



MIAMI-DADE COUNTY PUBLIC SCHOOLS

The English Center

School Catalog • 2026–2027

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ACCREDITED BY THE COMMISSION OF THE COUNCIL ON OCCUPATIONAL EDUCATION



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SECTION

One

Miami-Dade County Public Schools • 2026–2027 Catalog

Mission Statement

The mission of The English Center is to develop students' vocational, social, technological, physical, and emotional potential in a wholesome, self-paced, supportive environment. This endeavor encourages them to become lifelong learners and contributing, ethical citizens in a multi-cultural and changing world.

Vision Statement

The English Center is a full-service adult education center that will continuously strive to provide access to challenging literacy, career/technical, and community education while building learning communities designed to maximize student success.

Director's Message

Please accept my warmest welcome to The English Center (TEC). Functioning in a tropical and diverse South Florida community, The English Center sustains an accepting environment which continues to maintain singularly impressive results.

The English Center has a rich history within the educational annals of the school district. It is governed by the School Board of Miami-Dade County through its Superintendent, Dr. Jose L. Dotres. The English Center reports to the Office of Postsecondary Career and Technical Education.

The school serves more than 4,500 students enrolled each year in Adult General Education (AGE) and Career/Technical Education (CTE) programs. The school is accredited by the Commission of the Council on Occupational Education (COE).

As you browse through the catalog, you will find that a broad range of the courses and programs offered at The English Center meet the educational needs of the citizens of the community in a supportive way.

We greatly appreciate your interest in The English Center and hope to see you on our campus very soon.

Educationally yours,

Yamila M. Carballo, Director

Email: ycarballo@dadeschools.net

Phone: 305-445-7731

Miami-Dade County School Board Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

- Title VI of the Civil Rights Act of 1964 – prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.
- Title VII of the Civil Rights Act of 1964 as amended – prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin.
- Title IX of the Education Amendments of 1972 – prohibits discrimination on the basis of sex. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.
- Age Discrimination Act of 1975 – prohibits discrimination based on age in programs or activities.
- Age Discrimination in Employment Act of 1967 (ADEA) as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.
- The Equal Pay Act of 1963 as amended – prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.
- Section 504 of the Rehabilitation Act of 1973 – prohibits discrimination against qualified students with disabilities.
- Americans with Disabilities Act of 1990 (ADA) – prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.
- The Family and Medical Leave Act of 1993 (FMLA) – requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons.
- The Pregnancy Discrimination Act of 1978 – prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.
- Florida Educational Equity Act (FEEA) – prohibits discrimination on the basis of race, color, sex, gender, national origin, religion, marital status, or disability in public education.
- Florida Civil Rights Act of 1992 – secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, national origin, age, handicap, or marital status.
- Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) – prohibits discrimination against employees or applicants because of genetic information.
- Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 as a patriotic society.
- Veterans are provided re-employment rights in accordance with 38 U.S.C. § 4312 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.
- In Addition: School Board Policies 1362, 3362, 4362, and 5517 – Prohibit harassment and discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

For more information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Office for Civil Rights or:

Office of Civil Rights Compliance (CRC), District Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E, Miami, Florida 33132
Phone: (305) 995-1580 · TDD: (305) 995-2400 · Email: crc@dadeschools.net
Website: <https://hrdadeschools.net/civilrights>

General Information

■ History

The English Center (TEC) is part of the Miami-Dade County Public Schools. It was established in 1962 as a special center for English instruction to address the needs of the large numbers of refugees arriving to the shores of South Florida. Although the center continued to fulfill the needs for thousands of immigrants from many different countries, the demand to diversify its education offerings became imminent. The growing population surrounding the center needed career/technical training to compete in the workforce. Rising to the challenge to fill this need, TEC embarked on its quest to offer quality career/technical training. Thus, evolved the school's motto: There is more than English at The English Center. TEC remains a gateway to education and opportunities for arriving immigrants, as well as a symbol of pride and a reminder to many Americans of their first educational and cultural experience in the United States.

■ Facilities

The English Center is a full-service adult education center and technical college that offers career/technical education and Adult General Education programs on a full-time and/or a part-time basis.

The 380,000 square foot campus houses a faculty and staff of almost 200 people, including administrators, counselors, teachers, clerks, paraprofessionals, security, and custodians. The school is open Monday - Thursday from 6:00 a.m. to 10:15 p.m., Friday from 6:00 a.m. to 4:00 p.m., and Saturday and Sunday from 8:00 a.m. to 3:30 p.m.

■ Program Overview

Career/technical education (CTE) post-secondary certificate programs are offered in six different career clusters: Architecture and Construction, Arts, A/V Technology and Communication, Education and Training, Health Science, Human Services, and Information Technology. The Adult General Education (AGE) curriculum includes the following: English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE), and General Educational Development (GED) which is test preparation to obtain a high school diploma and basic skills remediation. Guidance counselors assist all students. Case managers work on introducing students to a program which assists with future career choices, providing support and follow-up to ensure their progress.

■ Open-Entry/Open-Exit Programs

Most programs are open-entry/open-exit which means that students may enroll at any time during the trimester. Prospective students are encouraged to check with a counselor or instructor to determine the specific admission requirements of their program of interest.

■ Bookstore

A currently enrolled student may purchase books and other school-related items in the school bookstore. A valid TEC student identification (ID) badge and current schedule are required to make purchases. The bookstore is in the "H" building. Hours of operation are Monday through Thursday from 8:30 a.m. to 8:30 p.m. On Fridays, Saturdays, and Sundays the hours of operation are from 8:30 a.m. to 12:00 p.m. Cash, credit cards, and debit cards are accepted. Checks are not accepted as a form of payment. All sales on all items are final.

▪ **Lost and Found**

Articles that are found are taken to the main office. Proper student identification is required for lost articles to be returned.

▪ **Child Care Center**

Childcare services are offered for staff members and students with children between the ages of three to twelve. For eligibility and guidelines contact the Child Care Center Office, located in Room A-1.

▪ **Dining Courtyard**

Vending machines and microwave ovens are conveniently located across from the “B” building in the dining courtyard. A variety of snacks and cold beverages are available for purchase.

▪ **Media Center**

The media center’s hours of operation are Monday through Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 1:00 p.m. and Saturday and Sundays 8:30 a.m. – 3 p.m. It is in Room B-5. The media center allows students who are currently enrolled to research academic subjects, to access information on current events, and to review reference materials for school projects. A Career Resource Center is available along with free resume writing assistance. To use the media center, students are required to provide valid student identification. Students using computers with Internet access must adhere to the Miami-Dade County Public Schools’ Acceptable Use Policy for Internet Use. (Copies are available in the media center.)

▪ **Copyright Policy**

TEC adheres to Miami-Dade County School Board Policy “2531 – Copyrighted Works” in compliance with copyright laws and fair use guidelines.

Students are reminded that a copyright is the legal protection of intellectual property, in whatever medium is provided for by the laws of the United States, to the owners of a copyright. Types of works that are covered by copyright law include, but are not limited to, literary, dramatic, musical, artistic, pictorial, graphic, film, and multi-media works. Many people understand that printed works such as books and magazine articles are covered by copyright laws, but they are not aware that the protection extends to software, digital works, and unpublished works and covers all forms of a work, including its digital transmission and subsequent use. Any unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject an individual to civil and criminal liabilities. For more information regarding copyright expectations and penalties, please visit <http://www.copyright.gov> the U. S. Copyright Office’s website.

▪ **Technology Support**

There are various computer laboratories that facilitate learning. They are stationed in Adult General Education (AGE) classrooms, career/technical education (CTE) classrooms, and the media center. Computers for students’ use are also located in rooms C-1 and D-1 and in the H wing. The media center staff can assist students with logging in to computers, accessing their student portal, and using online resources. Our computer technicians are also available to provide students with technical support as needed.

■ **Security**

Security personnel ensure the protection and safety of students, faculty, and staff including use of the Raptor Visitor Management System. The English Center has a security plan detailing procedures to follow in the event of both internal and external emergencies. Both security lockdowns and fire drills are held periodically throughout the year, as per school district mandates. Signs for evacuation routes in case of an emergency are posted in every classroom, lab, and office throughout the campus.

■ **Student Identification**

Students must always wear a current and valid TEC student identification badge (ID) visible. The badge must be shown upon request by any school official. Student identification badges are obtained for a \$5.00 fee at the time of registration for classes. A replacement student identification badge, which can be obtained in the registration office, also costs \$5.00. Disciplinary action can be taken against students not having and/or not displaying a valid student identification badge.

■ **Parking & Public Transportation**

School bus transportation is not provided for students; however, local buses and Metrorail services are available near the school. Contact the office of the Miami-Dade Transit Department for times and stop locations. The telephone number is (305) 891-3131 or check the website www.miamidade.gov/global/transportation. The school provides several large free parking areas for currently enrolled students and visitors. In addition, clearly marked handicapped parking spaces are available in each parking area.

