



Post-Secondary Education Subcommittee

January 26, 2017

9:00 AM

Mashburn Hall (306 HOB)

Meeting Packet



AGENDA

Post-Secondary Education Subcommittee
Thursday, January 26, 2017
9:00 a.m. – 11:00 a.m.
306 HOB

- I. Call to Order and Roll Call
- II. Opening Remarks
- III. Presentations on Postsecondary Civics Education
 - Ms. Naomi Slep – Legislative Policy Analyst, Office of Program Policy Analysis and Government Accountability (OPPAGA)
 - Dr. Susan Demers – Florida College System Civics Literacy Initiative, St. Petersburg College
 - Dr. Julie Alexander – Vice Provost for Academic Affairs, Miami Dade College
 - Ms. Shelby Taylor – Communications Director, Bob Graham Center for Public Service, University of Florida
- IV. Closing Remarks and Adjournment

OPPAGA Research on Postsecondary Civics Education

House Post-Secondary Education Subcommittee

Naomi Sleaf,
Legislative Analyst

January 26, 2017

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Overview

- 1 Defining Civics in the Postsecondary Setting
- 2 Current Civics Awareness
- 3 Florida Civics Requirements
- 4 Other States With Postsecondary Civics Requirements
- 5 Policy Options for Consideration

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Defining Civics in the Postsecondary Setting

The Study of Civics Can Include Many Broad Concepts

There is no consensus on the definition of civics in the postsecondary setting; broad concepts identified by other states and advocacy groups include a mixture of topics



¹ Foundational documents generally include, but are not limited to, the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, and the Bill of Rights.

Frequently Identified Civics Topics

Based on our research and interviews, civics most frequently included awareness of issues in three areas

American History¹



Government^{1,2}



Economics



¹ Could include foundational documents such as the U.S. Constitution, the Bill of Rights, and others.
² Could include federal, state, and/or local government.

Current Civics Awareness

Research on Current Civics Awareness

Recent surveys conducted of adults, ages 18 and older, indicate a general lack of knowledge and awareness regarding civics in our nation



Examples of Surveying Organizations

American Council of Trustees and Alumni

The independent-non-profit organization has been conducting civics related research and surveys since 1999

Annenberg Public Policy Center

The center, located at the University of Pennsylvania, has been involved in political communication and research since 1993

Recent Survey Results Reveal a Lack of Civics Awareness¹

26%

Adults ages 18 and over correctly identified all three branches of government²

49%

College graduates correctly identified the process by which a U.S. president is impeached³

53%

College graduates correctly identified the lengths of terms for members of Congress³

54%

College graduates correctly identified the current president of the U.S. Senate³

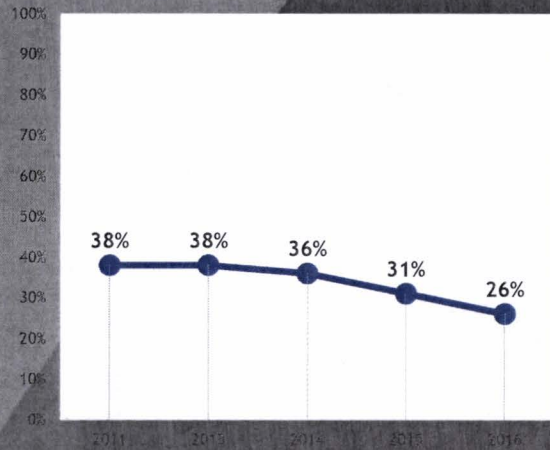
¹ The research is a representative national sample and is not Florida specific.

² 2015 survey, American Council of Trustees and Alumni.

³ 2016 survey, Annenberg Public Policy Center.

Knowledge of Some Basic Concepts Is Declining Over Time

Since 2011, there has been a 12 percentage point decline in the percentage of adults who can correctly identify all three branches of government



Source: The Annenberg Public Policy Center survey of adults 18 years and older. The survey includes a representative national sample and is not Florida specific.

