

# THE MINNESOTA COUNCIL ON ECONOMIC EDUCATION

## FY2022 Mid-Term Grant Impact Report

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

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## EXECUTIVE SUMMARY

As required under the legislation, this document constitutes the first mid-term report on the first year of a two-year grant approved by the Legislature in 2021 and covers the first six months of FY2022. The full fiscal year 2021 report (July 2021) can be found [here](#). Counting only those workshops delivered by MCEE and its in-state affiliates, and only to Minnesota teachers, in FY2022 to date, MCEE drew 361 participants to its workshops. During the first half of FY2022, MCEE provided over 56 hours of new professional development content to increase the knowledge and confidence of K-12 teachers. These numbers represent a decline in registrations relative to FY2020 and FY2021, but are still significant and well on track to be above the numbers reached in FY2018 and FY2019. Teachers are experiencing virtual meeting burnout and are overwhelmed by the continuing personal and professional demands placed on them by the ongoing challenges posed by the pandemic.

In FY 2021, MCEE provided 97 professional development workshops, with over 188 unique hours of content, along with curriculum and other resources for more than 2,000 Minnesota teachers giving them research-based knowledge, teaching techniques, and lessons to assure the 40,000 students they reached (in that year alone) gained strong economic and personal financial knowledge for success through relevant and engaging real-world learning. Those registrations numbers were double that of FY2020 and almost quadruple that of FY2018 and FY2019. Additionally, in FY 2021, 1540 students participated in MCEE direct-to-student programs - virtual competitions, challenges, and institutes - moving their economic/personal finance knowledge and critical thinking skills to a higher level. Reporting on student competition/capstone programming will be included with the end-of- year report.

In the first half of FY2022, MCEE has seen a decline in registrations for teacher professional development relative to the pace of the past two years. Teachers are experiencing burnout and virtual convening overload due to the continuing significant challenges posed by the pandemic, and school districts have much more pressing issues to deal with than content area teacher professional development. Yet teacher professional development registration numbers remain significant: MCEE attracted 361 participants to 35 workshops, providing over 56 hours of new professional development content. MCEE direct-to-student programming occurs in winter, spring and early summer; hence, the reporting on it will be included in the FY2022 full year report.

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

## **BACKGROUND**

### MCEE's Mission

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

The mission of MCEE is to equip Minnesotans with the economic and personal financial understanding needed to succeed in today's complex economy. For 60 years, MCEE has provided economic and personal finance education to teachers, students, and community members across Minnesota and has trained over 38,000 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, St. Cloud, and Moorhead, and with a cohort of MCEE-trained K-12 Master Teachers. In 2018 the network added a new Center for Diversity in Economics at St. Catherine University, with a statewide focus on women and diversity in finance and economics. As an affiliate of the national Council on Economic Education (CEE), MCEE is part of a nationwide non-profit partnership of state councils and centers for economic education and research, committed to the promotion of economic and personal financial understanding.

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

MCEE's primary strategy to impact students is through providing professional development courses for K-12 teachers. Research has shown that teachers equipped with deeper content knowledge deliver a more productive learning experience for their students. Through MCEE, teachers learn to make economics relevant, meaningful, and exciting to students. We develop workshops and courses that ensure the effective delivery of the state K-12 economics standards, and that respond to the needs and interests of teachers and students. In addition to foundational content workshops and courses, MCEE trains teachers to teach entrepreneurship and prepare students for entering entrepreneurship-related competitions, provides the only curricula from a state council on the intersection of the economy, sustainability, and the global food system, and is engaged in ongoing initiatives to support the culturally responsive teaching of economics and personal finance.

### Minnesota K-12 Standards in Economics

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

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

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

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

## **MCEE'S 2019 THROUGH 2021 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 five affiliated Centers for Economic Education (mostly in the form of salary support for directors and administrative assistance) eliminated most of this support due to declining support from the state and/or other revenues. For decades, this support had represented between 16% and 25% of the MCEE annual budget. Second, historical sources of federal funding, notably No Child Left Behind funds that MCEE used to provide significant support for its teacher professional development programming, were no longer available to MCEE, and MCEE was not eligible for subsequent related sources of federal funds. Finally, and trending in this direction over the previous decade, prominent Minnesota corporate donors, many of which had supported MCEE for years at sizable grant levels, are no longer willing to provide general operating support to nonprofits with our broad target population and/or support teacher professional development.

