

# **THE MINNESOTA COUNCIL ON ECONOMIC EDUCATION**

## **FY2023 Mid-Year Grant Impact Report**

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

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## **TABLE OF CONTENTS**

Executive Summary, p. 3

Background, p. 4

MCEE's Funding Request, p. 6

Program Component for which Funding was Requested, p. 8

Impact of the Grant, p. 11

Table 1: Data on Professional Development Workshops & Courses, Appropriate for Grade K-5, K-6, K-8, 3-5, 6, 6-8 Teachers, p. 16

Table 2a: Data on Professional Development Workshops & Courses, Appropriate for Grade K-12 Teachers, p. 17

Table 2b: Data on Professional Development Workshops & Courses, Appropriate for Grade 5-12 Teachers, p. 17

Table 2c: Data on Professional Development Workshops & Courses, Appropriate for Grade 6-12 Teachers, p. 17

Table 2d: Data on Professional Development Workshops & Courses, Appropriate for Grade 7-12 Teachers, p. 17

Table 3: Data on Professional Development Workshops & Courses, Appropriate for Grade 9-12 Teachers, p. 18

Table 4: Data on Professional Development Workshops & Courses, Appropriate for Pre-Service Teachers, p. 19

Table 5: Data on Teacher Professional Development Workshops & Courses, Summary Statistics, p. 20

## **APPENDICES**

A1 – A1a MCEE Teacher Professional Development Workshop and Course Descriptions, p. 21

A1 – A1b MCEE Pre-Service Professional Development Workshop and Course Descriptions, p. 29

A2 – A2a Summaries of Professional Development Workshop and Course Evaluations & A2b Summaries of Pre-Service Professional Development Workshop and Course Evaluations, p. 30  
Full Workshop and Course Evaluations can be found at: [z.umn.edu/FY23SummaryEvaluations](https://z.umn.edu/FY23SummaryEvaluations)

A3 – Description of MCEE-Developed and Distributed Curricula, p. 31

## EXECUTIVE SUMMARY

As required under the legislation, this document constitutes the mid-term report on the second year of a two-year grant approved by the Legislature in 2021 and covers the first half of FY2023. The full fiscal year 2022 report (August 2022) can be found [here](#).

In FY2021, MCEE provided 97 professional development workshops, with over 188 unique hours of content, along with curriculum and other resources for more than 2,000 Minnesota teachers giving them research-based knowledge, teaching techniques, and lessons to assure the tens of thousands of students they reached (in that year alone) gained strong economic and personal financial knowledge for success through relevant and engaging real-world learning. Those registration numbers were twice that of FY2020 and almost quadruple that of FY2018 and FY2019. Additionally, in FY2021, 1540 students participated in MCEE direct-to-student programs - virtual competitions, challenges, and institutes.

Counting only those workshops delivered by MCEE and its in-state affiliates, and only to Minnesota teachers, in FY2022, MCEE drew 1,273 participants to its workshops. During the year, MCEE provided over 156 hours of new professional development content in 88 workshops to increase the knowledge and confidence of K-12 teachers. These numbers represent a decline in registrations relative to the historic high levels reached in FY2020 and FY2021, but were still significant and exceeded the pre-pandemic numbers reached in FY2018 and FY2019. Teachers were experiencing virtual meeting burnout and were overwhelmed by the continuing personal and professional demands placed on them by the ongoing challenges posed by the pandemic.

MCEE direct-to-student programming reached 1,162 students directly through 15 programs offered in winter, spring, and summer of FY2022. Another 61,074 students were impacted indirectly through MCEE newly trained educators in classrooms across the state.

In the first half of FY2023 1,095 teachers participated in 46 unique workshops, offered, or promoted by MCEE. Through these workshops, MCEE and its affiliates delivered 176.75 hours of new content.

MCEE is very appreciative of having received a two-year, one-time grant from the state legislature, \$150,000 in each year, via funding from a special revenue account within the Department of Commerce transferred to the Department of Education for this purpose. MCEE has successfully implemented the activities outlined under the legislative grant and is well on its way to , and achieving the two-year goals outlined under the grant.

## **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 40,000 teachers, affecting the lives of over 3 million young people. Since 2005, MCEE has also worked to train the staff of over 120 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 and St. Cloud, 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 THROUGH 2022 FUNDING REQUESTS**

### 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 affiliated Centers for Economic Education (mostly in the form of salary support for PhD 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 via the K-12 Education Finance line to prepare Minnesota teachers to teach economics and personal finance. This funding request represented half the estimated cost of MCEE providing a robust teacher professional development program for the almost 1,600 new teachers each year statewide and the existing statewide pool of 30,000 teachers with one of the four licenses that teach the economics standards – elementary, business, agriculture education, and social studies. 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 projects that it 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.

MCEE received one-fourth of the annual amount of funds requested in the 2019 legislation, and on a temporary, two-year, basis. 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 it was not sufficient 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. MCEE incurred budget deficits to continue supporting this important programming.

In 2021, MCEE returned to the legislature with a scaled-back request for \$400,000 annually over two years. The request was split over two bills, one traveling through the K-12 Education Finance Line (HF0709/SF1217), asking for \$250,000 annual base funding, and one traveling through the Commerce line (HF2146/SF0709), asking for \$150,000 annually for two years, drawing on a special revenue fund for financial literacy education in Commerce. The K-12 request was contained in the House Omnibus K-12 Education Finance bill but the companion bill did not progress in the Senate. The Commerce line bill passed and was signed into law by the Governor, and is the basis of the grant for which this report is submitted.

