Hour

Raeisha Williams, founder of the African American Center of Minnesota joined our MCDE Program Coordinator, Fardowsa Abdinoor to discuss topics of economic inequality, Blackout Day, and the power of supporting businesses of color and businesses that respect the rights of people of color.

### **Economics is Everywhere**

Workshop(s) Length: 1 Hour

Mariah Benn

A workshop 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, this curriculum is based on MN Social Studies Standards with lesson plans and materials integrating grade-level economic benchmarks. This workshop introduced the curriculum and resources to support students in developing knowledge, connecting content to their own lives, and communicating knowledge with others.

### **Elementary: Small Learners to Big Earner**

Workshop(s) Length: 1 Hour

[Scott Wolla](#) & [Andrea Caceras-Santamaria](#)

A workshop to learn about effective activities that incorporate literature, math and economics into your classes. The activities bring concepts and stories to life for pre-K through second grade students. It is never too early to teach students the fundamentals of becoming better decision-makers and to help them realize that economics is a part of everything we do. Even the smallest of learners can learn how to be sure they are big earners.

### **Era for Virtual Schools**

Workshop(s) Length: 1.5 Hours

This event featured Dr. Carycruz Bueno, a Postdoctoral Research Associate at the Anneberg Institute at Brown University. The research that she presented from her paper “Bricks and Mortar vs. Computers and Modems: The Impacts of Enrollment in K-12 Virtual Schools on Student Outcomes" estimated that the switch to virtual learning as a result of the COVID-19 pandemic could be harmful to students learning and future economic opportunities.

### **Fostering Future Entrepreneurs**

Workshop(s) Length: 14 Hours

[Martha Rush](#)

This course uses a hands-on curriculum, Teen Startup Trainers, which immerses teachers in design thinking and lean startup methodology concepts to promote entrepreneurship with their students. Teachers dive into these and other concepts, learning to encourage student creativity, divergent thinking, and informed risk-taking.

Using this curriculum, students will develop a growth mindset, reduce the fear of failure, and think of themselves as entrepreneurs. Students will be encouraged to consider starting their own businesses, whether now or in the future, and will develop an interest in and connection to post-secondary education.

### **Growing Econ with Agriculture**

Workshop(s) Length: 1 Hour

[Sue Knott](#)

Explore the connections between economics and our state's rich agricultural history as well as current topics in food production! Participants will complete a variety of standards-based, hands-on activities applicable to a wide range of learners. These lessons will serve as a starting point for teachers to brainstorm opportunities for using agriculture as a tool for contextualizing learning in economics. Minnesota Agriculture in the Classroom (MAITC) staff will share FREE resources designed to enhance student achievement and provide opportunities for students to think critically about their role as consumers and global citizens.

### **How to Teach Entrepreneurship Online**

Workshop(s) Length: 7 Hours

[Martha Rush](#)

This course uses a hands-on curriculum, Teen Startup Trainers, designed by Martha Rush, which immerses teachers in design thinking and lean startup methodology concepts to promote entrepreneurship with their students. Dive into these and other concepts, learning to encourage student creativity, divergent thinking, and informed risk-taking.

After this course, teachers will be ready to implement the new Teen Startup Trainers curriculum in their classrooms in the fall. Using this curriculum, students will develop a growth mindset, reduce the fear of failure, and think of themselves as entrepreneurs. Students will be encouraged to consider starting their own businesses, whether now or in the future, and will develop an interest in and connection to post-secondary education.

### **Mapping Prejudice: Housing Inequality in Ramsey County Event**

Workshop(s) Length: 1 Hour

This discussion, put on by St. Kate's faculty, students, and alum explored Housing inequality in Ramsey county.

### **MCEE Annual Conference (Minn-Econ)**

Workshop(s) Length: 4 Hours

[Dr. Dan Bordwell](#), [Dr. Julie Bunn](#), [Dr. Rose Chu](#), [Joel Coleman](#), [Colleen Gray](#), [Dr. Stephanie Marshall](#), and [Jamie Shaw](#)

The Minnesota Council on Economic Education invites you to *Minn-Econ 2020: Culturally Inclusive Pedagogy for Economics and Personal Finance Education*. Hear from a panel of education leaders on what culturally inclusive pedagogy means and why it is important in the context of economic and personal finance literacy education. Learn how to deliver culturally inclusive pedagogy from experienced Minnesota educators. This conference is for K-12

educators, pre-service teaching candidates, curriculum directors, superintendents, principals, and all others who want to understand why culturally inclusive pedagogy is important and how to deliver content that is equitable and inclusive.

