2015 Supplemental Materials Contents

Background to 2015 HECC Recommendations

Comments should be directed to:

Matthew Bouck
Director, Office of Articulation
Florida Department of Education
matthew.bouck@fldoe.org

Diane McCain
Director, External Relations
Board of Governors
State University System of Florida
diane.mccain@flbog.edu

Background to 2015 HECC Recommendations

2015 Priority Area #1: Continue to encourage and support all education sectors in defining key performance metrics to align with statewide higher education policy and fiscal goals, recognizing that performance benchmarks might differ by delivery sector and program.

At its June 26, 2015 meeting, a motion was made by HECC member State University System Chancellor Marshall Criser. After discussion, the motion was approved as follows:

access,
retention,
graduation, and
student employment or continued study.

The Core Measures Paradigm is reinforced with a set of assumptions.
All sectors typically have many accountability measures, some of which are required by either a governing board, by federal reporting, or by the Legislature.

2015 Priority Area #2: Broaden its commitment to seamless articulation pathways by incentivizing higher education institutions to increase the number and proportion of transfer students receiving credit towards their intended program of study always keeping in mind issues of accreditation and quality.

Routes2Success: The Higher Education Coordinating Council's Transfer Project

Routes2Success is a higher education coordination strategy that would advance collaborative

4 - Joint dual enrollment and advanced placement instruction should be reviewed for clarity, intent and funding methodology	Joint AP and dual enrollment is no longer allowed in statute.
5 - Delivery of dual enrollment, advanced placement, International Baccalaureate to rural/remote high schools that request such courses should be a priority of distance learning initiatives	There are colleges and universities that offer online dual enrollment opportunities but school district and higher education institutions determine the extent and use of such options.

Recommendation 2.6: |

13   The Articulation Coordinating Committee should consider technical issues on how accelerated credits are earned, weighted, counted & funded.

A) AA Production Inducements

Lowering the cost of higher education is a growing imperative. Lessening time spent getting a degree is a strategy that lowers degree costs. Supporting smart student choices and changing ¯°±Ÿ¡ ª °`› ¡ ¤š²¥ ®°« `©š§¡ ¨©š®`¤¥£¤¡ ®¡ Ÿ±ơš`°¥ª `œ¤«¥œ¯ ¡š®¥ ®œ±Ÿ¨«³ ¡ ®°¤¡ `œ¯¯«Ç› šœ¤¡ ¨«®¯ degrees for students, families, colleges, universities and Florida more than any other cost cutting strategy. The longer a college career lasts, the further off are increased earnings. Clear routes to a chosen degree, low-

Recommendation 2.11: High school and college students should be alerted that randomly chosen courses may fulfill AA degree requirements but may not apply to the major they someday choose. ˈ°šˈ¡ ³ ¥¥¡ › šœœ¡ ¨«®¯ Ÿ¡ £®¡ Ÿš°š› š¯¡ ¯¨¥¡ ˈthe Florida Virtual Campus and other degree planning ¯¥¡ ¯¨¤«±ˈŸ ¤¥£¤ ¥£¤°°¤¥ ¥¥ Ꝏ®©š°¥ª ¥ °¤¡ ¥® › šœœ¡ ¨«®¯ Ÿ¡ £®¡ ©š¦«®¥ ²¡ ª °«®¥¯ ˈ(¤¡ ˈ«±®¥£¤¡ ® education sector websites, materials and databases should highlight this information in their degree major inventories, as well. Schools, colleges and universities should also be encouraged to highlight this information to their current and future potential students on their websites, in their counseling materials and through their counselors.

