



**2020-2022 P-TECH and ICIA Planning and Implementation Grant  
COMPETITIVE GRANT Application Due 5:00 p.m. CT, December 10, 2019**

NOGA ID

Authorizing legislation

**General Appropriations Act, Article III, Rider 66, 86th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from **March 1, 2020 to July 8, 2022**

☒ Pre-award costs are not permitted.

Application stamp-in date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
2019 DEC 10 PM 2:25  
DOCUMENT CONTROL CENTER  
GRANTS ADMINISTRATION

**Required Attachments**

1. Attachment 1 (as detailed on page 14 of the Program Guidelines)

2. Attachment 2 (as detailed on page 14 of the Program Guidelines)

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **N/A**

**Applicant Information**

Organization **Cumby High School** CDN **112905** Vendor ID **175-6173718** ESC **8** DUNS **809804227**

Address **303 Sayle St** City **Cumby** ZIP **75433** Phone **(903)9942260**

Primary Contact **Donna George** Email **donna.george@cumbyisd.net** Phone **(903)994-2260**

Secondary Contact **Jennifer Dracos** Email **jennifer.dracos@cumbyisd.net** Phone **(903)994-2260**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Shelly Slaughter** Title **Superintendent**

Email **shelly.slaughter@cumbyisd.net** Phone **(903)994-2260**

Signature *Shelly Slaughter* Date **12-06-2019**

Grant Writer Name **Donna George** Signature *Donna George* Date **12-06-2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Surveys indicate that high expectations are set for our students. The main concern is that 41% disagree that our students are prepared for the real world.	Through certifications and the increased opportunity to receive an associates degree our students will leave Cumby HS with the ability to get a good job or continue at a four year university. Online course management will increase their ability to manage time and take care of needs without adult intervention.
Increase student attendance from 96.76% to 98%.	In addition to adding more work based learning opportunities and possible paid internships CHS will continue to provide Career and Technology programs to encourage students to attend school regularly including Dual Credit opportunities with PJC.
Percentage of High School graduates earning an Associates degree, a recognized industry certification, and/or formally committing to military prior to graduation will increase from 69% in May 2019 to 80% in May 2023.	Cumby ISD is seeking partnership with Collegiate Edu-Nation to create an in district charter school. Edu-Nation is a P-20 system model for district leaders that assists the district in setting goals, establishing district practices, utilizing evidence based programs and student experiences.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Percentage of High School graduates earning an Associates degree, a recognized industry certification, and/or formally committing to military prior to graduation will increase from 69% in May 2019 to 80% in May 2023.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

Cumby HS tracks the number of students successfully passing the TSI and enrolling in Dual Credit and certificate courses with continued support to increase this number. CHS will also continue to utilize the high demand job list from the Texas Workforce Solution to ensure we are staying on top of the needed certifications and degrees. This will not only increase the percent of of our CCMR it will also ensure our students skills for high demand jobs upon graduation. First quarter program evaluations will include securing staff to instruct and manage the program, establish the shop and make any necessary upgrades, continue seeking industry based partners to create internships and apprenticeships for students, and continue with enrollment and recruitment activities to build interest.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Second Quarter benchmark will include securing the appropriate training and certifications for program staff, purchasing the necessary equipment for welding, and continued enrollment and recruitment activities to build interest in the welding certification.

**Third-Quarter Benchmark**

Third Quarter benchmarks will include percentage of students in our welding pathway and percentage of students completing and on track to complete the welding certification. CHS will continue looking at participation and the success rate of the students to determine next steps to increase the percentage.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Cumby HS administrative team will use the project data to determine when and how to modify the program. The processes for collecting data will cover all aspects of the program including student-level academic data. Qualitative data collection methods will include gains in performance, as well as, comparisons between beginning, middle and end point of the grant cycle. Data measures will include the number of students taking and passing certification tests; number of students participating and number successful; number of special populations participating and number successful; and the successful implementation of all grant activities per the grant timeline. The data collected will be utilized to determine planning, collaboration and the solutions necessary to ensure the sustainability and success for the welding program. The administrative team will assess data through regularly scheduled meetings to disaggregate and determine next steps. The Curriculum Director and Dean of Students will be instrumental in working with students and the instructor to implement the courses with fidelity as well as assisting students with maintaining progress in the path to obtain their associates degree.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2020-2022 P-TECH and ICIA Planning and Implementation Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2022 P-TECH and ICIA Planning and Implementation Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

- ☒ The grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2021-2022 P-TECH and ICIA designation.

**THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:**

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.

The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.

