



THE GEORGIA COUNCIL ON ECONOMIC EDUCATION

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GCEE: Preparing Students for a Globally Interdependent World

The **mission** of the Georgia Council on Economic Education (GCEE) is to help teachers teach economics in the public and independent schools of Georgia. The **vision** of the Council is of students leaving school prepared for their economic roles as workers, consumers, citizens and lifelong decision makers in a globally interdependent world.

The Georgia Council fulfills its vision and mission by offering teacher training through interactive, activity-based workshops available to K-12 teachers across the state.

Because part of its focus is to help the students of today be productive citizens in a globally interdependent world, the Council has always put a focus on international economics. Over the years, the workshop content has transitioned from broad international topics to those that are more region-based to lessons that are now more country specific. The bulk of its international offerings are aimed at the middle grades.

"As children living in the 21st century who will live their adult working lives in a global economy, learning the basics of international economics is critical, especially at the middle school level," says Dr. Glen Blankenship, GCEE Senior Program Consultant. "Grades six and seven are

the only grade levels in Georgia's K-8 curriculum that are not focused on United States history. In the K-12 context, if students don't learn it during the sixth and seventh grades, they could graduate from high school with limited exposure to international trade."

In order to continue to provide teachers with ongoing economic content and teaching strategies that address the Georgia Performance Standards (GPS), the

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Fast Facts About GCEE:

- **Georgia Council programs are available to any teacher in any public or independent school in the state. They reach more than 70 percent of Georgia students, including more than 1 million public school students.**
- **Founded in 1972, the Georgia Council has enjoyed four decades of strong leadership from Georgia business leaders and has worked closely with education and government leaders.**
- **The Atlanta CFO Roundtable, a group of the region's top financial executives, has named the Georgia Council their "Charity of Choice."**
- **Thanks to the contributions of businesses, foundations and individuals, most of these services are provided to teachers at no financial cost to the teacher or the school system.**
- **The Georgia Council is recognized as a leader and role model among the nation's other state councils.**

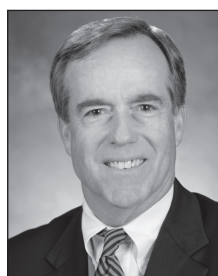
Atlanta Braves' Michael Plant to Speak at Annual Meeting



Michael Plant

Michael Plant, President of Development for the Atlanta Braves, will be the keynote speaker at the Georgia Council on Economic Education's annual meeting on May 23 at the Federal Reserve Bank of Atlanta. Jenner Wood, III, Corporate Executive Vice President and Financial Well-Being Executive at SunTrust Bank, will facilitate a Q&A format with Plant.

Plant was named to his current position in April 2016 after serving 13 years as the Braves' Vice President of Business Operations. He is responsible for overseeing all stadium operations, security, finance, personnel and special events, as well as the operations of the minor league clubs. As part of the Braves executive leadership team, Plant was instrumental in the Braves' efforts to secure SunTrust Park and its mixed-use development, and continues to manage the planning and execution of the construction projects. He joined the Braves after having served as Executive Vice President of Turner Sports.



Jenner Wood

Jenner Wood began his career with SunTrust Bank in 1975 as a member of the commercial banking training program and was elected an officer in 1977. Through the years, he has advanced through various management positions, serving as the Chairman and CEO of the Atlanta Division of SunTrust from 2001 to October 2015. In his current position, he plays a senior role in serving Wholesale Banking clients across the country as part of the company's growth strategy. He is also currently the Chair of the Metro Atlanta Chamber of Commerce.

Economics and the Atlanta Braves

What do baseball and economics have in common? Quite a bit.

The Georgia Council on Economic Education, thanks to generous funding from the Atlanta Braves Foundation and the SunTrust Bank Foundation, has developed a set of five lesson plans revolving around the Atlanta Braves and the team's upcoming move to the new SunTrust Park in Cobb County. The lesson plans, developed for high school economics teachers, cover important economic concepts and deliver them in an interactive and engaging way.

"Sports are popular with students, and almost everyone in Georgia is familiar with the Atlanta Braves," says Mike Raymer, GCEE Associate Director and Chief Program Officer. "We are offering a different approach to learning economics by giving teachers hands-on activities about topics students can easily relate to."

Lesson plans developed for this workshop include the following topics:

Saving and Investing: If you made several million dollars a year, what investment strategies would you consider for these earnings? In this lesson, students assume they have the salary of an Atlanta Braves player and learn how to invest and save for the long term by using financial products from SunTrust Bank. They learn about stocks, bonds, mutual funds and other savings products, and create an investment plan that reflects their earning situation.

