

Summary of Higher Education Coordinating Council Teacher Externship / Student Internship Surveys

(June 2015)

Teacher Externships

58 districts responded to the survey. Districts not responding to the teacher externship survey:

- Bay
- Bradford
- Franklin
- Hamilton
- Hardee
- Hillsborough
- Jackson
- Nassau
- Santa Rosa

12 districts indicated teacher externship opportunities (ranging from a day to a month in duration):

- Alachua – no detail
- Clay – This is the first time in about 8 years we are NOT offering an externship for teachers this summer. Information is based on years past. We usually did high school academy programs that were a high skill/high wage field for NE Florida. We would have the CTE and academic teachers participate. We have used the local hospital, aviation companies, culinary facilities, IT groups, etc. We usually tried to pick a new cluster or area each year to "share" the wealth. Only used a company 1 time and then used another one. We've had anywhere from 3 to 6 teachers participate and it is usually for a week in June. Teachers report out and share the lesson plans at a regional meeting at the Schultz Center.
- Collier –We have three externships opportunities available. Each year we host a Principal for the Day program where community members serve as acting Principals in the school in early November. Then the Principals do a job shadowing with the community/business person who was there Principal for the Day. This is voluntary on the part of the Principals. This year we had 13 participate and the feedback is very positive. A second opportunity is for teachers to do a half day of job shadowing on an early release day. Each year we target a different group of teachers to invite. This year it was the Career and Technical Education teachers (CTE), last year it was STEM teachers. We identify companies that would be in alignment with the teacher's goals and the experience would benefit them in their classrooms and with their students. On some years we also offer one day externships for teachers during the summer. The final program is for our

Aspiring Leadership. Each aspiring leader attends a nonprofit board meeting. The goal of this is to connect with the community and see the work volunteers are doing to support our students. Each of these externships is assessed with a survey. The feedback has been extremely positive. In addition to the business experience and the practical experience teachers and administrators are experiencing each of these opportunities is also creating a new relationship for the school.

- Columbia -- CTE Teachers of grade 7-12 students -Teachers select an employer/business in the area of their own subject -All of the District's 35 CTE teachers are given this opportunity, during the summer months when off contracted time -The Externship pays for 40 hours at the District's Teacher workshop rate of \$16/hr -The CTE Teacher Summer Externship program has been offered for approximately 8 years (or more) -This program has proved very successful in providing current training for our Career and Technical Ed Teachers, who then bring the current information into their classrooms to their students.
- Duval -- -Grade level and subject matter taught by the teacher(s) - High School/IT -Name and type of the business participating in the externship - Cologix & Web.com; both are IT -Number of teachers who have participated in the externship - 5 Time of year when the externship occurs - January-May Duration of each externship - Roughly 10 hours -Number of years the externship program with this business has occurred - This is the first year in this format. -How the success of the externship is assessed - Based upon teacher input
- Holmes -- 9th - 12th grade Agriculture - Northwest Florida Manufacturers - 1 teacher -Summer - One week program -This summer will be our first year to participate.
- Lake - Over the years, Lake County Schools Career and Technical Education Department has facilitated Teachers in Industry. In some years this has been a large event for a targeted audience, such as guidance counselors. In recent years, we have had CTE teachers do industry job shadowing within their field of study for 1-3 days during the summer. G. W. Schultz engineering firm in Tavares, FL is a business partner who graciously hosted 3 high school Engineering teachers in 2012. This company has also provided tours for students and has been a valuable partner for several years. We would like to provide more externship opportunities for teachers but have lately been limited due to staff and financial constraints.
- Marion -- 9-12 primarily with a few 6-8 grade teachers. Various local business area businesses such as nurseries, banks, signature brands, health offices. This program was done for a number of years about 10 years ago, however we had it available for up to 15 teachers this summer. Do not have a specific business or teachers identified at this time but do have it going out to teachers for registration in the next few weeks.
- Palm Beach -- The Palm Beach County STEM Education Council, in collaboration with the School District of Palm Beach County and the University of Florida Lastinger Center for Learning, has opportunities for high school teachers in STEM fields to work during the summer in a paid STEM Externship at an area STEM-related business. This year is the first year of our STEM Externship Program. The goal is to give teachers real world work experience in STEM-related industries and businesses, take their experiences back to the classroom, and inspire students to continue their study in STEM subjects. This summer externship offers high school STEM teachers four weeks of paid employment during the summer. The teacher "extern" will work a minimum of 20 full-time days at the place of business "worksites" at a minimum rate of \$150.00 per day, paid by the employer. The dates of the externship are Monday thru Thursday, July 6-31, 2015. At this time, we have approximately 25 teacher applications and 12 business partners. We are in the process of sending teacher applications to the businesses. In turn, the business will contact the teachers for phone interviews. Local colleges and universities will also be included as Faculty Advisers. The role of the Faculty Adviser is to 1. Review the goals of the program, project expectations, develop a work schedule, and complete necessary paper work in collaboration with the host business, teacher extern and the district program manager. 2. Discuss techniques to incorporate the externship experience into the teacher's classroom. 3. Become familiar with the lesson plan format utilized in The School District of Palm Beach County. 4. Make weekly contact with the extern and conduct at least two site visits.

