George Stone Technical College

2025-2030 STRATEGIC PLAN

Our *Mission*

To provide quality academic, career, and technical education opportunities for all learners through instruction that integrates rigor, relevance, and relationships.

Our *Vision*

To serve the community as the premier provider of career and technical education by preparing individuals for rewarding careers and to provide businesses with a highly skilled workforce.

Our *Values*

- Impact
- Can-Do Attitude
- Integrity
- Community Engagement
- Excellence
- Respect
- Inclusion

Background

George Stone Technical College began as the George Stone Area Vocational-Technical Center and was built in four phases as set forth by the Florida State Board of Education. The Center was named for the late George Stone, a Florida legislator. He worked vigorously for education as a whole and especially for vocational education. He introduced and helped pass a bill in 1965 to allocate millions of dollars of state funds to build vocational centers throughout the state. Our school is an outcome of that bill.

The Center was constructed and equipped by federal and state monies administered by the State Department of Education. The first phase of construction was completed in 1968, with classes beginning in September of that year, and the first graduate with a certificate was in the spring of 1970.

In the spring of 1969, Technical High School, which was located on North Palafox Street in Pensacola, burned down. The teachers and students were moved to George Stone. Classrooms were divided, and makeshift classes were continued until Phase Two was completed in August 1969, and a third phase of construction was placed on the drawing board. In the fall of 1969, the young adult classes started. The George Stone facility was in use twelve hours each day. Because of the widespread student interest and community need, two courses, masonry and carpentry, were added to the curriculum. There were no available classrooms; however, local funds were used for materials and the teachers and students of these classes designed and built two temporary classrooms, 24' x 32', during the school year of 1971-72. In the 1984-85 school year, these two buildings were converted into one building to house the upholstery classes.

Many people felt the success of building these two classrooms led the community group, Action 76, to make possible the Career House, which was built by students. It provided hands-on experience in the construction trades. This house, which is a three bedroom, two bath, living room and kitchen plan, is located across the street from George Stone Technical College. This project also served as a laboratory for drafting and design, bookkeeping, data processing, and horticulture. After completion, the Career House was sold. It proved financially profitable and a worthwhile learning experience for the vocational groups involved. Since the first Career House, 17 Career Houses have been built and sold. Ground was broken on November 10, 1976, for construction of new facilities to house the administrative offices, pupil personnel offices, learning resource center, new programs, and some existing programs. Equipment and staff were moved into the new facility in January 1978. The cost of the new facility was $4,210,661.

In December 1981, George Stone Technical Center became fully accredited by the Southern Association of Colleges and Schools. Effective June 30, 1995, George Stone Technical Center, with the approval of the Superintendent and the Escambia County School Board, elected to transfer accreditation to the Council on Occupational Education.
In January 1997, a $140,000 Technology Retrofit project was substantially completed. This project provided networking connections for phone, data, and video to most classrooms and offices. West Florida High School of Advanced Technology joined the George Stone campus in August 2001. The final phase of George Stone Technical Center/West Florida High School of Advanced Technology consisted of a gymnasium, cafeteria, additional classrooms, and athletic fields to accommodate the technical high school's enrollment. The most recent addition was the creation of the Criminal Justice building that was completed in August 2005.

In August of 2012, an adult high school completion program was added to the GSTC campus, providing an opportunity for students to earn a high school diploma and a career pathways initiative.

On June 19, 2018, the School Board of Escambia County unanimously approved the adoption of George Stone Technical College as the new name of the former George Stone Area Vocational-Technical Center.

In August of 2019, West Florida High School of Advanced Technology re-located to the former Woodham Middle School. In its place, Success Academy, an alternative program within the school district, took over a much smaller footprint, freeing up additional space for the college.

Purpose

This Strategic Plan reflects a year-long, collaborative effort involving input from employees, students, and community members. Grounded in our mission and vision, the plan outlines strategic goals and action steps that build upon our existing foundation and guide our progress over the next five years.

Designed to be a living document, the Strategic Plan provides clear direction while remaining flexible to adapt as our community and industry needs evolve. Through the implementation of this plan, GSTC is committed to continuous improvement, innovation, and the development of processes that keep us competitive in a rapidly changing, globally connected economy.

