

THE MINNESOTA COUNCIL ON ECONOMIC EDUCATION

FY2025 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 10, 2025

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

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. 8

Impact of the Grant, p. 9

Table 1: Data on Professional Development Workshops & Courses, Appropriate for Grade K-5 Teachers, p. 22

Table 2a: Data on Professional Development Workshops & Courses, Appropriate for Grade K-12 Teachers, p. 23

Table 2b: Data on Professional Development Workshops & Courses, Appropriate for Grade 6-8 & 6-12 Teachers, p. 23

Table 3: Data on Professional Development Workshops & Courses, Appropriate for Grade 9-12 Teachers, p. 24

Table 4: Data on Professional Development Workshops & Courses, Appropriate for Pre-Service Teachers, p. 25

Table 5: Data on Teacher Professional Development Workshops & Courses, Summary Statistics, p. 26

APPENDICES

A1 – A1a MCEE Teacher Professional Development Workshop and Course Descriptions, p. 27

A1 – A1b MCEE Pre-Service Professional Development Workshop and Course Descriptions, p. 36

A2 – A2a Summaries of Professional Development Workshop and Course Evaluations & A2b Summaries of Pre-Service Professional Development Workshop and Course Evaluations, p. 37
Full Workshop and Course Evaluations can be found at: z.umn.edu/FY25SummaryEvaluations

A3 – A3a Description of MCEE-Developed and Distributed Curricula Grade K-8, p. 38

A3 – A3b Description of MCEE-Developed and Distributed Curricula Grade 6-12, p. 40

EXECUTIVE SUMMARY

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

In FY2024 (July 1, 2023 to June 30, 2024), MCEE produced or promoted 125 professional development workshops to MN teachers, with 329.5 unique hours of content, along with curriculum and other resources. 5,440 MN teachers registered for these workshops, as well as 261 from other states or locations unknown; this was more than double any previous year registrations in the history of MCEE. Via these workshops, 1,206 unique Minnesota teachers, and another 65 teachers outside MN received training. Importantly, MCEE designed and implemented two new certification programs for high school teachers – one in economics and one in personal finance, so that MN has the teacher capacity to deliver on both the economics standards and the new requirement that all high school students take a course in personal finance to graduate.

In FY2024, MCEE reached 808 students directly through 4 programs. In the initial year of training alone, another 99,680 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 2,410 students outside Minnesota benefited from their teachers having received MCEE training.

In the first half of FY2025, MCEE produced or promoted 53 professional development workshops for MN teachers, with 107.51 unique hours of content, along with curriculum and other resources. Via these workshops, 2,889 Minnesota teachers, and another 104 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, 3,559 teachers have registered for workshops in FY2025. Our MCEE direct-to-student programs run March through June, 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 64 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 elsewhere, and with a cohort of MCEE-trained K-12 Educator Specialists. 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. Descriptions of the individual workshops and identification of the instructors is included in Appendix 1.

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, 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, for a total of six license areas: elementary, social studies, math, 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 that specifically target underserved populations, with greater than 60 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 now six 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, affiliated faculty across the state, and through education service cooperatives.
- MCEE Education Directors, Center Directors, Master Teachers, and education experts MCEE curates from across the country 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, and 1 to 5 days, 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.

IMPACT OF THE GRANTS

Progress on FY2024-FY2025 Goals

MCEE is progressing and/or delivering on all the Goals and Activities outlined below 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 developed two new voluntary certification programs – one for the teaching of high school personal finance and one for the teaching of high school economics. These were piloted in summer 2024. We have successfully recruited additional talented and award-winning teachers to our Educator Specialist (formerly Master Teacher) corps of workshop instructors. We are delivering instruction via pre-service teacher training programs.

MCEE undertook multiple curricular review and upgrade projects, 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 were 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 2025. The end-year report will include data on our direct and in-direct to student reach.

Below we report on our progress in two parts. Part I lists achievements under each goal and activity. Part II provides a general overview of all teacher professional development results.

Report Part I: Activities Proposed, and Implemented, under the FY2024 and FY2025 Legislative Grants (Partially enabled by the state grant, but also private funding) – Summary Impact Listed under each Goal and Activity from our Grant Proposal Narrative

The MCEE goals and activities, submitted July 2023 in the narrative for the FY2024 and FY2025 MDE grant applications are listed below, followed by a brief summary of its status/impact.

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 offers 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.

Impact Report FY2024:

- 125 Teacher Professional Development Workshops: Learning experiences designed to help educators enhance their teaching skills and stay current with educational best practices.
- 326.9 Teacher Professional Development Content Hours: Dedicated time educators spend participating in training sessions and learning activities aimed at improving their teaching skills and knowledge.
- 5,691 Teachers Provided Training Including Non-MN: Total count of educators who have received professional development regardless of their location.

Impact Report First Half of FY2025:

- 53 Teacher Professional Development (TPD) Workshops: Learning experiences designed to help educators enhance their teaching skills and stay current with educational best practices. More TPD occurs in the winter, spring and early summer, than in late summer and fall.
- 107.51 Teacher Professional Development Content Hours: Dedicated time educators spend participating in training sessions and learning activities aimed at improving their teaching skills and knowledge.
- 2,993 Teachers Provided Training Including Non-MN: Total count of educators who have received professional development regardless of their location.