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

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

MCEE's 2019 bill (HF2531/SF2614) requested \$500,000 annually to prepare Minnesota teachers to teach economics and personal finance. This funding 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 projected that it would be able to increase capacity to eventually reach over 2,000 teachers a year with professional development opportunities and continue to provide curated and original teaching resources to all teachers who wish to access them.

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

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

MCEE will be returning to the legislature in 2022 to request the necessary ongoing, base funding needed to support our efforts to enable Minnesota teachers to deliver the Social Studies Standards in Economics (and personal finance embedded within that). As is done in many states, base funding from the state is needed for the long-run sustainability of programming.

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

### Target Population

MCEE targets all pre-service and licensed teachers who are preparing for, or already have, one of the four licenses that will be required, in most instances, to teach to the K-12 economics standards: elementary, business, agriculture education, and social studies. The state of Minnesota issues approximately 1,600 new licenses each year, and there were 30,000 (not all working in their area of licensure) active teachers, with licenses, in these four categories. This represents over 50% of the K-12 teachers in Minnesota. MCEE programs are available to public and private school teachers.

MCEE strives to reach all of our diverse population groups and communities. Of the students directly reached by MCEE programs in FY2021, 26% were students of color and 29% qualified for free and reduced price lunch.

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

Related to K-12, these include the following:

For the non-targeted competitions, 22-35% were BIPOC, and from schools with 24 to 33 % FRPL. For the Urban Regional Economics Challenge and College Dollars & Sense programs, these numbers were 95 to 99, and 74 to 78 percent, respectively. 89 percent of students in the Math & Economics program for elementary students were BIPOC.



### Geographic Scope

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

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

### Activities Proposed, and Implemented, under the FY2022 and FY2023 Legislative Grants (Partially enabled by the state grant, but also private funding)

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

#### *Goal #1: Provide Teacher Professional Development*

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

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

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

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

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

*Goal #2: Curate Resources*

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

Activity 2: Complete Mathematics and Economics curriculum revision.

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

*Goal #3: Manage Stakeholder Relationships*

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

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

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

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

*Goal #4: Provide Student Programming*

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

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

## IMPACT OF THE GRANTS

### Summary of FY2020 and FY2021 Reporting under the Grant (find FY2021 report [here](#))

While MCEE experienced a drop off in some of its student and non-teacher adult programming due to the pandemic, demand for its teacher development opportunities increased in both FY2020 and FY2021. MCEE attributes this increase to a combination of having (a) hired an Education Director in September of 2019, who focused on outreach to pre-service teacher licensing programs, school districts and teachers -- a priority for implementing our goals under the state grant, (b) increased communications and marketing, and (c) increased demand by teachers for new resources, content, and virtual/distance learning pedagogy techniques with the onset of the pandemic.

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

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

In FY2021, MCEE delivered training to 2,227 Minnesota teachers through online webinars and workshops. 1,007 teachers were served synchronously (live at the time of delivery) and 1,220 asynchronously (they registered and were able to engage with the material at a time that fit their needs/schedule) through 132 workshops with 188.35 hours of new content. In addition, 347 teachers from other states registered for several MCEE workshops that were delivered in collaboration with the national Council on Economic Education and shared with a larger audience.

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

## FY2022 Mid-Year Reporting under the Commerce Grant

MCEE collects qualitative and quantitative data on all its programming. Tables 1-5 include information on MCEE teacher professional development data for FY2022 to date, as specified in the reporting requirements under the enabling legislation for the MCEE grant. This includes data on the number of teachers reached, the total number of hours of professional development content delivered, and the number and diversity of workshops offered to teachers in grades K-5, 6-8, 9-12, and pre-service teachers. Descriptions of the individual workshops and identification of the instructors is included in Appendix 1.

Tables 1-4 (Table 5 Summary) show that 514 teachers participated in 38 unique workshops, offered, or promoted by MCEE. 361 of these were Minnesota pre-service and classroom teachers. MCEE and its affiliates delivered 59.4 hours of new content.

