Quality Assurance and Compliance
Onsite Monitoring Visit
for
Adult Education and Family Literacy and
Career and Technical Education

Collier County Public Schools
May 11-15, 2015

Final Report

June 15, 2015

Dr. Kamela Patton, Superintendent
Collier County School District
5775 Osceola Trail
Naples, Florida 34109

Dear Dr. Patton:

We are pleased to provide you with the final monitoring report for the adult education, and career and technical education programs at the Collier County School District. The final report will also be placed on the Quality Assurance and Compliance website at http://fldoe.org/academics/career-adult-edu/compliance.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi D. Williams, director of Quality Assurance and Compliance, at 850-245-9033 or via electronic mail at Tashi.Williams@fldoe.org.

Thank you for your continuous commitment to improve educational services for Florida's students.

Sincerely,

Rod Duckworth

RD/tdw

Enclosure

cc: Marilyn Massaro, director, Adult Education Programs
        Dale M. Johnson, supervisor, Career and Technical Education Programs
        Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
        Tashi D. Williams, director, Quality Assurance and Compliance
        Shahrokh Massoudi, program specialist, Quality Assurance and Compliance
        Joycelyn Brinson, program specialist, Quality Assurance and Compliance

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Florida Department of Education
Division of Career and Adult Education

Collier County Public Schools
Adult Education and Family Literacy
and
Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The division's Quality Assurance and Compliance section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for adult education (AE) and family literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards subgrants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and adult education/family literacy. Each state shall have procedures for reviewing and approving applications for subgrants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The division is required to oversee the performance of subgrantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2014-2015 Quality Assurance Policies, Procedures, and Protocols, module A, section 1.

III.   QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The Quality Assurance Policies, Procedures, and Protocols manual was revised in the 2014-15 program year. The manual was provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at http://fldoe.org/academics/career-adult-edu/compliance.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the FDOE and the division.

A risk matrix, identifying certain operational risk factors, is completed for each provider.

The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for Collier County School District (CCPS) was determined to be an onsite visit. Notification was sent to Dr. Kamela Patton, superintendent, on November 21, 2014. The designated representatives for the agency were Mr. Dale Johnson, supervisor of career and technical education programs and Ms. Marilyn Massaro, director of post-secondary programs for adult and community education.

The onsite visit to the agency was conducted May 12-14, 2015, by three representatives of the Quality Assurance and Compliance section of the division: Tashi Williams, director, and program specialists, Joycelyn Brinson and Dr. Shahrokh Massoudi.

V.   Collier County Public Schools

ENROLLMENT
Fiscal Year (FY) 2012 - 13
Career Technical Education   Adult General Education
Secondary – 9,238   2,479
Postsecondary – 1,451

The provider was awarded the following grants for FY2012-13, 2013-14 and 2014-15:

2012-2013
Adult Education and Family Literacy
Program   Total   Unexpended Funds

AGE	$ 470,970.00	$	0.00
EL Civics	$ 222,629.00	$	0.00

Career and Technical Education

Program	Total	Unexpended Funds
Postsecondary	$ 104,427.00	$ 2,014.52
Secondary	$ 452,870.00	$ 42,639.00

2013-14
Adult Education and Family Literacy

Program	Total	Unexpended Funds	
AGE	$ 552,694.00	$	0.00
EL Civics	$ 222,629.00	$	0.00

Career and Technical Education

Program	Total	Unexpended Funds	
Postsecondary	$ 116,742.00	$	0.00
Secondary	$ 439,511.00	$ 16,723.90	

2014-15
Adult Education and Family Literacy

Program	Total
AGE	$ 587,494.00
EL Civics	$ 209.883.00

Career and Technical Education

Program	Total
Postsecondary	$ 104,427.00
Secondary	$ 435,051.00

Additional information about the provider may be found at the following web addresses:
http://www.collieradulted.com
http://www.collierschools.net

VI. MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls, an entrance conference, interviews with administrators, instructors and students, observations, record reviews and an exit conference.

