

# **THE MINNESOTA COUNCIL ON ECONOMIC EDUCATION**

## **FY2024 Mid-Year Grant Impact Report on Two Grants**

### **Supporting K-12 Teacher Professional Development to Deliver the Minnesota Economic Standards and to Support Personal Finance Education**

Submitted February 15, 2024

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

MDE Program Contact: Jennifer Dugan, Director of Academic Standards, Instruction and Assessment  
MDE Program Contact: Nichole Laven, Standards Implementation Manager, Academic Standards, Instruction and Assessment  
MDE Finance Contact: Joel Bergevin, Grant Specialist

#### **Title of Grant Opportunity One: Legislatively Named for MN Council on Economics Education**

GMS NUMBER: 6724

SWIFT Contract Number: 234326

SWIFT Vendor Number: 0000214743

Purchase Order Number: 3000030882

Funding Source/Legislative Authority: 2023 Minnesota Session Laws, Chapter 55, Article 2, Section 64, Subd. 26.

#### **Title of Grant Opportunity Two: Legislatively Named for MN Council on Economics Education – Commerce Grant**

GMS NUMBER: 6723

SWIFT Contract Number: 234328

SWIFT Vendor Number: 0000214743

Purchase Order Number: 3000030878

Funding Source/Legislative Authority: 2023 Minnesota Session Laws, Chapter 57, Article 1, Section 3, Subd. 1.



## **TABLE OF CONTENTS**

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. 12

Table 1: Data on Professional Development Workshops & Courses, Appropriate for Grade K-5, K-6, 6-8 Teachers, p. 18

Table 2a: Data on Professional Development Workshops & Courses, Appropriate for Grade K-12 Teachers, p. 19

Table 2b: Data on Professional Development Workshops & Courses, Appropriate for Grade 6-12 Teachers, p. 19

Table 3: Data on Professional Development Workshops & Courses, Appropriate for Grade 9-12 Teachers, p. 20

Table 4: Data on Professional Development Workshops & Courses, Appropriate for Pre-Service Teachers, p. 21

Table 5: Data on Teacher Professional Development Workshops & Courses, Summary Statistics, p. 22

## **APPENDICES**

A1 – A1a MCEE Teacher Professional Development Workshop and Course Descriptions, p. 23

A1 – A1b MCEE Pre-Service Professional Development Workshop and Course Descriptions, p. 34

A2 – A2a Summaries of Professional Development Workshop and Course Evaluations & A2b Summaries of Pre-Service Professional Development Workshop and Course Evaluations, p. 35  
Full Workshop and Course Evaluations can be found at: [z.umn.edu/FY24SummaryEvaluations](https://z.umn.edu/FY24SummaryEvaluations)

A3 – Description of MCEE-Developed and Distributed Curricula, p. 36

## EXECUTIVE SUMMARY

As required under the legislation, this document constitutes the mid-year report on the first year of two, two-year grants for fiscal years 2024 and 2025. The full fiscal year 2023 report on the just previous grant (August 2023) can be found [here](#).

In FY2023, MCEE produced or promoted 129 professional development workshops to MN teachers, with 305.9 unique hours of content, along with curriculum and other resources. Via these workshops, 1,238 Minnesota teachers, and another 945 teachers outside MN, received 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.

In FY2023, MCEE reached 2,121 students directly through 16 programs. In the initial year of training alone, another 39,310 students were impacted indirectly through MCEE newly trained educators in classrooms across the state, with many more students continuing to be impacted in the decades ahead. Another 34,020 students outside Minnesota benefited from their teachers having received MCEE training. MN teachers attend workshops free or receive a stipend; out of state teachers are charged a fee to register for workshops.

In the first half of FY2024, MCEE produced or promoted 53 professional development workshops for MN teachers, with 127.83 unique hours of content, along with curriculum and other resources. Via these workshops, 1,550 Minnesota teachers, and another 163 teachers either geographically unidentified or outside MN, received training. The teachers attending these trainings will be impacting tens of thousands of students in their classrooms in this academic year alone. As of the date of writing this report, over 3,100 teachers have registered for workshops in FY2024. Our MCEE direct-to-student programs run March through July, so reporting on those numbers will be included in the full fiscal year report.

MCEE is very appreciative of having received two, two-year, one-time grants from the state legislature, one for \$50,000 in each year, via funding from a special revenue account within the Department of Commerce transferred to the Department of Education for this purpose, and one for \$200,000 in each year, via K-12 Education Finance funding stream. MCEE has successfully implemented the activities outlined under the legislative grant applications and is well on its way to achieving the two-year goals outlined under the grants.

## **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 finance knowledge and skills to make informed decisions and thrive in our complex world. For 63 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.

MCEE returned 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). The request was split over two bills, one traveling through the K-12 Education Finance Line (HF0932/SF0865), asking for \$500,000 annual base funding, and one traveling through the Commerce line (HF1336/SF1461), asking for \$50,000 annually for two years, drawing on a special revenue fund for financial literacy education in Commerce. MCEE received only partial, and temporary funding, \$200,000 (\$190,000 after the \$10,000 admin deduction for MDE) via K-12 Finance and \$50,000 via the Commerce special revenue account. 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, and now also to teach the required high school course in personal finance: elementary, social studies, business, family and consumer science, and agriculture education. 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 five 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. Many students and teachers who participate in MCEE programs or utilize MCEE services, however, 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 five 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 FY2024 and FY2025 Legislative Grants (Partially enabled by the state grant, but also private funding)

MCEE is very appreciative of having received two, two-year grants from the state legislature, totalling \$240,000 in each year FY2024 and FY2025, via funding from a special revenue account within the Department of Commerce transferred to the Department of Education and from funds from the K-12 Finance line. The MCEE goals and activities, submitted July 2023 in the narrative for the FY2024 and FY2025 MDE grant applications include the following:

***Goal #1: Work to ensure that MN teachers have the knowledge and pedagogical skills to successfully deliver the K-12 Economic Standards and the required course in personal finance***

**Strategy 1: Provide Teacher Professional Development**

Activity 1.1: In the school years of 2024 and 2025, each year offer a minimum of 40 webinars for K-12 teachers, held twice a week, with each webinar lasting an hour, reaching approximately 600 teachers each year. Additionally, hosting Minn-Econ, our annual conference, providing approximately four hours of content and reaching about 70 teachers. These professional development opportunities will be provided at no cost and will concentrate on economics and personal finance subjects that are aligned with Minnesota academic standards for economics and personal finance.