- ☒ P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program.
- ☒ P-TECH and ICIA program will be provided at no cost to participating students.

☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

**Statutory Requirements**

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

Cumby HS is dedicated to providing dual credit and workforce related instruction and opportunities. It is not always possible to hire someone in the position to teach dual credit but Cumby ISD, through grants and other monies, makes it a priority to provide our staff the opportunity to take the necessary courses and certifications to ensure our students are given as many dual credit opportunities as possible. Many of the high quality teachers that Cumby HS hires already have their Master's Degree or are already well on their way to get one. In looking at the degree already held Cumby ISD looks for the regional workforce needs that would be the best field for the teacher to pursue accreditation to teach dual credit. Being a small rural district we also have many teachers that already have a degree in another field but decide they want to give back to the community in the capacity of an educator. Depending on the original degree of these teachers dual credit opportunities may arise. The teachers that currently work with Paris Junior College providing dual credit classes receive an additional stipend that assists with retention of these high demand teachers. Cumby HS offers open enrollment and through work based learning at every grade level, flexible scheduling, and the opportunity to earn post-secondary credential or industry certification students

**Statutory Requirements (Cont.)**

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificate/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

Through our partnership with PJC, Cumby HS plans to afford the opportunity to earn an associates degree or an industry based certification from our partnering IHE through various pathways. This grant will be focused on fully establishing the welding pathway toward full certificate attainment for all students enrolled. Trained individuals are in high demand for the fast growing welding industry. Following this pathway will provide students with the opportunity to graduate with their 60 hour associates degree in a pathway that will result in entering a 4 year university or getting a job in the career area of their choice. Potential career paths include: construction, manufacturing, foreman, welder, apprentice, certified welding inspector, distributor, owner, sales rep and metal sculpture to name a few.

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership with the IHE.

Cumby ISD partners with Paris Junior College. The proposed program will meet the requirements for the partnership with the IHE by offering regular college credit hours in core curriculum courses at our high school location. The dual credit program will assist high school students in the successful transition to and acceleration through postsecondary education. High school students are eligible for academic university transfer courses who have documented placement. Students involved must fulfill the admission requirements of Paris Junior College students, especially the testing placement guidelines (TSI, STAAR, ACT, SAT or other alternative test scores). By approving these college courses for dual credit, high school students meeting admission requirements may enroll in the courses and receive college and high school credit simultaneously. We currently partner by sending CHS students to PJC but with this grant will transition to facilitating the dual credit courses on the Cumby High School campus.

**Statutory Requirements (Cont.)**

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership with the industry/business partner.

Cumby ISD has partnered with The John and Deborah Gillis Foundation as the regional industry/business partner. The John and Deborah Gillis Foundation exists to provide Hopkins County graduates with opportunities to realize THEIR own dreams of furthering their education to become competitive in the world of work and career advancements. The foundation will work consistently and closely with Cumby HS as members on our district advisory committee. They will also provide guest speakers, lecturers, and internship host sites and supervisors. Ultimately the partnership will assist in Cumby HS students afforded more opportunities for job shadowing within the community to get the hours required for certifications.

**TEA Program Requirements**

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

Cumby HS's leadership team consist of Shelly Slaughter Superintendent, Donna George Curriculum and Instruction, Jennifer Dracos High School Principal, Megan Petty Dean of Students, Robin Shrode Executive Director John and Deborah Gillis Foundation, and Rob Stanley Coordinator of Dual Credit Paris Junior College.

The following are the dates of the meetings and agenda topics:

March 2020-determine next steps to ensure current welding teacher is certified to teach dual credit including financial, coursework, training etc

July 2020-determine roles & responsibilities of partners, hold initial conversation about vision and mission statement, launch MOU discussion, post all meeting schedules, agendas and minutes, start to develop a plan to meet OBMs

September 2020-Identify potential Industry advisory board members that include representatives from a variety of stakeholders such as: school board, community, economic development partners, and relevant industry subject matter experts for program pathways IHE

November 2020-Establish shared vision and mission statement, review draft MOU and gather last round of feedback, begin sustainability conversation Is start-up funding available? How are dual enrollment courses funded, including tuition, text books, transportation, etc.? How are dual enrollment courses staffed (e.g., what is the process for high school faculty to teach college coursework?) How can partners share costs? Is there an existing pathway?

