



FLORIDA TALENT DEVELOPMENT COUNCIL

Agenda **Meeting of September 12th, 2023** **Microsoft Teams Meeting**

- I. Roll Call/Welcome
- II. Opening comments by the Chair
 - Introductions of New Members
- III. Approval of the Minutes
- IV. Workforce Education Training Updates
- V. Work-based Learning Panel
- VI. Partner Updates
- VII. Public Comment
- VIII. Timeline & Next Steps
- IX. Adjourn



FLORIDA TALENT DEVELOPMENT COUNCIL

Meeting Minutes

May 31st, 2023

1:00 PM – 3:00 PM

412 Knott Building

Members Present:

- Bob Ward, Chair
- Adrienne Johnston
- Emily Sikes for Chancellor Ray Rodrigues
- Chancellor Kevin O'Farrell
- Chancellor Kathy Hebda
- Dr. Elizabeth Winslow for Bob Boyd
- Lindsay Volpe for Sec. Alex Kelly
- Allen Mortham, Jr. for Sue Edwards
- Vice Chancellor Dr. Keith Richard for Commissioner Manny Diaz
- Timothy M. Cerio
- Laura DiBella
- Monesia Brown

Members Not Present:

- Representative Alex Andrade
- Senator Doug Broxson
- Mark Wilson

I. Roll Call/Welcome

Chair Bob Ward called the meeting of the Florida Talent Development Council to order at 1:00pm EDT.

Jeanne Boggs called the roll, and a quorum was not present at roll call.

II. Opening Comments by the Chair

Chair Ward thanked the members for participating and welcomed members.

Chair Ward announced the reappointment of council member Tim Cerio, and delegates for council members, Vice Chancellor Dr. Keith Richard for Commissioner Manny Diaz, Dr. Elizabeth Winslow for Bob Boyd, and Lindsay Volpe for Sec. Alex Kelly. He then gave an overview of the agenda and presenters.

III. Approval of the Minutes

Council members were provided with the minutes from the January 25th meeting. Additional members joined the meeting in progress and a quorum was present at this time. Chancellor O'Farrell moved the meeting minutes from January 25th be approved. Adrienne Johnston seconded the motion. Council members approved the January 25th minutes as presented.

IV. Articulation – Dr. Carrie Henderson & Emily Sikes

Chair Ward recognized the presenters, and they jointly provided an update on Florida's 2 + 2 articulation system, data around enrollment trends, and increasing access regarding workforce education. Highlights of the presentation included a history of the 2 + 2 programs, partnership programs and future innovations within the programs.

Dr. Henderson and Emily Sikes ended their presentation and answered questions from council members.

V. Lightcast Data – Dr. Christopher Laney

Dr. Christopher Laney presented on Lightcast's talent attraction data specific to Florida, state rankings, educational attainment, job growth, and migration trends. His presentation included recommendations on strengthening Florida's talent supply to remain on top compared to other states.

Dr. Laney then explained the methodology and answered questions from the council members.

VI. CHIPS for America / Semiconductors – Dr. David Arnold

Dr. Arnold from the University of Florida gave a virtual overview/update on Florida's semiconductor industry, the importance of the industry to our state and country, and the workforce needed to support the industry. He stressed the importance of the CHIPS Act and the federal efforts behind it.

Dr. Arnold then answered questions from the council members.

VII. Legislative Updates

Chair Ward gave an overview of SB 240 and the specific requirement of the council to create the work-based learning report due this December.

Chair Ward then invited council members to share legislative updates related to the council and the members shared their updates.



VIII. Public Comment

There was no public comment.

IX. Timeline & Next Steps

Chair Ward informed the council of the scheduling of the next meeting and future agenda items.

X. Adjourn

A motion to adjourn was made and the meeting adjourned at 2:30 PM.





FLORIDA TALENT DEVELOPMENT COUNCIL

Work-based Learning Panel

- Steven Birnholz
- Lee Chipps-Walton
- Rachel Ludwig
- Dan McGrew
- Emily Sikes

FLORIDA TALENT DEVELOPMENT COUNCIL

WORK-BASED LEARNING PANELISTS



Steven Birnholz

Executive Vice President and Director of Policy
The Florida Council of 100

Mr. Birnholz joined the Florida Council of 100 in 2007 and serves as the Executive Vice President and Director of Policy. During that time and for 3 years prior with Enterprise Florida, he has worked on K-20 education and workforce policy, as well as on issues relating to a wide range of topics such as economic development, business climate competitiveness, energy, health care, growth leadership, property insurance, transportation, judicial branch governance, and water management. Prior to that, Mr. Birnholz served in various research and analysis positions in state government, including the Governor's Office, the House Appropriations Committee, the Senate Commerce Committee, and the Office of Program Policy Analysis & Government Accountability. Mr. Birnholz earned a Master of Business Administration from Boston University and a Bachelor of Arts, Political Science degree from the University of Florida.

Lee Chipps-Walton

Manager of CTE Strategic Initiatives
Florida Department of Education

Lee Chipps-Walton serves as the Division of Career and Adult Education's Manager of Career and Technical Education Strategic Initiatives. He oversees the Division's student career readiness initiatives, which includes work-based learning policies, programs, and resources. Chipps-Walton earned a Master of Science Teaching from the Florida State University and holds a Project Management Professional certification. Lee was raised by two public school educators and finds significant fulfillment in helping students achieve better careers, faster.



