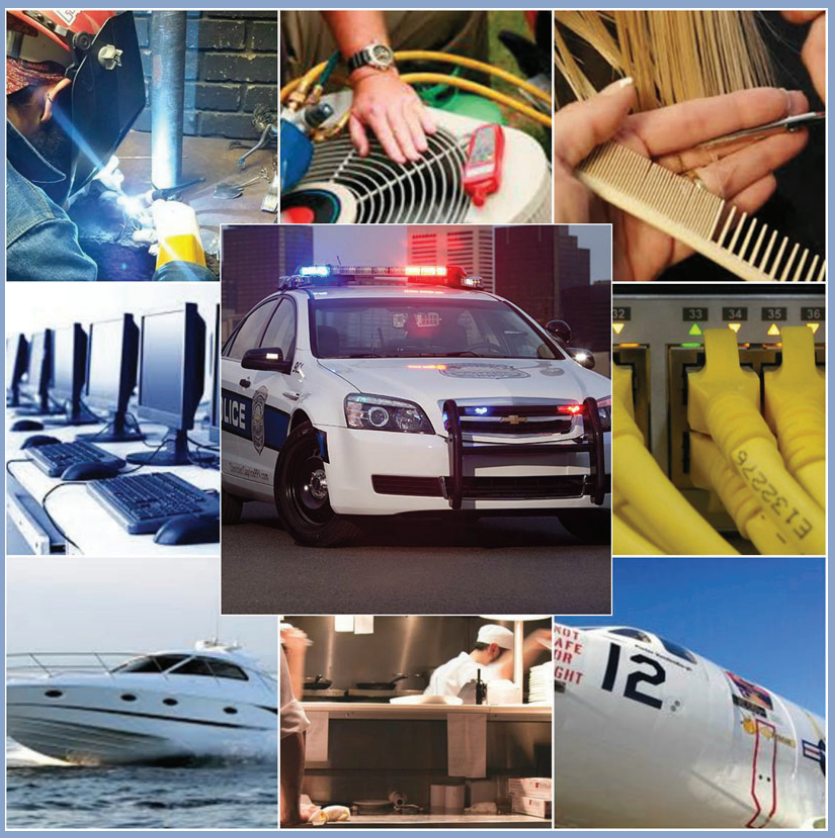
GSTC

George Stone Technical College



BOOK OF PLANS

2025-2026

Table of Contents

Work-Based Activities/Instructional Plan

Purpose

The purpose of this plan is to ensure George Stone Technical College (GSTC) offers structured, purposeful, and supervised work-based learning opportunities aligned with instructional programs. These activities are designed to enhance student employability, reinforce instructional competencies, and engage industry partners in program relevance and effectiveness.

Personnel Responsible

- Instructors
- Co-op/Placement Coordinator
- Employers
- Students

Objectives

1. Apply classroom competencies in a real-world work environment.

2. Develop and demonstrate employability, communication, and interpersonal skills.

3. Receive objective feedback from employers for continuous program improvement.

4. Enhance connections between students, instructors, and industry partners.

Forms of Work-Based Activities

Unpaid in-School Shop/Lab Activities

Customer service experiences under the direction of the program instructor. Customer service, which is incorporated in Cosmetology, Professional Culinary Arts & Hospitality, Baking & Pastry Arts, Marine Service Technologies, Automotive Collision Technology Technician, Master Automotive Service Technology, and other programs, involves the public and is an important component of each program. Students work with clients to complete a consultation, while all services are performed on campus under the supervision of the

program faculty member. Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program.

Unpaid Job Shadowing

In-school or off-campus employer-based experiences under the supervision of a qualified employer representative who is working closely with the program faculty member. Job shadowing is a short-term learning experience for student observation of program-related activities at an off-campus business or in an on-campus office. Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program and/or could be an enhancement to the program based on the opportunity available to the student.

Unpaid Practicum (internship/externship/clinical) Experiences

These experiences are an integral part of most health care programs. Students are required to participate in administering direct patient care under the guidance of a faculty member and/or preceptor, as well as some observational experiences. Students are assessed in their knowledge, skills, and professional skills while participating in these work-based learning experiences. Clinical and practicum sites are pre-arranged by the faculty member or program coordinator and are established by a contract with the facility. Specific objectives for this type of experience are embedded in the curriculum frameworks for the particular program and/or could be an enhancement to the program based on the opportunity available to the student.

Paid Cooperative Education

Students are eligible for cooperative education (co-op) placement upon successful completion of at least 50% of their program hours. Experiences are paid and conducted on-site at the employer's location under the supervision of a qualified representative. Each placement includes a training plan aligned with program competencies and employability skills.

Paid Cooperative Education - Roles and Responsibilities

1. Instructor

- Confirm student eligibility for work-based learning.

- Evaluate employer suitability and alignment with program competencies.

- Sign and review training plans and agreements.

- Maintain ongoing communication with the employer.

- Conduct at least one site visit per quarter and complete site visit documentation.

- Monitor and assess student progress in collaboration with the employer.

2. Student

- Secure employment related to their training area.

- Complete and submit co-op application.