MCEE is returning to the legislature in 2023 to request the necessary ongoing, base funding needed to support our efforts to enable Minnesota teachers to deliver the Social Studies Standards in Economics (and personal finance embedded within that). As is done in many states, base funding from the state is needed for the long-run sustainability of programming.

## **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. The state of Minnesota issues approximately 1,600 new licenses each year, 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, 15% were students of color and 11% qualified for free and reduced price lunch. Many students and teachers who participate in MCEE programs or utilize MCEE services do not elect to share detailed demographic information, making analysis of the ethnic or socioeconomic make-up of programs challenging.

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, with greater than 70 percent low income, immigrant, and/or BIPOC.

### **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 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 FY2022 and FY2023 Legislative Grants  
(Partially enabled by the state grant, but also private funding)

MCEE is very appreciative of having received an additional two-year grant from the state legislature, \$150,000 in each year FY2022 and FY2023, via funding from a special revenue account within the Department of Commerce transferred to the Department of Education for this purpose. The MCEE goals and activities, submitted July 2021 in the narrative for the FY2022 and FY2023 MDE grant application grant, include the following:

*Goal #1: Provide Teacher Professional Development*

Activity 1: During the school year, host regularly scheduled teacher professional development webinars for teachers in grades K-12 focusing on economics and personal finance topics of interest/need identified by teachers, school administrators, and MCEE center directors and master teachers.

Activity 2: Train Master Teachers and K-5 teachers on the revised MCEE Mathematics and Economics curriculum and reach out to all districts to promote the use of the curriculum in after school or summer programs or as supplemental content for math classes.

Activity 3: Host in-person teacher professional development workshops in June and August 2022 to prepare teachers to confidently and effectively teach economics and personal finance during the upcoming school year.

Activity 4: Continue providing workshops in pre-service teacher education programs.

Activity 5: Engage economic centers -- especially at St. Cloud State University and Mankato State University -- to become hubs for providing, researching, and advocating for economics and personal finance education.

*Goal #2: Curate Resources*

Activity 1: Revise and/or create K-12 economics and personal finance lessons that meet the revised Social Studies standards.

Activity 2: Complete Mathematics and Economics curriculum revision.

Activity 3: Begin diversity, equity and inclusion audit of curriculum and resources.

*Goal #3: Manage Stakeholder Relationships*

Activity 1: Reach out to superintendents to inquire what is needed within their districts to train and support teachers responsible for teaching K-12 economics and personal finance standards.

Activity 2: Present at and attend conferences that support economics and personal finance education (state and nation wide).

Activity 3: Recruit elementary level Master Teachers with focused effort on recruiting candidates who are BIPOC.

Activity 4: Engage in dialogue with the stakeholder network to determine if there is sufficient need for economics and personal finance certification programs.

*Goal #4: Provide Student Programming*

Activity 1: Give students the capstone experience of participating in the Economics Challenge, the Personal Finance Decathlon and/or the Global Food Challenge.

Activity 2: Provide K-12 students the opportunity to creatively demonstrate their economics and personal finance knowledge through the Poster Contest and Rockonomix video contest.

MCEE is on track to complete, or has completed, all the Goals and Activities outlined above for the two-year period of the grant. We offered regular scheduled academic year teacher professional development webinar workshops and more intensive (albeit for the most part still virtual) July and August workshops for Minnesota teachers. We increased our reach to pre-service teacher training programs, increasing the number of those students with early teacher professional development in economics. We have successfully recruited additional talented and award-winning teachers to our Master Teacher corps of workshop instructors and increased the diversity of the corps.

We also continued to successfully deliver several direct-to-student capstone/competitions economics and personal finance enrichment programs, with student registration numbers rebounding from the first (spring 2020) year of the pandemic. We are also offering two new competitions, combining economics and the arts, reaching younger students.

Over the past year, MCEE, with the assistance of a team of content and DEI experts, revised our elementary Mathematics and Economics curriculum, and piloted it in four school districts in Saint Paul, Stillwater and St. Cloud. We have also begun the process of revising all our developed and curated curricular resources to reflect both DEI principles and the newly proposed (but not yet adopted) social studies standards.

## IMPACT OF THE GRANTS

### Summary of FY2020 and FY2021 Reporting under the Grant (find FY2021 report [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 in both FY2020 and FY2021. MCEE attributes this increase to a combination of having (a) 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) 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 numbers 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.

In FY2021, MCEE delivered training to 2,227 Minnesota teachers through online webinars and workshops. 1,007 teachers were served synchronously (live at the time of delivery) and 1,220 asynchronously (they registered and were able to engage with the material at a time that fit their needs/schedule) through 97 workshops with 188.35 hours of new content. In addition, 347 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.

During the pandemic, MCEE became a leader among state councils nationally for effectively delivering training online. Moreover, over the past two years, MCEE has 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.

### Summary of FY2022 Reporting under the Grant (find FY2022 report [here](#)).

Counting only those workshops delivered by MCEE and its in-state affiliates, and only to Minnesota teachers, in FY2022, MCEE drew 1,273 participants to its workshops. During the year, MCEE provided over 156 hours of new professional development content in 88 workshops to increase the knowledge and confidence of K-12 teachers. These numbers represent a decline in registrations relative to the historic high levels reached in FY2020 and FY2021, but were still significant and exceeded the pre-pandemic numbers reached in FY2018 and FY2019. Teachers were experiencing virtual meeting burnout and were overwhelmed by the continuing personal and professional demands placed on them by the ongoing challenges posed by the pandemic.