Many teachers participated in multiple MCEE workshops during the first half of FY2022. 186 individual teachers participated in MCEE workshops: 136 from Minnesota and 50 from other states. Based on the number of students these teachers self-reported that they were teaching in academic year 2021-2022 (or MCEE estimated based on the grade-level they were teaching if they did not report), over 22,650 (15,440 MN and 7,210 non-MN) students benefited from their teacher having received MCEE training in the past year alone. The true impact of teacher training will be cumulative, as students in years to come continue to benefit from having a more knowledgeable and effective teacher.

### Reporting for Legislation: Summaries of Workshop Evaluations

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

MCEE conducts feedback surveys at the conclusion of each program we offer, and analysis of those surveys show an overwhelmingly positive response to MCEE programs, methods, and staff. Teachers appreciate the opportunities we provide for professional development and growth, and frequently note that they cannot receive training similar to what MCEE offers elsewhere.

Table A, below, provides the overall evaluation summary for workshops. Table A is based on 31 MCEE conducted virtual workshops held between July 1, 2021 - December 30, 2021. MCEE had 514 participants during this time with 104 completing the workshop evaluations.

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

Responses to the first ten questions asked. Of the participants who completed an evaluation, 88.11% agree/strongly agree to the statement, with on average 7.4% reporting “neutral”:

1	The instructor was knowledgeable about the topic and able to effectively impart that knowledge to participants.	93.27%
2	The instructor was responsive to participants' needs.	88.46%
3	I am more confident in my ability to teach economic and personal finance education.	75.96%
4	I gained important knowledge, teaching methods, and resources that are relevant to my classroom teaching.	89.42%
5	The teaching methods and resources that I received will enable me to make my classroom teaching more interesting, effective, and engaging for students.	86.54%
6	This workshop met my expectations.	84.62%
7	This workshop was a valuable use of my time.	85.58%
8	This workshop was a valuable use of my time.	95.24%
9	I felt supported by the instructor(s).	90.48%
10	I learned new concepts from this course.	90.48%
11	This course was relevant to my teaching.	92.86%
12	I will apply lessons from this course to my classroom.	90.48%
13	I enjoyed this course.	92.86%
14	This workshop was successful in achieving its objectives.	92.47%
15	The facilities/online platform was appropriate for this course.	91.78%
16	The time allotted for this workshop was sufficient.	85.62%
17	I am likely to recommend this workshop to a friend/colleague.	84.93%

Among the feedback reported by teachers on workshop and course evaluations in the first half of FY2022 are the following:

- “The extensive resources, and knowledge of the presenter was greatly appreciated. These are resources that are actually beneficial to my practice.” *UMN Pre-Service 10/18*
- “Very powerful presentation. More confident to teach economics in kindergarten.” *UMN Pre-Service, 11/1*
- “These virtual programs are key for my busy schedule to fit in enriching teacher education and professional development!” *The Essential Guide to Economics, 10/28*
- “This is a great refresher course for those who don't teach Economics every year.” *Econ Express, 10/5*
- “Great content and materials to use in a variety of classes.” *Teaching Fiscal Policy in the COVID Era, 8/16*

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

Appendix 2 includes summaries of most teacher professional development workshops and courses offered through or by the Council in FY2022 to date. The summaries are not, however, exhaustive, as when MCEE delivers workshops at conferences hosted by other organizations, the hosts do not always conduct evaluations. Program evaluation for these workshops takes place through verbal feedback delivered by participants to instructors; oftentimes, though, these workshops are on niche or specialty topics, and thus do not need to comply with the same internal review standards for frequently offered courses or workshops.

Information collected through workshop and course registrations and evaluations includes:

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

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

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

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

**Table 1: FY2022 (July 1, 2021-December 31, 2021) Data on Professional Development Workshops & Courses, Appropriate for Grade K-5, K-6, K-8, 2-4, 4, 5, 7, & 8, and 6-8 Teachers**