Rachel Ludwig

Senior Director of Future of Work
Florida Chamber Foundation

Rachel leads the Florida Chamber Foundation's initiatives to improve Florida's talent pipeline, which is a critical component of Florida's 2030 Blueprint in our pursuit to become the 10th largest global economy by 2030. The Future of Work Florida initiative focuses on cultivating partnerships among the business community, workforce, and education partners to develop talent pipeline strategies for early learning through lifelong learning.



Before transitioning to the Florida Chamber, Rachel worked at the Florida Department of Education Division of Career and Adult Education and oversaw statewide Professional Development for Adult Education. Through this work, Rachel was able to collaborate with educational leaders and key stakeholders to increase her knowledge of various industry and workforce needs throughout Florida. She led expansion



FLORIDA TALENT DEVELOPMENT COUNCIL

efforts of integrated education and training (IET) programs, which accelerate the ability for adult learners to enter the workforce.

Throughout her career, Rachel has worked in K-12, post-secondary, and workforce education to serve learners across urban, suburban, and rural spaces. She started her teaching career in Indianapolis Public Schools and later moved to the Wisconsin Technical College System, where she spent most of her career assisting adult students in earning their high school equivalency diploma or improving their English language skills. Rachel sat on several college and statewide leadership teams, including Moraine Park Technical College Council leadership team, Faculty Fellows' program, and Wisconsin Technical College System Student Success initiatives.

Rachel earned her bachelor's degree from the University of Wisconsin and triple majored in business management, international business, and Spanish. She earned a master's degree in adult education from National-Louis University in Chicago and a graduate teacher certification from Marion University in Indianapolis.

Dan McGrew

Sr. Vice President, Workforce Program Development
CareerSource Florida

Dan McGrew serves as the Sr. Vice President of Workforce Program Development for CareerSource Florida. In this role, Dan is responsible for developing and deploying the business and workforce programs for the Governor's principal workforce policy board for the state of Florida. Dan earned a Bachelor of Science degree in Biological Sciences, Cum Laude from Florida State University and has devoted over 25 years of experience helping others achieve their education and career goals in the education and workforce sectors. Dan lives in Tallahassee, Florida.



Emily Sikes

Assistant Vice Chancellor for Strategic Initiatives and Economic Development
State University System of Florida, Board of Governors

Emily Sikes is the Assistant Vice Chancellor for Strategic Initiatives and Economic Development for the State University System of Florida, Board of Governors. Ms. Sikes supports the Board of Governors on various issues such as workforce alignment, economic development, academic and student affairs policy, research, and strategic planning and serves as a liaison to statewide economic development groups. She joined the Board office in September 2016.

1004.015 - Florida Talent Development Council, *Florida Statutes*

(7) The council shall identify barriers and best practices in the facilitation of work-based learning opportunities for students in middle and high school. By December 1, 2023, the council shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives recommendations on best practices for collaboration between district school boards, local workforce development boards, and local businesses and business groups. The recommendations must include any necessary legislative action to facilitate work-based learning opportunities for students in middle and high school, including the identification of potential targeted financial incentives that may help to facilitate work-based learning opportunities for students.

446.0915 Work-based learning opportunities, *Florida Statutes*

(1) As used in this section, the term “work-based learning opportunity” means an interaction with industry or community professionals that occurs in a workplace setting, to the extent possible, or a simulated environment at an educational institution that allows firsthand experience with tasks required in a given career field, is aligned with curriculum and instruction, and is provided in partnership with an educational institution.

(2) A work-based learning opportunity must meet all of the following criteria:

- (a) Be developmentally appropriate.
- (b) Identify learning objectives for the term of experience.
- (c) Explore multiple aspects of an industry.
- (d) Develop workplace skills and competencies.
- (e) Assess performance.
- (f) Provide opportunities for work-based reflection.
- (g) Link to next steps in career planning and preparation in a student's chosen career pathway.
- (h) Be provided in an equal and fair manner.
- (i) Be documented and reported in compliance with state and federal labor laws.

A work-based learning opportunity should prioritize paid experiences, such as apprenticeship, preapprenticeship, and diversified education programs.

(3) Each district school board shall ensure that each student enrolled in grades 9 through 12 has access to at least one work-based learning opportunity.

(4) The State Board of Education shall adopt rules to implement this section which must include uniform minimum standards and guidelines for determining student eligibility, obligations of employers, and requirements of institutions that offer work-based learning opportunities.