Activity 1.2: Organize Summer Institutes tailored for K-5, 6-8, and 9-12 grade level teachers, to be held for up to three days in the summers of 2024 and 2025, providing approximately 35 hours of content and reaching about 100 teachers each year. The main objective of these institutes is to provide teachers with the essential knowledge, skills and classroom resources required to teach economics and personal finance in a confident and effective manner for the upcoming school year.

Activity 1.3: Design, develop and pilot voluntary teacher certification programs for MN high school teachers in economics and personal finance. These programs would provide a minimum of 40 to 50 hours of intensive training in the knowledge content and pedagogy associated with teaching a semester equivalent course in economics or personal finance. Certification workgroups composed of content experts from K-12 and post-secondary education have been formed and have been tasked with designing the certification courses/programs from July 2023 through the following academic year, with the goal of piloting the new certification programs in summer 2024 and/or academic year 2024-2025 with at least 20 teachers in each of the two programs.

Activity 1.4: Maintain the delivery of workshops for students in pre-service education programs, leading a minimum of 10 workshops per year in 2024 and 2025, delivering approximately 14 hours of content and reaching about 200 students each year. The workshops are focused on equipping future educators with the knowledge and skills to effectively teach economics and personal finance standards to K-12 students. These workshops will cover curriculum development, instructional strategies, assessment techniques, and resources specific to economics and personal finance education. The goals are to ensure that pre-service teachers are well prepared and confident in their ability to deliver high-quality instruction in these areas, promoting financial literacy and economic understanding among K-12 students, and to establish what hopes to be a career-long relationship between teachers and MCEE.

***Goal #2: Ensure that all MN K-12 teachers have access to necessary no- or low-cost curricular resources to deliver the K-12 Economic Standards and the required course in personal finance***

Strategy 2: Develop, Revise and Curate Resources

Activity 2.1: By the end of 2025, identify, develop, and update a comprehensive set of K-12 economics and personal finance lessons that align with the 2021 Minnesota K-12 Social Studies Standards in Economics and Personal Finance. This will involve revising existing lessons and identifying or creating new ones as necessary, ensuring that all lessons are rigorous, inclusive, relevant, and engaging for students at each grade level.

Activity 2.2: Engage the services of consultants to provide guidance to MCEE Education Directors and Master Teachers on incorporating diversity, equity, inclusion, and anti-bias perspectives into MCEE curriculum resources. MCEE will seek out consultants who specialize in developing strategies to successfully address the academic achievement gap among diverse racial and ethnic groups, as well as economic groups.

***Goal #3: Develop and foster relationships with teachers, leaders of Minnesota school districts, the Professional Educator Licensing and Standards Board (PELSB), Education Minnesota, and organizations driven to promoting high-quality education in Social Studies, particularly in the areas of Economics and Personal Finance.***

Strategy 3: Manage Stakeholder Relationships

Activity 3.1: In 2024, conduct a survey among Directors of Teaching and Learning in districts, aimed at gathering feedback on the training and curriculum resources needed for teaching the 2021 Minnesota K-12 Social Studies Standards in Economics and Personal Finance. Perhaps collaborate with other social studies organizations on the design and implementation of a joint survey. Use results of the survey to inform the design and delivery of teacher professional development training and resources.

Activity 3.2: Actively participate in and/or deliver presentations at a minimum of three state and national conferences annually throughout the years 2024 and 2025, promoting the advancement of economics and personal finance education in order to expand knowledge, share expertise, and establish valuable connections within the field.

Activity 3.3: Create and implement a recruitment plan to add a minimum of three Master Teachers per year in 2024 and 2025, with a specific emphasis on candidates who identify as Black, Indigenous, or People of Color (BIPOC) in order to enhance diversity and inclusivity within MCEE's Master Teacher corp.

***Goal #4: Engage in direct-to-student programming to enhance learning and achievement with respect to the academic standards***

Strategy 4: Provide quality and engaging student programming

Activity 4.1: Give students the capstone experience of participating in the Economics Challenge and the Personal Finance Decathlon.

**Economics Challenge ([z.umn.edu/EconomicsChallenge](https://z.umn.edu/EconomicsChallenge))**

In the Economics Challenge, 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)
- Heartland (St. Cloud)
- Southern Minnesota (Mankato)
- Twin Cities
- Urban (Invite-Only)
- Online

**Personal Finance Decathlon ([z.umn.edu/PFDecathlon](https://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 in-person state competition to showcase their talent in solving problems and communicating effectively.

Activity 4.2: Provide K-12 students the opportunity to creatively demonstrate their economics and personal finance knowledge through the Poster Contest.

**Poster Contest ([z.umn.edu/PosterContest](https://z.umn.edu/PosterContest))**

The Poster Contest is a competition for students to express economic and personal finance concepts through an illustration, demonstrating their understanding of that topic. Students are given a pre-selected list of concepts they may illustrate, but otherwise have creative freedom to design their own illustrations that best represent concepts such as entrepreneurship, markets, trade, productivity, human capital, natural resources, and others.

The program engages students in grades K-8, provides an opportunity for students to show their comprehension, practice creative thinking and problem solving, and hone their non-written communication skills. Students are encouraged by the program to further

their study of economics having seen how the field is more than rote memorization or dull classroom exercises; participating teachers are supported with guidance and connection to resources and curricula that can help teach students about the topics included in the competition.

#### Outcomes/Estimated Timelines for Goal #4:

Marketing for all MCEE student competitions begin in the fall and continue throughout the school year with registration opening January 1 of the competition year. MCEE has seen a steady flow of just around 300 student participants in both the Economics Challenge and Personal Finance Decathlon. The Poster Contest, even though it only started in 2021, has seen a giant leap in student participation with over 500 student participants in 2023. With the large increase in participation for the Poster Contest, MCEE is strategizing a better way to grade all the submissions and in turn may have the teachers/schools do the first round of judging for their school and then submit a smaller number per teacher/school into the contest; revision work will begin fall 2023.

Both the Economics Challenge and Personal Finance Decathlon run on the same timeline with fall marketing, January 1 registration opening, late February registration closing, regionals/round 1 competition in March, and the state competitions at the end of April/early May.

The Poster Contest, since its structure is a bit different from the other two competitions, allows teachers to compete throughout the school year. Many teachers embed this contest directly into their teaching and offer it as an in class assignment or extra credit opportunity. Much like the Economics Challenge and Personal Finance Decathlon, the Poster Contest begins with fall marketing, January 1 registration opening, and then submissions are expected until the end of April. Judges then review the submissions in May and the contest wraps up with checks being mailed to winning students at the end of the month.