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.

Impact Report Summer FY2024:

- Econ-Olympics: A Gold-Medal Day for K-8 Teachers | June 18, 2024 | In-Person at the University of Minnesota
- 52 Participants
- Description: Explore winning strategies from seasoned Minnesota educators as they share innovative ideas for integrating the new economics standards with the new standards in ethnic studies, history, geography, and civics. Propel your professional development forward as you dive into MCEE's curated resources aligned with the new standards. End the day by teaming up with MCEE to identify the training and resources you need to cross the finish line for the 2026-2027 standards implementation.

Plan Summer FY2025:

- Three half day K-8 workshops are planned for June 2025.

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.

Impact Report FY2024:

- MCEE Educator Certification: High School Personal Finance | June 24-27, 2024 | In-Person at the University of Minnesota
 - 55 Participants
 - Description: Embark on a transformative learning experience with our MCEE Educator Certification: High School Personal Finance course at the University of Minnesota St. Paul campus. This immersive program is specially crafted for high school educators new (or newish) to teaching personal finance or unfamiliar with its content. This unique professional development blends engaging content, hands-on experiences, and exclusive networking opportunities to ensure that teachers leave ready and equipped to teach high school personal finance.

Impact Report FY2025 and Summer Plan:

- MCEE Educator Certification: High School Economics | July 22-26, 2024 | In-Person at the University of Minnesota
 - 23 Participants
 - Description: Join us for a transformative professional development experience! MCEE Educator Certification: High School Economics is a week-long workshop designed for Minnesota certified teachers who are new (or new-ish) to teaching high school economics. This unique professional development blends engaging content, hands-on experiences, and exclusive networking opportunities to ensure that teachers leave ready and equipped to teach high school economics.
- MCEE Educator Certification: High School Personal Finance - Level I | June/July 2025| In-Person at the University of Minnesota
- New, MCEE Educator Certification: High School Economics - Level II | June/July, 20225 | In-Person at the University of Minnesota

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.

Impact Report FY2024:

- 13 Pre-Service Professional Development Workshops
- 185 Participants
- 16 Teacher Professional Development Content Hours

Impact Report First Half FY2025:

- 6 Pre-Service Professional Development Workshops
- 72 Participants
- 7.25Teacher Professional Development Content Hours:

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.

Impact Report FY2024:

- Education Directors recruited teams of teachers to align all 2021 K-12 benchmarks to no-cost resources either created or vetted by MCEE.

Impact Report First Half FY2025:

- 2021 K-12 benchmark alignment spreadsheets with vetted lessons have been completed and are available on the MCEE website.
- Existing K-8 MCEE website lesson plans have been revised and aligned with the 2021 K-12 benchmarks, and the revised lessons are available on the MCEE website.
- Existing 9-12 MCEE website lessons are in the process of being aligned with the 2021 K-12 benchmarks, and the revised lessons will be uploaded to the MCEE website.

Activity 2.2: Engage the services of consultants to provide guidance to MCEE Education Directors and Educator Specialists 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.

Impact Report FY2024:

- MCEE contracted with Dr. Yohuru Williams, Distinguished University Chair and Professor of History and Founding Director of the Racial Justice Initiative at the University of St. Thomas, to guide a K-8 project team on understanding how the new ethnic studies benchmarks could be integrated with lessons on economics and personal finance.

- MCEE contracted with Rebecca Slaby, AmazeWorks Executive Director, to lead a K-8 project team through training on Diversity, Equity, Inclusivity, and Belonging (DEIB) and strategies for choosing children’s literature and writing lessons that reinforce MCEE's commitment to DEIB principles and practices.
- MCEE collaborated with Brittany Rawson-Haeg, Social Studies Content Specialist at the Minnesota Department of Education, and Mychi Nguyen, Ethnic Studies K-8 Integration Specialist at the Minnesota Department of Education, to lead a presentation on the states new ethnic studies standards and benchmarks during a day-long training for K-8 educators.

Impact Report FY2025:

- After working with all these consultants, MCEE adjusted our lesson plan template used on all projects to include sections for Anti-Bias Considerations, and Considerations on Accessibility for All Learners.

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.

Impact Report FY2025:

- While MCEE decided against a survey approach, in FY2025, MCEE is continuing to seek input from teachers to understand the training and curricular resources needed to teach the new economics and personal finance benchmarks. This is done by including the 2021 benchmarks in MCEE professional development evaluation forms and giving teachers the opportunity to indicate where they need support. This input has and will inform MCEE’s TPD training and resource development.

- In FY2025, all MCEE TPD and resource development is based on educator feedback connected to the standards identified as most needed areas of support.
- Furthermore, in FY2025, MCEE will pursue a collaboration with the MN Service Cooperatives as a resource to identify the needs of teachers in their regions and explore ways to partner with these cooperatives to address those needs through TPD training and curricular resources.
- Finally, in FY2025, MCEE will explore how our Brand Ambassadors (BA) can assist in identifying teachers' needs related to TPD and the curricular resources required to effectively teach the new benchmarks.