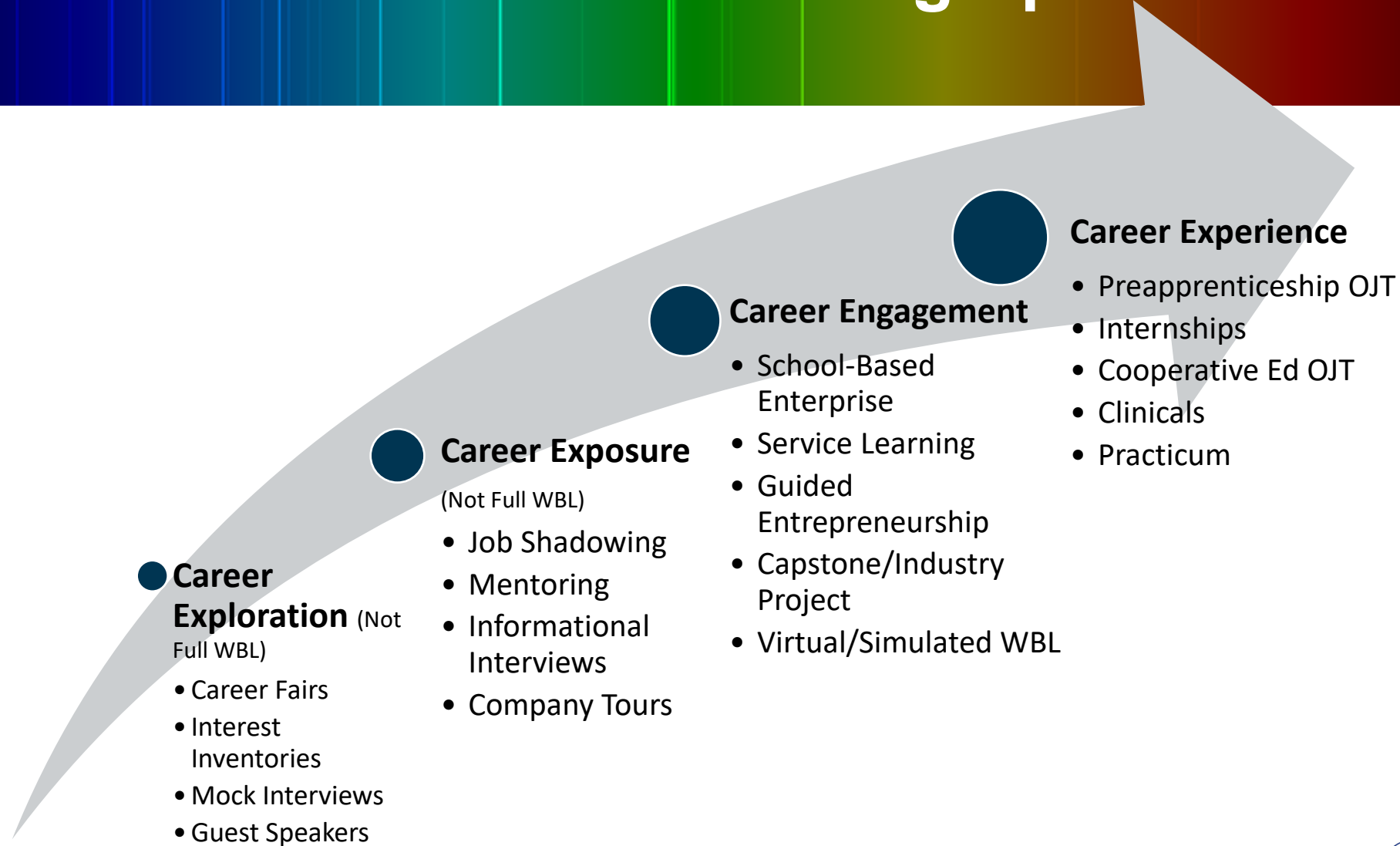
What Is Work-Based Learning?

s. 446.0915, F.S., gives a three-part definition of WBL:

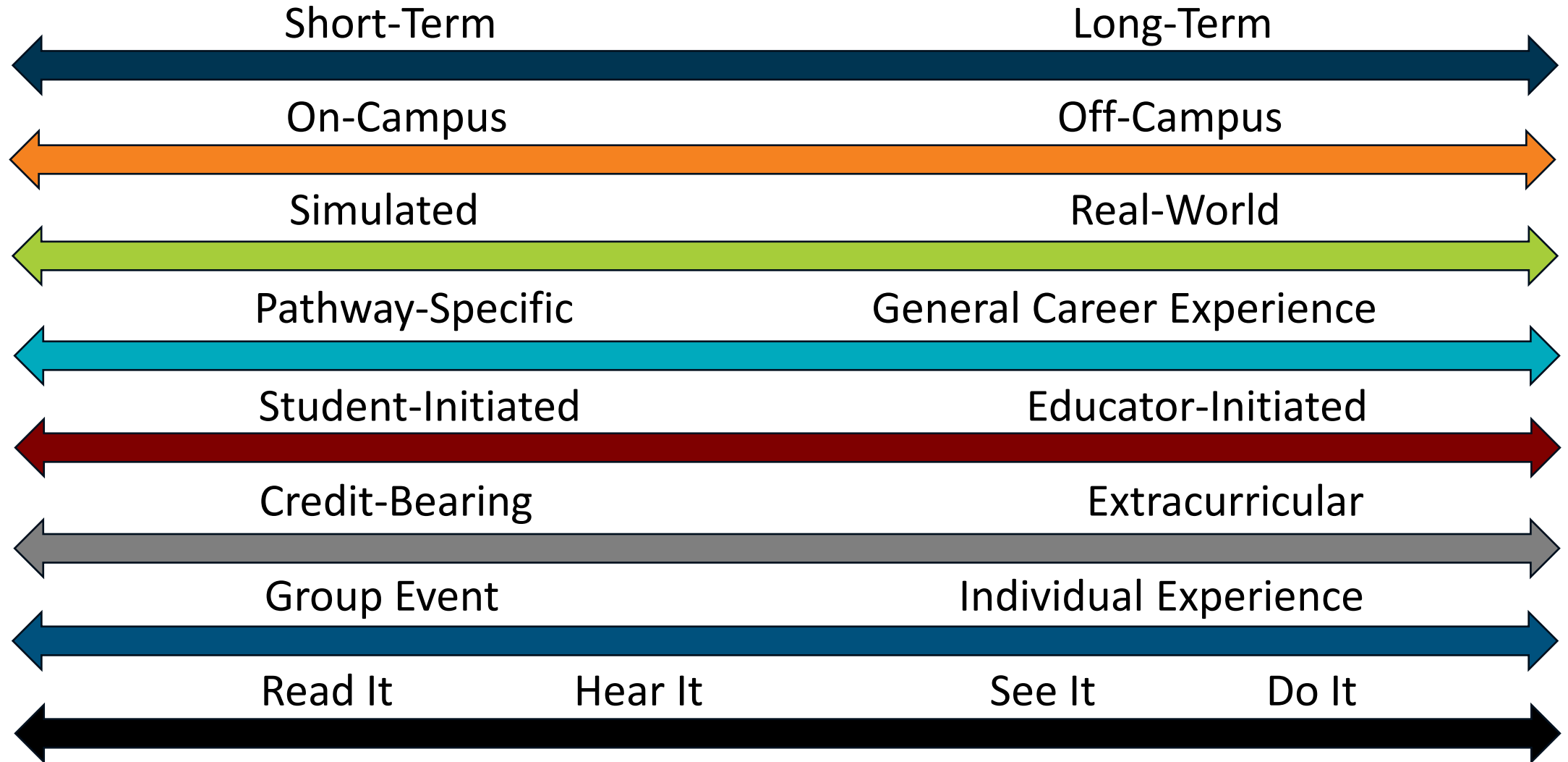
"Firsthand Experience with Tasks Required of a Given Career Field"	"Interaction with Industry or Community Professionals"	"Aligned with Curriculum and Instruction"
It's Not: <ul style="list-style-type: none"> • Passive • Listening, reading or watching It Is: <ul style="list-style-type: none"> • Active • Career-specific • Hands-on • Work! 	It's Not: <ul style="list-style-type: none"> • Just working with the instructor. It Is: <ul style="list-style-type: none"> • Meeting experts • Building relationships • Social! 	It's Not: <ul style="list-style-type: none"> • Just a job. It Is: <ul style="list-style-type: none"> • Skill-building – academics, technical, employability and career navigation • Aligned to the student's career aspirations. • Connected back to the classroom. • Learning!

Informal definition in the fewest words possible: standards-based work with experts!

The Work-Based Learning Spectrum



The Spectrum(s!) of WBL



WBL Works

WBL Works for Students

WBL increases:

- High school graduation rates
- Grade Point Averages (GPAs)
- Employment rates after graduation
- Starting salaries
- Postsecondary matriculation

It does this because WBL:

- Builds real-world skills.
- Improves student education perceptions.
- Increases competitiveness of student resumes/applications.
- Allows students to explore careers.
- Develops industry social capital.

WBL Works for Employers

WBL offers:

- A sustainable, talented and diverse workforce pipeline.
- Improved brand awareness and community image.
- Low-cost, customizable employee training.
- Stronger work culture of community service.
- Tax credits for experiential learning through s. 220.198, F.S.

Which can result in:

- Lowering position vacancy rates.
- Increased job commitment and engagement rates.
- Faster time to employee full productivity.
- Lower training and recruitment costs.

See final slide for citations.

High School Internships

- 2/3 of businesses would be more likely to hire graduate who interned (paid or unpaid)
 - 4/5 of businesses more likely if the business sponsored the internship
- 3/4 of businesses would definitely (22%) or probably (54%) pay a new graduate a higher starting salary if they had interned, especially if the business hosted the internship
- 2/5 of businesses would pay a new graduate a higher starting salary if they had interned and the intern's former employer provided an employment recommendation

High School Internships

- 1/2 of respondents subsequently hired program interns
 - Nearly all cited students' internship performance as being important to their decision to hire the students
- > 1/4 paid interns they hired higher starting wages than they normally would have
- Almost all believed that student internships benefit both their firms and the overall workforce
- Nearly all would like to continue hiring interns in the future

College Internships

- 64% said interning makes significant or meaningful difference in job candidate's appeal (increases with business size)
 - Interning especially valuable if with the business and/or lasted for more than one semester
- 58% valued paid internships more, but only 23% felt strongly about it
- Nearly 80% of businesses who hosted an intern in the past 5 years hired someone for FT position post-internship
 - 52% of small businesses (<10 employees)
 - 85% of mid-to-large businesses

The Florida 2030 Blueprint: Uniting Businesses For Good



16th to 10th

 39 Goals

- +2.8 Million Net New Residents
- +1.33 Million Net New Jobs
- +40 Million More Annual Visitors
- +2.5 Million More Drivers