January 2021-Finalize Sustainability plan, strategize to meet OBMs, finalize IHE MOU, review four year crosswalk and gather feedback, identify potential academic and emotional support structure Define WBL expectations by grade level, develop policies and procedures to make work based learning a viable method for helping students meet academic standards

March 2020-Discuss WBL opportunities and plan fall schedule ▪ Determine the appropriate number and type of engagement opportunities by grade level

July 2021-Revisit plan to meet OBMs, develop budget, develop staff plan for teachers, IHE instructors, counselors, administration, support

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

Cumby High School is a TSI testing site established 2017. Students in grades 8-12 are encouraged to test at no charge to show college readiness. Students who are not successful have been given the opportunity to take College Prep classes depending on area of need. Also, students have access to Courseware TSI to remediate and then are given the opportunity to re-test. Courseware TSI is designed to strands and topics addressed on the TSIA. Students also meet and plan individually at least twice annually with our Dean of Students. During these meetings, grades, testing (ACT/SAT), scholarships and FAFSA, current academic plans, and future plans are discussed and amended as needed. Students also have access to meet as often as needed. All sophomores and juniors take the PSAT and juniors and seniors take the ACT, free of charge. All juniors and seniors also take the ASVAB. Students who are not successful on the PSAT or ACT have the opportunity to access test prep through Edmentum. Future plans include course sections created for individual students as well as dedicated test prep time. We are also working to develop an ACT boot camp. Plans to assist students with ASVAB are being developed. Hopkins County Extension Agency is partnering with Cumby ISD to begin student-led research projects in grades 3-12, beginning with grades 6-8 in Spring 2020. This academic component assists students in taking ownership in their learning as well as leading it. Cumby HS offers group and one on one parent meetings with all incoming freshmen to go over the different options of endorsements focused on the chosen endorsement by the student. Cumby HS, through Paris Junior College, gives students the opportunity to graduate with their Associates Degree prior to getting their high school diploma. This plan is addressed with all incoming freshmen and parents as well. All students and parents are invited to a meeting scheduled during the summer to go over the grade level tool kit for each grade and suggestions to parents to assist their student(s) in transitioning through high school. The Cumby SHAC committee also does an excellent job of compiling a comprehensive list of community services for our students, parents and community members. The district through, FCA, organizes and implements the Cumby Community Angel Tree. Also, throughout each year, community service projects are completed; to include Community Clean-up and giveback days. Cumby ISD, including Cumby HS, is working on a plan to implement Capturing Kids Hearts in 2020-21 as well as AVID strategies to address student's social emotional needs, academic needs, and soft skills.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

**5A: Assurances**

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	<input type="text" value="397"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="397"/>
4. Total current-year grant allocation	<input type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text" value="0"/>



**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
<b>Payroll Costs</b>	
1. Instructional Staff Salary	\$26,500
2.	
3.	
4.	
<b>Professional and Contracted Services</b>	
5. Wiring/Ventilation/Built-In work station Installation	\$50,000
6.	
7.	
8.	
9.	
<b>Supplies and Materials</b>	
10. 20 welding bags-includes helmet, gloves, wire brushes, pliers, and safety goggles	\$4,000
11.	
12.	
13.	
<b>Other Operating Costs (include direct and indirect administrative costs, if allowable)</b>	
14.	
15.	
16.	
<b>Capital Outlay</b>	
17. 10 Multi Process Welders, 5 pair of welding booths, gas manifold system	\$97,500
18. metal shear and band saw	\$22,000
<b>Indirect Costs</b>	0

**Total grant award requested** \$200,000.00



# ATTACHMENT #1: 2020-2022 P-TECH AND ICIA PLANNING AND IMPLEMENTATION GRANT

## Crosswalk Template

You may delete or expand rows but **do not exceed one page**

CDN:

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
Welding Technology	Paris Junior College	N	Associates of Applied Science
		Y	Welding Certifications