MCEE direct-to-student programming reached 1,162 students directly through 15 programs offered in winter, spring, and summer of FY2022. Another 61,074 students were impacted indirectly through MCEE newly trained educators in classrooms across the state.

### FY2023 Mid-Year Reporting under the Commerce Grant

MCEE collects qualitative and quantitative data on all its programming. Tables 1-5 include information on MCEE teacher professional development data for FY2023 to date (July 2022-December 2022), 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 Appendix 1.

Tables 1-4 (Table 5 Summary) show that 1,095 teachers participated in 46 unique workshops, offered, or promoted by MCEE. 490 of these were Minnesota pre-service and classroom teachers. MCEE and its affiliates delivered 176.75 hours of new content.

Many teachers participated in multiple MCEE workshops during FY2023. 665 individual teachers participated in MCEE workshops: 316 from Minnesota and 349 from other states. [Note that MCEE workshops are no or low cost to Minnesota educators while out of state teachers pay a fee to register.] Based on the number of students these teachers self-reported that they were teaching in academic year 2022-2023 (or MCEE estimated based on the grade-level they were teaching if they did not report), over 52,940 (21,470 MN and 31,470 non-MN) students benefited from their teacher having received MCEE training in the past year alone. The true impact of teacher training will be cumulative, as students in years to come continue to benefit from having a more knowledgeable and effective teacher.

### 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.

Table A, below, provides the overall evaluation summary for workshops. Table A is based on 21 MCEE conducted workshops held between July 1, 2022 - December 31, 2022 that had participant evaluation responses. MCEE had 458 participants during this time with 135 completing the workshop evaluations.

*Table A:* Participants were asked to rate their agreement with the following eleven statements. The below percentages indicate the number of participants that agreed or strongly agreed with the statements; 5.99% on average indicated they were neutral.

1	The workshop successfully achieved its advertised objectives.	92.86%
2	The facilities/online platform was appropriate for this course.	90.48%
3	The time allotted for this workshop was sufficient.	85.71%
4	The instructor was knowledgeable about the topic and able to effectively impart that knowledge to participants.	94.44%
5	The instructor was responsive to participants' needs.	94.44%
6	I am more confident in my ability to teach economic and personal finance education.	83.33%
7	I gained important knowledge, teaching methods, and resources that are relevant to my classroom teaching.	91.27%
8	The teaching methods and resources that I received will enable me to make my classroom teaching more interesting, effective, and engaging for students.	89.68%
9	This workshop met my expectations.	84.92%
10	This workshop was a valuable use of my time.	89.68%
11	I am likely to recommend this workshop to a friend/colleague.	81.75%

Among the feedback reported by teachers on workshop and course evaluations in FY2023 were the following:

- “Thanks for all your great information. My mind is spinning as I have new curriculum I'm planning for my math classes this year! I have many ideas of how to bring these ideas into both my social studies and math classes.” Econ Back to School 8/16/2022
- “Learn it today; teach it tomorrow.” Econ Back to School 8/16/2022
- “MCEE has made me feel like I am connected.” Foundation for Economic Education Teacher Resources 9/27/2022
- “I like that MCEE provides access to conferences such as this at no cost to preservice teachers. It is important to have these sorts of things on my resume and the conference was an enjoyable experience.” Minn-Econ 10/8/2022
- “Always something to take away from an MCEE session. Always well done and thought through.” Minn-Econ 10/8/2022

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 to date in FY2023. 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.

**Table 1: FY2023 (July 1, 2022-December 31, 2022) Data on Professional Development Workshops & Courses, Appropriate for Grade K-5, K-6, K-8, 3-5, 6, 6-8 Teachers**

\*Sorted by Date

	<b>Title</b> <b>Full descriptions found in Appendix A1</b>	<b>Type/Delivery</b>	<b>Date</b>	<b>Location</b>	<b>Length (Hours)</b>	<b>Subject</b>	<b># of MN Part. Sync.</b>	<b># of MN Part. Async.</b>	<b>Total MN Part.</b>	<b># of Non-MN Part. Sync.</b>	<b># of Non-MN Part. Async.</b>	<b>Total Non-MN Part.</b>	<b>Total Participants</b>	<b>Total # of Part. Sync.</b>	<b>Total # of Part. Async.</b>	<b>Grades</b>
1	K-5 Econ Fair by University of Arizona Office of Economic Education: Using Children's Literature Written by BIPOC Authors to Teach Econ	Virtual	7/12/2022	Online	4.5	Economics	0	0	0	35	0	35	35	35	0	3 - 5
2	Econ Back to School	Virtual	8/12/2022	Online	3.5	Economics	11	2	13	0	0	0	13	11	2	K - 8
3	Teaching Productivity and Specialization with a New Children's Story	Virtual	9/22/2022	Online	1	Economics	6	7	13	0	0	0	13	6	7	3 - 5
4	CEE Annual Conference Session: Female Pioneers in Economics	Hybrid	9/30/2022	Online	0.75	Economics	0	0	0	19	0	19	19	19	0	K - 5
5	CEE: The Essential Guide To Economics	Virtual	10/5/2022	Online	1	Economics	2	0	2	3	6	9	11	5	6	K - 6
6	CEE: Using Children's Books by BIPOC Authors to Teach Economic Concepts	Virtual	10/19/2022	Online	1	Economics	2	3	5	6	13	19	24	8	16	K - 5
7	Northern Lights Academy - History Center's Class for 6th Grade Teachers	In-Person	11/7/2022	MN Historical Society	2	Economics	0	0	0	20	0	20	20	20	0	6
8	Drop-In Session: STEMulating Economics	Virtual	11/10/2022	Online	0.5	Economics	5	17	22	0	0	0	22	5	17	K - 8
9	Economics and Iron Range Workers Strikes	Virtual	12/1/2022	Online	1	Economics	9	9	18	0	0	0	18	9	9	6 - 8
10	Using Children's Literature to Foster Community-Based Decision Making	Virtual	12/8/2022	Online	2	Economics	7	5	12	0	0	0	12	7	5	K - 5
<b>Total:</b>							<b>42</b>	<b>43</b>	<b>85</b>	<b>83</b>	<b>19</b>	<b>102</b>	<b>187</b>	<b>125</b>	<b>62</b>	