Florida Civics Requirements

No Postsecondary Civics Requirements in Florida



Florida Includes Civics Requirements in K-12

Middle School (Grades 6-8)

Section 1003.4156(c), *F.S.*, requires that once during middle grades 6, 7, or 8 students complete a one semester civics education course that includes

- The roles and responsibilities of federal, state, and local governments
- The structures and functions of the legislative, executive, and judicial branches of government
- The meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States

The course is required for promotion and includes an end of course assessment

High School (Grades 9-12)

Section 1003.4282(3)(d), *F.S.*, requires a student to earn three credits in social studies to be eligible for a standard high school diploma

- One credit in U.S. History
- One credit in World History
- One-half credit in Economics
- One-half credit in U.S. Government

Students must take a U.S. History end of course assessment

Students Have Exposure to Civics in Florida's Postsecondary Institutions



Students across the Florida College System and State University System are offered opportunities to study civics through courses in their general education core curriculum¹, as well as in civics courses in specific programs of study

Students may also participate in civic awareness activities offered at the institution²

General Education Core Curriculum¹

The general education core includes 6 courses in the social sciences subject area. Students are required to complete at least 1 of the courses. 3 of the 6 courses cover civics-related topics:

AMH X020³ - American History: Introductory Survey Since 1877

ECO X013³ - Economics: Principles of Macroeconomics

POS X041³ - Political Science: American Government

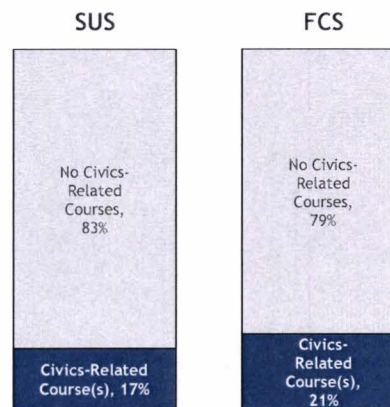
¹ The general education core required per s. 1007.25(3), F.S., and found in State Board of Education Rule 6A-14.0303 and Board of Governors Regulation 8.005.

² Activities vary by institution, see slide 18.

³ The first digit of the course denotes the course level (freshman, sophomore, etc.) recommended by each institution, for example POS 1041 or POS 2041.

What Percentage of Florida Students Took Any Civics-Related Course in 2014-15?

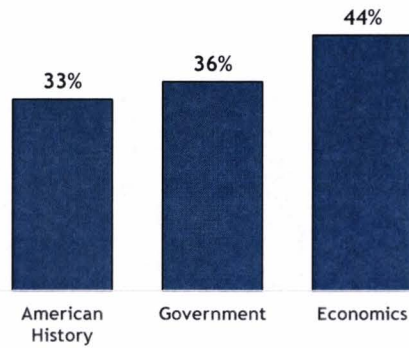
17% of all university undergraduates and 21% of all college students enrolled in credit-bearing courses took at least one civics-related course in 2014-15¹



¹ Civics-related courses included 177 courses that focused on American and/or Florida History, Government, or Economics based on OPPAGA's review of course descriptions from Florida's Statewide Course Numbering System; 115 of these courses had enrollment in 2014-15. Students who enrolled in more than one of these courses were counted only once.

Source: OPPAGA analysis of data provided by the Department of Education and the Florida Board of Governors.

Of Those Who Took a Civics-Related Course, Which Subject Area Did Students Take?

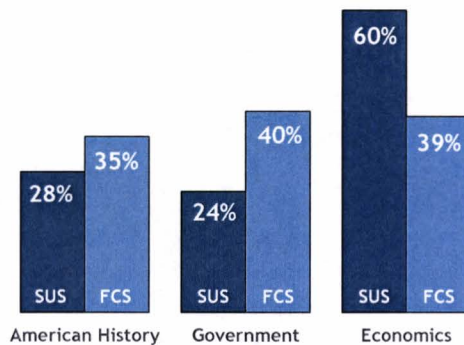


44% of all students who took at least one civics-related course in 2014-15 took Economics, while only 33% took American History

Note: The figures include both SUS and FCS students. Students could have enrolled in more than one of the three subject areas depicted; in these cases, the student was included in each category in which they enrolled for at least one course.