Year / Grade Level	High School Course			Post-Secondary Course		
	PEIMS Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
<b>Total Year 0 High School Credits</b>				<b>Total Year 0 College Credit Hours</b>		
Year 1 / Grade 9	03220100	English I	1			
Year 1 / Grade 9	03010200	Biology I	1			
Year 1 / Grade 9	03100500	Algebra I	1			
Year 1 / Grade 9	PE550000	Physical Education	1			
Year 1 / Grade 9		World Geography	1			
Year 1 / Grade 9	03440100	Spanish I	1			
Year 1 / Grade 9		Principles of Agriculture	1			
Year 1 / Grade 9	13011400	Business Info Management I	.5	COSC 1301	Introduction to Computing	3
Year 1 / Grade 9	03270100	College Readiness and Study Sk.	.5	PSYC 1300	Learning Frameworks	3
<b>Total Year 1 High School Credits</b>			<b>8</b>	<b>Total Year 1 College Credit Hours</b>		<b>6</b>
Year 2 / Grade 10	03220200	English II	1			
Year 2 / Grade 10	03100700	Geometry	1			
Year 2 / Grade 10	03040000	Chemistry	1			
Year 2 / Grade 10	03340400	World History	1			
Year 2 / Grade 10	03440100	Spanish II	1			
Year 2 / Grade 10	1302210	Agricultural Mechanics and Metal Technologies	1	WLDG 1307	Intro to Welding Using Multi-processes	3
Year 2 / Grade 10	03810100	Health	.5			
Year 2 / Grade 10	13009900	Professional Communications	.5			
<b>Total Year 2 High School Credits</b>			<b>7</b>	<b>Total Year 2 College Credit Hours</b>		<b>6</b>
Year 3 / Grade 11	03220300	English III	1	ENGL 1301	Composition I	3
Year 3 / Grade 11	03050000	Physics	1			
Year 3 / Grade 11	03340100	US History	1			
Year 3 / Grade 11	03100600	Algebra II	1			
Year 3 / Grade 11	13032400	Welding I	1	WLDG 1428	Int to Shield Metal Arc Welding	4
Year 3 / Grade 11				WLDG 1417	Intro Layout and Fabrication	4
Year 3 / Grade 11	1302210	Ag Mech and Metal Technologies		WLDG 1457	Int. Shielded Metal Arc Weld	4
Year 3 / Grade 11	03500110	Art Appreciation	1	ARTS 1301	Art Appreciation	3
Year 3 / Grade 11	1302210	Ag Mechanics and Metal Technologies		WLDG 1435	Intro to Pipe Welding	4
<b>Total Year 3 High School Credits</b>			<b>6</b>	<b>Total Year 3 College Credit Hours</b>		<b>22</b>
Year 4 / Grade 12	03220400	English IV	1			
Year 4 / Grade 12	03102540	Algebraic Reasoning	1	Math 1332	Contemporary Math	3
Year 4 / Grade 12	03310300	Economics	.5			
Year 4 / Grade 12	03330100	U. S. Government	.5			
Year 4 / Grade 12	13020600	Anatomy and Physiology	1			
Year 4 / Grade 12	13032410	Welding II	2	WLDG 1434	Intro to Gas Tungsten Arc Weld	4
Year 4 / Grade 12	13002310	Ag Structures Design & Fab		WLDG 1453	Inter. Layout and Fab	4
Year 4 / Grade 12	13002310	Ag Structures Design & Fab		WLDG 2406	Inter. Pipe Welding	4
Year 4 / Grade 12	13002310	Ag Structures Design & Fab		WLDG 1327	Welding Codes and Standards	4
Year 4 / Grade 12	13002310	Ag Structures Design & Fab		WLDG 2443	Adv. Shielded Metal Arc Weld	4
Year 4 / Grade 12	13002310	Ag Structures Design & Fab		WLDG 2451	Adv. Gas Tung Arc Welding	4
<b>Total Year 4 High School Credits</b>				<b>Total Year 4 College Credit Hours</b>		<b>27</b>
<b>Total Years 5 &amp; 6 High School Credits</b>				<b>Total Years 5 &amp; 6 College Credit Hours</b>		
<b>Total High School Credits</b>				<b>Total College Credit Hours</b>		

Certification (s) to be earned by high school graduation:

OSHA 30, AWS Certificate, Welding Certification

Degree (s) to be earned by high school graduation:

Recommended High School Diploma, Associates of Applied Science



December 9, 2019

P-TECH and ICIA Grant Review Team  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, TX 78701-1494

On behalf of the Workforce Solutions Northeast Texas Board, I wish to convey our support for the grant application submitted by the Cumby Independent School District for Pathways in Technology Early College High Schools (P-TECH) and Industry Cluster Innovative Academies (ICIA) Planning and Implementation Grant.

Welders and other manufacturing operators are listed on the Northeast Texas Demand Occupation list. This proposal is consistent with the mission and vision statement of the Workforce Solutions Northeast Texas Board and would provide a critical resource to serve the needs of business and industry by providing a career pipeline of highly qualified, skilled workers in demand occupations for our region.

This letter shall also serve as the Workforce Solutions Northeast Texas Board pledge to support this project initiative through the following activities, which include, but are not limited to:

- Participation in any advisory groups, focus groups or other informational meetings associated with the project.
- Assistance in connecting program graduates with further education, training, and/or employment opportunities.

You may contact me if you have questions or I can provide additional information.

Sincerely,

*Randy Reed*

Randy Reed  
Executive Director  
Workforce Solutions Northeast Texas