



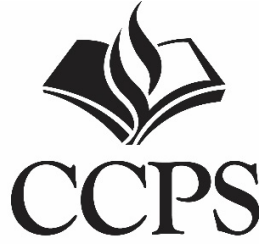
2026 – 2029

3-YEAR CAPE STRATEGIC PLAN



Collier County
Public Schools

Career and
Technical Education



Collier County Public Schools

www.collierschools.com

Dr. Leslie Ricciardelli
Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

Kelly Mason, Chair
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Jerry Rutherford, Member

This report has been prepared by The District School Board of Collier County.

Additional copies, if available, may be obtained by writing:

The District School Board of Collier County
Dr. Martin Luther King, Jr. Administrative Center
5775 Osceola Trail
Naples, Florida 34109

Report Number:

082025

Coordinated by:

Carlos Artime, Executive Director, Career & Technical Education, Post-Secondary Education

MISSION STATEMENT

CCPS will develop students' intellectual capacity and confidence in order to be successful lifelong learners with strong moral character who strive to reach their potential as productive members of American culture.

VISION STATEMENT

Inspire students to achieve academic excellence.

Annual Notice of Nondiscrimination for CTE Programs

The District School Board of Collier County offers the following career and technical programs to high school students wherein they may earn industry certification:

Aubrey Rogers High School: Biomedical Sciences, Computer Science Principles, Cooperative Education OJT, Crime Scene Technology, Cybersecurity, Digital Design, Engineering Pathways, Entrepreneurship, Finance, Television Production Technology, Workplace Essentials

Barron Collier High School: Biomedical Sciences, Digital Design, Engineering Pathways, Entrepreneurship, Finance, Marketing, Marketing OJT, Television Production Technology, Workplace Essentials

Everglades City School: Aquaculture, Cooperative Education OJT, Digital Information Technology, Hospitality and Tourism Management

Golden Gate High School: Cooperative Education OJT, Culinary Arts, Engineering Pathways, Entrepreneurship, Exercise Science, Finance, Television Production Technology, Workplace Essentials

Gulf Coast High School: Biomedical Sciences, Computer Science Principles, Cooperative Education OJT, Culinary Arts, Engineering Pathways, Entrepreneurship, Marketing, Management and Entrepreneurial Principles, Television Production Technology, Workplace Essentials

Immokalee High School: Aerospace Technology, Biomedical Sciences, Building, Trades and Construction Design Technology, Computer Fundamentals, Cooperative Education OJT, Crime Scene Technology, Engineering Pathways, Entrepreneurship, Finance, Journalism and Multimedia, Media Production, Private Pilot Ground, Public Safety Telecommunications, Robotics, Workplace Essentials. Workplace Technology Applications

Lely High School: Aerospace Technology, Certified Legal Assistant, Cooperative Education OJT, Criminal Justice Operations, Digital Design, Engineering Pathways, Entrepreneurship, Exercise Science, Finance, Public Safety Telecommunications, Television Production Technology, Workplace Essentials, Workplace Technology Applications

Lorenzo Walker High School: AI in the World, Applications of AI, Digital Information Technology, Workplace Essentials, Workplace Technology Applications

Naples High School: Biomedical Sciences, Computer Science Principles, Cooperative Education OJT, Digital Design, Engineering Pathways, Entrepreneurship, Television Production Technology, Workplace Essentials

Palmetto Ridge High School: Building, Trades and Construction Design Technology, Cooperative Education OJT, Culinary Arts, Digital Design, Digital Media/Multimedia Design, Early Childhood Education, Entrepreneurship, Exercise Science, Finance, Health Science Directed Study, Medical Skills and Service, Workplace Essentials

Career and technical programs are open to all students in the district.

The District School Board of Collier County does not discriminate on the basis of race, color, religion, national origin, sex (including sexual orientation and/or gender identity), disability, or age in the provision of educational opportunities or employment opportunities and benefits. The District School Board does not discriminate on the basis of sex or disability in the education programs and activities that it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, respectively. The right not to be discriminated against extends to both employees and students of the District and shall include equal access to designated youth organizations in conformity with the Boy Scouts of America Equal Access Act. The lack of English language skills would not be a barrier to participation in CTE programs, whether at the District's technical colleges or at its secondary schools. The following personnel should be contacted for inquiries about their rights or to learn how to file a complaint regarding discrimination.