### **Media Projects Integrating Economics & Sustainability Gr. 4-8**

Workshop(s) Length: 2 Hours

[Scott Spicer](#) & [Jamie Shaw](#)

This workshop taught teachers how to leverage the student created media assignment into MCEE's Sustainability and Economics curriculum to foster deeper learning.

### **Pine Meadow Second Grade**

Workshop(s) Length: 1 Hour

### **Social Studies Teaching Club**

Workshop(s) Length: 1 Hour

### **Socialism vs. Capitalism Virtual Debate**

Workshop(s) Length: 1.5 Hours

This event featured Dr. Deep Shikha, Dr. Kristine West, and Dr. Caroline Krafft. The three panelists presented arguments for socialism, capitalism, and a combination of both.

### **St. Cloud State University Ambassadors**

Workshop(s) Length: 1 Hour

### **The Economics of Race and Identity**

Workshop(s) Length: 1 Hour

Dr. Jevay Grooms, assistant professor with the department of economics at Howard University presented research from her paper “Racial and Ethnic Disparities: Essential Workers, Mental Health and the Coronavirus Pandemic” which found that black and latino essential healthcare workers disproportionately report symptoms of anxiety and depression respectively.

### **TPD Tuesday: Economics Challenge Gr. 9-12**

Workshop(s) Length: 1 Hour

[Martha Rush](#)

Have you considered involving your students in the National Economics Challenge, but you're not sure how to get started? The 2021 competition will be virtual -- so no need for subs or school buses. It's a great year to give Econ Challenge a try! In this week's webinar, Mounds View High School economics teacher Martha Rush will explain how the competition works and offer tips/strategies for first-time teams.

### **TPD Tuesday: Economic Misery & Presidential Elections**

Workshop(s) Length: 1 Hour

[Andrea Caceres-Santamaria](#)

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. Classroom ready lessons will be presented and copies provided on unemployment, inflation, GDP, and predicting the outcome of the election.

### **TPD Tuesday: Gold Standard: Will our Past Become our Future?**

Workshop(s) Length: 1 Hour

[Dr. Greg Stutes](#)

On July 2, President Donald Trump announced that he would nominate Judy Shelton, Ph.D. to the Board of Governors of the Federal Reserve System. Shelton has long been an advocate of returning to the gold standard, a monetary system used in America's past. This presentation will explore returning from our current system of fiat money to a system linked to a precious metal like gold or silver. We will form a cost/benefit analysis to help judge whether we should follow this monetary path into our future or leave it in our past.

### **TPD Tuesday: Income Inequality**

Workshop(s) Length: 1 Hour

[Dr. Cindy Fitzthum](#)

Dive into the "Tootsie Roll Activity" which highlights income inequality in the U.S. and government redistribution. Participants will participate in a "simulation" and discuss economic concepts related to these topics.

### **TPD Tuesday: Journey 2050: Educational Gaming Focused on Ag Sustainability**

Workshop(s) Length: 1 Hour

[Sue Knott](#)

How will we sustainably feed 9 billion people by the year 2050? Participants will investigate the FREE online program Journey 2050 and its companion lesson plans and teacher resources available through Minnesota Agriculture in the Classroom. Journey 2050 allows 7th-12th grade students to explore sustainable agriculture as they make inquiry-based decisions to see the ripple effect on economic, social and environmental factors locally and globally.

### **TPD Tuesday: MCEE Competitions (Gr. K-12)**

Workshop(s) Length: 1 Hour

[Angela Zappa & Rayce Hardy](#)

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? Looking for some easy extra credit opportunities to provide for your students? 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.

### **TPD Tuesday: MN Center for Diversity in Economics (MCDE)**

Workshop(s) Length: 1 Hour

[Dr. Kristine Lamm West](#)

The Minnesota Center for Diversity in Economics (MCDE) exists to ensure that people of all backgrounds lead and influence economic research and decision making. In this session you will learn about video, curricula, research and mentorship resources and opportunities that the MCDE offers to help increase the gender and racial diversity in economics.