- Polk -- Rooms to Go: 9-12 CTE teachers Four teachers participate Each semester duration: 20 hours # of years: 4+ Detroit Tigers - Willie Horton 360 9-12 culinary and business teacher Six teachers participate During spring training Duration: 1 year Lakeland Electric 9-12 teachers Six teachers participate Ongoing including summer Duration: 8 years
- Seminole -- Seminole does not have a recurring/regular externship program but has had occasional opportunities for teachers to participate in externships. Some examples of current or past externships include: --Hospitality/Tourism/Culinary/Interior Design through the Central Florida Hotel & Lodging Association. 1 week paid experience. --Bioscience program teachers worked one summer at a research firm; this was a summer-long paid work experience.
- St. Johns --Each summer for the past 7 years we have offered externships to Career Academy teachers. (Academic and CTE Teachers) At least two teachers have participated each summer for 1 week. After the experience, the teachers develop an integrated project based unit to be implemented the next school year. Various businesses have participated who are usually members of the Career Academy Advisory Board.

Lessons Learned

In summary, the benefits of teacher externship programs are:

- Teachers: Teachers better understand the industry and real-life skills they need to implement in the classroom.
- Students: Students get exposure to current practices in businesses and skills in problem-solving.
- Districts: Business partnerships

Overwhelmingly, districts indicated that there are too few externship opportunities for their teachers. Most-cited reasons include:

- Not enough business partners willing to offer teacher externships
 - Not enough appropriate business partners in small and/or rural counties
- Not enough staff time or expertise to design, market (internally), and implement/administer (e.g., find business partners, sign formal agreements, evaluate programs/participants) a formal teacher externship program
 - Note: Some of the districts submitted two surveys: one from an official describing the district's teacher externship program and one from an official denying that such a program existed.
- Not enough funding
 - Many of the funding issues revolved around the need to pay teachers while they participate in externships (typically during the summer). Some interesting nuggets:
 - Columbia uses federal Carl D. Perkins Career and Technical Education Act funds to pay its 35 Career & Technical Education teachers \$16/hr. for 40 hours of externship work each summer (approximately \$22,400 total).
 - In Palm Beach's first-year program, the employers will pay the teachers \$150 per day for a minimum of 20 full-time days during a 3.5-week period. So far, 12 businesses have signed-up (approximately \$36,000 total).
 - A few districts (e.g., Brevard, Marion Gadsden) responded that funding would be needed to pay for substitute teachers to take to place of teachers who are participating in teacher externships. Apparently, this means that such districts view externship activities as needing to occur during the course of a scheduled school day. Along these same lines,

Duval questions what the right time is during the year for an externship, and Indian River expresses the desire to avoid having to use substitute teachers as part of an externship program.

- Note: Martin County suggests that an externship program could involve a “reciprocal transfer of talent,” i.e., the employer could send an employee to work in a classroom.

Student Internships (State Colleges)

27 colleges responded to the survey. Only Chipola College did not respond to the student internship survey.

Approximately 40% of state college programs indicated that there aren't enough internships available to their students.

Lessons Learned

Main reasons cited for internship deficit. (Note: Each reason was noted by approximately 3-6 colleges.)

