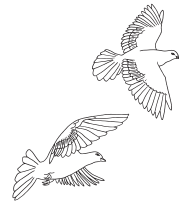
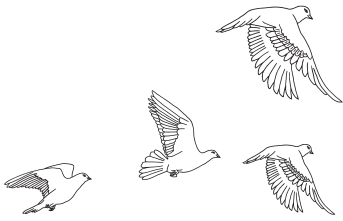




# Financial Literacy and Economic Education Conference

OCTOBER 6-7, 2017  
BROOKLYN, NEW YORK



National Association of Economic Educators



Sponsored by



# 56th Annual Financial Literacy and Economic Education Conference

---

OCTOBER 6-7, 2017  
BROOKLYN, NEW YORK



Welcome to the Council for Economic Education's 56th Annual Financial Literacy and Economic Education Conference in the financial capital of the world! We couldn't be more excited to host this year's Conference and welcome you to Brooklyn, New York.

The Council for Economic Education (CEE) is the leading organization in the United States that focuses on the economic and financial education of students from kindergarten through high school—and we have been doing so for nearly 70 years. We continue to prepare the next generation in the “Empire State” and nationwide for personal and financial success by providing teachers with strategies for teaching economics and personal finance and advocating for the expansion of teaching these subjects in all schools.

In partnership with our state affiliates across the country, CEE always rises up to new challenges and provides great opportunities for educators and students. We do this by educating the educators: providing the curriculum tools, the pedagogical support, and the community of peers that instruct, inspire, and guide. Our premier source of classroom tested materials, *EconEdLink* welcomes more than one million unique visitors each year and provides hundreds of free, online lessons and classroom interactives that are easily searchable by concept, standard, grade level, and subject. The *National Center* offers free in-person workshops and online webinars. All CEE's professional development programs demonstrate how to integrate economics and personal finance into core subjects such as math, history and social studies classes as well as the elementary curriculum. This year, CEE's 17th Annual *National Economics Challenge*, our nation's only high school economics competition, attracted nearly 11,000 participants from across the country and featured an exhibition round with two teams from China.

CEE also works to promote legislation and education policies at the federal and state levels and conducts the *Survey of the States*, a biennial comprehensive look into the state of K-12 economic and financial education in the United States. The *Survey of the States* is an important benchmark for our progress, revealing how far we've come and how far we still have to go. Look for the 2018 *Survey of the States* early next year!

We strive to teach economics and personal finance to children and we aren't just teaching them about money. We are teaching that opportunity unfolds on a foundation of sound, informed choices; we are teaching the skills and habits of thought necessary to make good choices for fruitful lives. The Council for Economic Education ensures that our nation's children learn the grammar of what is a highly specialized language, but one that is essential to their future success.

Our annual Conference program is filled with hands-on workshops for teachers, discussion groups, networking opportunities, introductions to new resources, and more. We encourage you to immerse yourself in the learning opportunities to meet new people, and to take as much as possible back to your classroom.

There will be many opportunities to thank some of the very special people for their valuable contributions this year, but here we want to particularly mention our presenting sponsor, Wells Fargo.

On behalf of myself, Selena Swartzfager, President of the National Association of Economic Educators and Brian Page, Chair of the CEE Teacher Advisory Committee, we want to thank you for joining us and for your efforts in striving to become even better educators.

Enjoy the conference!

Sincerely,

A handwritten signature in blue ink, appearing to read "M. J. Munn". The signature is fluid and cursive, written over a light blue shadowed area.



STATE OF NEW YORK  
**EXECUTIVE CHAMBER**  
ALBANY 12224

**ANDREW M. CUOMO**  
GOVERNOR

October 6 - 7, 2017

Dear Friends:

It is a pleasure to send greetings to everyone gathered in New York City for the 56<sup>th</sup> Annual Financial Literacy and Economic Education Conference of the Council for Economic Education.

Our society is strengthened by a citizenry that is well-informed about all areas of daily life, including responsible fiscal management and wise financial planning. It's never too early to begin teaching youth the importance of making sound choices about personal finances, which can make all the difference in their futures.

This conference brings together industry leaders along with educators focused on economic and financial education in our public schools – from those students in the earliest years of kindergarten, to teenagers earning their first paychecks and pursuing their higher education goals. Instilling good saving habits is part of the American Dream that enabled generations of people to buy their own home, live comfortably, and provide a better life for their children.

As you gather to discuss and exchange ideas, information, and strategies to meet the future needs of today's students, I join in applauding your efforts to make financial literacy a priority and practical course included in school curricula.

Warmest regards and best wishes for a successful and productive meeting.

Sincerely,

A handwritten signature in blue ink that reads "Andrew M. Cuomo". The signature is fluid and cursive, with a large initial "A" and "C".

ANDREW M. CUOMO

CHARLES E. SCHUMER

NEW YORK

COMMITTEES:

BANKING

DEMOCRATIC POLICY & COMMUNICATIONS

FINANCE

JUDICIARY

RULES

# United States Senate

WASHINGTON, DC 20510-3203

October 6<sup>th</sup>, 2017

Dear Friends:

Please accept my warmest felicitations and greetings as you gather for the Council for Economic Education's *56<sup>th</sup> Annual Financial Literacy and Economic Education Conference*. I am honored to have the opportunity to recognize the dedication of all of the attendees who work to promote economic and financial literacy to ensure a better tomorrow.

For many years, the Council for Economic Education has been committed to educating students and their families on the advantages of a comprehensive understanding of economic and personal finances for a responsible populace. Through a wide array of educational and support services, the Council for Economic Education continues to teach essential financial skills and a diverse curriculum that embraces new technologies. In addition, the organization provides in-person financial workshops which help children and adults to make sound economic decisions. I applaud the Council for Economic Education's efforts to build better lives through professional development, better financial literacy and a comprehensive understanding of the economic climate.

Again, thank you for your hard work and dedication on behalf of all New Yorkers. I am confident the Council for Economic Education will continue its exemplary work for many years to come. Best wishes for a wonderful event.

Sincerely,



Charles E. Schumer  
United States Senator



KIRSTEN E. GILLIBRAND  
NEW YORK



UNITED STATES SENATOR

October 6, 2017

Dear Friends,

It is a privilege to send greetings to everyone attending the 56th Annual Financial Literacy and Economic Education Conference. Thank you to the speakers and all the New York City public school teachers who are in attendance.

I am grateful for organizations like the Council for Economic Education, which provides tools and resources for our teachers to help students develop the economic and financial education that is critical for success in our global economy. By preparing our students with these skills, we will provide the confidence and knowledge needed for lifelong successful financial well-being.

Thank you for all the work you do for our future generation. Please accept my best wishes for a wonderful event, and many years of continued success.

Sincerely,

A handwritten signature in blue ink that reads "Kirsten Gillibrand".

Kirsten Gillibrand  
United States Senator



THE CITY OF NEW YORK  
OFFICE OF THE MAYOR  
NEW YORK, NY 10007

October 6, 2017

Dear Friends:

It is a great pleasure to join the Council for Economic Education in welcoming everyone to its 56<sup>th</sup> Annual Financial Literacy and Economic Education Conference.

Our education system is moving rapidly in the right direction and our smart, hardworking, dedicated and determined children, parents and educators are lifting up communities and making their mark on the city, the country and the world. In our continued efforts to equip students with the tools they need to succeed in the classroom and beyond, we are grateful for the efforts of the Council for Economic Education, which has worked to provide our city's young people with economic and financial skills since its founding. By supporting teachers throughout the five boroughs and across the country and offering them curriculum tools they can use to teach their students how to responsibly manage their personal finances, this organization is helping to improve the quality of our schools and empower the next generation to rise. I am delighted to join in applauding CEE for working toward a stronger, more promising future for all New Yorkers.

On behalf of our great city, I offer my best wishes for a productive conference and continued success.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill de Blasio".

Bill de Blasio  
Mayor



## Learn with Investopedia.

Immersive online courses brought to you by the world's leader in finance and investing education. Current courses include:

**EXCEL FOR FINANCE | BECOME A DAY TRADER | TECHNICAL ANALYSIS**  
**FUNDAMENTAL INVESTING | FINANCIAL MODELING**

Exclusive Council for Economic Education Discount

**20% off** any purchase with use of code at checkout:

**CEE**

*Valid until 12/31/17*

Visit [www.investopedia.com/academy](http://www.investopedia.com/academy) to redeem



Investopedia is a proud sponsor of the CEE.

# PROFESSIONAL DEVELOPMENT, WORKSHOPS AND RESOURCES

The mission of the National Center for Economic and Financial Education is to advance the growth, service, and recognition of **K-12 educators in the New York metropolitan area** as they develop economic and personal finance education.

The National Center offers **FREE in-person and online workshops** led by educators. Workshops demonstrate how to integrate economics and personal finance into math, science, and social studies classes as well as the elementary curriculum. Workshop attendees will:



- Receive hands-on active learning resources
- Customizable programs for schools and districts
- Exchange successful tips and techniques with their peers
- Receive free publications, lessons and other resources
- Earn continuing education units and network with community peers

## 2017 SCHEDULE

*Please see the workshop and webinars dates below. At every single workshop—meals are provided.*

### WEBINARS

- Oct. 11** Cybersecurity: Risky Business Teaching Students to Make Good Online Choices
- Oct. 17** Using Children's Literature to Teach Elementary Math and Economics
- Nov. 14** Natural Disasters in Children's Literature: Tales of Choices and Changes
- Nov. 28** Mini Economy in High School and How Does it Fit into my Curriculum
- Dec. 05** Running the Mini-Economy All Year and How to Expand It
- Dec. 06** Great Recession of 2008
- Dec. 12** Using "New" Children's Chapter Books to Teach Entrepreneurship, Economics & Ethics

### WORKSHOPS

- Oct. 12** Financial Literacy for Community Based Organizations
- Oct. 18** Economics, US History and the C3 Framework
- Oct. 19** Driving Through Jim Crow
- Nov. 02** Mini-Economy
- Nov. 07** Natural Disasters in Children's Literature
- Nov. 07** Teaching American History Through Economics
- Nov. 08** Using Children's Chapter Books to Teach Entrepreneurship
- Nov. 14** Shark Tank and Entrepreneurship
- Nov. 16** Economics for First Time Entrepreneurs
- Nov. 30** Economics of Gentrification
- Dec. 21** Math in the Real World



**Don't Miss Out – Register For the Free Workshops Today!**

<http://councilforeconed.org/programs-2/>





Learning about money  
is as important as earning it.

Voya Financial is proud to support financial empowerment.

At Voya Financial, we believe that financial security can empower people to improve their everyday life. Voya Foundation is proud to support community organizations and other partners in raising the level of financial literacy in communities across the country.

For more information about our educational initiatives, please visit: [VoyaFoundation.com](http://VoyaFoundation.com)

**PLAN | INVEST | PROTECT**

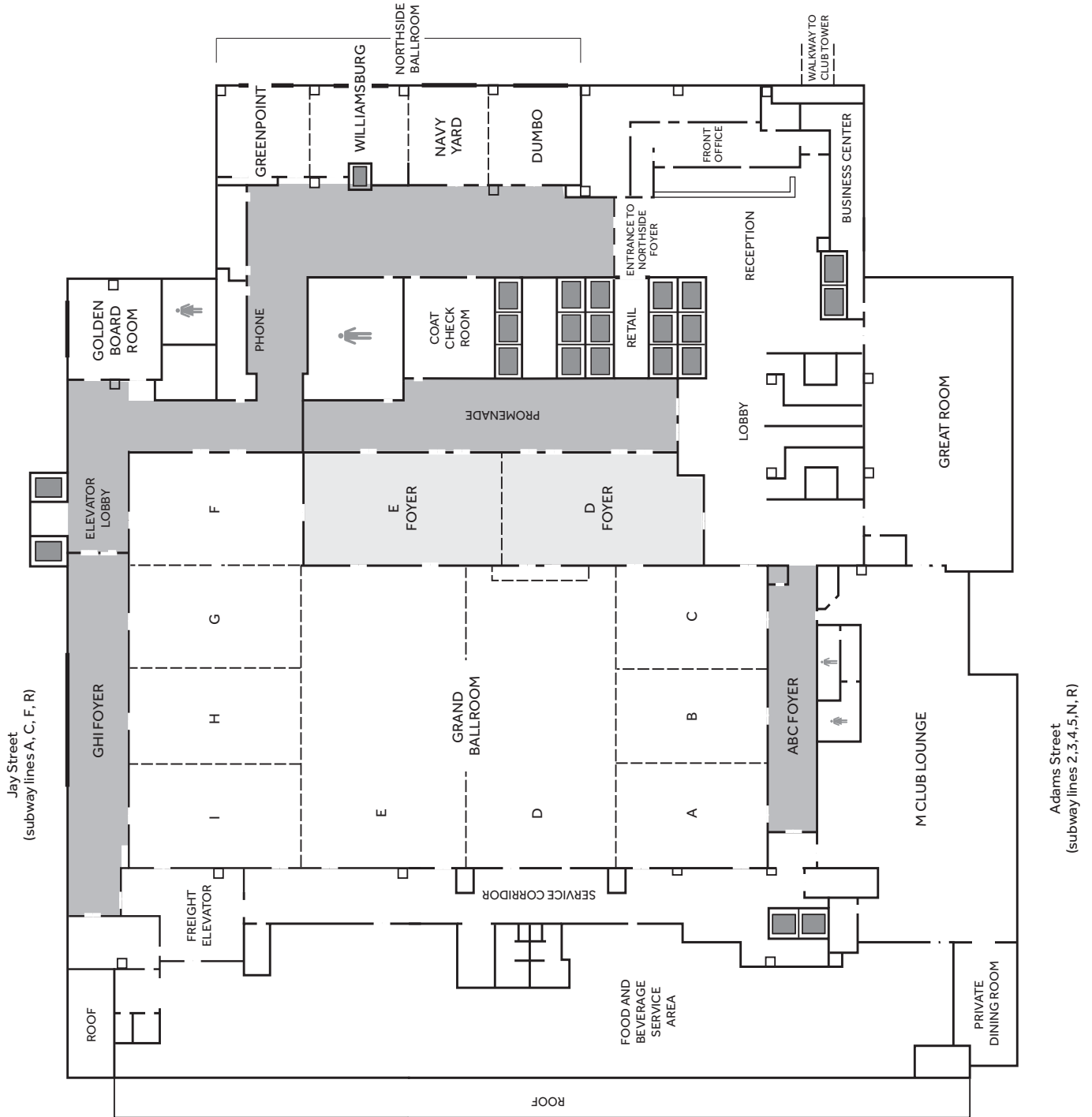
**VOYA**  
FINANCIAL

Products and services are offered through Voya®family of companies. Please log on to [voya.com](http://voya.com) for information regarding other products and services offered through the Voya®family of companies. Not all products available in all locations. © 2017 Voya Services Company. All rights reserved CN0217-31125-0319D



**MARRIOTT  
NEW YORK  
BROOKLYN BRIDGE**

**SECOND FLOOR**



# TABLE OF CONTENTS

Special Events .....	15
Program Overview .....	16–20
Topics At A Glance .....	22–23
Session Descriptions Friday .....	26–34
Session Descriptions Saturday .....	35–39
Exhibitors .....	40–41
Presenters .....	44

FOR THE RECORD

# YOU ARE AWESOME!

**Thank you for attending the Conference!**

Use this code at checkout: **CONF17** to receive **25% off** on all Council for Economic Education's Personal Finance and Economics resources.

**SHOP TODAY: [STORE.COUNCILFORECONED.ORG](http://STORE.COUNCILFORECONED.ORG)**

Discount expires: 11/30/17. This promotion cannot be combined with any other discounts or coupons.







Sal Khan  
Founder, Khan Academy

# Learning better ways to manage your money doesn't have to cost a thing

The more you understand how your money works, the more confident you'll feel about your financial decisions. That's why we created Better Money Habits® in partnership with Khan Academy—an independent, nonprofit organization with the mission of providing a free, world-class education for anyone anywhere. Better Money Habits is a one-of-a-kind online approach to financial education that's customizable and answers tough financial questions in practical ways.

Get the financial know-how you need at [BetterMoneyHabits.com](https://www.BetterMoneyHabits.com)

**Better Money Habits®**

Powered by **Bank of America**  in partnership with **KHANACADEMY** 

Bank of America, N.A. Member FDIC.  
©2017 Bank of America Corporation.  
All rights reserved. ARYYHP4N



# GENERAL CONFERENCE INFORMATION

## CONFERENCE FACILITIES

All Conference sessions will be held at the New York Marriott at the Brooklyn Bridge Hotel.

## REGISTRATION

Registration will be located in the Promenade at the New York Marriott at the Brooklyn Bridge Hotel.

Participants will be able to pick up their registration badges and Conference programs:

- Friday, October 6th, 7:30 am – 6:00 pm
- Saturday, October 7th, 7:00 am – 12:00 pm

## FIRST-TIME ATTENDEES

Teachers who are attending their first annual Conference can be identified by a red ribbon on their badges. Please extend a special welcome to them. Teachers who have attended previously will be identified by a blue ribbon.

## CONFERENCE PROGRAM

This Conference program details the overall Conference schedule. A floor plan of the New York Marriott at the Brooklyn Bridge Hotel is included on page 10. There is an alphabetical listing of Conference presenters and a list of exhibitors for your reference.

## CONFERENCE PROGRAM - MOBILE VERSION

Visit <http://econedconf2017.busyconf.com/schedule> on your smartphone for a mobile version of the schedule.

## EXHIBITS

The Exhibit Hall is located in the Promenade and E & D Foyers. The exhibits will be open Friday from 11:10 am - 6:00 pm and Saturday from 9:00 am - 12:00 pm. Check out all of the resources and solutions offered by Conference exhibitors. You'll enjoy snacks while meeting your fellow educators and learning about tools and services that can make you a more effective teacher.