## **IMPACT OF THE GRANTS**

### Progress on 2024-2025 Goals

MCEE is progressing and/or delivering on all the Goals and Activities outlined above for the two-year period of the two grants. We are offering regularly scheduled academic year teacher professional development webinar workshops in economics and personal finance, and registrations for these webinars are up – exceeding historical numbers (reported below). We have two new voluntary certification programs under development – one for the teaching of high school personal finance and one for the teaching of high school economics. These will be piloted in summer 2024. We have successfully recruited additional talented and award-winning teachers to our Master Teacher corps of workshop instructors. We are delivering instruction via pre-service teacher training programs.

MCEE has multiple curricular review and upgrade projects underway, with teams of experts auditing K-8 and 9-12 resources available through our MCEE website and through our workshops in relation to the new social studies standards, identifying those to retain, revise or retire. Teams of experienced elementary, middle and high school teachers have been assembled to align curriculum resources with the newly approved economics (and personal finance embedded) standards within the social studies.

Finally, we are preparing to successfully deliver several direct-to-student capstone/competitions economics and personal finance enrichment programs in the spring and summer of 2024. The end-year report will include data on our direct and in-direct to student reach.

#### FY2024 Reporting under the K-12 Education Finance and Commerce Grants

MCEE collects qualitative and quantitative data on all its programming. Tables 1-5 include information on MCEE teacher professional development data for the first half of FY2024 (July 1 2023-December 31, 2023), as specified in the reporting requirements under the enabling legislation for the MCEE grants. 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 1,713 teachers participated in 53 unique workshops, offered, or promoted by MCEE. At least 1,550 of these were Minnesota pre-service and classroom teachers. MCEE and its affiliates delivered 127.83 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.

Tables A below, provide the overall evaluation summary for workshops. Table A is based on the 36 of the 37 workshops conducted by MCEE between July 1, 2023 - December 31, 2023 that had participant evaluation responses. 538 workshop participants completed the 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; 8.65% on average indicated they were neutral. Of the participants who completed an evaluation, overall, 89.17% agree/strongly agree to the statements.

1	The workshop successfully achieved its advertised objectives.	93.12%
2	The facilities/online platform was appropriate for this course.	96.47%
3	The time allotted for this workshop was sufficient.	90.15%
4	The instructor was knowledgeable about the topic and able to effectively impart that knowledge to participants.	94.80%
5	The instructor was responsive to participants' needs.	94.61%
6	I am more confident in my ability to teach economic and personal finance education.	79.55%
7	I gained important knowledge, teaching methods, and resources that are relevant to my classroom teaching.	87.55%
8	The teaching methods and resources that I received will enable me to make my classroom teaching more interesting, effective, and engaging for students.	85.87%
9	This workshop met my expectations.	87.36%
10	This workshop was a valuable use of my time.	86.62%
11	I am likely to recommend this workshop to a friend/colleague.	84.76%

Among the feedback reported by teachers on workshop and course evaluations in the first half of FY2024 were the following:

#### 9-12 Teachers

- “My confidence has improved immensely because of MCEE instruction. I feel like I will be able to start teaching economics with full stride because of the MCEE workshop.”  
Teaching High School Economics - 4 Day, 7/10-13/2023
- “MCEE's Teaching High School Economics offers deep content, engaging simulations, and hands-on activities to jump start or invigorate your economics classroom! It's a must attend!” Teaching High School Economics - 4 Day, 7/10-13/2023

- “MCEE has been a life saving godsend to my teaching and mental health. I have a community of professionals at my back and a plethora of resources to challenge the brightest learners in my school while authentically engaging across the spectrum of learners. I find students across the learning spectrum enjoy economics and authentically want to learn more.” Using FRED Data to Bring Macroeconomics to Life, 12/14/2023
- “I enjoy learning more about relevant topics that can also relate to economics within social studies education, such as AI tools with an econ class focus and voting patterns and economics trends that can connect to those!” AI: Friend, Foe, or Both? 11/2/2023
- “I was barely a page ahead of my students when I started teaching economics from a Civics textbook 7 years ago. I have attended quite a few MCEE workshops, and now economics is my favorite subject to teach.” Integrating Revised High School Econ Standards, 10/26/2023

#### K-8 Teachers

- “I didn't consider myself an economics teacher but MCEE has helped me to see where I can incorporate these resources into other content areas!” Elementary Econ Ed Straight from the Fed, 10/10/2023
- “I feel like I have access to additional resources for teaching about indigenous focused lessons. The activities provided would be something my students would really enjoy, and again, I loved the literature that was shared.” Incorporating Economic Concepts into History of Indigenous Peoples’ Lessons, 11/7/2023
- “Combining content topics and relating closely to standards helps me have more empowerment when teaching and engages students.” Incorporating Economic Concepts into History of Indigenous Peoples’ Lessons, 11/7/2023
- “The teaching methods and resources that I have received through the workshop will enable me to make my classroom teaching more interesting and effective.” Breaking Ground: New Economic Insights on the Minimum Wage, 11/21/23
- “Instead of a stand alone economics unit, I now understand how to incorporate economic concepts in indigenous peoples studies, and can apply that concept to including economics in additional content areas.” Incorporating Economic Concepts into History of Indigenous Peoples’ Lessons, 11/7/2023