- **Business perspective**
 - Colleges are located in regions (e.g., small, rural) lacking business partners and/or “appropriate” partners (e.g., small businesses without the ability to manage an intern).
 - Mismatch of business internship offerings and student programmatic needs
 - Administrative red tape (e.g., program paperwork, in-house administrative training, liability issues)
 - Interesting Nugget (Hillsborough Community College): CareerSource Tampa Bay's Internship Program (https://www.careersourcetampabay.com/pages/internship_program) provides opportunities for individuals who have completed occupational classroom skills training that need to gain job-related skills and knowledge. By participating, employers benefit by being reimbursed up to 80% for the intern's wages during the internship period.
 - Finding future employees. An internship program is a proven recruiting tool; an ongoing pipeline of future employees.
 - Saving the cost of recruiting and hiring. According to a 2009 Internship Survey,
 - 67.7% of 2007-08 interns were offered full-time positions;
 - 83.6% of these offers were accepted; and
 - 35.3% of employers' full-time, entry-level hires came from their internship programs.
 - “Test driving” the intern. Hiring someone as an intern is the most effective way to evaluate their potential as a full-time employee.
 - Increasing employee-retention rate. The proof for the test-driving theory is in the positive employee- retention figures: According to the same Internship Survey, almost 40% of employers reported a higher five-year retention rate among employees they'd hired via an internship program.
 - Enhancing perspective. New people bring with them novel perspectives, fresh ideas, and specialized strengths and skill sets.
 - Interesting Nugget (Indian River State College): For over four decades, INROADS (<http://www.inroads.org/>) has helped businesses gain greater access to diverse talent through continuous leadership development of outstanding

ethnically diverse students and placement of those students in internships at many of North America's top corporations, firms and organizations.

- Today, nearly 2,000 INROADS Interns are gaining valuable work experience through pre-professional internships in industries such as Business, Accounting, Actuarial Science, Engineering, Computer and Information Sciences, Sales, Marketing, Communications, Nursing, Allied Health, Health Care Management, Supply Chain, Finance, and Retail and Store Management.
- Clients receive a savings of time and dollars spent recruiting, screening, matching, coaching, and training their diverse interns. They also receive the benefits of “fit” because the INROADS process emphasizes the communication with them to know and understand their business, while simultaneously, knowing and coaching INROADS students.
- **College perspective**
 - Not enough staff/resources to build an internship program, administer the program (e.g., student recruitment, matchmaking, screening employers), market the program (to students), and actively seek out business partners
 - **Interesting Nugget (Hillsborough Community College):** Education Connection (still being developed -- <http://www.tampachamber.com/Education-Connection.aspx>) is a partnership between the Greater Tampa Chamber of Commerce and the educational institutions in the Tampa Bay Area. The partnership includes the University of South Florida, University of Tampa, St. Leo University, Hillsborough Community College, Stetson University College of Law, and Hillsborough County Schools. Education Connection was established to increase collaboration between academia and the business community. This collaboration will create new opportunities for internships within the Tampa Bay community, establish a channel for locally applicable research partnerships, and provide a conduit for feedback on education curriculum. Aligning these initiatives will allow the Tampa Bay community to take advantage of expertise within our educational institutions, establish expertise clusters based on business/academia experience, and provide local employment opportunities for the brightest students.
- **Student perspective**
 - Lack of student response to available internship opportunities
 - **Interesting Nugget (Seminole State College of Florida):** A zero credit hour internship course would be useful in that students who couldn't afford to pay for a credit bearing class to document their internship experience, could take advantage of the zero credit option which would cost little to nothing, but would be notated on their transcript. Currently, students engage in paid work experience that should be consider work integrated learning, but because they don't have to or can't afford to, they do not register and therefore the Career Center cannot track those activities.
 - Timing mismatch between student needs (e.g., by semester) and available internships
 - Reduced interning desire/capability of A.A. students who haven't started a major and whose elective credits are consumed by prerequisite requirements for baccalaureate program admission

Student Internships (State Universities)

11 universities responded to the survey. Florida Polytechnic University was not asked to respond to the student internship survey.

Four universities indicated that there are enough internships available to their students. Four universities indicated that there are not enough internships available to their students. Two universities did not indicate one way or another, and one university indicated that its decentralized approach to internships did not allow for reaching a conclusion.

Lessons Learned

Main reasons cited for internship deficit. (Note: Each reason was noted by approximately 4-7 universities.)