- Comply with business rules, maintain professionalism, and attend scheduled work shifts.

- Submit monthly time sheets and end-of-experience reflections.

- Communicate with instructor and coordinator about any concerns or changes.

3. Co-op/Placement Coordinator

- Verify student eligibility and coordinate application process.

- Develop training plans and agreements.

- Facilitate meetings between student, instructor, and employer.

- Process schedule changes and ensure accurate attendance documentation in Focus.

- Monitor time sheet submissions and compliance with deadlines.

- Maintain documentation and reports for institutional accountability.

4. Employer

- Provide work aligned with program competencies.

- Assign a qualified supervisor to oversee student learning.

- Review and sign training agreements.

- Communicate with instructors and coordinator regarding progress or concerns.

- Submit formal evaluations at least once per quarter.

- Ensure the student is covered under appropriate insurance or worker’s compensation.

Evaluation and Continuous Improvement

- Employer evaluations are submitted each quarter.

- Instructors perform site visits and complete visit documentation.

- Final grades are based on evaluations, time sheet accuracy, and demonstrated skill development.

- The Co-op Coordinator and administration review this plan annually.

- Stakeholder input and follow-up data are used to improve the plan and expand employer engagement.

George Stone Technical College

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STUDENT APPLICATION FOR WORK-BASED LEARNING

(COOPERATIVE EDUCATION)

Date: _____

Student Name: _____ Student Number: _____

Student Address: _____ Student Phone: _____

Student Email Address: _____ Student Birth Date: _____

Student Emergency Contact Name: _____

Emergency Contact Phone: _____ Relationship: _____

Program Title: _____ Instructor Name: _____

Type of financial aid you receive: □ None □ VA □ Pell □ Other: _____

Complete Name of Employer: _____

Employer Address: _____

Employer Telephone Number: _____

Complete Name of Supervisor (first and last): _____

Supervisor Title: _____

Supervisor Telephone Number: _____

Name of Employer Representative who will sign co-op paperwork: _____

- □ I have discussed co-op with this employer.
- □ I have NOT discussed co-op with this employer.

Start Date: _____

Escambia County School Officials have my permission to release information to employers (including government agencies) who inquire about my vocational abilities.

Date: _____ _____

Signature of Student

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INSTRUCTOR RECOMMENDATION FOR COOPERATIVE EDUCATION

Date: _____

Student Name: _____

Student Number: _____

Program Title: _____ Current Course: _____

Instructor: _____

Student must meet hours requirement

Hours Completed: _____

Personal Characteristic	Rating			
	Excellent	Good	Fair	Poor
Attitude				
Dependability				
Cooperation				
Work Habits				
Skill Level				
Productivity				
Adherence to Safety Requirements				

Additional Comments:

_____

_____

Please check one:

Student Recommended for Co-op _____

Student Not Recommended for Co-op _____

Instructor Signature: _____

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COOPERATIVE EDUCATION STUDENT TRAINING AGREEMENT
ESCAMBIA COUNTY SCHOOL DISTRICT

(Date)

(Name) (Number) (Address) will be employed in the capacity of _____ for ___ days

per week ____ hours per day, between the hours of _____ am/pm _____ am/pm.

Name of firm: (Employer)

Address of firm: (Employer Address)

Training will be provided in accordance with the following conditions:

EMPLOYER RESPONSIBILITIES:

1. Provide training in accordance with the Training Plan.
2. Work activity will be under the supervision of a qualified supervisor.
3. Provide instruction in safe and correct procedures.
4. Work with the teacher/coordinator to ensure the best possible training.
5. Evaluate the trainee's performance and complete a Trainee Evaluation Form at least once during a grading period.
6. Consult with the teacher/coordinator if dismissal or layoff is anticipated. Conferences about unsatisfactory situations should be held to avoid dismissals.
7. Permit the teacher/coordinator to do site visitations at least once every grading period.
8. Provide coverage for the trainee under Worker's Compensation Act.

TRAINEE RESPONSIBILITIES:

1. Work for the employer in order to receive training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in training.
3. Adhere to all rules and regulations of the business and act in an ethical manner at all times.
4. Inform the employer and the teacher/coordinator in the event of illness or emergency that prevents attendance.

TRAINEE RESPONSIBILITIES (continued):

5. Be punctual and in attendance on-the-job and at all specified meetings.
6. Maintain an accurate daily record of hours worked. This information must be submitted to the coordinator two times per month--on the 15th day of the month and on the last day of the month. If a time sheet is 5 days late, the trainee/student will be automatically withdrawn from George Stone Technical Center.
7. Remain on the job unless previous authorization from the employer is given.
8. Understand that the teacher/coordinator is the recognized authority for making adjustments or changes in the on-the-job training. This same principle applies regardless of whether or not the student obtained his/her own job.

TEACHER/COORDINATOR RESPONSIBILITIES:

1. The teacher agrees to visit the trainee at the job site no less than one time every grading period.
2. The teacher/coordinator will maintain a close working relationship with the person responsible for the trainee while on-the-job.
3. The teacher/coordinator will attempt to resolve any complaints through the cooperative efforts of all parties concerned.

