



VSBA Excellence in Workforce Readiness Award Entry Form

Suffolk Public Schools

School Division or School Divisions for Regional Submissions

Please select one:

- Under 5,000 student population
- 5,001- 10,000 student population
- 10,001+ student population
- Regional Application

CCAP-AMADAS Welding Partnership

Name of Program/Initiative

AMADAS Industries/Camp Community College

Program Partners (outside of the school division/divisions)

Andre Skinner, Coordinator of Career-Technical Education and Adult Education

Contact Person and Title

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Dr. Judith Brooks-Buck

School Board Chair(s) Signature

Dr. John B. Gordon, III

Superintendent(s) Signature

Program Description

(Please attach each answer on a separate piece of paper. Please use Arial 11pt. font when answering each question)

1. What were the processes employed, the strategies used, and the desired outcomes of this program/project for the school/division? (500 words or less)
 - a. Processes detail the procedure, methods, best practices, business community involvement, student engagement
 - b. Desired outcomes demonstrate goal setting, measurable outcomes and the attainment of the objective(s)
 - c. Strategies are clearly defined, describe how the strategies met the desired outcome, and explain how the strategies can be replicated
2. In what specific ways does the program/project help to prepare students to be workforce ready? (500 words or less)
 - a. Describe how the workplace readiness skills were incorporated in the project
 - b. Identify how the skill set required for high-skill, high-wage jobs for workforce readiness were addressed
3. How was your school board, community, business and industry, and/or other entities engaged in this program/project?? (500 words or less)
 - a. Detail the engagement of the school board and how the school board collaborated on the program
 - b. Detail the engagement and collaboration of external entities including the community and business and industry
4. Explain how the division met desired outcomes of the program/project? (500 words or less)
 - a. Identify qualitative and/or quantitative data prior to program/project implementation
 - b. Identify qualitative and/or quantitative data post program/project implementation
5. Why does this program/project deserve recognition? (500 words or less)
 - a. Demonstrate the innovation and/or best practice(s) of the program/project
 - b. Evaluation of the program
 - c. Replication of such program at the local, regional, state levels



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Acknowledgement and Disclaimer

I certify that this nomination is being made with approval of the school board/boards through an official vote at a school board meeting.

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Submitted by:

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[Suffolk Public Schools](#)

School Division

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1. What were the processes employed, the strategies used, and the desired outcomes of this program/project for the school/division? (500 words or less)

a. Processes detail the procedure, methods, best practices, business community involvement, student engagement

AMADAS Industries (AMADAS) produces a wide range of agricultural equipment, requiring skilled welders. Spurred by local hiring challenges, Suffolk Public School (SPS) and AMADAS met early in 2021 to explore a partnership dedicated toward creation of a pipeline of skilled workers prepared to meet industry demands. AMADAS, previously contributing to instruction through a variety of methods, took the leap of faith to initiate a summer internship program for the College and the Career Academy at Pruden (CCAP) Welding II students. The resultant internship experience, not only supported curricular skill components, but also work-based learning and career acquisition. Two (2) students were selected for the internship opportunity during the summer of 2021. Both students now are employed full-time with the company. Plans are currently underway for two (2) additional students to be selected for the summer of 2022.

This partnership is driven by the goal of supporting students to meet the needs of an innovative industry. This belief is exemplified through AMADAS' consistent contribution toward work-based learning initiatives (internship), instructional opportunities (field trips, guest speakers), staff development opportunities (site-based training/tours), and local Career-Technical Student Organization (CTSO) support (donation of time, materials, and talent).

b. Desired outcomes demonstrate goal setting, measurable outcomes, and the attainment of the objective(s)

Program objectives include:

- Support student attainment of VDOE CTE (Career-Technical Education) Tasks
- Transition Welding II students to full-time employment
- Equip students with related industry credentials (NOCTI and OSHA 10)
- Enhance curricular engagement through guest speaker, field trip, dual-enrollment, CTSO, and work-based learning opportunities

The aforementioned objectives are aligned with CCAP's School Performance Plan focus areas. Related indicators and annual performance are outlined below:

Focus Areas	Indicator	Performance
Student Achievement & Instruction	Technical Skills Attainment	(20-21) 20 of 28* (71.4%)
	Dual-Enrollment (Camp Community College)	(20-21) 10 of 12 (83.33%)
	Industry Credential Attainment (NOCTI and VWRS)	(20-21) 4 of 17* (23.5%)
School Safety	CareerSafe Certification (OSHA 10)	(21-22) 23 of 27 students (85%)
Family & Community Engagement	Guest Speakers/Hiring Event	(21-22) 4
	Field Trips	(21-22) 1
	Community Service Projects	(21-22) 4
	Work-based Learning	(20-21) 2 Students/(21-22) 2 Students

*Students returned to a hybrid model of instruction on March 15, 2021.

c. Strategies are clearly defined, describe how the strategies met the desired outcome, and explain how the strategies can be replicated.

