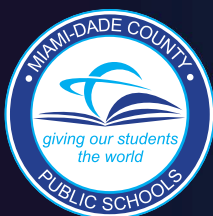


2024-2027



3 YEAR STRATEGIC PLAN THE ENGLISH CENTER

Office of Postsecondary Career and Technical Education

REV 6/4/2025

REV 1/29/2026

3 YEAR STRATEGIC PLAN

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Ms. Mari Tere Rojas, Chair
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Dr. Jose L. Dotres

DEPUTY SUPERINTENDENT

Dr. Michael A. Lewis

ASSISTANT SUPERINTENDENT

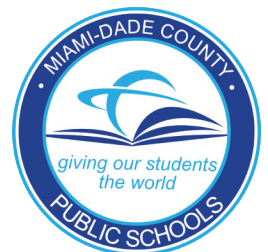
Mr. René Mantilla

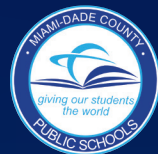
ADMINISTRATIVE DIRECTOR

Mr. Reginald J. Fox

THE ENGLISH CENTER EDUCATIONAL CENTER AND TECHNICAL COLLEGE

Ms. Yamila Carballo	Director
Ms. Ana M. Varona	Associate Director
Mr. Manuel Ruiz	Assistant Director
Mr. Gonzalo Raventos	Assistant Director





3 YEAR STRATEGIC PLAN 2024-2027

Mission of the Institution:

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 multicultural and changing world.

Vision of the Institution:

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

Technical College Leadership Team

Name	Title
Carballo, Yamila	Director
Ricondo, Susana	Teacher, Adult
Raventos, Gonzalo	Assistant Director
Rivera, Ana	Registrar
Perez, Leidy	Treasurer
Lopez, Jesus	Head Custodian
Morejon, Elena	Financial Aid Officer, Adult
Garcia, Julio	Teacher, Adult
Souza, Irene	Registrar
Ramirez-Luis, Marlene	Teacher, Adult
Lamar, Vera	Teacher, Adult
Varona, Ana	Associate Director
Marquez -Paz, Susana	Teacher, Adult
Jacque, Carol	Job Placement Specialist
Gonzalez, Juan	Counselor, Adult
Young, George	Security
Ruiz, Manuel	Assistant Director

Institutional Advisory Committee

Name	Title
Carballo, Yamila	Director
Ricondo, Susana	Teacher, Adult
Gonzalez, Juan	Counselor, Adult
Marquez -Paz, Susana	Teacher, Adult
Lamar, Vera	Teacher, Adult
Rivera, Ana	Registrar
Ruiz de Villa, Ernesto	Business Committee Representative
Falero, Stefanie	Business Committee Representative
Goldstone, James	Business Committee Representative
Ovalles, Carlos	Student, Adult
Tovar, Yelitza	Student, Adult
Gonzalez, Jonathan	Teacher, Adult



**THE ENGLISH CENTER
COE ANNUAL REPORT DATA TREND**

OVERALL AVERAGE	2024-2025	2025-2026	2026-2027
COMPLETION RATE	96%	96%	
PLACEMENT RATE	94%	87%	
LICENSURE RATE	100%	100%	



OBJECTIVE 1

By June 2027, the CTE student completion rate will meet or exceed the required 60% as evidenced by the technical college's Council on Occupational Education (COE) Annual Report.

Element	2024-2025	2025-2026	2026-2027
Total Completion Rate	60% +	60% +	60% +

INDIVIDUAL RESPONSIBLE OF OBJECTIVE COMPLETION

Name	Title
Ana Varona	Associate Director

ANTICIPATED BARRIERS

Student-related barriers may include the following:

Barrier: Limited prior knowledge and lack of academic/technical experiences

Other:

Teacher-related barriers may include the following:

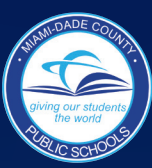
Barrier: Other

Other: Open entry, multiple functional levels

Operational-related barriers may include the following:

Barrier: Multiple functional levels in one class with one teacher

Other:



STRATEGY COMPONENTS

Strategy 1

Strategy: Conduct professional development on research-based instructional strategies.

Other:

Strategy Rationale	Engaging in continuous professional growth allows for current best practices to be incorporated in the classroom learning.
Strategy Purpose	Leads to a higher program completion rate for teacher.
Name and Title of person responsible for monitoring this strategy	Ana Varona, Associate Director
Data that will be collected to determine effectiveness	Program Completion Rates
Evaluation of Progress	OCP Reports and COE Annual Report
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet goal expectation.
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation.

Strategy 2

Strategy: Other

Other: Monitor daily attendance of students.

Strategy Rationale	Poor attendance by students has a direct impact on them earning an Occupational Completion Point in the program of study.
Strategy Purpose	Improving student attendance will increase our school's completion rate.
Name and Title of person responsible for monitoring this strategy	Gonzalo Raventos, Assistant Director; Manuel Ruiz, Assistant Director; Ana Varona, Associate Director
Data that will be collected to determine effectiveness	Daily Attendance Records
Evaluation of Progress	Attendance Reports
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet goal expectation.
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation.