Employees: For matters involving Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII, and Florida's Educational Equity Act, contact

Ms. Valerie Wenrich, Chief Human Resource Officer, Human Resources, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

Students: For matters involving (a) Florida's Education Act and Federal Title VI (race, religion, national origin issues), contact Ms. Rhoderica Washington, Director, Teaching and Learning at (239) 377-0100, or at 5775 Osceola Trail, Naples, Florida 34109; and (b) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, contact Ms. Jana Csenger, Coordinator of Psychological Services, at (239) 377-0521, or at 5775 Osceola Trail, Naples, Florida, 34109.

Title IX: For all Title IX related matters, whether involving employees and/or students, contact Ms. Valerie Wenrich, the District's Title IX Coordinator and Chief Human Resource Officer, Human Resources, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

Career & Professional Education (CAPE) 3-Year Strategic Plan

2026 – 2029

Collier County Public Schools Career & Technical Education (CTE) Vision and Mission

Mission: We will empower students to become life-long learners with the skills to meet current and future workforce demands, who strive to become responsible citizens contributing to the growth and prosperity of their communities and society.

Vision: To shape the future of career and technical education.

Background and Overview of Existing Programming

Florida Statue 100.491(2) requires each district school board to develop, in collaboration with local workforce development boards, economic development agencies, and postsecondary institutions approved to operate in the state, a strategic 3-year plan to address and meet local and regional workforce demands.

Purpose of the Career & Technical Programs

Career and Technical Education provides students with career-related experiences and job-preparatory instruction where they can attain competencies that are job-specific and are academic in nature. These competencies increase the employability of students and provides the skills necessary to enter a specific career pathway.

The Florida Career and Professional Education Act was created to provide a statewide planning partnership between the business and education communities to expand and retain targeted, high-value industry and sustain a vibrant state economy.

The primary purpose of the Florida Career and Professional Education Act is to:

- Improve middle and high school academic performance by providing rigorous and relevant curriculum opportunities
- Provide rigorous and relevant career-themed courses that articulate to post-secondary-level coursework and lead to industry certification
- Support local and regional economic development
- Respond to Florida's critical workforce needs
- Provide state residents with access to high-wage and high-demand careers

What are career-themed courses?

A career-themed course is an approved program identified by the Florida Department of Education as a Career Education Program. Each program possesses a specific course code linked to state benchmarks and standards.

What are career academies?

Career academies are rigorous small learning communities within a school that accentuate career preparation and surpass traditional career education by integrating academic and technical curricula, raising students' ambition, increasing career options, and providing a meaningful learning context for both college and non-college bound students. An academy provides individualized support and guidance for students, has standards for student participation, provides out-of-school experiences such as clinical experiences, internships, and other work-based learning experiences.

Which student population is served by a career academy?

Career academies are open to all students who wish to participate. Career academies focus on specific career themes in fields where demand is growing, and high-wage employment exists. Students planning on entering the workforce or college will benefit from a career academy focus.

How does a student choose a career focus and select a career academy?

A student elects a career academy based on interest and has the opportunity to change focus at a later date. The academies differ within their elective requirements and within the academies' respective sequences of career and technical education courses along with other elected courses that complement the program.

Requirements for Career and Professional Academies

- Provide a rigorous standards-based academic curriculum integrated with a career curriculum
- Include one or more partnerships with post-secondary institutions, businesses, industry, employers, economic development organizations or other partners from the local community
- Promote and provide opportunities for students to attain (at minimum) the Florida Gold Seal Vocational Scholarship award
- Provide instruction in careers designated as high skill, high wage and high demand by Workforce Florida, Inc. (WFI)
- Provide academic content through instruction relevant to the career
- Offer applied courses that combine academic content with technical skills
- Provide instruction resulting in competency, certification or credential in workplace skills
- Offer articulation with post-secondary institutions
- Coordinate with middle schools to inform middle school students about secondary and post-secondary career education programs and academies



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Florida's Workforce Education Initiative

Current Articulation Agreements

Collier County Public Schools has existing articulations with Embry Riddle University, Florida Gulf Coast University, Florida Southwestern State College, Keiser University and Rochester Institute of Technology, Immokalee Technical College and Lorenzo Walker Technical College. Statewide articulations are also available for a variety of statewide post-secondary programs based upon completion of specific industry certifications.