### **TPD Tuesday: Monetary Policy in Ordinary and Extraordinary Times**

Workshop(s) Length: 1 Hour

[Dr. Scott Wolla](#)

Educators have been teaching monetary policy the same way for decades: the Fed conducts open market operations (OMO) to move the federal funds rate higher or lower. However, this approach has been out-of-date for over a decade. This session will describe how the Fed uses its monetary policy tools in both ordinary and extraordinary times – including the Fed’s response to the COVID-19 Pandemic. Learn the content and discover new teaching strategies and resources.

### **TPD Tuesdays: Personal Finance Decathlon Gr. 9-12**

Workshop(s) Length: 1 Hour

[Martha Rush](#)

Have you considered involving your students in the Personal Finance Challenge? The 2021 competition will be virtual -- so no need for subs or school buses. It's also a great year to give the PFC a try, and you can involve as many students as you want! In this week's webinar, Mounds View High School economics teacher Martha Rush will explain how the competition works and offer tips/strategies for first-time teams.

### **What are the Economic Benefits to Immigration?**

Workshop(s) Length: 1 Hour

Dr. Monica Garcia-Perez, professor of economics at St Cloud State discussed her research titled “From Health to Wealth, and Vice Versa: The relation between Health and Wealth in the Hispanic Community.”

### **Council on Economic Education Online Webinars**

Workshop(s) Length: 18 Hours

MCEE-affiliated 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.

A Virtual Tour of the Labor Market: Preparing Students for Entry
Everyday Opportunities
Financial Fitness for Life: Chapter 14
Financial Fitness for Life: Chapter 21
Free & Engaging Economics Resources for Hybrid Instruction
Goods and Services: Some Private, Some Not
Green Eggs and Economics
Macroeconomics 301: GDP, Unemployment & Inflation as Indicators
Macroeconomics 302: Business Cycles- Recession vs. Depression
Macroeconomics 303: Fiscal Policy, Government Spending, Debt & Deficits
Macroeconomics 305: Exchange Rates and International Trade
Nearpod and EconEdLink for Beginners
Social Security, Governance and National Debt
Strategies for Teaching Supply, Demand and Elasticity
The Economics of the U.S. Constitution: An Opportunity to Reset
The History of Medicare
The Value of Human Life: What Does Economics Have To Do With It?
TurboTax In Virtual Classrooms by Intuit: Introduction
Wells Fargo Presents Personal Finance for Educators, Pt. 1: Budgeting and Debt Management
Where'd All the Money Go? The Great Depression Mystery

## **Grade 9-12 Workshops**

### **A Rising Mountain of Student Loan Debt Webinar**

Workshop(s) Length: 1 Hour

This event was put on in collaboration with the Money Management Program (Peer Money Mentors) and it featured Dr. Ashwini Sankar, a researcher from Minnesota who focuses on the topics of the environment, health, and education.

### **Assessments in Distance Learning**

Workshop(s) Length: 1 Hour

[Steven Cullison](#)

Join us as we explore ways to do summative assessments in economics when students are learning from home! We'll discuss test security, technology, and techniques to incorporate graphs into your assessments, use of learning systems, and a general consideration of best practice. Time permitting, we may also share ideas related to formative assessments.

### **Big League Chew**

Workshop(s) Length: 1 Hour

[Scott Wolla](#) & [Andrea Caceras-Santamaria](#)

This session will explore three lessons that can all be tied to “America’s Pastime” – baseball. First, participants will participate in an active learning lesson about the economics of baseball. Then, students will learn about the role of competition in different market structures activity using gum. Finally, participants will learn about how to assign The Economics of Subsidizing Sports Stadiums, a special sports-focused article (and other teaching resources) using the Econ Lowdown Teacher Portal.

### **Brown Bag Undergraduate Summer Research**

Workshop(s) Length: 1.5 Hours

This event showcased the research of several St.Kate’s undergraduates and faculty. Their topics included “Gender Dimensions of Forced Displacement: Syrian Refugee Adolescents in Jordan” and the Sudan Labor Market Panel Survey. There were 30 attendees at this event with 72% being St.Kate’s students.