C) GPS@FLVC
Blending: (1) SOC to CIP researched data from FDEO and TalentNet; with (2) the Florida Virtual Campus Website of the University of West Florida (which includes KUDER, Career & Education Planning Systems); and (3) Routes 1 & 2 AA Transfer Clarification Data outlined on the previous page would provide students, parents and counselors with updated and upgraded resources for on-line and on-campus/on-site planning. It would enable high school, traditional and non-traditional stuŸ¡ ª °¯¨«¬¥Ø§š˚°š°š®£¡ ¡ ¡ °¡ Ÿ¨¬Ꝏ©¥¡ ¬¯š™¡ Ꝏ®©˚/˅¡ ₁ #¯¯˅˅¬«¯¯¥ ¥¥¥¥¥¯¯'#˛˛«Ÿ¡ ¯¨¡ š®˅°¤¡ ˈ
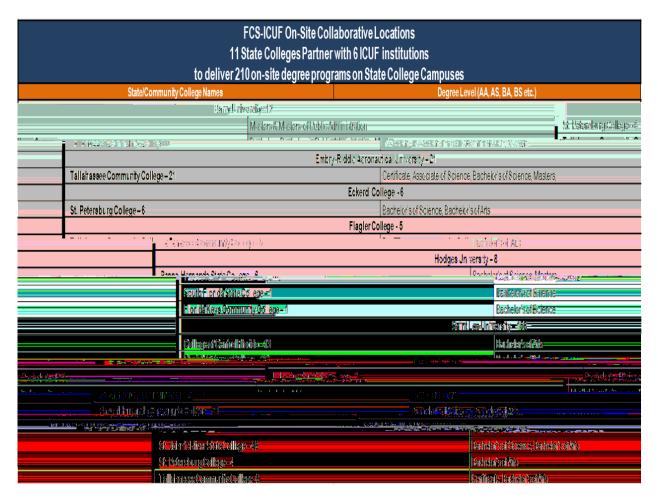
Recommendation 2.12: Discussions with Florida Virtual Campus and other degree planning sites should be launched to explore a GPS-ẏ§¡ ¯¡ ®²¥ọ¿ ¢« ® šoœ¡ ¨«® ̄Ÿ¡ £®¡ -seeking students that charts š ̈®«±°¡ ̄°« ̌šoœ« ̄¡ ª ¬®« ¢¡ ̄ ̄¥ª ' # ¸ ̣oœŸ¡ ̈ℂ« © › šoœ¡ ̈«® ̄Ÿ¡ £®¡ ©š¦«® ̈°šš°−±š ̧¶š £®šŸ±š°¡ ̇¢«® that job (CIP codes) and then to Florida colleges and universities that award those majors on-line and on-campus/on-site. Such a Graduation Pathways Service (GPS) should highlight various best routes based on time-to-degree, cost reductions, inducements, helping students to determine their best route to a degree, as well as link to college and university career service offices, internship opportunities and fellowship programs Students should be informed and equipped to decide, + ¤¡ ® š© ̇£«¥ £ ̄fl«³ ̈«ª £³ ¥ ̈¥°š§¡ ©¡ ̄°« £¡ ̄ °°¤¡ ® ̈fl«³ ̈© ±o̧ℂ±¡ ̈ ̇³ ¥ ̈£ª¡ ¡ Ÿ

3) Determine Sufficient Bachelor's Degree Completion Capacity

Background

Upgrading college-credit programs for high school students is a manageable challenge, as is upgrading AA degrees production. Successful updating those AA 2+2 elements will increase › šoœ¡ ̈«® ̄ Ÿ¡ £®¡ ̣oœ©¬¨ ̈°š¥ª Ÿ ©š¨ Ÿ ̈£ℂ«® ¡ ¤£¤ ̈oœ«« ̈ ̈ ̄°±Ÿ¡ ª ª ̄š Ÿ ̈© «® traditional and non-traditional students focus on their dirou6CID 18₃BDC BT/F1 11.04 Tf1 0 0 1 72.024 154.58 Tm〔)〕TJET EMC /P 6Tm

University, Florida Gulf Coast University, Florida Institute of Technology, Florida International University, Florida State University, National University of Health Sciences, Saint Leo University, the University of Florida, the University of South Florida, University of South Florida at St. Petersburg, University of South Florida at Sarasota/Manatee, and St. Petersburg College.
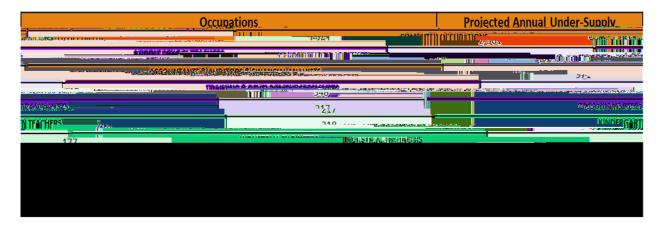
FCS-ICUF On-Site Collaborative Locations
11 State Colleges Partner with 6 ICUF institutions
to deliver 210 on-site degree programs on State College Campuses