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.

Impact Report:

- In FY2024, MCEE participated in and/or delivered presentations at the following
 - HistoryFest, MN History Center, 8/10/2023
 - CEE National Conference, Fort Lauderdale, FL, 9/23-25/2023
 - MBITE Conference, Bethel University, 10/6/2023
 - MEA, St. Paul River Centre, 10/19/2023
 - GeoFest, Centennial High School, 10/28/2023
 - MN Nonpublic School Accrediting Association Annual Conference, Shakopee Area Catholic School, 11/3/2023
 - MN Council on Social Studies Annual Conference, MN History Center, 2/26/2024
- In FY2025, MCEE participated in and/or delivered presentations at the following:
 - HistoryFest, MN History Center, 8/8/2024
 - CEE (Center for Economic Education) National Conference, 9/27-9/28/2024
 - MBITE Conference, Bethel University, 10/4/2024
 - MEA, St. Paul River Centre, 10/17/2024
 - MN Nonpublic School Accrediting Association Annual Conference, St. Vincent De Paul, 11/4/2024
- In FY2025, MCEE will participate in
 - MN Association of Independent Schools Annual Conference, Mounds Park Academy, 2/14/2025
 - MN Council on Social Studies Annual Conference, St. Cloud State University, 2/23/2025

- NAEF (National Association of Economic Educators) Annual Conference, 3/5 - 3/7/2025
- MN Department of Education, Spotlight on the Economics Strand, 4/23 - 4/24/2025

Activity 3.3: Create and implement a recruitment plan to add a minimum of three Educator Specialists (formally called 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.

Impact Report:

- In FY2024, recruitment of Education Specialists included outreach to Black Men Teach, League of Latinx Educators, The Coalition to Increase Teachers of Color and American Indian Teachers in MN. Despite these efforts, we did not receive applicants from BIPOC candidates.
- In FY2024, four Education Specialists were added to our team.
- In FY2025, five Educator Specialists were added to our team.

Goal #4: Engage in direct-to-student programming to enhance learning and achievement with respect to the academic standards [Note: Direct-to-student programs occur in the March-June timeframe each year, hence there is no FY2025 Mid-Year Report on these programs. See the FY2024 End-Year Report for reporting on this goal last year.]

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)

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)

The Personal Finance Decathlon (renaming the Personal Finance Challenge in 2025) 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)

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.

Report Part II: FY2025 Mid-Year Reporting under the K-12 Education Finance and Commerce Grants

MCEE collects qualitative and quantitative data on all its programming. Tables 1-5 (attached at end of this document) include information on MCEE teacher professional development data for the first half of FY2025 (July 1 2024-December 31, 2024). 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.

Tables 1-4 (Table 5 Summary) show that 2,993 teachers registered for 53 unique workshops, offered, or promoted by MCEE. 2,889 of these were Minnesota pre-service and classroom teachers. MCEE and its affiliates delivered 107.5 hours of new content.

Many teachers participated in multiple MCEE workshops during the first half of FY2025. 781 unique teachers participated in MCEE workshops: 771 from Minnesota and 10 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.] These teachers will reach tens of thousands of students this year alone. [Data on these numbers will be included in the end of year report.] 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.

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: Participant Eval Summary (includes pre-service teachers):

The table is a summary of data from the 38 MCEE conducted workshops in the first half of FY2025 where evaluations were completed. The evaluation summary includes all 1237 participant responses to the first eleven questions asked. Of the participants who completed an evaluation, 92.1% agree/strongly agree to the below statements, with 6.1% neutral.

1	The workshop successfully achieved its advertised objectives	92.6%
2	The facilities/online platform was appropriate for this course	92.9%
3	The time allotted for this workshop was sufficient.	95.2%
4	The instructor was knowledgeable about the topic and able to effectively impart that knowledge to participants.	94.5%
5	The instructor was responsive to participants needs	89.8%
6	I am more confident in my ability to teach economic and personal finance education	91.9%
7	I gained important knowledge, teaching methods, and resources that are relevant to my classroom teaching.	89.3%
8	The teaching methods and resources that I received will enable me to make my classroom teaching more interesting, effective, and engaging for students.	90.5%
9	This workshop met my expectations.	91.1%
10	I am likely to recommend this workshop to a friend/colleague.	90.2%
11	The workshop was well-organized and directed.	95.7%
12	This workshop was a valuable use of my time.	96.4%

Among the feedback reported by teachers on workshop and course evaluations in FY2025 were the following:

- “I loved having people who are excited and knowledgeable about economics teach me (no economics education) without judgment and with acceptance of all knowledge levels, it's clear they just want to help us teach the subject better and with more enthusiasm and confidence. thank you!!” *MCEE Educator Certification - High School Economics, 7/22-26/2024*
- “A workshop that makes economics come alive. Engages you in economic activities that you can implement in your classroom.” *MCEE Educator Certification - High School Economics, 7/22-7/26/2024*
- “I liked how the content material is so current and relatable to students. So much of what we talk about in economics is abstract or kind of mundane that student can disengage from it.” *Clarkonomics: WNBA Game-Changer, 9/26/2024*
- “This workshop has helped me as a teacher by adding value to my lessons and connecting them to life outside the classroom. I strongly believe that students get more out of a lesson when they can make a connection to the content, what we are teaching and how to apply it in their daily lives.” *Clarkonomics: WNBA Game-Changer, 9/26/2024*

- “What I am learning from these workshops from MCEE not only is helping me refine and enhance my teaching skills but also giving me the tools to help my students succeed in life and gain special skills, such as critical thinking, to help them in the future.” *Why Companies Move Production*, 10/8/2024
- “MCEE workshops have expanded my knowledge of resources for making economic education more accessible and relevant for my students. The speakers often expose me to organizations that I had no idea provided support for teachers and students.” *How a Nation's Resources Influence the Goods and Services it Produces*, 11/12/2024
- “Really practical - down to earth explanations that I could see using immediately with my students.” *Engaging Students with Economic Dilemmas: Market Failures and Externalities*, 11/14/2024
- “These workshops have been invaluable to my economics instruction! From enhancing my content knowledge to providing engaging lessons. MCEE is a gift to all econ teachers!” *Antitrust in the Information Age*, 12/5/2024

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 evaluations of most teacher professional development workshops and courses offered through or by the Council in the first half of FY2025. 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: FY2025 (July 1, 2024-December 31, 2024) Data on Teacher Professional Development Workshops & Courses, Appropriate for Grade K-5 Teachers																			
	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 Conference: How to Transition Your Classroom into a Mini Economy	In-Person	9/28/2024	Hotel Cleveland, Cleveland OH	0.75	Economics	0	0	0	0	0	0	12	0	12	12	12	0	K-5
2	Consequences of Choices and the Inequities in Access	Virtual	10/1/2024	Online	1	Economics	112	46	158	0	0	0	0	0	0	158	112	46	K-5
3	How Incentives Shape Decisions on Resource Use	Virtual	10/22/2024	Online	1	Economics + Environmental	111	34	145	0	0	0	0	0	0	145	111	34	K-5
4	How a Nation’s Resources Influence the Goods and Services it Produces	Virtual	11/12/2024	Online	1	Economics + Environmental	116	60	176	0	0	0	0	0	0	176	116	60	K-5
5	Connecting Math and Economics: A Curriculum for Active Learning	Virtual	12/3/2024	Online	1	Economics + Personal Finance	131	56	187	0	0	0	0	0	0	187	131	56	K-5
Total:							470	196	666	0	0	0	12	0	12	678	482	196	

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.
TPD: Teacher Professional Development

Table 2a: FY2025 (July 1, 2024-December 31, 2024) Data on Teacher Professional Development Workshops & Courses, Appropriate for Grade K-12 Teachers																			
	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	Empowering Future Voters: Integrating Decision-Making and Voting	Virtual	9/17/2024	Online	1	Economics	163	86	249	0	0	0	0	0	0	249	163	86	K-12
2	Speaker Series: Behavioral Economics: A path to a better understanding of ourselves and designing a better future.	Virtual	10/23/2024	Online	1	Economics	53	92	145	2	2	4	0	0	0	149	55	94	K-12
3	Minnesota NonPublic School Accrediting Association Annual Conference: Discover How MCEE Empowers Teachers and Engages Students	In-Person	11/4/2024	St. Vincent De Paul, Brooklyn Park	1	Economics + Personal Finance + STEM	6	0	6	0	0	0	0	0	0	6	6	0	K-12
4	Council on Economic Education Online Webinars *Title listed in descriptions in Appendices A1	Virtual	Varies	Online	Varies (23.1)	Varies	15	9	24	0	0	0	0	0	0	24	15	9	Varies
Total:							237	187	424	2	2	4	0	0	0	428	239	189	

Table 2b: FY2025 (July 1, 2024-December 31, 2024) Data on Teacher Professional Development Workshops & Courses, Appropriate for Grade 6-8 & 6-12 Teachers																			
	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 Conference: Culturally Responsive Personal Finance	In-Person	9/28/2024	Hotel Cleveland, Cleveland OH	0.75	Personal Finance	0	0	0	9	0	9	22	0	22	31	31	0	6-12
2	Why Companies Move Production	Virtual	10/8/2024	Online	1	Economics	69	25	94	0	0	0	0	0	0	94	69	25	6-8
3	How Profit Drives Entrepreneurship and the Externalities it Can Cause	Virtual	10/29/2024	Online	1	Economics + Entrepreneurship + Environmental	77	23	100	0	0	0	0	0	0	100	77	23	6-8
4	How Economists Think about the Environment Climate Change	Virtual	10/30/2024	Online	1	Economics	14	0	14	34	0	34	7	0	7	55	55	0	6-12
5	War-Time Decisions and Opportunity Costs in U.S. History	Virtual	11/19/2024	Online	1	Economics	91	37	128	0	0	0	0	0	0	128	91	37	6-8
6	Understanding Income Types, Human Capital, and Budgeting Basics	Virtual	12/10/2024	Online	1	Economics + Personal Finance	89	25	114	0	1	1	0	0	0	115	89	26	6-8
Total:							340	110	450	43	1	44	29	0	29	523	412	111	