ADULT/VOCATIONAL EDUCATION

2026–2027 School Calendar

Fall Trimester

Aug. 13, 2026	Beginning of Trimester
Sept. 7, 2026	Legal Holiday
Sept. 21, 2026	Teacher Planning Day
Nov. 3, 2026	Teacher Planning Day
Nov. 11, 2026	Legal Holiday
Nov. 23–25, 2026	Recess Days
Nov. 26, 2026	Legal Holiday
Nov. 27, 2026	Recess Day
Dec. 17, 2026	End of Trimester
Dec. 18, 2026	Teacher Planning Day
Dec. 21, 2026 – Jan. 1, 2027	Winter Recess

Winter Trimester

Jan. 4, 2027	Beginning of Trimester
Jan. 15, 2027	Teacher Planning Day
Jan. 18, 2027	Legal Holiday
Feb. 15, 2027	Legal Holiday
Mar. 10, 2027	Teacher Planning Day
Mar. 22–26, 2027	Spring Recess
Mar. 29, 2027	Teacher Planning Day
Apr. 16, 2027	End of Trimester

Summer Trimester

Apr. 19, 2027	Beginning of Trimester
May 31, 2027	Legal Holiday
June 4, 2027	Teacher Planning Day
June 18, 2027	Legal Holiday
July 5, 2027	Legal Holiday
July 28, 2027	End of Trimester
July 29, 2027	Teacher Planning Day

No classes are scheduled on holidays, recess days, or teacher planning days.

Student Services

■ Admissions

Any person 16 years of age or older, officially withdrawn from the K-12 program in Miami-Dade County Public Schools, may enroll in programs offered through TEC. As one of the Miami-Dade County Public Schools, The English Center adheres to a policy of non-discrimination and strives affirmatively to provide equal opportunity to all potential and current students.

As per Section 1004.91, Florida Statutes (F.S.), Requirements for career education program basic skills. The statute requires students who enroll in a career certificate program of 450 clock hours or more to complete an entry-level basic skills examination within the first six weeks after admission into the program unless the student is otherwise exempt.

Students exempt from basic skills exit requirements include those who:

- Entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter and earned a Florida standard high school diploma.
- Achieved a standard Florida Public High School Diploma (HSD) 2007 or later;
- Possesses a high school diploma from a private school,
- Was in a home education program or a personalized education program, and a signed affidavit has been submitted by the student's parent or legal guardian attesting that the student has completed a home education program or a personalized education program,
- Earned a GED (Passing Language Arts through Reasoning and Mathematics Reasoning) beginning with the 2014 GED®,
- Is serving as an active-duty member of any branch of the United States Armed Forces;
- Possesses a college degree at the associate in applied science or higher;
- Pass a state, national or industry certification or licensure aligned to their career certificate program.
- Adult students with documented disabilities may be exempt from meeting the basic skills required

Students with disabilities may request testing accommodation if they provide written documentation verifying their disability.

Prospective students are required to be interviewed by a counselor. CTE students pay a \$20.00 application fee each trimester (except for tuition exempt students) and a \$5.00 student ID fee, plus any tuition fees. Certain post-secondary programs have additional admissions requirements. Refer to program requirements. Students enrolling in Adult General Education programs are required to pay a \$8.00 non-refundable testing fee prior to taking a basic skills test for placement, prior to registration, which will determine the appropriate level of study.

It is the policy of TEC to check the validity of all high school diplomas submitted for admission. Validity will be confirmed as follows:

- Check the registration of the school with the Florida Department of Education.
- Confirm that any information provided by the school can be verified with an official transcript.
- Contact the school directly and ask detailed questions about courses, guarantees, and accreditation.

■ **FERPA**

FERPA is a federal law administered by the Family Policy Compliance Office in the U.S. Department of Education. It gives students who are 18 years of age or older and attend a postsecondary institution, including The English Center, that receives funding under any program administered by the U.S. Department of Education the right to access and control the disclosure of personally identifiable information from their educational records. The entire FERPA policy is available on the school website.

■ **Counseling**

TEC offers a comprehensive guidance program to address the personal, social, educational, and career needs of all students. The counseling staff is well-trained and offers personalized services to each student. A guidance counselor is available Monday through Thursday 8:30 a.m. to 8:00 p.m. and on Fridays from 8:30 a.m. to 1:00 p.m. (as needed).

In addition, there are case managers who provide orientation, support, and follow-up for entering students.

■ **Services for Students with Disabilities**

The student services department offers services for students with disabilities. Students must see a guidance counselor for more information about available programs and services in the Guidance Office.

■ **Student Health**

TEC has no student health facilities or personnel to render medical assistance of any type. If a student has a medical problem that might result in an emergency, the student should inform the instructor of the condition when initially entering the class. If a student emergency occurs, school officials will call fire rescue, whose personnel will make the decision as to the need for an ambulance. If an ambulance is dispatched, the student requiring medical attention is responsible for payment.

■ **Attendance Policy**

All students are expected to attend class regularly and as scheduled. Attendance is maintained by the teacher on a daily basis through an electronic grade book. Students who fail to report to class during the first three (3) days of their initial registration will be withdrawn as a no-show. All students who accumulate six (6) consecutive absences will be withdrawn from class.

■ **Transfer Policy**

Students may transfer from one program to another program within the institution or from other institutions by obtaining the recommendation of counselors and instructors.

■ **Withdrawal Policy**

Withdrawal of students occurs upon the sixth (6) consecutive absence for Adult General Education (AGE) classes and career/technical education (CTE) classes. Students who fail to report to class during the first three (3) days of their initial registration will be withdrawn as a no show. Students may also officially withdraw by notifying the registrar.

Financial Aid Information

■ Financial Aid

All students who plan to enroll in career/technical education (CTE) classes at The English Center are encouraged to complete the Free Application for Federal Student Aid, (FAFSA) for the current year. The federal school code for TEC is 035704, and the application can be accessed at www.fafsa.ed.gov. Students are required to complete a new FAFSA for each academic year. Some of the financial aid applications are randomly selected for a verification process.

All financial aid at TEC is need-based assistance. For students to be eligible for federal financial aid, such as the Pell Grant, they must be enrolled in a career/technical education program of 600 or more clock hours of instruction. For students to be eligible for a Florida Student Assistance Grant (FSAG), students must be enrolled at TEC in a career/technical education program of 450 or more clock hours of instruction. District Financial Aid Programs (DFAP) and Fee Waiver aid programs are also available on a limited basis. Eligibility for these funding sources is dependent on completing the FAFSA application for student aid. Deferments are given for tuition and some fees. Students are responsible for purchasing their books, supplies, and uniforms. Qualified Pell Grant recipients may receive textbooks as part of the award. For students to maintain all types of financial aid, students must maintain a Satisfactory Academic Performance (SAP). Financial assistance is available in the Financial Aid Office, located in the Student Services Department. Adult General Education (AGE) programs and courses are not specifically offered for job entry or advancement. Therefore, they are not accredited by the Council on Occupational Education (COE) and do not qualify for Title IV financial aid assistance.

■ General Eligibility Requirements

To participate in the Pell Grant financial aid program, a student must comply with the following eligibility requirements:

- Hold United States citizenship or United States permanent resident status.
- Hold a high school diploma or high school diploma from a foreign country.
- Be enrolled in a certificate program consisting of at least 600 or more clock hours of instruction for federal financial aid. Students enrolled in programs of less than 600 hours may be eligible for district financial aid and FSAG.
- Make satisfactory progress in academics and attendance.
- Not be in default or owe a refund for any aid previously received.
- Sign a statement certifying non-participation in any drug related activity.

■ Financial Aid Standards of Academic Progress

Miami-Dade County Public Schools in conjunction with federal regulations have established the following standards of academic progress, which must be met to continue receiving financial assistance. These standards become effective when the student starts the program, not when the student applies for financial aid. For returning students the standards start the first day the student enters the class in the following trimester.

To make satisfactory progress a student must meet the following standards:

The Satisfactory Academic Progress Report must be utilized by the financial aid officer in order to document and monitor a student's progress at the completion of each payment period. The Satisfactory Academic Progress

Report Form (FM 5431) is completed by the career/technical education teacher and returned to the financial aid officer. It will indicate the student's current attendance data, as reflected in FOCUS and the pace towards program completion, as well as the student's current grade based on weekly academic assessments derived from class/shop work, externships, and other practicum experiences which appear in FOCUS, a web based integrated software system to manage student data. The school's registrar will confirm a student's attendance to ensure completion of the scheduled number of hours enrolled.

The Satisfactory Academic Progress criteria that are expected from all students are as follows:

- Satisfactorily attain a minimum grade of "C" or better or GPA of 2.0 and above;
- Satisfactorily complete outcomes at a rate to finish the program within their individual timeframe of enrollment;
- Successfully complete 67% of the maximum scheduled hours for which the student is enrolled.

If a student fails to make satisfactory academic progress as reflected on the Satisfactory Academic Progress Report, a meeting will be held with the student and the financial aid officer. The student will be placed on financial aid warning for one payment period and will be eligible to receive financial aid. The financial aid officer will closely monitor the student's progress and if the student regains satisfactory academic progress while on financial aid warning, the student will be considered as being in academic compliance, and the student's eligibility will be reinstated.

If the student fails to achieve a Satisfactory Academic Progress Report, while on financial aid warning, the student will be notified of the cancellation of the financial aid award. The student will have the opportunity to appeal such action and can submit a Financial Aid Student Appeals form (FM 6863) obtained from the financial aid officer in order to request an appeal. All requests for appeal will be heard by the school's Financial Aid Appeals Committee which will be comprised of an administrator, a financial aid officer, a guidance counselor, and the respective career/technical education teacher. The committee will convene as needed and will carefully review all information and documentation related to the students' appeal. The committee will render a written decision to the student within 48 hours of the appeal hearing using the Student Appeals form (FM 6863). The decisions of the Financial Aid Appeals Committee are final.