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 FY2024. 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: FY2024 (July 1, 2023-December 31, 2023) Data on Professional Development Workshops & Courses, Appropriate for Grade K-5, K-6, 6-8 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.	# of No Data Part. Sync	# of No Data Part. Async	Total No Data Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	CEE: 2023 Summer Institute K-5: Session 3	Virtual	7/20/2023	Online	1.5	Economics & Personal Finance	0	0	0	11	0	11	0	0	0	11	11	0	K-5
2	CEE: 2023 Summer Institute K-5: Session 4	Virtual	7/20/2023	Online	1.25	Economics & Personal Finance	0	0	0	9	0	9	0	0	0	9	9	0	K-5
3	HistoryFest: Bite-Sized History	In-Person	8/10/2023	MN History Center	6.5	History & Economics	67	0	67	0	0	0	0	0	0	67	67	0	K-5
4	CEE National Conference: Elementary Mathematics and Economics - Engaging Lessons for Grades K-5 After School & Summer School Learning	In-Person	9/23/2023	Fort Lauderdale, FL	0.75	Economics	0	0	0	9	0	9	7	0	7	16	16	0	K-5
5	Empowering Elementary Educators to Teach the New Economics Standards	Virtual	9/26/2023	Online	1	Economics	24	27	51	1	1	2	0	0	0	53	25	28	K-5
6	Empowering Middle School Educators to Teach the New Economics Standards	Virtual	10/3/2023	Online	1	Economics	10	5	15	0	1	1	0	0	0	16	10	6	6-8
7	Elementary Econ Ed Straight from the Fed	Virtual	10/10/2023	Online	1	Economics	37	17	54	1	0	1	0	0	0	55	38	17	K-5
8	MEA Conference: Using Children's Books by BIPOC Authors to Teach the New MN Economic Benchmarks	In-Person	10/19/2023	Saint Paul RiverCentre	1	Economics	48	0	48	0	0	0	0	0	0	48	48	0	K-6
9	Middle School Econ Ed Straight from the Fed	Virtual	10/24/2023	Online	1	Economics	22	9	31	0	0	0	0	0	0	31	22	9	6-8
10	Incorporating Economic Concepts into History of Indigenous Peoples' Lessons	Virtual	11/7/2023	Online	1	Economics	66	29	95	1	0	1	0	0	0	96	67	29	K-5
11	JA BizTown & JA Finance Park	Virtual	11/14/2023	Online	1	Personal Finance	24	9	33	0	0	0	0	0	0	33	24	9	6-8
12	Harvest of the Month: Growing Econ Skills from Field to Fork!	Virtual	11/28/2023	Online	1	Economics	41	39	80	1	0	1	0	0	0	81	42	39	K-5
13	Financial Futures: Empowering Learners Through Viral Inspiration	Virtual	12/5/2023	Online	1	Personal Finance	36	11	47	0	2	2	0	0	0	49	36	13	6-8
Total:							375	146	521	33	4	37	7	0	7	565	415	150	

Notes:  
CEE: National Council on Economic Education  
JA: Junior Achievement  
MEA: Minnesota Educators Association  
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: FY2024 (July 1, 2023-December 31, 2023) 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.	# of No Data Part. Sync	# of No Data Part. Async	Total No Data Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	GeoFest Conference: Embark on a journey of Economics learning through the power of Maps!	In-Person	10/28/2023	Centennial High School	0.83	Economics	3	0	3	0	0	0	0	0	0	3	3	0	K-12
2	Speaker Series: What are the benefits of investing in financial literacy education?	Virtual	11/8/2023	Online	1	Economics	30	36	66	1	9	10	9	12	21	97	40	57	K-12
Total:							33	36	69	1	9	10	9	12	21	100	43	57	

Table 2b: FY2024 (July 1, 2023-December 31, 2023) 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.	# of No Data Part. Sync	# of No Data Part. Async	Total No Data Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	Econiful: Culturally Responsive Personal Finance	Virtual	7/11/2023	Online	1	Personal Finance	26	0	26	0	0	0	0	0	0	26	26	0	6-12
2	Econiful: Culturally Responsive Personal Finance	Virtual	7/11/2023	Online	1	Personal Finance							0	0	0				6-12
3	St. Paul Public Schools In-District TPD	In-Person	9/25/2023	St. Paul Public Schools	1	Economics	25	0	25	0	0	0	0	0	0	25	25	0	6-12
4	St. Paul Public Schools In-District TPD	In-Person	9/25/2023	St. Paul Public Schools	1	Economics	25	0	25	0	0	0	0	0	0	25	25	0	6-12
Total:							76	0	76	0	0	0	0	0	0	76	76	0	

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.  
TPD: Teacher Professional Development

Table 3: FY2024 (July 1, 2023-December 31, 2023) Data on Professional Development Workshops & Courses, Appropriate for Grade 9-12 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.	# of No Data Part. Sync	# of No Data Part. Async	Total No Data Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	Teaching High School Economics	Virtual	7/10-13/2023	Online	28	Economics	8	0	8	2	0	2	0	0	0	10	10	0	9-12
2	Economics for Opinion Leaders: Educators Series	In-Person	7/13-14/2023	Lambeau Field, Green Bay, WI	16	Economics	1	0	1	0	0	0	0	0	0	1	1	0	9-12
3	Economics Episodes in Civics and American Government	In-Person	7/11/2023	Lambeau Field, Green Bay, WI	8	Economics	1	0	1	0	0	0	0	0	0	1	1	0	9-12
4	Economics Episodes in American History	In-Person	7/12/2023	Lambeau Field, Green Bay, WI	8	Economics	1	0	1	0	0	0	0	0	0	1	1	0	9-12
5	College In The Schools	In-Person	7/25/2023	University of Minnesota	6	Economics	6	5	11	0	0	0	0	0	0	11	6	5	9-12
6	Public Lecture - "All We Have is the Truth": Burdened Individuality, Abstract Equality, & Economic Inference	In-Person	9/18/2023	St. Catherine University	1.5	Economics	98	0	98	2	0	2	70	0	70	170	170	0	9-12
7	Creative Approaches to Teaching Economics	Virtual	9/28/2023	Online	1	Economics	16	26	42	1	1	2	0	0	0	44	17	27	9-12
8	Using Teaching Resources from the St Louis Fed	Virtual	10/5/2023	Online	1	Economics	8	6	14	0	0	0	0	0	0	14	8	6	9-12
9	MBITE Conference (MN Marketing/Biz/IT Ed): Culturally Responsive Personal Finance	In-Person	10/6/2023	Bethel University	0.75	Personal Finance	13	0	13	0	0	0	0	0	0	13	13	0	9-12
10	MBITE Conference (MN Marketing/Biz/IT Ed): Making Personal Finance Decisions	In-Person	10/6/2023	Bethel University	0.75	Personal Finance	4	0	4	0	0	0	0	0	0	4	4	0	9-12
11	Exploring the Federal Reserve, Economic Updates, and Future Outlook	Virtual	10/12/2023	Online	1	Economics	13	8	21	0	0	0	0	0	0	21	13	8	9-12
12	College In The Schools	In-Person	10/13/2023	University of Minnesota	6	Economics	12	1	13	0	0	0	0	0	0	13	12	1	9-12
13	Money Matters 101: A Crash Course in Financial Literacy for Students	In-Person	10/19/2023	St. Cloud State University	1.25	Personal Finance	40	0	40	0	0	0	0	0	0	40	40	0	9-12
14	Voting and Politics: Why do so many people choose not to vote?	Virtual	10/25/2023	Online	1	Economics	26	12	38	0	1	1	0	0	0	39	26	13	9-12
15	Integrating Revised High School Econ Standards	Virtual	10/26/2023	Online	1	Economics	23	10	33	0	0	0	0	0	0	33	23	10	9-12
16	AI: Friend, Foe, or Both?	Virtual	11/2/2023	Online	1	Economics	39	27	66	0	0	0	0	0	0	66	39	27	9-12
17	Engaging with the Center for Indian Country Development	Virtual	11/9/2023	Online	1	Economics	30	17	47	0	0	0	0	0	0	47	30	17	9-12
18	Breaking Ground: New Economic Insights on the Minimum Wage	In-Person	11/14/2023	St. Cloud State University	1	Economics	10	5	15	0	0	0	0	0	0	15	10	5	9-12
19	Teaching Current Events in Macroeconomics	Virtual	11/16/2023	Online	1	Economics	35	20	55	0	0	0	0	0	0	55	35	20	9-12
20	Unlocking Financial Freedom: Mastering Credit and Loans 101!	In-Person	11/16/2023	St. Cloud State University	1.25	Personal Finance	25	0	25	0	0	0	0	0	0	25	25	0	9-12
21	Breaking Ground: New Economic Insights on the Minimum Wage	Virtual	11/21/2023	Online	1	Economics	40	18	58	3	1	4	0	0	0	62	43	19	9-12
22	In-District ISD 742: Bridging the Gap between Research and Classroom: Understanding Intergenerational Mobility	In-Person	11/22/2023	Tech High School	1.5	Economics & Personal Finance	20	0	20	0	0	0	0	0	0	20	20	0	9-12
23	Developing a Holiday Budget	Virtual	11/30/2023	Online	1	Personal Finance	28	10	38	1	0	1	0	0	0	39	29	10	9-12
24	In-District ISD 47: Intergenerational Mobility Hybrid Session	In-Person	12/1/2023	Sauk Rapids-Rice Senior High	2	Economics & Personal Finance	11	0	11	0	0	0	0	0	0	11	11	0	9-12
25	Digging Deeper into Economic Numbers	Virtual	12/7/2023	Online	1	Economics	26	13	39	0	2	2	0	0	0	41	26	15	9-12
26	2024 High School Student Competitions	Virtual	12/12/2023	Online	1	Economics & Personal Finance	22	6	28	1	1	2	0	0	0	30	23	7	9-12
27	Using FRED Data to Bring Macroeconomics to Life	Virtual	12/14/2023	Online	1	Economics	33	8	41	1	1	2	0	0	0	43	34	9	9-12
Total:							589	192	781	11	7	18	70	0	70	869	670	199	