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GCEE honors J. Alvin Wilbanks with its VanLandingham Award

J. Alvin Wilbanks will receive the award at the Council's Annual Meeting on May 23. Read more about Wilbanks on page 4

J. Alvin Wilbanks

2016 GEORGIA ECONOMICS TEACHER OF THE YEAR

Cary Hargett: A Passion for Teaching

When he was pursuing an economics degree at East Carolina University, Cary Hargett was motivated by the thought of making money. That goal paid off. After he graduated in 1993, he was accepted into the management training program at Foot Locker. He received a weekly salary plus commission.

"I was an excellent salesman, and made a lot of money," he says, "but it came at a price. My best customers were the local drug dealers. One day one of my customers flashed his money, and I overheard another customer's young son say, 'I want to be like him.' Those words struck me to my core."

Hargett quit his job the next week and began working two jobs as a janitor and as a sales clerk at Lowe's while trying to decide his next move. He wasn't sure what it was, but he knew he wanted a job that had meaning.

Shortly after, he moved to Pontiac, Michigan, and took a job as a substitute teacher. It took no time at all for him to realize he'd found his calling. He got his teaching certificate at Paine College in Augusta and has been teaching in high school ever since.

"I knew I wanted to teach at the high school level," he says. "I feel a real connection with teenagers."

After a year of teaching economics in South Carolina – with no textbook – he moved to Georgia in 1997 and took a job at Morrow High School teaching history and world geography. In 2007, he began teaching economics.

"Economics is one of the most vital subjects in preparing students to better understand fiscal responsibility as they transition into adulthood," he says. "It's something they will use in everyday life, and I am honored that I can explain it to them."

Hargett forgoes the traditional lecture method of teaching and instead creates a learning environment that is interactive, hands on, and fun. He uses movies such as "Larry Crowne" and "Charlie and the Chocolate Factory" to illustrate unemployment. He has a family budget activity where students are paired up, given a budget and learn how much things cost. Outside factors – such as unemployment, an unplanned pregnancy or a broken water heater – are thrown at them to demonstrate the challenges of keeping to a budget.

"Most kids are visual learners," he says. "Using real-world examples



helps them better understand the concepts and make the connection."

He has also created "Hargett's Shark Tank, based on the popular TV show, in which students come up with an entrepreneurial idea and sell it to their classmates. "This activity shows the students how entrepreneurs take the factors of production and create something consumers may want to purchase," Hargett says. "It also teaches them the importance of teamwork and how to market their products."

Those creative teaching skills have brought success to both Hargett and his students. His class scores on the economics End-of-Course Test (EOCT) have been steadily rising. In the spring of 2014, his class had an 89 percent pass rate, up from 74 percent the year before. It was the highest score that year in Clayton County. Hargett was also named the Morrow High School Teacher of the Year in the 2013-2014 school year.

Hargett comes up with some of his creative ideas on his own, but also relies on lesson plans from the Georgia Council on Economic Education. He has been attending GCEE workshops since 2007.

"Georgia Council workshops are fun, dynamic and so informative," he says. "You learn the material and then take it back to the classroom. I give them all the credit in making me a successful teacher."

Long after selling shoes to purported drug dealers, Cary Hargett has found a way to give back to the community and make an impact on young people's lives. "The most rewarding part of my job is being able to work with teenagers and see them succeed," he says. "I feel fortunate that I have a passion for teaching and love what I do."

Teacher of the Year Finalists

In addition to Teacher of the Year Cary Hargett, the Georgia Council on Economic Education recognized three worthy finalists: Dr. Joseph Haig, Cedar Grove High School (DeKalb County); Mark Leviton, Parkview High School (Gwinnett County); and Kirk Shook, North Oconee High School (Oconee County).

Preparing Students

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Georgia Council has created the following new workshops with an international focus:

Economics for Grades 6 and 7

With a general overview of international trade, teachers participate in interactive lessons designed to show the relationships found between differing economic systems, voluntary trade, trade barriers, currency exchanges, economic growth and organizations such as NAFTA, the European Union, and OPEC.

Economies in Transition

Also for sixth and seventh grade teachers, participants explore economic challenges faced by nations in various world regions such as Africa, Asia, Europe, Latin America and the Middle East.