### **Culturally Relevant Personal Finance**

Workshop(s) Length: 2 Hours

[Joel Coleman](#) & [Jamie Shaw](#)

Learn about a collection of lessons that are integrated, interdisciplinary, and student-centered. The lesson topics and issues are related to the students' background and culture and challenge students to develop higher-order knowledge and skills. The lessons foster recognition and respect

for students from different cultures. Find out how to help students see themselves in the content and how to engage students to learn in their own way.

### **Discussion of Poverty, Inc. with the Filmmaker**

Workshop(s) Length: 1 Hour

The Film Poverty, Inc. is a documentary that exposes the harmful effects of NGO's on the economies of the home countries that they aim to support. This two-part event involved a Facebook watch party and a discussion with one of the filmmakers, Mark Weber.

### **Economic Protest Event**

Workshop(s) Length: 1 Hour

Raeisha Williams, founder of the African American Center of Minnesota joined our MCDE Program Coordinator, Fardowsa Abdinoor to discuss topics of economic inequality, Blackout Day, and the power of supporting businesses of color and businesses that respect the rights of people of color.

### **Economics of Trade**

Workshop(s) Length: 1 Hour

[Scott Wolla](#) & [Andrea Caceras-Santamaria](#)

This session will feature active learning lessons to teach the essentials of trade. The first lesson is an active learning lesson that teaches the basics of trade, and it makes a great first day of school activity. Next, we'll take a "micro" view of trade with a lesson that makes comparative advantage as easy as pizza and brownies. From the "macro" view we'll use a lesson about GDP that draws special attention to the way imports get counted in GDP statistics. Finally, participants will learn about how to assign articles such as Making Sense of the Trade Deficit and Does International Trade Create Winners and Losers? using the Econ Lowdown Teacher Portal.

### **Economics of Voting**

Workshop(s) Length: 1 Hour

[Scott Wolla](#) & [Andrea Caceras-Santamaria](#)

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. Classroom ready lessons will be presented and copies provided on unemployment, inflation, GDP, and predicting the outcome of the election.

### **Era for Virtual Schools**

Workshop(s) Length: 1.5 Hours

This event featured Dr. Carycruz Bueno, a Postdoctoral Research Associate at the Anneberg Institute at Brown University. The research that she presented from her paper “Bricks and Mortar vs. Computers and Modems: The Impacts of Enrollment in K-12 Virtual Schools on Student Outcomes" estimated that the switch to virtual learning as a result of the COVID-19 pandemic could be harmful to students learning and future economic opportunities.

### **Fostering Future Entrepreneurs**

Workshop(s) Length: 14 Hours

[Martha Rush](#)

This course uses a hands-on curriculum, Teen Startup Trainers, which immerses teachers in design thinking and lean startup methodology concepts to promote entrepreneurship with their students. Teachers dive into these and other concepts, learning to encourage student creativity, divergent thinking, and informed risk-taking.

Using this curriculum, students will develop a growth mindset, reduce the fear of failure, and think of themselves as entrepreneurs. Students will be encouraged to consider starting their own businesses, whether now or in the future, and will develop an interest in and connection to post-secondary education.

### **How to Teach Entrepreneurship Online**

Workshop(s) Length: 7 Hours

[Martha Rush](#)

This course uses a hands-on curriculum, Teen Startup Trainers, designed by Martha Rush, which immerses teachers in design thinking and lean startup methodology concepts to promote entrepreneurship with their students. Dive into these and other concepts, learning to encourage student creativity, divergent thinking, and informed risk-taking.

After this course, teachers will be ready to implement the new Teen Startup Trainers curriculum in their classrooms in the fall. Using this curriculum, students will develop a growth mindset, reduce the fear of failure, and think of themselves as entrepreneurs. Students will be encouraged to consider starting their own businesses, whether now or in the future, and will develop an interest in and connection to post-secondary education.

### **Mapping Prejudice: Housing Inequality in Ramsey County Event**

Workshop(s) Length: 1 Hour

This discussion, put on by St.Kate’s faculty, students, and alum explored Housing inequality in Ramsey county.