Building the perfect climate for business	Making government and civics more efficient and effective	Championing Florida's quality of life
<p>Actuarially sound property insurance rates based on actual risk and competition</p> <p>#1 business tax climate in the nation</p> <p>Regulatory, labor, and operating risk environments rated among top 5 in the nation</p> <p>Environmental permitting and local land use processes rated among top quartile in the nation</p> <p>Occupational licensing laws rated among top 5 in the nation</p> <p>Legal climate improves to top quartile in the nation</p>	<p>100% of state agencies aligned with Florida 2030 goals</p> <p>100% of regional economic development plans aligned with Florida 2030 goals</p>	<p>Top 5 state for overall well being</p> <p>Florida's brand and reputation as best place to live, work, raise a family, visit, learn, play, relocate, and compete remains top in the nation</p>
Improving Florida's talent pipeline for a better workforce	Creating good jobs by diversifying Florida's economy	Preparing Florida's infrastructure for smart growth and development
<p>>80% of Florida's workforce has essential employability skills</p> <p>>60% of Floridians 25-64 have a high-value postsecondary certificate, degree, or training experience</p> <p>95% of entering high school students graduate within 4 years</p> <p>100% of Florida 8th graders read & perform math at or above grade level</p> <p>100% of Florida 3rd graders read at or above grade level</p> <p>100% of children are ready for kindergarten</p>	<p>Top state for gross domestic product and top quartile most diversified state economy</p> <p>#1 state for overseas visitors</p> <p>Goods exports double and services exports triple</p> <p>Top 5 state for manufacturing jobs</p> <p>Top 3 state for technology jobs</p> <p>#1 state for business startups</p> <p>Top 3 state for venture capital investments</p> <p>Top 3 state for research and development funding and patents issued</p> <p>Rural county share of Florida gross domestic product doubles</p>	<p>Diverse, attainable housing to meet future demand</p> <p>Every resident has access to public and private mobility services</p> <p>All major population and economic centers connected to regional, national, and global markets by high-capacity corridors</p> <p>World's most capable spaceport; top-tier airports, seaports, and surface transportation hubs in U.S.</p> <p>100% of Florida residents have access to high-speed communications connectivity</p> <p>Diverse and reliable energy, water, and waste management resources to meet future demand</p> <p>All Florida residents protected by resiliency plans</p>

FLORIDA CHAMBER Foundation

FLORIDA CHAMBER of Commerce

FLORIDA CHAMBER Political Operations

FUTURE OF WORK
 FLORIDA

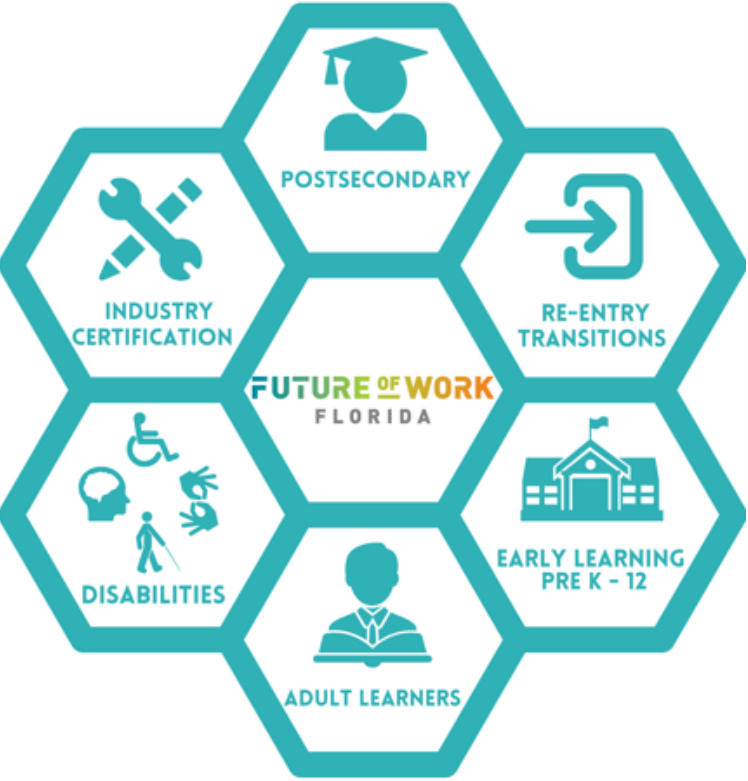
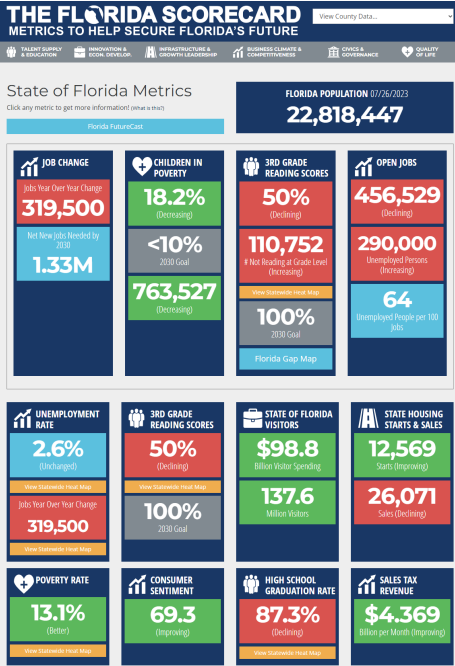
Powered by The Florida Chamber Foundation