State/Community College Names	Degree Level (AA, AS, BA, BS etc.)
Barry University - 12	
	Masters & Masters of Public Administration
	St. Petersburg College - 12
Embry-Riddle Aeronautical University - 21	
Tallahassee Community College - 21	Certificate, Associate of Science, Bachelor's of Science, Masters,
Eckerd College - 6	
St. Petersburg College - 6	Bachelor's of Science, Bachelor's of Arts
Flagler College - 5	
Hodges University - 8	
Pasco Hernando State College - 8	Bachelor's of Science, Masters
South Florida State College - 1	Bachelor of Science
Florida Keys Community College - 1	Bachelor's of Science
Saint Leo University - 18	
College of Central Florida - 18	Bachelor's of Arts
St. Johns River State College - 16	Bachelor's of Science, Bachelor's of Arts
St. Petersburg College - 4	Bachelor's of Arts
Tallahassee Community College - 6	Certificate, Bachelor's of Arts

Recommendation 2.16: The Legislature should establish a framework to support collaborative partnerships between state colleges and independent colleges and universities to establish campus-based sites to enhance and expand higher education opportunities in communities that are higher education under-served and that have unmet demand.

C) Demand/Supply Statewide Consensus Projection

In 2012-2013, the State University System took the lead and created a statewide under-supplied, Working Group included research and policy staff from the higher education sectors, Florida Department of Education (FLDOE) staff, Florida Department of Economic Opportunity (FLDEO) staff, Legislative staff and private sector employer groups staff. Projected employment demand developed by the Florida Department of Economic Opportunity was compared to degree awards in Florida higher education sectors. In late 2013, the Commission on Higher Education Access and Educational Attainment reviewed the methodology and consensus. The Commission issued its final report to the SUS Board of Governors

and other higher education sectors that confirmed the findings. The Commission had concluded that statewide the following 11 occupations would be under-¯±¬¬'¥ Ÿ› µ ša °¥¤š°¡ Ÿ› šœæ¡ ¨«®¯¨ degree production of the higher education sectors unless current degree production was increased or new capacity created.

This project is a model that could be used to determine local demand and chronic unmet demand for teachers and nurses that are additional to the statewide occupations that have already been identified for increased production.

Occupations	Projected Annual Under-Supply

Complete list available through the Commission on Access & Attainment Report

Recommendation 2.17: HECC should work with SUS and other higher education sectors to track °¤¡ ¸«©©¥¯¥¤«ª«ª ·°œœ¯¯ ¨ °°š¥'©¡ ª° ¯¬®¡ ¨¡ œ¥¤«ª ¨«¢±ª Ÿ¡ ®¯±¬¬'¥ Ÿ› šœæ¡ ¨«®¯ Ÿ¡ £®¡¡ ¯ «œæ¬šŸ«¯ «««°¯› šœæ¡ ¨«®¯ Ÿ¡ £®¡¡ ¯¬®Ÿ±œæ¨«ª °«©¡¡ °±±®¡Ÿ¡ ©šŸ Ÿ '· «©§¥£³ ¥¤Ž ž˜ #ı FL˜ı# ša Ÿ¬®¥š°¡¡ ©¬«µ¡ ®£® ±¬¬ ¬flı̤«±¯ Ÿ©«ª¥«®«°Š¨ «› šœæ¡ ¨«®¯ Ÿ¡ £®¡¡ ¯¬®Ÿ±œæ¨«ª«¢ those occupations and should work with FETPIP to track hiring growth in those occupations to confirm the projected employment growth of those occupations materializes. In professions requiring licensure, including teachers and nurses, consideration should be given to tracking licensees coming to Florida with degrees or certifications granted by non-Florida institutions. Chronic unmet demand in Florida for teachers aª Ÿ'ª ±®¡¯³ ¥¤› šœæ¡ ¨«®¯ Ÿ¡ £®¡¡ ¯¬®Ÿ±œæ¨«ª«¢ monitored. HECC should report annually to the Legislature on the performance of this ©¡ °¤«±«¥Ÿ«¨«£µ¬ ¯¬§¯š°¤«¨§ ša Ÿ '°¤¥ °¥¤¡ ®¥ Ÿ±œæ°«¨«§®«œ«œ¡ ª°¯¬ ±¬¬¨µ¡ ®supplied degree programs.