GENERAL POLICIES:

1. The training agreement will be kept on file for five (5) years at the school.
2. This Cooperative Education Program will not in any way interfere with company policy.
3. The trainee is required to continue making George Stone tuition payments.
4. If the trainee is receiving Pell Grant or VA payment, payment will continue as long as the student meets the agency and school guidelines.
5. The trainee will be credited with a maximum of 5.0 hours per day for five (5) days per week regardless of hours worked in excess of that amount.
6. Attendance must be delivered or faxed to the Co-op Coordinator by the 5th day of the subsequent month in order to receive class credit.

WE, THE UNDERSIGNED, have read this Training Agreement and understand the conditions and provisions contained therein.

_____	_____
Employer	Instructor
_____	_____
Student	Coordinator

Work-Based Activity Plan Sample Form

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Student Name:
Student Number:
Instructor:
Employer:
Program Title: Welding Technology

Training Plan
Cooperative Education

The student will perform gas metal arc welding (GMAW) skills, basic flux-cored arc welding (FCAW) skills, gas tungsten arc welding (GTAW) skills, or shielded metal arc welding (SMAW) skills.
The student will demonstrate job performance skills and safety procedures on the job, maintain appropriate records, attain an acceptable level of productivity, and demonstrate appropriate dress and grooming habits.
The student will follow directions, demonstrate good human relations skills on the job, demonstrate good work habits, and demonstrate acceptable business ethics.

_____ _____

Employer - Name Date Student - Name Date

_____

Instructor- Name Date

Work-Based Activity Plan Sample Form

George Stone Technical College

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MONTHLY STUDENT TIME SHEET

Student Name:
Student Number:
Employer:
Program:
Instructor:

Month of January, 2019

Day	Date	Hours		Number of Hours Worked
		From	To	
Monday	1/14/19			
Tuesday	1/15/19			
Wednesday	1/16/19			
Thursday	1/17/19			
Friday	1/18/19			
Saturday	1/19/19			
Sunday	1/20/19			
Monday	1/21/19			
Tuesday	1/22/19			
Wednesday	1/23/19			
Thursday	1/24/19			
Friday	1/25/19			
Saturday	1/26/19			
Sunday	1/27/19			
Monday	1/28/19			
Tuesday	1/29/19			
Wednesday	1/30/19			
Thursday	1/31/19			
Total Hours				

_____ _____ _____
Supervisor (Print Name) Signature Date

_____ _____ _____
Student (Print Name) Signature Date

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COOPERATIVE EDUCATION
SITE VISITATION FORM

Student Name: _____

Employer: _____

Supervisor: _____

Telephone: _____

Date: _____

Program: _____

Topics Discussed:

_____

_____

_____

_____

_____

_____
Instructor Signature

Work-Based Activity Plan Sample Form

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TRAINEE EVALUATION FORM

Student Name:
Employer:
Student Number:
Program Name:
Teacher:

4 – Excellent	3 – Better than Average	2 – Average	1 – Poor	0 – Unsatisfactory

Appearance: Clean, well groomed	4 3 2 1 0
Communication: Uses correct grammar and writing skills, speaks clearly, listens attentively	4 3 2 1 0
Attitude: Works well with others, shows enthusiasm, loyal to company, courteous to all	4 3 2 1 0
Attendance and Punctuality: Days absent, days tardy	4 3 2 1 0
Cooperation: Accepts responsibility, respectful to supervisors, cares for working area, avoids rash decisions, gets along with other employees, a team player	4 3 2 1 0
Quality of Work: Neat, accurate, follows instructions, meets work specifications	4 3 2 1 0
Quantity of Work: Consistent in work productivity, shows initiative	4 3 2 1 0
Job Knowledge: Ability to use equipment, materials, tools, etc.	4 3 2 1 0
Reliability: Accepts responsibility and follows safety, security, and/or sanitary procedures	4 3 2 1 0
Aptitude for Job: Ability to learn job skills, interest in learning	4 3 2 1 0

Comments: _____

_____

_____

_____ _____

Supervisor's Signature Date

Program Outcomes Follow-Up Plan

Purpose

The purpose of this plan is to ensure George Stone Technical College (GSTC) systematically monitors and evaluates program outcomes, including student completion, licensure/certification attainment, and job placement. This plan promotes data-informed decision-making and continuous improvement of program quality and institutional effectiveness.

Personnel Responsible

- Co-op/Placement Coordinator
- Instructors
- School Counselors
- School Administration (Principal, Assistant Principal)

Scope

1. Follow-Up

Follow-up is a systematic process whereby statistical data is collected which documents student outcomes.

2. Communication and Collaboration

Clear communication is essential between students, instructors, the Co-op/Placement Coordinator, and school counselors. Roles and responsibilities are defined to ensure accountability and consistent support throughout the follow-up process.

3. Co-op/Placement Coordinator Responsibilities

- Coordinates all follow-up activities.

- Develops and distributes the follow-up timeline.

- Assists in locating and contacting former students for follow-up data.

- Provides follow-up surveys to students and employers.