## BE SOCIAL

Our Conference hashtag is **#CEEConf17**. Please join us for live tweets, Facebook posts and likes, and add your own photos.

## ACKNOWLEDGEMENTS

CEE would like to extend our thanks and appreciation to Wells Fargo for overall Conference sponsorship. We also thank all our sponsors, presenters, attendees and exhibitors for their contribution to this Conference.

Note: Some sessions may be videotaped for CEE use.

## \*CONCURRENT BLOCK TRACK KEYS:



CEE Affiliate Management



College & Career Readiness



Economics



Elementary



Math



NY Focused



Personal Finance



Research



Social Studies

# Making a Difference Where We Work and Live

**Fidelity Investments® is proud to sponsor:**

**CEE's Annual Financial Literacy &  
Economic Education Conference**



**800.343.3548 | [Fidelity.com](http://Fidelity.com) | Fidelity® Investor Centers**

Fidelity, Fidelity Investments, and the Fidelity Investments and pyramid design logo are registered service marks of FMR LLC.

Fidelity Brokerage Services LLC, Member NYSE, SIPC

© 2017 FMR LLC. All rights reserved. 815728.1.0

# SPECIAL EVENTS

## FRIDAY, OCTOBER 6

**7:45–8:45 AM**  
Teachers' Breakfast  
Presentation Session

**SPEAKER:**

**Beth Kobliner**

Personal Finance Commentator  
and Journalist

*Sponsored by: Bank of America*

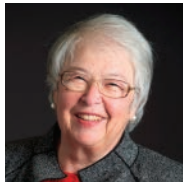


**9:15–10:45 AM**  
Opening Plenary Session

**SPEAKER:**

**Carmen Fariña**

Chancellor, New York City  
Department of Education



**11:10–6:00 PM**  
Exhibit Hall Open

**12:15–1:30 PM**  
Awards Recognition  
Luncheon for  
K-12 Teachers

**SPEAKER:**

**William C. Dudley**

President and Chief Executive Officer,  
Federal Reserve Bank of New York

*Sponsored by: The Federal Reserve System*



**6:30–8:30 PM**  
Friday Night Social for  
all Conference Attendees  
Featuring The Gooding Band

## SATURDAY, OCTOBER 7

**6:30–7:15 AM**  
Fun Run/Walk

**8:00–9:00 AM**  
Teachers' Breakfast  
Presentation Session

**9:00–12:00 PM**  
Exhibit Hall Open

**12:10–1:10 PM**  
Teacher Roundtables

**ELEMENTARY MODERATOR:**

**Gina Boyd**

Tippecanoe School Corporation

**MIDDLE SCHOOL MODERATOR:**

**Brett Burkey**

A.W. Dreyfoos School of the Arts

**HIGH SCHOOL MODERATOR:**

**Doug Young**

The Wiser Choice

**3:15–4:30 PM**  
NYC Teachers' Event:  
Closing Celebration Reception  
Off site

# PROGRAM

## FRIDAY, OCTOBER 6

<b>7:30AM–6:00PM</b>	<b>Registration</b>	Promenade
<b>7:45AM–8:45AM</b>	<b>Teachers Breakfast Session</b> Speaker: <b>Beth Koblner</b> , Personal Finance Journalist and The New York Times best-selling author   Sponsored by Bank of America	Salon A
<b>9:15AM–10:45AM</b>	<b>Opening Plenary Session</b> Speaker: <b>Carmen Fariña</b> , Chancellor, NYC Department of Education	Grand Ballroom
<b>10:45AM–11:00AM</b>	<b>NYC Teachers' Meet and Greet with Carmen Fariña</b>	Grand Ballroom
<b>11:00AM–11:15AM</b>	<b>Refreshment and Networking Break</b>	Promenade
<b>11:10AM–6:00PM</b>	<b>Exhibit Hall Open</b>	Promenade
<b>11:10AM–12:00PM</b>	<b>Concurrent Session A</b>	
	• <i>Tech Talk: Efficiencies in the Classroom</i>	Metrotech
	• <i>Building College &amp; Career Readiness through Entrepreneurial and Work-based Learning Experiences</i>	Salon A
	• <i>Protecting Yourself Online: Living 'Appily Ever After With Cybersecurity Lessons</i>	Salon B
	• <i>Making Personal Finance Decisions</i>	Salon C
	• <i>Personal Finance in AP Economics</i>	Salon F
	• <i>Successfully Constructing Economic Lessons for a Secondary Math Classroom</i>	Salon G
	• <i>Building Consensus Around Implementation Models</i>	Salon H
	• <i>Experiential Financial Education: Research Findings and Insights for Classroom Implementation</i>	Salon I
	• <i>Reading Makes Cent\$: A Potential Partnership</i>	Greenpoint
	• <i>Contemporary Economic Connection in Literature</i>	Williamsburg
	• <i>The Economics of the Film and Television Industry</i>	Navy Yard
<b>11:10AM–12:00PM</b>	<b>Poster Session # 1</b>	Promenade
	• <i>"Rigging Monopoly" to Teach Economic Concepts and Social Awareness</i>	
	• <i>The Reluctant Financial Literacy Teacher</i>	
	• <i>Finance Smart: A Workshop for Parents and Students</i>	
	• <i>Using Twitter to Engage Economic Education Affiliates, Educators and Partners</i>	
<b>11:10AM–12:40PM</b>	<b>Research Session: Research on Measuring Economic and Personal Finance Learning</b> Chair: <b>Carlos Asarta</b>	Golden Boardroom
	• <i>The Disaggregation of Value-added Test Scores in Keys to Financial Success</i>	
	• <i>Look at the Birdie: A Quasi-Natural Experiment on Answer Distractors</i>	
	• <i>Are They Guessing? Confidence-Weighted Financial Knowledge Scores</i>	
	• <i>Evaluating Financial Literacy Curriculum for Youth with Special Needs</i>	
<b>12:15PM–1:30PM</b>	<b>Awards Recognition Luncheon for K-12 Teachers</b> Speaker: <b>William C. Dudley</b> , President and Chief Executive Officer, Federal Reserve Bank of New York   Sponsored by the Federal Reserve System	Salon E



# OVERVIEW

## FRIDAY, OCTOBER 6

PROGRAM OVERVIEW  
Friday, October 6

### 1:45PM–2:35PM

#### Concurrent Session B:

- *Teaching Economics to the Tech-savvy Student* Metrotech
- *Smart Path – The Middle Years* Salon A
- *AP Economics: Using Multiple-Choice Questions to Improve Results on Free Response Questions* Salon B
- *Does Free Trade Help Build Successful Partnerships for Economic Education?* Salon C
- *Broadway Economics: Economic Lessons from Show Tunes* Salon F
- *Personal Finance Resources: Equip Youth with Lifelong Skills* Salon G
- *State Priority, District Deliverable-Financial Literacy through Literacy* Salon H
- *"Let Them Eat Cake": Microeconomics and the French Revolution* Salon I
- *Using new Children's Chapter Books to Teach Entrepreneurship, Economics, & Ethics* Greenpoint
- *Take Me Out to the Ball Game...For Some Economics* Williamsburg

### 1:45PM–3:15PM

#### Research Session: Research on College Decisions and Economic Education Programs

Chair: **Andrew Hill**

- *Economics Course Persistence and Degree Selection: An Exploration of Gender Differences among Undergraduate Students*
- *Cash 'n Careers: Valuation of Human Capital*
- *Innovative Ways of Teaching Financial Literacy: Lessons from Teaching Financial Literacy to College Freshmen*

### 2:45PM–3:35PM

#### Concurrent Session C:

- *Hands of Banking: Your Turnkey Resource for Financial Education* Metrotech
- *Getting Started with Minecraft for Economics* Salon A
- *Economic Geography* Salon B
- *Lights, Camera, Action: Teaching Economics through Movie Making* Salon C
- *Money and the Biased Mind* Salon F
- *From Knowing to Doing: What Works in Boosting Youth Financial Independence and the Role of Federal Government* Salon G
- *Federal Reserve: The New Everyday Economics Book* Salon H
- *The Art of Hosting Economic Conversations* Salon I
- *Bell Ringers: Mini Lessons with a Hook* Greenpoint
- *Common Errors of the AP Macro and Micro Exams* Williamsburg

### 3:35PM

#### On the Run Break!

Promenade

### 3:45PM–4:35PM

#### Concurrent Session D:

- *Understanding Fiscal Responsibility* Metrotech
- *Economics of Sports* Salon A
- *Introducing an Online Microeconomics Course through EdX* Salon B
- *Using Children's Books to Teach Economics/Personal Finance in an Elementary Math Class* Salon C
- *Laughter, Literature and Innovation in the Economics Classroom* Salon F

# PROGRAM

## FRIDAY, OCTOBER 6

3:45PM–4:35PM	<b>Concurrent Session D (cont'd):</b>	
	• <i>SMG 40 Years and Counting</i>	Salon G
	• <i>Once Upon a Dime: Using Comic Books in Economics Classes</i>	Salon H
	• <i>Helping Students Navigate Career, Education, and Debt</i>	Salon I
	• <i>Full STEAM Ahead: Economics and Engineering in Elementary Classrooms</i>	Greenpoint
	• <i>Hamilton: Where History, Broadway, and Economics Meet</i>	Williamsburg
	• <i>Making Financial Literacy Relevant and Reflective</i>	Navy Yard
	• <i>Activating Prior Knowledge Across the Economics/Math Divide</i>	Dumbo
3:45PM–4:35PM	<b>Poster Sessions:</b>	
	• <i>TOP Economic Education in Germany and my Classes: Let's go!</i>	Promenade
	• <i>Economic and Financial Education Program from the Central Bank of Uruguay</i>	
	• <i>National Economics Challenge</i>	
	• <i>An Image is Worth 1,000 Words: Student Performance Dashboard</i>	
3:45PM–5:15PM	<b>Research Session: Research on Knowledge and Behaviors in Economic and Personal Finance Education</b>	
	Chair: Cynthia Harter	
	• <i>Bernie's Big Idea: Assessment of Entrepreneurship Materials</i>	Golden Boardroom
	• <i>Exploring British Children's Money Relationships and its Relevance to their Futures</i>	
	• <i>Spending My Parents' Money, Saving my Own Money: A Mixed Methods Approach to Kids' Purchasing Behaviors</i>	
	• <i>Getting SMART with Money: Developing Critical Conceptions for Improved Behaviors</i>	
4:45PM–5:35PM	<b>Concurrent Session E:</b>	
	• <i>Moneymatics: Bridging the Gap Between my Money and my Mathematics</i>	Metrotech
	• <i>Behavioral Economics</i>	Salon A
	• <i>Funding the Future Rocks Financial Literacy</i>	Salon B
	• <i>Ditch the Google Search Process &amp; Find Personal Finance Resources FASTER</i>	Salon C
	• <i>Arts &amp; Crafts of the Dismal Science</i>	Salon F
	• <i>Better Money Habits</i>	Salon G
	• <i>Beware: Unintended Consequences Lurk in Every Decision</i>	Salon H
	• <i>Closure Activities for Classroom Economies</i>	Salon I
	• <i>Break (out of) the Bank - A Digital Breakout Experience</i>	Greenpoint
	• <i>Interactive and Digital: Driving Financial Capability and Success Among Teens</i>	Williamsburg
	• <i>Startup Culture in the Classroom</i>	Navy Yard
6:30PM–8:30PM	<b>Dinner &amp; Social Event for all Conference Attendees Featuring Gooding Music Band</b>	
	Grand Ballroom	

# OVERVIEW

## SATURDAY, OCTOBER 7

<b>6:30AM–7:15AM</b>	<b>Fun Run/Walk</b>	Offsite
<b>7:30AM–12:00PM</b>	<b>Registration</b>	Promenade
<b>8:00AM–9:00AM</b>	<b>CEE's Digital Resources Breakfast</b> Sponsored by Assurant, Inc	Salon D
<b>8:00AM–9:00AM</b>	<b>Breakfast International Attendees</b> (by invitation only)	Dumbo
<b>9:00AM–12:00PM</b>	<b>Exhibit Hall Open</b>	Promenade
<b>9:10AM–10:00AM</b>	<b>Concurrent Session F:</b>	
	• <i>Fake News and Economics - Perfect Together</i>	Salon A
	• <i>Career Planning: Stepping Stones to Success</i>	Salon B
	• <i>Making Math Relevant: Integrating Personal Finance into Your Classroom</i>	Salon C
	• <i>Making Sense of Personal Finance: Oklahoma's Personal Finance Curriculum</i>	Salon F
	• <i>The Stock Market Game Researcher</i>	Salon G
	• <i>International Economic Education at Home and Abroad</i>	Dumbo
<b>9:10AM–10:40AM</b>	<b>Research Session: Research in Economic and Personal Finance Education: An International Perspective</b> Chair: Diego Mendez-Carbajo	Golden Boardroom
	• <i>Assessing Personal Finance of Young Adults in Germany</i>	
	• <i>Factors Associated with Economic, Financial and Purchase Literacy</i>	
	• <i>Factors that Influence the Financial Literacy of Dutch Students</i>	
	• <i>Knowledge, Behaviors and Attitudes of High School Students and Their Parents/Guardians</i>	
<b>10:10AM–11:00AM</b>	<b>Concurrent Session G:</b>	
	• <i>Innovations in Economic Education: Best Technology-Based Lessons</i>	Metrotech
	• <i>Economic Reasoning: The Key to the National Economics Challenge</i>	Salon A
	• <i>Teaching Economic Concepts through Games &amp; Simulations</i>	Salon B
	• <i>Econ Game Show: It's Your Life!</i>	Salon C
	• <i>The Elementary Math Class - A Natural Fit for Financial Literacy</i>	Salon F
	• <i>Compact Concept Connectors: You Want This!</i>	Salon G
	• <i>The Economics of Inclusion: Empowering Society's Marginalized Groups</i>	Salon H
	• <i>The Social, Political, and Economic Conditions of Les Misérables</i>	Salon I
	• <i>Keys to Financial Success as an Add-In to the Virtual Economics Resource</i>	Greenpoint
<b>11:10AM–12:00PM</b>	<b>Concurrent Session H:</b>	
	• <i>AP Micro Fun &amp; Games</i>	Metrotech
	• <i>Award Winning Teachers Share Best Practices</i>	Salon A
	• <i>Teaching Unemployment Across the Curriculum</i>	Salon B
	• <i>Expand Your Reach: Girl Scouts and Financial Literacy</i>	Salon C
	• <i>Off the Grid: Gamify Your Classroom the Old School Way!</i>	Salon F
	• <i>Cindernomics</i>	Salon G

# PROGRAM OVERVIEW

SATURDAY, OCTOBER 7

<b>11:10AM–12:40PM</b>	<b>Research Session: Research on Teacher Preparation and Classroom Applications</b> Chair: John Swinton <ul style="list-style-type: none"><li>• <i>Designing a Professional Learning Course for Financial Literacy Teachers</i></li><li>• <i>Adapting a German Test Instrument to Evaluate Subject-Specific Instructional Skills of Teachers of Economics in the USA</i></li><li>• <i>Teaching Personal Finance Using Behavioral Economics</i></li><li>• <i>A Practice-based Theory of Economics Instruction with Practical Classroom Applications</i></li></ul>	Golden Boardroom
<b>12:10PM–1:10PM</b>	<b>Teachers' Roundtables:</b> <ul style="list-style-type: none"><li>• <i>Elementary</i></li><li>• <i>Middle</i></li><li>• <i>High</i></li></ul>	Greenpoint Williamsburg Navy Yard
<b>1:20PM–2:10PM</b>	<b>Concurrent Session I:</b> <ul style="list-style-type: none"><li>• <i>To the Internet and Beyond!</i></li><li>• <i>Financial Literacy in Non-Traditional Educational Settings</i></li><li>• <i>FiCycle: Financial Life-Cycle Mathematics</i></li><li>• <i>Incorporating Lifecycle Analysis to Promote an Understanding of the Economics of Sustainability</i></li></ul>	Metrotech Salon A Salon B Salon C
<b>2:20PM–3:10PM</b>	<b>Concurrent Session J:</b> <ul style="list-style-type: none"><li>• <i>News-Worthy Economics</i></li><li>• <i>Using Shark Tank to Teach Economics and Entrepreneurship</i></li><li>• <i>What do Zombies, The Stock Market and Energy Bar Entrepreneurs Have In Common? Economics, Of Course!</i></li></ul>	Salon A Salon B Salon C
<b>3:15PM–4:30PM</b>	<b>NYC Teachers' Event: Closing Celebration Reception</b>	Offsite