Source: OPPAGA analysis of data provided by the Department of Education and the Florida Board of Governors.

Within Each System, Which Civics-Related Subjects Did Students Take?



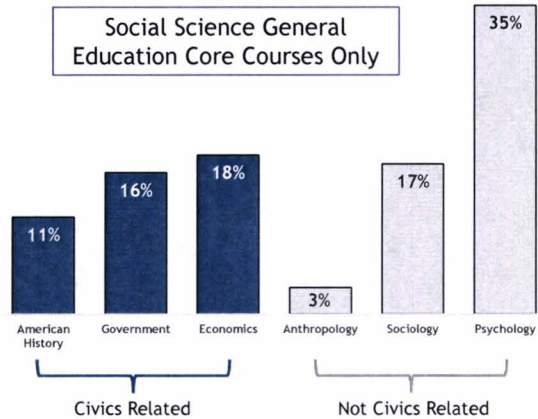
More than half (60%) of the SUS students who enrolled in a civics-related course in 2014-15 chose Economics; FCS students' course choices were more evenly distributed across the three subject areas

Note: Students could have enrolled in more than one of the three subject areas; in these cases, the student was included in each category in which they enrolled for at least one course.

Source: OPPAGA analysis of data provided by the Department of Education and the Florida Board of Governors.

Which Social Science General Education Core Courses Did Students Take?

45% of the Social Science General Education courses students took in 2014-15 were civics-related; Psychology was the most popular course taken



Note: The exhibit includes courses taken by both SUS and FCS students. Students could have enrolled in multiple courses in each subject area or courses in more than one of the six subject areas; in these cases, all courses taken were included.

Source: OPPAGA analysis of data provided by the Department of Education and the Florida Board of Governors.

Civics Initiatives and Activities at Florida Public Postsecondary Institutions

Campus Compact

33 of Florida's public higher education institutions participate in the Florida Campus Compact program and are engaged through community partnerships that promote an education that yields civic-minded, career-ready graduates

Carnegie Community Engagement Classification

9 of Florida's higher education institutions hold this elective classification which aims to prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good through partnerships with institutions and their larger communities

Constitution Day

All of Florida's higher education institutions receiving federal funding are required to hold an educational program pertaining to the U.S. Constitution on or about September 17th of each year

American Democracy Project & The Democracy Commitment

6 of Florida's state universities participate in the American Democracy Project focusing on preparing the next generation of informed, engaged citizens; 4 of Florida's state colleges participate in the Democracy Commitment aiming to engage students in civic learning and democratic practice

Florida College System Civics Literacy

All 28 state colleges participate in the civics initiative working to identify strategies to advance and expand civics literacy across the Florida College System

Other States With Postsecondary Civics Requirements

States with Postsecondary Civics Education Requirements



We identified **9** states with civics education requirements for postsecondary institutions



State-required civics education topics include

- Economics
- U.S. Constitution/State Constitution
- American/State History
- American/State Government



States varied in civics topics addressed, total hours required, and exemptions to the requirement

Examples of States with Postsecondary Civics Education Requirements

	Credit/Hour Requirements	U.S. History ¹	U.S. Government ¹	State History and/or Government ²	Economics
Texas	✓	✓	✓	✓	
Oklahoma	✓	✓	✓		
Utah	✓	✓	✓		✓
Arkansas		✓	✓		
California ³		✓	✓	✓	
Georgia		✓		✓	
Massachusetts ⁴		✓	✓		
Missouri ⁵		✓	✓	✓	
Nevada			✓	✓	

¹ Could include the study of the U.S. Constitution.


² Could include the study of the state constitution.

³ Applies to the California State System and not to the University of California system.

⁴ A course identified as having a civics learning focus.

⁵ Optional for institutions to include as part of their general education requirement.