### **MCEE Annual Conference (Minn-Econ)**

Workshop(s) Length: 4 Hours

[Dr. Dan Bordwell](#), [Dr. Julie Bunn](#), [Dr. Rose Chu](#), [Joel Coleman](#), [Colleen Gray](#), [Dr. Stephanie Marshall](#), and [Jamie Shaw](#)

The Minnesota Council on Economic Education invites you to *Minn-Econ 2020: Culturally Inclusive Pedagogy for Economics and Personal Finance Education*. Hear from a panel of education leaders on what culturally inclusive pedagogy means and why it is important in the context of economic and personal finance literacy education. Learn how to deliver culturally inclusive pedagogy from experienced Minnesota educators. This conference is for K-12 educators, pre-service teaching candidates, curriculum directors, superintendents, principals, and all others who want to understand why culturally inclusive pedagogy is important and how to deliver content that is equitable and inclusive.

### **Media Projects Integration Economics & Sustainability Gr. 9-12**

Workshop(s) Length: 2 Hours

[Scott Spicer](#) & [Jamie Shaw](#)

In this session, you will learn how to leverage the student-created media assignment into MCEE's Sustainability and Economics curriculum to foster deeper learning.

### **Pine Meadow Second Grade**

Workshop(s) Length: 1 Hour

### **Social Studies Teaching Club**

Workshop(s) Length: 1 Hour

### **Socialism vs. Capitalism Virtual Debate**

Workshop(s) Length: 1.5 Hours

This event featured Dr. Deep Shikha, Dr. Kristine West, and Dr. Caroline Krafft. The three panelists presented arguments for socialism, capitalism, and a combination of both.

### **St. Cloud State University Ambassadors**

Workshop(s) Length: 1 Hour

### **Standards-Based Instruction in Economics and Personal Finance**

Workshop(s) Length: 1 Hour

[Steven Cullison](#)

Your students can be more actively involved in tracking their learning! In this session, we'll explore an alternative approach to structuring your class that puts emphasis on identifying the goals of learning and flexible methods of assessment. Materials that you can use for standards-based instruction will be provided for participants.

### **Teaching Economics Online**

Workshop(s) Length: 3 Hours

[Martha Rush](#)

Shifting instruction from face-to-face to virtual (or blended) can seem like an overwhelming task, and making online instruction engaging may seem downright impossible. Mounds View teacher Martha Rush, who has taught economics in a hybrid format since 2010, shares some of her tricks and tools for improving instruction and engagement in the online setting.

### **Teaching High School Econ**

Workshop(s) Length: 6 Hours

[Agapitos Papagapitos](#) & [Martha Rush](#)

This course helps prepare teachers and builds confidence in those with little background in economics. The course will split its focus between teaching microeconomics and macroeconomics to prepare teachers for delivering high-quality lessons on a variety of economics topics.

Teachers will leave the course with not only a stronger understanding of economics but also with the tools needed to teach concepts to students.

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

Workshop(s) Length: 1 Hour

[James Redelsheimer](#)

In this workshop, teachers will come away with everything they need to teach an entire course in Personal Finance, or embed it into other subjects. Teachers will also find easy to use and free materials to teach even the most difficult concepts for students to understand. Also included are many online games and simulations that can be used in class or with an online class.

### **The Economics of Race and Identity**

Workshop(s) Length: 1 Hour

Dr. Jevay Grooms, assistant professor with the department of economics at Howard University presented research from her paper “Racial and Ethnic Disparities: Essential Workers, Mental Health and the Coronavirus Pandemic” which found that black and latino essential healthcare workers disproportionately report symptoms of anxiety and depression respectively.

### **TPD Tuesday: Economics Challenge Gr. 9-12**

Workshop(s) Length: 1 Hour

[Martha Rush](#)

Have you considered involving your students in the National Economics Challenge, but you're not sure how to get started? The 2021 competition will be virtual -- so no need for subs or school buses. It's a great year to give Econ Challenge a try! In this week's webinar, Mounds View High

School economics teacher Martha Rush will explain how the competition works and offer tips/strategies for first-time teams.

**TPD Tuesday: Economic Misery & Presidential Elections**

Workshop(s) Length: 1 Hour

[Andrea Caceres-Santamaria](#)

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. Classroom ready lessons will be presented and copies provided on unemployment, inflation, GDP, and predicting the outcome of the election.