- Compiles and analyzes survey results.

- Records graduate outcomes and updates student records in Focus.

- Reports program-level completion and placement data.

- Reviews follow-up data with instructors and administrators to identify areas for improvement.

4. Instructor Responsibilities

- Introduce follow-up processes to students prior to program completion.

- Record and maintain graduate employment information in Focus.

- Collaborate with the Co-op/Placement Coordinator to collect and update placement data.

- Analyze follow-up results to guide curriculum improvements.

- Utilize advisory committee input to strengthen placement outcomes.

5. School Counselor Responsibilities

- Use follow-up data to support new student advising and placement.

- Provide students with current program completion and placement data.

- Support evaluation of institutional mission success based on graduate outcomes.

6. Administration Responsibilities

- Ensure all follow-up activities are conducted in accordance with plan guidelines.

- Review annual Completion, Placement, and Licensure (CPL) data.

- Schedule data review and planning sessions.

- Set improvement goals based on follow-up trends and outcomes.

- Include results in strategic planning and annual reporting.

Evaluation and Continuous Improvement

Follow-up data is shared with a multitude of stakeholders. The annual report for CPL data is shared with instructional staff, presented at advisory meetings, and is published on the school's website. Survey results are also shared with instructional staff through the sharing of spreadsheets via email and/or individual meetings with administration. The Program Outcomes Follow-Up Plan is evaluated annually by the Co-op/Placement Coordinator, school counselors, instructors, and administrators. The evaluation process includes:

- Reviewing survey tools and timeline for effectiveness.

- Analyzing graduate and employer feedback.

- Discussing proposed updates based on trends and feedback.

- Completing a follow-up checklist to verify plan compliance.

Updates to the plan are documented and shared with all stakeholders. Revisions are used to support ongoing improvement and institutional effectiveness.

Plan for Operation and Maintenance of Physical Facilities

Purpose

The purpose of this plan is to ensure that the facilities of George Stone Technical College (GSTC) support the institution's mission, vision, and strategic goals by maintaining safe, adequate, and accessible learning and working environments. This plan encompasses preventive maintenance, repairs, capital improvements, safety compliance, accessibility, and technology infrastructure to enhance the student learning experience and operational efficiency.

Personnel Responsible

- School Administration (Principal, Assistant Principal)
- School-based IT Technician
- Custodial Staff
- Support Staff
- Escambia County School District (ECSD) Facilities, Maintenance, Protection Services and IT Departments

Procedures

1. Maintenance and Repairs

All maintenance requests are submitted to the ECSD Maintenance Department via telephone by authorized personnel. Work orders are reviewed daily and prioritized by urgency and instructional impact. The ECSD Maintenance Department coordinates maintenance and repair activities.

2. Cleaning and Sanitation

Custodial staff are responsible for daily cleaning, trash removal, sanitation of restrooms, and disinfecting high-touch surfaces. Periodic deep-cleaning is scheduled during non-instructional days or school breaks.

3. Facility Improvements and Renovations

Facility improvements are identified through campus walkthroughs, stakeholder input, and annual facility assessments. School Administration proposes projects to the Facilities Department. Facilities reviews and approves such requests, based on the department's capabilities and workload. For a project outside the scope of Facilities, they will coordinate with third-party contractors and vendors, approved by ECSD and who meet the applicable code and insurance requirements, to complete the project.

4. Equipment and Supplies Management

Administration and instructors collaborate on annual needs assessments to identify outdated or non-functional instructional equipment. Inventory records are maintained and updated annually. Obsolete or damaged items are submitted to the ECSD surplus system for proper disposal.

5. Technology Infrastructure

The school-based IT Technician oversees all IT infrastructure and equipment. Repairs and upgrades are processed through ECSD's IT Department with oversight from the IT Technician. An annual technology review is conducted to assess current resources, life cycle status, and future needs.

Preventive Maintenance Plan

GSTC, in partnership with ECSD, conducts an annual Comprehensive Fire Safety, Casualty Safety and Sanitation Inspection. Violations are corrected by either the institution or the Maintenance Department. The Florida Department of Health also routinely inspects the facilities for sanitary violations. In addition, the ECSD Maintenance Department routinely inspects buildings and equipment, including HVAC units, safety and emergency systems (alarms, sprinklers, fire extinguishers), and building envelope (roof, windows, doors).

Budget for Facility Maintenance and Improvement

The ECSD provides institutional support in terms of facility maintenance, primarily through the Facilities and Maintenance departments. As their budget allows, continuous improvements are made to the facilities. In addition, a small percentage of the institution's tuition is earmarked for capital improvements.

Safety and Compliance

Local and State Requirements

Compliance with Florida Statutes including:
- 1013.37 – State Uniform Building Code for Public Educational Facilities
- 553 – Building codes
- 633.208 – Fire prevention and safety

Annual fire, health, and safety inspections are conducted in collaboration with ECSD. AEDs are placed throughout campus; first aid kits with trauma supplies are present in each classroom.