Canada, Australia, and the US: A Common Heritage, A Shared Future

Because Canada and Australia are the only two units of study in the Georgia Performance Standards that are not taught as part of a cultural region, this workshop allows for a way to organize the standards to teach economic systems, international trade,

and economic growth/Gross Domestic Product in a comparative context.

North and South Korea: A Study in Contrasts

This program for seventh grade teachers provides a close examination of Korea in the context of the study of Asia. "There is no better comparison of diametrically opposed political and economic systems than North Korea and South Korea," says Dr. Blankenship, who created this workshop. "North Korea is the most oppressed, while South Korea is one of the most dynamic and growing systems." Topics and activities also address geography, history and civics/government.

Greece and Turkey: Should They Be In or Out of the European Union?

This workshop crosses both the sixth and seventh grade GPS with a focus on the historic ties between the countries as well as Turkey's hopes for admission to the European Union, and Greece's possible exit. "The European Union has become the world's largest international free trading zone, larger than the United States," Dr. Blankenship says. "Stress on this political and economic union is coming from two sides.

Should Greece leave? Should Turkey be admitted? Teachers learn how to look at documents and data so that students can make a recommendation."

Modern Cuba at a Crossroads

This program for both sixth grade and high school economics teachers focuses on the many changes currently occurring in the Cuban economy as that nation begins to move toward a new relationship with the United States. Teachers examine the difficulties and challenges of doing business in Cuba, Cuba's inefficient rationing system, and the impact the U.S. embargo continues to have on the U.S. and Cuban economies. Mike Raymer, GCEE Associate Director and Chief Program Officer, who developed this workshop, will also be taking a group of teachers on a study tour to Cuba at the end of May.

"Since the Council was created in 1972, international economics is the one area of study that has changed the most dramatically," says David Martin, Executive Director of the Georgia Council on Economic Education. "I am proud to say the Council is constantly adapting to those changes around the world."

Economics and the Atlanta Braves

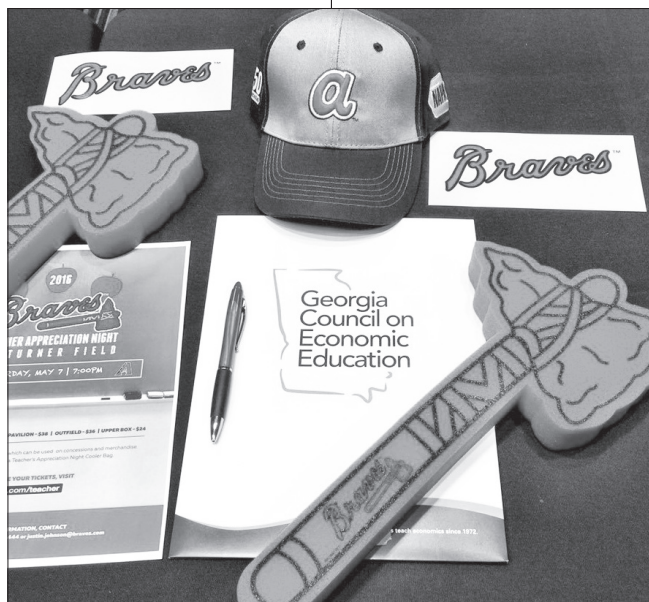
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Personal Finance: How much does it really cost to attend a Braves game? In a simulation activity, students develop a budget for a family of four going to see a Braves game at the ballpark. Students are asked to take into account the prices for tickets, parking, food and Braves merchandise.

The Role of Economic Incentives: Why are the Braves moving to Cobb County? To understand the factors that went into the decision made by the Braves to move, students take on the role of upper management in the Braves organization, and have to make the decision on whether to move from or stay at the current stadium. Posters hung around the room describe three fictional communities as well as the current downtown location, and the economic incentives each community is offering to the Braves. Based on that information, students make the decision themselves.

Supply and Demand: Why do tickets to some games cost more than others? Students try their

hand at pricing tickets in a group activity where they are given cards that name the opponent, day of the week, time of year and any promotions being given out at the game. For example, if the Braves play an unpopular team on a weeknight in the fall, ticket prices would be less than if they were playing the Yankees on a Friday night in the summer when it was "Bobblehead Night."