**TPD Tuesday: Gold Standard: Will our Past Become our Future?**

Workshop(s) Length: 1 Hour

[Dr. Greg Stutes](#)

On July 2, President Donald Trump announced that he would nominate Judy Shelton, Ph.D. to the Board of Governors of the Federal Reserve System. Shelton has long been an advocate of returning to the gold standard, a monetary system used in America's past. This presentation will explore returning from our current system of fiat money to a system linked to a precious metal like gold or silver. We will form a cost/benefit analysis to help judge whether we should follow this monetary path into our future or leave it in our past.

**TPD Tuesday: Income Inequality**

Workshop(s) Length: 1 Hour

[Dr. Cindy Fitzthum](#)

Dive into the "Tootsie Roll Activity" which highlights income inequality in the U.S. and government redistribution. Participants will participate in a "simulation" and discuss economic concepts related to these topics.

**TPD Tuesday: Journey 2050: Educational Gaming Focused on Ag Sustainability**

Workshop(s) Length: 1 Hour

[Sue Knott](#)

How will we sustainably feed 9 billion people by the year 2050? Participants will investigate the FREE online program Journey 2050 and its companion lesson plans and teacher resources available through Minnesota Agriculture in the Classroom. Journey 2050 allows 7th-12th grade students to explore sustainable agriculture as they make inquiry-based decisions to see the ripple effect on economic, social and environmental factors locally and globally.

**TPD Tuesday: MCEE Competitions (Gr. K-12)**

Workshop(s) Length: 1 Hour

[Angela Zappa & Rayce Hardy](#)

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? Looking for some easy extra credit opportunities to provide for your

students? 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.

### **TPD Tuesday: MN Center for Diversity in Economics (MCDE)**

Workshop(s) Length: 1 Hour

[Dr. Kristine Lamm West](#)

The Minnesota Center for Diversity in Economics (MCDE) exists to ensure that people of all backgrounds lead and influence economic research and decision making. In this session you will learn about video, curricula, research and mentorship resources and opportunities that the MCDE offers to help increase the gender and racial diversity in economics.

### **TPD Tuesday: Monetary Policy in Ordinary and Extraordinary Times**

Workshop(s) Length: 1 Hour

[Dr. Scott Wolla](#)

Educators have been teaching monetary policy the same way for decades: the Fed conducts open market operations (OMO) to move the federal funds rate higher or lower. However, this approach has been out-of-date for over a decade. This session will describe how the Fed uses its monetary policy tools in both ordinary and extraordinary times – including the Fed's response to the COVID-19 Pandemic. Learn the content and discover new teaching strategies and resources.

### **TPD Tuesdays: Personal Finance Decathlon Gr. 9-12**

Workshop(s) Length: 1 Hour

[Martha Rush](#)

Have you considered involving your students in the Personal Finance Challenge? The 2021 competition will be virtual -- so no need for subs or school buses. It's also a great year to give the PFC a try, and you can involve as many students as you want! In this week's webinar, Mounds View High School economics teacher Martha Rush will explain how the competition works and offer tips/strategies for first-time teams.

### **What are the Economic Benefits to Immigration?**

Workshop(s) Length: 1.5 Hours

Dr. Monica Garcia-Perez, professor of economics at St Cloud State discussed her research titled "From Health to Wealth, and Vice Versa: The relation between Health and Wealth in the Hispanic Community."

### **Council on Economic Education Online Webinars**

Workshop(s) Length: 18 Hours

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.

A Virtual Tour of the Labor Market: Preparing Students for Entry
Everyday Opportunities
Financial Fitness for Life: Chapter 14
Financial Fitness for Life: Chapter 21
Free & Engaging Economics Resources for Hybrid Instruction
Goods and Services: Some Private, Some Not
Green Eggs and Economics
Macroeconomics 301: GDP, Unemployment & Inflation as Indicators
Macroeconomics 302: Business Cycles- Recession vs. Depression
Macroeconomics 303: Fiscal Policy, Government Spending, Debt & Deficits
Macroeconomics 305: Exchange Rates and International Trade
Nearpod and EconEdLink for Beginners
Social Security, Governance and National Debt
Strategies for Teaching Supply, Demand and Elasticity
The Economics of the U.S. Constitution: An Opportunity to Reset
The History of Medicare
The Value of Human Life: What Does Economics Have To Do With It?
TurboTax In Virtual Classrooms by Intuit: Introduction
Wells Fargo Presents Personal Finance for Educators, Pt. 1: Budgeting and Debt Management
Where'd All the Money Go? The Great Depression Mystery

Please find a full copy of the Summary of Professional Development Workshops and Course Evaluations at the following link:

[z.umn.edu/FY21SummaryEvaluations](https://z.umn.edu/FY21SummaryEvaluations)

## Grade K-8 Curriculums

### **Economics is Everywhere**

*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 newfound 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.