Federal Compliance

GSTC adheres to OSHA regulations. The campus is ADA-compliant and accessible to individuals with disabilities. Reasonable accommodations are provided in accordance with the Americans with Disabilities Act. Emergency evacuation routes and safety signage are posted and maintained.

Evaluation and Continuous Improvement

The Operation and Maintenance Plan is reviewed annually by GSTC administration. Feedback is gathered from faculty, staff, students, and community stakeholders. Findings from inspections, assessments, and surveys are used to update this plan. The current version is made available on the school's website and upon request.

Plan for Health and Safety of Employees, Students, and Guests to Maintain Readiness

Purpose

The purpose of this plan is to ensure that George Stone Technical College (GSTC) provides a safe, healthy, and secure environment for all students, faculty, staff, and campus visitors. This plan aligns with the institution's mission and the Council on Occupational Education (COE) Standard 6 to maintain readiness and ensure physical safety on campus.

Personnel Responsible

- School Administration (Principal, Assistant Principal)
- Campus Safety Committee
- Campus Security Team
- Faculty and Staff
- Escambia County School District (ECSD) Risk Management and Protection Services

Procedures

1. Reporting and Investigating Accidents

All accidents involving students, staff, or visitors must be reported immediately. Staff must complete the appropriate accident report form and submit it electronically through the Focus SIS or ECSD's designated systems. Serious injuries require immediate notification to school administration and emergency responders if needed.

2. Student Accidents

Faculty report accidents via the Student Accident Report form in Focus SIS. Reports are reviewed by the Principal and forwarded to ECSD Risk Management.

3. Visitor Accidents

Staff report visitor injuries using the ECSD Visitor Accident Report found on the District website under Risk Management & Benefits>Online Claim Reporting. After administrative review, it is submitted to Risk Management.

4. Staff Accidents

Employees complete an Employee Accident Report found on the District website under Risk Management & Benefits>Online Claim Reporting and notify administration. Reports are reviewed and forwarded for appropriate action.

5. Safety Oversight

Faculty and staff are responsible for reporting potential hazards. The Campus Safety Committee and Campus Security Team meet regularly to assess and resolve safety issues. Student feedback is collected via the Student Advisory Council.

6. Emergency Procedures

GSTC distributes the ECSD Incident Response Guide to all faculty and classrooms. It outlines emergency protocols for lockdowns, severe weather, fire, intruders, and hazardous materials. AEDs are stationed across campus and CPR training is available.

Training and Communication

- Safety policies are reviewed annually with employees through handbooks and ECSD training modules on SafeSchools.
- Students receive safety and conduct policies via the catalog, student handbook, and the Campus Security Report.
- Safety drills (fire, lockdown, severe weather) are conducted regularly and routes are posted in classrooms.

Evaluation and Continuous Improvement

The Plan for Health and Safety of Employees, Students, and Guests to Maintain Readiness is reviewed annually by GSTC administration with input from the Campus Safety Committee, Security Team, and Student Advisory Council. Survey data and incident reports are analyzed to improve policies and practices. The plan is updated and shared with faculty and made available to students via the school website.

Technical Infrastructure Plan

Purpose

George Stone Technical College (GSTC) is committed to providing a secure, reliable, and mission-aligned technical infrastructure that supports teaching, learning, assessment, student services, administrative operations, and institutional effectiveness. This plan ensures compliance with applicable laws and regulations, including Family Education Rights to Privacy Act (FERPA), Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Driver's Privacy Protection Act of 1994, and Florida K-20 Education Code, as well as the policies of the Escambia County School District (ECSD).

Technical Infrastructure Overview

GSTC maintains a robust and scalable technical infrastructure that includes:

- A secure, high-speed internal network monitored by ECSD;

- Cloud-based systems for student information, learning management, and administrative tasks.

- Redundant data backups and firewall protection.

- A dedicated school-based IT Technician to support daily operations, system reliability, and problem resolution.

All network components are regularly reviewed and updated to meet the demands of educational and administrative users.

Access, Availability, and Support

- All students and staff are provided with secure login credentials for appropriate systems (e.g., Focus SIS, web-based curriculum).

- Faculty and students have access to up-to-date instructional technology, including devices, software, and multimedia tools aligned to program needs.

- Technical support is provided on-site by the school-based IT Technician and supplemented by ECSD IT services.

- Systems are available during all hours of institutional operation, with downtime scheduled during non-instructional hours when possible.

Data Privacy, Safety, and Security

GSTC ensures the protection of institutional and student data through Focus, its Student Information System (SIS), which features:

- Role-based access control

- Multi-factor authentication

- Encryption during transit and at rest

- Cloud-based automatic backups

In addition, Financial aid data housed in EdConnect, EdExpress, NSLDS, and COD, is accessible only to authorized personnel using unique credentials.

Web-based instructional and testing software platforms secured by external vendors, each meets FERPA and/or HIPAA compliance standards.

Staff is annually trained via the Federal/State Compliance Packet and acknowledgment of FERPA regulations.

Alignment with Institutional Mission

The technical infrastructure directly supports GSTC's mission of delivering quality career and technical education by ensuring:

- Equitable student access to technology across all programs.