Onsite Visits
Members of the team made onsite visits to the following locations:
- Barron Collier High School
- Golden Gate Adult Learning Center
- Golden Gate High School
- Gulf Coast High School
- Immokalee High School
- Immokalee Technical Center
- Lorenzo Walker Technical Center

Entrance and Exit Conferences
- The entrance conference for the CCPS was conducted on May 12, 2015; the exit conference was conducted on May 14, 2015. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Cedar Kraus	Senior Network Analyst	X	
John Antonacci	Coordinator Budget WKE budget, WDIS Surveys	X	X
Wendy Seitzinger	Accounting Supervisor	X	
Marilyn Massaro	Director Post-Secondary Programs	X	X
Luis B. Solano	Associate Superintendent	X	
Nicole Litchko	TSA, Secondary District	X	
Peggy Aune	Executive Director Secondary Programs	X	
Dale Johnson	Supervisor CTE	X	X

Lori Lawson	Manager Data Surveys	X	
Denise Duzick	Administrator at Lorenzo Walker Tech		X
Yolanda Flores	Principal at Lorenzo Walker High School	X	X
Kathy Kamin	Career and Technical Education Specialist	X	X
Tom Petrry	Director of Technology	X	
FDOE TEAM			
Tashi Williams	Director of Compliance	X	X
Joycelyn Brinson	Program Specialist	X	X
Dr. Shahrokh Massoudi	Program Specialist	X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff and students. A minimum of four interviews and observations were completed at each site. All interviews and observations were held during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in section VII, item G. A minimum of 10 student records were reviewed. Some policies and procedures from the agency's website were reviewed and discussed at various times during the onsite visit.

VII.   RESULTS

A. **ADMINISTRATION** refers to the management and/or supervision of programs, structure of programs and services, grant oversight, and other administrative areas.

- The district has a vision for AE and CTE programs at all levels (as evidenced by the new Immokalee Technical Center).
- The district is benefiting from experienced teachers and administrators who possess a wealth of knowledge of AE and CTE programs.
- The district has a comprehensive staff development plan for AE and CTE teachers and administrators.
- The district offers 25 completed secondary and postsecondary programs.
- The district has large certification programs at the sixth grade level.
- The district offers a correctional facililty program for adult education, as well as a re-entry program to work.
- Administrative leadership is committed to providing the support that teachers need to improve their programs.
- Communication strategies are in place for relaying information between administration and staff.
- Staff professional development is a focus area for AE and CTE programs.
- AE has nine sites in the Naples area and also a satellite site in Immokalee.
- Two technical centers, Immokalee and Lorenzo Walker offer a variety of AE and CTE programs and certifications.

- There is a very close working relationship with the Collier County Chamber of Commerce.
- The Refugee Program provides education for refugee students.

CONCERN AND RECOMMENDATION

Concern A1:

English for Speakers of Other Languages (ESOL) students at Lorenzo Walker Technical Center expressed that there was no information provided regarding CTE programs.

Recommendation:

Communication among the administrators of AE and CTE will increase student knowledge about CTE programs at Lorenzo Walker Technical Center.

B. DATA AND ASSESSMENT refers to all the components of the data and assessment system, including test administration, test security, data collection, entry, and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- The process for data collection and reporting was reviewed.
- Data collection is currently verified at the district level.
- All collected data is used to improve programs.
- Terms software is used for data collection.
- Instructors and administrators have access to student data and use it on a regular basis.
- AE and CTE data staff is experienced and knowledgeable with the district data collection system.
- Samples of students' who earned industry certifications and Occupational Completion Points (OCP) in CTE and Literacy Completion Points (LCP) in AE were reviewed.
- The district data staff attends FDOE Workforce Education District Data Advisory Committee (WEDDAC) meetings.
- The district is following FDOE assessment guidelines in administration of the Test of Adult Basic Education (TABE).

C. CURRICULUM AND INSTRUCTION refers to those elements which contribute to student learning and skill acquisition. It also addresses student and instructor observations.

- CCPS is number one in offering academies through the National Academy Foundation (NAF).
- Varied instructional strategies are being employed.
- AE and CTE teachers are dedicated and focused on student success.
- Teachers are following the state curriculum frameworks.
- Students in CTE Programs at all of the technical colleges are able to participate in internship programs.
- CTE programs and technical colleges provide services for citizens in the community.

D.   TECHNOLOGY AND EQUIPMENT refers to a review of the technology and equipment used by students and teachers in the classroom; addresses access, availability, innovation, use and condition.

- The district has a five year information technology plan. This plan includes a specialized plan for equipment.
- There is a $1,000 threshold for equipment; equipment meeting this threshold is tagged appropriately.
- An inventory of equipment is performed by the district annually.
- All equipment purchased with grant funds are tagged and were located during the review.
- There was positive integration of technology in the classroom.
- Equipment appeared to be in good working order and is being used appropriately in the classrooms.