D) Creating New Capacity – Online

(¡ ª ·µ¡ š®°·¤¥œ©ª ª«³ ¯°¤¡ ®«ª ¯¥ Ÿ'·« Ÿ'·¯µ°¨¯µ ¯·šœ©¬¯¬-based college and university systems but there should also be a coordinated digital-based college and university system. Any high school, traditional or non-traditional student in Florida would be able to choose an on-line route to a › šœæ¡ ¨«®¯ Ÿ¡ ¨ ša Ÿ '®¡ «œæ¥¯ šœšŸ¡ ¡šŸ© ¥¥Ÿ'·¥¤¥¥°®«š®¡ ša Ÿ ¨«§¥¯°±±¬¬¤«®«°«œ«œ© ©¨«µ¡ ®«ª¡ ¥¤

Those students will be able to start their degree studies on-line in high school, advance their degree studies during the summer and complete their degree at home with support from local facilitators at local libraries, schools, colleges, universities or even Starbucks.

Many Florida colleges and universities are constructing and operating their own digital college or university already. The University of Central Florida records large numbers of its classroom

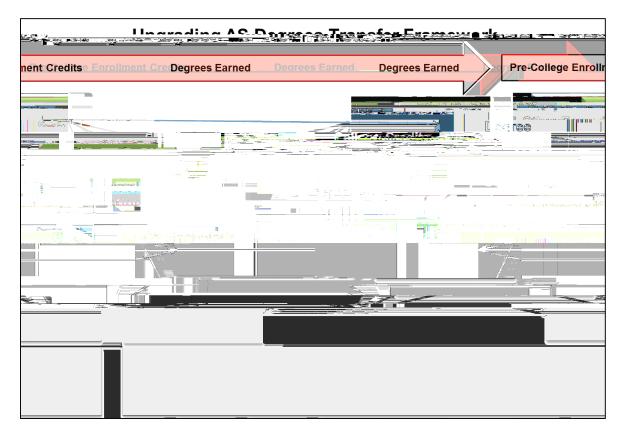¯¡¯¯¥ᵃ¯°«®š¨Ÿ¥£¥š¨¨¨µ¯°¡©¨¨Ÿ§¡¨°¤¡⁄«®Ÿšž¡£¥¨š°±®¯°œ©©¥°¡¡¯¡¯¯¥ᵃ²Ÿ¡«¨µ¯°¡©¨

Students can attend the classroom sessions, watch them live on their mobile phone/tablet or view them later from a video library. In a similar design, Lynn University is converting to digital textbooks and iPad study sessions for students, as well as digital lecture and instructor discussion sessions. Saint Leo University delivers blended classroom and digital courses to active duty military on bases. These blended sessions can be continued on-line when student/soldiers are deployed worldwide. Embry-Riddle Aeronautical University has more than 40,000 professional development students worldwide, taking on-line training courses with on-line and on-site student services centers for administrative, academic and social support.

Two years ago, Speaker Weatherford made it a priority to launch *Complete Florida* at the University «₵+¡¯°⁄«®Ÿš¨°«Ÿ¡¨¥¡®šœ@¡«®¯Ÿ¡£®¡°œ©¬¡°¥ᵃ¬®£®š©¯«ᵃ-line to non-traditional students. This UWF program has developed and demonstrated a new and innovative collaborative

F) Measuring Transfer Performance

Two commonly used performance measurements for colleges and universities are the federal IPEDS First-Time-in-College (FTIC) completions measures and Time-to-Degree measures. They are important but insufficient and deficient. They track a small proportion of the students seeking ›šœ¡¨«®¯Ÿ¡£®¡¯š°œ¨¡£¡¯šªŸ±ª¥¡®¥¥¯°«Ÿšµ¨(¤¡µ©¡š¯±®¡›¯°°¤¡˙œ¤«®¯«℃°®šŸ¥¥¥ªš˙ first time enrolled and attending a college or university fulltime. College credits earned in high

for workplace employment. AS degree curriculums did not require an additional 60 course credit ©š¦«®š°˝š›šœ¶¡¨«®¯Ÿ¡£®¡š³š®¥£œœ¶¡£¡«®±ª¥¡®¥µ¨¨˙¨Ÿ¡£®¡¯Ÿ¥¥ª«°˙®¯−±¥®šˇš°®šˇ¢¸® of credits although college credits earned through dual enrollment could be transferred into an AS degree program. The 60 credit AS degree design and the 120 AA-to-›šœ¶¡«®¯Ÿ¡£®¡Ÿ¡ˉ¥£ª˙³¡®¨ deliberately different options for students.