Requirements for Career Pathways/Program of Study

- Integrates academic and CTE instruction and utilizes work-based and worksite learning experiences
- Provides technical preparation in a career field including high skill, high wage, or high demand occupations
- Builds on student competence in technical skills
- Leads to technical skill proficiency, an industry recognized credential or a certificate
- Encourages CTE students at the secondary level to enroll in rigorous and challenging courses in core academic subjects

Career Pathways/Programs of Study are created for each CTE program. CCPS Programs of Study are available on the district website at <https://www.collierschools.com/Page/1292>.

Regional Targeted Industries

- 2025-26 Florida Statewide Demand Occupations List
<https://floridajobs.org/workforce-statistics/publications-and-reports/labor-market-information-reports/regional-demand-occupations-list>
- 2023-24 Regional Demand Occupations List – Workforce Development Area 24 - Charlotte, Collier, Glades, Hendry, and Lee counties
<https://careersourcesouthwestflorida.com/wp-content/uploads/2023/07/2023-0714-LWDB24-2023-24-Demand-Occupations-List.pdf>

Enterprise Florida Targeted Industries

The Target Industry List is used by many state and local economic development programs, and it identifies industries and sectors that have the potential to generate significant returns on investment for statewide growth, recruitment, and retention efforts. A target industry must possess one or more of the following six statutory characteristics: future growth, stability, high wage, market and resource independence, industrial base diversification, and positive economic impact.

Corporate Headquarters, Research & Development, Manufacturing, Global Logistics & Trade, Financial & Professional Services, Information Technology, Aviation & Aerospace, Defense & Homeland Security, Life Sciences, and Clean Technology (Source: 2022 Florida Department of Economic Opportunity (DEO))



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Required State Statute 1003.491 Component	Strategies	Measure of Success
(a) Research conducted to objectively determine local and regional workforce needs for the ensuing 3 years, using labor projections as identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference as factors in the criteria for the plan	– Local and regional workforce needs have been identified and are reflected in CAPE Academies incorporated within the CTE programs at CCPS. These include (but are not limited to) Aviation, Business & Finance, Computer Science, Construction and Building, Food Service, Engineering, Hospitality & Tourism, Medical and Health Science. – CTE will continue to work with stakeholders to review labor market needs, discuss and identify high-demand occupations in southwest Florida and ensure that programs in CCPS are consistent with the economic needs of our regional workforce.	✓ Comprehensive Local Needs Assessment (CLNA) Process/Completion
(b) Strategies to develop and implement career academies or career-themed courses based on occupations identified by the Labor Market Statistics Center within the Department of Economic Opportunity and the Labor Market Estimating Conference	– Perkins funding is utilized effectively as the catalyst for developing the CAPE Academies based on regional need and labor market statistics. – Rigorous curricula will be purchased, and industry certification funding will be utilized to further support the programs. – Since the Workforce Estimating Conference (WEC) meets semi-annually, CCPS will review its recommendations annually to ensure that our programming is consistent with the Regional Demand Occupation List. – CTE will work with school principals to develop opportunities to build (or maintain) career academies in these occupational areas.	✓ Annual evaluations of CAPE academies to include evidence of high-quality academy practices and growth areas ✓ Return on Investment (ROI) for curriculum resources ✓ Documentation of school visits to meet with administration and teachers
(c) Strategies to provide shared, maximum use of private sector facilities and personnel	– A District Advisory Committee (comprised of CareerSource, Chamber of Commerce, school administrators, post-secondary education institutions and members of the private sector representing the local and regional workforce will meet regularly to provide guidance and support to our academies. – CTE Teachers will work with local business, chamber groups and industry representatives to plan work-based learning opportunities to showcase local employment opportunities.	✓ District Advisory Committee meeting minutes ✓ Work-based learning data