**Notes:**

CEE: National Council on Economic Education

Part. (Participants): Those who registered for the workshop

Non-MN Part. (Participants): Participants outside of Minnesota

Sync. (Synchronous): Participants attended the workshop live.

Async. (Asynchronous): Participants reviewed the recording."



**Table 2a: FY2023 (July 1, 2022-December 31, 2022) Data on Professional Development Workshops & Courses, Appropriate for Grade K-12 Teachers**

*Sorted by Date																
	Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	Subject	# of MN Part. Sync.	# of MN Part. Async.	Total MN Part.	# of Non-MN Part. Sync.	# of Non-MN Part. Async.	Total Non-MN Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	Speaker Series: Pre-Labor Market Determinants of Gender Wage Gaps	Virtual	12/13/2022	Online	1	Economics	50	0	50	0	0	0	50	50	0	K - 12
2	Council on Economic Education Online Webinars *Title listed in descriptions in Appendices A1	Virtual	Varies	Online	Varies (78 hours)	Varies	26	4	30	0	0	0	30	26	4	K - 12
<b>Total:</b>							<b>76</b>	<b>4</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>80</b>	<b>76</b>	<b>4</b>	

**Table 2b: FY2023 (July 1, 2022-December 31, 2022) Data on Professional Development Workshops & Courses, Appropriate for Grade 5-12 Teachers**

*Sorted by Date																
	Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	Subject	# of MN Part. Sync.	# of MN Part. Async.	Total MN Part.	# of Non-MN Part. Sync.	# of Non-MN Part. Async.	Total Non-MN Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	CEE: Unit 5 - Long-Run Consequences of Stabilization Policies Government deficits and national debt	Virtual	10/31/2022	Online	1	Economics	2	0	2	14	22	36	38	16	22	5 - 12
<b>Total:</b>							<b>2</b>	<b>0</b>	<b>2</b>	<b>14</b>	<b>22</b>	<b>36</b>	<b>38</b>	<b>16</b>	<b>22</b>	

**Table 2c: FY2023 (July 1, 2022-December 31, 2022) Data on Professional Development Workshops & Courses, Appropriate for Grade 6-12 Teachers**

*Sorted by Date																
	Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	Subject	# of MN Part. Sync.	# of MN Part. Async.	Total MN Part.	# of Non-MN Part. Sync.	# of Non-MN Part. Async.	Total Non-MN Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	iNSPIRE	Virtual	11/3/2022	Online	1	Economics	7	5	12	0	0	0	12	7	5	6 - 12
<b>Total:</b>							<b>7</b>	<b>5</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>7</b>	<b>5</b>	

**Table 2d: FY2023 (July 1, 2022-December 31, 2022) Data on Professional Development Workshops & Courses, Appropriate for Grade 7-12 Teachers**

*Sorted by Date																
	Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	Subject	# of MN Part. Sync.	# of MN Part. Async.	Total MN Part.	# of Non-MN Part. Sync.	# of Non-MN Part. Async.	Total Non-MN Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	CEE: Understanding Bitcoin, Cryptocurrency, & Blockchain Technology	Virtual	10/26/2022	Online	1	Economics	4	0	4	5	21	26	30	9	21	7 - 12
<b>Total:</b>							<b>4</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>21</b>	<b>26</b>	<b>30</b>	<b>9</b>	<b>21</b>	

**Notes:**

CEE: National Council on Economic Education  
Part. (Participants): Those who registered for the workshop  
Non-MN Part. (Participants): Participants outside of Minnesota  
Sync. (Synchronous): Participants attended the workshop live.  
Async. (Asynchronous): Participants reviewed the recording.

**Table 3: FY2023 (July 1, 2022-December 31, 2022) Data on Professional Development Workshops & Courses, Appropriate for Grade 9-12 Teachers**

