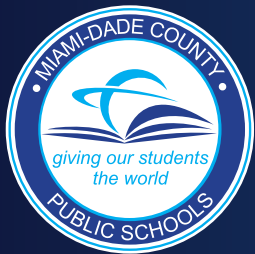
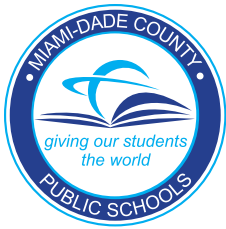


3 YEAR STRATEGIC PLAN



2024-2027



3 YEAR STRATEGIC PLAN: 2024-2027



Mission of the Institution:

The mission of Miami Lakes Educational Center and Technical College is to create a highly qualified future workforce by offering state-of-the-art academic, career and technical education to all generations within our community.

Vision of the Institution:

To facilitate, promote and provide successful career training opportunities and high academic standards for secondary and post-secondary students designed to meet the challenges of an ever-changing global economy.

Technical College Leadership Team

Name	Title
Yaset Fernandez	Director
Nelmay Silva	Associate Director
Erica Evans-DeSimone	Assistant Director
Angela Almaguer	Assistant Director
Freddie Robinson	Assistant Director
Carmen Fernandez	Business Manager
Susie Hayward	Office Manager
Claudio Duckardt	Test Chair
Karen Crider	Health Science Department Chair
Jorge Sanchez	Trade and Industrial AM Department Chair
Charles Green	Media Center Specialist Department Chair
Richard Zilka	Trade and Industrial PM Department Chair

Institutional Advisory Committee

Name	Title
Yaset Fernandez	Director/ Administrator
Nelmay Silva	Associate Director/ Administrator
Claudio Duckardt	Instructor/ EESAC Chair
Maria Garcia- Barcelo	Instructor/ UTD Designated Steward
Charles Green	Instructor/ Media Specialist
Richard Zilka	Instructor/ Department Chairperson
Karen Crider	Instructor/ Health Science Department Chairperson
Wardell Johnson	Berley One- Insurance Adjuster- Community Representative
Winston Morgan	T-TEN Toyota- Community Representative
Robert Fernandez	R & R Appliance- Community Representative

Rich LaPore	CPA ABMM Financial- Community Representative
Ike Fouts	All Commercial AC Appliance Repair- Community Representative
Joanne Pierre	Children's Trust- Community Representative
Danielle Taylor	Counselor/ Education Support Representative
Jeannette Smith	Secretary/ Education Support Representative
Rhoshonda Shotwell	Financial Aid Officer/ Education Support Representative

COE Annual Report Data Trend

Element	2024-2025	2025-2026	2026-2027
Total Completion Rate	63%		
Total Placement Rate	77%		
Licensure Exam Pass Rate	100%		

OBJECTIVE 1 (Select one)

☐ By June 2027, the number of licensure(s) earned by CTE students at the technical college will meet or exceed the required 70%, as evidenced by the college's results of the prior year and the current year's Council on Occupational Education (COE) Annual Report.

- 2024 - 2025 licensure(s) ____%
- 2025 - 2026 licensure(s) ____%
- 2026 - 2027 licensure(s) ____%

☐ By June 2027, the number of job placements attained by CTE students at the technical college will increase by 2%, as evidenced by the college's results of the prior year and the current year's Council on Occupational Education (COE) Annual Report.

- 2024 - 2025 job placement(s) ____%
- 2025 - 2026 job placement(s) ____%
- 2026 - 2027 Job placement(s) ____%

☒ 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 Annual Report.

Element	2024-2025	2025-2026	2026-2027
Total Completion Rate	63%		

☐ 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 Placement Rate			

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
Licensure Exam Pass Rate			

Individual Responsible of Objective Completion

Name	Title
Nelmay Silva	Associate Director

Anticipated Barriers

Student-related barriers may include the following:

Barrier: Other

Other: Limited language proficiency and vocabulary development

Teacher-related barriers may include the following:

Barrier: Lack of differentiated instruction

Other: Click or tap here to enter text.

Operational-related barriers may include the following:

Barrier: Open entry enrollment

Other: Click or tap here to enter text.