+¤¡ªˇŽ¡£¥ˇš°¥¡šœ¸¥ª˙¥¨¨¨±¬£®šŸ¨Ÿ˙°¤¡¨¨¨¨›šœ¶¡«®s degree design and its infrastructure with a common course numbering system and model articulation agreements to promote and support transferring course credits, AS degrees were purposefully not included in the Legislation. In 1998, the Legislature did direct that model articulation agreements and common œœ±®¡ªª±©›¡®¥£¥¥¢§ˉ°®±œœ±®¨›¡®¸¡Ÿ¡²¡«¬¸Ÿ˙œ®¨'¨Ÿ¡£®¡¨°®§šˉ¢¸®«¢œœ¶¡Ÿ¥ˉ°«›šœ¶¡«®ˉ degrees. In the past dozen years, this transfer infrastructure has been used by state, independent and private œœ¨¨¡£¡ˉšˆŸ¡±ª¥¡®¥¥ˉ°«¡ªš›¨¨˙¨Ÿ¡£®¡Ÿ¡£®Ÿ±š°¡ˉ°«¡š°®š›šœ¶¡«®¯Ÿ¡£®¡¨¨ AS degreed students take an additional 60 course credits of general education credits (15 to 18) and relevant upper division major course credits (45   42). Such AS degreed students take šŸŸ¥¥¥«ªš�‫°œ®Ÿ¥¥−«¢£®−±¥®Ÿ¨¨¨£¡ª¡®š¨Ÿ¡±œš°¥«šœœ±®¡ˉˉšŸ›šœ¶¡«®¯Ÿ¡£®¡¨©š¦«®œœ±®¡ˉˉ °«£±¢¨šˉˉœœ®Ÿ¥›šœ¶¡«®¯Ÿ¡£®¡¨¨˙±®®šˉª°µ©©šˉµœœ¨¨¡£¡ˉšˆŸ¡±ª¥¡®¥¥ˉˉ¥⁄«®Ÿˉ«¢¸® these AS-to-›šœ¶¡«®¯Ÿ¡£®¡¨±−£®ades for AS degreed students in criminal justice, nursing, technology and other fields.

Additionally in recent years, the AS degree transfer design has expanded with pre-enrollment college credits earned at schools, colleges, universities or centers. More than 200 industry certifications have been designed and developed for middle school, high school, technical center, and college and university students. Technical Center and State College Postsecondary Vocational Education Programs credits can now be transferred and included in AS degrees.

Upgrading AS Degree Transfer Framework

Upgrading AS degrees has two course credit crosswalk challenges. Each challenge is more complex than updating the existing AA 2+2 Program. There are far more courses, certificates, degrees and curriculums involved. There are more transfer college credits to incorporate into specific curriculums and degrees. While a few completed routes from pre-enrollment courses to AS degrees and to BS degrees have been constructed at colleges and universities, there is not statewide a system comparable to the AA 2+2 system.

1) Transferring Pre-AS-Enrollment Credits to a specific AS Degree Program While the general infrastructure currently exists to transfer these college credits to AS degree programs at state, independent or private colleges and universities, each pre-enrollment earned credit from schools, technical centers and elsewhere must be aligned to a specific college or university AS or BS curriculum and degree.

2) Transfer of AS Degree Credits to a specific Bachelor's Degree Program
Each AS Degree increasingly may become a package of pre-enrollment credits delivered by many educational institutions and a final AS degree awarding institution. Through statewide or individual reviews and articulation agreements, each of those AS degrees must be aligned to a ¯¡œ⁴œš²š¥š› ¨¡ › šœ@¡ ¨®¯ Ÿ¡ £®¡ °¤š°šœ@¬°¯ °¤š¨° ' Ÿ¡ £®¡ šªŸ¥¯¬®¡ -AS enrollment credits.