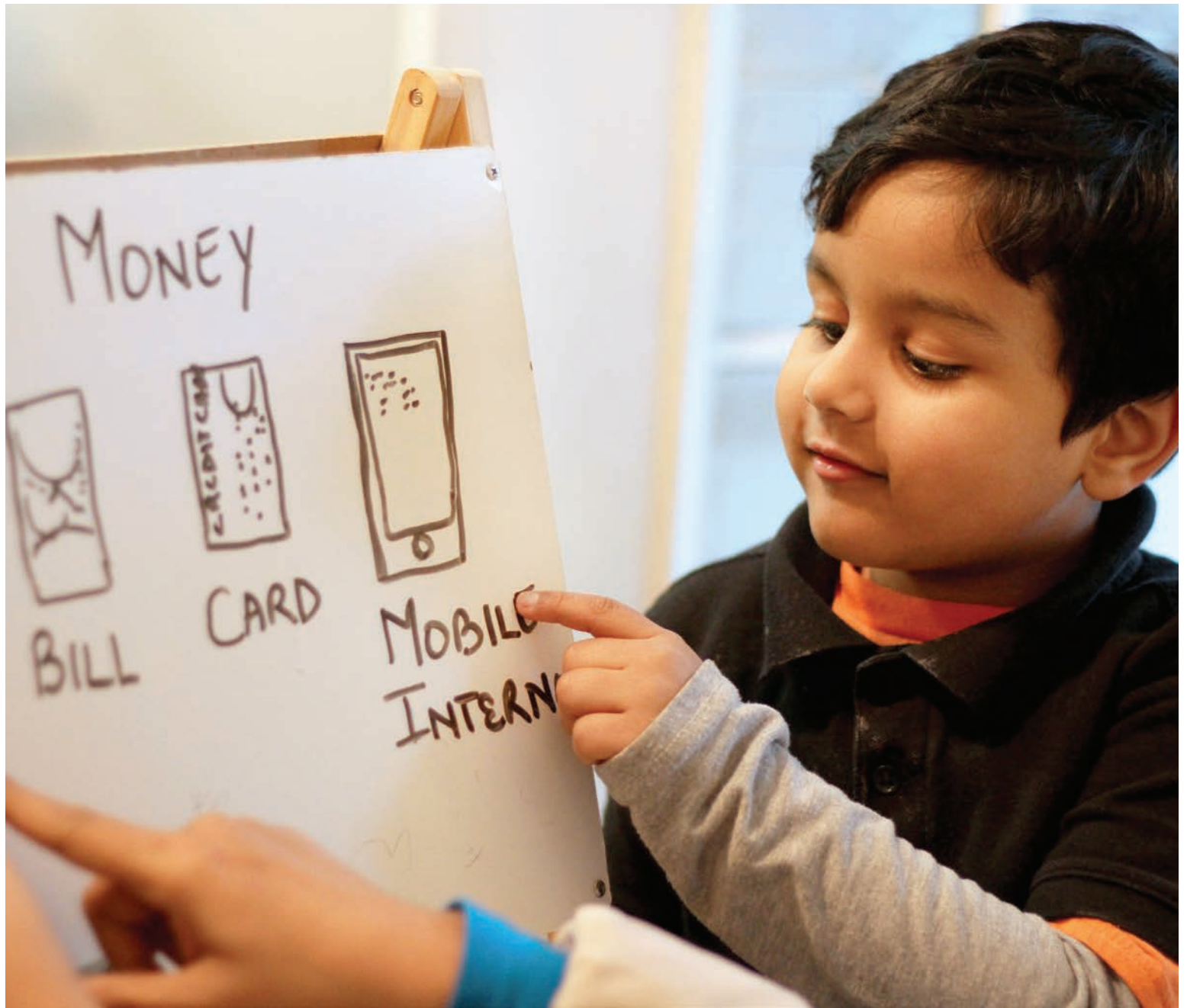
Greater New York Mutual Insurance Company proudly supports the Council for Economic Education's 56<sup>th</sup> Annual Financial Literacy and Economic Education Conference



COUNCIL FOR  
**Economic  
Education**

*You are never too young to learn about money*





**It's more than dollars and cents,  
it's a brighter financial future**

Discover® proudly supports the Council for Economic Education and its goal of bringing economics and financial education into the classroom.

**FRIDAY, OCTOBER 6 2017**

<b>Concurrent Session A</b> 11:10AM–12:00PM	<ul style="list-style-type: none"> <li>Reading Makes CentS: A Potential Partnership</li> </ul>	<ul style="list-style-type: none"> <li>Building College &amp; Career Readiness through Entrepreneurial and Work-based Learning Experiences</li> </ul>	<ul style="list-style-type: none"> <li>Tech Talk: Efficiencies in the Classroom</li> <li>Protecting Yourself Online: Living 'Apply Ever After With Cybersecurity Lessons</li> <li>Personal Finance in AP Economics</li> <li>The Economics of the Film and Television Industry</li> </ul>	
<b>Poster Session</b> 11:10AM–12:00PM	<ul style="list-style-type: none"> <li>Using Twitter to Engage Economic Education Affiliates, Educators, and Partners</li> </ul>			
<b>Research Session</b> 11:10AM–12:40PM				
<b>Concurrent Session B</b> 1:45PM–2:35PM	<ul style="list-style-type: none"> <li>Does Free Trade Help Build Successful Partnerships for Economic Education?</li> </ul>		<ul style="list-style-type: none"> <li>Teaching Economics to the Tech-savvy Student</li> <li>AP Economics: Using Multiple-Choice Questions to Improve Results on Free Response Questions</li> <li>Broadway Economics: Economic Lessons from Show Tunes</li> <li>Take Me Out to the Ball Game...For Some Economics</li> </ul>	<ul style="list-style-type: none"> <li>State Priority, District Deliverable-Financial Literacy through Literacy</li> <li>Using "New" Children's Chapter Books to Teach Entrepreneurship, Economics, &amp; Ethics</li> </ul>
<b>Research Session</b> 1:45PM–3:15PM				
<b>Concurrent Session C</b> 2:45PM–3:35PM			<ul style="list-style-type: none"> <li>Getting Started with <i>MINECRAFT</i> for Economics</li> <li>Economic Geography</li> <li>From Knowing to Doing: What Works in Boosting Youth Financial Independence and the Role of Federal Government</li> <li>The Art of Hosting Economic Conversations</li> <li><i>Bell Ringers</i>: Mini Lessons with a Hook</li> <li>Common Errors of the AP Macro and Micro Exams</li> </ul>	<ul style="list-style-type: none"> <li>Lights, Camera, Action: Teaching Economics Through Movie Making</li> </ul>
<b>Concurrent Session D</b> 3:45PM–4:35PM		<ul style="list-style-type: none"> <li>Helping Students Navigate Career, Education, and Debt</li> </ul>	<ul style="list-style-type: none"> <li>Economics of Sports</li> <li>Introducing an Online Microeconomics Course through EdX</li> <li>Laughter, Literature and Innovation in the Economics Classroom</li> <li><i>Once Upon a Dime</i>: Using Comic Books in Economics Classes</li> <li>Understanding Fiscal Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Using Children's Books to Teach Economics/Personal Finance in an Elementary Math Class</li> <li>Full STEAM Ahead: Economics and Engineering in Elementary Classrooms</li> </ul>
<b>Poster Session</b> 3:45PM–4:35PM	<ul style="list-style-type: none"> <li>An Image is Worth 1,000 Words: Student Performance Dashboards</li> </ul>		<ul style="list-style-type: none"> <li>Economic and Financial Education Program from the Central Bank of Uruguay</li> <li>National Economics Challenge</li> <li>CEE's National Center Webinars &amp; Workshops</li> </ul>	
<b>Research Session</b> 3:45PM–5:15PM				
<b>Concurrent Session E</b> 4:45PM–5:35PM		<ul style="list-style-type: none"> <li>Interactive and Digital: Driving Financial Capability and Success Among Teens</li> <li>Startup Culture in the Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral Economics</li> <li>Arts &amp; Crafts of the Dismal Science</li> <li>Beware: Unintended Consequences Lurk in Every Decision</li> <li>Break (out of) the Bank - A Digital Breakout Experience</li> </ul>	

**SATURDAY, OCTOBER 7 2017**

<b>Concurrent Session F</b> 9:10AM–10:00AM		<ul style="list-style-type: none"> <li>Career Planning: Stepping Stones to Success</li> </ul>	<ul style="list-style-type: none"> <li>Fake News and Economics—Perfect Together</li> <li>International Economic Education at Home and Abroad</li> </ul>	
<b>Research Session</b> 9:10AM–10:40AM				
<b>Concurrent Session G</b> 10:10AM–11:00AM		<ul style="list-style-type: none"> <li>Econ Game Show: It's Your Life!</li> </ul>	<ul style="list-style-type: none"> <li>Innovations in Economic Education: Best Technology-Based Lessons</li> <li>Economic Reasoning: The Key to the National Economics Challenge</li> <li>Teaching Economic Concepts through Games &amp; Simulations</li> <li>The Economics of Inclusion: Empowering Society's Marginalized Groups</li> </ul>	<ul style="list-style-type: none"> <li>The Elementary Math Class—A Natural Fit for Financial Literacy</li> <li>Compact Concept Connectors: You Want This!</li> </ul>
<b>Concurrent Session H</b> 11:10AM–12:00PM			<ul style="list-style-type: none"> <li>AP Micro Fun &amp; Games</li> <li>Award Winning Teachers Share Best Practices</li> <li>Off the Grid: Gamify Your Classroom the Old School Way!</li> </ul>	<ul style="list-style-type: none"> <li>Cinderonomics</li> </ul>
<b>Research Session</b> 11:10AM–12:40PM				
<b>Concurrent Session I</b> 1:20PM–2:10PM			<ul style="list-style-type: none"> <li>Incorporating Lifecycle Analysis to Promote an Understanding of the Economics of Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>To the Internet and Beyond!</li> </ul>
<b>Concurrent Session J</b> 2:20PM–3:10PM			<ul style="list-style-type: none"> <li>News-Worthy Economics</li> <li>Using Shark Tank to Teach Economics and Entrepreneurship</li> <li>What do Zombies, The Stock Market and Energy Bar Entrepreneurs have in Common? Economics, of course!</li> </ul>	



Math



Personal Finance



Research



Social Studies

<ul style="list-style-type: none"> <li>• Successfully Constructing Economic Lessons for a Secondary Math Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Making Personal Finance Decisions</li> <li>• Building Consensus Around Implementation Models</li> <li>• Experiential Financial Education: Research Findings and Insights for Classroom Implementation</li> </ul>		<ul style="list-style-type: none"> <li>• Contemporary Economic Connections in Literature</li> </ul>
	<ul style="list-style-type: none"> <li>• The Reluctant Financial Literacy Teacher</li> <li>• Finance Smart: A Workshop for Parents and Students</li> </ul>		<ul style="list-style-type: none"> <li>• "Rigging Monopoly" to Teach Economic Concepts and Social Awareness</li> </ul>
		<ul style="list-style-type: none"> <li>• The Disaggregation of Value-added Test Scores in Keys to Financial Success</li> <li>• Look at the Birdie: A Quasi-Natural Experiment on Answer Distractors</li> <li>• Are They Guessing? Confidence-Weighted Financial Knowledge Scores</li> <li>• Evaluating Financial Literacy Curriculum for Youth with Special Needs</li> </ul>	
	<ul style="list-style-type: none"> <li>• Personal Finance Resources: Equip Youth with Lifelong Skills</li> </ul>		<ul style="list-style-type: none"> <li>• "Let Them Eat Cake": Microeconomics and the French Revolution</li> <li>• \$martPath–The Middle Years</li> </ul>
		<ul style="list-style-type: none"> <li>• Economics Course Persistence and Degree Selection: An Exploration of Gender Differences among Undergraduate Students</li> <li>• Cash 'n Careers: Valuation of Human Capital</li> <li>• Innovative Ways of Teaching Financial Literacy: Lessons from Teaching Financial Literacy to College Freshmen</li> </ul>	
	<ul style="list-style-type: none"> <li>• Hands on Banking: Your Turnkey Resource for Financial Education</li> <li>• Money and the Biased Mind</li> </ul>		<ul style="list-style-type: none"> <li>• Federal Reserve: The New <i>Everyday Economics</i> Book</li> </ul>
<ul style="list-style-type: none"> <li>• Activating Prior Knowledge Across the Economics/Math Divide</li> </ul>	<ul style="list-style-type: none"> <li>• SMG 40 Years and Counting</li> <li>• Making Financial Literacy Relevant and Reflective</li> </ul>		<ul style="list-style-type: none"> <li>• <i>Hamilton</i>: Where History, Broadway, and Economics Meet</li> </ul>
			<ul style="list-style-type: none"> <li>• TOP Economic Education in Germany and my Classes: Let's go!</li> </ul>
		<ul style="list-style-type: none"> <li>• Bernie's Big Idea: Assessment of Entrepreneurship Materials</li> <li>• Exploring British Children's Money Relationships and its Relevance to their Futures</li> <li>• Spending my Parents' Money, Saving my Own Money: A Mixed Methods Approach to Kids' Purchasing Behaviors</li> <li>• Getting SMART with Money: Developing Critical Conceptions for Improved Behaviors</li> </ul>	
<ul style="list-style-type: none"> <li>• Moneymatics: Bridging the Gap Between my Money and my Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Funding the Future Rocks Financial Literacy</li> <li>• Ditch the Google Search Process &amp; Find Personal Finance Resources FASTER</li> <li>• Better Money Habits</li> <li>• Closure Activities for Classroom Economies</li> </ul>		
<ul style="list-style-type: none"> <li>• Making Math Relevant: Integrating Personal Finance into Your Classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Making \$ense of Personal Finance: Oklahoma's Personal Finance Curriculum</li> <li>• The <i>Stock Market Game</i>™ Researcher</li> </ul>		
		<ul style="list-style-type: none"> <li>• Assessing Personal Finance of Young Adults in Germany</li> <li>• Factors Associated with Economic, Financial and Purchase Literacy</li> <li>• Factors that Influence the Financial Literacy of Dutch Students</li> <li>• Knowledge, Behaviours and Attitudes of High School Students and Their Parents/Guardians</li> </ul>	
	<ul style="list-style-type: none"> <li>• Keys to Financial Success as an Add-In to the Virtual Economics Resource</li> </ul>		<ul style="list-style-type: none"> <li>• The Social, Political, and Economic Conditions of <i>Les Misérables</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Expand Your Reach: Girl Scouts and Financial Literacy</li> </ul>		<ul style="list-style-type: none"> <li>• Teaching Unemployment Across the Curriculum</li> </ul>
		<ul style="list-style-type: none"> <li>• Designing a Professional Learning Course for Financial Literacy Teachers</li> <li>• Adapting a German Test Instrument to Evaluate Subject-Specific Instructional Skills of Teachers of Economics in the USA</li> <li>• Teaching Personal Finance Using Behavioral Economics</li> <li>• A Practice-based Theory of Economics Instruction with Practical Classroom Applications</li> </ul>	
<ul style="list-style-type: none"> <li>• FiCycle: Financial Life-Cycle Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Literacy in Non-Traditional Educational Settings</li> </ul>		



**NationalEconomicsChallenge**<sup>SM</sup>  
A PROGRAM OF THE COUNCIL FOR ECONOMIC EDUCATION

**Are You**

**Ready For**

**The Challenge?**

- ➔ **Over \$20,000 in scholarships and prizes are awarded**
- ➔ **A chance to compete in NYC (all expenses paid!)**
- ➔ **Amazing team building experience**

**Register Your Team:**  
**NationalEconomicsChallenge.org**

The National Economics Challenge is the nation's most prestigious high school economics competition. In 2017, over 11,000 students across the U.S. participated in the competition for the chance to win awards and recognition. The Challenge recognizes high school students for their knowledge and ability to apply real-world problem-solving and critical-thinking skills as they test their awareness of economic principles and current events.

**NationalEconomicsChallenge.org**

The National Association of Secondary School Principals has placed this program on the 2017-2018 NASSP List of Approved Contests, Programs, and Activities for Students.





## 17th Annual National Economics Challenge



↑ Over 11,000 students from across the country competed and only 8 teams—32 students—made it to the finals.



## The Quiz Bowl Round

↑ Hosted by Steve Liesman, CNBC's Senior Economics Reporter and streamed live on CNBC.com along with live coverage on **CNBC's PowerLunch**. A special segment recapping the Challenge was also aired on **PBS's Nightly Business Report**.

## Fun Fact

Five-time National Finalist coach Martha Rush and 2nd time National Champion. →



**Adam Smith Division: 1st Place – Mounds View High School, Arden Hill, Minnesota:** Benjamin Chen, Michael Pak, Abhishek Vijayakumar, and David Zheng, Coach: Martha Rush.



**David Ricardo Division: 1st Place – North Penn High School, Lansdale, Pennsylvania:** Clare Dentner, Reid Dentner, Benjamin DiCristo, Stephanie Zhang, Gustav Maurer (Chaperone).

## Awards



← The **Russell Glass Individual Achievement Scholarship** given to the top scholar in the Adam Smith Division was presented to Michael Sawchuk, Chattahoochee High School, Georgia.



## First-ever CEE's Economic Challenge: International Round



## Fun Fact

↑ First time the NEC has seen an all girls team and China had one too!



↑ The National Economics Challenge is available to other countries to license. For more inquiries contact Sally Wood, [swood@councilforeconed.org](mailto:swood@councilforeconed.org).



## #EconomyCamp

← CEE also partnered with the Joachim Herz Stiftung Foundation. Stephanie Zhang and David Zheng, 17th Annual NEC finalists Stephanie Zhang and David Zheng also won an all-expense paid trip to the Joachim Herz Stiftung-Economy Camp in Hamburg, Germany.

# SESSION

## FRIDAY, OCTOBER 6

### CONCURRENT SESSION A

11:10 AM – 12:00 PM

**LOCATION:** METROTECH

#### Tech Talk: Efficiencies in the Classroom

This session will be an opportunity to share ideas about using technology to increase efficiencies in the classroom. Participants will learn about various technology tools which have proved effective and will be encouraged to share ideas which have been helpful for them.

**PRESENTER(S):** Shelby Frost, Georgia State University | Rita Littrell, University of Arkansas

**AUDIENCE:** K-12 Educators

**GRADE:** Middle and High School



**LOCATION:** SALON A

#### Building College & Career Readiness through Entrepreneurial and Work-based Learning Experiences

This session will explore the VE-JV (Junior Ventures) Career Academy, an initiative urged by the NYC Schools Chancellor and supported by the NY Life Foundation to bring a new model for business and entrepreneurship education to middle schools. An in-school program augmented by after-school and extended learning opportunities, VE-JV supports students in developing academic, socio-emotional, and career-focused skills. VE-JV presents students with real-world, entrepreneurial challenges in a transformed environment equipped with essential technology. The program motivates students to achieve their best in school and helps them begin identifying college and career pathways that inspire a sense of purpose and passion.