Notes:
CEE: National Council on Economic Education
Council on Economic Education Online Webinars: 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.
TPD: Teacher Professional Development

Table 3: FY2025 (July 1, 2024-December 31, 2024) Data on Teacher Professional Development Workshops & Courses, Appropriate for Grade 9-12 Teachers

	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	MCEE Educator Certification: High School Economics	In-Person	7/22-26/2024	U of M Ruttan Hall	43	Economics	22	0	22	1	0	1	0	0	0	23	23	0	9-12
2	College in Schools	Virtual	8/29/2024	Online	5	Economics	9	4	13	0	0	0	0	0	0	13	9	4	9-12
3	Clarkonomics: WNBA Game-Changer	Virtual	9/26/2024	Online	1	Economics	112	88	200	3	0	3	0	0	0	203	115	88	9-12
4	Creative Approaches to Teaching Economics - Part II	Virtual	10/3/2024	Online	1	Economics	54	23	77	1	1	2	0	0	0	79	55	24	9-12
5	MBITE Conference: Your Mind & Your Money: Exploring Financial Psychology in the Classroom	In-Person	10/4/2024	Anderson Center, Bethel University	0.83	Personal Finance	18	0	18	0	0	0	0	0	0	18	18	0	9-12
6	Using the News to Teach Economics	Virtual	10/9/2024	Online	1	Economics	63	22	85	1	1	2	0	0	0	87	64	23	9-12
7	Voting & Politics: Why do so many people choose not to vote?	Virtual	10/10/2024	Online	1	Economics	68	50	118	1	0	1	0	0	0	119	69	50	9-12
8	Economic Inquiry: Thinking Like an Economist!	Virtual	10/24/2024	Online	1	Economics	64	28	92	0	0	0	0	0	0	92	64	28	9-12
9	In-District: Anoka High School - Intergenerational Mobility Lesson	In-Person	11/5/2024	Anoka High School	1.5	Personal Finance	11	0	11	0	0	0	0	0	0	11	11	0	9-12
10	2025 High School Student Competitions	Virtual	11/7/2024	Online	1	Economics + Personal Finance	36	22	58	0	1	1	0	0	0	59	36	23	9-12
11	Engaging Students with Economic Dilemmas: Market Failures and Externalities	Virtual	11/14/2024	Online	1	Economics	78	39	117	0	2	2	0	0	0	119	78	41	9-12
12	Intro to NGPF: Implement Personal Finance with Ease!	Virtual	11/21/2024	Online	1	Personal Finance	62	30	92	0	1	1	0	0	0	93	62	31	9-12
13	Antitrust in the Information Age	Virtual	12/5/2024	Online	1	Economics	72	47	119	0	2	2	0	0	0	121	72	49	9-12
14	Teaching Monetary Policy with Ample Reserves	Virtual	12/11/2024	Online	1	Economics	49	23	72	0	0	0	0	0	0	72	49	23	9-12
15	Deep Dive into Economics Challenge Teaching	Virtual	12/12/2024	Online	0.75	Economics	25	12	37	0	0	0	0	0	0	37	25	12	9-12
16	Deep Dive into Personal Finance Challenge Teaching	Virtual	12/12/2024	Online	0.75	Personal Finance	32	19	51	0	0	0	0	0	0	51	32	19	9-12
Total:							775	407	1182	7	8	15	0	0	0	1197	782	415	

Notes:
MBITE: Minnesota Marketing-Business-Information Technology Educators
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.
TPD: Teacher Professional Development

Table 4: FY2025 (July 1, 2024-December 31, 2024) Data on Teacher Professional Development Workshops & Courses, Appropriate for Pre-Service Teachers																			
	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 Gustavus Adolphus	In-Person	9/23/2024	Gustavus Adolphus Campus	1	Economics	13	0	13	0	0	0	0	0	0	13	13	0	K-5
2	Pre-Service College of St. Scholastica: High School Economics	Virtual	10/9/2024	Online	1	Economics	9	0	9	0	0	0	0	0	0	9	9	0	9-12
3	Financial Literacy - Credit and Loans	In-Person	10/11/2024	St. Cloud State University	0.83	Personal Finance	40	0	40	0	0	0	0	0	0	40	40	0	College
4	Pre-Service: Bethel University	Virtual	10/21/2024	Online	1	Economics	9	0	9	0	0	0	0	0	0	9	9	0	9-12
5	Pre-Service: Bethel University	In-Person	10/29/2024	Bethel University	1.25	Economics	9	0	9	0	0	0	0	0	0	9	9	0	K-5
6	Pre-Service: St.Cloud State University	In-Person	10/30/2024	St. Cloud State University	2	Economics	15	0	15	0	0	0	0	0	0	15	15	0	9-12
7	Pre-Service Winona State: Elementary Economics	In-Person	11/12/2024	Winona State University	1	Economics	17	0	17	0	0	0	0	0	0	17	17	0	K-5
8	Fraud Awareness	In-Person	11/20/2024	St. Cloud State University	1	Personal Finance	55	0	55	0	0	0	0	0	0	55	55	0	College
Total:							167	0	167	0	0	0	0	0	0	167	167	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 5: FY2025 (July 1, 2024-December 31, 2024) Data on Teacher Professional Development Workshops & Courses, Summary Statistics