If the student's appeal is approved, a meeting will be held with the student and the financial aid officer, and the student will then be placed on financial aid probation status for one payment period. Reinstatement of a student's financial aid after an appeal is denied can only be attained if the student attends a trimester without financial assistance and achieves satisfactory academic progress for that payment period. Students will be entitled to one (1) appeal hearing during the entire length of the student's program.

The financial aid officer and the career/technical education teacher will work together to closely monitor a student's progress when on financial aid probation. Should the student regain satisfactory academic progress during the next evaluation, the student will be considered in academic compliance and eligibility will be reinstated. If a student does not make satisfactory academic progress while on financial aid warning or financial aid probation, a meeting will be held with the student and the financial aid officer, and the student will be informed that the student will not be eligible for the payment period following the "unsatisfactory" Academic Progress Report. The student will be financially responsible for the academic expenses until the student has successfully reestablished satisfactory academic progress.

A student who exceeds the maximum hours of eligibility will be considered as not making satisfactory academic progress and will no longer be eligible for financial aid. Through the consistent and daily use of FOCUS, the school

district's data warehouse system, the financial aid officer will be able to effectively monitor all students' hours and academic grades in order to make the necessary satisfactory academic progress determination.

A student is considered ineligible when it becomes mathematically impossible for the student to complete the program within 150% of the length of the program.

A student who transfers will have the hours and grades earned at the previous school counted towards the student's satisfactory academic progress.

If a student withdraws, the existing hours and grades upon re-entering will be counted towards the student's satisfactory academic progress.

Awards will be recalculated when needed, in order to ensure proper compliance with Satisfactory Academic Progress.

The number of trimesters a student will be eligible to receive Pell Grant financial aid will be limited by the number of hours required to complete the program.

Length of Program (Hrs.)	Maximum Trimesters of Eligibility
600	2
750	3
1050	6
1200	4

If a student exceeds the maximum trimesters of eligibility as defined in the above chart, the student will be considered as not making satisfactory progress and will no longer be eligible for Pell Grant financial aid. Additionally, a student is allowed to transfer programs once. A student will lose eligibility for financial aid if the student transfers more than allowed.

▪ Appeals Concerning Unsatisfactory Progress

If notified that financial aid is cancelled, the student has the opportunity to appeal such action. The appeal should be in writing and include the following documents:

- A letter by the student describing mitigating circumstances.
- A physician's note and/or medical records if the appeal is based on a medical reason.
- Any additional supporting documents.

The decision of the appeals committee is final. A student will receive written notification of the decision. After an appeal is denied, reinstatement is possible if a student attends one trimester without financial assistance and maintains satisfactory progress for that trimester. A student may be granted only one appeal during the entire program of study.

▪ Verification

Federal regulations require that TEC validates income and other information reported on the Pell Grant Student Aid Report (SAR) with the parent's/student's IRS Transcript and attached schedules. When discrepancies occur, the corrected SAR must be resubmitted to the federal processor. The Financial Aid Office reserves the right to request other documentation when deemed necessary before the student becomes eligible for a Pell Grant.

■ Pell Grant Disbursements

Pell Grant aid will be disbursed each trimester based on the number of clock hours of instruction students complete in a trimester. A book voucher can be requested if a student is enrolled ten days before the beginning of class. Subsequent payments are contingent upon the students' maintaining satisfactory academic progress. Students can only receive Pell Grants for a maximum of six (6) years.

General Disbursement Times for Pell Grant Recipients

PROGRAM	HOURS	1ST PMT	2ND PMT	3RD PMT
HVAC/R 1	750	375	375	–
Cosmetology	1200	450	450	300
Early Childhood Education	600	300	300	–
Digital Design 1	600	300	300	–
Digital Design 2	600	300	300	–
Network Systems Administration	1050	450	450	150
Phlebotomy	165	165	–	–

Multiple disbursements may be made within a single payment period.

■ Tuition/Fees

Tuition and special fees are collected at the time of registration for classes. All fees are collected each trimester. Cash or credit cards are acceptable forms of payment. Florida residents who enroll in Adult General Education (AGE) classes such as English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE) and General Education Development (GED), in preparation for taking the GED test to obtain a high school diploma, or remediation of basic skills for career/technical education training are charged tuition fees. The State of Florida determines the range per contact hour, and The School Board of Miami-Dade County sets the actual amount, subject to change annually. The amount of tuition varies based on student contact hours. Rates per contact hour for the 2026-2027 school year are as indicated in the Tuition/Fee Schedule below.

■ 2026–2027 Tuition/Fee Schedule

- **Resident** (In-State = 12 consecutive months of FL residency) Career/Technical Certificate ... \$2.56/hour – based on 900 hours of attendance per year plus applicable fees.
- **Non-Resident** (Out-of-State = Less than 12 consecutive months of FL residency) Career/Technical Certificate ... \$10.25/hour – based on 900 hours of attendance per year plus applicable fees.
- Resident (In-State) Adult General Education (per trimester) ... \$43.00
- Non-Resident (Out-of-State) Adult General Education (per trimester) ... \$43.00
- Testing fee for Adult General Education (per trimester) ... \$8.00
- Student Identification (ID) badge or replace lost Student ID badge (per trimester) ... \$5.00.
- Trimester in Career/Technical Education application fee (except tuition exempt students) ... \$20.00

When student fees are paid by credit card, the name and address of the registering student must match the credit card information. **Other Fees/Costs** – Other fees/costs such as textbooks and uniforms vary according to the program. A fee is charged for duplicate transcripts and certificates.

■ Tuition Fee Waivers

Tuition fee waivers may be granted to financially needy students. A Free Application for Student Financial Aid (FAFSA) must be on file. To qualify, the student cannot receive financial aid from any other source. A fee waiver application must be submitted each trimester. In addition, the applicant must provide documentation verifying financial need.

■ Refund Policy

In the event a student elects to withdraw, the following M-DCPS refund policy applies:

- Students will be eligible for a full refund of Post-secondary Career/Technical Education tuition and fees if the student is withdrawn within 5 (five) days of the class start date.
- Students will be eligible for a full refund of Adult General Education tuition, test fees, and ID fees prior to the start of the AGE class or if the student never attends the class.
- Students will be eligible for a partial refund of Postsecondary Career/Technical Education tuition fees up to 5 (five) days after the class start date. The partial refund amount will be equivalent to the total of class hours not attended. There will be no partial refund of Adult General Education fees.
- Partial payments made for Postsecondary Career/Technical classes are non-refundable after the start of class.
- Students will be eligible for a refund of fees for Postsecondary Career/Technical Education courses less than three (3) weeks or ninety (90) hours in duration if the request for withdrawal is made prior to the second course meeting.
- A student is entitled to a full or partial refund of tuition fees if a course is cancelled by the school director or designee.
- Refunds when due, can be made without a request from a student. The refund must be made within forty-five (45) days of the student's withdrawal date.
- The "Application for Refund by Check/Credit" (Form-2057, Rev. 02-24) must be completed and approved for all eligible refunds.
- Students withdrawn for disciplinary reasons pursuant to the Adult Student Code of Conduct are not entitled to a refund of any tuition and fees.
- In cases of unusual or extraordinary circumstances (such as illness, death in family, etc.) that prevent a student from attending class, the school director/designee may honor a request for full or partial refund of fees provided that: the request from the student is made in writing (does not apply to students enrolled in a COE accredited CTE program); and when appropriate, supporting documentation should be provided.
- If the refund results in a failure to satisfy State fee requirements, the student shall not be reported for membership during the Workforce Education Fund survey period in the course for which the refund was given.
- Students who withdraw from their program while receiving Title IV (Pell Grant) funds, will receive a refund based on the Federal post-withdrawal calculation formula. For additional information, see the Financial Aid Office.
- When a students' fees are subsidized by an agency and the student withdraws, the agency can submit a written request for refund only if the student's hours of attendance are less than 50% of the course scheduled hours.

■ Skills for Academic, Vocational, and English Studies (SAVES)

The SAVES program pays:

- Tuition fees for SAVES qualified students who register in Adult General Education (AGE) classes including ESOL, ABE, and GED.
- Scholarship payments for up to three (3) trimesters for eligible students enrolled in a Career/Technical Education (CTE) program including books and supplies.
- Students who have lived in Florida for less than one (1) year or cannot establish Florida residency must enroll in a course or courses that total 24 hours per week.

Services are terminated after a student:

- Has spent five (5) years in the United States
- Has not progressed and repeated the AGE class three (3) times.
- Has completed his/her education goals.
- Has become a United States citizen.
- Has relocated outside the service area.
- Requests to be taken out of the program.

Academic Policies

■ Grading System

Grade	Numeric Value	Interpretation	Grade Point Value
A	90–100%	Outstanding	4
B	80–89%	Good	3
C	70–79%	Satisfactory	2
D	60–69%	Minimal; improvement needed	1
F	0–59%	Unsatisfactory	0
I	0%	Incomplete (secondary only)	0

Most of the career/technical education programs are competency based and use a variety of means to assess students' mastery of the program including competency checklists, written tests, performance tests, and student portfolios, where warranted. A final grade is given at the time an Occupational Completion Point (OCP) is earned.