E.   LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- Classroom walls were inviting and contained appropriate rules, signage and program outlines.
- Buildings are well maintained, spacious and accessible for student use.
- Safety notices in classrooms and shops were appropriately posted.
- Names and pictures of students earning industry certifications were posted in classrooms.
- Marketing brochures are used as recognition to encourage recruitment of students.

CONCERN AND DISTRICT RESPONSE
Concern E1:
During lunch at Lorenzo Walker Technical Center, the FDOE monitoring team observed barren walls in the cafeteria and brought it to the attention of the administrators.
District Response:
The district was very open to our suggested recommendation for bringing life to the walls.

F.   ACCESS AND EQUITY refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation, and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9556.

G.   RECORDS REVIEW refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Budget Status Summaries

- Expenditure Ledger Detail Reports
- Employee and Student Handbook
- Assessment Procedures Manual
- Secondary Programs of Study
- LCPs and OCPs
- Travel Documentation
- CTE Information Guide
- Inventory of Equipment
- Purchase Orders
- Financial Policies and Procedures
- Student Records
- Advisory Committee Minutes
- Marketing Brochures
- CCPS Website
- Students Industry Certification

H. **FINANCIAL** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management, and allowable costs.

- Thorough internal controls for financial procedures are in place.
- The purchasing process and a sample of purchase orders were reviewed.
- A sample of the travel process and travel funded with Perkins funds was reviewed.
- Purchases are made under state contracts when appropriate.
- The CTE and AE director receive financial reports on an ongoing basis, in order to be aware of accounts balances.

I. **COLLABORATION** refers to the collaborative agreements, partnerships, or Memoranda of Understanding (MOUs) that are in place to benefit an agency's programs and students.

- CTE programs have advisory committees that are supporting their programs.
- The district has articulation agreements with other post-secondary institutions.
- The AE and CTE directors are actively involved with the local workforce development.
- There are 26 advisory committees for all secondary academy programs.
- The technical college advisory committee meets on a monthly basis.
- Collaboration agreements exist with the following:
  - Florida South Western State College

- o Charlotte, Glades, Hendry and Lee Counties
- o Keiser University
- o Emory Riddle Aeronautical University
- o Florida Gulf Coast University
- o Local businesses (hair and nail salons etc.)

J. PROGRAM IMPROVEMENT PLAN – A Program Improvement Plan (PIP) is required when an agency does not meet 90 percent of its agreed-upon goals for individual performance measures. The purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

- For 2012-13, the agency met or exceeded all secondary measures therefore; a local PIP was not required.
- For 2012-13, the agency met or exceeded all postsecondary measures except for:
  - o 4A1 Placement   75% Local Actual vs. 84.60% Local Agreed
  - o 5A1 Non-traditional enrollment   40.48% Local Actual vs. 64.03% Local Agreed

- The PIP for postsecondary core measures for the 2012-13 Perkins grant year was reviewed with the Lorenzo Walker College principal. Steps to address these measures include informing teachers and providing guidance to improve postsecondary measures.

K. STUDENT PERSPECTIVE – The team meets with groups of students; their perspective is presented as a portion of this report.

- Comments shared by students were overall very positive.
- Students were actively involved in learning.
- Students are most influenced by friends and family members, many of whom are also enrolled in the programs.
- Students felt safe and supported, in an environment where individual needs and uniqueness are honored.
- Abilities and life achievements are acknowledged and respected.
- AE students enjoy the flexibility of scheduling for classes.
- Students enrollen in CTE programs students participated in self directing learning, where students are able to take responsibility for their own learning.
- CTE students relayed that the programs are an environment that fosters intellectual freedom and encourages experimentation and creativity.

VIII.   REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION
1. Corrective Action Plan – Collier County School District is not required to complete a Corrective Action Plan.
2. Action Plan – Collier County School District is required to complete an Action Plan.

CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – Collier County School District is not required to complete a Corrective Action Plan.
2. Action Plan – Collier County School District is required to complete an Action Plan.

IX.   SUMMARY

The final report is completed, then forwarded to the agency head with a copy to the appropriate parties, and posted on the department's website at the following address: http://fldoe.org/academics/career-adult-edu/compliance.