Notes:  
CEE: National Council on Economic Education  
MBITE: Minnesota Marketing-Business-Information Technology Educators  
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: FY2024 (July 1, 2023-December 31, 2023) Data on Professional Development Workshops & Courses, Appropriate for Pre-Service 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.	# of No Data Part. Sync	# of No Data Part. Async	Total No Data Part.	Total Participants	Total # of Part. Sync.	Total # of Part. Async.	Grades
1	Pre-Service Workshop - Bethel University: Grade 5-12 Economics	In-Person	10/11/2023	Bethel University	1	Economics	6	0	6	0	0	0	0	0	0	6	6	0	5-12
2	Pre-Service Workshop - College of Saint Benedict & Saint John's University: Grade 5-12 Economics	In-Person	10/26/2023	College of Saint Benedict & Saint John's University	1.5	Economics	12	0	12	0	0	0	0	0	0	12	12	0	5-12
3	Pre-Service Workshop - Winona State University: Grade K-6 Econonomics	In-Person	10/30/2023	Winona State University	1.5	Economics	25	0	25	0	0	0	0	0	0	25	25	0	K-6
4	Pre-Service Workshop - Winona State University: Grade K-6 Econonomics	In-Person	11/2/2023	Winona State University	1.5	Economics	30	0	30	0	0	0	0	0	0	30	30	0	K-6
5	Pre-Service Workshop - College of St. Scholastica: Grade 5-12 Economics	Virtual	11/15/2023	Online	0.5	Economics	9	0	9	0	0	0	0	0	0	9	9	0	5-12
6	Pre-Service Workshop - Bethel University: Grade K-6 Economics	In-Person	11/21/2023	Bethel University	1.5	Economics	18	0	18	0	0	0	0	0	0	18	18	0	K-6
7	Pre-Service Workshop - Concordia College: Grade 5-12 Economics	In-Person	11/27/2023	Concordia College, Moorhead	0.5	Economics	3	0	3	0	0	0	0	0	0	3	3	0	5-12
Total:							103	0	103	0	0	0	0	0	0	103	103	0	
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: FY2024 (July 1, 2023-December 31, 2023) Data on Teacher Professional Development Workshops & Courses, Summary Statistics**

<b>Number of Workshops:</b>	<b>53</b>
Total Number of MCEE Workshops:	37
Total Number of CEE Workshops:	3
Total Number of Other Council/Organization Workshops:	13
<b>Total Workshop Hours:</b>	<b>127.83</b>
Total Number of MCEE Workshop Hours:	76.5
Total Number of CEE Workshop Hours:	3.5
Total Number of Other Council/Organization Workshop Hours:	47.83
<b>Total Number of Participants:</b>	<b>1,713</b>
Total Number of MN Participants:	1,550
Total Number of Non-MN Participants:	65
Total Number of No Data Participants:	98
<b>Total Number of Synchronous Participants:</b>	<b>1,307</b>
Total Number of MN Synchronous Participants:	1,176
Total Number of Non-MN Synchronous Participants:	45
Total Number of No Data Synchronous Participants:	86
<b>Total Number of Asynchronous Participants:</b>	<b>406</b>
Total Number of MN Asynchronous Participants:	374
Total Number of Non-MN Asynchronous Participants:	20
Total Number of No Data Asynchronous Participants:	12
<b>MN Participants to MCEE produced workshops:</b>	<b>1223</b>
Total Number of MN Synchronous Participants:	849
Total Number of MN Asynchronous Participants:	374

**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**

### **2023 Summer Institute K-5: Session 3**

Grades: K-5

Workshop Length: 1.5 hours

[Colleen Gray](#)

*Explore resources and activities available to teach economics and personal finance*

*Discover strategies for integrating economics and personal finance concepts into content already taught*

*Examine how civics and children's literature can be used to teach economics*

*Share with participants thoughts, ideas, questions, or concerns they have about implementing what they learned.*

### **2023 Summer Institute K-5: Session 4**

Grades: K-5

Workshop Length: 1.25 hours

[Colleen Gray](#)

*Explore resources and activities available to teach economics and personal finance*

*Discover strategies for integrating economics and personal finance concepts into content already taught*

*Examine how civics and children's literature can be used to teach economics*

*Share with participants thoughts, ideas, questions, or concerns they have about implementing what they learned.*