■ Progress Records

Hours of attendance and earned OCP's completions for students enrolled in career/technical education (CTE) programs can be obtained through FOCUS, a web based integrated software system that provides data in a timely and user-friendly manner. Verification of enrollment and hours of attendance and an earned Educational Functioning Level (EFL's) summary for students enrolled in Adult General Education (AGE) classes can be obtained through FOCUS.

Grades and transcripts for career/technical education students completing OCP's or an entire program are kept by the CTE registrar with the Certificate Request Clearance Packet. Grades for completion of OCP's are manually posted in the FOCUS system by the CTE registrar.

In addition, career/technical education instructors report their students' attainment of competencies and grades in FOCUS. Students who have completed career/technical education program hours within a Florida public school system may transfer the hours. All others, upon providing a transcript or evidence of mastery of specific competencies, may be advanced in their program of study based on the assessment of the instructor.

▪ **Comprehensive Adult Student Assessment Systems Great Opportunities for Adult Learning Success 2 (CASAS GOALS 2)**

Students who want to enter career/technical education programs but have not met the minimum basic skills levels established by the State of Florida for completion of their career/technical education program, may register for remediation in Adult Basic Education (ABE) classes and/or Applied Academics for Adult Education (AAAE) offered as an online program concurrently with or prior to the career/technical education program.

For students who enroll in a career/technical education program, consisting of 450 clock hours or more in length are also required to take the CASAS GOALS 2 within six weeks upon entry into their program of study. The basic skills testing in reading/language arts and mathematics must be completed no later than six weeks from the time of entry. TEC uses CASAS GOALS 2 for all basic skills testing. Students must be administered for a basic skills test, unless they meet one of the following exceptions:

- Entered 9th grade in a Florida public school in the 2003-2004 school year or any year thereafter and earned a Florida standard high school diploma.
- Achieved a standard Florida Public High School Diploma (HSD) 2007 or later;
- Possesses a high school diploma from a private school,
- Was in a home education program or a personalized education program, and a signed affidavit has been submitted by the student's parent or legal guardian attesting that the student has completed a home education program or a personalized education program,
- Earned a GED (Passing Language Arts through Reasoning and Mathematics Reasoning) beginning with the 2014 GED®,
- Is serving as an active-duty member of any branch of the United States Armed Forces;
- Possesses a college degree at the associate in applied science or higher;
- Pass a state, national or industry certification or licensure aligned to their career certificate program.
- Adult students with documented disabilities may be exempt from meeting the basic skills level required

▪ **Applied Academics for Adult Education (AAAE)**

Applied Academics for Adult Education (AAAE) is taught through The Learning Center (TLC) as an online program which provides basic skills remediation for career/technical education students. A state approved standardized examination is used to determine the students' strengths and weaknesses in reading/language arts, and mathematics. This type of remediation assists students in meeting the adult basic education CASAS GOALS requirements for the receipt of a career/technical education certificate. Students may enroll voluntarily. Students whose test scores fall one or two grade levels below the career/technical education program's basic skills requirement are required to remediate in the Applied Academics for Adult Education (AAAE) program by the completion of the career/technical education program.

▪ **Licensure Programs**

Currently, the programs requiring licensure to enter the workforce are Cosmetology, Early Childhood Education, Facials Specialty, and Nails Specialty. Licensure information is submitted to the Commission on Occupational Education (COE) as part of the institution's annual report.

Students' Rights

■ Student Right-to-Know and Campus Security Act of 1990

The Student Right-To-Know Act requires institutions to disclose specific information on the general student population. The Campus Security Act of 1990 (The Cleary Act) requires all post-secondary institutions participating in federal student aid programs to disclose campus security policies and certain crime statistics which are posted on the school's website.

■ Grievance Procedure for Students

The English Center participates in Federal student aid programs that are authorized under Title IV of the Higher Education Act of 1965. Participating institutions must be legally authorized to operate with the state in which it is located.

Title 34 CFR §600.9 requires states to have a "process to review and appropriately act on complaints concerning the institution including enforcing applicable State laws." Title 34 CFR §668.43(b) requires that institutions: "make available for review to any enrolled or prospective student upon request, a copy of the documents describing the institution's accreditation and its state, federal, or tribal approval or licensing. The institution must also provide its students or prospective students with contact information for filing complaints with its accreditor and with its state approval or licensing entity and any other relevant state official or agency that would appropriately handle a student's complaint."

To comply with this regulation, The English Center makes every effort to resolve student complaints internally. When questions about school policies, procedures, decisions, or judgments arise, students are urged to discuss the situation with their immediate instructor or staff member. Counselors are available for further discussions and resolution of differences. Students may formally appeal the process with the director. Students are urged to review the Student Handbook and the Postsecondary Code of Student Conduct available in the student services office, on the school's website, and via the instructors in the classrooms. Unresolved complaints may also be filed with the district office or the accrediting agency once all other avenues have been exhausted.

The following steps must be followed regarding any issue regarded as a level one student grievance.

- A student will first discuss the situation with The English Center (TEC) instructor.
- If a resolution is not reached within five days, the student will document the problem in writing to the appropriate administrator.
- A conference will be scheduled, and a decision will be rendered.
- If the resolution is not agreed upon, the grievance is sent to the director.
- If the grievance is not settled at the school, the student has the right to appeal to the following entities:

Office of Postsecondary Career and Technical Education, Miami-Dade County Public Schools
1450 NE Second Avenue, Miami, Florida 33132 · 305-995-1000

If the grievance is unresolved, the student has the right to appeal to:

Commission of the Council on Occupational Education (COE)
7840 Roswell Road, Building 300, Suite 325, Atlanta, Georgia 30350
Telephone: (800) 917-2081 · Fax: (770) 396-3790 · www.council.org

Discrimination/Harassment: Complaint Procedure for Students

A student who has a reasonable and good-faith belief of being the subject of discrimination, bullying, or harassment because of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability shall proceed to file a complaint within 30 days of the alleged discriminatory act(s) with the following steps:

- If the student is not satisfied with the disposition of the grievance at level one involving the assistant director, within five (5) days the student shall communicate in writing the allegation(s) to the school director.
- If the student does not feel comfortable discussing the complaint at the school or region office, the student may file the complaint directly with the district Civil Rights Compliance (CRC) office.
- Because of the sensitive nature of sexual harassment complaints, students may file such a complaint directly with the district CRC office.
- If the complaint is submitted to the director, the director will be responsible for scheduling a meeting with the complainant. In the event that the complaint involves the student's director, the student may go directly to the next level of administration, the District Director of School Operations, Adult and Community Education.
- If the complaint is not resolved to the complainant's satisfaction after discussion with the director, or cannot be resolved at that level, the student may appeal to the next administrative level, the District Director of School Operations, Adult and Community Education.
- If the complaint is not satisfactorily resolved at the second level of administration, as determined by the student, the complainant may file a complaint with the School Board's Office of Civil Rights Compliance (CRC). The student will be requested to provide the School Board's CRC office signed, specific information regarding the discriminatory or harassing action(s) or inaction(s), the basis such as age, race, or disability for the action(s) or inaction(s), the alleged offender(s), witnesses, and other pertinent information.
- If the student does not agree with the final determination made by the School Board's CRC office, the complainant may appeal the determination to the Superintendent of School's designee to hear such appeals by submitting a letter of appeal within 15 workdays of the date of the final determination.
- Failure on the part of the student to initiate and/or follow-up on a complaint in a timely manner may result in the complaint being considered abandoned.
- In general, students shall continue attendance at school and pursue their studies, as directed, while a complaint is pending resolution.
- Records of an ongoing investigation remain confidential and not subject to disclosure pursuant to Chapter 119, Florida Statutes until a final determination is made on the case.

Office of Civil Rights Compliance, 155 N.E. 15th Street, Suite P104E, Miami, Florida 33132

Phone: 305 995-1580 · Fax: 305 995-2047 · E-mail: crc@dadeschools.net

If the complaint is unresolved, appeal to:

Commission of the Council on Occupational Education (COE)

7840 Roswell Road, Building 300, Suite 325, Atlanta, Georgia 30350

Telephone: (800) 917-2081 · Fax: (770) 396-3790 · www.council.org

■ Student Records

Miami-Dade County Public Schools maintain educational records in accordance with state and federal laws. Educational records are maintained to facilitate the instruction, guidance, and educational progress of students in programs operated under the authority and direction of the School Board of Miami-Dade County. These records include the data necessary to facilitate the orderly educational progress of students as stated in School Board Policy 8330, Student Information, Records, and Privacy Rights. The document Student Records and Confidential Information, published by the M-DCPS Division of Student Services, contains the guidelines and district directives regarding student records and outlines the rights accorded by eligible students.

■ Americans with Disabilities Act

The English Center complies with the Americans with Disabilities Act (ADA), which protects citizens of the United States who possess physical or mental disabilities. The school complies with Section 504 of the Vocational Rehabilitation Act Amendments of 1973, which states that “no otherwise qualified handicapped individual in the United States shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance.” If it is determined that an individual is a qualified person with a disability, a guidance counselor will develop a 504 Accommodation Plan to ensure equal access to the instructional programs.