Required State Statute 1003.491 Component	Strategies	Measure of Success
(d) Strategies to ensure instruction by industry-certified faculty and standards and strategies to maintain current industry credentials and for recruiting and retaining faculty to meet those standards	– All CCPS' CTE teachers fall under the FDOE's Highly Qualified rating and are industry certified. CTE leadership at the District will secure a portion of the Perkins grant for professional development during the summer to expand teacher capacity and pedagogy efficacy. – Practice assessments and “mini-courses” will be developed in our LMS (CANVAS) to assist teachers who need to attain an industry-certification. – To employ and retain qualified teachers, a marketing strategy will be implemented. The District will ensure to market to all current CTE and prospective CTE teachers Section 1011.62(1)(0)3., F.S., requiring “classroom teachers who provide direct instruction that lead to the attainment of an industry certification on the CAPE Industry Certification Funding List” with bonuses proportional to the FTE weight assigned to the industry certification.	✓ Record of industry certifications earned by teachers ✓ CAPE bonuses paid out for each student that has earned an approved industry certification ✓ Professional development sign-in sheets ✓ LMS usage data
(e) Strategies to provide personalized student advisement, including a parent-participation component, and coordination with middle grades to promote and support career-themed courses and education planning	– Following section 1003.4156 F.S., students will create a 4-year personalized career and education plan during their 8th grade year. Counselors will meet with students individually and explain career academies available within their feeder patterns as they explore a myriad of careers utilizing the career readiness platform Xello. Utilizing the Florida Chamber's Future of Work initiative, CCPS will have its finger on the pulse on high-skill, high-wage, in-demand careers which require credentials of value as stipulated by the Reimagining Education and Career Help (REACH) Credential Review Committee. Parents will be provided the opportunity to provide input regarding the subject selection process during articulation to ensure their child is selecting the best suited career academy. – High schools will host recruitment events to inform students and parents about available CTE opportunities. – High school counselors will work with feeder middle schools to educate middle school students on CTE programs available at their zoned schools.	✓ Academy promotional/marketing materials ✓ Growth in academy enrollment

Required State Statute 1003.491 Component	Strategies	Measure of Success
(f) Alignment of requirements for middle school career planning, middle and high school career and professional academies or career-themed courses leading to industry certification or post-secondary credit, and high school graduation requirements	– There is a very intentional and deliberate process in place to ensure middle school and high school career-themed courses lead to industry certification and/or post-secondary credit. The American Council on Education's College Credit Recommendation Service (ACE Credit) has recommended many of the Certiport programs for college credit, and CCPS offers many of those industry certifications. Additionally, many of our students enroll in CTE courses that qualify as "equally rigorous" which may be substituted for a required academic credit. CCPS is also conducting a crosswalk between our high school career-themed academies and programs offered at our post-secondary technical college. This alignment will allow students to receive advance standing by either being awarded an OCP or credit hours towards a post-secondary course in our technical college.	✓ Participation in JA Inspire career-exploration event ✓ Xello career exploration platform analytics for middle school students ✓ Alignment of middle course offerings to prepare students for feeder pattern high school CTE programs ✓ Alignment of AS and Certificate programs for articulation of college credit for completing high school CTE programs
(g) Provisions to ensure that career-themed courses and courses offered through career and professional academies are academically rigorous, meet or exceed appropriate state-adopted subject area standards, result in attainment of industry certification, and, when appropriate, result in post-secondary credit	– CTE courses eligible for honors credit will be available for students at all high schools, these courses will be identified as honors in the program of study. – CTE programs and courses will focus on the utilization of hands-on project-based and work-based learning design to provide students with rigorous, real-world learning opportunities. – CCPS will review annually the Master Credentials List (MCL) for CAPE funded certifications that may be applicable to career-themed courses. – CCPS will continue to work with local post-secondary institutions to create articulation agreements.	✓ CTE course and program completion rates ✓ Work-based learning data ✓ Annual industry certification and digital tool attainment data ✓ Maintenance of articulation agreements
(h) Plans to sustain and improve career-themed courses and career and professional academies	– CAPE academies will undergo an annual academy evaluation process to identify growth opportunities. – CTE students will follow Florida Department of Education (FLDOE) course/program progression as outlined in the CTE program frameworks.	✓ Annual evaluations of CAPE academies to include evidence of high-quality academy practices and growth areas ✓ Review to ensure all teachers are utilizing current FLDOE course/program progression as outlined in the CTE program frameworks.



Required State Statute 1003.491 Component	Strategies	Measure of Success
(i) Strategies to improve the passage rate for industry certification examinations if the rate falls below 50 percent	– CCPS will monitor pass rates, share data with stakeholders and provide support for the attainment of industry certifications and digital tools included on the Master Credentials List (MCL). – CCPS will provide professional development opportunities in the area of industry certification for CTE teachers. – CCPS will create curriculum resources to support industry certification attainment. – When available, students will take pre-tests or practice exams to ensure proficiency prior to exam administration (recommended proficiency rate on practice exams to equate to an average of 80% or higher).	✓ Weekly industry certification and digital tool data shared with stakeholders ✓ Professional development sign-in sheets ✓ LMS data usage ✓ Comparison of practice test analytics to exam pass rates
(j) Strategies to recruit students into career-themed courses and career and professional academies which include opportunities for students who have been unsuccessful in traditional classrooms but who are interested in enrolling in career-themed courses or a career and professional academy. School boards shall provide opportunities for students who may be deemed as potential dropouts or whose cumulative grade point average drops below a 2.0 to enroll in career-themed courses or participate in career and professional academies. Such students must be provided in-person academic advising that includes information on career education programs by a certified school counselor or the school principal or his or her designee during any semester the students are at risk of dropping out or have a cumulative grade point average below a 2.0	– Through our Comprehensive Local Needs Assessment (CLNA) process, CCPS will desegregate data from the District's Low Performance Student At-Risk Report. Students who have been identified as at-risk (based on poor attendance, low grade point average, repeated grade, etc.,) will be provided with individualized counseling regarding career-themed academies within the CTE program.	✓ CLNA process completion ✓ Open enrollment for CTE programs ✓ Marketing/promotional materials