**PRESENTER(S):** Iris Blanc, Virtual Enterprises International, Inc

**AUDIENCE:** K-12 Educators

**GRADE:** Middle School



**LOCATION:** SALON B

#### Protecting Yourself Online: Living 'Appily Ever After With Cybersecurity Lessons

From *Jack and the giant digital footprint* to *Goldi and the three passwords*, these problem-based lessons use fractured fairy tales to introduce students to risks they can face when working online. Learn how to help students make evidence-based decisions by considering the costs and benefits of their online activities and the possible financial consequences.

**PRESENTER(S):** Sue Lynn Sasser, Oklahoma Council on Economic Education

**AUDIENCE:** K-12 Educators

**GRADE:** Elementary and Middle



**LOCATION:** SALON C

#### Making Personal Finance Decisions

The *Making Personal Finance Decisions* curriculum teaches valuable personal finance lessons grounded in economic theory. These newly revised 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. This session will give an overview of the curriculum and demonstrate key lessons. Copies of the lessons will be given to participants.

**PRESENTER(S):** Scott Wolla, Federal Reserve Bank of St. Louis, Jamie Shaw, Champlin Park High School, Minnesota Council on Economic Education

**AUDIENCE:** K-12 Educators

**GRADE:** High School



**LOCATION:** SALON F

#### Personal Finance in AP Economics

The AP Test focuses on Macroeconomics, but not the day-to-day personal finance to make students college-ready, career-ready and life-ready. This session demonstrates how to incorporate both and how to use personal finance to help increase the understanding of Macroeconomic concepts.

**PRESENTER(S):** Matthew Gherman, Edward R. Murrow High School

**AUDIENCE:** K-12 Educators

**GRADE:** High School



**LOCATION:** SALON G

#### Successfully Constructing Economic Lessons for a Secondary Math Classroom

This session will present the theory and key elements of creating engaging economic lessons for a mathematics classroom. One or more sample lessons will be reviewed and deconstructed in light of best practices.

**PRESENTER(S):** David Perkis, Purdue University

**AUDIENCE:** K-12 Educators, CEE Affiliates

**GRADE:** Middle and High School



**LOCATION:** SALON H

#### Building Consensus Around Implementation Models

We will discuss the rationale and research supporting in-school, single semester implementation of financial literacy instruction. We will share our findings from observing the growth and challenges of Magnetar Academy, a leading financial literacy program in over 70 Chicago-area high schools.

**PRESENTER(S):** Charu Gupta, Rebecca Maxcy, University of Chicago

**AUDIENCE:** CEE Affiliates

**GRADE:** High School



**LOCATION:** SALON I

#### Experiential Financial Education: Research Findings and Insights for Classroom Implementation

This session presents results from a study of *My Classroom Economy*, an experiential program for grades K–12. The study involved grades 3–5 and gathered information from students, parents, and teachers in 115 classrooms. The presentation describes the program, highlights findings about its effectiveness, and offers strategies for implementing experiential approaches. Overall, experiential approaches may reduce teacher training requirements, facilitate classroom management, and support student learning at least as strongly as more formal curricula.

**PRESENTER(S):** Collin O'Rourke, University of Wisconsin-Madison | Aaron Standish, School District of Palm Beach County

**AUDIENCE:** CEE Affiliates

**GRADE:** Middle and High School



**LOCATION:** GREENPOINT

#### Reading Makes Cent\$: A Potential Partnership

Learn how *Reading Makes Cent\$*, a financial literacy reading program available to K–5 students and librarians across the Commonwealth of Virginia, was developed and implemented. Launched in 2014 by the Virginia529 College Savings Plan and the Virginia Council on Economic Education, this program provides free books to school libraries, encourages students to learn about personal finance, and rewards them for reading.

**PRESENTER(S):** Lynne Stover, James Madison University | Sarah Finley, Virginia Council on Economic Education

**AUDIENCE:** CEE Affiliates

**GRADE:** Elementary



SESSION DESCRIPTIONS  
Friday, October 6



# DESCRIPTIONS

**LOCATION:** WILLIAMSBURG

## Contemporary Economic Connections in Literature

Young people today are faced with issues that impact them socially, environmentally and economically. Literature can speak to these concerns while also addressing curricular standards and literacy. New classroom-ready lessons have been developed that tie into production, distribution and consumption, among other themes, from the 2016 national social studies notable books list. Using these interactive literature lessons, you can connect with elementary and middle school students through stories and activities that speak to current and culturally-relevant issues.

**PRESENTER(S):** Gigi Wolf, Federal Reserve Bank of Kansas City

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle School](#)



**LOCATION:** NAVY YARD

## The Economics of the Film and Television Industry

Most people outside of the southeast do not realize that Georgia is the third largest producer of film and television in the United States, boasting such titles as *Stranger Things*, *Ant Man*, *Passengers*, *the Marvel Universe*, and a litany of others. This booming industry brings over \$7 billion of business to the state annually. In this session, learn how tax incentives, investments in infrastructure and education, and a friendly business atmosphere is changing the landscape of this industry.

**PRESENTER(S):** Chris Cannon, Georgia Council on Economic Education

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



## POSTER SESSION

11:10 AM – 12:00 PM

**LOCATION:** PROMENADE

## "Rigging Monopoly" to Teach Economic Concepts and Social Awareness

This "Rigged Game of Monopoly" is not about wealth, private property and the "American Dream." It's about the "social goals" of economic systems and the works of David Ricardo and others. Students will be primed and pumped to discuss societies of past and present. This session complies with N.Y. State Standard 3 Economics for Grades 5–8. It aligns with the Practices (Thinking Skills) of Gathering and Interpreting Evidence, Chronically Reasoning, Conceptualization and Contextualization, and Economic Systems.

**PRESENTER(S):** Doug Young, The Wiser Choice

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



## The Reluctant Financial Literacy Teacher

So you've been tapped to teach a personal finance course and you're feeling a bit overwhelmed. That's understandable. After all, in this complex and increasingly globalized world, financial literacy is much more than knowing how to balance a checkbook or compare credit card rates. How will you structure your course? Where can you find the right resources? Join us and learn how to create a dynamic, easy-to-teach, and comprehensive personal finance and money management program for grades 8–12.

**PRESENTER(S):** Susan Mulcaire, Tween Publishing/c21 Student Resources

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



## Finance Smart: A Workshop for Parents and Students

Involve parents and the community in supporting financial literacy education. Learn how community members in Mississippi combined resources and brought personal finance to students and their parents. The one-hour financial literacy session covered topics such as budgeting, taxes, student loans, and credit card debt for parents. Students learned about debt and budgeting in a separate session. Learn why this pilot program was so successful and how to duplicate the workshop for your own area.

**PRESENTER(S):** Julie Ingram, Florence Middle School | Michelle Taylor, Mississippi State University

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



## Using Twitter to Engage Economic Education Affiliates, Educators, and Partners

This poster session, we will focus on ways your Council or Center can use Twitter to create and enhance the organization's community outreach. We will cover how to get your Twitter account started, tips and tricks for building your numbers of real followers (without paying), and some recommended protocols for handling situations that can arise. We will also provide an overview of Twitter accounts currently being used by affiliate members of the CEE network.

**PRESENTER(S):** Margaret Brooks, Rhode Island Council for Economic Education

**AUDIENCE:** CEE Affiliates

**GRADE:** K–12



## RESEARCH SESSION

11:10 AM – 12:40 PM

**ROOM:** GOLDEN BOARDROOM

## Research on Measuring Economic and Personal Finance Learning

Chair: **Carlos Asarta**

### 1. The Disaggregation of Value-added Test Scores in Keys to Financial Success

In this paper, we use the unique *Keys to Financial Success* dataset to investigate the effects of a high school personal finance course on students' personal finance knowledge. We disaggregate students' pretest and posttest scores and study the effects of student characteristics on positive, retained, negative, and zero learning outcomes in semester-long Keys courses taught in Delaware, New Jersey, and Pennsylvania high schools from 2015–2017.

**PRESENTER(S):** Andrew Hill, Federal Reserve Bank of Philadelphia | Carlos Asarta, University of Delaware

**AUDIENCE:** CEE Affiliates

**GRADE:** [High School](#)



# SESSION

## RESEARCH SESSION (CONT'D)

11:10 AM – 12:40 PM

### 2. Look at the Birdie: A Quasi-Natural Experiment on Answer Distractors

This paper studies the differences in student learning outcomes associated with changes in the format of answer distractors in online learning resources. We compare degrees of student achievement across two versions of the same economic education online module produced by the Federal Reserve Bank of St. Louis: one employing the "All of the above" type of distractors and another one employing plausible distractors likely to reflect common student misconceptions. Finally, we study how the wording of answer distractors impacts student scores by comparing pre-test grade quartiles.

**PRESENTER(S):** Diego Mendez-Carbajo, Illinois Wesleyan University | Scott Wolla, Federal Reserve Bank of St. Louis  
**AUDIENCE:** CEE Affiliates  
**GRADE:** [High School](#)



### 3. Are They Guessing? Confidence-Weighted Financial Knowledge Scores

Policy is influenced by the failing financial literacy scores in many populations. Yet how much faith should we put in these scores? Are respondents just guessing? This research uses data from a multiple choice financial knowledge test administered to 354 college students. For each question, students rated their confidence in their answer on a 5-point Likert score (5=most confident). Preliminary analyses indicate students were correct and highly confident about their answers to only four questions.

**PRESENTER(S):** Brenda Cude, University of Georgia  
**AUDIENCE:** CEE Affiliates  
**GRADE:** All



### 4. Evaluating Financial Literacy Curriculum for Youth with Special Needs

Rubrics were used to measure the appropriateness of *Financial Fitness for Life* (Gellman & Laux, 2011), *Practical Money Skills* (Visa, 2000–2016), *Finance in the Classroom* (Utah, n.d.), *Money Talks 4 Teens* (University of California Cooperative Extension, 2008), and *Money Smart for Young Adults* (FDIC, 2011) for youth with special needs. The curriculum was evaluated based on standards-based financial literacy concepts especially relevant to youth with special needs, principles of universal design, and culturally responsive curriculum goals.

**PRESENTER(S):** Mary Beth Henning, Sarah Johnston-Rodriguez, Northern Illinois University  
**AUDIENCE:** K-12 Educators, CEE Affiliates  
**GRADE:** [High School](#)



## CONCURRENT SESSION B

1:45 PM – 2:35 PM

**LOCATION:** METROTECH

### Teaching Economics to the Tech-savvy Student

Come see multimedia in action as we teach students about public goods and the tragedy of the commons. As educators, we want to find ways to connect economics to our students' lives. One way to do this is by adapting teaching delivery methods to the ways students normally consume content. We'll merge videos, games, podcasts, and other interactive experiences with the latest pedagogical research to produce a lesson that will increase student comprehension and engagement.

**PRESENTER(S):** Mary Clare Peate, Marginal Revolution University | Doug Norton, MobLab | Alex Goldmark, Planet Money  
**AUDIENCE:** K-12 Educators  
**GRADE:** [High School](#)



**LOCATION:** SALON A

### \$martPath—The Middle Years

Building on the success of *\$martPath* in the elementary grades, this session will introduce *\$martPath* for grades 7 and 8. *\$martPath* is an award-winning, digital platform that teachers love for its efficiency and ease of use, and that students love for its fun, engaging style. And best of all, it's free for teachers to use.

**PRESENTER(S):** Julie Heath, University of Cincinnati  
**AUDIENCE:** K-12 Educators  
**GRADE:** [Middle School](#)



**LOCATION:** SALON B

### AP Economics: Using Multiple-Choice Questions to Improve Results on Free Response Questions

This hands-on session will show AP Economics teachers how they can use multiple-choice questions to help their students do better on free response questions. By improving students' understanding of key economic concepts through the use of targeted multiple-choice questions, teachers will be able to use mini free response questions throughout their courses rather than waiting to do a full free response question at the end of the course after all concepts have been covered.

**PRESENTER(S):** Gary Stone, Winthrop University | Bruce Damasio, Towson University  
**AUDIENCE:** K-12 Educators  
**GRADE:** [High School](#)



**LOCATION:** SALON C

### Does Free Trade Help Build Successful Partnerships for Economic Education?

This interactive session will utilize the concept of trade to engage the audience in a real life activity to develop partnerships. Through the activity we will explore the strength and challenges of building partnerships in economic education. Participants will be encouraged to share stories of successes and failures, pros and cons in partnerships to identify a successful path to a mutually beneficial relationship.

**PRESENTER(S):** Elena Zee, Arizona Council on Economic Education | Barbara Gray, Thomas R. Brown Foundation  
**AUDIENCE:** CEE Affiliates



**LOCATION:** SALON F

### Broadway Economics: Economic Lessons from Show Tunes

Using music can be an effective way to teach economics. Songs from musicals might be best, as they are designed to tell a story—and those stories are often about economic issues. This session will discuss how instructors can use BroadwayEconomics.com as a resource and will highlight a few show tunes that are ideal for teaching economic lessons.

**PRESENTER(S):** Matthew Rousu, Susquehanna University  
**AUDIENCE:** K-12 Educators  
**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON G

### Personal Finance Resources: Equip Youth with Lifelong Skills

Are you looking for credible financial education resources to use when working with your students and their families? Learn how to immediately use free, noncommercial personal finance materials. Leave with instructional ideas, resource samples and confidence to immediately share what you have learned about relevant financial education programming.

**PRESENTER(S):** Susan Sharkey, National Endowment for Financial Education  
**AUDIENCE:** K-12 Educators  
**GRADE:** [Middle](#) and [High School](#)





# DESCRIPTIONS

**LOCATION:** SALON H

## State Priority, District Deliverable-Financial Literacy through Literacy

When life gives you lemons, create a statewide family financial literacy project. Come learn how Arkansas facilitated a shared family reading experience at the elementary level throughout school districts with an economics and personal finance focus. Every student and staff member received a chapter book, *The Lemonade War*, intentionally selected for the strong economics/personal finance connections and real world applications. You will be amazed to hear the many wonderful connections that have developed as a result.

**PRESENTER(S):** Marsha Masters, Economics Arkansas | Mike Poore, Little Rock School District

**AUDIENCE:** CEE Affiliates

**GRADE:** [Elementary](#)



**LOCATION:** SALON I

## "Let Them Eat Cake": Microeconomics and the French Revolution

Many history teachers must now incorporate economic and geographic standards into history lessons in order to manage additional social science standards. They struggle under the misconceptions that economics is a dismal, excessively-mathematic science. Critical thinking skills used in economic analysis, however, can allow kids to interpret history in new and exciting ways. What if we could help them understand that something as simple as price controls meant to protect the poor actually led to one of the bloodiest democratic revolutions in history? How would this understanding change the way they view history and interact with modern politics?

**PRESENTER(S):** Staci Garber, Caravel Academy

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** GREENPOINT

## Using "New" Children's Chapter Books to Teach Entrepreneurship, Economics, & Ethics

Introducing the new *Cleo Edison Oliver and Billy Sure: Kid Entrepreneur* series, this session features lessons and activities concerning earning, saving, spending, and decision-making. Included are classroom-ready lessons, a topical bibliography and door prizes.

**PRESENTER(S):** Lynne Stover, James Madison University | Rebecca Booth, Lynchburg College

**AUDIENCE:** K-12 Educators

**GRADE:** [Elementary](#)



**LOCATION:** WILLIAMSBURG

## Take Me Out to the Ball Game...For Some Economics

Using sports in general, and baseball in particular, to teach economic concepts is an effective way to help students find relevance in what they are learning in your classroom. This session will feature activities designed to help high school students connect and apply their understanding of economic thinking to Major League Baseball and other professional sports. Hands-on activities will help students better understand numerous economic concepts associated with professional sports teams, leagues, and markets.

**PRESENTER(S):** Kris Bertelsen, Little Rock Branch of the Federal Reserve Bank of St. Louis | Mike Raymer, Georgia Council on Economic Education

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



## RESEARCH SESSION

1:45 PM – 3:15 PM

**ROOM:** GOLDEN BOARDROOM

### Economics Course Persistence and Degree Selection: An Exploration of Gender Differences among Undergraduate Students

**Chair:** Andrew Hill

#### 1. Economics Course Persistence and Degree Selection: An Exploration of Gender Differences among Undergraduate Students

Due to differences in state-level requirements, many students receive their initial economics exposure through an introductory college course. Some students complete additional courses and elect to major or minor in economics; however, women may be less likely than men to persist in economics courses and to earn an economics degree. This study analyzes how student, instructor, and class characteristics affect male and female economics course persistence and their selection of an economics degree.

**PRESENTER(S):** Laura Ahlstrom, University of Delaware

**AUDIENCE:** CEE Affiliates

**GRADE:** [High School](#)



#### 2. Cash 'n Careers: Valuation of Human Capital

We present a personal financial planning model detailing the costs and benefits of a college education. A functional version of the model—the Cash 'n Careers MS Excel tool—creates an accessible platform for detailed financial projections relevant to human capital investment. The primary target audience is young adults investigating the college decision but this session is also useful for financial literacy educators, financial aid officials, and others vested in human capital decisions.

**PRESENTER(S):** Matthew Ross, James DeMello, Western Michigan University

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



#### 3. Innovative Ways of Teaching Financial Literacy: Lessons from Teaching Financial Literacy to College Freshmen

Levels of financial literacy in the U.S are persistently low despite many states requiring high school students to take a course in personal finance. Thus, effective and innovative ways of teaching personal finance are vital in improving financial literacy among the young. This study presents several innovative and cost-effective teaching methods designed to engage students, such as the use of video games, case studies, and media productions and assess their effectiveness in teaching financial literacy.