■ Student Conduct

The primary objective of The English Center and Miami-Dade County Public Schools is to develop each student's potential for learning and to foster positive interpersonal relationships. To accomplish this objective, it is necessary that the school environment be free from disruptions that interfere with teaching and learning activities. Student conduct largely determines the full development of the potential for learning and the development of positive relationships. A positive learning environment provides order and discipline, as evidenced by the absence of distractions and disruptions that interfere with the effective functioning of the student, the class, and the school. It is also the presence of a safe and friendly, yet business-like atmosphere, in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

A Post-Secondary Student Code of Conduct has been developed by the school district to ensure that students have an environment conducive to learning. Some of the behaviors that will be considered grounds for disciplinary action and/or dismissal from the program include the following:

- Refusing to comply with the student identification (ID) policy to visibly wear a badge on campus
- Using profane or indecent language and/or displaying such behavior
- Using improper conduct resulting in a disruption anywhere on the school premises
- Defacing or destruction of public property
- Attending classes under the influence of alcohol, illegal drugs/substances, or the possession of either
- Smoking including the use of an electronic cigarette on school grounds
- Tampering with fire equipment, safety, and evacuation signs, or setting off a fire alarm
- Possessing firearms, knives, explosives, or incendiary materials. Weapons, including licensed, concealed weapons, are prohibited, except when in the possession of law enforcement officers during the execution of their official duties

** Note: This list is not all-inclusive. Additional information regarding the Post-Secondary Student Code of Conduct can be found under Student Resources at www.tecmiami.com.*

■ Student Dress Code

It is essential that students dress appropriately for the world of work. Because the primary purpose of The English Center is to prepare students for employment, students are required to be neat and clean in appearance. Items of dress that pose a risk to health and safety, cause classroom disruption, or create objectionable noise are forbidden. Students must adhere to the following specific regulations concerning dress:

- No metal cleats on shoes, no clogs, flip flops, sandals, bedroom slippers or other shoes without back straps. Safety shoes are recommended in shop areas.
- No written messages or pictures or symbols on clothing which portray ideas which may be harmful to the health, safety, and welfare of students such as messages related to drugs, smoking, alcohol, sex, and profanity.
- No mini-shorts, micro-mini-skirts, cut-offs or oversized pants, tank tops, tube tops, see-through blouses without a camisole or whole slip, bare backs, bare midriffs, or plunging neck lines.
- No hats or bandanas in the classroom except for religious purposes.
- Students enrolled in a career/technical program wear uniforms or apparel suitable for the training.

Adult General Education (AGE)

Adult General Education (AGE) courses provide students with the opportunity to improve the level of literacy skills required to lead productive lives. Students perform and progress at their own rate depending on ability, levels of achievement, and academic and career/technical education goals. Instruction is individualized to meet the needs of the students. Because AGE programs are not specifically offered for job entry or advancement, they are not accredited by the Council on Occupational Education (COE) and do not qualify for Title IV financial aid assistance.

■ Admission Requirements

CASAS GOALS 2 is a required examination to ensure placement at an appropriate level in Adult Basic Education (ABE) and General Education Development (GED) preparation classes. The Comprehensive Adult Student Assessment System Student-Test of English Progress and Success (CASAS-STEPS) test is required for appropriate placement in the English for Speakers of Other Languages (ESOL) program. Students must be at least 16 years of age and not currently enrolled in any secondary Miami-Dade County Public School in order to enroll in all Adult General Education classes.

■ Length of Course

ABE – reading/language arts and mathematics – variable length

ESOL – one trimester minimum per level

GED – one trimester minimum.

TLC Online Education (The Learning Center) – varies by program.

■ Cost

Adult General Education courses will be assessed as a block tuition fee as follows:

- In-state tuition (resident) rate will be \$43.00 per trimester.
- Students purchase textbooks and workbooks for the classes in which they are registered.

▪ **Adult Basic Education (ABE)**

Adult Basic Education courses provide basic literacy, mathematics, and writing skills to those students who are performing below ninth grade level. Instruction is delivered in the areas of reading/ language arts, and mathematics. The emphasis of these courses is to assist adults to function in today's competitive society, to prepare for the GED test to receive a high school diploma, and to encourage further educational endeavors to increase employment opportunities.

▪ **English for Speakers of Other Languages (ESOL)**

English for Speakers of Other Languages (ESOL) courses assist students in developing literacy skills which in turn help students communicate in English, succeed in career/technical education programs, find, and keep a job, and advance in a chosen career. There are six consecutive levels of language instruction in ESOL. These levels are configured logically and sequentially for language acquisition.

▪ **General Educational Development Program (GED)**

The General Education Development Program prepares students to take the GED test. Passing the GED test results in awarding the students a State of Florida high school diploma. Florida residents, at least 18 years of age at the time of application, who perform at the ninth-grade level or higher as measured by the CASAS GOALS 2 are eligible to register for the GED preparation class. The GED test which is offered in English and in Spanish is comprised of four content areas: Reasoning through Language Arts (150 minutes), Mathematical Reasoning (115 minutes), Science (90 minutes), and Social Studies (70 minutes).

A test candidate 16 or 17 years old may take the GED test battery if legally withdrawn from high school and meet specific criteria including parental consent, or if granted a waiver by the school district. Students can study online through The Learning Center (TLC) or in a classroom setting.

▪ **Integrated Education & Training (IET)**

Integrated Education and Training a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

▪ **Skills for Academic Vocational and English Studies (SAVES)**

SAVES Program is a free of charge educational program designed to meet the instructional and employment needs of eligible adult (16+) refugees/asylees from all over the world. The program helps to facilitate the transition of participating students into the South Florida community by providing quality services. Further information can be found on our website under the students' section and/or visiting the SAVES office on campus in Room F-4.

▪ **Technology Support for Adult General Education (AGE)**

English for Speaker of Other Languages (ESOL) students have access to computers for instructional purposes to get additional practice in reading, listening, and speaking English. With a variety of software programs including Burlington English, Ellii, Pace AI, and Cambridge One for students to listen, repeat, record words, phrases, and sentences and interact with the program to complete multiple-choice, true/false, matching, and fill-in-the-blank exercises.

Adult Basic Education (ABE) classes have computers available for students to get practice in reading/language arts, and mathematics with CASAS GOALS Academy and GED Academy programs.

SECTION

Two

Miami-Dade County Public Schools · 2026–2027 Catalog

Career/Technical Education *Programs*

Post-secondary certificate programs offered across six career clusters, each leading to industry-recognized Occupational Completion Points and a program certificate.

Architecture & Construction

Arts, A/V Tech & Comm.

Education & Training

Health Science

Human Services

Information Technology

Career Cluster

Architecture and *Construction*

C400410 · CIP 0615050111

Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R) 1

PROGRAM AT A GLANCE

Median Salary

\$59,180/yr

\$28.45/hour · BLS, 2024

ENTRANCE REQUIREMENTS

- Be at least 16 years old and officially withdrawn from high school.
- Interview with a counselor
- Take Basic Skills test within six weeks of entering the program.

ENTRANCE DATES

Open-entry/open-exit. Students may enter anytime during the school year.

LENGTH OF PROGRAM

750 hours

DAY/TIME OFFERED

Mon.–Thurs. 6:00 PM–10:15 PM

Saturday 8:00 AM–3:30 PM

BASIC SKILLS REQUIREMENTS

Reading/Language Arts – 9 = 239 / Mathematics – 10 = 241

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- Basic skills requirements
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers often give preference to applicants who complete HVAC training.
- Environmental Protection Agency (EPA) Certificate
- Students are strongly recommended to earn HVAC Excellence Certificates

CAREER OPPORTUNITIES

Commercial Service Tech, Sales A/C, Heating or Refrigeration Equipment Technician

■ Program Objective

The purpose of the Heating, Ventilation, Air-Conditioning/ Refrigeration (HVAC/R) 1 Program is to prepare students for employment or advanced training in the heating, air-conditioning, refrigeration, and ventilation industry.

■ Program Structure

The program focuses on broad, transferable skills, stresses the understanding of the heating, air-conditioning, refrigeration, and ventilation industry, and demonstrates elements of the industry such as planning, management, finance, technical and production skills, underlying principles of technology, and health, safety, and environmental issues.

■ Instruction Consists Of:

COURSE NO.	COURSE TITLE / OCP	HOURS
ACR0000 • SOC 49-9021	Introduction to HVAC/R (OCP A)	250
ACR0001 • SOC 49-9021	HVAC/R Fundamentals (OCP B)	250
ACR0012 • SOC 49-9021	HVAC/R Service Practices (OCP C)	250

■ Course Descriptions

Introduction to HVAC/R (OCP A)

Introduces students to safety practices, OSHA and EPA regulations, and workplace conduct standards essential to the heating, ventilation, air-conditioning, and refrigeration trade. Covers proper use of personal protective equipment, hazardous-materials handling, and emergency response procedures, along with foundational employability and career-readiness skills.

HVAC/R Fundamentals (OCP B)

Builds foundational knowledge of electricity and the electrical components used in heating, air-conditioning, and refrigeration equipment. Students learn to read wiring schematics, measure electrical values, and troubleshoot control systems and their components.

HVAC/R Service Practices (OCP C)

Focuses on the mechanical and electronic components of heating, air-conditioning, and refrigeration systems, including compressors, metering devices, and solid-state controls. Students test, troubleshoot, and repair system malfunctions and learn to read construction documents related to HVAC/R installation.

■ Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies are provided to enhance hands-on experience for students.

Career Cluster

Arts, A/V Technology and *Communication*

K700100 · CIP 0510030307

Digital Design 1

PROGRAM AT A GLANCE

Median Salary

\$61,300/yr

\$29.47/hour · BLS, 2024

ENTRANCE REQUIREMENTS

- Be at least 16 years old and officially withdrawn from high school.
- Interview with a counselor
- Take Basic Skills test within six weeks of entering the program.

