



FEDERAL RESERVE BANK *of* NEW YORK

College Fed Challenge Liberty Street Division

Program Guidelines and Tips to Succeed

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Agenda

- About the College Fed Challenge
- Competition Guidelines
- Other Rules & Guidelines
- Code of Conduct
- Scoring
- Tips to Succeed



About the CFC

Goals of the program:

- Increase understanding of the Federal Reserve's role in setting U.S. monetary policy and ensuring financial stability;
- Promote interest in economics as a subject for study and the basis for a career.



About the CFC

- Each team gives a 30-minute presentation consisting of two parts to a panel of judges:
 - a. Presentation on the economy (15 minutes)
 - b. Q&A session (15 minutes)



About the CFC

Presentation on the economy (15 minutes)

Each team's presentation must:

- address current economic conditions;
- forecast near-term changes in economic and financial conditions of critical importance to monetary policy (such as unemployment, inflation, and output);
- identify possible economic, financial, and international issues that might present either positive or negative risks to the economy; and
- recommend a monetary policy response



About the CFC

Q&A session (15 minutes)

There will be a Q&A session immediately after the presentation on economic conditions. Judges may take different approaches in how questions will be phrased but the questions themselves will focus on the data and policy recommendation presented by the team. Some examples:

- Hypothetical questions, like "Suppose GDP declined for the next two quarters; how would that change your monetary policy recommendation?"
- Fed-related questions, such as "Should the Fed have a specific inflation target and, if so, should it make that target explicit?"
- Questions about the included charts



About the CFC

CFC 2017 Important Dates

	First Round	Semi-Finals and Finals
Date	Tuesday, Oct 31	Tuesday, Nov 14
Time	8:00 am - 5:00 pm	8:00 am - 5:00 pm

- Please let us know if you won't be able to participate by September 30
- If your team has preferred presentation time (AM or PM) because of travel schedules, please send email request to us by September 30