Florida Center for Workforce & Talent Development

Talent Pipeline Research Hub

Talent Identification & Development

Alignment & Connections Corner



Uniting Business for Good

FL 2030 BENCHMARKS

2023 FLORIDA PROSPERITY & ECONOMIC OPPORTUNITY SOLUTION SUMMIT

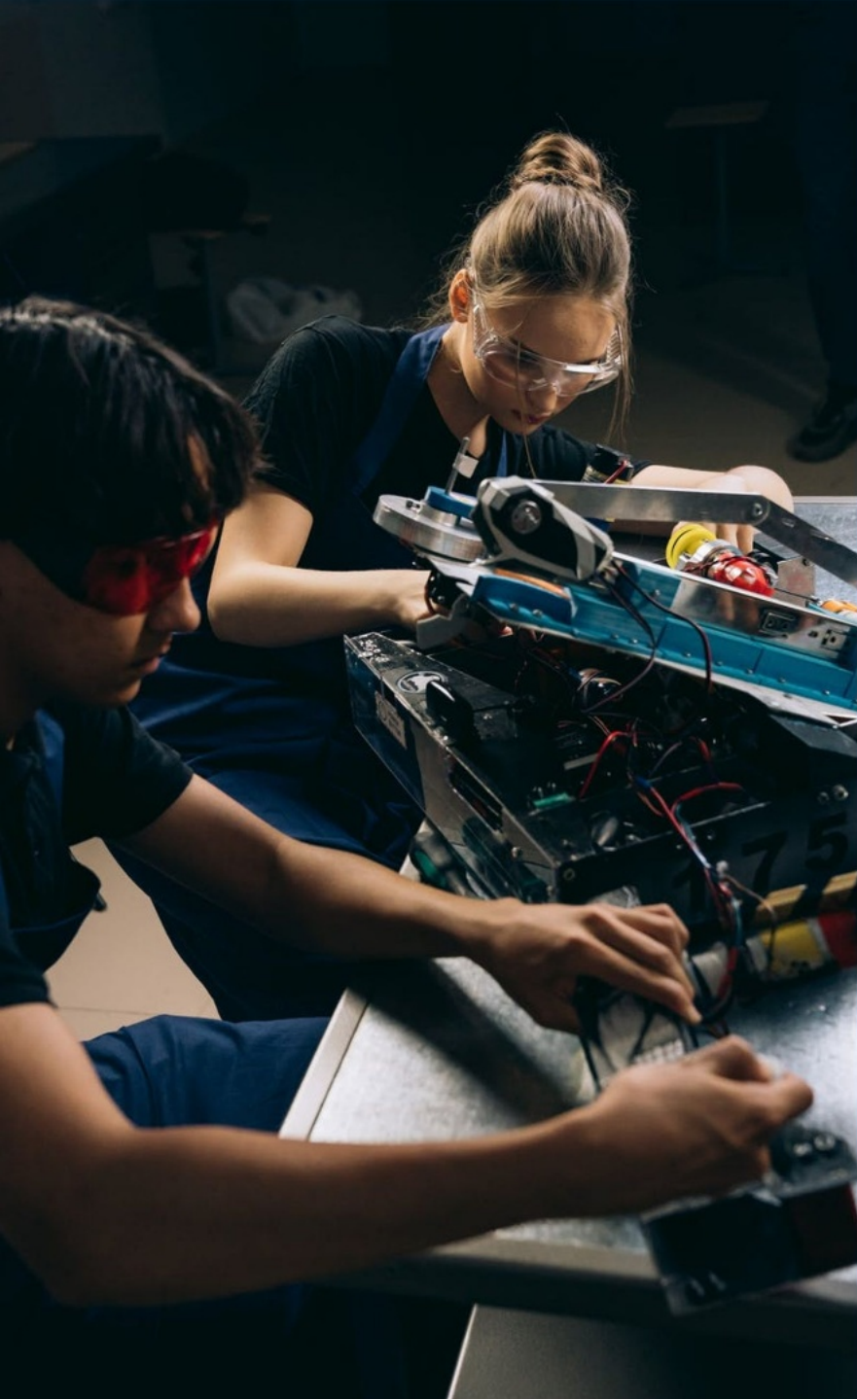
2023 FLORIDA LEARNERS TO EARNERS WORKFORCE SOLUTION SUMMIT

Future of Work Florida Podcast Player

The Florida Times-Union

Orlando Sentinel

FUTURE OF WORK FLORIDA



CareerSource Florida Work-Based Learning Models

- Apprenticeship
- Incumbent Worker Training (IWT)
- On-the-Job Training (OJT)
- Transitional Jobs
- Work Experience
- Customized Training



Current Initiatives

- **Apprenticeship Expansion**
- **U.S. Department of Labor Youth Waivers**
- **Summer Youth Employment Programs**
- **Local Partnerships**

EXPERIENTIAL LEARNING DEFINITIONS



March 2023

As recommended by the Task Force on Academic and Workforce Alignment, a workgroup composed of State University System academic and student affairs staff developed system-wide definitions for experiential learning.

These definitions are outlined in this document to serve as helpful guidance for institutions, students, and employers.



OVERVIEW

Experiential Learning Definition

Experiential learning engages students beyond the classroom and provides practical insight into world readiness while building knowledge and skills and establishing professional connections. Experiential learning encompasses a wide variety of enriching opportunities for students, including service learning, faculty-led research, study abroad, student employment, cooperative education, and internships. When engaging in these applied experiences, students can reflect on their unique value to the world of work and gain confidence in their career direction.