Strategic pursuit of goals was largely effective, even in the climate of a pandemic. The planned internship experience went so well for participating students that AMADAS was willing to hire the 2021 cadets for full-time positions, and is willing to bring on two (2) students in 2022. Additionally, AMADAS is able to realize the benefit of investment in CTSO support, instructional enhancement, and teacher professional development, through the hiring of students who are "skilled to soar" in the post-secondary work environment.

This model has worked so well, that SPS/CCAP is now exploring a similar model with other CTE programs and employers. In regard to replication, it is CCAP's goal to make at least one work-based learning opportunity available for each CTE program. Several models have now been initiated with a nursing, childcare, heavy construction, and local public works facilities. CCAP's hope is to additionally integrate similar programming with SPS departments, including Transportation, Facilities & Maintenance, Nutritional Services, and Technology.

2. In what specific ways does the program/project help to prepare students to be workforce ready? (500 words or less)

a. Describe how the workplace readiness skills were incorporated in the project

AMADAS has contributed to project activities through multiple pathways. Contributions are varied, including contextual integration of VWRS, All Aspects of Industry, and technical standards through internship, field trip/guest speaker, and CTSO events.

Perhaps the most notable curricular contributions surround the contextual integration of VDOE task list: career and life management skills (Task 12), continuous learning and adaptability (Task 13), proficiency with technologies/tools/machines (Task 18), professionalism (Task 20), technical and production skills (Task 26), professional/CTSO involvement (Task 32), and exploration of work-based learning (Tasks 36-38) for student interns and program applicants. Internship program correlation to the VDOE Welding II curriculum standards includes not only the preparation of a resume and cover letter, but also presentation of related skill artifacts throughout the interview process. Additionally, the internship is inclusive of various technical attainment initiatives, including: human resources orientation, proficiency assessments with drawing and welding, and cooperative/independent shop assignments, where mastered classroom skills meet practical workplace application.

Another important contribution includes the facilitation of plant visits through field trip opportunities. During the field trips, students observe practical applications of worksite safety (Tasks 39-55), process and machinery integration to production standards, and product evaluation. Through these visits, students have the opportunity to envision their future in the welding industry, exploring the connections between high school preparation and future career interests and skill preferences.

Additionally, AMADAS has supported the CCAP, Region I, and Virginia SkillsUSA cohorts through appropriation of time, energy, materials, and technical expertise at competitive and training events. AMADAS has donated welding materials to support contextual fabrication contests and has additionally provided technical expertise to support contest judging and integration.

b. Identify how the skill set required for high-skill, high-wage jobs for workforce readiness were addressed

Beginning with the summer of 2021, AMADAS has committed support to hiring and training of two (2) student interns. The application process for 2021-2022 school year applicants is slated to begin in May 2022, with selected interns beginning their work-based learning experience in June 2022. Components of the internship program include orientation, proficiency assessments, mentorship, production work tasks, and an end-production project, with performance documented and shared via rubric and instructor-worksite mentor communication. Following successful completion of the internship, students are poised to assume permanent full-time openings with the company.

Additionally, the internship partnership affords students the opportunity to demonstrate job-seeking and career-readiness skills through program interviews, application completion, preparation of resume/cover letter, and presentation of programmatic skill artifacts through presentation of the respective career portfolio. Additionally, selected applicants gain real-world experience related to numerous workplace readiness skills.

Field trips have additionally provided students with broad-based "career investigation" experience. Emerging from the pandemic, a program goal will focus on enhancing individualized job-shadowing experiences for students to closely align with respective programmatic, process, and skill interests.

To support partnership efforts, CCAP provides support to AMADAS, not only through training of student interns poised to fill future employment openings, but also through training of AMADAS personnel through the CCAP Adult Education Center for Lifelong Learning. Courses, preparing employees for American Welding Society certifications, are integrated for a reasonable cost, meeting an important industry training need.