Number of Workshops:	53
Total Number of MCEE Workshops:	33
Total Number of CEE Workshops:	15
Total Number of Other Council/Organization Workshops:	5
Total Workshop Hours:	107.51
Total Number of MCEE Workshop Hours:	79.75
Total Number of CEE Workshop Hours:	23.1
Total Number of Other Council/Organization Workshop Hours:	4.66
Total Number of Participants:	2,993
Total Number of MN Participants:	2,889
Total Number of Non-MN Participants:	63
Total Number of No Data Participants:	41
Total Number of Synchronous Participants:	2,082
Total Number of MN Synchronous Participants:	1,989
Total Number of Non-MN Synchronous Participants:	52
Total Number of No Data Synchronous Participants:	41
Total Number of Asynchronous Participants:	911
Total Number of MN Asynchronous Participants:	900
Total Number of Non-MN Asynchronous Participants:	11
Total Number of No Data Asynchronous Participants:	0
MN Participants to MCEE produced workshops:	2,732
Total Number of MN Synchronous Participants:	1,841
Total Number of MN Asynchronous Participants:	891
Unique Participants to MCEE produced workshops:	781
Total Number of MN Unique Synchronous Participants:	506
Total Number of Non-MN Unique Synchronous Participants:	6
Total Number of MN Unique Asynchronous Participants:	265
Total Number of Non-MN Unique Asynchronous Participants:	4

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.

TPD: Teacher Professional Development

Grade K-12 Teacher Professional Development Workshop & Courses Descriptions

2025 High School Student Competitions

Grades: 9-12

Workshop Length: 1 hour

[Angela Zappa](#)

Join us for a chance to learn more about how the MCEE Personal Finance Decathlon & Economics Challenge 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.

Antitrust in the Information Age

Grades: 9-12

Workshop Length: 1 hour

[David Switzer](#)

Antitrust policies have long been about preventing businesses from unfairly increasing prices or reducing variety for consumers. But what does antitrust policy look like when consumers receive products for free, like social media sites? How should antitrust policy be employed when network externalities exist, so consumers may actually be better off with one product we all use rather than a variety of them walling us off from each other? In this workshop, we will explore some of these issues.

CEE Conference: How to Transition Your Classroom into a Mini Economy

Grades: K-5

Workshop Length: .75 hours

[Katie Calvert](#)

An inspiring session about how to turn your K-5 classroom into a thriving mini-economy where students learn about paying rent, taxes, and saving money to purchase items. Empower students to become self-reliant, cooperative, and financially savvy while building a strong classroom environment.

CEE Conference: Culturally Responsive Personal Finance

Grades: 9-12

Workshop Length: .75 hours

[Brigita Bergquist](#)

In this session, we will show examples on how to incorporate culturally responsive pedagogy in the personal finance classroom. Whether a beginning teacher building curriculum, or an experienced educator evaluating their current curriculum, this is a great session for you!

Clarkonomics: WNBA Game-Changer

Grades: 9-12

Workshop Length: 1 hour

[Lynn MacDonald](#) & [Michael Tauber](#)

Explore the economic effects of Caitlin Clark's rise in women's basketball, focusing on her impact on the WNBA in her first season. This session examines how a star athlete can influence the financial landscape of professional sports, driving media attention, merchandise sales, and fan engagement. We'll cover key economic concepts like demand and labor markets while providing ready-to-use materials that can be implemented in your classroom. You'll gain practical strategies to help students connect economics with engaging, relevant current events. A collaborative effort between the St. Cloud State University Center for Economic Education and the MN Council on Economic Education.

Connecting Math and Economics: A Curriculum for Active Learning

Grades: K-5

Workshop Length: 1 hour

[Jessie Zong](#)

Discover how to make learning more relevant and engaging by connecting math concepts with real-world economic principles. Explore MCEE's K-5 Math and Economics curriculum, which equips teachers with the content and pedagogy necessary to successfully educate students using integrated math, economics, and personal finance benchmarks. Each grade-level unit contains dynamic lessons on key topics such as Decision Making, Personal Finance, and Business/Production, making it adaptable for daily, after-school, or summer school classrooms.

Consequences of Choices and the Inequities in Access

Grades: K-5

Workshop Length: 1 hour

[Andrea Caceres-Santamaria](#)

Exploring Benchmark 3.2.9.1: Identify possible short- and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.