Adapted from the National Association of Colleges and Employers and the Society for Experiential Education.



Types of Experiential Learning

The State University System groups experiential learning into the following categories



Creative, Innovative, & Entrepreneurial Projects



Undergraduate Research



Global or Sociocultural Learning



Internship



Career & Professional Experiences



Leadership



Community-Based Learning

Each of these experiential learning types should adhere to the [Eight Principles of Good Practice for All Experiential Learning Activities](#), developed by the Society for Experiential Education

CREATIVE, INNOVATIVE, & ENTREPRENEURIAL PROJECTS

Definition



Substantive application of academic preparation in real-world settings outside & inside the classroom through creative projects not captured through academic research. Experience must include dissemination or sharing of the creative, innovative, or entrepreneurial project.

Examples

- Capstone project
- Case study
- Curating an art show
- Entrepreneurship or innovation project
- Project-based experiential learning
- Recital or exhibition of creative works



Experiential Learning in Action

FSU



InNOLEvation Challenge

The InNOLEvation™ Challenge is a Business Model Competition that provides students from all majors and all levels with the opportunity to gain valuable insight and experience in innovation and entrepreneurship. The focus is on identifying problems and potential solutions, building effective teams, precisely defining the assumptions of a new venture, testing those assumptions in the field, and then pivoting based on the lessons learned. Challenge winners can receive \$30,000 in prize money.

USF



Electrical Engineering Capstone Project

The Electrical Engineering Capstone Senior Design course allows students to participate in a team-based design experience that incorporates appropriate engineering standards and multiple realistic constraints. Capstone projects, supervised by an Electrical Engineering faculty member, are sponsored by an outside organization, including global and local institutions and companies such as NASA, Collins Aerospace, and Tampa Electric, among others. Industry partners define the projects, with requirements and specifications directly addressing their needs, to assist in the professional formation of Electrical Engineering students.

UNDERGRADUATE RESEARCH

Definition



Collaborative research opportunities between a student and faculty, staff, or a professional. This collaboration involves a four-step learning process.

1. Identification of and acquisition of a disciplinary or interdisciplinary methodology
2. Setting out of a concrete investigative problem
3. Carrying out of the actual research
4. Dissemination of research findings

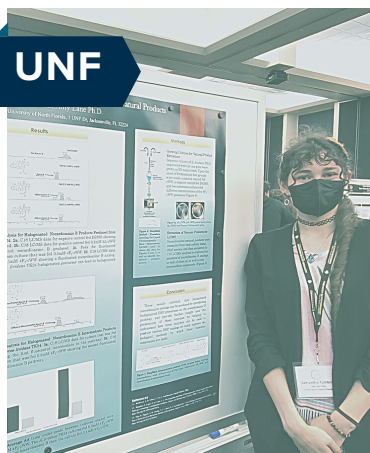
Examples

- Undergraduate research program opportunities
- First-year research experiences
- Research assistantships
- Honors in the major theses
- Directed independent study/independent research
- Scholar programs
- Community-based research



Experiential Learning in Action

UNF



Showcase of Osprey Achievements in Research and Scholarship (SOARS)

SOARS is an annual interdisciplinary conference at UNF in which undergraduate and graduate students showcase their research and creative projects in poster and multimedia formats. SOARS is a welcoming environment for students to share their work, which can be in various stages of development. This initiative is sponsored by the Office of Undergraduate Research and the Graduate School. In spring 2022, 96 undergraduate students presented projects at SOARS, and outstanding undergraduate and graduate projects were recognized, along with faculty mentors. Students who participate in SOARS also have the opportunity to have their poster converted for submission to PANDION: The Osprey Journal of Research and Ideas.

GLOBAL OR SOCIOCULTURAL LEARNING

Definition



Sustained engagement with and study of cultures other than one's own. This experiential learning can take place inside as well as outside the traditional classroom.

Examples

- Global scholars
- Intensive study abroad experiences
- Gap year fellows
- Virtual global exchange; global classroom experiences
- Domestic study away programs



Experiential Learning in Action

UCF



Global Learning Course Designation

In 2020, UCF expanded opportunities for students to have global learning experiences beyond the study abroad program by introducing the Global Learning course designation. Global Learning courses offer students a chance to explore symbiotic, international systems and their impacts on humanity from multiple points of view. Through global learning, students should become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences by seeking to understand how their actions affect both local and global communities and addressing the world's most pressing and enduring issues collaboratively and equitably.

UF



International Scholars Program

The University of Florida's International Scholars Program helps students develop intercultural competence on a personal and professional level. This program allows students to engage in experiential learning on campus and abroad and guides them in the articulation of the career-related skills gained through these experiences. To complete the program and earn a graduation medallion, students complete international coursework, attend international campus events, have an international experience by studying a language or studying abroad, and develop an electronic portfolio that showcases their resume, intercultural learning, leadership experiences, and global skills.

INTERNSHIP/CO-OP

Definition



A paraprofessional work experience in the appropriate field for a student's major, field of study, or occupational interest. Internships require a time commitment from host sites, student supervision by a qualified professional, and student learning outcomes. Internships can be for-credit or not-for-credit, paid or unpaid.