**PRESENTER(S):** J.D Jayaraman, Rosilyn Overton, New Jersey City University

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



# SESSION

## CONCURRENT SESSION C

2:45 PM – 3:35 PM

**LOCATION:** METROTECH

### Hands on Banking: Your Turnkey Resource for Financial Education

Teachers will explore the *Hands on Banking* online program that's aligned with national and state standards for mathematics, economics and personal finance.

**PRESENTER(S):** Mia B. Russell, Wells Fargo

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle School](#)



**LOCATION:** SALON A

### Getting Started with Minecraft for Economics

Find unique ways to teach economics by using one of the best-selling video games of all time! For newbies or gamer pros, this session will explain how to get started using *Minecraft* in your classroom along with brand new lessons from the Council for Economic Education.

**PRESENTER(S):** Catherine Cheo - Isaacs, *Minecraft* Education | Kim Holder, University of West Georgia | John Jones, Council for Economic Education

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle School](#)



**LOCATION:** SALON B

### Economic Geography

A spatial examination of the production, distribution, and consumption of goods, services and wealth AND the human and environmental impacts of these activities. Why are some nations rich while others remain hopelessly poor? How are land use decisions made to best serve markets? How will the planet cope with a growing and aging population? These economic questions can be answered through the integration of human geography.

**PRESENTER(S):** Brett Burkey, Palm Beach County School District

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON C

### Lights, Camera, Action: Teaching Economics Through Movie Making

Are you looking for a way to get your students excited about studying economics? Are you struggling to make economics relevant and accessible for young students? Making movies is the perfect way to bring economics to life! Participants will learn how to write scripts, incorporate original songs, and edit educational movies. In addition, participants will learn how to use movies to increase test scores and family engagement.

**PRESENTER(S):** Kristina Rose-Holston, Pueblo Del Sol Elementary School | Barbara Gray, Thomas R. Brown Foundation

**AUDIENCE:** K-12 Educators

**GRADE:** [Elementary](#)



**LOCATION:** SALON F

### Money and the Biased Mind

Why do we misbehave financially? Are we doomed to repeat our mistakes? Our biases are here to stay but we can change our mindset and improve our decision-making. We explain why, by understanding behavioral economics, it's so darn difficult to act on what we know is good for us and how we can make our mental biases work for, not against, us.

**PRESENTER(S):** Ryan Decker, PwC

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** SALON G

### From Knowing to Doing: What Works in Boosting Youth Financial Independence and the Role of Federal Government

The *Programme for International Students Assessment* 2015 survey of financial literacy found that roughly one in five U.S. 15 year-olds haven't mastered basic financial concepts. Yet there are pockets of progress: A recent study found that requiring quality financial education in high school by well-trained teachers resulted in a sustained improvement in credit scores for youth aged 18–22. Join this discussion to find out what we know works in helping youth improve their financial capability.

**PRESENTER(S):** Louisa Quittman, U.S. Department of the Treasury | Leslie Jones, Consumer Financial Protection Bureau

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON H

### Federal Reserve: The New Everyday Economics Book

The newest installment in the Dallas Fed's *Everyday Economics* series is *The Federal Reserve*, and the book is hot off the press. Join us to preview this exciting new publication, along with a classroom lesson and visuals. Like the other *Everyday Economics* books, it explains important economic concepts in an understandable way and features an engaging design that deepens student understanding. Like all other Fed materials, it is available at no cost to educators. The publication addresses topics that are found in the 11th and 12th grade Social Studies Frameworks.

**PRESENTER(S):** Princeton Williams, Federal Reserve Bank of Dallas | Susan Kizer, Federal Reserve Bank of Dallas, Houston Branch

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON I

### The Art of Hosting Economic Conversations

The Art of Hosting Economic Conversations will be a dynamic, energetic, and insightful conversation driven by participants in the room. The purpose of this session is to harvest the collective wisdom of educators from across specialties, grade levels, and regions centered on driving questions about student engagement with economics content. They will discover and experience strategies that help transform the classroom into a student-driven learning experience.

**PRESENTER(S):** Gabriel Tanglao, Bergenfield Public Schools

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** GREENPOINT

### Bell Ringers: Mini Lessons with a Hook

Get your students "hooked" on economics and personal finance with the Federal Reserve Bank of Atlanta's new *Bell Ringer* series. These highly engaging mini-lessons are designed to spark student interest from the moment class begins. Surprising quotes, bingo, movie trivia, and SEC football are just a few of the "hooks" these lessons use to teach concepts such as inflation, risk and return, insurance, money and wealth, trade, entrepreneurship, market power, and public debt.

**PRESENTER(S):** Lesley Mace, Federal Reserve Bank of Atlanta- Jacksonville Branch | Sherilyn Narker, Federal Reserve Bank of Atlanta

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



# DESCRIPTIONS

**LOCATION:** WILLIAMSBURG

## Common Errors of the AP Macro and Micro Exams

This session will review the Advanced Placement program to clarify difficult course content and common errors that students face taking the AP Economics Macro and Micro exams. It will also discuss techniques for teachers to help students in the future. Topics will include: supply and demand, profits and losses for the firm with their cost curves along with externalities, the effect that inflation, interest rates, changes in income, and changes in real GDP have on exchange rates; the relationship between the real rate of interest and economic growth; and self-correcting mechanisms as expressed in both the aggregate supply/demand and the Phillips curve models.

**PRESENTER(S):** Holly Jones, The Pennington School | Theresa Fischer, Ridgefield High School

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



## CONCURRENT SESSION D

3:45 PM – 4:35 PM

**LOCATION:** METROTECH

## Understanding Fiscal Responsibility

Discover online lesson plans and interactive activities that teach students how to think critically about public policy with a focus on government, such as Social Security, Medicare, national security, the role of the Federal Reserve and more. Developed in a partnership between CEE and Teachers College, Columbia University with funding from the Peter G. Peterson Foundation.

**PRESENTER(S):** Andrea Caceres- Santamaria, Seminole Ridge Community High School | Chris Bujara, Kevin Gotchet, Council for Economic Education

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** SALON A

## Economics of Sports

Participants will be introduced to the collection of EconEdLink lessons on the Economics of Sports. This workshop will focus on the ever-changing relationship between economics and the world of sports and will provide you with lessons for teaching economics concepts through the lens of sports. Collegiate and professional sports provide excellent examples of many economic concepts such as monopoly and monopsony market structure and labor market issues.

**PRESENTER(S):** Johnathan Joseph, White Plains High School

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** SALON B

## Introducing an Online Microeconomics Course through EdX

Participants will learn about an online microeconomics course which covers the AP curriculum. Students interested in the AP can complete the online course and high school economics teachers can use the course materials to supplement their classes. The course includes practice problems, nearly 50 short lecture videos, and roughly 75 videos that explore real-world applications of the course material.

**PRESENTER(S):** Jonathan Gruber, Massachusetts Institute of Technology

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** SALON C

## Using Children's Books to Teach Economics/Personal Finance in an Elementary Math Class

Do you have teachers rave about your professional development only to hear them say: "But, I don't teach economics and personal finance?" This session will demonstrate lessons that reinforce elementary math skills through children's books, making specific links between personal finance and the math required in a high-stakes testing environment. Books used will include old favorites *Something from Nothing* and *Just Saving My Money* and new lessons for *Lemonade in Winter* and *Curious George Saves His Pennies*.

**PRESENTER(S):** Bonnie Meszaros, University of Delaware, Mary Suiter, Federal Reserve Bank of St. Louis

**AUDIENCE:** CEE Affiliates

**GRADE:** [Elementary](#)



**LOCATION:** SALON F

## Laughter, Literature and Innovation in the Economics Classroom

If you're ready to tackle the latest and greatest in economics education, get ready to laugh and learn. In this session we'll show you how laughter, innovative in-class exercises and literature can help students connect with the economic way of thinking. From *Adam Ruins Everything* to the best bedtime stories, we're ready to let economics take center stage in your classroom.

**PRESENTER(S):** Kim Holder, University of West Georgia | G. Dirk Mateer, University of California, San Diego | Courtney Conrad, Susquehanna University | Wayne Geerling, University of Arizona | Erin Yetter, Federal Reserve Bank of St. Louis – Louisville Branch

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON G

## SMG 40 Years and Counting

For 40 years, *The Stock Market Game™* has provided effective lessons and activities on investing and the capital markets while meeting critical educational standards. Join us as we launch our 40th Anniversary year and examine *SMG's* legacy of success including its flexible design, its acclaimed curriculum, the many concepts it has taught, and the national and local standards it has met. Also get a peek at the most recent *SMG* innovations promising to stimulate teacher use, facilitate administrator support and engage students for decades more to come.

**PRESENTER(S):** Melanie Mortimer, SIFMA President

**AUDIENCE:** CEE Affiliates

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON H

## Once Upon a Dime: Using Comic Books in Economics Classes

The Federal Reserve Bank of New York has released a new edition of *Once Upon a Dime*, which was originally created in the 1970s. This session will focus on our new edition with a focus on content overview, pedagogical strategies to use the comics in high school classrooms, lesson plans, and more! All attendees will receive a copy of the comic.

**PRESENTER(S):** Graham Long, Anand Marri, Federal Reserve Bank of New York

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



# SESSION

## CONCURRENT SESSION D (CONT'D)

3:45 PM – 4:35 PM

**LOCATION:** SALON I

### Helping Students Navigate Career, Education, and Debt

"Should I go to college?" "Should I take on debt to pay for education after high school?" These kinds of questions have grown more important as both the benefit and the cost of post-high school education have skyrocketed. This session introduces two innovative new classrooms programs: *Invest in What's Next* and *Life After High School*, which give students tools for making some of the biggest decisions of their lives.

**PRESENTER(S):** Stephen Day, Virginia Commonwealth University | Sarah Gunn, Federal Reserve Bank of Richmond

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** GREENPOINT

### Full STEAM Ahead: Economics and Engineering in Elementary Classrooms

Integrating science, technology, engineering, art, and math into the elementary curriculum is an important part of helping students learn to collaborate, problem-solve, and think critically. Adding economics into STEAM lessons provides another layer of depth for students. This hands-on session will provide participants with ideas for implementing the engineering and design process and pairing it with economic concepts appropriate for elementary learners.

**PRESENTER(S):** Gina Boyd, Mayflower Mill Elementary School

**AUDIENCE:** K-12 Educators

**GRADE:** [Elementary](#)



**LOCATION:** WILLIAMSBURG

### Hamilton: Where History, Broadway, and Economics Meet

In this session, you'll receive information about how historians tell our stories, what we can learn about economics from Broadway, and lessons that tie the blockbuster musical, *"Hamilton,"* with K-12 social studies and economics curriculum. Led by a Federal Reserve Education Specialist, an historian, and an economist, you will not want to miss this unique professional development opportunity! The history of Alexander Hamilton is, in many ways, the history of New York. It was in the "room where it happened" that New York's future as the nation's financial center (and eventually global financial center) was cemented.

**PRESENTER(S):** Susan Reilly, Florida State College at Jacksonville | Lesley Mace, Federal Reserve Bank of Atlanta | Maureen McCormick, Florida State College at Jacksonville

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** NAVY YARD

### Making Financial Literacy Relevant and Reflective

Looking for innovative ways to engage your students? Join us in this interactive session as we explore the power of scenarios and reflection to help students become more financially capable. Instructors will leave with effective tools they can implement in their own classroom and a deeper understanding of the research behind them.

**PRESENTER(S):** Rebecca Maxcy, Kristin Fitzgerald-Hill, University of Chicago

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** DUMBO

### Activating Prior Knowledge Across the Economics/Math Divide

This session will be an overview of six, 90-minute workshops and related materials that were designed and workshopped by the Thomas R. Brown Foundations in Tucson, Arizona. The sessions were created to help economics teachers tap into the prior math knowledge that their students possess and assist math teachers in presenting real-world economics problems that will better integrate with modern economics teaching. All participants will receive free online access to the modules.

**PRESENTER(S):** Robert Schmidt, Tucson Unified School District

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



## POSTER SESSION 2

3:45 PM – 4:35 PM

**LOCATION:** PROMENADE

### TOP Economic Education in Germany and my Classes: Let's go!

This poster session presentation will deal with the TOP (TransAtlantic Outreach Program) for study and travel within Germany with the Goethe Institut for middle and high school teachers of economics and personal finance. Learn about opportunities to travel to Germany on a tour of educators and use this to enhance students' understanding of the German economy and education system. We will look at historical as well as current and specific economic topics in both personal finance and economic education.

**PRESENTER(S):** Bruce Damasio, Transatlantic Outreach Program

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



### Economic and Financial Education Program from the Central Bank of Uruguay

This poster session presentation demonstrates how we can impact students with meaningful learning processes that generate their motivation to learn. Experimental learning methods tend to motivate students by arousing their curiosity and, for that reason, they have been used in the different products that have been built within the Economic and Financial Education Program (BCUEduca) from the Central Bank of Uruguay (CBU). This session will inspire educators to elaborate on activities and think of approaching difficult concepts in economics and finances with some of the unique learning techniques—initially inspired by the CEE—that BCUEduca has successfully implemented.

**PRESENTER(S):** Ana Caro, Banco Central del Uruguay

**AUDIENCE:** CEE Affiliates, K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



### An Image is Worth 1,000 Words: Student Performance Dashboards

This poster showcases several visual representations of student performance in online learning resources produced by the Federal Reserve Bank of St. Louis. Aimed at presenting instructors with benchmarks of student achievement, the graphs display: the different types of value-added learning within a specific course; the correlation between "time-on-task" and post-test score; and an item-level view of pre-test and post-test student work. These metrics—among others—can help instructors identify common student errors and redirect teaching and learning efforts both at the level of course design and as aids in "just-in-time" teaching. This work is aligned with the growing body of literature in educational studies that advocates for the use of quantitative information in raising student retention and achievement rates by customizing the design of teaching and learning strategies to the student body at hand.

**PRESENTER(S):** Diego Mendez-Carbajo, Illinois Wesleyan University | Scott Wolla, Federal Reserve Bank of St. Louis

**AUDIENCE:** CEE Affiliates

**GRADE:** [Middle](#) and [High School](#)





# DESCRIPTIONS

## National Economics Challenge

The National Economics Challenge is a fun way for students to flex their intellectual muscle and test their economic knowledge. Competitions are held at the State, National, Semi-Final, and National Final levels for high school students in two divisions: the Adam Smith Division, for advanced placement, international baccalaureate and honors students; and the David Ricardo Division for semester general economics students. Learn more about this program and how to connect with your state Economics Challenge Coordinators today!

**PRESENTER(S):** Rosanna Castillo, Council for Economic Education | Martha Rush, Mounds View High School  
**AUDIENCE:** K-12 Educators  
**GRADE:** High School



## National Center Webinars & Workshops

The National Center offers FREE in-person and online professional development webinars and workshops led by educators. The workshops and webinars cover multiple topics on how to integrate personal finance and economics in the classroom and create a fun learning experience for your students. Attendees will: Receive hands-on active learning resources, get customizable programs for schools and districts, exchange successful tips and techniques with their peers, receive free publications, lessons and other resources and New York State teachers earn one Continuing Education Unit (CEU) for each webinar.

**PRESENTER(S):** Amy Geffen, Council for Economic Education  
**AUDIENCE:** K-12 Educators  
**GRADE:** High School



## RESEARCH SESSION

3:45 PM – 5:15 PM

ROOM: GOLDEN BOARDROOM

### Research on Knowledge and Behaviors in Economic and Personal Finance Education

Chair: Cynthia Harter

#### 1. Bernie's Big Idea: Assessment of Entrepreneurship Materials

*Bernie's Big Idea:* an assessment of entrepreneurship materials developed for K-2 and 3-5 grade students. John presents the findings of a pilot study of materials developed by Rockin' Enterprise titled *Ideas Can Change the World: Bernie's Big Idea*. The material was developed, with sponsorship from the Marcus Foundation, to teach entrepreneurship and personal finance concepts to K-5th grade children. John presents assessment strategies and results broken into two groups of students: K-2 grade and 3-5 grade students.

**PRESENTER(S):** John Swinton, Georgia College  
**AUDIENCE:** CEE Affiliates  
**GRADE:** Elementary



#### 2. Exploring British Children's Money Relationships and its Relevance to their Futures

In the UK there is a strong call for the statutory integration of financial education in primary (elementary) school. The audience will learn about a group of children's knowledge, attitudes and perceptions of money collected through the use of interviews and group activities. Participants will have the opportunity to participate in the discussion and add to the body of evidence being generated to make recommendations for changes to UK teacher training and the future curriculum.

**PRESENTER(S):** Jill Trinder, University of Greenwich  
**AUDIENCE:** K-12 Educators  
**GRADE:** Elementary



#### 3. Spending my Parents' Money, Saving my Own Money: A Mixed Methods Approach to Kids' Purchasing Behaviors

Elementary-aged kids are excited to participate as consumers but we know very little about how kids' independent purchasing decisions relate to their economic and financial literacy. In this study, second and fourth grade kids' independent spending decisions were investigated through ethnographic observation, a survey, and a mock-store field experiment. The study found that the source of kids' money affects spending and saving behaviors, suggesting implications for curriculum design and methods of improving both economic and financial literacy.