Challenging Implementation Steps & Recommendation

There are four challenging implementation steps to consider about upgrading AS degrees.

1. Every pre-AS-¡ª®¨©¡ª°œ@ Ÿ¥¡š®¡Ÿ©šµª«°±¨Ÿ¨š¯°±Ÿ¡ª¯œ«¯¡ª°' Ÿ¡ £®¡ ¨œ®®¥œ±©¨ requirement. Every AS degree must be evaluated to determine the pre-AS-enrollment credits that can be applied to a specific associate degree.
2. AS degreed student¯ ©šµ¥œ@š¯¥£µ›¨¡ª®¨¥£¥›šœ@¨®¯Ÿ¡ £®¡ ¬®£®š©©¨šŸ transferring those pre-AS-enrollment credits in their AS degree that may or may not apply to °¤¡¥®œ«¯ª¨›šœ@¨®¯Ÿ¡ £®¡ ©š¦«®¨
3. There may or may not be statewide or regional demand or interest sufficient to warrant an ±¬£®šŸ¡ «¢¡²¡®µ¨' Ÿ¡ £®¡ ¨°š›šœ@¨®¯Ÿ¡ £®¡ ¬®£®š©© ¨¤¡ Ÿ©šŸšŸ¥¥¢°¡£®¯š Ÿ ¯¡¨œ⁴œ¨'°«¨šœ@¨®¯¡ £®¡ ¨¤«±¨›Ÿ¡ °®©¥Ÿ¡ šªŸ¥ Ÿ šŸ
4. Statewide sector and institutional articulation agreements will have to be adopted for each set of pre-AS-¡ª®¨©¡ª°œ±®¡ œ@Ÿ¥¯ šŸ¥¡šŸ¡šœ@¯« ' Ÿ¡ £®¡ ¨°¤š°š³ ¥›¡ °®¢š ¢¡®¨Ÿ¥š›šœ@¨®¯¡ £®¡ ¨¯   ý

Develop new skills and refine others   Students can learn their strengths and weaknesses by creating learning objectives and receiving feedback from their supervisors. This is a unique learning opportunity that they may never have again. Interns can turn the mistakes that they make and the many things that they dᵃ ᵃ ᵃ§ᵃ ᵃ into learning opportunities.

Gain confidence in their abilities -- Practice makes perfect. If a student has learned about a specific technique in the classroom, they are able to test it out in the world of work. Then, they

Relating to students:
> Lack of student response to available internship opportunities
>
> Timing mismatch between student needs (e.g., by semester) and available internships
>
> &¡ Ÿ±œŸˈ¥˚°¡ ®˚¥ £ Ÿ¡ ¯¥¶ˌ oš¬š› ¥¥µˌ«₵˚ ˚ ¨¯°±Ÿ¡ ª°¯˙3 ¤« ˙¤š²¡ ª °˙¯°š®¡ Ÿˈš˙©š¦«®šª Ÿˈ whose elective credits are consumed by prerequisite requirements for baccalaureate program admission

State Universities

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. Reasons for this deficit include:

Relating to business:
>) ª¥¡ ®¥¥ ¯«ošˈ°¡ Ÿˈ¥ ˈ® £¥«ª ¯ˈšoš¥ £› ±¯¥¡ ¯¯ ¬š®ª¡ ®ˈšª Ÿ «® š¬¬®«¬®š°¡ ¯š®ª¡ ®ˈ (e.g., small businesses without the ability to manage an intern)
>
> Administrative red tape (e.g., program development, in-house administration, legal issues)

Relating to college:
> Not enough staff/resources to administer an optimally-extensive internship program,

Approximately 40% of respondents indicated that their intern use would be increasing, while just over half of respondents indicated that their intern use would be remaining about the same.

Approximately two-thirds of respondents provide internships of a semester in length. About 30% of internships are for 4-6 weeks in duration, and about 20% last a year.

Nearly all respondents provide internships during the summer, while about 40% provide internships at other times of the year.