Strategy components

Strategy 1

Strategy: Implement professional learning communities

Other: [Click or tap here to enter text.](#)

Strategy Rationale	Through Integrated Education and Training (IET), professional learning communities can collaborate to enhance and support the student experience, thereby contributing to improved program completion outcomes.
Strategy Purpose	Identify and address students' needs in language acquisition and/or basic skills support, and leverage learning communities to guide them step by step toward program completion and, ultimately, employment.
Name and Title of person responsible for monitoring this strategy	Erica Evans-DeSimone, Assistant Director
Data that will be collected to determine effectiveness	CASAS/ TABE TESTING (as required) / Attendance and grade monitoring from FOCUS.
Evaluation of Progress	CASAS TABE/ Attendance Report and grade report
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet the goal expectation
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet the goal expectation

Strategy 2

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

Other: [Click or tap here to enter text.](#)

Strategy Rationale	The integration of technology-based programs in classroom instruction supports diverse learning styles, increases student engagement, and provides opportunities for personalized learning. Digital tools can extend instructional delivery beyond traditional methods, allowing students to access interactive content, practice skills at their own pace, and receive immediate feedback. Furthermore, technology enhances teachers' ability to differentiate instruction, monitor progress in real time, and make data-driven decisions that strengthen student achievement and overall student completion.
Strategy Purpose	The purpose of this strategy is to utilize technology to strengthen instructional effectiveness, enhance student learning outcomes, and support successful program completion. Embedding technology-based programs into instruction can lead to an increase in student engagement (completion) and motivation and finally provide equitable access to high-quality learning resources.
Name and Title of person responsible for monitoring this strategy	Angela Almaguer, Assistant Director
Data that will be collected to determine effectiveness	Systematically track and document student attainment of OCPs, industry certifications, and teacher grades.
Evaluation of Progress	OCP, Industry certification, teacher grades (FOCUS)

Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet the goal expectation
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet the goal expectation

Strategy 3

Strategy: Other

Other: During monthly CTE meetings, faculty will collaborate to discuss and share effective practices that support student persistence and successful program completion.

Strategy Rationale	Providing teachers and faculty with training and resources to support students in technical hands-on skill and vocabulary development will better equip students to persist in their studies. Strengthening these skills is essential for improving student performance and increasing the likelihood of successful program completion.
Strategy Purpose	To ensure that students receive the real-world skills necessary to progress confidently through their programs and successfully attain program completion.
Name and Title of person responsible for monitoring this strategy	Nelmay Silva, Associate Director
Data that will be collected to determine effectiveness	Agenda and attendance at CTE meeting, COE Annual Report
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 the goal expectation
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet the goal expectation

COE Annual Report Trend Data (Standard 3)

Objectives 2 (Select one)



By June 2027, the number of licensure(s) earned by CTE students at the technical college will increase by 10%, as evidenced by the college's results of the prior year and the current year's Council on Occupational Education Annual Report.

- 2024 - 2025 job placement(s) _____%
- 2025 - 2026 job placement(s) _____%
- 2026 - 2027 Job placement(s) _____%

By June 2027, the number of job placements attained by CTE students at the technical college will increase by 10%, as evidenced by the college's results of the prior year and the current year's Council on Occupational Education Annual Report.

- 2024 - 2025 job placement(s) _____%
- 2025 - 2026 job placement(s) _____%
- 2026 - 2027 Job placement(s) _____%



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			



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 Placement Rate	77%		



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
Licensure Exam Pass Rate			

Individual Responsible of Objective Completion

Name	Title
Erica Evans-DeSimone	Assistant Director

Anticipated Barriers

Student-related barriers may include the following:

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

Other: [Click or tap here to enter text.](#)

Teacher-related barriers may include the following:

Barrier: Lack of understanding of how to disaggregate data to plan and drive instruction

Other: [Click or tap here to enter text.](#)

Operational-related barriers may include the following:

Barrier: Open entry enrollment

Other: [Click or tap here to enter text.](#)

Strategy components

Strategy 1

Strategy: Implement professional learning communities

Other: [Click or tap here to enter text.](#)