### **2024 High School Student Competitions**

Grades: 9-12

Workshop Length: 1 hour

[Angela Zappa, Jesse Theirl, and Joel Coleman](#)

*Join us for a chance to learn more about how the MCEE Personal Finance Decathlon & Economics Challenge operates, 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 (Personal Finance Decathlon: 4:00-4:30pm & Economics Challenge: 4:30-5:00pm).*

### **AI: Friend, Foe, or Both?**

Grades: 9-12

Workshop Length: 1 hour

[Michael Kieselbach](#)

*Enhance your teaching preparation and the construction of learning activities using Artificial Intelligence (AI). Plus, gain insights into detecting the incorporation of AI in student assignments. As high school teachers, it's crucial to recognize that we are in a new world and need to adjust to these changes.*

**Bite-Sized History (HistoryFest)**

Grades: K-5

Workshop Length: 6.5 hours

Kellie Friend

*Finding time for history education can be difficult in the elementary classroom. In this session elementary teachers will learn strategies to incorporate history in small bites into their classrooms. We will use literature, primary sources, and other resources to engage young learners in examining and connecting to the past. The session will also include ideas to incorporate economics into the classroom.*

**Breaking Ground: New Economic Insights on the Minimum Wage**

Grades: 9-12

Workshop Length: 2 hours

[Lynn MacDonald](#) and [Sabrina Nuwera](#)

*Join us for a dynamic presentation that delves into cutting-edge economic research on the minimum wage in the U.S. and in Minnesota. Discover the latest findings, explore real-world implications, and gain fresh insights into this critical economic policy. You'll receive classroom ready content, resources, and new examples for your students.*

**Bridging the Gap between Research and Classroom: Understanding Intergenerational Mobility (In-District ISD 742)**

Grades: 9-12

Workshop Length: 1.5 hours

[Lynn MacDonald](#) and [Dr. Kristine West](#)

*Discover innovative strategies for translating cutting-edge economic research, inspired by Harvard Economist Raj Chetty's Big Data class, into content that engages students and aligns with Minnesota state standards in economics, history, geography, ethnic studies, and social studies.*

**College in the Schools**

Grades: 9-12

Workshop Length: 12 Hours

[Julie Bunn](#) and [Kristine West](#)

*MCEE provides ongoing professional development workshops for high school teachers delivering college level courses in economics through the UMN-College in the Schools (CIS) Program. The CIS program provides the opportunity for academically prepared and motivated juniors and seniors to earn college credits by taking University of Minnesota Twin Cities courses through the CIS program.*

**Creative Approaches to Teaching Economics**

Grades: 9-12

Workshop Length: 1 hour

[Matt Pierson](#)

*Join us to explore the innovative utilization of media clips, cartoons, superheroes, and sports as tools for creatively teaching fundamental economic concepts.*

### **Culturally Responsive Personal Finance (Econiful)**

Grades: 6-12

Workshop Length: 1 hours

[Joel Coleman](#)

*Discover ways to apply cultural knowledge as well as the prior experiences of diverse students to make learning more appropriate and effective. Examine lesson plans on topics ranging from using values-based personal finance scenarios to using storytelling to teach budgeting and saving. Receive 10 ready-to-implement lesson plans that reflect a culturally responsive approach as well as a checklist to modify other lessons.*

*Great for: 6-12 Personal Finance or Economics*

*Good for: Any class with life skills or personal finance*

### **Culturally Responsive Personal Finance (MBITE Conference)**

Grades: 9-12

Workshop Length: 0.75 hours

[James Redelsheimer](#)

*Would you like your personal finance curriculum to be inclusive and resonate with every student? Discover ways to make personal finance education more fair and relatable for a diverse range of learners, ensuring that all students can benefit. Join the Minnesota Council on Economic Education Master Teacher, James Redelsheimer to gain insights into crafting lessons that are culturally relevant, along with practical examples to enhance your current curriculum.*

### **Developing a Holiday Budget**

Grades: 9-12

Workshop Length: 1 hour

[Cindy Fitzthum](#)

*Identify key components of budgeting and apply concepts within their classrooms and personal lives. Teachers will be presented a variety of resources to integrate into their classrooms and personal lives related to personal finance and budgeting.*

### **Digging Deeper into Economic Numbers**

Grades: 9-12

Workshop Length: 1 hour

[Sucharita Mukherjee](#)

*In this webinar, teachers will learn more about commonly used economic terms like the GDP or unemployment and other related concepts like well-being. While each of these metrics are used to assess an economy's performance, they have shortcomings that imply that none of them provide a comprehensive view of the economy by themselves. Further, the economy could be performing well according to one metric (GDP for example) and not perform well on other metrics (income distribution for example). An accurate reflection of the economy's performance requires an understanding of how social categories like race or gender influence the measures of economic performance. The webinar will discuss these ideas by looking at commonly used and easily accessible data sources that would make the study of economics more realistic and also discuss the potential risks of relying on any one measure for assessing an economy's performance.*

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

Grades: 9-12

Workshop Length: 8 hours

[Dr. Mark Schug](#), Dr. Tawni Ferrarini & [Dr. Scott Niederjohn](#)

*Attend a workshop on a book intended to help infuse the economic way of thinking into a civics and government class! Textbook authors Dr. Scott Niederjohn, Dr. Mark Schug and Professor Signe Thomas will conduct this workshop. 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 Episodes in Civics and American Government**

Grades: 9-12

Workshop Length: 8 hours

[Dr. Scott Niederjohn](#), [Dr. Mark Schug](#) and Professor Signe Thomas

*Attend a workshop on a book intended to help infuse the economic way of thinking into a civics and government class! Textbook authors Dr. Scott Niederjohn, Dr. Mark Schug and Professor Signe Thomas will conduct this workshop. 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: 16 hours

[Professor Kim Holder](#) & [Dr. Scott Niederjohn](#)

*Attend a workshop on a book intended to help infuse the economic way of thinking into a civics and government class! Textbook authors Dr. Scott Niederjohn, Dr. Mark Schug and Professor Signe Thomas will conduct this workshop. 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.*

### **Elementary Econ Ed Straight from the Fed**

Grades: K-5

Workshop Length: 1 hour

[Andrea Caceres-Santamaria](#)

*Participate in an exciting webinar featuring lesson resources and activities from the Fed suitable for both virtual and in-person classes. Discover the Fed's new and popular lesson, What Makes a Community. The resources presented in the webinar align with Minnesota's new economic standards and several incorporate Minnesota Language Arts standards. These resources aim to equip students with the fundamental skills of effective decision-making and foster their understanding of the significant role economics plays in every aspect of our lives.*