Finally, the division issues a closure notice to the agency head and designated contact person. We want to extend our appreciation to all participants during the Collier County School District onsite monitoring visit. Special thanks are offered to Mr. Dale Johnson, supervisor of career and technical education programs and Ms. Marilyn Massaro, director of post-secondary programs, adult and community education, for their participation and leadership in this process.

APPENDIX A

Collier County School District
Career and Technical Education
Risk Matrix

<table>
<tr><td colspan="6">Risk Matrix for Districts Receiving Career and Technical Education (CTE)
Carl D. Perkins Grants</td></tr>
<tr><td colspan="6">Agency Name: COLLIER COUNTY SCHOOL DISTRICT
Program type: CAREER AND TECHNICAL EDUCATION (CTE)
Target Year: 2012-2013
Monitoring Year: 2014-2015</td></tr>
<tr><td>Metric</td><td>Scaling</td><td>Point Value</td><td>Points Assigned</td><td>Weight</td><td>Total Metric Points</td></tr>
<tr><td rowspan="4">Total CTE Budget Allocated Value</td><td>Upper Quartile</td><td>7</td><td rowspan="4">7</td><td rowspan="4">X 10</td><td rowspan="4">70</td></tr>
<tr><td>Upper Middle</td><td>5</td></tr>
<tr><td>Lower Middle</td><td>3</td></tr>
<tr><td>Lower Quartile</td><td>1</td></tr>
</table>

# CTE Grants Value	4+	7	3	X 8	24
	3	5			
	2	3			
	1	1			
CTE PIP Index Value	7.50 – 10.00	7	0	X 8	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
CTE Director Change Value	Yes	7	0	X 6	0
	No	0			
CTE Funds Remaining Point Value	Upper Quartile	7	**7**	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	3	X 4	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**134**

*<u>Data sources used for calculations:</u> **Prior to July 1, 2013**

Collier County School District
Adult Education
Risk Matrix

Risk Matrix for Districts Receiving Adult Education (AE)Grants

Agency Name: **COLLIER COUNTY SCHOOL DISTRICT**
Program type: **ADULT EDUCATION (AE)**
Target Year: **2012-2013**
Monitoring Year: **2014-2015**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total AE Budget Allocated Value	Upper Quartile	7	7	X 10	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	3	X 8	24
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	0	X 6	0
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	0	X 4	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	3	X 4	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			

	AGENCY RISK SCORE:	106

*<u>Data sources used for calculations:</u> **Prior to July 1, 2013APPENDIX B**

Collier County School District
Adult Education and Career and Technical Education
Action Plan

Corrective Action(s) or Action(s)	Action or Strategy to Address Findings or Concerns	Agency Response	Person Responsible	Projected Date of Completion
Action(s) and concerns:				
Concern A1: ESOL students at Lorenzo Technical Center expressed that there was no information provided regarding CTE programs.	Recommendation A1: Communication among the administrators of AE and CTE will increase student knowledge about CTE programs at Lorenzo Walker Technical Center.	Agency Response A1: Adult Education conducted a College and Career Forum on May 13. Advisors from both Collier County Technical Schools interfaced with over 200 students. Two Forums are planned for the 15-16 school year. Students took tours of LW Technical classrooms. Tours and shadowing will be scheduled regularly next year.	Marilyn Massaro, Director Adult Education	Career Fair and Tour completed May 15, 2015 Scheduling for 15-16 school year activities will be completed by Oct. 1, 2015 Continuing monthly meetings during the upcoming school year

		AE will connect with CTE to identify employers to speak to students about careers. Speakers will be invited to the classroom to bring relevance to learning. Monthly WKE meetings including AE and CTE to increase communication between programs to lead to additional student opportunities.		
Concern E1: During lunch at Lorenzo Walker Technical Center, the FDOE monitoring team observed barren walls in the cafeteria and brought it to the attention of the administrators.	Recommendation E1: The District was very open to our suggested recommendation for bringing life to the walls.	Agency Response E1: As a result of the recommendation the staff at LWT purchased large poster frames that will allow the school to showcase culinary students of the month and special color photographs of the food they are producing.	Denise Duzick, LWT, Administrator	Sept. 1, 2015
Plan submitted by (name and title): Dale Johnson, Supervisor CTE & Marilyn Massaro, Director AE Date: May 29, 2015 Plan accepted by: Tashi Williams Date: 06/08/2015				
Status of Action Plan (to be completed by DOE staff)				
Date:	Status of Plan Completion:			