\*Sorted by Date

	<b>Title</b> Full descriptions found in Appendix A1	<b>Type/Delivery</b>	<b>Date</b>	<b>Location</b>	<b>Length (Hours)</b>	<b># of MN Part. Sync.</b>	<b># of MN Part. Async.</b>	<b>Total MN Part.</b>	<b># of Non-MN Part. Sync.</b>	<b># of Non-MN Part. Async.</b>	<b>Total Non-MN Part.</b>	<b>Total # of Part. Sync.</b>	<b>Total # of Part. Async.</b>	<b>Grade(s)</b>
1	American Indian Youth Financial Education	Virtual	8/18/2021	Online	1	2	5	7	1	2	3	3	7	5-8
2	Economics is Everywhere	Virtual	10/7/2021	Online	1	5	1	6	0	0	0	5	1	K-8
3	The Essential Guide To Economics	Virtual	10/28/2021	Online	1	6	4	10	0	0	0	6	4	K-8
4	Using the Money Monsters Story Series to Teach Financial Capability	Virtual	11/11/2021	Online	1	1	6	7	0	0	0	1	6	K-7
5	NCSS Conference: MCEE Mathematics and Economics	Virtual	11/21/2021	Online	0.75	1	1	2	3	0	3	4	1	K-5
<b>Total:</b>					<b>4.75</b>	<b>15</b>	<b>17</b>	<b>32</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>19</b>	<b>19</b>	

**Notes:**  
 NCSS: National Council for the Social Studies  
 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: FY2022 (July 1, 2021-December 31, 2021) 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)	# of MN Part. Sync.	# of MN Part. Async.	Total MN Part.	# of Non-MN Part. Sync.	# of Non-MN Part. Async.	Total Non-MN Part.	Total # of Part. Sync.	Total # of Part. Async.	Grade(s)
1	Ready Assessments	Virtual	8/18/2021	Online	1	2	17	19	0	3	3	2	20	K-12
2	Speaker Series	Virtual	12/9/2021	Online	1	18	26	44	0	0	0	18	26	K-12
3	Council on Economic Education Online Webinars *Title listed in descriptions in Appendices A1	Virtual	Varies (3 Total)	Online	3.15	4	0	4	0	0	0	4	0	K-12
<b>Total:</b>					<b>5.15</b>	<b>24</b>	<b>43</b>	<b>67</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>24</b>	<b>46</b>	

**Table 2b: FY2022 (July 1, 2021-December 31, 2021) 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)	# of MN Part. Sync.	# of MN Part. Async.	Total MN Part.	# of Non-MN Part. Sync.	# of Non-MN Part. Async.	Total Non-MN Part.	Total # of Part. Sync.	Total # of Part. Async.	Grade(s)
1	Fostering Future Entrepreneurs	Virtual	7/26-27/2021	Online	14	4	10	14	1	2	3	5	12	6-12
<b>Total:</b>					<b>14</b>	<b>4</b>	<b>10</b>	<b>14</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>12</b>	

**Table 2c: FY2022 (July 1, 2021-December 31, 2021) Data on Professional Development Workshops & Courses, Appropriate for Grade 7-12 Teachers**

\*Sorted by Date

	Title Full descriptions found in Appendix A1	Type/Delivery	Date	Location	Length (Hours)	# of MN Part. Sync.	# of MN Part. Async.	Total MN Part.	# of Non-MN Part. Sync.	# of Non-MN Part. Async.	Total Non-MN Part.	Total # of Part. Sync.	Total # of Part. Async.	Grade(s)
1	Econ Express	Virtual	10/5/2021	Online	1	9	5	14	0	0	0	9	5	7-12
2	Touchdowns and Tailgates: What Football Teaches Us About Economic	Virtual	10/26/2021	Online	1	5	5	10	0	0	0	5	5	7-12
3	Entrepreneurship in your Community: Creating your own Career	Virtual	11/9/2021	Online	1	2	5	7	0	1	1	2	6	7-12
<b>Total:</b>					<b>3</b>	<b>16</b>	<b>15</b>	<b>31</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>16</b>	