- Grade 4 students explore the compelling question: “How does ‘where I live’ shape ‘how I live’?” as they research regions of the United States and use a reasoned decision making process to consider where they might choose to live as adults.
- Grade 5 students explore the compelling question: “How can examining stories of the past help us make sense of the present?” as they learn about how enslaved and free black communities resisted slavery and maintained their cultural identities.
- Grade 7 students explore the compelling question: “Who pays the price for cheap clothing?” through a comparison of the historic Triangle Shirtwaist Factory fire with the contemporary Rana Factory collapse in Bangladesh. They then consider how they make their own purchasing decisions as consumers.
- Grade 8 students explore the compelling question: “How can we measure and improve the quality of life in a country?” through an introduction to Gross Domestic Product (GDP) as a measure of standard of living. In addition to working with real economic data, students also participate in a simulation in which they play the role of policy makers considering how to improve the quality of life in a fictitious country.

### **Mathematics & Economics**

*Mathematics & Economics* is designed to narrow the achievement gap for students in grades 2-5, by accelerating math achievement in extended learning programs. Students also benefit from learning economic concepts, as they work through real-life problems requiring math. All lessons in the *Mathematics and Economics* curriculum are aligned with Minnesota State Academic Standards for both mathematics and economics.

The *Mathematics and Economics* program includes professional development for teachers in MCEE’s specialized curriculum, classroom implementation of the curriculum, and assessment and evaluation of student achievement, building capacity for teacher instruction in these concepts.

## Grade 6-12 Curriculums

### **Viewing Sustainability through an Economic Lens**

*Viewing Sustainability through an Economics Lens: How to be Green While Staying in the Black* is an economics curriculum for high school teachers in social studies, business, agricultural education, and science-related fields. The curriculum aims to equip high school students with a basic understanding of selected sustainability issues and inspire them to champion innovative solutions to address environmental, ecological, and related economic challenges facing the planet and its people. Students are challenged to find sustainable solutions in energy, water, waste, and agriculture and food. The final lesson encourages social entrepreneurship as students use their entrepreneurial talents to solve social, cultural, and economic problems related to sustainability.

## Grade 9-12 Curriculums

### **Culturally Relevant Personal Finance**

*Culturally Relevant Personal Finance Lesson Collection:* The lessons contained in this collection are integrated, interdisciplinary, and student-centered. The topics and issues are related to the students' background and culture. The lessons challenge students to develop higher-order knowledge and skills. The lessons recognize and respect that students from different cultures learn in different ways and value different things. Students' expectations and motivations for learning are different and the lessons are written in a manner that maximizes learning opportunities. Teachers must acquire knowledge of the cultures represented in their classrooms and adapt lessons to reflect ways of communicating and learning that are honored and respected within their students' cultures. The lessons reflect learning that is cooperative, collaborative, and community-oriented. Students are encouraged to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them. By doing so, students become self-confident, self-directed, and proactive. The lessons call for teachers to act as guides, mediators, consultants, instructors, and advocates for their students. Their role is to facilitate students' learning to effectively connect their cultural- and community-based knowledge to the classroom learning experiences.

### **Global Food**

The *Global Food Challenge* is a set of units designed to build economic understanding by encouraging students to enter the Global Food Challenge based on a research project related to the economics of the food industry. The units are stand-alone and can be used independently of the other units. The units are designed to increase student understanding of economic principles and concepts. For the competition, students use the curricula and suggested learning activities to explore a food related topic of their choice.

The *Global Food Challenge* directs students to develop a research project related to one of the following topics.