**PRESENTER(S):** Amanda Jennings, University of Delaware  
**AUDIENCE:** CEE Affiliates  
**GRADE:** Elementary



#### 4. Getting SMART with Money: Developing Critical Conceptions for Improved Behaviors

A one-year multi-phase mixed-method study was carried out with a group of secondary students at a Hong Kong school. All students answered a pre-survey questionnaire and the intervention group was interviewed. Analysis identified the critical aspects for design of the financial education lessons, which also incorporated examples from relevant behavioral finance research. Finally, all students answered a post-survey. Impact on the students' financial beliefs, behaviors, and well-being is discussed in comparison with the control group.

**PRESENTER(S):** Hua Loon Ling, The University of Hong Kong  
**AUDIENCE:** CEE Affiliates, K-12 Educators  
**GRADE:** Middle and High School



## CONCURRENT SESSION E

4:45 PM – 5:35 PM

LOCATION: METROTECH

### Moneymatics: Bridging the Gap Between my Money and my Mathematics

Achieving basic literacy in personal finance remains a constant challenge for today's high school student and early college student. Without adequate knowledge in this respect, students run the risk of destroying their financial health. This talk is designed to help instructors strengthen students' mathematical core and software proficiency using algebraically-based techniques associated with topics in personal finance. Simultaneously, students come to discover that their baseline competence level in select areas of personal finance is increased.

**PRESENTER(S):** Bernard Dillard, Fashion Institute of Technology  
**AUDIENCE:** K-12 Educators  
**GRADE:** High School



LOCATION: SALON A

### Behavioral Economics

It is never too early to teach students what drives economic decision making. This collection of lessons in behavioral economics teaches students by actively engaging in class experiments, analysis, and discussion of how supposedly rational decision makers behave in less than rational ways. This set of lessons includes looks at concepts such as default bias, anchoring effect, choice, loss aversion, and the endowment effect. New extensions to the current published lessons will be presented as well.

**PRESENTER(S):** William Bosshardt | Andrea Caceres- Santamaria, Florida Atlantic University  
**AUDIENCE:** K-12 Educators  
**GRADE:** High School



LOCATION: SALON B

### Funding the Future Rocks Financial Literacy

Funding the Future and the band GOODING teach the basics of financial literacy, harnessing the raw, undeniable energy of a live rock performance and integrating music, multimedia visuals, and a proven written curriculum. Our unique approach resonates with young audiences and they listen when we teach necessary life and money management skills including: creating a financial savings and investment plan, avoiding unnecessary debt, and the pitfalls of predatory lending and payday loans.

**PRESENTER(S):** Jennifer Davidson, Nebraska Council on Economic Education, Lynn Hattery, Funding the Future  
**AUDIENCE:** CEE Affiliates  
**GRADE:** Middle and High School



# SESSION

## CONCURRENT SESSION E (CONT'D)

4:45 PM – 5:35 PM

LOCATION: SALON C

### Ditch the Google Search Process & Find Personal Finance Resources FASTER

In this session, learn how to harness Next Gen Personal Finance's comprehensive library of FREE resources so you can spend less time searching and more time crafting lessons. Be sure to bring your laptop or tablet! As the Financial Literacy 2016 Legislation identifies that New York educational institutions will "establish what should be included in such curriculum including the basics of financial planning, budgeting, borrowing, interest rates, personal insurance policies, etc." Next Gen Personal Finance's session will specifically identify and discuss resources that align with these curriculum topics.

PRESENTER(S): Tim Ranzetta, Next Gen Personal Finance

AUDIENCE: K-12 Educators

GRADE: [Middle](#) and [High School](#)



LOCATION: SALON F

### Arts & Crafts of the Dismal Science

Attention DIY economists! Turn the dismal science into a dynamic one and find out how combining art, kinetic learning strategies, and economics increases student engagement. In this make-and-take session, we'll share examples of economics-themed art projects that increase creativity and comprehension in economics. You'll leave with some hands-on economics crafting experience and detailed instructions to take it into your own classroom!

PRESENTER(S): Kim Holder, University of West Georgia | Mary Clare Peate, Marginal Revolution University

AUDIENCE: K-12 Educators

GRADE: [Middle](#) and [High School](#)



LOCATION: SALON G

### Better Money Habits®

This workshop will introduce you to resources and strategies for teaching middle and high school students to navigate important life events such as renting an apartment and buying a car. These practical, standards-aligned personal finance lessons connect videos from Bank of America *Better Money Habits*® to activities from CEE's award-winning *Financial Fitness for Life*™ curriculum and cover topics such as budgeting, saving, credit, debt, and meeting financial goals.

PRESENTER(S): Amy Lee, Oklahoma Council on Economic Education | Sue Lynn Sasser, Oklahoma Council on Economic Education

AUDIENCE: K-12 Educators

GRADE: [Middle](#) and [High School](#)



LOCATION: SALON H

### Beware: Unintended Consequences Lurk in Every Decision

Offer a 10th grader the opportunity to take two years off of school before moving on to 11th grade. Would he take you up on it? What would be the benefits? What would be the costs? Might there be unintended consequences? Policymakers make important decisions—do they always get it right? Students start with the decision to take two years off and later analyze several government policy decisions to determine costs, benefits, and unintended consequences.

PRESENTER(S): Barbara Flowers, Mary Suiter, Federal Reserve Bank of St. Louis | Jeanette Bennett, Federal Reserve Bank of St. Louis - Memphis Branch

AUDIENCE: K-12 Educators

GRADE: [Middle](#) and [High School](#)



LOCATION: SALON I

### Closure Activities for Classroom Economies

There are two big struggles in classroom economies: student buy-in and empty purposes. With the ability to focus on the subject through an experimental 36-week middle school Financial Literacy program, we found that class money needs a purpose beyond buying stuff. With ideas for Core classes, and of course, economics and finance for 4th–12th grade, let us show you what we found and how to adapt something you are already doing to reduce those struggles.

PRESENTER(S): Phil Zlomke, Grand Island Public School

AUDIENCE: K-12 Educators

GRADE: [Middle](#) and [High School](#)



LOCATION: GREENPOINT

### Break (out of) the Bank - A Digital Breakout Experience

Like the popular Escape Room experience, students will collaborate and put their critical thinking skills to the test to find the keys they need to breakout of the Federal Reserve Bank. Students will learn about the role of the Fed, the value and characteristics of money and the different types of money used in the U.S. while participating in this digital breakout.

PRESENTER(S): Tracey Zaval, Rebecca Fox, Chesterfield County Public Schools

AUDIENCE: K-12 Educators

GRADE: [Middle](#) and [High School](#)



LOCATION: WILLIAMSBURG

### Interactive and Digital: Driving Financial Capability and Success Among Teens

The Boys & Girls Clubs of America partnered with Charles Schwab Foundation to design and deliver *Money Matters: Make it Count*, a suite of interactive and standards-informed financial education resources supporting youth's development of critical knowledge/skills in budgeting, savings, investing, and more. Session participants will: 1) understand how financial education and decision-making impacts postsecondary access/persistence; 2) engage, hands-on, with suite resources, including *\$ky*, the new budgeting game where teens jump forward 10 years to manage a monthly budget; 3) learn how community partners can support their students' educational/professional future; and 4) learn success factors for impactful financial capability programming.

PRESENTER(S): Isa Ellis, Boys & Girls Clubs of America

AUDIENCE: K-12 Educators

GRADE: [High School](#)



LOCATION: NAVY YARD

### Startup Culture in the Classroom

Engage your students by teaching the entrepreneurial way of thinking. Teacher programs, conferences, curricula and certificates will be shared. Partnerships with startup communities provide new ideas and energy for teachers and students.

PRESENTER(S): Rita Littrell, University of Arkansas | James Wilcox, University of Southern Mississippi

AUDIENCE: CEE Affiliates

GRADE: [Middle](#) and [High School](#)



# DESCRIPTIONS

## SATURDAY, OCTOBER 7

### CONCURRENT SESSION F

9:10 AM – 10:00 AM

LOCATION: SALON A

#### Fake News and Economics—Perfect Together

Ever wonder what your students think when they read "Janet Yellen works for Russia!" or "China set to steal your job!" or "Alexander Hamilton was a fraud!"? This session will give you ideas and resources for teaching students about economic concepts in the context of media literacy. Fake news is everywhere—engage students in your economics classes with strategies for determining what is real and what is false online.

PRESENTER(S): Scott Bacon, University of Delaware | Mario Tiberi, Smyrna High School

AUDIENCE: K-12 Educators

GRADE: Middle and High School



LOCATION: SALON B

#### Career Planning: Stepping Stones to Success

Not sure what you want to be when you grow up? Worried you will get stuck working the same old job? It might be time for some career planning. Career planning is a process that helps you discover yourself, the world, and how you might best fit in at this current moment in your life. You can use it whether you are in school or getting ready to graduate. This workshop provides all the tools you need to discover, learn, and make decisions that are right for you.

PRESENTER(S): Chelsey Branham, YWCA Oklahoma City

AUDIENCE: K-12 Educators

GRADE: Middle and High School



LOCATION: SALON C

#### Making Math Relevant: Integrating Personal Finance into Your Classroom

Join us as we explore personal finance projects that can be used in Pre-Algebra, Algebra 1, or Algebra 2 classrooms. In this session Linda will share projects used in her Financial Algebra classroom that will easily translate into activities you can use immediately to teach concepts required in your course. Subject-specific brainstorming sessions will bring added benefit to this session.

PRESENTER(S): Linda Wenndt, The Alabama School of Fine Arts Education

AUDIENCE: K-12 Educators

GRADE: Middle and High School



LOCATION: SALON F

#### Making Sense of Personal Finance: Oklahoma's Personal Finance Curriculum

Want to teach your students about potential problems from gambling? Need a lesson on student loans? Check out this session featuring 35 lessons for high school students. Each lesson includes vocabulary, easy-to-read content, activities, applications, and assessments. Plus, there's a teacher's guide with more resources to actively engage students in the learning process. This web-based curriculum is available for free download and aligns with Oklahoma's state standards which are similar to national personal finance standards.

PRESENTER(S): Sue Lynn Sasser, Amy Lee, Oklahoma Council on Economic Education

AUDIENCE: K-12 Educators

GRADE: High School



LOCATION: SALON G

#### The Stock Market Game™ Researcher

The *Stock Market Game*™ stimulates student engagement, enhances students' research-based learning and is flexible across disciplines. In this session, an award-winning *SMG* teacher and coordinator guide you through setting up an effective and exciting *SMG* classroom experience. You'll preview lessons that inspire your students to analyze and evaluate online news and information sources and do their research before they invest.

PRESENTER(S): Sara Bryant, SIFMA

AUDIENCE: K-12 Educators, CEE Affiliates

GRADE: Middle and High School



LOCATION: DUMBO

#### International Economic Education at Home and Abroad

An opportunity to meet with economic educators from several countries who are attending the Annual Meeting to learn about economic education programs in their countries and to meet with representatives of the Global Economic Education Alliance to learn about GEEA's current activities and how GEEA can assist councils and centers in developing international programs and activities.

PRESENTER(S): Hugo Eyzaguirre

AUDIENCE: CEE Affiliates, K-12 Educators

GRADE: All Grade Levels



## RESEARCH SESSION

9:10 AM – 10:40 AM

ROOM: GOLDEN BOARDROOM

### Research in Economic and Personal Finance Education: An International Perspective

Chair: Diego Mendez-Carbajo

#### 1. Assessing Personal Finance of Young Adults in Germany

In this presentation, we present results from a survey of the German adaptation of the *American Test of Financial Literacy*. We analyze the extent to which learning opportunities at school—an economics class and a vocational training program—influence young adults' knowledge and understanding of personal finance in Germany. The presentation reveals the importance of vocational training for the development of knowledge and understanding of personal finance.

PRESENTER(S): Roland Happ, University of Mainz

AUDIENCE: K-12 Educators

GRADE: High School



#### 2. Factors Associated with Economic, Financial and Purchase Literacy

This paper is concerned with some of the factors that determine economic literacy, financial literacy, and purchase literacy. The question of how much influence attitudes, personality qualities, education and mathematical skills have on the skill developments in two of the aforementioned areas is investigated in the study. Similar to the financial planning skill, it becomes apparent that the ability to save is influenced almost entirely by personality and attitude variables. The skill developments in the content fields "debt" as well as "purchase process" are, however, independent of the personality and attitude variables.

PRESENTER(S): Hans Jürgen Schlösser, Susanne Schürkmann, Minoubanu Askari, Andreas Hundhausen, University of Siegen

AUDIENCE: K-12 Educators

GRADE: Middle and High School



# SESSION

## RESEARCH SESSION (CONT'D)

9:10 AM – 10:40 AM

### 3. Factors that Influence the Financial Literacy of Dutch Students

This study examines the level of financial literacy (knowledge, behavior, attitude, and confidence) of high school students in the Netherlands and investigates which factors influence diverse financial literacy components. The relationship between Dutch adolescents' levels of financial literacy and gender, ability levels in Dutch language and mathematics, parental SES, formal financial education, financial experience, and financial socialization through parents and peers are taken into consideration. The level of financial knowledge was measured by using the CEE Test of Financial Knowledge (Walstad & Rebeck, 2015).

**PRESENTER(S):** Aisa Amagir, University of Amsterdam  
**AUDIENCE:** K-12 Educators  
**GRADE:** [High School](#)



### 4. Knowledge, Behaviors and Attitudes of High School Students and Their Parents/Guardians

Building a more financially literate society starts with an understanding of the current knowledge, behaviours, and attitudes of its citizens. This session will provide an overview of theoretical frameworks, current literature, and early findings of research on the knowledge, behaviours, and attitudes of Ontario, Canada high school students and their parents/guardians. The findings will be based on data collected through an online survey from Grade 9–12 students and their parents/guardians.

**PRESENTER(S):** Lisa Taylor, Nipissing University  
**AUDIENCE:** CEE Affiliates  
**GRADE:** [High School](#)



## CONCURRENT SESSION G

10:10 AM – 11:00 AM

**LOCATION:** METROTECH

### Innovations in Economic Education: Best Technology-Based Lessons

Come explore some of the best technology-based teaching ideas for elementary, middle school, and high school/college students. Learn ways to inspire home and school connections with elementary students (and their families), integrate economics into middle school math or history, and access multimedia resources to teach economics at the high school/college level. Experts on these topics will be presenting their ideas from the new book, *Innovations in Economic Education: Promising Practices for Teachers and Students*.

**PRESENTER(S):** Mary Beth Henning, Northern Illinois University | Tawni Ferrarini, Northern Michigan University  
**AUDIENCE:** K-12 Educators  
**GRADE:** All Grade Levels



**LOCATION:** SALON A

### Economic Reasoning: The Key to the National Economics Challenge

Unlike the AP Macro and Micro exams, it's nearly impossible to predict which models, theories and calculations will appear on the National Economics Challenge tests. Instead, coaches must focus on developing deep economic reasoning skills so that students can reason out solutions to problems they've never before encountered. Coach Martha Rush, whose Minnesota teams won the National Economics Challenge in 2017 and 2015, will explain how inquiry-based teaching and the use of hands-on simulations better prepare students to think outside the "AP" box, challenge themselves, and develop a passion for economics.

**PRESENTER(S):** Martha Rush, Mounds View High School  
**AUDIENCE:** K-12 Educators  
**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON B

### Teaching Economic Concepts through Games & Simulations

This session will discuss examples of effective games/simulations, an often underused educator tool, to teach economic concepts. Strategies for how economics educators can construct their own simulation activities will also be discussed. New York secondary schools face two arduous challenges that this workshop can help mitigate: the difficulty in providing for the educational needs of special education students and the high dropout rate of high school students. Using effective simulation activities in addition to traditional methods differentiates for students with different learning styles and can increase classroom engagement (Hilton 2010). This workshop can provide educators with the tools to support the students that need our support the most.

**PRESENTER(S):** Andrew Menfi, New Visions Charter High School For Advanced Math & Science  
**AUDIENCE:** K-12 Educators  
**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON C

### Econ Game Show: It's Your Life!

Learn how to use free EconEdLink and online resources to turn your classroom into an economic game show while teaching important lessons for life after high school: Is college worth it? Are all degrees created equal? How will I pay for college? What do jobs pay? Think *Family Feud* meets *The Price is Right*. Bring your mobile device and "come on down!"

**PRESENTER(S):** Debbie Henney, Mesa Community College | Michele Bentivegna, Raymond S. Kellis High School  
**AUDIENCE:** K-12 Educators  
**GRADE:** [High School](#)



**LOCATION:** SALON F

### The Elementary Math Class—A Natural Fit for Financial Literacy

Join us and learn how you can easily infuse the instruction of financial literacy in the elementary math class. Participants will receive lesson plans and resources for various lessons involving financial literacy that are directly related to the Common Core Math Standards. These lessons can be taught in whole group, small group, or as a rotation center in the math class. Participants will also receive taped lessons that they can use in their classrooms.

**PRESENTER(S):** Florence Falatko, Cromwell Valley Elementary School | Casey Keenan, Liberty Elementary School  
**AUDIENCE:** K-12 Educators  
**GRADE:** [Elementary](#)





# DESCRIPTIONS

**LOCATION:** SALON G

## Compact Concept Connectors: You Want This!

Instead of economic concepts in isolation, this new set of teaching guides bundles concepts into 12 concept statements that tell the "story" of economics in a thoughtfully-sequenced manner. Each durable, eight-page, fold-out guide contains concept background and examples, an introductory activity, three reproducible activity pages with teaching notes, key points for students to understand, and extension ideas (activities, children's literature connections, online connections, writing prompts, and more).

**PRESENTER(S):** Curt Anderson, Geanie Channell, Economics Arkansas | Debbie Shearer, Marsha Masters, Economics Arkansas

**AUDIENCE:** K-12 Educators

**GRADE:** [Elementary](#)



**LOCATION:** SALON H

## The Economics of Inclusion: Empowering Society's Marginalized Groups

With populist movements gaining traction in many countries and a worldwide refugee crisis, it is an important time to highlight key issues that hinder economic freedom and opportunity. In this session, SC Economics professionals will delve into the importance of inclusion to economic well-being of all members of society by providing key elements that teachers can use to discuss and teach about issues related to race, gender, and immigration.