- **Business perspective**
 - Universities located in regions lacking business partners and/or “appropriate” partners (e.g., small businesses without the ability to manage an intern)
 - Interesting Nugget (UCF): To promote substantial increase of paid internship opportunities, some sort of tax breaks to the employer would help tremendously in encouraging them to undertake the co-educator role.
 - Interesting Nugget (FIU): “Given the limited major industries in the South Florida area, we still have a shortage of paid-internship opportunities in general, and in particular, for students in the STEM academic disciplines.... It should also be mentioned that historically in South Florida there has not been a culture of providing internships to college students.”
 - Interesting Nugget (FIU): This past year, a separate initiative was created by our county’s economic development agency, The Beacon Council, to try to expand internships and employment opportunities to students matriculated in any of our local institutes of higher education. This initiative, The Talent Development Network, (<http://engagement.fiu.edu/growing-talent/talent-development-network/index.html>) is focused on having major local employers identify internships and employment opportunities at the local level so that students from all six major institutions of higher education can apply. We are in the process of launching this initiative so it is still too early to determine its effectiveness.
 - The Talent Development Network is based on the One Community One Goal Targeted Industry Strategic Plan and focuses on creating internship opportunities for undergraduate and graduate students in seven industries: Aerospace, Creative Design, Hospitality and Leisure, Information Technology, Life Sciences and Health Care, International Banking and Finance and Trade and Logistics.
 - Partners include: The Beacon Council, The Miami Foundation, Barry University, Florida Memorial University, Miami Dade College, Miami-Dade County Public Schools, St. Thomas University, and the University of Miami.