**Elementary Mathematics and Economics - Engaging Lessons for Grades K-5 After School & Summer School Learning (CEE National Conference)**

Grades: K-5

Workshop Length: 0.75 hours

[Colleen Gray](#)

*The K-5 Math and Economics 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.*

**Embark on a journey of Economics learning through the power of Maps! (GeoFest)**

Grades: K-12

Workshop Length: 0.83 hours

[Colleen Gray](#) and [Shana Crossson](#)

*Geography and Economics are often seen as distinct disciplines, but when integrated, you can create a powerful tool for students to comprehend the world around them. We'll use data from Mapping Prejudice to look at how combining maps and economic data helps students visualize and analyze information.*

**Empowering Elementary Educators to Teach the New Economics Standards**

Grades: K-5

Workshop Length: 1 hour

[Colleen Gray](#) and [Brittany Rawson-Haeg](#)

*Kicking off October's National Econ Ed Month by Spotlighting the New Elementary Economics Standards and Showcasing Instructional Resources: Empower your classroom with a comprehensive understanding of the new K-5 Economics standards from Brittany Rawson-Haeg, Social Studies Content Specialist at the Minnesota Department of Education, followed by an exploration of fresh, standards-aligned resources meticulously created or handpicked by MCEE.*

**Empowering Middle School Educators to Teach the New Economics Standards**

Grades: 6-8

Workshop Length: 1 hour

[Colleen Gray](#) and [Brittany Rawson-Haeg](#)

*Kicking off October's National Econ Ed Month by Spotlighting the New Middle School Economics Standards and Showcasing Instructional ResourcesL Empower your classroom with a comprehensive understanding of the new 6-8 Economics standards from Brittany Rawson-Haeg, Social Studies Content Specialist at the Minnesota Department of Education, followed by an exploration of fresh, standards-aligned resources meticulously created or handpicked by MCEE.*

### **Engaging with the Center for Indian Country Development**

Grades: 9-12

Workshop Length: 1 hour

[Matt Gregg](#) and [Ava LaPlante](#)

*Did you know that the Federal Reserve Bank of Minneapolis is home to the Center for Indian Country Development (CICD)? The CICD supports the prosperity of Native nations and Indigenous communities through actionable data and research that make sustainable contributions to public policy. In this workshop representatives from the CICD will introduce you to their mission and resources, provide an overview of recent CICD research and discuss ways that high school educators can interact with the center.*

### **Exploring the Federal Reserve, Economic Updates, and Future Outlook**

Grades: 9-12

Workshop Length: 1 hour

[Joe Mahon](#)

*After a quick introduction to the Federal Reserve and what it does for the economy, we'll take a look at the most recent info about how our country's economy is doing. We'll pay special attention to the Federal Reserve's two big goals: making sure there are plenty of jobs available and keeping prices steady (that's all about controlling inflation). Plus, we'll find out what surveys are telling us about how the economy might do in the near future.*

### **Financial Futures: Empowering Learners Through Viral Inspiration**

Grades: 6-8

Workshop Length: 1 hour

[Nikki Linscheid](#)

*Learn the magic behind a 9-year old's viral TikTok about saving for college, and gain tools to engage and educate learners about personal finance.*

### **Harvest of the Month: Growing Econ Skills from Field to Fork!**

Grades: K-5

Workshop Length: 1 hour

[Sue Knott](#)

*Discover how Minnesota-grown food can engage students and assist in achieving Minnesota's Economics Standards! MN Ag in the Classroom staff will share hands-on activities that can be used in classrooms immediately. These activities will serve as a starting point for participants to brainstorm strategies for utilizing seasonally available (even in the winter!), locally grown food to foster growth in econ skills and cross-curricular learning. Attendees will receive access to FREE standards-based lessons, activities, videos, and more!*

### **Incorporating Economic Concepts into History of Indigenous Peoples' Lessons**

Grades: K-5

Workshop Length: 1 hour

[Lauren Shifflett](#)

*Uncover creative ways to blend economic concepts with Indigenous peoples' history in your elementary classroom. Join this webinar to explore strategies that seamlessly integrate economic principles into your lessons on Indigenous peoples' heritage. Enhance your students' understanding of both subjects while creating engaging and meaningful learning experiences.*

### **Integrating Revised High School Econ Standards**

Grades: 9-12

Workshop Length: 1 hour

[Brittany Rawson-Haeg](#)

*The Minnesota Department of Education (MDE) has released a Commissioner Approved Draft of the revised social studies state standards. Join us to learn about the roll out and how to incorporate the updated standards into your curriculum.*

### **Intergenerational Mobility Hybrid Session (In-District ISD 47)**

Grades: 9-12

Workshop Length: 2 hours

[Lynn MacDonald](#)

*Discover innovative strategies for translating cutting-edge economic research, inspired by Harvard Economist Raj Chetty's Big Data class, into content that engages students and aligns with Minnesota state standards in economics, history, geography, ethnic studies, and social studies.*

### **JA BizTown & JA Finance Park**

Grades: 6-8

Workshop Length: 1 hour

[Ann Marie Giefer](#) and [Jennifer Baldwin](#)

*Join us to hear from the folks at Junior Achievement about JA BizTown & JA Finance Park! JA BizTown combines in-class learning with a day-long visit to a simulated town, complete with 18 different businesses. This unique and engaging learning experience allows elementary school students to discover careers, build financial skills, collaborate with classmates, exercise civic duties, invest in the community by and more! Students connect the dots between what they learn in school and the real world. JA Finance Park combines a curriculum and a simulation that helps students build a foundation on which they can make intelligent financial decisions that last a lifetime, including decisions related to income, expenses, savings, and credit. It culminates with a visit to JA Finance Park, a realistic on-site or virtual experience, where students engage with volunteers and put into practice what they've learned by developing a personal budget.*

**Making Personal Finance Decisions (MBITE Conference)**

Grades: 9-12

Workshop Length: 0.75 hours

[James Redelsheimer](#)

*The Minnesota Council on Economic Education (MCEE) partnered with the Federal Reserve Bank of St. Louis to create the curriculum Making Personal Finance Decisions. The lessons are grounded in economic concepts and decision-making, with core principles that have students identifying and evaluating options and considering trade-offs and opportunity costs in personal finance actions. And, as in all resources developed by MCEE and the Federal Reserve Bank of St. Louis, the lessons are highly interactive, teaching personal finance concepts through simulations and hands-on activities.*

**Middle School Econ Ed Straight from the Fed**

Grades: 6-8

Workshop Length: 1 hour

[Mary Clare Peate](#) and [Amanda Geiger](#)