ENTRANCE DATES

Open-entry/open-exit. Students may enter anytime during the school year.

LENGTH OF PROGRAM

600 hours

DAY/TIME OFFERED

Mon.–Thurs. 6:00 PM–10:00 PM

BASIC SKILLS REQUIREMENTS

Reading/Language Arts – 9 = 239 / Mathematics – 9 = 236

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- Basic skills requirements
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers require applicants to hold a Digital Design 1 Completion Certificate and certification in graphic design software.
- Employers usually request a portfolio that demonstrates creativity and originality.

CAREER OPPORTUNITIES

Digital designer, graphic designer, IT Assistant

■ Program Objective

The purpose of the Digital Design 1 Program is to prepare students for employment in digital publishing positions, such as Information Technology Assistants, Production Assistants, Digital Assistant Designers, Graphic Designers, and Multimedia Designers.

■ Program Structure

The program focuses on developing students' specialized skills in multimedia presentations. Students receive practical experiences in computer generated art and text, graphic design, graphic production, electronic design skills, preparation of electronic layouts and illustrations, and electronic scanning.

■ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
OTA0040 • SOC 15-1151	Information Technology Assistant (OCP A)	150
GRA0024 • SOC 43-9031	Production Assistant (OCP B)	150
GRA0025 • SOC 43-9031	Digital Assistant Designer (OCP C)	300

■ Course Descriptions

Information Technology Assistant (OCP A)

Provides a foundation in general computer and information-technology skills shared across multiple CTE programs, including basic hardware, software, and digital-workplace competencies. Prepares students with the technology fundamentals needed before moving into program-specific design coursework.

Production Assistant (OCP B)

Introduces core digital publishing concepts, including color models, image file formats, and the differences between raster and vector graphics. Students learn safe, ethical, and effective use of the internet for research, along with the basics of project planning and the design process.

Digital Assistant Designer (OCP C)

Develops critical-thinking and problem-solving skills applied to digital design projects, along with intermediate typography and vector-graphics techniques. Students learn to plan projects, set design requirements, and produce final designs based on client specifications.

■ Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies are provided to enhance hands-on experience for students.

K700200 · CIP 0510030308

Digital Design 2

PROGRAM AT A GLANCE

Median Salary

\$61,300/yr

\$29.47/hour · BLS, 2024

ENTRANCE REQUIREMENTS

- Full program completion of Digital Design I
- Be at least 16 years old and officially withdrawn from high school.
- Interview with a counselor
- Take Basic Skills test within six weeks of entering the program.

ENTRANCE DATES

Open-entry/open-exit. Students may enter anytime during the school year.

LENGTH OF PROGRAM

600 hours

DAY/TIME OFFERED

Mon.–Thurs. 6:00 PM–10:00 PM

BASIC SKILLS REQUIREMENTS

Reading/Language Arts – 9 = 239 / Mathematics – 9 = 236

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- Basic skills requirements
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers require applicants to hold a Digital Design 2 Completion Certificate and certification in graphic design software.
- Employers usually request a portfolio that demonstrates creativity and originality.

CAREER OPPORTUNITIES

Digital designer, graphic designer, multi-media designer

■ Program Objective

The purpose of the Digital Design 2 Program is to prepare students for employment in digital publishing positions such as Information Technology Assistant, Production Assistant, Digital Assistant Designer, and Multimedia Designer.

■ Program Structure

The program focuses on enhanced practical experiences in computer generated art and text, graphic design, graphic production, electronic design skills, preparation of electronic layouts and illustrations, electronic scanning, and development of specialized skills in multimedia presentations.

■ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
GRA0026 • SOC 27-1024	Graphic Designer (OCP A)	300
GRA0027 • SOC 27-1014	Media Designer (OCP B)	300

■ Course Descriptions

Graphic Designer (OCP A)

Builds mastery of advanced digital publishing and website design, including WYSIWYG web editors and interactive components such as hyperlinks and buttons. Students compare digital media delivery systems and refine a professional print and/or digital portfolio.

Media Designer (OCP B)

Focuses on independent project planning and execution for digital design products, from defining scope and goals to a final presentation. Students demonstrate mastery of raster- and vector-based software and apply the elements and principles of art and design to create cohesive, professional projects.

■ Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies are provided to enhance hands-on experience for students.

Career Cluster

Education and *Training*

V200206 • CIP 0419070802

Child Care Center Operations

PROGRAM AT A GLANCE

Median Salary**\$56,270/yr**

\$27.05/hour • BLS, 2024

ENTRANCE REQUIREMENTS

- Interview with a counselor
- Possess a high school diploma or equivalent.
- Complete the (DCF) Part I Introductory Child Care Courses (5 courses, 30 hours)
- Complete the DCF Special Needs Appropriate Practices course or a minimum of 8 hours of in-service training on children with disabilities.
- Possess an active Staff Credential

ENTRANCE DATES

Enrollment is offered at the beginning of each academic trimester.

LENGTH OF PROGRAM

45 hours

DAY/TIME OFFERED

Tuesday 6:00 PM–9:30 PM

BASIC SKILLS REQUIREMENTS

Students are exempt from the basic skills requirements for courses of 450 clock hours of instruction or less.

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers require applicants to complete a Dept. of Children and Families mandatory training program.
- Possess an active CDA Staff Credential
- Employers recommend experience in early childhood education.

CAREER OPPORTUNITIES

Child Care Center Director, Pre-school Center Director

■ Program Objective

The purpose of the Child Care Center Operations program is to prepare students for future administrators of early childhood facilities to develop and enhance their leadership role.

■ Program Structure

The program is a planned sequence of instruction consisting of one occupational completion point. The content of the program includes, but is not limited to, organizational leadership, financial management, legal obligations and responsibilities, educational programming, marketing strategies, assessment, monitoring practices, observations, referrals, and collaboration of programs with families and community resources.

■ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
HEV0160 · SOC 11-9031	Child Care Center Director (OCP A)	45

■ Course Descriptions

Child Care Center Director (OCP A)

Prepares students for the administrative and leadership responsibilities of operating a licensed childcare center, including developing a program philosophy, organizational structure, and personnel policies. It covers staff recruitment, supervision, legal and regulatory compliance, and effective team-building practices for center directors.

■ Laboratory Activities

Laboratory activities are an integral part of this program. Activities include competency based applied learning that contributes to academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills in the Child Care Center Operations program.

E300100 · CIP 0419070913

Early Childhood Education

PROGRAM AT A GLANCE

Median Salary

\$37,120/yr

\$17.85/hour · BLS, 2024

ENTRANCE REQUIREMENTS

- Interview with a counselor
- Possess a high school diploma or equivalent.
- Submit a Level 2 background check.
- Take Basic Skills test within six weeks of entering the program.

ENTRANCE DATES

Enrollment is offered at the beginning of each academic trimester.

LENGTH OF PROGRAM

600 hours

DAY/TIME OFFERED

Mon./Wed. 8:30 AM–11:30 AM

Tues./Thurs. 8:30 AM–11:30 AM

Saturday 8:30 AM–3:00 PM

BASIC SKILLS REQUIREMENTS

Reading/Language Arts – 9 = 239 / Mathematics – 9 = 236

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- Basic skills requirement
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers require applicants to complete a two-part DCF mandatory training program.
- Earning the Early Childhood Education Professional Certificate
- Employers recommend certification in infant/child CPR and First Aid.

CAREER OPPORTUNITIES

Child Care Worker, Teacher Aide, Pre-school Teacher

■ Program Objective

The purpose of the Early Childhood Education Program is to prepare students with relevant technical knowledge and skills along with certification needed for employment in a childcare center.

■ Program Structure

The program is a planned sequence of instruction consisting of 600 clock hours of instruction and four occupational completion points. The program is comprised of 120 hours of classroom instruction and 480 hours of direct work with children. Upon completion of this program and meeting all requirements, students are awarded the Early Childhood Professional Certificate (ECPC).

■ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
HEV0870 · SOC 39-9011	Child Care Worker 1 (OCP A)	150
HEV0871 · SOC 39-9011	Child Care Worker 2 (OCP B)	150
HEV0872 · SOC 25-2011	Teacher Aide (Preschool) (OCP C)	150
HEV0873 · SOC 25-2011	Preschool Teacher (OCP D)	150

■ Course Descriptions

Child Care Worker 1 (OCP A)

Introduces students to the early childhood education profession, career opportunities, and the rules and regulations governing licensed childcare facilities. Covers professional conduct, ethics, and the roles and responsibilities of childcare center staff.

Child Care Worker 2 (OCP B)

Builds on professional and ethical standards for early childhood educators, including observation and recording methods used to document children's development. Students also examine the history and evolving needs of school-age childcare.

Teacher Aide (Preschool) (OCP C)

Prepares students to create, implement, and evaluate developmentally appropriate lesson plans aligned with Florida's birth-to-five learning standards. Covers planning activities for infants, toddlers, and preschoolers across physical, cognitive, and social-emotional domains.

Preschool Teacher (OCP D)

Requires certification in Pediatric/Adult First Aid and CPR, along with developing a full program curriculum based on children's needs and interests. Emphasizes creating language-rich environments and professional communication with families and staff.

