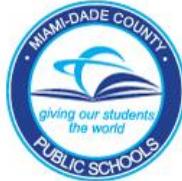




**THE
ENGLISH
CENTER**



**The English Center
3501 SW 28th Street
Miami, Florida 33133**

Program and Institutional Outcomes Follow-Up Plan

2025-2026

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PROGRAM AND INSTITUTIONAL FOLLOW-UP PLAN

The English Center has a placement specialist who works with Career/Technical Education (CTE) instructors and their students to coordinate placement activities. The placement specialist visits every classroom and conducts introductions and classroom presentations. The placement specialist keeps a **Student Placement Log** based on interviews with students to track students' job interests and any industry contacts made on behalf of finding employment for a specific student. In addition, the placement specialist keeps an **Industry Tracking Information Log** to track direct communication and results with businesses and industries. This helps students in obtaining and/or keeping in-field employment by recording available jobs and the name of any student referred for an interview for employment.

There is a Career Resource Center in the H building where students can receive free help to prepare a resume. In the Career Resource Center and Media Center, there are computers available with an accessible link that provides them with a variety of information about employment including job search engines, interviewing tips, and on-line sites to apply for a job. The school also has a job information board where open positions are updated monthly.

The primary methods of collection of information from completer's at The English Center are derived from the Certificate Request Clearance Packet, documentation of Occupational Completion Points (OCP's), and Local Placement Data (LPD) Form which are submitted by the CTE instructor to the CTE Registrar, when students earn an Occupational Completion Point (OCP) and/or are program completer's.

The following information is inputted on an in-house spreadsheet by program: student name and ID, teacher, OCP earned, whether or not the student is a program completer along with completion date, whether or not a placement is attained in-field, and if any licensure exam(s) were passed, if applicable. The information is also tracked on a district level collaboration site. This site tracks the student ID and name, program enrolled in, shows if a placement is or is not in-field along with the name of employer and date student was employed, and documents licensure earned, if applicable.

Using the information on the **Local Placement Data Form**, instructors make referrals to the placement specialist to share about obtaining employment for students because of their association with business/industry and advisory committee members.

In addition to seeking employment for students, the placement specialist keeps a **Placement Information Log** to track communication between business, industry and students in ultimately helping the school ascertain the effectiveness of each career/technical education program and relevance to job requirements.

There is a strong motivation to review placement and follow-up information, an indicator used to evaluate program outcomes on an on-going basis, due to the performance-based funding structure of the State of Florida.

Program performance is decided by enrollment, completion, placement, and licensure, if applicable. Surveys are completed by students to collect information about program effectiveness, delivery mode, and relevant job requirements. In addition, other surveys are completed by students to collect information about the level of satisfaction with instruction received. Feedback from surveys is shared with all faculty and used to implement pertinent changes when needed. All potential employers are also encouraged to provide feedback about student preparedness. Instructors keep open channels of communication with employers so that the school can receive help from objective critiques of the various modes of delivery and program relevance.

Programs with low performance outcomes are reviewed by the administration. Program reduction and closure decisions are made accordingly.

The data collected from the CTE Registrar, placement specialist and the instructors are used to generate the data for the COE Annual Report. The COE Annual Report is made available yearly at Opening of Schools meeting for all faculty and staff to review, a Leadership Team meeting to discuss improving gaps, at an Institutional Advisory Committee (also known as the Educational Excellence School Advisory Council - EESAC) meeting to evaluate school wide data, and individual program Occupational Advisory meetings to evaluate individual programs.

This plan is reviewed annually by the Leadership team and changes are made accordingly.

This plan is shared with faculty, staff, students and the community via our website www.tecmiami.com and additionally posted in Student Services.