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Required State Statute 1003.491 Component	Strategies	Measure of Success
(k) Strategies to provide sufficient space within academies to meet workforce needs and to provide access to all interested and qualified students	– The CCPS' Facility List is utilized to identify the size of CTE academy programs. The typical CTE classroom in the District ranges from 1,200 to 1,500 square feet. In contrast, the typical academic classroom ranges between 800 to 900 square feet. – Principals also have the autonomy to request building modifications if needed to ensure that the space allocated for the academy is appropriate in scope and measure.	✓ List of academy and program locations ✓ Open enrollment for CTE programs
(l) Strategies to implement career-themed courses or career and professional academy training that lead to industry certification in juvenile justice education programs	– The Florida Legislature just passed F.S., 985.619 establishing the Florida Scholars Academy aimed at providing “high-quality education to eligible students within the juvenile justice system with an emphasis of attaining an industry-recognized credential of value from the Master Credential Lists.” – CCPS will explore a relationship with the newly established Florida Scholars Academy to ensure CCPS students who are enrolled in the program could participate in career-themed courses.	✓ Florida Scholars Academy Participation
(m) Opportunities for high school students to earn weighted or dual enrollment credit for higher-level career and technical course	– CCPS employs an articulation agreement with Florida Gulf Coast University (FGCU) which provides students enrolled in the Academy of Finance and Entrepreneurship an opportunity to earn up to 6 college credits. – CCPS employs an articulation agreement with Embry Riddle Aeronautical University (ERAU) which provides students enrolled in the Academy of Aerospace and Aviation an opportunity to earn up to 11 college credits. – CCPS employs an articulation agreement with Florida SouthWestern State College (FSW) which provides students enrolled in the Academy of Criminal Justice and the Academy of Law Studies an opportunity to earn up to 6 college credits. – There are also opportunities for students to matriculate in CTE honor level courses to receive weighted credit.	✓ Articulation agreements ✓ FLDOE frameworks with weighted courses designated



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Required State Statute 1003.491 Component	Strategies	Measure of Success
(n) Promotion of the benefits of the Gold Seal Bright Futures Scholarship	- Students will be informed about the benefits of the Florida Gold Seal CAPE Scholarship by school counselors during the annually scheduled 4-year personalized career and education plan session. - Academy directors will send literature home with students explaining the benefits of the Florida Gold Seal CAPE Scholarship. - The Florida Gold Seal CAPE Scholarship benefits will be permanently displayed in the CTE website available for parents and students to view.	✓ Florida Gold Seal CAPE Scholarship marketing/promotional materials to be shared with teachers and counselors ✓ Florida Gold Seal CAPE Scholarship information posted on CTE website
(o) Strategies to ensure the review of district pupil-progression plans and to amend such plans to include career-themed courses and career and professional academy courses and to include courses that may qualify as substitute courses for core graduation requirements and those that may be counted as elective courses	- CTE staff analyzes the FDOE's Change Document annually to ensure that our career theme courses are relevant and updated. - CTE staff works collaboratively with the Teaching & Learning department to update the Student Progression Plan to include the most up-to-date information related to equally rigorous courses as they relate to graduation requirements.	✓ Annual review of FLDOE change document ✓ CTE data entry documentation ✓ Reported career-themed courses
(p) Strategies to provide professional development for secondary certified school counselors on the benefits of career and professional academies and career-themed courses that lead to industry certification	CTE staff will lead District-wide secondary certified school counselor meetings to provide professional development in the area of career and professional academies and career-theme courses that lead to industry certification.	✓ School counselor meeting minutes ✓ CCPS CTE Instructional Plan
(q) Strategies to redirect appropriated career funding in secondary and post-secondary institutions to support career academies and career-themed courses that lead to industry certification	- Earned CAPE Industry Certification funding is allocated to the program that generated the funds as stipulated by F.S., 1011.62(1)(o)2. - CTE teachers whose programs generated a CAPE Industry Certification provide District staff with requisitions for materials and supplies needed to expand or compliment their program.	✓ FLDOE Survey 5 data ✓ Finance monitoring ✓ Reported career-themed courses