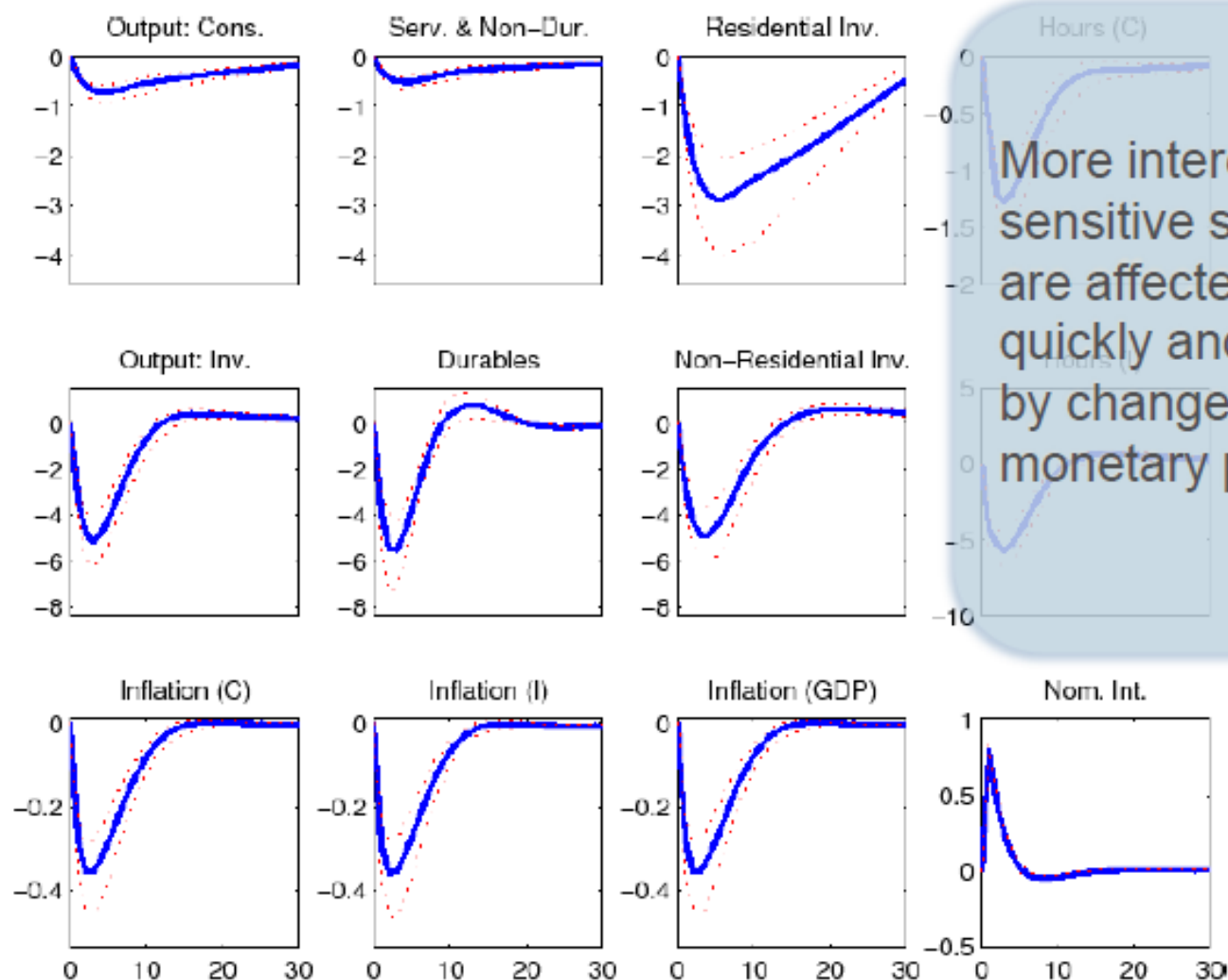


Competition Guidelines

- Teams will be sending their prepared presentation to Education staff by email one week prior to their competition day to give more time for judges to assess the team's presentation and offer more comprehensive feedback
- Slides of the presentation must include some text to create the narrative of the team's analysis and monetary policy recommendation
- The next two slides are an example of the above guideline