Creative Approaches to Teaching Economics - Part II

Grades: 9-12

Workshop Length: 1 hour

[Matt Pierson](#)

The first part of this session you will be guided through creative ways to use crazy questions to inspire economic inquiry. When should you rob a bank? How much do you need to pay students to succeed? Is recycling worth it? The second part is going to give teachers fun lessons that use economic podcasts as a resource to connect current events and economic concepts.

Deep Dive into Economics Challenge Teaching

Grades: 9-12

Workshop Length: .75 hours

[Joel Coleman](#)

In this 45-minute interactive session, we'll talk about the process of how the competition is run, ways the competition supports your classroom content, and work through quiz bowl questions in small groups, so that you can experience this type of instruction from the student's perspective.

Deep Dive into Personal Finance Challenge Teaching

Grades: 9-12

Workshop Length: .75 hours

[Jesse Theirl](#)

Using case studies to teach personal finance is a great way to engage your students in thinking about real-world personal finance topics without making them too personal. In this 45-minute interactive session, we'll talk about the process and work through a case study in small groups, so that you can experience this type of instruction from the student perspective.

Economic Inquiry: Thinking Like an Economist!

Grades: 9-12

Workshop Length: 1 hour

[Kristine West](#)

The revised state standards include a new standard Economic Inquiry: Use economic models/reasoning and data to construct an argument and propose a solution related to an economic question.” This is an exciting opportunity for educators to show students what economists actually do! By applying economic theory and analyzing economic data related to a policy or business question, students will learn that economics offers a powerful tool kit for understanding their world. This webinar will overview multiple lesson plan options and provide teachers an opportunity to think about how to best integrate this new standard into their classrooms.

A collaborative effort between the St. Catherine University Center for Economic Education - MN Center for Diversity in Economics and the MN Council on Economic Education.

Empowering Future Voters: Integrating Decision-Making and Voting

Grades: K-12

Workshop Length: 1 hour

[Amy Anderson](#) & [Brienne Leibham](#)

Decision-making is the foundation of economics, and voting will be an important part of students' lives. Learn how "MN Students Voting", a collaboration between the Office of the Minnesota Secretary of State and the YMCA Center for Youth Voice, are working together to help students discover the importance of elections and the power of their voice – and their vote – in our democracy. "MN Students Voting" gives teachers of all grade levels the tools and resources to expose their students to a comprehensive voting experience that includes learning about candidates and issues, voter registration, and casting a ballot on or before Election day.

Engaging Students with Economic Dilemmas: Market Failures and Externalities

Grades: 9-12

Workshop Length: 1 hour

[Brian Lynch](#)

Teachers will learn tools, tips and strategies to incorporate the concepts of market failures and externalities into their economics curriculum

Financial Literacy - Credit and Loans

Community

Workshop Length: .83 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.

Fraud Awareness

Community

Workshop Length: .83 hours

[Lynn MacDonald](#)

Stand up to fraud! Join our fraud awareness seminar to learn about existing and emerging fraud trends. Understand common fraud types, warning signs which might indicate a fraud scam is occurring, and tips to take should you become a victim of fraud.

How a Nation's Resources Influence the Goods and Services it Produces

Grades: K-5

Workshop Length: 1 hour

[Andrew Hill](#)

Exploring Benchmark 4.2.11.1: Explain how a nation's resources influence the goods and services it can produce and why people in different cultures, regions or countries may make different decisions about resource use.

How Economists Think about the Environment Climate Change

Grades: 6-12

Workshop Length: 1 hour

[Scott Wolla](#) & [Chris Neely](#)

Economists often think about environmental issues in the context of economic decision-making, emphasizing the importance of a clean environment as one goal among many. In this webinar, St. Louis Fed economist Chris Neely will examine greenhouse gas emissions and the challenges to lowering them, the potential role of government intervention in reducing the harm caused by pollution, and how financial regulators and some central banks have begun to study how climate change risks could affect economic policy.

In addition, the St. Louis Fed's economic education specialists will share key classroom resources for teaching the related economic concepts to your students.

How Incentives Shape Decisions on Resource Use

Grades: K-5

Workshop Length: 1 hour

[Scott Bacon](#) & [Amy Krzyzanowski](#)

Exploring Benchmark 4.2.8.1: Explain how incentives can change people's decisions about resource use.

How Profit Drives Entrepreneurship and the Externalities it Can Cause

Grades: 6-8

Workshop Length: 1 hour

[Crystal Johnson](#)

Exploring Benchmark 7.2.10.1: Explain how profit can be an incentive for entrepreneurs to develop medical breakthroughs, new technology, green energy and other benefits to society, but the profit motive can also lead to negative outcomes including resource exploitation and unfair labor practices.

Intergenerational Mobility (In-District: Anoka High School)

Grades: 9-12

Workshop Length: 1.5 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.

Intro to NGPF: Implement Personal Finance with Ease!

Grades: 9-12

Workshop Length: 1 hour

[Albert Perez](#)

Learn about NGPF's FREE curriculum as well as provide a walkthrough sample lesson highlighting resources available to teachers.