**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.

**Table 3: FY2022 (July 1, 2021-December 31, 2021) 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)	# of MN Part. Sync.	# of MN Part. Async.	Total MN Part.	# of Non- MN Part. Sync.	# of Non- MN Part. Async.	Total Non-MN Part.	Total # of Part. Sync.	Total # of Part. Async.	Grade(s)
1	Teaching High School Economics - Creating a Student Econ Workbook	Virtual	8/13/2021	Online	3	4	0	4	1	3	4	5	3	9-12
2	Teaching Fiscal Policy in the COVID Era	Virtual	8/16/2021	Online	6	2	5	7	0	1	1	2	6	9-12
3	The Aggregate Demand Model In-Depth (Macroeconomics)	Virtual	8/17/2021	Online	1	0	2	2	1	2	3	1	4	9-12
4	Fiscal Policy In-Depth (Macroeconomics)	Virtual	8/17/2021	Online	1	1	2	3	1	3	4	2	5	9-12
5	Monetary Policy In-Depth (Macroeconomics)	Virtual	8/17/2021	Online	1	1	3	4	1	3	4	2	6	9-12
6	Culturally Responsive Personal Finance	Virtual	8/18/2021	Online	1	7	12	19	1	2	3	8	14	9-12
7	The Choice (A Fable of Free Trade and Protectionism): How to Incorporate Literature into High School Economics	Virtual	8/19/2021	Online	1	2	3	5	1	1	2	3	4	9-12
8	Teaching Financial Pitfalls	Virtual	8/19/2021	Online	1	4	6	10	0	3	3	4	9	9-12
9	Youth-Powered Curriculum for Social Action: How to Engage Youth in Economics Classes	Virtual	8/19/2021	Online	1	1	7	8	0	4	4	1	11	9-12
10	CEE Conference: The Interactive Federal Budget	Virtual	9/30/2021	Online	0.75	2	0	2	74	0	74	76	0	9-12
11	MBITE Conference: Culturally Responsive Personal Finance	In-Person	10/8/2021	Bethel University	0.75	5	0	5	0	0	0	5	0	9-12
12	NCSS Conference: Teaching Economic Inequality Through Housing Discrimination Practices	Virtual	11/16/2021	Online	1	5	0	5	17	0	17	22	0	9-12
13	NCSS Conference: Teaching Income Taxes	Virtual	11/18/2021	Online	1	1	0	1	12	0	12	13	0	9-12
14	NCSS Conference: Culturally Responsive Personal Finance	Virtual	11/20/2021	Online	0.75	5	0	5	9	0	9	14	0	9-12
<b>Total:</b>					<b>20.25</b>	<b>40</b>	<b>40</b>	<b>80</b>	<b>118</b>	<b>22</b>	<b>140</b>	<b>158</b>	<b>62</b>	

**Notes:**

CEE: National Council on Economic Education  
 MBITE: MN Marketing - Business -Information Technology Educators (MBITE)  
 NCSS: National Council for the Social Studies  
 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: FY2022 (July 1, 2021-December 31, 2021) Data on Professional Development Workshops & Courses, Appropriate for Pre-Service Teachers**

\*Sorted by Date

	<b>Title</b> Full descriptions found in Appendix A1	<b>Type/Delivery</b>	<b>Date</b>	<b>Location</b>	<b>Length</b> (Hours)	<b># of MN</b> <b>Part. Sync.</b>	<b># of MN</b> <b>Part. Async.</b>	<b>Total</b> <b>MN Part.</b>	<b># of Non-</b> <b>MN</b> <b>Part. Sync.</b>	<b># of Non-</b> <b>MN</b> <b>Part. Async.</b>	<b>Total</b> <b>Non-</b> <b>MN</b>	<b>Total # of</b> <b>Part. Sync.</b>	<b>Total # of</b> <b>Part. Async.</b>	<b>Grade(s)</b>
1	Pre-Service - University of Minnesota	Virtual	7/6/2021	Online	1	25	0	25	0	0	0	25	0	PS
2	Pre-Service - St. Mary's University	Virtual	9/23/2021	Online	1	2	0	2	0	0	0	2	0	PS
3	Pre-Service - Bethel University	In-Person	10/6/2021	Bethel University	0.5	1	0	1	0	0	0	1	0	PS
4	Pre-Service - University of Minnesota	In-Person	10/18/2021	University of Minnesota	3	1	0	1	0	0	0	1	0	PS
5	Pre-Service - Mankato State University	Virtual	10/21/2021	Online	1.25	2	0	2	0	0	0	2	0	PS
6	Pre-Service - University of Minnesota	In-Person	11/1/2021	University of Minnesota	1	10	0	10	0	0	0	10	0	PS
7	Pre-Service - St. Cloud State University	In-Person	11/1/2021	St. Cloud State University	1	9	0	9	0	0	0	9	0	PS
8	Pre-Service - Winona State University	Virtual	11/2/2021	Online	1	57	0	57	0	0	0	57	0	PS
9	Pre-Service - Bethel University	Virtual	11/23/2021	Online	1.5	25	0	25	0	0	0	25	0	PS
10	Pre-Service - Concordia College	Virtual	11/29/2021	Online	1	5	0	5	0	0	0	5	0	PS
<b>Total:</b>					<b>12.25</b>	<b>137</b>	<b>0</b>	<b>137</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>137</b>	<b>0</b>	