- Sufficient digital resources for distance and hybrid learning formats.

- Secure platforms for instruction, assessment, and administrative services.

Planning & Budgeting

Technical infrastructure planning is part of the institution's strategic plan and annual budget process. Technology needs are prioritized based on program requirements, enrollment trends, and instructional delivery methods. All purchases and upgrades are coordinated with ECSD to ensure cost-effectiveness and compatibility.

Evaluation and Continuous Improvement

The Technical Infrastructure Plan is evaluated annually through administrative reviews, faculty feedback, and user surveys and is published on the institution's website. Any data irregularities or breaches are reported immediately to the Technology Coordinator and ECSD IT security team. ECSD monitors firewalls, network traffic, and IP security on an ongoing basis. Results of evaluations are used to inform future upgrades and budgeting decisions.

Student Retention Plan

Purpose

George Stone Technical College (GSTC) recognizes that student retention and program completion are critical indicators of institutional effectiveness. This plan outlines a comprehensive and collaborative approach to identify, support, and retain students, with a focus on fostering academic success and removing barriers to completion. Retention efforts are coordinated across faculty, staff, counselors, and administration and are regularly assessed for continuous improvement.

Objectives

- Identify and support at-risk students early through timely intervention and faculty referrals.

- Provide equitable access to student services, advising, and support resources essential to program completion.

- Systematically collect, analyze, and disseminate retention data to inform decisions and improve student outcomes.

- Engage all stakeholders in the shared responsibility of student retention, including training and follow-up.

Retention Activities and Strategies

1. Early Alert and Referral System

Faculty receive annual training on identifying early warning signs (e.g., absenteeism, academic struggles, behavioral concerns). At-risk students are referred to school counselors via the Focus Student Information System using the Referral tab.

2. Advising and Support Services

Counselors provide individualized academic and personal counseling, including referrals to external support agencies as needed. Instructors maintain open communication with counselors and families when appropriate. Students are provided with orientation materials detailing available support services.

3. Data Monitoring and Reporting

Retention and completion data are tracked by administration and disaggregated by program, demographic, and enrollment status. Annual reports are reviewed with faculty and staff and used to refine retention strategies. The Placement Coordinator conducts follow-up surveys of non-completers to determine reasons for withdrawal.

4. Staff Development and Stakeholder Involvement

Administration provides professional development to ensure staff are informed of current best practices in student retention. Faculty and staff review and provide input on this plan annually during staff meetings or via electronic feedback tools. Changes and updates are documented and communicated campus-wide.

Evaluation and Continuous Improvement

The Student Retention Plan is evaluated annually by the administrative team, incorporating input from instructors, counselors, and student services staff. Effectiveness is measured through comparative analysis of retention and completion rates over time. Adjustments to activities and strategies are made based on data trends, survey feedback, and stakeholder recommendations. The updated plan is made available on the GSTC website and shared with staff via email.

Placement Services Plan

Purpose

The purpose of this plan is to ensure that George Stone Technical College (GSTC) provides students and graduates with effective job placement assistance. The goal is to support students in securing employment related to their field of study upon completion of their programs.

Personnel Responsible

- Instructors
- Co-op/Placement Coordinator
- School Counselors
- School Administration (Principal, Assistant Principal)

Scope

1. Placement Services

Placement assistance is provided jointly by instructors, school counselors, and the Co-op/Placement Coordinator. Students are supported in preparing for and obtaining employment relevant to their program area through resume writing, job interview coaching, and access to job openings. The placement team collaborates with advisory committees, employers, and industry partners to support student transitions into the workforce.

2. Communication and Collaboration

Clear communication is essential between students, instructors, the Co-op/Placement Coordinator, and school counselors. Roles and responsibilities are defined to ensure accountability and consistent support throughout the placement process.

3. Instructor Responsibilities

- Assist students in identifying job opportunities related to their program of study.

- Maintain and submit student placement data.

- Collaborate with the Co-op/Placement Coordinator to complete annual placement reports.

- Engage with advisory committee members and local employers to support employment connections.

4. Co-op/Placement Coordinator Responsibilities

- Maintain employer contact lists and distribute job openings.

- Support students in developing resumes and preparing for interviews.

- Record placement data in Focus.

- Collaborate with faculty and staff to monitor placement activity.

- Manage the Career Services bulletin board and update the school website with job opportunities.

5. School Counselor Responsibilities

- Provide students with general employment guidance and career planning support.

- Conduct career advisement as part of the enrollment and orientation process.

- Serve as a liaison between students and placement personnel when appropriate.

Evaluation and Continuous Improvement

This plan is evaluated annually by the Co-op/Placement Coordinator, administrators, instructors, and school counselors. Evaluation activities include:

- Reviewing the placement plan and completing the placement plan checklist.

- Analyzing placement data for accuracy, trends, and effectiveness.

- Gathering input and recommending updates or revisions to ensure alignment with workforce needs and institutional goals.

- Disseminating findings to all stakeholders for transparency and accountability.

Updates are documented and implemented annually. The plan is made available to staff and students via the GSTC website.