\*Sorted by Date

	<b>Title</b> <b>Full descriptions found in Appendix A1</b>	<b>Type/Delivery</b>	<b>Date</b>	<b>Location</b>	<b>Length (Hours)</b>	<b>Subject</b>	<b># of MN Part. Sync.</b>	<b># of MN Part. Async.</b>	<b>Total MN Part.</b>	<b># of Non-MN Part. Sync.</b>	<b># of Non-MN Part. Async.</b>	<b>Total Non-MN Part.</b>	<b>Total Participants</b>	<b>Total # of Part. Sync.</b>	<b>Total # of Part. Async.</b>	<b>Grades</b>
1	CEE: Summer Institute - Macroeconomics	Virtual	7/11/2022	Online	3	Economics	6	0	6	136	0	136	142	142	0	9 - 12
2	CEE: Summer Institute - Macroeconomics: Core Concepts in Macroeconomics	Virtual	7/11/2022	Online	3	Economics	7	0	7	186	0	186	193	193	0	9 - 12
3	Economics Episodes in Civics and American Government	In-Person	7/12/2022	Lambeau Field, Green Bay, WI	5	Economics	0	0	0	0	0	0	0	0	0	9 - 12
4	Economics Episodes in American History	In-Person	7/13/2022	Lambeau Field, Green Bay, WI	5	Economics	0	0	0	0	0	0	0	0	0	9 - 12
5	Teaching High School Economics - Creating a Student Econ Workbook	In-Person	8/12/2022	MCEE	3	Economics	3	0	3	0	0	0	3	3	0	9 - 12
6	Who am I that I Don't get My Portion: Hip-Hop Ed & Counternarratives in Econ	Virtual	9/13/2022	Online	1	Economics	6	10	16	0	0	0	16	6	10	9 - 12
7	Foundation for Economic Education Teacher Resources	Virtual	9/27/2022	Online	1	Economics	10	8	18	0	1	1	19	10	9	9 - 12
8	Minn-Econ	Virtual	10/8/2022	Online	4	Economics	44	20	64	3	1	4	68	47	21	9 - 12
9	CEE: Unit 5 - Long-Run Consequences of Stabilization Policies The Phillips Curve	Virtual	10/17/2022	Online	1	Economics	2	0	2	10	7	17	19	12	7	9 - 12
10	Redlining's Impact: Connections Between Wealth and Health Inequalities	Virtual	10/18/2022	Online	1	Economics	9	16	25	1	2	3	28	10	18	9 - 12
11	CEE: Unit 5 - Long-Run Consequences of Stabilization Policies Money Growth and Inflation	Virtual	10/24/2022	Online	1	Economics	2	0	2	9	7	16	18	11	7	9 - 12
12	CEE: Unit 5 - Long-Run Consequences of Stabilization Policies Crowding Out	Virtual	11/7/2022	Online	1	Economics	1	1	2	14	26	40	42	15	27	9 - 12
13	CEE: Unit 5 - Long-Run Consequences of Stabilization Policies Economics Growth	Virtual	11/14/2022	Online	1	Economics	2	0	2	13	25	38	40	15	25	9 - 12
14	Student Competitions: Economics Challenge & Personal Finance Decathlon	Virtual	11/15/2022	Online	1	Economics	13	8	21	0	0	0	21	13	8	9 - 12
15	Economics for Opinion Leaders: Educators Series	In-Person	7/14-15/2022	Lambeau Field, Green Bay, WI	10	Economics	2	0	2	0	0	0	2	2	0	9 - 12
16	Teaching High School Economics	In-Person	8/8-8/11/2022	MCEE	28	Economics	10	0	10	0	0	0	10	10	0	9 - 12
<b>Total:</b>							<b>117</b>	<b>63</b>	<b>180</b>	<b>372</b>	<b>69</b>	<b>441</b>	<b>621</b>	<b>489</b>	<b>132</b>	

**Notes:**

CEE: National Council on Economic Education

Part. (Participants): Those who registered for the workshop

Non-MN Part. (Participants): Participants outside of Minnesota

Sync. (Synchronous): Participants attended the workshop live.

Async. (Asynchronous): Participants reviewed the recording.

**Table 4: FY2023 (July 1, 2022-December 31, 2022) Data on Professional Development Workshops & Courses, Appropriate for Pre-Service Teachers**

\*Sorted by Date

	<b>Title</b> <b>Full descriptions found in Appendix A1</b>	<b>Type/Delivery</b>	<b>Date</b>	<b>Location</b>	<b>Length</b> <b>(Hours)</b>	<b>Subject</b>	<b># of MN</b> <b>Part. Sync.</b>	<b># of MN</b> <b>Part. Async.</b>	<b>Total</b> <b>MN Part.</b>	<b># of Non-MN</b> <b>Part. Sync.</b>	<b># of Non-MN</b> <b>Part. Async.</b>	<b>Total</b> <b>Non-MN Part.</b>	<b>Total</b> <b>Participants</b>	<b>Total # of</b> <b>Part. Sync.</b>	<b>Total # of</b> <b>Part. Async.</b>	<b>Grades</b>
1	Pre-Service Workshop - Bethel University	In-Person	10/5/2022	Bethel University	0.5	Economics	3	0	3	0	0	0	3	3	0	5 - 12
2	Pre-Service Workshop - Bethel University	In-Person	10/12/2022	Bethel University	1.5	Economics	22	0	22	0	0	0	22	22	0	K - 6
3	Pre-Service Workshop - Concordia College/Moorhead	In-Person	11/28/2022	Concordia College/Moorhead	0.5	Economics	5	0	5	0	0	0	5	5	0	5 - 12
4	Pre-Service Workshop - Saint Cloud State University	In-Person	10/31/2022	Saint Cloud State University	2	Economics	10	0	10	0	0	0	10	10	0	9 - 12
5	Pre-Service Workshop - Winona University	Virtual	11/16/2022	Online	1	Economics	27	0	27	0	0	0	27	27	0	5 - 12
6	Pre-Service Workshop - Winona University	Virtual	10/10/2022	Winona State University	1.5	Economics	30	0	30	0	0	0	30	30	0	K - 6
7	Pre-Service Workshop - Winona University	Virtual	10/11/2022	Winona State University	1.5	Economics	30	0	30	0	0	0	30	30	0	K - 6
<b>Total:</b>							<b>127</b>	<b>0</b>	<b>127</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>127</b>	<b>127</b>	<b>0</b>	

**Notes:**

Part. (Participants): Those who registered for the workshop  
 Non-MN Part. (Participants): Participants outside of Minnesota  
 Sync. (Synchronous): Participants attended the workshop live.  
 Async. (Asynchronous): Participants reviewed the recording.