Other States' Post Secondary Civics Requirements

	Requirements	Civics Topics	Exemptions
<p>Texas¹</p> 	<p>12 hours</p> <ul style="list-style-type: none"> 6 hours of Government To include instruction in the U.S. Constitution and Texas Constitution 6 hours of American History 	<ul style="list-style-type: none"> Government American History Texas History U.S. Constitution Texas Constitution 	<ul style="list-style-type: none"> American History may be partially satisfied with a course in Texas History Successful completion of an advanced standing examination Up to 3 hours for equivalent work in an R.O.T.C. unit

¹Requirements apply to colleges and universities receiving state support or state aid from public funds granting a baccalaureate degree or a lesser degree or academic certificate.

Other States' Post Secondary Civics Requirements

Oklahoma¹



Requirements

6 hours

- Hours are earned through courses in U.S. History and U.S. Government

The courses must be general in nature as specialized courses do not satisfy the policy

Civics Topics

- American History
- Government

Exemptions

- Showing competency by passing a satisfactory examination
- Fulfillment of the requirement via a concurrent enrollment program

¹Requirements apply to students graduating from institutions in the State System and awarded the associate or baccalaureate degree of any type.

Other States' Post Secondary Civics Requirements

Utah¹



Requirements

3 credits²

- Credits may be earned through a course in varying subject areas
e.g., Economic History of the United States; or United States 1877 to Present; or American/US National Government

Civics Topics³

- American History
- American Principles
- Government
- Economics

Exemptions

- Passing a satisfactory examination
- Fulfillment of the requirement via a concurrent enrollment program

¹Requirements apply to Utah's public colleges and universities.

²Required credit hours range from 3-6 credits depending on the courses used to fulfill the requirement.

³A student shall demonstrate reasonable understanding of the topics.

Other States' Post Secondary Civics Requirements¹

	Arkansas ²	California ³	Georgia ⁴	Massachusetts ⁵	Nevada ⁶
Requirements	Pass a course in:	Complete courses in:	Receive instruction in:	Civic learning is an expected outcome for undergraduates	Receive instruction in:
Civics Topics	American History Government	American History to include the U.S. Constitution Government to include state & local	American History Georgia History U.S. Constitution Georgia Constitution	American History Government	U.S. Constitution Nevada Constitution
Exemptions	Institutional-level exemptions may apply	Passing comprehensive examinations in the civics topics	Passing a satisfactory examination Completion of an institution designed assessment for Georgia civics topics	Campuses should engender civics through academic coursework, co-curricular activities, and off-campus civic engagement	Institutional-level exemptions may apply

¹ Policies of the states in this exhibit did not identify credit hours/units associated with their requirements.

² Applies to college or university, normal school, or chartered institution under the authority of the State of Arkansas granting a student a baccalaureate degree.

³ Applies to students receiving a baccalaureate degree; system institutions may permit up to six semester units or eight quarter units to meet the requirement.

⁴ Applies to all colleges and universities sustained or supported by public funds for any credentials.

⁵ Requirements are defined in the Massachusetts Board of Higher Education Policy on Civic Learning for implementation across community colleges and state universities, and invites the participation of the University of Massachusetts.

⁶ Applies to institutions within the Nevada System of Higher Education and students who will receive a system-issued certificate or diploma of graduation.

Policy Options

Policy Issues

Issues That the Legislature Might Need to Address if It Wishes to Establish a Civics Awareness Policy for Postsecondary Education

- Definition** Which civics subjects and issues should postsecondary students know?
- Courses** Are current courses/requirements sufficient to ensure postsecondary students are adequately knowledgeable about civics?
- Competency** Should postsecondary students be required to demonstrate civics knowledge as part of their graduation requirements?
- Roles** What are the roles of the Legislature and other stakeholders in making necessary changes to the current requirements?