Strategy 3

Strategy: Other

Other: Monitor completion of program requirements

Strategy Rationale	Implement procedures to monitor and follow up with any student missing consecutive days of school and/or withdrawing.
Strategy Purpose	Assisting and following up with students may help increase student retention and program completion in our school.
Name and Title of person responsible for monitoring this strategy	Irene Souza, CTE Registrar Lisette Arroyo CTE Data Input Specialist
Data that will be collected to determine effectiveness	FOCUS attendance and withdrawals log reports. OCP / Program Completion Reports
Evaluation of Progress	Attendance Reports/ OCP / Program Completion COE Annual Report
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet goal expectation.
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation.



OBJECTIVE 2

By June 2027, the CTE student job placement attainment rate will meet or exceed the required 70% as evidenced by the technical college's Council on Occupational Education (COE) Annual Report.

Element	2024-2025	2025-2026	2026-2027
Total Completion Rate	70% +	70% +	70% +

INDIVIDUAL RESPONSIBLE OF OBJECTIVE COMPLETION

Name	Title
Ana Varona	Associate Director

ANTICIPATED BARRIERS

Student-related barriers may include the following:

Barrier: Limited soft skills (problem solving, adaptability, communication, teamwork)

Other:

Teacher-related barriers may include the following:

Barrier: Other

Other: Students lacking work ethics skills

Operational-related barriers may include the following:

Barrier: Multiple functional levels in one class with one teacher

Other:



STRATEGY COMPONENTS

Strategy 1

Strategy:

Other: The school will help students in creating a professional resume.

Strategy Rationale	Student with professional resumes will have a better chance to interview and secure employment.
Strategy Purpose	Provide students with the proper soft skills needed to help them secure and maintain employment.
Name and Title of person responsible for monitoring this strategy	Carol Jacque, Job Placement Specialist and Yolanda Perez, Job Placement Specialist
Data that will be collected to determine effectiveness	Job placement rates
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet goal expectation.
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation.

Strategy 2

Strategy: The school will have online technology job related resources for all students in the Media Center.

Other:

Strategy Rationale	Providing students with more online resources will allow them to access added opportunities to find a job in the field.
Strategy Purpose	Provide students with access to more employment opportunities.
Name and Title of person responsible for monitoring this strategy	Carol Jacque, Job Placement Specialist and Yolanda Perez, Job Placement Specialist; Maria Carpio, Media Specialist
Data that will be collected to determine effectiveness	Job placement rates
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet goal expectation.
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation.

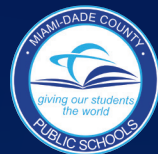


Strategy 3

Strategy:

Other: Monitor job placement of all students who have graduated.

Strategy Rationale	Imperative to continuously conduct follow up with students who have graduated from our programs to have real time job placement information.
Strategy Purpose	It's important to have up to date information about our students who have completed programs and are employed after graduation.
Name and Title of person responsible for monitoring this strategy	Irene Souza, CTE Registrar and Lisette Arroyo, CTE Data Input Specialist
Data that will be collected to determine effectiveness	Local Placement Forms and Job Placement Rate
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet goal expectation.
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation.



OBJECTIVE 3

By June 2027, the CTE student industry licensure(s) attainment rate will meet or exceed the required 70% as evidenced by the technical college’s Council on Occupational Education (COE) Annual Report.

Element	2024-2025	2025-2026	2026-2027
Total Completion Rate	70% +	70% +	70% +

INDIVIDUAL RESPONSIBLE OF OBJECTIVE COMPLETION

Name	Title
Ana Varona	Associate Director

ANTICIPATED BARRIERS

Student-related barriers may include the following:

Barrier: Lack of good study skills.

Other:

Teacher-related barriers may include the following:

Barrier: Lack of differentiated instruction to address the multiple functional levels.

Other:

Operational-related barriers may include the following:

Barrier: Other

Other: Monitoring licensure attainment by students after completing the program.



STRATEGY COMPONENTS

Strategy 1

Strategy:

Other: Monitoring licensure attainment using different methods of collecting data.

Strategy Rationale	Imperative to have a process for continuous monitoring of industry licensure earned by students that completed programs in our school.
Strategy Purpose	To collect most current data from every student that completed a program at our school.
Name and Title of person responsible for monitoring this strategy	Irene Souza, CTE Registrar; Ana Varona, Associate Director
Data that will be collected to determine effectiveness	Licensure rate by eligible program.
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet goal expectation.
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation.

Strategy 2

Strategy: Utilize technology-based programs to enhance classroom instruction and student learning.

Other:

Strategy Rationale	Technology based programs supplies teachers with a variety of resources to help students achieve their individualized goals.
Strategy Purpose	The use of more technology in the classroom offers additional resources for individualized student learning and certification/licensure review.
Name and Title of person responsible for monitoring this strategy	Gonzalo Raventos, Assistant Director; Manuel Ruiz, Assistant Director; Ana Varona, Associate Director
Data that will be collected to determine effectiveness	Licensure rate by eligible program.
Evaluation of Progress	COE ANNUAL REPORT
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet goal expectation.
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet goal expectation.

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, as amended - 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, as amended (ADEA) - 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 the 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 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 additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Assistant Secretary for Civil Rights and/or:

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

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

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