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

**Table 5: FY2022 (July-December) Data on Teacher Professional Development Workshops & Courses, Summary Statistics**

<b>Number of Workshops:</b>	<b>38</b>
Total Number of MCEE Workshops:	35
Total Number of CEE Workshops:	3
<b>Total Workshop Hours:</b>	<b>59.4</b>
Total Number of MCEE Workshop Hours:	56.25
Total Number of CEE Workshop Hours:	3.15
<b>Total Number of Participants:</b>	<b>514</b>
Total Number of MN Participants:	361
Total Number of Non-MN Participants:	153
<b>Total Number of Synchronous Participants:</b>	<b>359</b>
Total Number of MN Synchronous Participants:	236
Total Number of Non-MN Synchronous Participants:	123
<b>Total Number of Asynchronous. Participants:</b>	<b>155</b>
Total Number of MN Asynchronous Participants:	125
Total Number of Non-MN Asynchronous Participants:	30
<b>MN Participants to MCEE produced workshops:</b>	<b>357</b>
Total Number of MN Synchronous Participants:	232
Total Number of MN Asynchronous Participants:	125

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

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

### **American Indian Youth Financial Education**

Grades: 5-8

Workshop Length: 1 Hour

[Jennifer Garbow](#) & Rebecca Hagen Jokela

*Booshke Giin* (It's up to you, it's your decision!) is a creative approach to involve American Indian youth in active learning experiences that make financial education concepts relevant to their everyday decision-making. The *Booshke Giin* lessons attempt to push aside mainstream ways in favor of storytelling to teach core financial concepts. Mainstream education has failed American Indian youth for decades. The incorporation of the legendary stories grabs the attention of youth immediately. The approach and the lessons are adaptable for other youth audiences and combines personal finance concepts and American Indian legend stories. The lessons are based on Ojibwe and other tribal legend stories, to reinforce financial concepts and incorporate Ojibwe vocabulary and cultural information. The legends are shared orally or read individually, followed by questions asked about the story. Youth are able to reflect on the story to make a meaningful personal connection between the financial concept and their own culture.

### **CEE Conference: The Interactive Federal Budget**

Grades: 9-12

Workshop Length: 0.75 Hours

[Steven Cullison](#)

Balancing the federal budget is easy if you don't know what the money does. Participate as students in an activity that challenges learners to investigate components of the federal budget and make tough decisions about spending. The class will conclude by trying to pass a budget. Can you function as well as the U.S. Congress?

### **Culturally Responsive Personal Finance**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Joel Coleman](#)

Learn about a collection of lessons that are integrated, interdisciplinary, and student-centered. The lesson topics and issues are related to the students' background and culture and challenge students to develop higher-order knowledge and skills. The lessons foster recognition and respect for students from different cultures. Find out how to help students see themselves in the content and how to engage students to learn in their own way.

### **Econ Express**

Grades: 7-12

Workshop(s) Length: 1 Hour

[Chris Cannon](#)

Econ Express is a unique online resource that helps teachers and students learn, practice, and assess basic economic concepts in a creative and engaging way. Covering 51 concepts, Econ Express serves as a general overview of the content typically taught in a high school Intro to Economics course.

### **Economics is Everywhere**

Grades: K-8

Workshop(s) Length: 1 Hour

[Lisa Wiener](#)

Designed to support upper elementary and middle school teachers to help students understand how economic reasoning connects to their day-to-day lives and academic inquiries, EIE's MN Social Studies standard-based lesson plans and materials integrate grade-level economic benchmarks that allow students to develop knowledge through inquiry, connect content to their own lives and communicate newfound knowledge with others.

### **Entrepreneurship in your Community: Creating your own Career**

Grades: 7-12

Workshop(s) Length: 1 Hour

[Jamie Wagner](#)

This session will showcase the \*NEW\* Middle and High School Entrepreneurship Curriculum entitled, "Entrepreneurship in your Community: Creating your own Career." Teachers will learn about a semester-long curriculum guide that uses the economic way of thinking applied for future entrepreneurs. During the demonstration, you will actively participate in activities from the guide's lessons.