MBITE Conference: Your Mind & Your Money: Exploring Financial Psychology in the Classroom

Grades: 9-12

Workshop Length: .83 hours

[David Braaten](#) and [Aaron Giannobile](#)

In this interactive session, educators will explore the fascinating world of financial psychology - a field that delves into how emotions, biases, and decision-making processes shape financial behavior. Through relevant examples, engaging activities, and example lesson plans, teachers will gain practical tools to help students make more rational, informed financial decisions. This session will also provide strategies to integrate these insights into a personal finance curriculum, empowering students to recognize biases and develop more healthy financial habits.

MCEE Educator Certification: High School Economics

Grades: 9-12

Workshop Length: 4.3 hours

[Brigita Bergquist](#), [Joel Coleman](#), & [Kristine West](#)

Join us for a transformative professional development experience! MCEE Educator Certification: High School Economics is a week-long workshop designed for Minnesota certified teachers who are new (or new-ish) to teaching high school economics. This unique professional development blends engaging content, hands-on experiences, and exclusive networking opportunities to ensure that teachers leave ready and equipped to teach high school economics.

MNSAA Conference: Discover How MCEE Empowers Teachers and Engages Students

Grades: K-12

Workshop Length: 1 hour

[Deanna Clapp](#)

Join us for a chance to learn more about how the MCEE Personal Finance Decathlon & Economics Challenge operate, what you can do to prepare for the competitions, ways the competition supports your classroom content, and more!

Speaker Series: Behavioral Economics: A path to a better understanding of ourselves and designing a better future.

Grades: K-12

Workshop Length: 1 hour

[Pete Ferderer](#)

The neoclassical paradigm, which assumes that economic agents are rational optimizers, has dominated economics for much of the past century. Beginning with the path-breaking work of Daniel Kahneman and Amos Tversky in the 1970s, and picking up steam over the past few decades, behavioral economists have challenged this model by showing that cognitive biases make it difficult for humans to maximize their long-term welfare. This webinar explores the development of behavioral economics and argues that it has great potential to promote human progress by providing a more realistic model of decision making. We will consider applications in different areas including the formation of stock market bubbles, poverty traps, the rise of obesity, etc.

Teaching Monetary Policy with Ample Reserves

Grades: 9-12

Workshop Length: 1 hour

[Scott Wolla](#)

Did you know that the Fed operates with ample reserves and uses interest on reserve balances as its primary monetary policy tool? This free webinar led by the St. Louis Fed's economic education team will describe the Fed's ample-reserves framework and offer classroom resources for teaching it to your students.

Understanding Income Types, Human Capital, and Budgeting Basics

Grades: 6-8

Workshop Length: 1 hour

[Leslie Jones](#)

Exploring Benchmark 6.2.9.1: Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.

Using the News to Teach Economics

Grades: 9-12

Workshop Length: 1 hour

[Matt Hill](#)

Where do I find news articles/podcasts/videos? How do I use different forms of media in the classroom? What type of activities can I build around a news article? What techniques can I use to spark discussions? Everything teachers need to incorporate recent events into their economics class.

Voting & 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. We will analyze the economics of the 2024 presidential election. 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.

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

War-Time Decisions and Opportunity Costs in U.S. History

Grades: 6-8

Workshop Length: 1 hour

[Heidi Kloempken](#)

Exploring Benchmark 7.2.7.1: Using cost-benefit analysis, analyze the opportunity cost of a decision made in U.S. history during times of war.

Why Companies Move Production

Grades: 6-8

Workshop Length: 1 hour

[Amy Hennessey](#)

Exploring Benchmark 6.2.12.1: Explain why companies might move production to other states or countries.

Council on Economic Education Online Webinars

Grades: K-12

Workshop(s) Length: 24.1 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.

2024 Summer Institute: AI Fireside Chat and AI in Personal Finance Session
2024 Summer Institute: AI in Personal Finance and Economics
2024 Summer Institute: Real World Economics
2024 Summer Institute: Real World Personal Finance
2024 Summer Institute: The Basics of Economics
2024 Summer Institute: The Basics of Personal Finance
AI Series: AI in Personal Finance
AI Series: Customize Activities and Lesson Plans
AI Series: Customize AI for Your Teaching Needs
International Economics Lessons; Resources—Plus a Free Trip to Germany!
Learn It - Share It
September PLC: Back to School Talk
Sloan Award Winner Series: Where Should I Live?
Teaching Economics Using Rockstar Current Events Resources & Strategies
The Economics of Hosting the Olympics

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, 2024 - December 31, 2024) at the following link:

z.umn.edu/FY25SummaryEvaluations

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 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 policymakers considering how to improve the quality of life in a fictitious country.

Mathematics & Economics

z.umn.edu/MathandEconCurriculum

The Math and Economics curriculum was developed in response to an increased need for an interdisciplinary curriculum within the K-5 grade levels. The curriculum focuses on diversity, equity, and inclusion throughout all lessons with particular attention given to access to all learners and anti-bias considerations. The curriculum is a collection of K-5 MN academic standards-based (Social Studies-Economics 2021 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

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

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.