3. How was your school board, community, business and industry, and/or other entities engaged in this program/project?? (500 words or less)

a. Detail the engagement of the school board and how the school board collaborated on the program

The SPS School Board has supported the project through varied methods. Most notably, school board members assign board representatives from their local jurisdiction to participate on the SPS CTE Advisory Council, providing direct support to development of district initiatives, supporting a variety of work-based learning opportunities. The Council additionally contributes toward the integration and evaluation of CTE programming through the cultivation of business-industry/post-secondary partnerships.

Yet another way the school board contributes toward the integration of this and other CTE projects is through the annual program review and approval of the CTE Local Plan. The Plan addresses the integration of various programming and initiatives dedicated toward the maximization of student readiness for post-secondary life, whether it be the workforce and/or post-secondary education.

b. Detail the engagement and collaboration of external entities including the community and business and industry

Beginning in the summer of 2021, AMADAS has committed support to hiring and training of two (2) student interns. The application process for 2021-2022 school year applicants is slated to begin in May 2022, with selected interns beginning their work-based learning experience in June 2022.

Guest speaking engagements and field trip opportunities, when afforded, have additionally introduced students to broad-based "career investigation" experience. Emerging from the pandemic, a program goal will focus on enhancing individualized job-shadowing experiences for students to closely align with respective programmatic, process, and skill interests.

AMADAS has extended the opportunity for the Welding instructor to shadow employees to assess emerging technologies and processes. This provides the instructor a first-hand look at what the students will be expected to do once they are selected for their training program/employment. This experiential opportunity, facilitates the instructor's capacity to stay abreast of industry trends and developments and also integrate pertinent learning opportunities for students regarding standard shop practices and workplace atmosphere, setting students up for future success.

AMADAS contributes to program advisory committee initiatives, including program evaluation, CTSO sponsorship, enhancement of career development/workplace readiness skill instruction, supply donation, and communication of emerging technologies and skills related to the industry.

Additionally, AMADAS promotes CCAP's Welding program through various methods. Immediately coming to mind is the public relations emphasis directed toward the Junior Intern program. An article, entitled, *AMADAS Seeks "Untapped Resource" in CCAP Welders* (Tuesday, July 13, 2021) is one such example. Details regarding this initiative can be viewed by visiting <https://www.suffolknewsherald.com/2021/07/13/AMADAS-seeks-untapped-resource-in-ccap-welders/>.

AMADAS also supports the SkillsUSA Welding Fabrication Contest, through donation of necessary supplies and applicable professional expertise. This partnership not only compliments instructional opportunities for CCAP students, but also for CTSO members in SkillsUSA Region I.

Plans are being explored to expand the internship partnership to incorporate Nansemond River High School's Project Lead the Way engineering program for drafters. Such a learning experience would provide students with the opportunity to generate computer-animated blueprints and drawings in the context of a workplace environment and task.

It is important to note the support of the Region 20 Adult Education Consortium and Camp Community College. Such support contributes to the availability of post-secondary education opportunities, not only supporting advancement of employee skills, but also attainment of a Certificate of Career Studies and related industry credentials.

4. Explain how the division met desired outcomes of the program/project? (500 words or less)

a. Identify qualitative and/or quantitative data prior to program/project implementation

Quantitative Data:

During the 2019-2020 academic year, prior to program implementation, no Welding students participated in internship activities.

Qualitative Data:

Qualitative data was collected from a variety of sources. Related summative indicators for the 2019-2020 academic year, prior to program inception, are included in the table below:

Indicator/Instrument	2019-2020 Rating
<i>Parents and business partners are informed of school events, and when appropriate are involved in the decision-making process in order to foster a sense of ownership and collaboration. (SPS Climate Survey)</i>	86% Agreement
<i>As a parent, I feel that my child's CCAP class has prepared him/her to transition effectively to work and/or post-secondary education. (CCAP Parent Survey)</i>	3.5/4: Strongly Agree Rating
<i>This school is preparing my child to see connections between classroom lessons and everyday life. (SPS Parent Survey)</i>	81% Agreement

b. Identify qualitative and/or quantitative data post program/project implementation

Quantitative Data:

During the 2020-2021 academic year, following program implementation, two (2) Welding II students participated in internship activities. Both students were hired to full-time positions following internship program completion.