Economic Impact: How will Cobb County benefit from having the Braves there? Aside from the stadium, the Atlanta Braves organization is investing \$1 billion to develop the land around the new stadium. Called "The Battery Atlanta," the area is being described as a "lifestyle destination" that will have a 500-unit apartment complex, retail, business offices, restaurants and entertainment

facilities. To help students understand the economic benefits to Cobb County, they take on roles of individuals who might work or live at The Battery Atlanta, such as a waitress at Fox Bros. Barbecue or an executive at Comcast. Students are asked to examine what happens to the local economy when these individuals earn and spend their income in and around Cobb County.

These interactive, activity-based lessons are being introduced to teachers in one-day workshops that will be held over the next three years. The Georgia Council has held two workshops so far, one of which was held at Turner Field.

In addition to the lessons, teachers attending the workshops are also getting a rare opportunity to hear from Braves executives and former players. Greg McMichael, former Braves pitcher on the 1995 World Series winning team and Senior Advisor for Alumni Relations to the Atlanta Braves, has presented at the workshops about the baseball

lifestyle, how baseball players manage money, life after baseball, and has entertained questions from teachers. At the recent workshop at Turner Field, teachers were also treated to presentations from Braves Vice President of Marketing Adam Zimmerman and members of the ticketing division.

"Focusing on the Atlanta Braves, SunTrust Park, and

The Battery Atlanta is a great way to get students interested in economics," Raymer says. "The Braves play an important role in the local economy as more than a million fans go to their games each season. With this workshop we are trying to get students to look at the economic side of the Atlanta Braves."

For more information on this and other GCEE workshops, visit www.gcee.org/workshops

GCEE Extends Reach to Rural Communities

The Georgia Council's workshops are available to teachers all over the state, in any public school system or independent school. However, due to a lack of accessibility or resources, many teachers in smaller systems in the rural areas of Georgia can't get to a workshop.

Thanks to a generous grant from The Pittulloch Foundation, the Georgia Council has begun a dedicated effort to reach out to teachers in rural school systems across Georgia, offering teacher training on how to teach economics.

"Traditionally, it has been difficult to reach rural school systems because they tend to lack access to information or the resources to get teachers to workshops," says GCEE Teacher in Residence Chris Cannon, who is spearheading the effort. "With this grant from the Pittulloch Foundation, GCEE will now have the means to actively pursue opportunities with these systems."

Currently, 100 systems are being profiled and plans are being put in place to work with Regional Education Service Agencies (RESAs) and other organizations to train K-12 teachers in economics in those systems. The plan is for the workshops to begin in the fall.



Special Thanks

The Georgia Council would like to thank the *Atlanta Business Chronicle* and *Invesco* for their generous support of this insert.

GCEE Workshop Examines Manufacturing in America

In February, the Georgia Council introduced a workshop entitled "**American Made Movie,**" based on a documentary by the same name, made by two Gwinnett County filmmakers. The documentary focuses on the changing manufacturing base in the United States and the relationship between consumers, producers, and international markets as well as its impact on state and local economies.

The Council program staff, along with Dr. Joe Feinberg, Associate Director of the Georgia State University Center for Business and Education, developed eight lesson plans to accompany the video. The workshop, funded by a grant from the Georgia Foundation for Public Education, was created for high school economics teachers.

The lesson plans cover the history of manufacturing, entrepreneurship, the relationship between business and government, free trade protection and consumerism, as well as profiles of several companies who have either made the decision to manufacture their products overseas or stay in America. Teachers also receive a DVD of "American Made Movie," and clips from the documentary are embedded into each lesson plan.

Three workshops have been held so far, and the culminating activity will be a June bus trip across Georgia that will take teachers to multiple manufacturing facilities including Hoshizaki, YKK, Gulfstream, Flowers Bakeries, Mitsubishi, and Erdrich.



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A Lifetime of Leadership

GCEE honors Gwinnett's J. Alvin Wilbanks with its VanLandingham Award

Just a few weeks before he was headed off to study at the University of Georgia, J. Alvin Wilbanks made a decision that would steer his path for the rest of his adult life: He decided to major in education.

"I admired my teachers," says Wilbanks, now superintendent of Gwinnett County Public Schools. "They seemed to enjoy teaching and helping students, and they were good role models. I thought it would be a good profession for me."

After earning his degree from UGA, he began teaching industrial arts at Tucker High School in DeKalb County. But as much as he enjoyed teaching, he would only be in that position for three years. He was offered the assistant principal position at the school, an opportunity that started him on an upward trajectory in administration.

His career in education has spanned over 50 years. The last 20 have been at the helm of Gwinnett County Public Schools, a tenure that makes him the longest serving active superintendent in the state. Wilbanks has seen the system through explosive growth. Under his leadership, the Gwinnett system doubled in size, from 88,000 students in 74 schools in 1996 to 176,000 students in 136 schools today, making it the largest school system in Georgia and the thirteenth largest in the nation.