GSTC POTENTIAL EMPLOYERS

Accounting	Jackson Hewitt
Accounting	State of Florida – Department of Revenue
Admin Office Spec	Advance America
Admin Office Spec	Baptist Medical Group
Admin Office Spec	Escambia County Public Schools
Admin Office Spec	Fortis Institute
Admin Office Spec	Landrum Staffing
Admin Office Spec	Navy Federal Credit Union
Admin Office Spec	Perdido Realty
Admin Office Spec	Arthur Searcy – State Farm Insurance
Auto Collision	Bayside Paint and Body (Gulf Breeze)
Auto Collision	Cook's Paint and Body
Auto Collision	Gerber Collision of Destin
Auto Collision	Hill-Kelly Dodge Collision Center
Auto Collision	Lott's Auto Care (Fairhope)
Auto Collision	Maaco
Auto Collision	Pete Moore Collision Center
Auto Collision	Gerber Collision and Glass
Auto Collision	Freeman Brothers
Auto Collision	Sandy Sansing Collision Center
Auto Collision	Velocity Restorations
Auto Collision	Pine Forest Auto Center
Auto Service	Able Auto Repair
Auto Service	Allen Turner Hyundai
Auto Service	Astro Lincoln Mercury
Auto Service	Anderson Subaru
Auto Service	Baughn's Alignment
Auto Service	Bob Tyler Toyota
Auto Service	Butler Automotive
Auto Service	Centennial Imports
Auto Service	Firestone (Davis Hwy.)
Auto Service	First Stop Auto Center
Auto Service	Fisher Tire & Service
Auto Service	Hill-Kelly Dodge
Auto Service	Meineke (Michigan)
Auto Service	Nevel's Automotive
Auto Service	Pensacola Imports
Auto Service	Pep Boys (numerous locations)
Auto Service	Precision Tune (Navy Blvd.)
Auto Service	Prell Auto Air
Auto Service	Sam's Auto Center
Auto Service	Sandy Sansing Chevrolet
Auto Service	Sandy Sansing Nissan

Auto Service	Sandy Sansing Mazda
Auto Service	Sandy Sansing CDJR (Foley, AL)
Auto Service	Tire Kingdom (numerous locations)
Auto Service	Tires Plus
Auto Service	Universal Recycling
Auto Service	Vannoy's Tires
Auto Service	Walmart Oil and Lube
Auto Service	West Florida Motors
Auto Service	World Ford
Auto Services	American Lube Fast
Aviation	Leonardo Helicopters
Aviation	Advanced Aviation
Aviation	Sky Warrior
Aviation	Southwest Airlines
Aviation	Kaos Aeromarine
Aviation	PSA Airlines
Aviation	Vertex L-3
Aviation	STMAE Engineering
Correctional Officer	Blackwater Correctional Facility
Correctional Officer	Escambia County Jail
Correctional Officer	Florida Department of Corrections
Correctional Officer	Santa Rosa County Correctional Facility
Cosmetology	All About You Salon
Cosmetology	Elements Salon
Cosmetology	Belk Salon & Spa
Cosmetology	Ulta
Cosmetology	10th Avenue Hair Design
Cosmetology	So Pretty Salong
Cosmetology	Northside Salong
Cosmetology	Chemistry The Salong
Cosmetology	Fantastic Sam's
Cosmetology	Master Cuts
Cosmetology	Perdido Hair Salon
Cosmetology	Sports Clips
Cosmetology	Supercuts
Culinary	Cheddar's
Culinary	Chili's
Culinary	Four Seasons Catering
Culinary	Golden Corral
Culinary	Jackson's Steakhouse
Culinary	Marco's Pizza
Culinary	O'Riley's Irish Pub
Culinary	Rodizio Grill
Culinary	Taco Bell (Nine Mile Road)
Culinary	The Fish House

Culinary	The Oar House Restaurant
Culinary	The Blake
Culinary	Summer Vista
Culinary	Wesley Haven Villas
Electricity	All Pro Sound
Electricity	Armstrong Electric
Electricity	Baroco Electric
Electricity	I.C.E.
Electricity	Bill Smith Electric
Electricity	Brown Electric
Electricity	Chiv Electric
Electricity	Cotton Electric
Electricity	Ingram Signalization
Electricity	Ken's Electric
Electricity	McLemore Electric
Electricity	Parsons Electric
Electricity	Paul Patrick Electric
Electricity	Sanders Brothers Electric
Electricity	Dunaway Electric
Electricity	Security Engineering
Electricity	Triad Electric
Electricity	Richardson Electric (Milton)
Electricity	Escambia County Public Schools
Electricity	Selectricity
Electricity	Total Connect
Electricity	White Sands Electric
EMT	Escambia County Sheriff's Office
EMT	Escambia Fire & Rescue
EMT	Gulf Breeze Fire Department
EMT	Lifeguard EMS in Milton
EMT	Lifesaver
EMT	Midway EMT
EMT	Pensacola Fire Department
EMT	Sacred Heart
EMT	Sacred Heart Hospital
Fire Fighter	Midway Fire Department
Fire Fighter	Pensacola Fire Department
Fire Fighter	Walton County Fire
HVAC	Air Design
HVAC	We Care
HVAC	Boutwell Air Masters
HVAC	Commander Heating & Air
HVAC	Economy Appliance Heating & Air
HVAC	Family Heating and Air
HVAC	Freer's Heating and Air