**PRESENTER(S):** Lori Dickes, Clemson University | Amanda Stiglbauer, SC Economics

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON I

## The Social, Political, and Economic Conditions of *Les Misérables*

In this presentation, participants will learn the social, political, and economic conditions that created the backdrop to *Les Misérables*. Various economic concepts are not only defined but applied to this time period. Sections of the movie are embedded within the presentation to integrate both the story and the time period. At the end of the presentation, a drawing will be held to see who will win the movie and a copy of the curriculum.

**PRESENTER(S):** Christy Walker, Cindy McMullen, Germantown High School

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** GREENPOINT

## Keys to Financial Success as an Add-In to the Virtual Economics Resource

Use the Keys to Financial Success teacher's manual to bring *Financial Fitness For Life and Learning, Earning, and Investing* together as a cohesive high school personal finance course with proven results. Our brand new add-in to the Virtual Economics Resources makes it easy to teach the 52 Keys lessons by clicking your way to all the CEE and Key resources in one place.

**PRESENTER(S):** Andrew Hill, Todd Zartman, Federal Reserve Bank of Philadelphia

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



## CONCURRENT SESSION H

11:10 AM – 12:00 PM

**LOCATION:** METROTECH

### AP Micro Fun & Games

This presentation will focus on AP Microeconomics content. Attendees will participate in a variety of games and puzzles that promote student engagement while reinforcing key microeconomic models and concepts. All necessary materials for classroom use will be made available digitally. Any teacher in New York who teaches AP Microeconomics will find this session immediately useful.

**PRESENTER(S):** James Lerch, University High School | Megan Kirts, Catalina Foothills High School

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** SALON A

### Award Winning Teachers Share Best Practices

Learn ideas and best practices from teachers who instill in students an understanding of economics and the tools to make informed and responsible decisions that they will carry with them as they grow into successful and productive adults. Attendees will hear from winners of the 2017 Alfred P. Sloan Foundation Teaching Champion Awards and the 2017 John Morton Excellence in the Teaching of Economics Awards.

**PRESENTER(S):** Amy Geffen, Council for Economic Education | Ted Opderbeck, Waldwick High School | Doug Kramer, Herricks High School | Gabriel Tanglao, Bergen County Technical Schools | Ashley Biernacki, Greco Middle School | Michael Clark, Obra Tompkins High School

**AUDIENCE:** K-12 Educators

**GRADE:** [Elementary](#), [Middle](#) and [High School](#)



**LOCATION:** SALON B

### Teaching Unemployment Across the Curriculum

This session showcases several creative lesson ideas about teaching unemployment which were field-tested by high-school teachers. One of the teachers who field-tested a lesson will share her experience and demonstrate that any subject area of social studies can be a fruitful ground for the infusion of economics, economic text analyses, and quantitative literacy concepts into pedagogical practices. The need for integrating economic concepts into the middle and high school curricular is well documented, especially after the adoption of Common Core national standards and during the current push for the implementation of those standards in New York.

**PRESENTER(S):** Natalia Smirnova, American Institute for Economic Research | Vicki Fuhrhop, Collinsville High School

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON C

### Expand Your Reach: Girl Scouts and Financial Literacy

Among the National Proficiency Badges that Girl Scouts earn, the Financial Literacy theme might be the most challenging for their leaders. This is where you come to the rescue. Learn about free resources for troops Daisy through Senior and become a partner with your local Girl Scout Council, either working directly with girls or with their leaders. You will see model programs and work through engaging lessons on making choices, identifying money, spending, and saving.

**PRESENTER(S):** Barbara Flowers, Federal Reserve Bank of St. Louis

**AUDIENCE:** CEE Affiliates

**GRADE:** [Middle](#) and [High School](#)



# SESSION

## CONCURRENT SESSION H (CONT'D)

11:10 AM – 12:00 PM

LOCATION: SALON F

### Off the Grid: Gamify Your Classroom the Old School Way!

There is a multitude of online resources for teaching personal finance and economic concepts. Get off the grid and experience lesson plans for board games like *Monopoly* and *Settlers of Catan*. Not only will students have fun learning, they will be developing teamwork skills while engaged in fun, hands on activities. Students will learn about scarcity, trade, opportunity cost, income, and expenses. Join us and go old school!

PRESENTER(S): Julie Ingram, Florence Middle School

AUDIENCE: K-12 Educators

GRADE: **Middle** and **High School**



LOCATION: SALON H

### Cindernomics

Explore economics while traveling the world in Cinderella's slippers. Using different versions of the Cinderella story, students have the opportunity to experience decision-making, opportunity cost, productive resources, goods and services, and much more. The various Cinderella stories serve as a launching point for students to study the economics, culture, and food from around the world. Participants will leave with links to activities and lessons.

PRESENTER(S): Jennifer Taunton, Springdale School District

AUDIENCE: K-12 Educators

GRADE: **Elementary**



## RESEARCH SESSION

11:10 AM – 12:40 PM

ROOM: GOLDEN BOARDROOM

### Research on Teacher Preparation and Classroom Applications

Chair: John Swinton

#### 1. Designing a Professional Learning Course for Financial Literacy Teachers

In this research session, we will share what we learned from designing and beta-testing an online professional learning course for high school financial literacy teachers. We will share design principles for the course, challenges we faced during development, and results from initial use of the course by practicing teachers.

PRESENTER(S): Meg Bates, Rebecca Maxcy, University of Chicago

AUDIENCE: CEE Affiliates

GRADE: **High School**



#### 2. Adapting a German Test Instrument to Evaluate Subject-Specific Instructional Skills of Teachers of Economics in the USA

There is still a lack of research on the evaluation of teachers' instructional skills in the field of economics. To remedy this deficit, a German test instrument has been adapted and is to be validated with experts in economic education in the US. The data collected in a subsequent pilot study will allow first comparative analysis of teacher training, offering further relevant insights into the professionalization of teaching and learning economics in both countries.

PRESENTER(S): Sebastian Brueckner, Johannes Gutenberg University Mainz

AUDIENCE: CEE Affiliates

GRADE: **High School**



#### 3. Teaching Personal Finance Using Behavioral Economics

Incorporating lessons from behavioral economics and sound educational theories in pedagogy, this presentation provides a critical look at the traditional teaching methods of personal finance. The presentation demonstrates how to incorporate new research on consumer behavior and how to tailor lessons to improve financial literacy. Modeling lessons are included as well as interactive opportunities for participants. The focus is on consumer literacy and choice. In that New York may face slightly more consumer choices than other parts of the county, this presentation might be considered especially relevant.

PRESENTER(S): Virginia Vancil, Shelton High School

AUDIENCE: K-12 Educators

GRADE: **High School**



#### 4. A Practice-based Theory of Economics Instruction with Practical Classroom Applications

This in-depth case study research investigated the pedagogical content knowledge and personal economic orientations of three award-winning secondary economics teachers by using prolonged classroom observations, extensive interviews, surveys, questionnaires, pre/post-tests, and artifacts. Five "best practice" themes emerged from the data: curriculum connections, citizenship preparation, economic reasoning, active learning, and student relevance. For each theme, the author/researcher will discuss implications for effectively teaching economics along with practical classroom applications.

PRESENTER(S): Cheryl Ayers, Virginia Tech & University of Virginia

AUDIENCE: K-12 Educators

GRADE: **Middle** and **High School**



## CONCURRENT SESSION I

1:20 PM – 2:10 PM

LOCATION: METROTECH

### To the Internet and Beyond!

In this session, participants will actively explore social media and technology in the economics classroom to increase communication, creativity, collaboration and critical thinking! Engagement will skyrocket in the classroom when employing these easy-to-use techniques, sites, and strategies. Integration of economics, technology, and other content areas will be explored to increase the rigor and accessibility of economics instruction.

PRESENTER(S): Megan Bird, Fireside Elementary School | Deirdre Calhoun,

Civano Community School

AUDIENCE: K-12 Educators

GRADE: **Elementary**



# DESCRIPTIONS

**LOCATION:** SALON A

## Financial Literacy in Non-Traditional Educational Settings

Based on CEE's work with foster care practitioners in New York City, this workshop will explore strategies for supporting non-teachers as they work with young people in non-traditional settings. Materials will help educators and facilitators develop components that further enhance concepts in mathematics and finance. Learn how to create programming for extracurricular activities, designing project-based learning or modify afterschool components. Sample curriculum and project-based learning will be highlighted while sharing best practices.

**PRESENTER(S):** Ruben Rivera, Children's Aid Society

**AUDIENCE:** K-12 Educators, CEE Affiliates

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON B

## FiCycle: Financial Life-Cycle Mathematics

How to teach math as finance and finance as math: an introduction to FiCycle. Play games of chance to see how expected value and binomial distributions help you decide whether to buy insurance. Learn how the fundamentals of personal finance can be presented within a high school math course. Our course is already being piloted at four New York High Schools. We know how our course fits in with New York curriculum requirements and can help teachers and schools implement it.

**PRESENTER(S):** Phillip Dituri, Jack Marley-Payne, Andy Davidson, FiCycle

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



**LOCATION:** SALON C

## Incorporating Lifecycle Analysis to Promote an Understanding of the Economics of Sustainability

In a consumer-oriented culture, decisions are made based on what is marketed but often the connection between purchase decisions and social and environmental outcomes are poorly understood. Young people are often the most vulnerable. They inherit pre-existing frameworks of economic systems that may not be consistent with the emerging issues and related attention required. This presentation will focus on the role of economic education in enabling responsible choices for financial, environmental and social good. Sustainability is a topic that is being embedded within the New York public school system. This session provides several suggestions for furthering sustainability education efforts.

**PRESENTER(S):** Madhavi Venkatesan, Northeastern University

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



## CONCURRENT SESSION J

2:20 PM – 3:10 PM

**LOCATION:** SALON A

## News-Worthy Economics

News-worthy events occur on a daily basis. Economic principles can be applied to current economic events. We must seek out the news and educate ourselves and our students. We cannot assume that our students take time to inform and educate themselves on current economic events. Economics is one of those great disciplines that can literally be applied to any topic. The economic data and stories provided in the textbooks are useful, but they become outdated rather quickly. Join Kristen as she takes you through her process of researching and incorporating articles and podcasts to help better educate and engage students.

**PRESENTER(S):** Kristen Zaborski, State College of Florida

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON B

## Using Shark Tank to Teach Economics and Entrepreneurship

Create your own Shark Tank competition. The "Sharks" in this simulation are the students themselves who have limited resources (loanable funds) to satisfy the unlimited wants of their entrepreneurial classmates. Business plans, power points, and elevator clips need to be created and presented to gain funds for their business ventures.

**PRESENTER(S):** Douglas Young, The Wiser Choice

**AUDIENCE:** K-12 Educators

**GRADE:** [Middle](#) and [High School](#)



**LOCATION:** SALON C

## What do Zombies, The Stock Market and Energy Bar Entrepreneurs have in Common? Economics, Of Course!

Teaching the economics of zombies, stock market portfolios, and how to be an energy bar entrepreneur will invigorate your high school economics classroom. Come join us to learn how to entertain and educate your students with lesson plans that use cooperative learning, presentation skills, music and popular media. We have lesson plans to share with you! The proposed lesson plans have been aligned to meet New York Social Studies and Economics Standards.

**PRESENTER(S):** Jean McKnight-Guymon, Cienega High School | Jana Franz,

Vail School District

**AUDIENCE:** K-12 Educators

**GRADE:** [High School](#)



# CONFERENCE EXHIBITORS

**The Association for Financial Counseling and Education® (AFCPE®)**  
[www.afcpe.org](http://www.afcpe.org)



The Association for Financial Counseling and Education® (AFCPE®) is the nationally recognized leader in financial counseling, coaching and education. Bringing together research, education and practice, we support the profession through comprehensive training, professional development and high-quality resources to help improve the economic well-being of individuals and families worldwide.

**Ally.com**  
[www.ally.com](http://www.ally.com)



Ally Financial Inc. (NYSE: ALLY) is a leading digital financial services company and a top 25 U.S. financial holding company offering financial products for consumers, businesses, automotive dealers and corporate clients. Ally Bank, the company's direct banking subsidiary, offers an array of banking products and services.

**Bank of America**  
[www.bankofamerica.com](http://www.bankofamerica.com)



Bank of America has partnered with Khan Academy to create BetterMoneyHabits.com, a new way to learn the "why" and the "how" behind personal finance and we believe our collaboration with Khan Academy will help you put that knowledge into practice more effectively than ever before. This website features videos on understanding credit, home buying and saving & budgeting.

**BizKid\$**  
[www.bizkids.com](http://www.bizkids.com)



BizKid\$ is a national financial literacy and youth entrepreneurship initiative whose foundation is a national PBS television series. It has a robust website with lesson plans for upper elementary, middle school and high school (some in Spanish), national and state mapping for all lessons, business and budgeting tools for kids and video games where kids can learn while their having fun. BizKid\$ has received national recognition for its outstanding content in all areas.

**Bureau of Economic Analysis**  
[www.bea.gov](http://www.bea.gov)



The Bureau of Economic Analysis is the world's trusted, impartial source of comprehensive data about the U.S. economy. BEA's economic statistics, free and accessible to all, inform decision making by businesses, entrepreneurs, consumers and governments.

**Tween/c21 Publishing**  
[www.c21publishing.com](http://www.c21publishing.com)



C21/Tween Publishing is a small indie provider of college readiness elective and enrichment programs. We know that true college and career readiness is more than mastery of content. Our mission? We identify gaps to C&CR and design curriculum to bridge those gaps. Our resources apply across all areas of the curriculum with skills that transcend grade levels, making a tangible difference in students' college readiness.

**Cengage/National Geographic Learning**  
[www.ngl.cengage.com](http://www.ngl.cengage.com)



National Geographic Learning, a part of Cengage, provides quality PreK-12, Academic, and Adult Education instructional solutions for reading, science, social studies, mathematics, world languages, ESL/ELD, Advanced, Honors, & Electives, Career and Technical Education, and Professional Development. See our new catalog at NGL. [Cengage.com/catalogs](http://Cengage.com/catalogs).

**University of Arizona/Center for the Philosophy of Freedom**  
[www.freedomcenter.arizona.edu](http://www.freedomcenter.arizona.edu)



The Center for the Philosophy of Freedom's mission is to promote the understanding and appreciation of the ideals of freedom and responsibility along four dimensions: published research, undergraduate education, graduate education, and K-12 education. Ethics, Economy, and Entrepreneurship is a dual enrollment course offered to high school students through the University of Arizona.

**CentSai**  
[www.centsai.com](http://www.centsai.com)



CentSai.com is a unique free platform that teaches its millennial readers financial wellness through story-telling. We are both a social platform focused solely on financial wellness, and a digital community that brings millennials, financial experts and brands together. We believe that storytelling is the most effective way of teaching about personal finance. That is why our blogs, written by fellow millennials and experts, will resonate. Our robust team of writers, contributors and editors is only the starting point of the conversation.

**Council for Economic Education**  
[www.councilforeconed.org](http://www.councilforeconed.org)



The Council for Economic Education (CEE) is the leading organization in the United States that focuses on the economic and financial education of students from kindergarten through high school—and we have been doing so for nearly 70 years. Our goal is to reach and teach every child to create a more informed citizenry capable of making better decisions as savers, investors, borrowers, voters, and participants in the global economy. We do this by educating the educators: providing the curriculum tools, the pedagogical support, and the community of peers that instruct, inspire, and guide.

**The DBQ Project**  
[www.dbqproject.com](http://www.dbqproject.com)



The DBQ Project is a publisher of high-quality writing resources and provides professional development support to districts nationwide. We help teachers implement rigorous writing and thinking activities with students of all skill levels, grades 4-12. The DBQ Project offers materials in print and digital formats in History, Literature, Geography, Economics, and Civics and provides professional development training and support to schools and districts nationwide.

**EVERFI**  
[www.everfi.com](http://www.everfi.com)



Together with a network of 20,000+ schools and hundreds of partners who share our mission, EVERFI delivers engaging digital resources at no cost to help equip students with critical skills for success beyond the classroom. Web-based programming empowers students to become the stewards of their financial futures through game-based activities, simulations, animations, and video. Educators can track student progress on their Teacher Dashboard and can access offline lesson plans, supplemental question sets, and vocabulary resources, in addition. Stop by to gain access today!

**Federal Deposit Insurance Corporation**  
[www.fdic.gov/education](http://www.fdic.gov/education)



Consumers, bankers and community service providers can use free Money Smart tools to teach or learn about basic financial topics. Money smart is also available for different age groups and in nine different languages. Another Money Smart program helps new and aspiring entrepreneurs understand business financial basics.

**Federal Reserve Bank**  
[www.federalreserveeducation.org](http://www.federalreserveeducation.org)



The Federal Reserve Bank is dedicated to enhancing the economic and financial literacy of youth across the United States with effective educational programs and resources for educators and students. Resources available through the Federal Reserve include teacher workshops, onsite tours, classroom curricula, and other tools to provide both teachers and students applicable classroom knowledge about the Federal Reserve System and related concepts of economics and personal finance.

**Federal Reserve Board's U.S. Currency Education Program**  
[www.uscurrency.gov](http://www.uscurrency.gov)



The U.S. Currency Education Program (CEP) is responsible for ensuring that users of U.S. currency around the world have access to education, training, and information about Federal Reserve notes. The U.S. Currency Education Program (CEP) offers free hard-copy and digital resources on U.S. currency. We provide an online training course, animated videos, information on the history of money in the U.S., and much more. Check out all our resources on [www.uscurrency.gov](http://www.uscurrency.gov)!