**Table 5: FY2023 (July 1, 2022-December 31, 2022) Data on Teacher Professional Development Workshops & Courses, Summary Statistics**

<b>Number of Workshops:</b>	<b>46</b>
Total Number of MCEE Workshops:	25
Total Number of CEE Workshops:	18
Total Number of Other Council Workshops:	3
<b>Total Workshop Hours:</b>	<b>176.75</b>
Total Number of MCEE Workshop Hours:	78.75
Total Number of CEE Workshop Hours:	78
Total Number of Other Council Workshop Hours:	20
<b>Total Number of Participants:</b>	<b>1,095</b>
Total Number of MN Participants:	490
Total Number of Non-MN Participants:	605
<b>Total Number of Synchronous Participants:</b>	<b>849</b>
Total Number of MN Synchronous Participants:	375
Total Number of Non-MN Synchronous Participants:	474
<b>Total Number of Asynchronous. Participants:</b>	<b>246</b>
Total Number of MN Asynchronous Participants:	115
Total Number of Non-MN Asynchronous Participants:	131
<b>MN Participants to MCEE produced workshops:</b>	<b>458</b>
Total Number of MN Synchronous Participants:	347
Total Number of MN Asynchronous Participants:	111

**Notes:**

**CEE: National Council on Economic Education**

**Number of CEE Workshops: CEE produced workshops, marketed to MN teachers by MCEE**

**Part. (Participants): Those who registered for the workshop**

**Non-MN Part. (Participants): Participants outside of Minnesota**

**Sync. (Synchronous): Participants attended the workshop live.**

**Async. (Asynchronous): Participants reviewed the recording.**

## **Grade K-12 Teacher Professional Development Workshop & Courses Descriptions**

### **CCE: Female Pioneers in Economics**

Grades: K-5

Workshop Length: 0.75 Hours

[Mary Clare Peate](#) and [Colleen Gray](#)

*In this workshop, we'll share lessons you can use in the classroom that showcase the lives of extraordinary women using characters from the Mini Movers and Shakers children's literature series. Learn how these women used the fundamentals of economics to make a difference in the world.*

### **CCE: Summer Institute - Macroeconomics**

Grades: 9-12

Workshop Length: 3 Hours

[James Redelsheimer](#)

*In this webinar teachers will learn how to effectively teach the key Macroeconomic concepts such as Monetary and Fiscal Policy. Teachers will come away with engaging lessons to teach these essential concepts with their students. Teachers will also learn about the latest developments in cryptocurrencies, and their potential impact on the economy in the future.*

### **CCE: The Essential Guide To Economics**

Grades: K-6

Workshop Length: 1 Hour

[Cindy Fitzthum](#)

*Explore key economic concepts and resources to bring into your K-6 classroom. You will leave this webinar with examples and curriculum to integrate into your learning environment. Come ready to learn, engage and share your best practices with the group!*

### **CCE: Understanding Bitcoin, Cryptocurrency, & Blockchain Technology**

Grades: 7-12

Workshop Length: 1 Hour

[James Redelsheimer](#)

*Teachers will learn the basics of how Bitcoin, cryptocurrencies, and blockchain technology work. Teachers will come away with many strategies to explain this timely topic to their students. If you're looking for easy ways to teach and answer your students' questions about crypto, this session is for you.*

**CEE: Unit 5 - Long-run Consequences of Stabilization Policies Crowding Out**

Grades: 9-12

Workshop Length: 1 Hour

[James Redelsheimer](#)

*In this webinar teachers will learn to understand and teach the loanable funds with examples and activities; and explain the long-term effects of crowding-out, and effectively explain this to students.*

**CEE: Unit 5 - Long-run Consequences of Stabilization Policies Government Deficits and National Debt**

Grades: 9-12

Workshop Length: 1 Hour

[James Redelsheimer](#)

*In this webinar teachers will learn to define and understand the significance of government deficits and the national debt; and implement effective lessons to prepare students for AP exam questions on deficits and the national debt.*

**CEE: Unit 5 - Long-run Consequences of Stabilization Policies Money Growth and Inflation**

Grades: 9-12

Workshop Length: 1 Hour

[James Redelsheimer](#)

*In this webinar teachers will learn to explain how inflation is related to growth in the money supply; define and give examples of the quantity theory of money; and implement effective lessons to prepare students AP exam questions on money growth and inflation.*

**CEE: Unit 5 - Long-run Consequences of Stabilization Policies The Phillips Curve**

Grades: 9-12

Workshop Length: 1 Hour

[James Redelsheimer](#)

*In this webinar teachers will learn to describe the key characteristics and significance of the Phillips Curve model; effectively implement multiple lessons to help students master the Phillips Curve; and prepare their students for AP Exam questions on the Phillips Curve.*

**CEE: Unit 5 - Long-run Consequences of Stabilization Policies Economics Growth**

Grades: 9-12

Workshop Length: 1 Hour

[James Redelsheimer](#)

*In this webinar teachers will learn to explain the factors that lead to economic growth; calculate economic growth using graphs and data; and implement effective lessons to prepare students for AP exam questions on economic growth.*

**Drop-In Session: STEMulating Economics**

Grades: K-8

Workshop Length: 0.5 Hours

[Colleen Gray](#)