Policy Options for Consideration

- Option 1** Require successful completion of one or more currently offered civics-related courses
- Option 2** Require successful completion of a newly created course on civics
- Option 3** Require successful completion of a knowledge-based civics assessment

Option 1: Require Successful Completion of One or More Currently Offered Civics-Related Courses

- ❑ Students would earn civics-related credit without the development of a new course
- ❑ Current civics-related general education core courses:
 - American History (AMH X020), Economics (ECO X013), American Government (POS X041)
 - Institutions could identify other civics-related courses offered in their curriculum as well
- ❑ Selected course(s) might not cover all civics issues and the option might reduce students' ability to take other courses considered important to their general education
- ❑ States that implemented similar civics policies include: Arkansas, California, Georgia, Nevada, Oklahoma, Texas, and Utah

Option 2: Require Successful Completion of a Newly Created Course on Civics

- ❑ Students would earn civics related credit via the development of a new comprehensive civics course
- ❑ A comprehensive civics course could include the study of:
 - U.S. History, American Government, and the American Economy
 - Florida-specific civics topics
- ❑ Consensus on the civics topics to include and instructional staff to teach the new course may present challenges, and the option might reduce students' abilities to take other course offerings
- ❑ We did not identify any states that specifically mentioned the creation of a new comprehensive civics course to meet their requirements¹

¹ Brigham Young University, a private postsecondary institution in Utah, offers an American Heritage course, which draws from three disciplines: political science, economics, and history.

Option 3: Require Successful Completion of a Knowledge-Based Civics Assessment

- ❑ Students would complete a knowledge-based civics assessment
- ❑ The civics assessment might include an off-the-shelf exam (such as the U.S. Citizenship Test) or a newly developed assessment
- ❑ Requires no changes to current course requirements; however, consensus on the assessment and specific civics topics to include might be challenging, and students might have difficulty attaining the civics knowledge on their own
- ❑ We did not identify any states that exclusively utilized a knowledge-based civics assessment requirement; however, several states such as California, Georgia, Oklahoma, Texas, and Utah use an examination to allow students to be exempt from the requirement

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Civics Education in Florida

SUSAN DEMERS, DEAN
POLICY, ETHICS AND LEGAL STUDIES
ST. PETERSBURG COLLEGE
JANUARY 26, 2017

SPC: Who Are Our Students?

- ▶ 53.9% are 25 or older
- ▶ Average age of our AA students is 25.3
- ▶ Average age of our AS students is 32
- ▶ Average age of Baccalaureate students is 34.4
- ▶ 60% are female
- ▶ 64.4% are white
- ▶ 12.8% are African-American
- ▶ 12.5% are Hispanic
- ▶ 74.1% are part-time
- ▶ 25.9% are full-time
- ▶ Average student load is 8.5 credit hours.

What makes up Civics Education?

- ▶ *Foundational Content Knowledge*
 - ▶ *Foundations of democracy*
 - ▶ *Historical context*
 - ▶ *Government structure and institutions*
 - ▶ *Constitutional constructs*
 - ▶ *Landmark Supreme Court cases*
 - ▶ *Understanding of community institutions*
 - ▶ *Political, economic, and geographic knowledge*
 - ▶ *Understanding of the relationships between governmental entities*
 - ▶ *Understanding of the relationship between government and community institutions*

What makes up Civics Education?

Development of Cognitive and Reasoning Skills

- ▶ *Ability to build a logical argument (oral and written)*
- ▶ *Ability to engage in persuasion or debate*
- ▶ *Ability to recognize multiple points of view*
- ▶ *Ability to evaluate information*
- ▶ *Ability to recognize and account for bias*
- ▶ *Ability to draw conclusions based on evidence*
- ▶ *Ability to make a decision*
- ▶ *Ability to analyze and synthesize*

What makes up Civics Education?