■ Laboratory Activities

Laboratory activities are an integral part of this program. Activities include elements of the early childhood industry: planning, management, finance, technical and production skills; underlying principles of technology; labor, community, health, safety, and environmental issues; and developmentally appropriate practices for preschool children.

Career Cluster

Health Science

H170302 • CIP 0351100901

Phlebotomy

PROGRAM AT A GLANCE

Median Salary

\$43,660/yr

\$20.99/hour • BLS, 2024

ENTRANCE REQUIREMENTS

- Be at least 18 years old and officially withdrawn from high school
- Interview with a counselor
- High school diploma or equivalent
- Level II Background Check required

ENTRANCE DATES

Enrollment is offered at the beginning of each academic trimester.

LENGTH OF PROGRAM

165 hours

DAY/TIME OFFERED

Mon.–Thurs. 6:00 PM– 9:30 PM

BASIC SKILLS REQUIREMENTS

Students are exempt from the basic skills requirements for courses of 450 clock hours of instruction or less.

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- Basic skills requirements
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers prefer applicants who have completed a postsecondary phlebotomy certificate program.
- Professional certification from a recognized phlebotomy organization is preferred.
- Basic Life Support (BLS/CPR) certification required.

CAREER OPPORTUNITIES

Phlebotomist, Blood Donor Technician, Laboratory Assistant, Specimen Processor

■ Program Objective

The purpose of the Phlebotomy Program is to prepare students for employment as Phlebotomists. The program provides the knowledge and skills needed to obtain adequate and correct blood specimens, maintain specimen integrity, and support clinical laboratory operations.

■ Program Structure

The program focuses on broad, transferable skills in the health science industry, including communication, leadership, human relations, and employability skills; safe and efficient blood specimen collection by capillary or venipuncture; medical terminology; emergency procedures including CPR (Heartsaver); specimen transport, accessioning, and processing; and quality assurance and safety.

■ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
HSC0003 • SOC 31-9097	Basic Healthcare Worker (OCP A)	90
MEA0520 • SOC 31-9097	Phlebotomist (OCP B)	75

■ Course Descriptions

Basic Healthcare Worker (OCP A)

Provides foundational healthcare-worker training shared across multiple Health Science programs, covering essential clinical safety, patient-care, and workplace-readiness skills required before beginning program-specific phlebotomy training.

Phlebotomist (OCP B)

Prepares students to perform blood collection safely and accurately, including patient identification, communication, and specimen-handling procedures. Covers the anatomy of body systems relevant to venipuncture, clinical laboratory departments, and the roles of laboratory personnel.

■ Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in safe and efficient work practices; venipuncture and capillary blood collection techniques on adults, children, and neonates; specimen labeling, transport, and processing; centrifuging and aliquot preparation; and quality assurance and infection control procedures. Equipment and supplies are provided to enhance hands-on experience for students.

Career Cluster

Human Services

D500100 • CIP 0612040102

Cosmetology

PROGRAM AT A GLANCE

Median Salary

\$35,420/yr

\$17.03/hour • BLS, 2024

ENTRANCE REQUIREMENTS

- Be at least 16 years old and officially withdrawn from high school.
- Interview with a counselor
- Take Basic Skills test within six weeks of entering the program.

ENTRANCE DATES

Open-entry/open-exit. Students may enter anytime during the school year.

LENGTH OF PROGRAM

1,200 hours

DAY/TIME OFFERED

Mon.–Fri. 8:30 AM–3:15 PM

Mon.–Thurs. 3:45 PM–10:00 PM

Fri. 8:30 AM–3:15 PM

BASIC SKILLS REQUIREMENTS

Reading/Language Arts – 8 = 235 / Mathematics – 8 = 229

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- Basic skills requirement
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers require applicants to complete a state approved 1,200-hour cosmetology program.
- Passed the State Cosmetology License Exam.
- Complete a 4-hour HIV/AIDS training course.

CAREER OPPORTUNITIES

Hairstylist, Cosmetologist, and a range of beauty services

■ Program Objective

The purpose of the Cosmetology Program is to prepare students for employment in the field of Cosmetology. The program provides theory and skills needed to advance in the field of hair care, nail technology, skin care, and make up applications. Instruction is designed to prepare students to pass a state examination and obtain a cosmetology license.

■ Program Structure

This program focuses on the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

■ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
CSP0009 · SOC 39-5012	Grooming and Salon Services Core, Facials and Nails	225
COS0002 · SOC 39-5012	Cosmetology and Hairdresser 1	300
COS0003 · SOC 39-5012	Cosmetology and Hairdresser 2	300
COS0009 · SOC 39-5012	Cosmetology and Hairdresser 3	375

■ Course Descriptions

Grooming and Salon Services Core, Facials and Nails

Introduces career opportunities, licensing requirements, and safety and sanitation practices common to all cosmetology and personal-services fields. Covers proper handling of tools, chemicals, and client care, along with basic anatomy, physiology, and health and wellness communication.

Cosmetology and Hairdresser 1

Covers shampooing, scalp treatment, and hair analysis, along with the chemistry of conditioners and treatments. Students also learn fundamentals of haircutting, including the use of scissors, razors, and clippers to achieve a variety of shapes and styles.

Cosmetology and Hairdresser 2

Develops skill in hairstyling techniques such as wet sets, thermal styling, and braiding, along with the use of wigs and hairpieces. Emphasizes the application of anatomy and design principles to achieve a range of finished looks.

Cosmetology and Hairdresser 3 (OCP D)

Focuses on chemical services including permanent waving, curl reconstruction, and chemical relaxing. Students learn to analyze hair and scalp condition, select appropriate chemical formulas, and safely apply, process, and neutralize chemical treatments.

■ Laboratory Activities

Laboratory activities are an integral part of this program. These activities provide instruction in communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations.

I120425 • CIP 0612040806

Facials Specialty

PROGRAM AT A GLANCE

Median Salary

\$41,560/yr

\$19.98/hour • BLS, 2024

ENTRANCE REQUIREMENTS

- Be at least 16 years old and officially withdrawn from high school
- Interview with a counselor

ENTRANCE DATES

Enrollment is offered at the beginning of each academic trimester.

LENGTH OF PROGRAM

220 hours

DAY/TIME OFFERED

Mon.–Thurs. 8:30 AM–3:15 PM

Mon.–Thurs. 3:45 PM–10:00 PM

Sat./Sun. 8:00 AM–3:30 PM

BASIC SKILLS REQUIREMENTS

Students are exempt from the basic skills requirements for courses of 450 clock hours of instruction or less.

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers require applicants to complete a state approved esthetician program.
- Obtain required license for employment.

CAREER OPPORTUNITIES

Facials Specialist, Skin Care Specialist

▪ Program Objective

The purpose of the Facials Specialty Program is to prepare students for employment as a licensed facials/skin care specialist. Instruction is designed to qualify students to successfully obtain a Facials Specialty Certification.

▪ Program Structure

This program focuses on the following elements of communications, leadership, human relations, employability skills, safe and efficient work practices, Florida cosmetology law and rules, acquisition of knowledge of the facial specialist and the related chemistry; bacteriology, anatomy, and physiology; and development of skill in performing the manipulative and electrical techniques required in the practice of facials specialist occupations.

▪ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
CSP0265 • SOC 39-5094	Facials/Skin Care Specialists (OCP A)	220

▪ Course Descriptions

Facials/Skin Care Specialists (OCP A)

Introduces career opportunities, licensing requirements, and health, safety, and sanitation practices for the facial and skin-care profession. Covers proper handling of chemical products, anatomy and physiology of the skin, and client care and wellness communication.

▪ Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies are provided to enhance hands-on experience for students.

I120415 • CIP 0612041005

Nails Specialty

PROGRAM AT A GLANCE

Median Salary

\$34,660/yr

\$16.66/hour • BLS, 2024

ENTRANCE REQUIREMENTS

- Be at least 16 years old and officially withdrawn from high school.
- Interview with a counselor

ENTRANCE DATES

Enrollment is offered at the beginning of each academic trimester.

LENGTH OF PROGRAM

180 hours

DAY/TIME OFFERED

Mon.–Thurs. 8:30 AM–3:15 PM

Mon.–Thurs. 3:45 PM–10:00 PM

Sat./Sun. 8:00 AM–3:30 PM

BASIC SKILLS REQUIREMENTS

Students are exempt from the basic skills requirements for courses of 450 clock hours of instruction or less.

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

- Employers require applicants to complete a state approved esthetician program.
- Obtain required license for employment.

CAREER OPPORTUNITIES

Manicurist, Pedicurist

• Program Objective

The purpose of the Nails Specialty Program is to prepare students for employment as a licensed Manicurist and Pedicurist. Instruction is designed to qualify students to successfully obtain a Nails Specialty Certification.

▪ Program Structure

This program focuses on the following elements of communications, leadership, human relations, employability skills, safe and efficient work practices, Florida cosmetology law and rules, acquisition of knowledge of the nail specialist and the related chemistry; bacteriology, anatomy, and physiology; and development of skill in performing the manipulative and electrical techniques required in the practice of nails specialist occupations.

▪ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
CSP0015 • SOC 39-5092	Manicurists and Pedicurists (OCP A)	180

▪ Course Descriptions

Manicurists and Pedicurists (OCP A)

Introduces career opportunities, licensing requirements, and health, safety, and sanitation practices for the nail-care profession. Covers proper handling of tools and chemical products, relevant anatomy and physiology, and client care communication.

▪ Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies are provided to enhance hands-on experience for students.

