Student Placement Plan
2026-2027

George T. Baker Aviation Technical College
3275 NW 42nd Avenue, Miami Fl 33142

George T. Baker Aviation Techncial College
(Extension Campus)
13125 SW 72nd Street, Miami , Fl 33183
www.bakeraviationtechcollege.com

Federal Aviation Administration

George T. Baker Aviation Technical College

Administrative Staff

Alissa Tapia, Director

Joseph Evans, Associate Director and Accreditation Liaison Officer

Janice Sosa, Assistant Director

Alvaro Chozo, Business Manager

Support Staff

Sophia Sanchez, Media Specialist

Vivian Garcia, Counselor

Leticia L. Figueroa, Counselor

Cassandra G. Whitehead, Office Manager

Esther Flor, Financial Aid Officer

Leslie Fuentes, Financial Aid Officer

Department Chairs

James C. Rosa, General

Patrick J. Heron, Aviation Powerplant Mechanics

Ricardo Flores, Aviation Airframe Mechanics

Howard Carter, Avionics Systems Technician

Mission

The mission of George T. Baker Aviation Technical College is to provide training to people interested in aviation maintenance, electronics, and avionics to become an integral part of industry. To accomplish this mission, the school must enhance the curriculum, utilize industry resources, encourage students to obtain their Federal Aviation Administration certificates or Federal Communications Commission license, and place students in jobs that are related to their training. The academic and technical expectations established by the instructional staff and the strong educational leadership provided by the director make it possible for the school to accomplish this mission.

Vision

The vision for George T. Baker Aviation Technical College is to provide occupational training to persons interested in aviation maintenance, electronics, and avionics; and for all students to become program completers, possess an Airframe and Powerplant certificate or a Federal Communications Commission license, obtain employment upon completion of a program, and become technologically proficient.

Core Values

The staff and community at George T. Baker Aviation Technical College firmly believe that all students are capable of learning. We, therefore, are committed to developing each student's academic, social, physical, ethical, and emotional potential in a safe and nurturing environment, thereby creating lifelong learners and productive citizens prepared to enter a global workforce. The staff and community at George T. Baker Aviation Technical College are dedicated to creating a school climate that is safe and provides the most modern instructional materials. The staff and community at George T. Baker Aviation Technical College are dedicated to creating a positive, cooperative working relationship between the administration, faculty, staff, parents, and the community who will work together in support of a program of excellence for all our students.

PERFORMANCE **GOAL:**

The development, through the implementation of processes and systems, of a highly functional Job Placement Office that exceeds ALL Council of Occupational Education (COE) and school improvement plan performance measures and that continues to meet the needs of all students and prospective employers.

SYSTEMS AND PRODUCT DEVELOPMENT AND DEPLOYMENT:

- To continue building, upon existing strengths, and foster a culture of high performance and collaboration, that will allow the organization to assist our students with their employability skills, job search, and job placement.

- To expand the services provided to students. The new services provided include but are not limited to the following: Resume review or enhancement, portfolio development in coordination with the General Course teachers, interview skills, body language and posture, business attire, how to research the company / the position, most frequent asked interview questions and role play.

- To nurture existing partnerships with industry leaders, organizations, associations, and prospective employers.

- To identify new prospective employers and the development of strategic partnerships with targeted groups.

- To develop on-campus partnerships with instructors and other units, to identify and secure internships and other experiential education opportunities for students, and to identify the most suitable candidates.

- To adhere to COE requirements by maintaining record of the number of placements, with the utilization of Local Placement Data Forms filled out by students or staff who have been referred and hired by the Job Placement Office.

- To build a robust prospective employer database by category, utilizing the college's Data Collection Assessment Performance Improvement System (DCAPIS).

- The creation of a sustainable "Talent Bank", driven by instructor recommendations, with candidates from the Airframe, the Powerplant, and the Avionics programs, reflecting various levels of experience / knowledge.

STRATEGIES:

- Regular visits to our strategic partners.
- Outreach efforts to identify new strategic partners.
- Brainstorming sessions with the instructors and other stakeholders.
- Engagement in career events and fairs.
- Presentations by industry leaders and Aviation Staffing companies.
- Active participation in special events related to the Aviation Industry.

COMMUNICATIONS TOOLS:

Using the school's website, Prezi, Instagram, Connect-Ed, LinkedIn, Letters from the Job Placement Office, in addition to using the M-DCPS Local Data Placement form to collect student employment information once a trimester.

The school website also hosts many job opportunities in aviation sponsored by Jsfirm.com.

ROLES AND RESPONSIBILITIES:

Job Placement Specialist: Has the overall responsibility of planning, implementing, and coordinating job placement efforts at George T. Baker Aviation Technical College. The Job Placement Specialist is also the liaison between Baker Aviation and both current and future employers. The placement specialist will participate in the School Advisory Committee meetings, as well as in events pertaining to the Aviation Industry, at the Director's request. Is responsible for creating job opportunities for students at George T. Baker Aviation Technical College, by researching, identifying, and soliciting commitments from possible sources of employment and/or internship. The job developer will participate in the School Advisory Committee meetings, as well as in events pertaining to the Aviation Industry, at the Director's request.

COLLECTION OF INFORMATION FROM EMPLOYERS:

When the Job Placement Specialist meets with employers, they discuss the progress of the program, FAA and COE completers in industry. The Job Placement Specialist also informs the faculty and School Advisory Committee of positive and negative findings that employers express. Through feedback, our faculty can analyze strengths and weaknesses in their lesson plans. The Job Placement Specialist collaborates with the COE liaison on the collection of completion, placement, and industry certificates.

AVAILABILITY OF FOLLOW-UP DATA:

Placement records are maintained on each program, FAA and COE completer as one means of measuring the success of the school in achieving its mission. Data is collected and compiled annually and is maintained on a permanent basis for each program completer.

The Job Placement Specialist maintains a record of potential employers and employment opportunities to facilitate the placement process. Should a student express an interest in a company or geographic location, the Job Placement Specialist will assist in obtaining pertinent information. Active job orders are received on a regular basis. The Job Placement Specialist attempts to match students with the proper employers.

All students enrolled at George T. Baker Aviation Technical College complete an Employability Skills course prior to reaching an exit point in the vocational program. The course includes all aspects of researching career options, various means of applying for a job, document and portfolio collection, resume writing and interview skills as well as activities to assist students in keeping a job. All students take this course as part of the General curriculum in the aviation maintenance technician program and within the first 100 hours of the avionics program. This Employability Skills course is taught by the respective instructor for those programs.

The Job Placement Specialist meets with all students prior to referring them to potential employment opportunities. Students are counseled on job interviewing techniques, proper dress, completing a job application, and preparing a resume and portfolio. The Job Placement Specialist contacts the employer after each interview and requires students to schedule a meeting to discuss feedback from the employer. Counseling the students is an ongoing process. Employment and placement records are maintained on each program completer as one means of measuring the success of the school in achieving its mission. Program completion and job placement data are collected and compiled annually

for each program. This data is also used to fulfill all COE's requirements. The reports are shared with teachers, staff, and administrators.

PLACEMENT AND FOLLOW-UP EVALUATION:

The follow-up data is used to evaluate and improve the quality of program outcomes and to measure the success of the institution in achieving its mission. Program completion and placement reports are distributed annually to teachers and administrators. The Job Placement Specialist seeks to improve the services, communication, and cooperation through annual evaluations completed by internal and external personnel. The Job Placement Specialist is an integral position as a liaison to ensure that the educational components in the courses at George T. Baker Aviation Technical College meet industry needs and demands.

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 additional 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