We recognize the importance of equipping students with both technical expertise and essential soft skills to thrive in today's dynamic workforce. The Strategic Plan is reviewed and updated annually with input from faculty, staff, students, the School Advisory Committee, and the administrative team to ensure it remains relevant and impactful.

Strategic Focus:

1. Student Achievement
2. Programs/Workforce Development
3. Facilities
4. Faculty & Staff Development
5. Community Involvement

Goal #1 - Student Achievement

Ensure quality instruction and prepare students for a lifetime of success

Strategic Objectives:

- All CTE programs will maintain a minimum 60% completion rate, 70% placement rate, and 70% licensure rate.
- Increase the number of industry certifications earned by 3%.
- Increase the retention rate of dual enrolled students by 3%.

Action Plan and Strategies:

- Instructors will use FOCUS Student Information System to track students' Occupational Completion Points (OCPs) as they progress through the program of study.
- Monitor student progress and intervene to ensure students remain on track to completion.
- Information will be provided to students on local career fairs, open positions and services offered through community partners.
- Staff will track job placement information and record it in the FOCUS Student Information System.
- Institution will cover the cost of first-time industry certification exam attempts for students demonstrating proficiency.

Goal #2 - Programs/Workforce Development

Provide new programs and/or expand existing programs to meet the skilled workforce labor needs of the community

Strategic Objectives:	Action Plan and Strategies:
• Add two new programs: Correctional Probation Officer and Barbering.	• Evaluate program offerings to identify areas of growth to expand and/or develop new programs.
• Expand the Aviation Maintenance program to provide additional class offerings.	• Reduce financial aid barriers by increasing scholarship opportunities for students.

Goal #3 - Facilities

Maintenance and renovation of campus facilities to ensure a safe and comfortable learning environment.

Strategic Objectives:

- Renovate "pit area" to create a multi-purpose, student-friendly, common area for students.
- Floor make-over for Marine Service, Electrical, Auto Collision, Auto Services, and HVAC/R programs.
- Indoor and outdoor signage/landscaping improvements.
- Construct awning over Marine Service Technology outside area.
- Additional parking area for boats/marine service vehicles (asphalt or gravel)

Action Plan and Strategies:

- Consult with Escambia County School District's Facilities Planning department to determine budgetary requirements for proposed renovations.
- Consult with graphic artists and/or marketing companies for cost effective design ideas to maximize our space.

Goal #4 - Faculty & Staff Development

Increase faculty and staff opportunities for excellence and growth.

Strategic Objectives:

- Hire, train, and sustain a highly motivated, talented, and diverse workforce, recognized for excellence and professionalism.
- Provide meaningful professional development for training and exposure to innovative practices.

Action Plan and Strategies:

- Attract, hire, and retain diverse faculty and staff.
- Expand employee orientation, onboarding, and mentoring.
- Identify faculty training opportunities aligned to program goals, school mission, and vision.
- Complete a needs survey to gather feedback for developing the professional development calendar for the year.
- Utilize Escambia County Public Schools TalentED performance appraisals effectively.

Goal #5 - Community Involvement

Enhance collaboration and partnerships to broaden GSTC's presence in the community and improve student outcomes.

Strategic Objectives:

- Enhance social media platforms with dissemination of positive narratives from students, employees, alumni, and school partners.
- Expand outreach for recruitment in South Alabama (Baldwin and Escambia counties).
- Increase membership and participation in each program advisory council.
- Revise school logo and consider mascot options.

Action Plan and Strategies:

- Increase frequency and variety of posts on social media.
- Participate in Escambia County Public Schools podcast and explore sponsorship possibilities.
- Attend local career fairs and provide on-campus tours.
- Identify and attract new business partners in our career and technical education programs.
- Consult with graphic artists regarding logos and re-branding opportunities.

Financial Resources

Financial resources are allocated to support the goals and objectives identified through the institution's strategic planning and evaluation processes. An annual review of federal, state, and local funding sources is conducted to determine the appropriate distribution of funds in alignment with institutional priorities. The administration meets annually with program instructors to identify and document program-specific needs for the upcoming fiscal year. A comprehensive needs assessment is performed to evaluate and prioritize requests based on the most critical areas impacting program quality and student success.

Program needs are primarily supported through tuition and fees assessed to students. When additional resources are required, the institution seeks supplemental funding through state appropriations and available grant opportunities. This process reflects the institution's commitment to continuous improvement, fiscal responsibility, and effective utilization of financial resources to achieve its mission and strategic objectives.