*Blend STEM, history, and economics lessons in such a way that students can't figure out where one subject starts and others ends. Discover fun, engaging lessons and ready-to-use classroom resources.*

**Econ Back to School**

Grades: K-8

Workshop Length: 3.5 Hours

[Colleen Gray](#), [Michelle Deziel](#), [Cindy Fitzthum](#), [Lisa Wiener](#), [Julie Heath](#), [Crystal Johnson](#), and [Kellie Friend](#)

*Join us for a day to learn how to deliver engaging, anti-bias, and relevant economics and personal finance lessons; meet and collaborate with fellow teachers; have your questions answered by a panel of expert economic and personal finance educators. Walk away feeling confident that you are ready to start the school year!*

**Economics and Iron Range Workers Strikes**

Grades: 6-8

Workshop Length: 1 Hour

[Heidi Kloempken](#)

*In this workshop, attendees will use grades 6 to 8 economic and history standards to examine two of the biggest worker strikes on the Iron Range in Minnesota. Workers went on strike in 1907 and 1916 - the second during WWI - over wages and contract systems. Using primary sources and activities, we will evaluate the factors leading to the decisions and responses by the mining companies.*

### **Economics Episodes in American History**

Grades: 9-12

Workshop Length: 5 Hours

Economics Wisconsin

*The Teaching Economics in American History (TEAH) workshop is designed to strengthen the historical understanding of young people by providing their teachers with a stronger knowledge of economic events in our history. This dynamic, interactive workshop is aimed at American history, economics and civics teachers at the middle and high school level. This comprehensive program provides from Wisconsin and the Midwest the instructional tools needed to bring the economic way of thinking to light in a historical context.*

### **Economics Episodes in Civics and American Government**

Grades: 9-12

Workshop Length: 5 Hours

Economics Wisconsin

*Be the first to attend a workshop on this just released new book intended to help infuse the economic way of thinking into a civics and government class! Textbook authors Scott Niederjohn, Mark Schug and Signè Thomas. Chapters include content on the economics of the Constitution and Supreme Court as well as a look at the role of the Congress and Executive Branch in the economy. Fiscal policy, monetary policy, the Federal Reserve, and trade agreements are covered and much more.*

### **Economics for Opinion Leaders: Educators Series**

Grades: 9-12

Workshop Length: 10 Hours

Economics Wisconsin

*The Economics for Opinion Leaders (EFOL) program is a series of two-day, face-to-face seminars on free-market economics for Wisconsin opinion leaders - teachers. The goal is to increase understanding of free enterprise and enable teachers to responsibly share that knowledge with the students they serve.*

### **AZ Council: Female Pioneers in Economics**

Grades: K-5

Workshop Length: 1 Hour

[Colleen Gray](#) and [Mary Clare Peate](#)

*In this workshop, we'll share lessons you can use in the classroom that showcase the lives of extraordinary women using characters from the Mini Movers and Shakers children's literature series. Learn how these women used the fundamentals of economics to make a difference in the world.*



### **Foundation for Economic Education Teacher Resources**

Grades: 9-12

Workshop Length: 1 Hour

[Derek D'Angelo](#)

*Experience the brand new Foundation for Economic Education (FEE) Teacher Resource Center. FEE is aiming to cut your prep time in half for your high school economics course. Covering all topics taught in an on-level economics course, FEE has created and curated resources for you. Customizable Google Slides presentations, YouTube video playlists, podcasts, assignments, top lessons and activities, articles, games, bellringers, and assessment questions are all available for you on our teacher resource center. FEE also offers world-class webinars and in-person programs hosted by top professors and expert instructors that you can schedule for your classes this fall!*

### **iNSPIRE**

Grades: 6-12

Workshop Length: 1 Hour

[James Wilcox](#)

*Economics Arkansas partnered with Stephens Inc. to develop lessons and lesson plans about our free-market economy based on the video series "This is Capitalism." Get iNSPIRED!*

### **Minn-Econ**

Grades: 9-12

Workshop Length: 4 Hours

[Antony Davies](#), [Agapitos Papagapitos](#), and [King Banian](#)

*Minn-Econ 2022: It's a New World - the Changing Landscape of Inflation and Employment. Kick-off Economic Education Month by learning from leading experts about the hottest economic issues of the day: Inflation; Supply Chain Issues; and the Great Resignation.*

### **Northern Lights Academy - History Center's Class for 6th Grade Teachers**

Grades: 6

Workshop Length: 2 Hours

[Colleen Gray](#)

*Help your students understand the multi-faceted economic impact on Minnesota following the 1862 arrival of the railroad. Walk away with interactive ideas and materials for immediate classroom use to engage students in analyzing the growth of industry; the movement of goods and services, resources and money through markets; and why the government regulates economic activity to promote the well-being of the public.*

**Redlining's Impact: Connections Between Wealth and Health Inequalities**

Grades: 9-12

Workshop Length: 1 Hour

[Chaeri Han](#) and [Felicia Noth](#)

*How does where you live influence how you live? Engage participants with primary sources documenting systemic housing discrimination; analyze the impact of discriminatory policies on racial wealth and health disparities.*

**Speaker Series: Pre-Labor Market Determinants of Gender Wage Gaps**

Grades: K-12

Workshop Length: 1 Hour

[Anusha Nath](#)

*Please join us for Minnesota Council on Economic Education's Speaker Series, "Bringing Economics to Life! -- A Series of Conversations Aimed at Using Economics to Better Understand Our World and Address Its Most Challenging Problems" with featured guest, Federal Reserve Bank of Minneapolis Research Economist, Anusha Nath on December 13. Join us from 4:00-5:00 pm cst via Zoom.*