Strategy Rationale	Through Integrated Education and Training (IET), professional learning communities can collaborate to enhance and support the student experience, thereby contributing to improved program completion outcomes which leads to an increase in job placement.
Strategy Purpose	Identify and address students' needs in basic skills support and leverage learning communities to guide them step by step toward program completion and, ultimately, employment.
Name and Title of person responsible for monitoring this strategy	Erica Evans-DeSimone, Assistant Director
Data that will be collected to determine effectiveness	CASAS/ TABE TESTING (as required) / grade and COE data report
Evaluation of Progress	CASAS/ TABE/ grade and COE data report
Date Achieved/Completed	By June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet the goal expectation
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet the goal expectation

Strategy 2

Strategy: Monitor job placement utilizing the District's application

Other: [Click or tap here to enter text.](#)

Strategy Rationale	Students need to earn industry certification for improved chances of finding gainful, in field employment. Ensuring that students earn industry certifications significantly enhances their ability to secure
--------------------	---

	employment directly related to their field of study. In addition, certifications serve as a measurable outcome that demonstrates the effectiveness of CTE programs in preparing students for workforce entry and career advancement.
Strategy Purpose	To enhance job placement outcomes for CTE students by ensuring they obtain required industry certifications prior to program completion and by cultivating strong partnerships with local and regional employers that create direct pathways into high-demand occupations, with the overarching goal of meeting or exceeding the 70% placement benchmark.
Name and Title of person responsible for monitoring this strategy	Jeannette Smith, Secretary
Data that will be collected to determine effectiveness	Local Place Data Forms/COE data report from FOCUS
Evaluation of Progress	COE Annual Report
Date Achieved/Completed	June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet the goal expectation
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet the goal expectation

Strategy 3

Strategy: Other

Other: During monthly CTE meetings, faculty will collaborate to discuss and share effective practices that support student persistence, program completion, and job placement.

Strategy Rationale	Faculty and staff play a pivotal role in preparing students for successful transitions from the classroom to the workforce. By equipping teachers with targeted training and resources, the college ensures that students receive consistent guidance on career readiness, certification attainment, and employability skills. In addition, leveraging advisory committee members' industry expertise and professional networks creates a direct link between CTE programs and workforce opportunities.
Strategy Purpose	To connect students with real-time job leads, internships, and mentorship opportunities, ultimately strengthening the pipeline from program completion to in-field employment. Empowering faculty with both the tools to support students and the connections provided through advisory boards enhances the college's capacity to increase job placements and meet state and industry benchmarks.
Name and Title of person responsible for monitoring this strategy	Nelmay Silva, Associate Director
Data that will be collected to determine effectiveness	Agenda and attendance at CTE meeting, COE Annual Report
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 the goal expectation
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet the goal expectation

COE Annual Report Trend Data (Standard 3)

Objectives 3 (Select one)

- ☐ By June 2027, the number of licensure(s) earned by CTE students at the technical college will increase by 10%, as evidenced by the college's results of the prior year and the current year's Council on Occupational Education Annual Report.
- 2024 - 2025 job placement(s) _____%
 - 2025 - 2026 job placement(s) _____%
 - 2026 - 2027 Job placement(s) _____%
- ☐ By June 2027, the number of job placements attained by CTE students at the technical college will increase by 10%, as evidenced by the college's results of the prior year and the current year's Council on Occupational Education Annual Report.
- 2024 - 2025 job placement(s) _____%
 - 2025 - 2026 job placement(s) _____%
 - 2026 - 2027 Job placement(s) _____%
- ☐ 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			

- ☐ 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 Placement Rate			

- ☒ 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
Licensure Exam Pass Rate	100%		

Individual Responsible of Objective Completion

Name	Title
Nelmay Silva	Associate Director

Anticipated Barriers

Student-related barriers may include the following:

Barrier: Poor attendance

Other: Click or tap here to enter text.

Teacher-related barriers may include the following:

Barrier: Lack of effective use of supplemental material

Other: Click or tap here to enter text.