Annual Projected Resources

Workforce Development State Appropriation: Funds allocated to GSTC for the operation of workforce education programs. Funding for all workforce education programs from the state appropriation is based on cost categories, performance output measures, and performance outcome measures. To ensure equitable funding for all school district workforce education programs and to recognize enrollment growth, the Department of Education uses the funding model developed by the District Workforce Education Funding Steering Committee to determine each district's workforce education funding needs.

Student Fees (Tuition): For all other workforce education programs, state funding shall equal 75 percent of the average cost of instruction with the remaining 25 percent made up from student fees. Fees for courses within a program shall not vary according to the cost of the individual program, but instead shall be based on a uniform fee calculated and set at the state level, as adopted annually by the State Board of Education, unless otherwise specified in the General Appropriations Act.

Industry Certification Funding: The State Board of Education annually approves a list of industry certifications appropriate for postsecondary programs. This list is known as the "CAPE Postsecondary Industry Certification Funding List." If funds are designated in the General Appropriations Act, this list shall contain a designation of performance funding eligibility. School districts are eligible for performance funding for students who earn an initial industry certification from the incorporated list with an approved funding designation in the occupational areas identified in the General Appropriations Act.

The Strengthening Career and Technical Education for the 21st Century Act (Perkins): Federal legislation that funds career and technical education. The purpose is to develop more fully the academic knowledge and technical and employability skills of students enrolled in CTE programs of study.

Evaluating Progress Toward Achieving Objectives

Reviewing the Strategic Plan is a comprehensive process that involves the analysis of multiple data sources and meaningful dialogue with instructors, students, advisory council members, and staff. GSTC's Strategic Plan outlines the goals that best support our organizational development, institutional growth, and the evolving needs of the region we serve. Progress toward these goals is monitored throughout the year, with formal reviews conducted by all stakeholders each Fall and Spring, and a more extensive evaluation occurring in June and July as academic year data is finalized.

Strategies for Evaluating Progress:

- The objectives are reviewed annually to ensure they are appropriate and best represent the school's guiding mission and vision.
- Input through student, staff, and employer surveys is reviewed to both guide the development of and assist with the evaluation of the Strategic Plan.
- Educational partners and advisory committee members provide input into the development and evaluation of the Strategic Plan.

Specific Data Elements Reviewed:

- Council on Occupational Education (COE) Annual Report
- Integrated Postsecondary Education Data System (IPEDS) Reports
- Student Satisfaction Surveys
- Student Exit Surveys
- Employer Follow-Up Surveys
- Faculty Needs Assessment Survey
- Industry Certification/Licensure Reporting
- Florida Educational Training Placement Information Program Report (FETPIP)
- State Workforce Development Information System (WDIS) Reports
- Annual Safety and Security Report
- Financial Audits

POLICY OF NONDISCRIMINATION

District Rule 6Gx17-1.17 The Board does not discriminate against any person on the basis of gender, age, race, religious creed, color, sexual orientation, marital status, national origin, disability, or pregnancy in violation of applicable state or federal law, or these rules in the educational programs or activities which it operates or in the employment of personnel and does not tolerate any such discrimination. The Board provides equal access to the Boy Scouts, Girl Scouts, and other designated youth groups. Complaints alleging violation of this policy shall be made to the Equal Employment Officer (EEO).

Genetic Information Nondiscrimination Act (GINA) Title II of the of 2008 GINA protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment.

CONTACT INFORMATION

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GEORGE STONE TECHNICAL COLLEGE

ASSURANCES

Through our signatures below, we attest that this School Strategic Plan represents the consensus approval of the school's Advisory Council. It is assured that the following have been included in the development of the School Strategic Plan:

1. An approval of the school mission and vision statements and strategic objectives in a regularly scheduled meeting by the School Advisory Council.

2. A school needs assessment that includes surveys of all stakeholder groups and an analysis of student achievement and other school performance data.

3. An assessment of staff development needs and an action plan that correlates to the objectives in the School Strategic Plan.

4. The development of implementation strategies with identified resources specific to our total school budget for each School Strategic Plan objective.

S. E. Brooks — 10/07/2025

Principal, George Stone Technical College — Date

[signature] — 10/07/2025

Chair, School Advisory Council — Date