### **Fiscal Policy In-Depth (Macroeconomics)**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Steven Cullison](#)

When, if ever, should the federal government intervene in the economy? What tools does it have at its disposal? How will we measure its success? In this session, we'll dig deeply into fiscal policy, including the concepts of automatic stabilizers, the multiplier effect, and an introduction to progressive and regressive taxes. Participants will come away with the comfort with the subject matter necessary to answer the toughest questions from students in general and advanced economics classes.

### **Fostering Future Entrepreneurs**

Grades: 6-12

Workshop(s) Length: 14 Hours

[Martha Rush](#)

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

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

### **MBITE Conference: Culturally Responsive Personal Finance**

Grades: 9-12

Workshop(s) Length: 0.75 Hours

[Joel Coleman](#)

Learn about personal finance lessons that allow students to see themselves in the content and encourage them to use their cultural values to make educated financial decisions.

### **Monetary Policy In-Depth (Macroeconomics)**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Joel Coleman](#)

What are the responsibilities of the Federal Reserve? What tools does it have at its disposal to influence the economy? How will we measure its success? In this session, we'll dig deeply into monetary policy, including use of the money-market graph, an introduction to t-charts in the banking system, and an overview of the loanable funds market. Participants will come away with the comfort with the subject matter necessary to answer the toughest questions from students in general and advanced economics classes.

**NCSS Conference: Culturally Responsive Personal Finance**

Grades: 9-12

Workshop(s) Length: 0.75 Hours

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

Learn about personal finance lessons that allow students to see themselves in the content and encourage them to use their cultural values to make educated financial decisions.

**NCSS Conference: MCEE Mathematics and Economics**

Grades: K-5

Workshop(s) Length: 0.75 Hours

[Cindy Fitzthum](#) & [Valerie Walker](#)

Learn the latest additions and revisions to MCEE's Mathematics and Economics curriculum.

**NCSS Conference: Teaching Economic Inequality Through Housing Discrimination Practices**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Kristine West](#) & Alaina Burchill

Learn about successful collaboration between an economics professor and a high school teacher to bring the University of Minnesota's groundbreaking Mapping Prejudice research of racially restrictive covenants into econ classrooms.

**NCSS Conference: Teaching Income Taxes**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Steven Cullison](#)

Actively involve students in tracking their learning! Discover an alternative approach to structuring your class that puts emphasis on identifying the goals of learning and flexible methods of assessment.

**Ready Assessments**

Grades: K-12

Workshop(s) Length: 1 Hour

[Ruben Rivera](#)

Learn about a free distance learning tool created by the National Council on Economic Education that allows teachers to easily access ready-made K-12 tests and quizzes with the potential to search from a standards-aligned library of 1,200+ questions.



### **Speaker Series**

Grades: K-12

Workshop(s) Length: 1 Hour

[Dr. Laura Kalambokidis](#)

You're Invited! Please join us for Minnesota Council on Economic Education's inaugural Speaker Series, "Bringing Economics to Life! -- A Series of Conversations Aimed at Using Economics to Better Understand Our World and Address Its Most Challenging Problems" with featured guest, State Economist, Dr. Laura Kalambokidis on December 9th. Join us from 4:00-5:00 pm cst via Zoom.

### **Teaching Financial Pitfalls**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Katie Hedlund](#)

Dive into common financial pitfalls in this Nearpod based workshop using free, widely available interactive student-based lessons all while preparing yourself to bring these important topics back to your classroom! Perfect for a personal finance, economics, or career exploration classroom. Review core concepts such as changing bad habits, influence of advertising, scams, predatory lending and more!

### **Teaching Fiscal Policy in the COVID Era**

Grades: 9-12

Workshop(s) Length: 6 Hours

[Dr. Cindy Fitzthum](#) & [Greg Stutes](#)

Looking for lessons to teach about COVID and economics? Join us for a professional development opportunity to talk specifically about COVID and fiscal policy through a series of lessons. This session will provide high school teachers lessons and teaching professional development to deliver engaging, interactive instruction on how the pandemic can be addressed through fiscal policy. Key concepts included will align with MN social studies standards in macroeconomics. The content will be timely and engaging; the lessons will involve students in hands-on, interactive and/or group activities.