HVAC	Hamrick Heating and Air
HVAC	HVAC Department Escambia County Public Schools
HVAC	Hugh's Air Repair
HVAC	Peaden Air Conditioning
HVAC	Perdido Heating and Air
HVAC	Walmer Air Conditioning
HVAC	Roberts Air (Foley, Alabama)
Information Technology	Accelerated Communications
Information Technology	Adcomm
Information Technology	Alorica
Information Technology	AMI Kids
Information Technology	Antler, Inc.
Information Technology	BAE Systems
Information Technology	Baskerville-Donovan
Information Technology	Data Revolutions
Information Technology	Digital Boardwalk
Information Technology	Doodlebuggers Service Network
Information Technology	Escambia County Information Technology
Information Technology	Glaze Communications
Information Technology	Hixardt Technologies
Information Technology	Hurron Group
Information Technology	Information Tech Dept. Escambia County Public Schools
Information Technology	Mediacom
Information Technology	Magellan
Information Technology	Navy Federal Credit Union
Information Technology	Networks of Florida
Information Technology	Perdido Beach Resort IT Department
Information Technology	Studer Group
Information Technology	Technologies for Tomorrow
Information Technology	TEK Systems
Law Enforcement	Department of Corrections
Law Enforcement	Escambia County Sheriff's Department
Law Enforcement	Pensacola Police Department
Law Enforcement	Santa Rosa County Sheriff's Department
Marine Service	ERS Marine Sales
Marine Service	George's Marine
Marine Service	Harbor View Marine
Marine Service	Key Marine
Marine Service	Legendary Marine
Marine Service	Legendary Marine of Gulf Shores
Marine Service	Lou's Marine
Marine Service	Marine Max of Gulf Shores
Marine Service	Marine Max of Pensacola
Marine Service	Paradise Marine (Gulf Shores)

Marine Service	JP Marine Service
Marine Service	Perdido Sailor
Marine Service	Scott's Marine
Marine Service	Sunrise Marine
Marine Service	Treasure Island Marina (Panama City)
Marine Service	Marine Max of Gulf Shores
Medical Admin Spec	Medical Center Clinic
Medical Admin Spec	Baptist Health Care
Medical Admin Spec	Ascension - Cardiology
Welding	Alabama Metal Fabricators
Welding	All Phase Security
Welding	Blackwater Truss
Welding	CCS
Welding	Coastal Marine
Welding	D & D Welding
Welding	Emerald Coast Fabrication
Welding	Southern Erectors
Welding	Fluid Metalworks
Welding	Hill Dock and Door
Welding	Ingalls Ship Building
Welding	Offshore Inland
Welding	Patti Marine
Welding	Performance Welding
Welding	Precision Life Industries
Welding	Sheetmetal Masters
Welding	Universal Fabrication
Welding	W. A. Arnold Welding
Welding	Offshore Inland
Welding	Patti Marine
Welding	Performance Welding
Welding	Precision Life Industries
Welding	Sheetmetal Masters
Welding	Universal Fabrication
Welding	W. A. Arnold Welding

Plan for the Effectiveness of Student Services

Purpose

The purpose of George Stone Technical College's (GSTC) Plan for the Effectiveness of Student Services is to ensure the provision of effective, equitable, and comprehensive support services that contribute to student success and retention. This plan aligns with the Council on Occupational Education (COE) Standard 10 by regularly assessing services to improve student achievement, completion, and workforce readiness.

Personnel Responsible

- School Administration (Principal, Assistant Principal)
- School Counselors
- Financial Aid Staff
- Other Student Services Staff
- Faculty and Administrative Support Staff

Scope

1. Student Support Services

GSTC provides academic advising, career counseling, enrollment assistance, and financial aid support. Services are accessible to all students and include orientation, program advising, and transition assistance to employment or further education. The assistant principal provides oversight for all student support services.

2. Student Satisfaction Surveys

Annual surveys are administered electronically to assess student satisfaction with counseling, financial aid, academic advising, and job placement. Data is collected and analyzed by school administration and shared with appropriate stakeholders.

3. Follow-up Surveys

All program completers and non-completers are sent follow-up surveys to evaluate their experience with student services. This data is used to improve student engagement and service delivery.

4. Student Advisory Council

The Student Advisory Council meets regularly to provide input to the school's administration from a student's perspective. Suggestions related to student services are reviewed and evaluated by the administrative team

5. Service Improvements

Data from the various forms of feedback is continually reviewed and used to enhance procedures, update training materials, and improve communications.

Evaluation and Continuous Improvement

The Plan for the Effectiveness of Student Services is evaluated annually by the administration and student services team. Data from surveys and service usage is analyzed alongside stakeholder input. Revisions are made to address identified needs and improve student outcomes. The plan is reviewed each year and made available on the GSTC website.