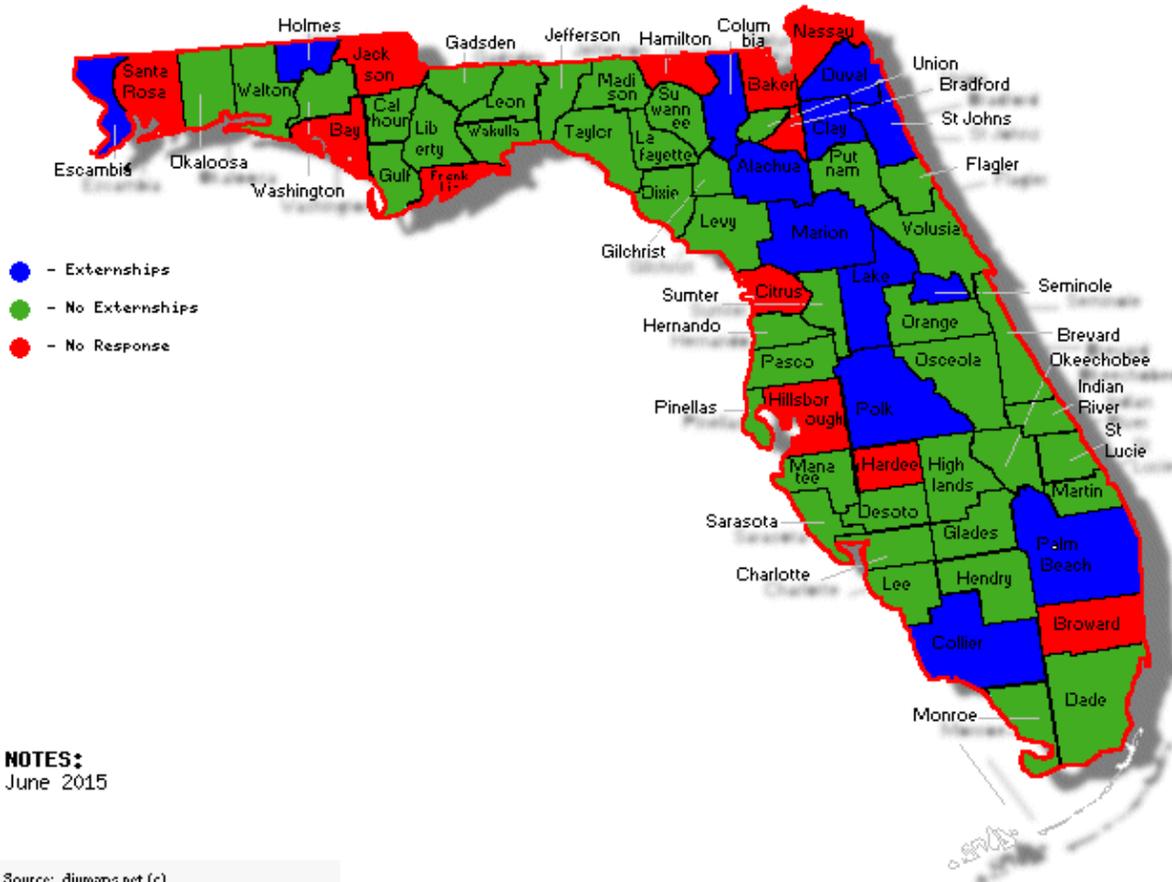
- Administrative red tape (e.g., program development, in-house administration, legal issues)
- **College perspective**
 - Not enough staff/resources to administer an optimally-extensive internship program, including actively seeking out an optimal number of business partners
 - **Interesting Nugget (UNF):** With the exception of one or two academic departments or majors, every program of study offers an internship or some variation on the experiential learning theme for our students.
 - Academic departments have cultivated working relationships with wide range of employers in the Metropolitan Jacksonville area and beyond, where these internship experiences are offered. The departments maintain data bases of these employers to help their students set up internships.
 - These experiential learning opportunities are offered under different names: Internship; Externship; Cooperative education; Experiential learning; Field experience; Community-based learning; Practicum; Clinical experience; Capstone experience.
 - In addition to the internships offered through the academic departments, UNF also offers the IDS 3949 Experiential Learning Course in each of the Colleges. This is an elective course for credit (Up to 3 Credit Hours).
 - UNF Career Services has developed a webpage on internships with links to the academic departments and a range of internship resources: [http://www.unf.edu/careerservices/Internships And Cooperative Education.aspx](http://www.unf.edu/careerservices/Internships%20And%20Cooperative%20Education.aspx)
 - In addition to the internships for academic credit, we have a wide range of Career Internships. These are less formal internships, not taken for academic credit, which are established and managed by employers across the region. The university is not involved in vetting these sites, identifying learning objectives, or ensuring supervision and evaluation of the internships.
 - From July 1, 2014 to March 31, 2015, there were 580 internships posted in our online job and internship posting system, Career Wings.
 - **Interesting Nugget (UCF):** Unique to Florida universities, UCF has an Office of Experiential Learning (OEL) in Undergraduate Studies, which handles developmental, academic internships during students' degree programs. These include one semester as well as multiple semester, progressively more responsible internships we call co-ops. Service-Learning also falls within the mission of OEL.
 - OEL is a university-wide academic program open to all majors at the university. OEL builds partnerships with employers to develop and structure internships for students. OEL services are free to our partners, and in addition to us providing assistance to the employers through position development, we screen the students based on the employer's minimum criteria for the position, refer qualified candidates for their consideration, and support the employer during the placement through consultation and problem-solving, should it be necessary. The employer serves as a co-educator to our students in this process of bridging the students from theory learned in the classroom into application of the theory in the work place. UCF is "the Partnership University" and OEL is a vital part of that partnership in practice.

- OEL also develops a relationship with the students who are looking to obtain internships in their majors by providing individual assistance and guidance to the students with targeted resume preparation, interview skills, and referrals to appropriate internships. Once students have secured an internship, they are registered in an Experiential Learning course where the student completes structured assignments designed to help them make the most of their experience under the guidance of OEL faculty. Students earn an S/U grade in the courses that are documented on their transcripts for 0-5 credits, depending on the specific circumstances of the student's degree program. Student Learning Outcome assignments are analyzed and shared with UCF colleges or departments, and are used for the purpose of Accreditation, awards, etc. Degree-seeking students with a minimum of 20 credits completed and at least 2.5 GPA are eligible to participate in OEL internships.
- In the academic year 2013-2014 (Su 13, Fa 13, Sp 14), OEL had 4,889 student placements in internships/co-ops. In addition, other departmental internships, clinicals, practicums, and field experiences total 7,517 experiences, including 2,088 mandatory internships for Education majors.
- **Student perspective**
 - Students cannot financially afford to do an internship.
 - They have to decide between a paid job and an unpaid internship.
 - Interesting Nugget (UCF): A scholarship for undertaking an unpaid and/or international internship would be of great importance to level the playing field between those who can and can't financially afford to do an unpaid or especially costly internship.
 - They have to pay for associated credits.
 - They have to pay for excess credits.
 - They have to pay for housing and/or transportation during the internship.
 - Internships overlap with academic courses and/or interfere with on-time graduation course-planning