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

Grades: 9-12

Workshop(s) Length: 3 Hours

[Brandy Siddiqui](#)

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

### **The Aggregate Demand Model In-Depth (Macroeconomics)**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Steven Cullison](#)

The entire economy in one handy graph! This content-driven session will explore factors that can influence aggregate demand and aggregate supply, in the short and long run, leading to changes in price level and employment. In this content-focused session, we'll learn to create, analyze, and grade this model, including discussion of gross domestic product. Participants will come away with the comfort with the subject matter necessary to answer the toughest questions from students in general and advanced economics classes.

### **The Choice (A Fable of Free Trade and Protectionism): How to Incorporate Literature into High School Economics**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Michael Kieselbach](#)

Teaching economics can be a struggle when lacking examples to connect to the concepts that you are teaching. Using literature in your economics classroom can provide instant examples and a launching point for discussing economic laws, theories, and ideas. In this session, you will learn how to use “The Choice” by Russ Roberts and other literature resources to engage students in economics and build your knowledge of economics and the market forces that encompass the world we live in, and better understand the complexity of the marketplace. All resources discussed in this session will help instructors find creative ways to incorporate the State Standards into their instruction.

### **The Essential Guide To Economics**

Grades: K-8

Workshop(s) Length: 1 Hour

[Dr. Cindy Fitzthum](#)

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

### **Touchdowns and Tailgates: What Football Teaches Us About Economics**

Grades: 7-12

Workshop(s) Length: 1 Hour

[John Kruggel](#)

This session will demonstrate how teachers can use college football and the NFL to teach a number of concepts. Attendees will gain access to resources developed to help teach economics through sports. Topics covered will include: The impact of stadium subsidies using U.S. Bank as a guide, the cost/benefit for cities hosting major events like the Super Bowl, the rise of the NCAA and the FBS, information on the Big Ten conference alliance, and the impact of COVID on the NFL and college football.

### **Using the Money Monsters Story Series to Teach Financial Capability**

Grades: K-7

Workshop(s) Length: 1 Hour

[Leslie Jones](#)

The Consumer Financial Protection Bureau (CFPB) will introduce you to the free Money Monster story series and supporting resources for building youth financial capability through story time. Learn how CFPB materials are centered around a set of three building blocks for building financial knowledge, skills, and developing habits and norms that will facilitate financial well-being in adulthood.

The Money Monsters are a group of creatures who are new to our universe. That means they need to learn about many important things like school, friendship, and financial literacy. In the free chapter book, Money Monsters Start Their Own Business, they discover that being an entrepreneur can be fun, but it isn't always easy.

### **Youth-Powered Curriculum for Social Action: How to Engage Youth in Economics Classes**

Grades: 9-12

Workshop(s) Length: 1 Hour

[Shaunassey Johnson](#)

The purpose of this session will be to coach teachers to develop leadership skills for youth-powered teaching and learning, with the driving question: How can teachers better engage young people in classes about economics? In this session, YoUthROC members including Shaunassey Johnson describe recommendations from their research about centering BIPOC youth in community spaces. These recommendations create a framework for teachers to amplify youth assets, cultivate kinship, and take action within classrooms as active learning spaces.

**Council on Economic Education Online Webinars**

Grades: K-12

Workshop(s) Length: 3.15 Hours

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

ACEE Presents: Using Tech Tools to Teach: Jamboard
ACEE Presents: Using Tech Tools to Teach: Padlet & Classroom Screen
ACEE Presents: Using Tech Tools to Teach: Thinglink

*\*ACEE: Arizona Council on Economic Education*

### **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 Appendix 2 - Summaries of Professional Development Workshop and Course Evaluations (July 2021 - December 2021) at the following link:

[z.umn.edu/FY22SummaryEvaluations](https://z.umn.edu/FY22SummaryEvaluations)

## Grade K-8 Curriculums

### **Economics is Everywhere**

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

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

### **Mathematics & Economics**

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

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

## **Grade 6-12 Curriculums**

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

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

## **Grade 9-12 Curriculums**

### **Culturally Responsive Personal Finance**

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

### **Global Food**

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



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

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

### **Making Personal Finance Decisions**

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