Interest rates have diverse and lagged impacts

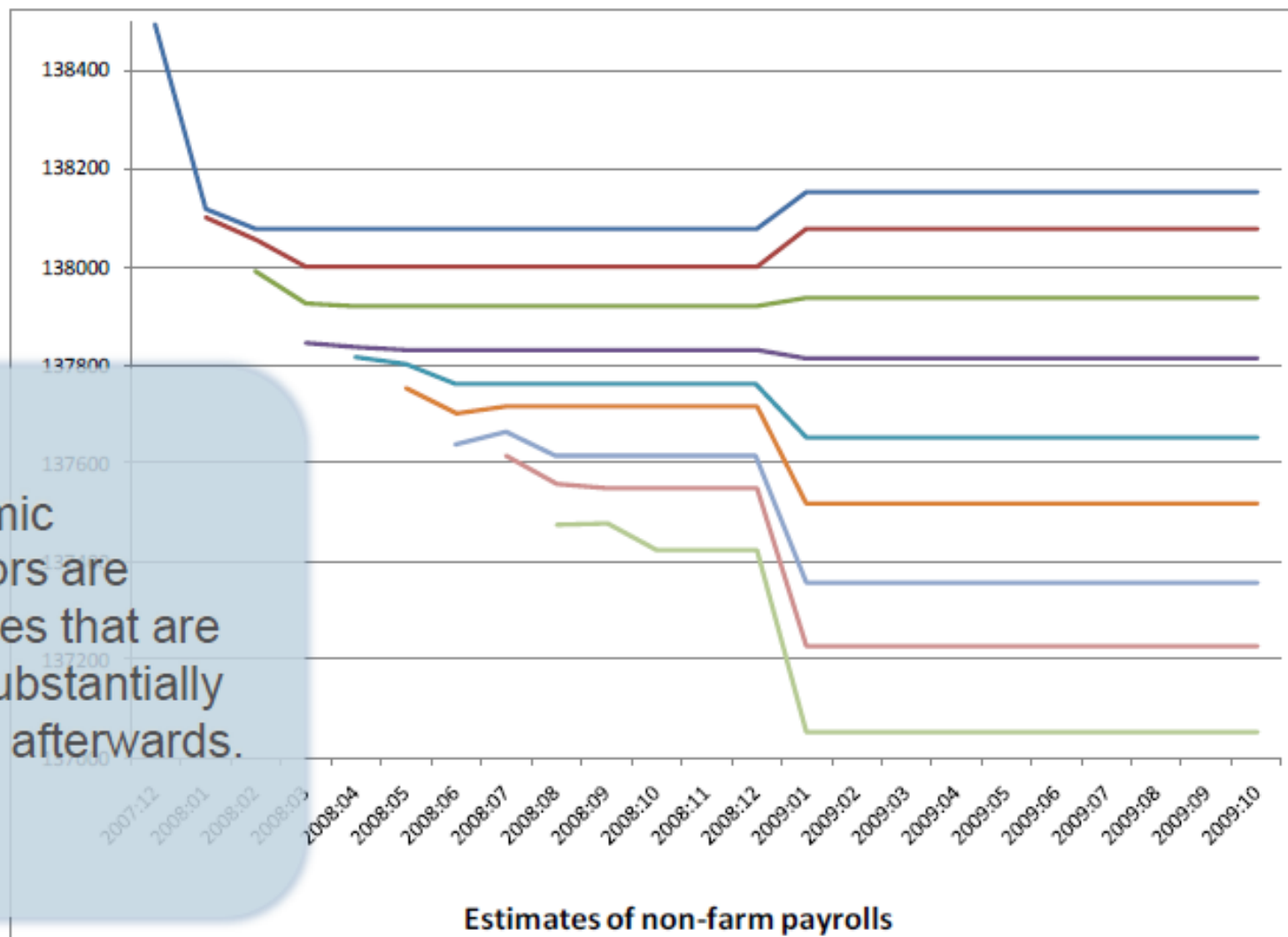


Source:

Documentation of the Research and Statistics Division's Estimated DSGE Model of the U.S. Economy: 2006 Version
Rochelle M. Edge, Michael T. Kiley, and Jean-Philippe Laforte

Measuring the present is difficult

Economic indicators are estimates that are often substantially revised afterwards.



Source: Federal Reserve Bank of Philadelphia

Competition Guidelines

- There will be no benchmark questions. Questions from the judges will focus on the data included in the presentation and the policy recommendation given by the team to the judges



Other Rules & Guidelines

- No computers or projectors will be available in the presentation room. Teams are not allowed to use posters, flip charts or other visual aids during their presentation.
- Teams must bring two (2) paper copies of their presentation slides with them during the first round for the judges.
- Teams advancing to the semi-final round must bring two copies (2).

Other Rules & Guidelines

- The final round will be devoted to Q&A (no prepared presentation or statement.) Judges will determine the winner based solely on the Q&A. Sample questions from previous finals are included in our website.
- For Q& A, teams may huddle briefly to formulate a response to a judge's question. However lengthy and/or frequent huddling may result in points being deducted.



Code of Conduct

In order to foster an efficient and respectful environment to successfully participate in the College Fed Challenge, students, faculty advisors and judges are reminded of the following:

- The NY Fed College Fed Challenge is an **educational program** that aims to encourage students to learn more about the Federal Reserve System and to spur interest in economics and finance as the basis for a possible career.
- Participants should conduct themselves professionally, respectfully and with integrity during all the events that constitute the NY Fed College Fed Challenge.
- Participants should not engage in verbal or physical behavior that, according to reasonable sensibilities, stigmatizes or victimizes an individual on the basis of race, color, national origin, sex, religion, or disability.

Code of Conduct

- Participants should not engage in verbal or physical behavior that threatens or harms any individual involved in the NY Fed College Fed Challenge.
- Students and faculty advisors should not approach the judges with questions, comments or concerns about the judging process, the feedback or the scoring of teams. These questions, comments and concerns should be referred to the NY Fed Economic Education staff on site who will address them.
- Failure to follow the code of conduct might result in the participant and the team's immediate disqualification from the College Fed Challenge and from other current and/or future educational programs organized by the NY Fed.

Scoring Rubric

- Criteria for judging is arranged as a performance rubric
- Total score is 50 points
- Goal is to provide better understanding of why the team got the score that they did



Scoring – Analysis of Current Econ Conditions

	4-5 pts	2-3 pts	0-1 pt	Score
Analysis	Current economic conditions are summarized clearly with data driven conclusions.	Summary of economic conditions is provided, but conclusions do not obviously flow from data.	No summary of current economic conditions is provided, or the conclusion given has no relationship to the data presented.	
Indicator analysis	Economic indicators are chosen which accurately explain current economic conditions.	Some economic indicators presented do not help in analyzing current economic conditions.	Incorrect indicators are chosen and provide no help in analyzing current economic conditions.	
Macroeconomic relationships	Macroeconomic relationships between the chosen indicators are explained clearly and accurately.	While macroeconomic relationships between indicators are provided, the analysis is not clear.	Little to no discussion is given about the macroeconomic relationship between indicators.	