Friday 11:10 AM – 6:00 PM and Saturday 9:00 AM – 12:00 PM  
 CONFERENCE EXHIBITORS



## The Foundation for Teaching Economics (FTE)

[www.fte.org](http://www.fte.org)



The Foundation for Teaching Economics is a nonprofit organization that has been providing Economic Education professional development opportunities and free curriculum materials for over thirty years. The focus of FTE programs is teachers in the middle and high school level. FTE has worked with many Centers and Councils across the country as well as school districts and individual schools. We provide a variety of university credit professional development opportunities.

## Funding the Future

<http://coss.fsu.edu/stavros>



Funding the Future, a nationally recognized 501(c)3 nonprofit organization, presents an innovative solution to the growing financial literacy issue across the United States by teaching financial literacy to students. Our mission is to teach financial literacy to every student in America! We engage them with a live concert, inspire with the musicians' personal stories, and encourage critical thinking during a spirited Q&A. They learn how to harness money as a tool to succeed, achieve dreams and change lives. Teaching young people to make smart financial decisions now leads to a better shot at success in the future!

## Stavros Center at Florida State University

[www.fundingthefuturelive.org](http://www.fundingthefuturelive.org)



Gus A. Stavros Center

The Center is a member of the Council for Economic Education, and as a Council member, assumes responsibility for furthering economic education both in schools and among community groups in its service area.

## HowTheMarketWorks, Stock-Trak, Inc.

[www.howthemarketworks.com](http://www.howthemarketworks.com)



HowTheMarketWorks.com is owned by Stock-Trak Inc., the leading provider of educational stock market games and stock market contests. HowTheMarketWorks is the #1 FREE, real-time, streaming stock market game that is used by over 350,000 individuals and 10,000 high school and middle school classes each year. This site has all you need to learn How The Market Works: Quotes, Charts, Wall Street Analyst Ratings, Company News & Financial Statements, Trading Ideas, Videos, Glossaries, Financial Calculators, Lesson Plans and more.

## Marginal Revolution University (MRU)

[www.mruniversity.com](http://www.mruniversity.com)



Marginal Revolution University (MRU) is a library of free online economics education videos taught by leading economists in their fields. Students can test their knowledge with practice questions and teachers can find and share teaching resources.

## MobLab

[www.moblab.com](http://www.moblab.com)



MobLab is an educational technology startup focused on bringing interactive markets and games to economics, management and the social sciences in general, both in and out of classrooms. MobLab offers a suite of interactive games and surveys, from its cloud service, covering a wide range of social and economic topics. Students can participate using Android and iOS mobile devices as well as laptops from anywhere at any time. Learning becomes immersive. Instructors can conveniently configure, run, monitor and analyze game activity all from the instructor console. Teaching becomes engaging and data driven.

## My Classroom Economy | Vanguard

[www.myclassroomeconomy.org/](http://www.myclassroomeconomy.org/)



My Classroom Economy is a program that enables any educator to teach children financial responsibility through fun, experiential learning. It's a simple classroom economic system based on the idea that students need to earn school "dollars" so that they can rent their own desks. By bringing real-world scenarios into the classroom, students see the impact of their decisions to save, spend, and budget. You may download and copy any materials for use in your classroom. There is no charge to use our materials. Some items can be personalized: On the job offer form, for example, you can fill in the blanks onscreen and print an individual offer for each of your students. If a school lacks the resources to print or copy materials from this site, they may order copies online. Vanguard will mail you individual items you choose or the complete kit for the grade you teach.

## National Credit Union Administration

[www.MyCreditUnion.gov](http://www.MyCreditUnion.gov)



The mission of the NCUA is to provide, through regulation and supervision, a safe and sound credit union system, which promotes confidence in the national system of cooperative credit. Learn more about NCUA's mission, culture, values and how we ensure millions of Americans can safely and confidently use credit unions for their financial needs.

## National Endowment for Financial Education (NEFE)

[www.hsfp.org/econ](http://www.hsfp.org/econ)



The National Endowment for Financial Education (NEFE) is a private nonprofit 501(c)3 organization dedicated to inspiring empowered financial decision making for individual and families through every stage of life. As a public service since 1984, NEFE has provided noncommercial, credible resources to help educators and community volunteers empower others with skills for sound financial decisions.

## NextGen Personal Finance

[www.sngpf.org](http://www.sngpf.org)



Next Gen Personal Finance (NGPF), a non-profit, curates and creates the best FREE resources on the web and has quickly become the "one-stop shop" for thousands of educators in all 50 states. NGPF believes that all young people deserve a free and high-quality education to improve and expand their financial capability.

## The SIFMA Foundation

[www.sifma.org/foundation](http://www.sifma.org/foundation)



The SIFMA Foundation is dedicated to fostering knowledge and understanding of the financial markets for individuals of all backgrounds, with a focus on youth. Drawing on the support and expertise of the financial industry, the SIFMA Foundation provides financial education programs and tools that strengthen economic opportunities across communities and increase individuals' access to the benefits of the global marketplace.

## U.S. Securities and Exchange Commission

[www.sec.gov](http://www.sec.gov)



The mission of the SEC is to protect investors; maintain fair, orderly, and efficient markets; and facilitate capital formation. The SEC strives to promote a market environment that is worthy of the public's trust.

## Hands on Banking | Wells Fargo

[www.wellsfargo.com/](http://www.wellsfargo.com/)



The Hands on Banking® online learning center offers resources for anyone who wants to learn more about money management. Our financial articles can help you find answers to your questions, from budgeting tips to buying a home, to improving your credit. Our self-directed courses take you in depth to improve financial literacy at each stage of life. We also offer classroom resources for educators. Together, we'll help you and your family take charge of your financial future.

## W!se

[www.hsfp.org/econ](http://www.hsfp.org/econ)



w!se's innovative and exciting programs empower students with the essential skills and experiences they need to participate fully in our increasingly complex global economy.

w!se has the expertise and experience to succeed; a long-standing reputation for quality programs, materials and professional services, and strong relationships with schools, teachers, and the private sector. Central to our success is meaningful evaluation of our programs and their results.

## Young Investors Society

<http://yis.org>



Young Investors Society (YIS) is a 501(c)3 non-profit organization that gives high school students a unique opportunity to learn fundamental, long-term investing in an exciting and interactive way. It is traditionally run as an after-school club directed by amazing high school teachers who recognize the importance of financial literacy. The club experience was developed by some of the best investors and university professors in the industry.

CONFERENCE EXHIBITORS  
Friday 11:10 AM – 6:00 PM and Saturday 9:00 AM – 12:00 PM



# Assurant Cares.

**In everything we do, we remember that people count on us.**

The Assurant Foundation is proud to support financial education in schools nationwide.

We believe in teachers and the life-changing impact they can have on their students. Through our partnership and support of the Council for Economic Education, we know that teachers receive valuable resources and professional development opportunities.

Thanks for all that you do to further financial understanding and build brighter futures.



**ASSURANT®**

[www.assurant.com](http://www.assurant.com)

# 21<sup>ST</sup> CENTURY TOOLS

## FOR 21<sup>ST</sup> CENTURY LEARNING

### Online Personal Finance Games

Online personal finance games for high school students—Gen i Revolution

### Online Interactive Resources

Hands-on approach to teaching that is relevant to how students learn in today's classroom

**econedlink**

CEE'S EDUCATOR GATEWAY FOR ECONOMIC AND PERSONAL FINANCE RESOURCES



COUNCIL FOR  
**Economic  
Education**

### Online Assessment Center

Real-time data and measures of student knowledge and understanding of economic and personal finance concepts

### Online Professional Learning

Professional development opportunities for educators, including video demonstrations and webinars

# PRESENTERS

	LAST NAME	FIRST NAME	PAGES(S)
<b>A</b>	Ahlstrom	Laura	29
	Amagir	Aisa	36
	Anderson	Curt	37
	Asarta	Carlos	27
	Askari	Minoubanu	35
	Ayers	Cheryl	38
<b>B</b>	Bacon	Scott	35
	Baptise Harris	Jacqueline	37
	Bates	Meg	38
	Bennett	Jeannette	34
	Bentivegna	Michele	36
	Bertelsen	Kris	29
	Biernacki	Ashley	37
	Bird	Megan	38
	Blanc	Iris	26
	Booth	Rebecca	29
	Bosshardt	William	33
	Boyd	Gina	15, 32
	Branham	Chelsey	35
	Brooks	Margaret	27
	Brueckner	Sebastian	38
	Bryant	Sara	35
	Bujara	Chris	31
	Burkey	Brett	15, 30
<b>C</b>	Caceres - Santamaria	Andrea	31, 33
	Calhoun	Deirdre	38
	Cannon	Chris	27
	Caro	Ana	32
	Castillo	Rosanna	33
	Channell	Geanie	37
	Cheo - Isaacs	Catherine	30
	Clark	Michael	37
	Conrad	Courtney	31
	Cude	Brenda	28
<b>D</b>	Damasio	Bruce	28, 32
	Davidson	Jennifer	33
	Davidson	Andy	39
	Day	Stephen	32
	Decker	Ryan	30
	DeMello	James	29
	Dickes	Lori	37
	Dillard	Bernard	33
	Dituri	Phillip	39
	Dudley	William C.	15
<b>E</b>	Ellis	Isa	34
	Eyzaguirre	Hugo	35
<b>F</b>	Falatko	Florence	36
	Fariña	Carmen	15
	Ferrarini	Tawni	36
	Finley	Sarah	26
	Fischer	Theresa	31
	Fitzgerald-Hill	Kristin	32
	Flowers	Barbara	34, 37
	Fox	Rebecca	34
	Franz	Jana	39
	Frost	Shelby	26

	LAST NAME	FIRST NAME	PAGES(S)
<b>F</b>	Fuhrhop	Vicki	37
<b>G</b>	Garber	Staci	29
	Geerling	Wayne	31
	Geffen	Amy	33, 37
	Gherman	Matthew	26
	Goldmark	Alex	28
	Gotchet	Kevin	31
	Gray	Barbara	28, 30
	Gruber	Jonathan	31
	Gunn	Sarah	32
	Gupta	Charu	26
	Guzman	Gloria	30
<b>H</b>	Happ	Roland	35
	Harter	Cynthia	33
	Hattery	Lynn	33
	Heath	Julie	28
	Henney	Debbie	36
	Henning	Mary Beth	28, 36
	Hill	Andrew	17, 27, 35, 37
	Holder	Kim	30, 31, 34
	Hundhausen	Andreas	35
<b>I</b>	Ingram	Julie	27, 38
<b>J</b>	Jayaraman	J.D	29
	Jennings	Amanda	33
	Jones	Leslie	30
	Jones	Holly	31
	Jones	John	30
	Johnston-Rodriguez	Sarah	28
	Joseph	Johnathan	31
<b>K</b>	Keenan	Casey	36
	Kirts	Megan	37
	Kizer	Susan	30
	Koblner	Beth	15
	Kramer	Doug	37
<b>L</b>	Lee	Amy	34, 35
	Lerch	James	37
	Ling	Hua Loon	33
	Littrell	Rita	26, 34
	Long	Graham	31
<b>M</b>	Mace	Lesley	30, 32
	Marley-Payne	Jack	39
	Marri	Anand	31
	Masters	Marsha	29, 37
	Mateer	G. Dirk	31
	Maxcy	Rebecca	26, 32, 38
	McCormick	Maureen	32
	McKnight-Guymon	Jean	39
	McMullen	Cindy	37
	Mendez-Carbajo	Diego	19, 28, 32, 35
	Menfi	Andrew	36
	Meszaros	Bonnie	31
	Mortimer	Melanie	31
	Mulcaire	Susan	27
<b>N</b>	Narker	Sherilyn	30
	Norton	Doug	28
<b>O</b>	Opderbeck	Ted	37

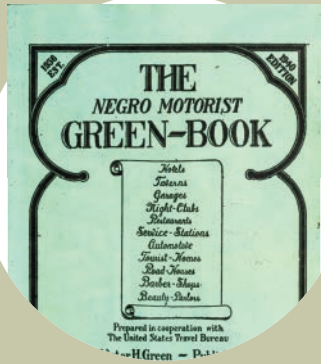
	LAST NAME	FIRST NAME	PAGES(S)
<b>O</b>	O'Rourke	Collin	26
	Overton	Rosilyn	29
<b>P</b>	Peate	Mary Clare	28, 34
	Perkis	David	26
	Poore	Mike	29
<b>Q</b>	Quittman	Louisa	30
<b>R</b>	Ranzetta	Tim	34
	Raymer	Mike	29
	Reilly	Susan	32
	Rivera	Ruben	39
	Rose-Holston	Kristina	30
	Ross	Matthew	29
	Rousu	Matthew	28
	Rush	Martha	33, 36
<b>S</b>	Russell	Mia B.	30
	Sasser	Sue Lynn	26, 35
	Schlösser	Hans Jürgen	35
	Schmidt	Robert	32
	Schürkmann	Susanne	35
	Sharkey	Susan	28
	Shaw	Jamie	26
	Shearer	Debbie	37
	Smirnova	Natalia	37
	Standish	Aaron	26
	Stiglbauer	Amanda	37
	Stone	Gary	28
	Stover	Lynne	26, 29
	Suiter	Mary	31, 34
	Swartzfager	Selena	2, 31
	Swinton	John	20, 33
<b>T</b>	Tanglao	Gabriel	30, 37
	Taunton	Jennifer	38
	Taylor	Lisa	36
	Taylor	Michelle	27
	Tiberi	Mario	35
	Trinder	Jill	33
<b>V</b>	Vancil	Virginia	38
	Venkatesan	Madhavi	39
<b>W</b>	Walker	Christy	37
	Wenndt	Linda	35
	Williams	Princeton	30
	Wilcox	James	34
	Wolf	Gigi	27
	Wolla	Scott	26, 28, 32
<b>Y</b>	Yetter	Erin	31
	Young	Douglas	15, 27, 39
<b>Z</b>	Zaborski	Kristen	39
	Zartman	Todd	37
	Zaval	Tracey	34
	Zee	Elena	28
	Zlomke	Phil	34



# CEE PREDICTS THE NEWS

Social unrest, cyberattacks and natural disasters are making headlines in 2017. The Council for Economic Education (CEE) – in prescient fashion – has already been educating K-12 teachers on the implications for and context of these issues and events.

The teacher workshops, webinars and lesson plans below are just an example of the efforts put forth by CEE to help students understand these situations.



**Driving through Jim Crow (Teacher Workshop)** – How do we as a country process the civil unrest in St. Louis and Charlottesville? Answering that question requires historical context. This workshop explores the era of Jim Crow and the discrimination of African Americans in our country.

**Cybersecurity and Economics: Protecting Your Identity Online (Lesson Set, Webinar)** – With cyber-attacks and hacks increasing, it's essential for students to develop intelligent online behavior. In this lesson, students learn the do's and don'ts of going online through the fairy tale of Little Red Riding Hood.



**Natural Disasters in Children's Literature (Lesson Set, Webinar)** – The impact of Hurricanes Harvey, Irma and Maria was devastating from both a personal and economic standpoint. These lessons help our students understand the economic consequences of these types of natural disasters.

# NATIONAL *Personal* **FINANCE** *Challenge*

You can't read the news without seeing why a fundamental understanding of economics and finance is so important to the future of our youth and our country. The **National Personal Finance Challenge** provides students with an exciting and motivating opportunity to build, apply and showcase their knowledge of this important subject. And it provides teachers with the opportunity to give their students essential tools to create financial stability and economic opportunity.

Students across the country compete on the state level, with state winners advancing to the National Finals. By participating in the **National Personal Finance Challenge**, your students will:

- Have the chance to win cash prizes
- Experience teamwork and cooperation
- Expand their knowledge of personal finance

*Create Your Team Today*  
<https://financechallenge.unl.edu/>



COUNCIL FOR  
**Economic  
Education**

*You're never too young to learn about money*



A public service  
provided by



# Helping them prepare for financial success



It's never too soon to teach the importance of saving, and to show our commitment, Wells Fargo has developed a free, financial education program to make learning about saving easy. *Hands on Banking*<sup>®</sup> helps take learning to the next level.

**Wells Fargo proudly sponsors the 56th Annual Financial Literacy & Economic Education Conference.**

To find out more, stop by and talk with a banker today, or visit [handsonbanking.org](http://handsonbanking.org).

[wellsfargo.com](http://wellsfargo.com)

© 2017 Wells Fargo Bank, N.A. All rights reserved. IHA-21255

Together we'll go far



## Presenting Sponsor



Sponsored by



## Gold Sponsor



## Teacher Champion Sponsor



## Teacher Leader Sponsor



## Teachers' Breakfast Sponsor



## Council Directors Breakfast Sponsor



## Teachers' Luncheon Sponsor

Thank you to the **Federal Reserve System** for their ongoing partnership with the Council for Economic Education.

## New York City Commuter Teacher Bundle Sponsorship



## Teachers' Roundtables Sponsorship



The Council for Economic Education (CEE) is the leading nonprofit organization in the United States that focuses on the economic and financial education of students from kindergarten through high school, and we have been doing so for nearly 70 years. We do this by educating the educators: providing the curriculum tools, the pedagogical support, and the community of peers that instruct, inspire, and guide. All resources and programs are developed by educators and delivered by CEE's national network of Affiliates—over 240 across the country.



**COUNCIL FOR  
Economic  
Education**

*You are never too young to learn about money*

122 East 42nd Street, Suite 2600,  
New York, NY 10168

p. 212-730-7007 | f. 212-730-1793

[www.councilforeconed.org](http://www.councilforeconed.org)