May 29, 2015

Additional Program Highlights
Adult Education Program

Collier County's Adult Education Program works closely with students to provide learning experiences that enhance learning environment and quality of life. Evidence of this includes: In SY 14-15, Adult Ed opened ELL and GED programs in Everglades City, ELL at the jail, and GED at Career Source SW Florida. The Director of the program also serves on their Workforce Board of Directors.   Adult Ed also launched an underage GED Class, for high school aged students in need of continuing their education. Of 31 of the program's students, age 16 to 18, seven received GEDs prior to April, 2015. At the jail, the 101 GED/re-entry program received approval as an early release program.

Immigrant ELL students experienced immigration in the 1990's on a field trip to see "The Good Lie". Essays and classroom discussions compared the 1990's Sudanese experience to theirs. CCPS Adult Ed students took part in a writing competition, created IDPs, set stretch goals, and took Florida Choices. (930 more students took Fla. Choices in 14-15 than 13-14) to assist in building plans for the future. They toured LWIT technical schools to sit in classrooms, and touch the tools of potential areas of study. At College Night at Golden Gate High School, students met with colleges and learned about financial aid. In May, the Adult Education College and Career Forum, 15 employers and schools gave insight into education and careers to over 200 students.

Adult Education Students took part in employment and life skills workshops as part of their curriculum. Sessions included Working with your Doctor, Recycling, Your Vote, which involved campaigning and a mock election, Financing your Future, and several Take Your Kids to School Nights, where parents learned to choose reading materials and read to their kids. Workshops always included follow-up, like having parents sign up for their first library cards. Speakers came from police, fire, health care, software development, and banking gave details of their careers.   Adult students also learned about the value of giving back to the community, and at Thanksgiving, collected over 25 boxes of food donations for St. Matthew's House.

Adult Education's hard work includes learning through celebration, which included Election Day, Hispanic Heritage Month, Black History Month, and Volunteer Day, the celebration of four students who were recognized for their writings at the Literacy Conference, GED Graduation, and the ELCATE student who was awarded a scholarship to SWFL State College.

Collier County Adult Education lives in 10 sites across the county, reaching students in areas of need. In the 15-16 school year, programs will roll out a program that will bring occupational

relevance to language arts and basic skills. A partnership with Champions of Learning will provide parents the motivation to learn for their kids. Adult Education will grow with the addition of two sites. The program has partnered with Workforce Development to assist students achieve basic skills that open doors to technical training and higher paying jobs.

Career and Technical Education
The Career and Technical Education programs are proud of the achievements of the students in Collier County. The district has moved to significantly increase the number of industry certification completed over the past several years now providing 35 different certifications to the secondary and adult students in the district. We strive to accommodate the needs of the community by providing programs that are closely aligned to jobs in the Southwest Florida area and to meet the changing demands of technology for all student groups. We have made a great effort to provide industry certifications at the middle school level. These experiences are useful for students as they progress through the high school experience and on to college and career pathways. Each 7th school student sees a video that includes the career pathway and academy options in high schools, and also experiences a day to trip to Florida Gulf Coast University so that we know that all of our middle school students have an opportunity to see and visit at least one college during the middle school years.

Recently, the district is making great strides to increase community awareness of career pathway programs, to encourage student participation and to encourage more opportunities for our students to experience work based learning. A recent experience includes an article in eBella magazine describing five young ladies participating in the architecture program at Barron Collier High School. As a result of the article and the demonstration held at a Naples Interior Design Center, all five of the students received scholarship opportunities and potential internships.

The Career Programs recently was a part of the Greater Naples Leadership organization which met to highlight the National Academy Foundation Academies and to increase the number of internship opportunities for our academy students during the next school year. Work based learning is a significant opportunity and we have set as a goal that each of NAF Academy students will have an internship experience during the summer before entering the senior year.

In an effort to increase the career opportunities each of our technical colleges, adult centers and high schools carefully review the program offerings to determine if the programs continue to meet the needs of the community. Each of the seven high schools in the district opened the Project Lead the Way Engineering Programs this year and next year one high school will open the 3D Animation Technology. Computer Programing courses will be offered in each of the high schools next year. We added Veterinary Assisting this year and will be enrolling students in the Pharmacy Tech program for the upcoming school year. Our AE centers will integrate Bridging into the curriculum to provide occupational relevance to basic learning.