Scoring – Economic Forecast

	4-5 pts	2-3 pts	0-1 pt	Score
Forecast	Forecast is clear, insightful, and flows logically from the data presented.	Forecast is not clearly explained, lacks key insight, or does not flow logically from the data.	Forecast is not explained, not insightful, or does not logically follow from the data presented.	
Risks	Risks to the forecasts are given with appropriate and accurate supporting data.	Risks to the forecast are given, but the data supporting the risks is not presented clearly.	No risks to the forecast are provided, or the data supporting risks is entirely irrelevant.	
Policy Implications	Clear and appropriate policy implications are discussed from the forecast.	Policy implications of the forecast lack clarity or do not naturally follow.	Policy implications of the forecast are not stated or are irrelevant.	

Scoring – Monetary Policy Recommendation

	4-5 pts	2-3 pts	0-1 pt	Score
Dual Mandate	Both parts of the dual mandate are discussed. Data is presented which analyzes to both.	Both parts of the dual mandate are discussed, but the data presented is unclear for one or both of them.	Only one part of the dual mandate is discussed.	
Policy Recommendation	Policy recommendation is clearly stated, compelling, supports the dual mandate, and is consistent with the group's indicator and forecast analysis.	Policy recommendation is clearly stated and supports the dual mandate, but links to indicators or forecast are not explicit.	Policy recommendation is not clearly stated or does not clearly support the dual mandate.	

Scoring – Communication and Teamwork


	3-5 pts	0-2 pts	Score
Communication	Communication is clear. Charts are referenced explicitly during the presentation.	Communication is not clear or the group does not explicitly reference charts during the presentation.	
Teamwork	All members of the team contribute. Team huddling is not for excessively long periods of time.	Team member contributions are disproportionate or team huddles for excessively long periods of time.	

Tips to Succeed

- Use the Fed Challenge resource hub as your tool!

home • outreach & education • education • grades k through 12 •


Fed Challenge: How to Prepare



02:00 02:24

Get ready to compete in the College Fed Challenge or the High School Fed Challenge by reviewing the resources we've curated for you below. To get started, watch Fed Challenge judge Jason Bram give tips on how to win.

INTERACTIVES




TOPIC: LABOR MARKET

Eight Different Faces of the Labor Market

This interactive consolidates labor market indicators into general categories that complete a snapshot of the state of the labor market.

VIDEOS

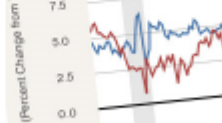


TOPIC: INTRO TO MONETARY POLICY

Education: Money and Inflation

Take a closer look at the positive relationship between the money supply and inflation in this video.

STUDY GUIDES




TOPIC: ECONOMIC INDICATORS

Economic Indicators in Charts

Test your knowledge of economic indicators and what they show about the economy by analyzing these charts and answering the accompanying study questions.

MAIDEN LANE RESOURCES



TOPIC: FEDERAL RESERVE AS U.S. CENTRAL BANK

Origins and Mission of the Federal Reserve

Former Chairman Ben Bernanke explains what central banks do and the roles of central banks in the economy.

Tips to Succeed

- US Economy in a Snapshot

home > economic research >



U.S. Economy in a Snapshot

U.S. Economy in a Snapshot is a monthly presentation designed to give you a quick and accessible look at developments in the economy.



Overview of the January 2016 *Snapshot*

- **Real consumption expenditures rebounded** in November after being essentially flat in October.

Tips to Succeed

- FRBNY Nowcast

home > economic research >



Nowcasting Report

Our model produces a “nowcast” of GDP growth, incorporating a wide range of macroeconomic data as it becomes available.



Tips to Succeed

- Start with the basics and then build your presentation
 - Real GDP, unemployment, payroll employment, headline and core PCE, federal funds rate
- Practice critical thinking
- Comprehension is more important than memorization
- Be ready to elaborate on the data / graphs in your presentation
- Think of the big picture— Don't get lost in the details



Creating a Forecast

- Forecasters use both **economic models** and **judgment**
- Because of policy lags, the FOMC needs a sense of:
 - Where the economy stands
 - Where it is likely to go
- A forecast = **set of numbers + narrative**
 - What assumptions are behind the forecast?
 - Where is it most likely to go wrong?: alternative scenarios

Risks and Alternative Scenarios

- A central forecast is important but need to evaluate risks
- Think about why a forecast could be wrong
 - Examples: We had a very long expansion: are we close to a recession in the US?
 - Global growth, dollar appreciation, commodity and oil prices
- Your task:
 - Give a reasoned view of the state of the economy
 - Given the state of the economy and policy (both monetary and fiscal), discuss risks to the forecast
 - Then discuss possible changes in policy
 - Benefits and costs of policy options

Questions?