- ▶ *Participation Skills*
 - ▶ *Communication skills*
 - ▶ *Formal debate skills*
 - ▶ *Consensus-building and compromise*
 - ▶ *Simulations of institutional processes (e.g. Mock Trial, Mock Congressional Hearings)*
 - ▶ *Student voice (school and/or local governance)*
 - ▶ *Volunteerism*
 - ▶ *Leadership skills*
 - ▶ *Team skills*
 - ▶ *Project management skills*

The Florida College System Civics Literacy Initiative

- ▶ *History*
 - *Florida College System Council of Presidents acknowledged that the decline of Civics Education and public engagement in the nation's democratic process represents a national crisis .*
 - *They also recognized that research shows a link between academic performance and civic engagement.*

The Florida College System Civics Literacy Initiative

- **Key partners** include The Institute for Strategic Policy Solutions at SPC, the Florida Department of Education Office of Student and Academic Success, the Graham Center for Public Service at the University of Florida; the Lou Frey Institute of Politics and Government at the University of Central Florida; the Education Commission of the States, and the Florida College System Council of Presidents.
- Closing the Civics Education Gap Conference was held to address these issues in April 2013 and October 2015. Collaborative workshops were held at St. Petersburg College for key stakeholders to identify strategies for ["Closing the Gap" and "Raising the Bar" in Civics Education.](#)

Civic Initiative Key Strategies

- ✓ *Coordinate civic activities at each institution*
- ✓ *Integrate civics-related activities across the curriculum*
- ✓ *Promote traditional campus civics tools such as debate, guest speakers, model legislature, clubs and student government*
- ✓ *Encourage students, faculty & staff to serve local governments and businesses in the area of their own specialization*
- ✓ *Adopt TurboVote in the Florida College System*
- ✓ *Integrate Service Learning teaching pedagogy across disciplines*

Example: SPC's Center for Civic Learning & Community Engagement

The Center coordinated 96 service learning classes which engaged 1584 participants who volunteered 26,222 hours in our community.

523 local governmental, non-profit and business partners worked with us on projects which converted our neighborhood into our classroom.

The resulting estimated economic impact on Pinellas County was \$617,790.

Sample: SPC Partners in Civic Engagement

- ▶ *Academy Prep*
- ▶ *American Red Cross*
- ▶ *AMI Kids Pinellas*
- ▶ *Big Brothers Big Sisters*
- ▶ *City of St. Petersburg Police Department*
- ▶ *Clearwater Free Clinic*
- ▶ *Clearwater Marine Aquarium*
- ▶ *Edible Peach Patch Project*
- ▶ *Florida Craftsmen*
- ▶ *Florida Fish and Wildlife*
- ▶ *Friends of Strays*
- ▶ *Goodwill Industries*
- ▶ *Gulfcoast Legal Services*

Our contract with our partners-

In order for a service learning project to be successful, it must yield benefits to both the local partner and to our students. Just as in any contract, clear expectations on the part of each party is essential. This gives students a first hand view of the creation and fulfillment of a contract.

The final step for students is to reflect on what they learned and how they might apply this in the future. Many students use these experiences on their resume.

The real benefit to students: Civic engagement creates student engagement.

*SPC students who participated in civic engagement activities achieved student success (A, B, or C in their classes) at a **7% higher rate** than students who did not engage in these activities.*

Civic Opportunities & Learning Outcomes

Learning Outcomes: To be engaged & contribute to the civic development of your community on a local, state or federal level

Course Assignments:

- ✓ Attend city council, planning council, county government meetings and draft a response or comment
- ✓ Serve on local organization's working group assessing and addressing needs
 - ✓ Coral Reef Restoration Project
 - ✓ Chamber of Commerce Working Groups

Civic Opportunities & Learning Outcomes

- ✓ Volunteer and contribute time and talent to local organizations.
 - ✓ St.Petersburg Free Clinic
 - ✓ K-12 Mentoring & Tutoring Project (public and charter schools)
 - ✓ Safe Harbor Mental Health Project
 - ✓ MIRA Community Arts music program
 - ✓ Park or beach clean-ups
 - ✓ Habitat for Humanity construction projects

Sample SPC civic engagement activities

- ▶ Dental hygiene students conducting workshops in schools on dental health
- ▶ Legal Studies students participated in legal workshops in cooperation with the local bar associations which offer pro bono legal service to students and community members
- ▶ Math students working with local food pantries to develop needs assessments
- ▶ Non-profit pitch contest which trains students on the requirements to create and run a non-profit entity