Qualitative Data:

Qualitative data was collected from a variety of sources. Related indicators for the 2020-2021 academic year, following program inception, are included in the table below:

Indicator/Instrument	2020-2021 Rating
<i>Parents and business partners are informed of school events, and when appropriate are involved in the decision-making process in order to foster a sense of ownership and collaboration. (SPS Climate Survey)*</i>	90% Agreement
<i>As a parent, I feel that my child's CCAP class has prepared him/her to transition effectively to work and/or post-secondary education. CCAP Parent Survey (Welding Data Extracted)*</i>	4.0: Strongly Agree Rating
<i>This school is preparing my child to see connections between classroom lessons and everyday life. (SPS Parent Survey)*</i>	79% Agreement

***Note that students returned to school (Hybrid Model) on March 15, 2021. This event may have impacted survey results.**

Data was reviewed, along with employer and student participant feedback, to plan for 2021-2022 program implementation. Moving forward, plans are being made to meet regularly throughout and at the culmination of the internship experience to plan for program improvement and potential expansion. An additional strategy includes integration of employer rating forms and student reflection prompts, data from which will support both program expansion and curricular modification.

While presented data clearly supports program success, stakeholder support, and sustainability, the reader should refer to the Question 1 narrative for additional indicators of success.

5. Why does this program/project deserve recognition? (500 words or less)

a. Demonstrate the innovation and/or best practice(s) of the program/project

The AMADAS project deserves recognition, as it exemplifies a prosperous and dynamic partnership, affording both instructional and employment opportunities. Through program integration of VDOE work-based learning models, students are afforded the opportunity to actively experience career awareness (guest speakers, student conference), career exploration (job-shadowing, field trip, guest speakers, CTSO contests), dual enrollment (Virginia Community College System), and career preparation (internship/externship) as components of a quality CTE program, leaving high school poised for employment and/or post-secondary education. At the culmination of the 2020-2021 school year, two (2) CCAP Welding II students were placed in paid summer internships with AMADAS industries. The students not only completed the internship, but are now fully employed with the company, with insurance benefits. Jonathan Graham, an AMADAS manager, said the program is a "critical spoke" to the company's operations. He went on to express that, "*The workforce is very limited, and we're looking at, potentially, an untapped resource right here in Suffolk.*" Plans are now underway for two (2) additional students to be selected for the summer of 2022. Visit <https://www.suffolknewsherald.com/2021/07/13/AMADAS-seeks-untapped-resource-in-ccap-welders/> for a *Suffolk News Herald* article featuring the business-industry partnership.

b. Evaluation of the program

As reviewed in question four (4), with data being included again in the space below, the program has yielded desirable results with students, parents and staff, even in consideration of the harsh reality of pandemic circumstances. Perhaps the most compelling indicator is the resounding response of all (100%) parent respondents that the Welding program has prepared students to transition effectively to work and/or post-secondary education.

Indicator/Instrument	2020-2021 Rating
<i>Parents and business partners are informed of school events, and when appropriate are involved in the decision-making process in order to foster a sense of ownership and collaboration. (SPS Climate Survey)*</i>	90% Agreement
<i>As a parent, I feel that my child's CCAP class has prepared him/her to transition effectively to work and/or post-secondary education. CCAP Parent Survey (Welding Data Extracted)*</i>	4.0: Strongly Agree Rating
<i>This school is preparing my child to see connections between classroom lessons and everyday life. (SPS Parent Survey)*</i>	79% Agreement

Most exciting is the realization that the program was so successful that AMADAS plans to fund and facilitate the program for two (2) students during the summer of 2022, with plans being made to renew the partnership annually.

c. Replication of such program at the local, regional, state levels

This model has worked so well, that SPS/CCAP are now exploring a similar model with other employers for CTE programs. In regard to replication, it is CCAP's goal to make at least one (1) work-based learning opportunity available for each CTE program. Several models have been initiated with local nursing, childcare, heavy construction, public service, and Departments of Public Works facilities. CCAP's hope is to also integrate similar programming with SPS departments, including Transportation, Facilities & Maintenance, Student Health, Nutritional Services, and Technology.

Plans are also being explored to expand the AMADAS internship partnership to incorporate Nansemond River High School's Project Lead the Way Engineering program for drafters. Such a learning experience would provide students with the opportunity to generate computer blueprints/drawings in the context of a workplace environment.