***Pre-Labor Market Determinants of Gender Wage Gaps:***

*What determines the gender gaps in initial wages of college graduates? Using Minnesota longitudinal data to examine the observed choices of individuals in high school, college, and the first job after college, we can quantify how much the differences in these observed choices contribute to the aggregate gender gaps in initial wages. Knowing what choices are being made, and when, allows us to better understand the policy options for addressing the gap.*

**Student Competitions: Economics Challenge & Personal Finance Decathlon**

Grades: 9-12

Workshop Length: 1 Hour

[Joel Coleman](#) and [Jesse Theirl](#)

*Join us for a chance to learn more about how the MCEE Economics Challenge & Personal Finance Decathlon operate, what you can do to prepare for the competitions, ways the competition supports your classroom content, and more! Feel free to join us for one or both of the competition sessions.*

### **Teaching High School Economics - Creating a Student Econ Workbook**

Grades: 9-12

Workshop Length: 3 Hours

[Brandy Siddiqui](#)

*The Teaching Economics in American History (TEAH) workshop is designed to strengthen the historical understanding of young people by providing their teachers with a stronger knowledge of economic events in our history. This dynamic, interactive workshop is aimed at American history, economics and civics teachers at the middle and high school level. This comprehensive program provides from Wisconsin and the Midwest the instructional tools needed to bring the economic way of thinking to light in a historical context.*

### **Teaching High School Economics**

Grades: 9-12

Workshop Length: 24 Hours

[Kristine West](#) and [Brandy Siddiqui](#)

*Participants who have participated in the MCEE Teaching High School Economics workshop are eligible to join this session to learn how to create a student econ workbook for general education students.*

### **Teaching Productivity and Specialization with a New Children's Story**

Grades: 3-5

Workshop Length: 1 Hour

[Angie Battle](#)

*In this workshop, teachers learn to incorporate effective reading strategies into creative and engaging content-integrated lessons. Learn about the latest installment in the award-winning Earl & Starla children's book series geared toward teaching young students about economics concepts. The story follows two charismatic kitties, Earl and Starla, who join their friend Elizabeth to visit a dairy farm. There they learn about resources, goods and services, productivity, and profit. Participants will receive access to all digital lesson materials.*

### **Using Children's Literature to Foster Community-Based Decision Making**

Grades: K-5

Workshop Length: 2 Hours

[Teresa Ponessa](#) and [Sara Benedett](#)

*Join us as we consider how economic and civic concepts and skills help us make decisions for ourselves and our community.*

### **Using Children's Literature Written by BIPOC Authors to Teach Econ**

Grades: 3-5

Workshop Length: 4.5 Hours

[Michelle Deziel](#) and [Colleen Gray](#)

*Over the course of this full-day virtual event, educators will choose from 8 unique Zoom sessions exploring a wide variety of resources and strategies for supporting elementary students' mastery of essential economic and personal finance concepts. Get inspired by our passionate presenters and head into the 2022-2023 school year with an impressive array of classroom-ready resources*

### **Who am I that I Don't get My Portion: Hip-Hop Ed & Counternarratives in Econ**

Grades: 9-12

Workshop Length: 1 Hour

[Neil Shanks](#) and [Delandrea Hall](#)

*In this session, we explore research relating to Hip-Hop education and its potential for informing critical perspectives in economics curriculum. Specifically, we analyze the work of several artists that challenge dominant narratives in K-12 economics and suggest potential lesson activities that allow students to form counter-narratives that speak to the economic issues they face.*

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

Grades: K-12

Workshop(s) Length: 78 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.*

Back to School with Intuit: Use real-world tools in the classroom
Econ Toolbox for Engaging High School Students
Summer Institute Day 2 Afternoon Session: Teaching Microeconomics Using Current Events
Summer Institute Day 2 Morning Session: Microeconomics and Cryptocurrencies
Summer Institute Day 3 Afternoon Session: Personal Finance
Summer Institute Day 3 Morning Session: Personal Financial Literacy
Summer Institute Day 4: NearPod, Intuit & the National Council for Economic Education
Teaching Personal Finance in the 21st Century: TikTok and Personal Finance

### **Pre-Service Professional Development Workshops & Courses Description**

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

Please find a full copy of A2 – A2a Summaries of Professional Development Workshop and Course Evaluations & A2b Summaries of Pre-Service Professional Development Workshop and Course Evaluations (July 2022 - December 2022) at the following link:

[z.umn.edu/FY23SummaryEvaluations](https://z.umn.edu/FY23SummaryEvaluations)

## 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

The Minnesota Council on Economic Education (MCEE) is proud to present the revised and expanded *Mathematics and Economics*: Grades K-5 curriculum. Math and Economics was developed in response to an increased need for interdisciplinary curriculum within the K-5 grade levels. The curriculum revisions focused on diversity, equity and inclusion throughout all lessons with particular attention given to access to all learners and anti-bias considerations. The result is a collection of K-5 MN academic standards-based (Social Studies-Economics 2011 & 2021 draft standards and Math 2007 standards) and national academic standards-based (National Economic Standards and Common Core Standards for Mathematics) lessons and pre/post assessments. Lessons are adaptable for use in daily, after school, or summer school classrooms. Teachers have the content and pedagogy to successfully educate students using integrated math, economics and personal finance standards. Each grade-level unit contains lessons related to the following topics: Decision Making, Personal Finance, & Business/Production

## **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 Responsive Personal Finance**

*Culturally Responsive 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.