Sample SPC extracurricular projects

- ▶ *SPC students develop and volunteer for the Pinellas County High School and Middle School Model UN programs*
- ▶ *SPC students develop and volunteer for the Pinellas County High School Ethics Bowl*
- ▶ *Partnership between student services and civic leads encourages students to use volunteer opportunities for career exploration.*
- ▶ *Student ambassadors tutoring those preparing for the U.S. citizenship test.*



Miami Dade
College

CULTIVATING CIVIC KNOWLEDGE AT MIAMI DADE COLLEGE

FLORIDA HOUSE OF REPRESENTATIVES
POST-SECONDARY EDUCATION COMMITTEE
JANUARY 26, 2017

MDC MISSION

As democracy's college, Miami Dade College changes lives through accessible, high-quality teaching and learning experiences. The College embraces its responsibility to serve as an economic, cultural and civic leader for the advancement of our diverse global community.



Miami Dade
College

2

CULTIVATING CIVIC KNOWLEDGE

EDUCATION

EXPOSURE

EXPERIENCE



3

EDUCATION



4

GENERAL EDUCATION LEARNING OUTCOMES

As graduates of Miami Dade College, students will be able to:

- Communicate effectively using listening, speaking, reading, and writing skills.
- Use quantitative analytical skills to evaluate and process numerical data.
- Solve problems using critical and creative thinking and scientific reasoning.
- Formulate strategies to locate, evaluate, and apply information.
- Demonstrate knowledge of diverse cultures, including global and historical perspectives.
- **Create strategies that can be used to fulfill personal, civic, and social responsibilities.**
- Demonstrate knowledge of ethical thinking and its application to issues in society.
- Use computer and emerging technologies effectively.
- Demonstrate an appreciation for aesthetics and creative activities.
- Describe how natural systems function and recognize the impact of humans on the environment.



5

IN THE CLASSROOM

POS 2041 American Federal Government

The American Constitution and its development, the organization and functions of the national government, political parties and the electoral process, and the relationship of the individual to the federal government.

- Satisfies General Education Core requirement
- 120 class sections offered this spring
- 1,167 students currently enrolled



6

EXPOSURE



7

EVENTS

- Violence in America: National Security vs. Individual Privacy (Presenters from the Miami Office of the Federal Bureau of Investigation)
- Literacy Contest: Poverty in the Hispanic Community
- Voter Registration Awareness Campaign
- U.S. Citizenship and Immigration (Presenters from the U.S. Citizenship and Immigration Office)
- Reducing Violence in Our Neighborhoods (Panel Presentation including MDC Faculty, Miami Dade County Public Schools, Community Members, Students)
- Democratic and Republican Presidential Debates
- King of Spain Visit
- Community Health Fair



8

EXPERIENCE



9

INSTITUTE FOR CIVIC ENGAGEMENT AND DEMOCRACY

Academic Service-Learning

Designed to enrich the learning experience and teach civic responsibility. Academic service-learning requires students to apply what they learn in the classroom and to reflect on their experiences.

- Course-based, faculty guided
- Students actively engaged in community
- Contributes to retention, completion and job readiness
- In 2015-16
 - More than 270 faculty and 980 class sections
 - Nearly 7,500 students
 - 174,000 hours of service to the community



10



Miami Dade
College

Julie Alexander, Ed.D.
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BOB GRAHAM CENTER

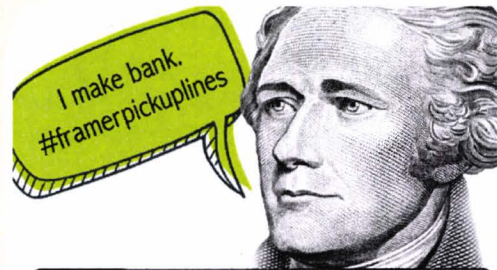
Where University of Florida students become engaged & informed citizens