Collier County
Public Schools

Career and
Technical Education

FUTURE ^{OF} WORK

FLORIDA

Work-Group Members

- Alex Breault, Partnership Manager, Future Makers Coalition
- Carlos Artime, Executive Director, CTE & Post-Secondary, Collier County Public Schools
- Ysela Quintana, Manager, CTE, Collier County Public Schools
- Chantel Torres, Club Controller, Bears Paw Country Club
- Courtney Stahlman, Coordinator, Marketing/Workforce Education Programs, Collier County Public Schools
- Adriana Buitrago, Director of Workforce Initiatives, Greater Naples Chamber
- Nicole Litchko, Assistant Director, CTE, Collier County Public Schools
- Sloan Nagy, Director of Business & Economic Research, Greater Naples Chamber
- Robert Spano, Vice President of Programs, Guadalupe Center
- Eli Tolli, Career Coordinator Collier Campuoss, Florida SouthWestern State College
- Emily Henderlong, Human Resources Manager, Ritz Carlton
- Danielle McCullum, Career Development Representative IV, CareerSource SWFL
- Edward Conrad, Business Services Account Executive, CareerSource SWFL
- Timmy A. Kutz, Assistant Principal Attendance & Discipline, Aubrey Rogers High School
- Christie Kolstedt, Assistant Principal, Curriculum & Instruction, Golden Gate High School
- DeMarcus Townsend, Community Relations Coordinator, Keiser University
- Tim Nash, Wealth Advisor, Evergreen Wealth
- Thais Kuoman, WIOA Program Manager, CareerSource SWFL



careersourcesouthwestflorida.com

September 23, 2025

Collier County Public Schools
5775 Osceola Trail
Naples, FL 34109

To Whom It May Concern:

CareerSource Southwest Florida (CSSWF) is pleased to support Collier County Public Schools' three-year CAPE Strategic Plan.

Our goal is to connect people to jobs and opportunities that build a strong workforce, and as such, we support the activities formally documented in the strategies outlined in the plan.

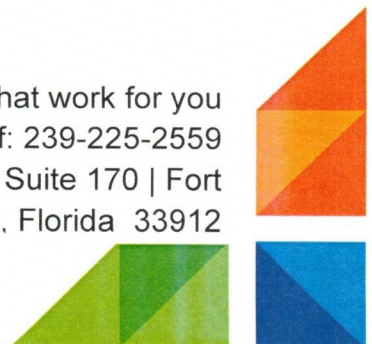
The workforce and education pipeline in Collier County is a collaborative community effort that responds to the needs of both talent and growing businesses. We recognize that experience and connections are crucial for developing and retaining talent in Collier County. As programs continue to evolve, CSSWF will work alongside the schools to promote and provide support for initiatives that help students become college- and career-ready.

Sincerely,

A handwritten signature in blue ink, appearing to read "Peg Elmore", is written over a light blue circular stamp.

Peg Elmore
President & CEO

Solutions that work for you
p: 239-225-2500 | f: 239-225-2559
6800 Shoppes at Plantation Dr. Suite 170 | Fort
Myers, Florida 33912





Greater Naples Chamber of Commerce
2150 Goodlette-Frank Road N.
Naples, FL 34102

September 8, 2025

Collier County Public Schools
5775 Osceola Trail
Naples, FL 34109

To whom it may concern:

The Greater Naples Chamber is pleased to support Collier County Public Schools' three-year CAPE Strategic Plan.

The Chambers' mission is to cultivate economic opportunity for all, and as such, we support the activities that are formally documented in the strategies outlined in the plan.

The workforce and education pipeline in Collier County is a well-rounded community effort that is responsive to the needs of talent and expanding companies. We know experience and connections are crucial for growing and retaining our talent in Collier County. As programs evolve and develop, we will work together to promote and provide support to these programs and opportunities for students to become college and career-ready.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kristina Park".

Kristina Park
President & CEO
Greater Naples Chamber of Commerce