- Economics of World Food Trade
- Basic Economics of Food Markets
- Economics of Food Safety
- Economics of Food Security

### **Making Personal Finance Decisions**

The *Making Personal Finance Decisions* curriculum teaches valuable personal finance lessons grounded in economic theory. The curriculum is divided into 10 themed units, with each unit containing two lessons. The twenty individual lessons employ a variety of teaching strategies designed to engage students in the learning process and equip them with the knowledge and skills necessary to make informed personal finance decisions.

## Grade K-8 Programs

### **Mathematics & Economics**

[z.umn.edu/MathAndEcon](http://z.umn.edu/MathAndEcon)

*Mathematics and Economics* is designed to narrow the achievement gap for students in grades 2-5, by increasing math skills during summer school and after school. Students also benefit from learning economic concepts, as they work through real-life problems requiring math. All lessons in the *Mathematics and Economics* curriculum are aligned with Minnesota State Academic Standards for both mathematics and economics.

The *Mathematics and Economics* program includes professional development for teachers in MCEE's specialized curriculum, classroom implementation of the curriculum, and assessment and evaluation of student achievement, building capacity for teacher instruction in these concepts.

### **Poster Contest**

[z.umn.edu/PosterContest](http://z.umn.edu/PosterContest)

Economics is often taught using many different examples, some more realistic than others. Economics & Art, our newest program, helps teachers encourage student creativity and imagination in exploring economic ideas.

Using our topics and guides, teachers can support students in connecting economic concepts to their own lives while encouraging student self-expression through visual art in our *Poster Contest*. Open to all K-8 students, this contest challenges students to showcase economic and personal finance concepts through art.

### **Rockonomix**

[z.umn.edu/Rockonomix](http://z.umn.edu/Rockonomix)

Economics is often taught using many different examples, some more realistic than others. Economics & Art, our newest program, helps teachers encourage student creativity and imagination in exploring economic ideas.

Using our topics and guides, teachers can support students in connecting economic concepts to their own lives while encouraging student self-expression through performing art in our *Rockonomix* contest. Open to all grade 6-12 students, this contest challenges students to showcase economic and personal finance concepts through art.

## Grade 9-12 Programs

### **Economics Challenge**

[z.umn.edu/EconomicsChallenge](http://z.umn.edu/EconomicsChallenge)

Teams of high school students compete in a series of tests on economic problems, theory, and current events to demonstrate their critical-thinking abilities. Teams can compete online or at one of our in-person competitions across Minnesota to qualify for our state championship.

Regional Competitions:

- Great Plains (Moorhead)
- Duluth
- Heartland (St. Cloud)
- Southern Minnesota (Mankato)
- Twin Cities
- Urban (Invite-Only)
- Online

### **Global Food Challenge**

[z.umn.edu/GlobalFood](http://z.umn.edu/GlobalFood)

The *Global Food Challenge* is a unique competition for high school students, providing an opportunity for students to engage in research about food issues around the world and solve problems using their economic knowledge.

Students, individually or in teams, will perform research on a question or issue they are curious about in food trade, food markets, food safety, or food security. Using this research and their understanding of economics, students will communicate their conclusions in a paper that is entered to win cash prizes.

To help teach students about the economics of the food system, we offer a free companion curriculum series for teachers. The curriculum helps students understand the underlying economic concepts while introducing new applications for their knowledge and providing a framework for engaging in discussions about the global food system.

### **Personal Finance Decathlon**

[z.umn.edu/PFDecathlon](http://z.umn.edu/PFDecathlon)

The *Personal Finance Decathlon* is an exciting competition for high school students to practice real-world skills in managing money and solving problems.

Teams of students compete online to demonstrate their knowledge of fundamental personal finance topics, with the top teams being invited to the state competition to showcase their talent in solving problems and communicating effectively.

## **Rockonomix**

[z.umn.edu/Rockonomix](http://z.umn.edu/Rockonomix)

Economics is often taught using many different examples, some more realistic than others. Economics & Art, our newest program, helps teachers encourage student creativity and imagination in exploring economic ideas.

Using our topics and guides, teachers can support students in connecting economic concepts to their own lives while encouraging student self-expression through performing art in our *Rockonomix* contest. Open to all grade 6-12 students, this contest challenges students to showcase economic and personal finance concepts through art.