In celebration of his lifelong work in education, the Georgia Council on Economic Education is recognizing J. Alvin Wilbanks with its highest annual honor, the William J. VanLandingham Commitment to Education Award.

"Gwinnett County Public Schools has been fortunate to have the steady hand of strong leadership in Superintendent Wilbanks, who has overseen unprecedented growth and dramatic change during his tenure," says Dr. David Martin, the Executive Director of the Georgia Council on Economic Education. "His commitment to ensuring that students understand the basics of business, economics, entrepreneurship and personal finance has been unshakable."

In the 1980s, Gwinnett County was routinely heralded as the fastest-growing county in the nation. When he came on board in 1996, school enrollment was inching up each year, and continued growth was expected. But no one saw the population explosion that occurred in the early years of his tenure. "From 1999 to 2007, we were admitting as many as 6,000 new students a year," he says. "We had no idea it would happen that fast."

To accommodate the growth, Wilbanks faced the challenge of building new schools or adding on to existing ones, filling them with qualified administrators and teachers, and finding the money to accomplish those goals.

"Growth itself creates challenges," he says, "in budgets, recruiting and building schools fast enough to keep up with enrollment." At one point, the system was using 1,900 portable classrooms as a temporary measure, and Wilbanks jokes that Gwinnett County was "the largest trailer park in the country."



J Alvin Wilbanks

Wilbanks was supremely focused on ensuring that the quality of education improved through the expansion. "We had to make sure we were teaching all students at a level where they would be successful in school and post-secondary education," he says.

The 2009 recession slowed Gwinnett's population explosion, and now the system is growing annually at a slower but steady rate. Still, challenges remain. The demographics of the county have changed – with increases in the number of students who don't speak

English and those with special needs, and with more participating in the free and reduced lunch program.

"The process of educating and engaging all students is still a challenge," Wilbanks says. "Many students come to school unprepared. They are at all levels in the classroom, which can be demanding and taxing on a teacher. We've never been more poor or more diverse; however, we are still educating students to high levels."

Despite the challenges, Wilbanks says he's seen many improvements in education during his career. He believes colleges and universities are doing a better job preparing teachers to teach, so they are coming to schools better trained. Teachers are now aided by technology that not only helps them teach, but also makes learning more engaging and interactive for today's students.

In 2005, Wilbanks was named Georgia Superintendent of the Year and was a finalist for National Superintendent of the Year. He was also honored as the Gwinnett Chamber of Commerce's Citizen of the Year. The system is a three-time finalist and two-time winner of the prestigious Broad Prize for Urban Education, which honors urban school districts making the greatest progress nationwide in raising student achievement and reducing achievement gaps. Governors and the U.S. Secretary of Education have called on his expertise in crafting significant education reform legislation at the state and federal levels.

Wilbanks credits his success to the quality of people who work in the school system. "The teachers, administrators and staff who come to work every day are our greatest resource," he says. "Because of them, we are able to provide an effective, quality education in Gwinnett County."

In May, more than 11,000 students will graduate from public high schools in Gwinnett County. As they head out to make their mark on the world, Wilbanks takes pride in the fact those students will have a good education. It's what keeps him coming to work every day.

"Education is still an area where you can make a difference," he says, "and a good education can help shape a person's quality of life, create a successful family and provide a productive workforce."

The untold thousands of Gwinnett County students who have come to enjoy such a life can assign some credit to their public education – and the man who was so influential in shaping it.

Georgia Council's Leaders



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The VanLandingham Award

The William J. VanLandingham Commitment to Education Award was created in 1993 to recognize the long-time commitment of Bill VanLandingham (1937-1993) to education in general and to the Georgia Council on Economic Education in particular.

Award criteria include a long-term commitment to education in a variety of settings. Past winners include John E. and Susan W. Wieland, John L. Clendenin, Charles D. Hudson, Oz Nelson, Zell Miller, Michael H. Mescon, Ann Wilson Cramer, Elridge McMillan, Lee Burge, Johnny Isakson, Herman Russell, H.G. "Pat" Pattillo, James Blanchard, David Ratcliffe, Sunny Park, Barbara King, Frank Troutman, Phil Jacobs, Tom Upchurch, Neil Shorthouse, Curley Dossman, Jr., and Pat Willis.