Career Cluster

Information Technology

B079300 · CIP 0511090105

Network Systems Administration

PROGRAM AT A GLANCE

Median Salary

\$96,800/yr

\$46.54/hour · BLS, 2024

ENTRANCE REQUIREMENTS

- Be at least 16 years old and officially withdrawn from high school.
- Interview with a counselor
- Take Basic Skills test within six weeks of entering the program.

ENTRANCE DATES

Open-entry/open-exit. Students may enter anytime during the school year.

LENGTH OF PROGRAM

1,050 hours

DAY/TIME OFFERED

Mon.–Thurs. 6:30 PM–9:30 PM

BASIC SKILLS REQUIREMENTS

Reading/Language Arts – 9 = 239 / Mathematics – 9 = 236

INFORMATION TECHNOLOGY REQUIREMENT

Basic computer skills

GRADUATION REQUIREMENTS

- Completion of all Occupational Completion Points (OCP's)
- Basic skills requirement
- No financial obligations
- Completion of Exit Package to receive a program certificate

EMPLOYMENT REQUIREMENTS

Employers require applicants to hold a post-secondary certificate and industry certification(s) in the field related to information technology.

CAREER OPPORTUNITIES

Network Systems Administrator, Computer Systems Administrator

■ Program Objective

The purpose of the Network Systems Administration Program is to cover aspects of implementing and managing the infrastructure for business solutions. Students will develop the necessary skills for the installment, management, and maintenance of computer software and hardware, as well as network design. The program prepares students to take industry certifications exams after every OCP.

■ Program Structure

The program includes instruction in computer literacy; software application support; basic hardware configuration and troubleshooting; networking technologies, troubleshooting, security, and administration; and customer service and human relations skills.

■ Instruction Consists Of

COURSE NO.	COURSE TITLE / OCP	HOURS
OTA0040 · SOC 15-1151	Information Technology Assistant (OCP A)	150
EEV0504 · SOC 15-1151	Computer Support Assistant (OCP B)	150
CTS0026 · SOC 15-1142	Network Support Technician (OCP C)	150
CTS0027 · SOC 15-1142	Systems Administrator (OCP D)	150
CTS0028 · SOC 15-1143	Systems Engineer (OCP E)	150
CTS0029 · SOC 15-1143	Wireless Network Administrator (OCP F)	150
EEV0317 · SOC 15-1143	Data Communications Analyst (OCP G)	150

■ Course Descriptions

Information Technology Assistant (OCP A)

Provides a foundation in general computer and information-technology skills shared across multiple CTE programs, including basic hardware, software, and digital-workplace competencies needed before beginning network-specific coursework.

Computer Support Assistant (OCP B)

Covers customer-service and professional communication skills alongside hands-on hardware and software support tasks, including system installation, configuration, and updates. Students learn to install and troubleshoot desktop and mobile operating systems and perform basic system maintenance.

Network Support Technician (OCP C)

Prepares students to provide end-user technical support through multiple communication channels while documenting incidents and escalations. Covers installation and configuration of operating systems and network services, including joining workstations to a domain or directory service.

Systems Administrator (OCP D)

Builds skills in administering user accounts and resources on server operating systems, including Active Directory and organizational-unit management. Emphasizes ethical data handling, customer service, and project-coordination skills in enterprise IT environments.

Systems Engineer (OCP E)

Focuses on planning scalable network infrastructure and optimizing TCP/IP addressing schemes, including subnetting and VLSM design. Students document configuration procedures and compare software and cloud-based tools used in enterprise systems administration.

Wireless Network Administrator (OCP F)

Covers radio-frequency fundamentals, antenna types, and wireless LAN standards (802.11 a/b/g/n/ac/ax/be). Students learn to install, configure, and troubleshoot WLAN components and apply FCC regulations governing wireless transmissions.

Data Communications Analyst (OCP G)

Covers general and communication security concepts, including access-control models, authentication methods, and common cyberattacks. Students learn to configure secure remote-access solutions and identify email and web-application security risks.

■ Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies are provided to enhance hands-on experience for students.

SECTION

Three

Miami-Dade County Public Schools · 2026–2027 Catalog

Faculty *Listing*

Full-Time

NAME	CREDENTIALS	CONFERRING INSTITUTION
Carballo, Yamila Director	B.A. Political Science M.S. Reading Ed. Specialist Educational Leadership	St. Thomas University Nova Southeastern University Florida International University
Raventos, Gonzalo Assistant Director	B.A. Communications M.S. Educational Leadership	Florida State University Nova Southeastern University
Ruiz, Manuel Assistant Director	B.A. Political Sciences and Economics M.S. Educational Leadership	Boston College Nova Southeastern University
Varona, Ana Associate Director	B.S. Special Education M.S. Special Education Educational Leadership Certification	Florida International University Florida International University Florida International University
Gonzalez, Jonathan	B.S. Social Work	Florida International University
Gonzalez, Juan	B.A. Elementary Education M.A. Guidance Counselor Ed. Specialist Educational Leadership	Florida International University Florida International University St. Thomas University
Lamar, Vera	District Certification – Child Care Training	District Certification
Leon Sanchez, Alain	B.S. TESOL	Foreign College / University
Marquez Paz, Susana	B.A. Law ESOL / World Languages	Foreign University
Morejon, Elena	B.A. Public Administration	Florida International University
Perez Martinez, Eusebio	B.A. German M.A. Instructional Technology Ph.D. English Linguistics and American Studies	Foreign College/University Georgia State University Georgia State University
Ramirez-Luis, Marlene	B.S. Special Education M.A. ESOL	Nova University University of Miami
Ricondo, Susana	B.A. English	Florida International University

Part-Time

NAME	CREDENTIALS	CONFERRING INSTITUTION
Alvarez, Edgardo	B.A. ESOL English District Certification ESOL	Foreign University District Certification
Angel-Bello, Miguel	B.A. Linguistics	Foreign University
Carpio, Maria	B.A. Spanish and Literature	Foreign College University
Casas, Hazel	B.S. Business Administration B.A. Human Resources	Foreign College/University Foreign College/University
Castillo, Cecilia	B.A. Special Education, Guidance Counselor	Florida International University
Castro, Pedro	B.S. Science	Foreign College/University

NAME	CREDENTIALS	CONFERRING INSTITUTION
De Leon, Teresita	B.A. Music	Foreign College / University
Duque, Martha	B.A. Architecture	Foreign College / University
Fernandez, Rolando	District Certification – A/C and Heating Mechanics	District Certification
Gonzalez, Barbara	B.A. Psychology	Foreign College / University
Gonzalez, Belkys	District Certification – Cosmetology	District Certification
Jafari-Rohani, Juliana	M.S. Reading B.S. Pre-Kindergarten Primary	Barry University Barry University
Jakubowicz, Elena	B.A. Education M.A. ESOL	Foreign University Florida International University
Jean-Jacques, Djenane	B.A. Sociology M.S. Varying Exceptionalities	Florida Atlantic University Nova Southeastern University
Lazcano, Fausto	B.S. Accounting M.S. Accounting	City College, Inc. (Miami) Strayer University
Leon, Guadalupe	B.S. Russian Pedagogy	Foreign College / University
Lira, Jose	B.A. Commercial Art M.A. Commercial Art District Certification – Commercial Art	Foreign College / University Foreign College / University District Certification
Lopez Moyal, Diana	District Certification – Music	District Certification
Lopez, Daulemis	District Certification – Cosmetology	District Certification
Low, Yalili	B.A. Elementary Education, ESOL	Florida International University
Munoz, Mayve	B.A. Computer Science M.S. Business Administration	Nova Southeastern University Nova Southeastern University
Murillo, Brian	B.A. Fine Arts/Visual Art	Florida International University
Orbea, Ivy	District Certification – Cosmetology	District Certification
Ordonez, Percy	District Certification – Commercial Art	District Certification
Pajon-Fernandez, Abel	B.A. English/Education District Certification ESOL	Foreign University District Certification
Paz, Noel	District Certification – Business Data Processing	District Certification
Portuondo, Ileana	District Certification – Business Education	District Certification
Rodriguez, Yoelvis	B.A. English M.S. in Foreign Language Education District Certification ESOL	Foreign University Florida International University District Certification
Sierra, Argel	District Certification – A/C and Heating Mechanics	District Certification
Sierra, Sandra	B.A. English District Certification ESOL	Foreign University District Certification
Tejedor, Eduardo	B.S. Mathematics	Foreign College / University
Valdes, Roberto	District Certification – Business Data Processing	District Certification
Yeras Morales, Nirsy	District Certification – English	District Certification

SECTION

Four

Miami-Dade County Public Schools · 2026–2027 Catalog

Miami-Dade County Public *Schools*

The School Board of Miami-Dade County, Florida

BOARD MEMBERS

Ms. Mari Tere Rojas – CHAIR

Ms. Monica Colucci– VICE CHAIR

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Mr. Joseph S. Geller

Mr. Roberto J. Alonso

Mr. Danny Espino

Ms. Mary Blanco

Ms. Luisa Santos

- **Superintendent of Schools**

Dr. Jose L. Dotres

- **Deputy Superintendent**

Dr. Michael A. Lewis

- **Assistant Superintendent**

Mr. René Mantilla

- **Administrative Director**

Mr. Reginald J. Fox

- **District Directors**

Dr. Cadian Collman-Perez

Dr. Susana Mauri