Online Civics Course

Knowledge, skills and dispositions

RETHINKING CITIZENSHIP

- Award-winning online civics course
- UF, UF Online and Dual Enrollment
- Interdisciplinary studies; 3 Social Science credits
- Traditional civic literacy content with experiential learning components – Missions and Challenges
- Examples: attend a campus meeting, local government hearing or event with an unfamiliar population



Don't get the joke? Register for IDS 2338
bobgrahamcenter.ufl.edu/RethinkingCitizenship

Research

Self-directed inquiry

- **Bob Graham Civic Scholars**
 - *County-level research*
 - *In-depth interviews with government and non-government officials*
 - *Culminating roundtable discussion between students*

- **Askew Scholars (Sophomore Cohort)**
 - *Required public policy, leadership development and ethics courses*
 - *Work under a faculty mentor to prepare a civic research project for publication*
 - *Attend (2) Graham Center public lectures*



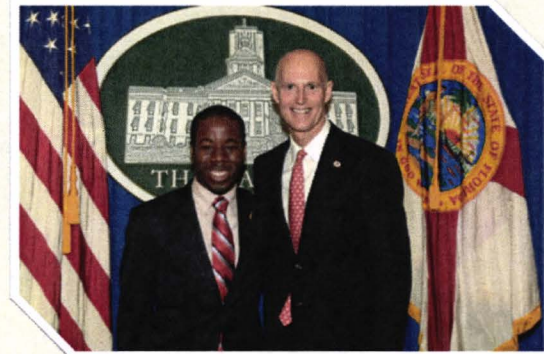
Internships

Experiential and applied learning

- **Tallahassee Internship**
 - *Take a course in Florida politics and attend seminars featuring policymakers*

- **Local Government Internship**
 - *Summer internship program in city and county management offices across the state*

- **Virtual Internship**
 - *Removes the financial and geographic barriers of the traditional internship*



Future of Florida Policy Summit

Deliberation and exchange of ideas



- Student-run conference
- One of the largest annual nonpartisan gatherings of Florida College and university students
- 300 applications for 130 spots
- 25 higher education institutions represented
- Constitution Revision Commission

Fellows in-Residence

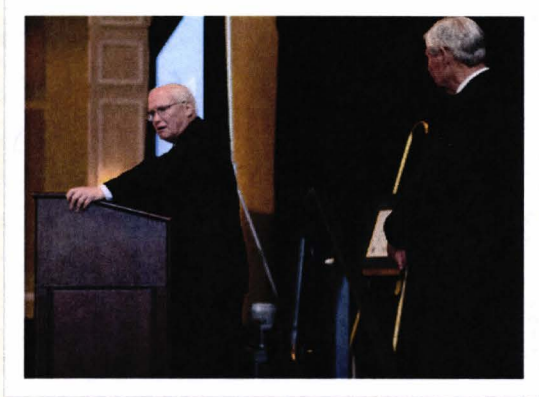
Leading by example



- Public or private sector leaders
- Demonstrated community engagement
- Work directly w/faculty & students in related academic areas

Young Floridian & Citizen of the Year

Leading by example



Recognizing Floridians who have made substantial contributions to our state

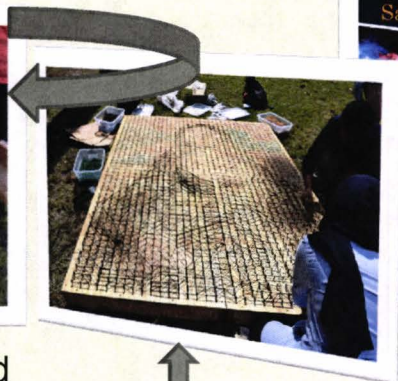
Healthy Civic Campus & Community Project

Social entrepreneurship

Community Garden



Project Springboard



Springs & Stars

Bipartisan Cooperation



Civics Nation

K-12 end-of-course exam prep for students and teachers

iCIVICS

STUDY
EDGE

BOB
GRAHAM
CENTER



Questions? Comments?

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