SURVEY RESPONSES
SCHOOL DISTRICT TEACHER EXTERNSHIPS | FCS AND SUS INTERNSHIPS

School District Teacher Externship Opportunities

Districts Reporting Externship Opportunities	Districts Reporting No Teacher Externships			No Response
Alachua	Brevard	Indian River	Osceola	Bay
Clay	Calhoun	Jefferson	Pasco	Bradford
Collier	Charlotte	Lafayette	Pinellas	Broward
Columbia	Dade	Lee	Putnam	Franklin
Duval	DeSoto	Leon	Sarasota	Hamilton
Escambia	Dixie	Levy	St. Lucie	Hardee
Holmes	Flagler	Liberty	Sumter	Hillsborough
Lake	Gadsden	Madison	Suwannee	Jackson
Marion	Gilchrist	Manatee	Taylor	Nassau
Palm Beach	Glades	Martin	Union	Santa Rosa
Polk	Gulf	Monroe	Volusia	
Seminole	Hendry	Okaloosa	Wakulla	
St. Johns	Hernando	Okeechobee	Walton	
Alachua	Highlands	Orange	Washington	



**Florida College System and State University System Institutions
Internship Opportunities**

	Please describe the number of internships available to your students.		
	Career and Technical Education	Baccalaureate	Other Programs
Broward College	About right	About right	About right
Chipola College	No Response		
College of Central Florida	About right	About right	About right
Daytona State College	Too few	Too few	Too few
Eastern Florida State College	About right	About right	About right
Eastern Florida State College	Too few	Too few	
Florida Gateway College	About right	About right	
Florida Keys Community College	Too few		About right
Florida SouthWestern State College	About right	About right	About right
Florida State College at Jacksonville	Too few	Too few	Too few
Gulf Coast State College	Too few	Too few	Too few
Hillsborough Community College	About right	About right	About right
Indian River State College	About right		
Lake-Sumter State College	About right	About right	Too few
Miami Dade College	Too few	About right	
North Florida Community College	About right		
Northwest Florida State College	Too few	Too few	Too few
Palm Beach State College	Too few	Too few	About right
Pasco-Hernando State College	About right	About right	
Pensacola State College	Too few	Too few	Too few
Polk State College	About right	About right	About right
Santa Fe College	About right	About right	About right
Seminole State College	About right	About right	Too few
South Fl State College	About right	About right	About right
St Johns River State College	About right		
St. Petersburg College	About right	About right	Too few
State College of Florida	Too few	Too few	About right
Tallahassee Community College	Too few		
Valencia College	Too many	Too few	

	Are there a sufficient number and variety of internship opportunities that are available to your students?
Florida A&M University	No
Florida Atlantic University	Undetermined
Florida Gulf Coast University	Yes
Florida International University	No, not enough paid internships
Florida Polytechnic University	<i>Not Surveyed</i>
Florida State University	Undetermined
New College of Florida	Yes
University of Central Florida	No
University of Florida	Yes
University of North Florida	Yes
University of South Florida	No, Not enough "in-field" internships
University of West Florida	Undetermined

**Community College Survey of Student Engagement
2014 Frequency Distributions - Main Survey**

Item 8: Which of the following have you done, are you doing, or do you plan to do while attending this college?
8a. Internship, field experience, co-op experience, or clinical assignment

	I have not done nor plan to do		I plan to do		I have done		Total
	Number	%	Number	%	Number	%	
Broward College	436	36.3	644	53.6	121	10.1	1201
Chipola College	171	39	168	38.3	99	22.7	438
College of Central Florida	326	36.3	415	46.3	156	17.4	897
Florida SouthWestern State College	397	38.6	493	48	138	13.5	1028
Florida State College at Jacksonville	468	40.2	538	46.3	158	13.5	1164
Hillsborough Community College	533	38.6	663	48	186	13.5	1383
Indian River State College	389	39.3	490	49.5	111	11.2	990
North Florida Community College	160	42.2	139	36.8	80	21	379
South Florida State College	167	35.3	244	51.4	63	13.3	474
State College of Florida, Manatee-Sarasota	370	44.1	346	41.2	124	14.8	839

<http://www.ccsse.org/survey/profiles.cfm?sortby=state#2014>