In terms of duties that their interns perform, nearly three-quarters of respondents reported

[illegible] little over half their interns. Additionally, approximately one-[illegible] [illegible] [illegible] [illegible]

Respondents were asked to indicate barriers to their businesses providing more college-level student internships in the future. Responses were as follows:

Barrier	% Responding
[illegible]	51%
[illegible]	43%
There is often a mismatch between the types of students available (e.g., program of study) and the types of work that our business does.	23%
We are unfamiliar with available college/university internship programs.	20%
[illegible] positions.	17%
[illegible]	17%
[illegible] internship duties.	14%
Other (e.g., workload, specialty of work)	14%
[illegible] adequately vet students who apply for internships.	6%
[illegible] internship programs.	6%
There are too many legal/liability concerns with hosting internship programs.	6%
Interns [illegible]-line.	3%

While the primary barrier appears to be lack of employer resources to manage interns, more than 40% of respondents indicated that one or more types of information mismatch hinder their ability to hire more interns.

Discussion

After reviewing the survey data and other relevant research, the HECC concluded that the matching [illegible] effective. More specifically, there is not a central, statewide marketplace for Florida-based internships akin to central employment marketplaces, such as Monster.

This means, for example, that internships are currently tied to campuses rather than the students who might live there only part of the year. Many students return home for the summer, the time when most internships are available.

Although, over the course of several months, the HECC researched possible solutions and heard from several experts regarding existing internship marketplace systems, it became evident that [illegible] resolving the situation. For example:

Career services offices around the state use different career services software. A preliminary information search by Florida ExpertNet found the following:[6]

Moreover, many faculty and career services offices are understandably competitive and territorial when it comes to developing relationships with intern-offering businesses and sharing those opportunities with only °¤¡ ¥® ¨¯°±Ÿ¡ ª °¯

Florida ExpertNet (http://expertnet.org/index.cfm?fuseaction=home.home): This is a statewide portal of applied research expertise in Florida's universities. Although it Ÿ«¡ ¯ª °¨ currently collect internship data, it does work with the universities to maintain a one-stop shop of experts, funded research projects, centers and institutes, technology licensing opportunities, speakers, and instructional programs.

CareerSource ¯¨«®Ÿš¯¨ © ¬¨«µ¯¨«®Ÿš¨ š®§¡ °¬¨šo¢¨ (https://www.employflorida.com/vosnet/Default.aspx): This is °¤¡ ¨¯°š°¡ ¨«ª¡ -stop online resource for job listings, education opportunities, training opportunities, and career-building assistance. Although the Employ Florida Marketplace enables searching for internships, relatively few have been posted.

Tampa Bay Intern (https://tampabayintern.com/): A partnership of CareerSource Tampa Bay and CareerSource Pinellas, this site is designed to connect employers and those seeking internship opportunities in both Pinellas and Hillsborough counties. Potential interns are

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[6] Florida ExpertNet, "Business Portal Information," *Presentation before the Higher Education Coordinating Council*, July 8, 2015.

Private postsecondary institutions in Florida shall be encouraged to provide student and employer access to their internships listings via the website. Employers shall be encouraged to post internship listings directly on the website.

At a minimum, internship listings shall be searchable by degree program and geographic location. The website shall also enable students to communicate directly with employers and post profiles that can be searched and found by employers seeking interns.

3.2 The HECC recommends to the Governor and the Legislature that the State University System and the Florida College System be required to annually report, by institution, the number of students who were placed in internships by their career centers and completed those internships.

K-12 Teacher Externships

Overview[7]

A teacher extern spends time in a non-school workplace to learn directly about trends, skill requirements, and opportunities in industries related to their teaching field in order to enrich and strengthen their teaching and bring relevance to student learning. Externships range from a day of job shadowing to longer externships that are often project-based and can last as long as a full summer. More specifically, under teacher externships:

Externs can:[8]
Collaborate with company employees on developing relevant curriculum that result in innovative approaches to subject matter delivery

In order to better understand the conditions currently underlying teacher externship programs, the
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There was an 87% response rate with 12 school districts indicating that they offer teacher
externship programs, ranging from a day to a month in duration. Those districts were Alachua,
Clay, Collier, Columbia, Duval, Holmes, Lake, Marion, Palm Beach, Polk, Seminole, and St. Johns.

Lessons Learned

In summary, the benefits of teacher externship programs were:
  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
    o 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
  Not enough funding
    o Many of the funding issues revolved around the need to pay teachers while they
       participate in externships (typically during the summer), though in some programs

| There is often a mismatch between the types of teachers available (e.g., subject-matter taught) and the types of work that our business does. | 13% |