*Participate in an exciting webinar featuring lesson resources and activities from the Fed suitable for both virtual and in-person classes. The resources presented align with Minnesota's new economic standards and aim to help students understand the significant role economics plays in every aspect of our lives.*

**Money Matters 101: A Crash Course in Financial Literacy for Students**

Grades: 9-12

Workshop Length: 1.25 hours

[Lynn MacDonald](#), Amanda Minor, and Tom Ethen

*"Are you a high school or college student looking to gain control over your finances? Join us for an informative session on financial literacy essentials. Discover the importance of managing money effectively and creating a budget tailored to your lifestyle. Empower yourself with practical financial skills that will set you on the path to financial success. Don't miss this opportunity to learn more on this crucial topic that will help you today and into the future. A collaboration with Stearns Bank"*

**Public Lecture - "All We Have is the Truth": Burdened Individuality, Abstract Equality, & Economic Inference**

Grades: 9-12

Workshop Length: 1.5 hours

Trevon Logan

*Any discussion of race in the United States will include a long list of the economic and social disparities between Black and White people. Are we interpreting these disparities appropriately? This talk uses several examples showing that our received wisdom about the economics of enslavement, Reconstruction, Jim Crow, and other aspects of Black economic history change dramatically once we consider how the data we use to support economic claims was created. In this lecture, I show that established stories of Black geographic mobility and economic advancement can hide an insidious side and cost of Black economic progress.*

**Speaker Series: What are the benefits of investing in financial literacy education?**

Grades: K-12

Workshop Length: 1 hour

[Dr. Carly Urban](#)

*Financial education is a popular tool to keep up with an ever-evolving and complex financial system. With recent developments in Minnesota to guarantee every high school student has access to personal finance coursework, the state has made an important investment in the financial futures of young Minnesotans. But how does financial education in high school change behaviors? Which behaviors can and should change, and at what cost? This talk will review research findings pertaining to the effectiveness of financial education and for whom financial education is most effective. It will also explain what high-quality financial education can look like inside and outside of the classroom, particularly for teens. It will also show Minnesota-specific data to see the landscape of personal finance education in schools.*

**St. Paul Public Schools In-District TPD**

Grades: 6-12

Workshop Length: 2 hours

[Emily Martin Yang](#)

*Student Led Discourse: Gain insights into strategies empowering students in discussions. Discover the art of facilitating engaging classroom interactions, complemented by Simulation Activities, including diverse economics simulations that offer a shared experience for students to draw upon.*

**Teaching Current Events in Macroeconomics**

Grades: 9-12

Workshop Length: 1 hour

[Louis Johnston](#)

*Recent news headlines show that macroeconomic topics are as relevant as ever! Join us to learn and update your skills for teaching key concepts to help students understand topics such as monetary policy, inflation, and unemployment. The session will include perspectives relevant to government and history classes and lesson plans that help you teach macroeconomics with current examples.*

**Teaching High School Economics**

Grades: 9-12

Workshop Length: 28 hours

[Dr. Kristine West](#)

*The course prepares and builds confidence in teachers with little background knowledge 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 a stronger understanding of economics and the tools needed to teach concepts in a relatable and engaging manner.*

**Unlocking Financial Freedom: Mastering Credit and Loans 101!**

Grades: 9-12

Workshop Length: 1.25 hours

[Lynn MacDonald](#)

*Join our engaging session designed for students. Explore the intricate mechanics of credit, understand the ins and outs of credit cards, and navigate the landscape of loans. Gain vital knowledge for making prudent borrowing decisions, discover actionable tips for building credit, and learn how to steer clear of common financial pitfalls. Don't miss this interactive opportunity to seize control of your financial journey and empower your financial future!*

**Using Children's Books by BIPOC Authors to Teach the New MN Economic Benchmarks (MEA Conference)**

Grades: K-6

Workshop Length: 1 hour

[Colleen Gray](#)

*Explore a collection of K-6 classroom-ready lessons based on books written by BIPOC authors and aligned with the new MN Economics standards and benchmarks. Book titles and grade-level lessons include Same, Same but Different (Kindergarten); We Are Water Protectors (1st Grade); Indra Nooyi (2nd Grade); Madison's 1st Dollar (3rd Grade); Last Stop on Market Street (4th Grade); Dream Builder (5th Grade); & Harmoney & the Empty Piggy Bank (6th Grade).*

**Using FRED Data to Bring Macroeconomics to Life**

Grades: 9-12

Workshop Length: 1 hour

[Dr. David Switzer](#)

*Join us for an enlightening virtual session where we'll explore the power of FRED (Federal Reserve Economic Data) and other online data sources to enhance your high school macroeconomics teaching. You'll learn to navigate FRED effectively, connecting economic theories to real-world scenarios, making learning engaging.*

*Discover innovative teaching strategies, engage in open discussions, and access valuable resources for your classroom. Elevate your macroeconomics instruction and deepen your students' understanding of how economics shapes the world around us. Topics to be covered could include: effects of monetary and fiscal policy, changes in labor market participation and outcomes, pre- and post-war economics, and international trade and how it affects growth and more!*

*A collaborative effort between the St. Cloud State University Center for Economic Education and the MN Council on Economic Education.*

**Using Teaching Resources from the St Louis Fed**

Grades: 9-12

Workshop Length: 1 hour

[Mary Clare Peate](#)

*The Federal Reserve of St. Louis has free resources available for teachers to help them with lessons on economics and personal finance. In this session senior economic education specialist, Dr. Peate, will showcase EconLowdown lessons that are aligned with the new Minnesota state standards. Dr. Peate will showcase award-winning online, auto-graded assignments and active learning lessons to bring economics and personal finance concepts to life.*

**Voting and Politics: Why do so many people choose not to vote?**

Grades: 9-12

Workshop Length: 1 hour

[Lynn MacDonald](#)

*In this interactive session we will explore what economics can teach us about the political process. From understanding what motivates politicians to understanding why many people choose not to vote, economics can help shed some light on some seemingly confusing behavior such as nonvoting. Applications to civics, government and economics courses will help teachers build lesson plans that engage students and explore electoral issues in a new way.*

### **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 1, 2023 - December 31, 2023) at the following link:

[z.umn.edu/FY24SummaryEvaluations](https://z.umn.edu/FY24SummaryEvaluations)

## Grade K-8 Curriculums

### Economics is Everywhere

#### Economics is Everywhere Curriculum

*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**

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

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**

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

*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**

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

*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**

### **Global Food Curriculum**

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**

### **Making Personal Finance Decisions Curriculum**

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.