Examples

- Internship, clinical, or other practicum
- Fieldwork
- Student teaching
- Apprenticeships
- Cooperative education
- Undergraduate, research-based work experience



Experiential Learning in Action

FAU



Professional Internship Course (IDS 3949)

FAU Career Center manages the award-winning Professional Internship course. This 0-4 credit course offers students the opportunity to gain real-world exposure and supervised experience related to their major, specific field of study, or overall career interests. The course is major agnostic and built for students to use the 8 NACE core competencies (Critical Thinking, Leadership, Communications, Teamwork, Professionalism, Technology, Career & Self Development, and Equity & Inclusion). The Professional Internship course is offered twice per semester, allowing more students to secure internships and earn college credit for their experiences. The 0-credit option is tuition-free.

NCF

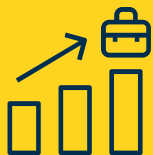


NCF Community-Driven Internship Program

New College of Florida's Community-Driven Internship Program is a nationally award-winning internship program model that aims to increase equity and enhance access to paid internships in the arts, humanities, education, human services, healthcare, and other community-serving career fields that typically offer unpaid opportunities. By leveraging institutional resources, this program uniquely funds local nonprofits and government agencies to provide paid internships for NCF students. This model brings career educators, faculty, and employers in partnership to develop high-quality, work-based learning experiences that both meet community workforce needs and correlate with students' interests.

CAREER & PROFESSIONAL EXPERIENCES

Definition



Career and professional activities that allow students to develop competency attainment that occurs as an extension of the classroom.

Examples

- Projects involving practical application of coursework
- Job shadowing and externships
- Mentoring
- Credentials
- Micro-internship
- Common curricula
- First-year experience courses
- Scholar programs
- Part-time work



Experiential Learning in Action

FIU



Micro-Credentialing

At FIU, Micro-Credentials are digital representations of learning, designed so that students can identify skills to strengthen their competitiveness as a student and achieve post-graduation success. FIU leverages workforce data and strategic relationships with employers and industry partners to develop meaningful Micro-Credentials that address the most in-demand skillsets. All Micro-Credentials, whether aligned to the curriculum or offered outside of the classroom, are developed with rigor in mind. Faculty and subject matter experts assess student learning to ensure competencies are met.

FAMU



Google HBCU Career Readiness Program

The Google HBCU Career Readiness Program offers students digital skills training and career workshops that lead to certifications. The program is a partnership between the Career and Professional Development Center and the Department of Computer and Information Sciences. The certifications, delivered via the Coursera virtual learning platform, leverage a portfolio of high-quality, asynchronous course materials and virtual labs to allow FAMU to cost-effectively and quickly deploy critical supplemental learning materials to learners of all majors by leveraging job-aligned professional certificate programs for students and alumni.

LEADERSHIP

Definition



Engaging in a substantial, immersive leadership experience or participating in leadership training activities outside the traditional classroom. These can be curricular, co-curricular, or extracurricular. The goal of these activities is to learn how to leverage the strengths of others to achieve common goals or to use interpersonal skills to coach and develop others.

Examples

- Peer leadership/mentoring experiences
- Planning and executing projects or events with peers
- Student leadership role in clubs, organizations, or student government
- Leadership training, summits, or retreats
- Resident assistant



Experiential Learning in Action

FL Poly



Florida Poly U Lead

Florida Poly U Lead is a centralized application process for Student Affairs-based student worker roles and includes a year-long leadership experience. U Lead helps students develop transferable skills appropriate for STEM leaders, enhance their communication skills, become mentors and role models for the Florida Poly community, and become prepared to lead Florida Poly initiatives. The program includes the following student leadership positions: Campus Recreation student workers, Community Directors, Orientation Leaders, Peer Health Educators, Presidential Ambassadors, and Resident Assistants.

FGCU



Peers Care

The Office of Prevention & Wellness's Peers Care Program promotes a wellness-based lifestyle for FGCU students through education and leadership. Peer educators start with a service-learning experience, graduate to an internship with more responsibilities and learning outcomes, then finally elevate into a part-time paid role where they advocate for student empowerment for informed decision-making. This role improves student communication, presentation skills, teamwork, and leadership skills through educating about alcohol, drugs, stress, nutrition, and mental health.

COMMUNITY-BASED LEARNING

Definition



Intentionally designed, coordinated, and executed learning experiences in community-based settings that enhance participants' academic learning, contribute to their personal growth, and increase their civic engagement while concurrently benefiting the community or communities in which these activities are embedded.

Examples

- Service-learning
- Community service projects
- Civic engagement (course-based, for credit)
- Alternative spring break
- Day of service
- Volunteering
- Field trips
- Living-learning communities
- Learning communities



Experiential Learning in Action

UWF



Argos' Edible Campus

Launched in spring 2021, Argos' Edible Campus is an extension of the UWF community garden. Students in the environmental studies seminar class planted over 200 fruiting trees around campus with the aim of building a self-sustaining, low-maintenance addition to the larger farm. When ready for harvest, produce can be picked and enjoyed at no charge by students and community members. The students in this class gained knowledge and experience in conducting literature and program reviews, learned how to develop Geographic Information System (GIS) story maps, and demonstrated professional communication skills through video creation and professional poster displays at the UWF Student Scholar Symposium.