Operational-related barriers may include the following:

Barrier: Other

Other: Effective input and monitoring of CTE student performance data

Strategy 1

Strategy: Other

Other: Monitor attendance and Occupational Completion Points earned each trimester

Strategy Rationale	Student attendance is a critical factor in achieving successful program completion within Career and Technical Education (CTE). Inconsistent or poor attendance directly undermines a student's ability to fully engage with instructional content, develop essential technical skills, and meet program requirements (OCP completion). These gaps in learning not only jeopardize timely program completion but also hinder the student's preparedness for industry licensure examinations, which often require mastery of both theoretical knowledge and hands-on competencies.
Strategy Purpose	Establishing a proactive approach to attendance support will enhance overall student achievement, increase program completion rates, and improve licensure attainment outcomes—ultimately reinforcing the institution's commitment to workforce readiness and student success.
Name and Title of person responsible for monitoring this strategy	Adraina Barrabi, Registrar
Data that will be collected to determine effectiveness	FOCUS attendance and Occupational Completion Point (OCP) Report
Evaluation of Progress	COE Annual Report
Date Achieved/Completed	June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet the goal expectation
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet the goal expectation

Strategy 2

Strategy: Other

Other: Increase student retention by monitoring student withdrawal and contacting them to ascertain the reason for the withdrawal

Strategy Rationale	Student withdrawals from Career and Technical Education (CTE) programs present a significant challenge to both program effectiveness and institutional performance in completion and licensure.
Strategy Purpose	By gaining a clearer understanding of why students disengage, the institution can improve retention, promote equitable student outcomes in completion and licensure, and ensure CTE programs remain responsive to the needs of learners, employers, and the broader community. Correct withdraw information could also provide specific student situations that are allowable subtractions in the COE Annual Report.
Name and Title of person responsible for monitoring this strategy	Erica Evan-DeSimone, Assistant Director
Data that will be collected to determine effectiveness	Focus withdrawal report
Evaluation of Progress	Focus withdrawal report
Date Achieved/Completed	June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	As needed to meet the goal expectation
Projected Financial Resources	(1) General Funds
Projected Financial Amount	As needed to meet the goal expectation



Strategy 3

Strategy: Other

Other: Monitor licensure attainment and correct input using data collection methods.

Strategy Rationale	Implementing a standardized and consistent process for monitoring and documenting industry licensures attained by Career and Technical Education (CTE) program completers is critical to ensuring the accuracy and integrity of institutional data. A reliable tracking system not only promotes accountability at the program and institutional levels but also supports compliance with state and federal reporting requirements.
Strategy Purpose	Maintaining precise records of licensure attainment in FOCUS provides valuable insights into program effectiveness, demonstrates alignment with workforce demands, and strengthens the college's credibility with stakeholders, including accrediting bodies and employers.
Name and Title of person responsible for monitoring this strategy	Adriana Barrabi, Registrar
Data that will be collected to determine effectiveness	Local Placement Forms and tracking of placement per program. Annual Report Data chats with teachers scheduled per program.
Evaluation of Progress	COE Annual Report
Date Achieved/Completed	June 2027
Current Financial Resources	(1) General Funds
Current Financial Amount	Use of school budget
Projected Financial Resources	(1) General Funds
Projected Financial Amount	Use General Funds as needed



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:

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>

The School Board of Miami-Dade County, Florida

Ms. Mari Tere Rojas, Chair

Monica Colucci, Vice-Chair

Mr. Roberto J. Alonso

Ms. Mary Blanco

Dr. Dorothy Bendross-Mindingall

Mr. Joseph S. Geller

Mr. Danny Espino

Dr. Steve Gallon III

Ms. Luisa Santos

Miami Lakes Educational Center & Technical College Administrative Staff

Mr. Yaset Fernandez, Director

Dr. Nelmay Silva, Associate Director

Ms. Angela Almaguer, Assistant Director

Ms. Erica N. Evans, Assistant Director

SUPERINTENDENT OF SCHOOLS

Dr. Jose L. Dotres

DEPUTY SUPERINTENDENT

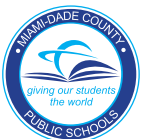
Dr. Michael A. Lewis

ASSISTANT SUPERINTENDENT

Mr. Rene Mantilla

ADMINISTRATIVE DIRECTOR

Mr. Reginald J. Fox



Contact Us

Miami Lakes Educational Center & Technical College

 305-557-1100

  @mlectech