



Organization: CALALLEN ISD
Campus/Site: N/A
Vendor ID: 1746000464

County District: 178903
ESC Region: 02
School Year: 2026-2027

SAS#: PERKAA27

2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**General Information
 GS2000 - Certify and Submit**

Due: 09/03/2026 11:59 PM
Application Status: Submitted

Amendment #: 00
Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	06/22/2026 11:05 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3012 - Local Application	*	Complete	06/22/2026 12:02 PM
PS3350 - Accountability	*	Complete	06/22/2026 12:23 PM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	06/22/2026 12:50 PM
BS6101 - Payroll Costs	*	Complete	06/22/2026 12:54 PM
BS6201 - Professional and Contracted Services	*	Complete	06/22/2026 12:54 PM
BS6401 - Other Operating Costs	*	Complete	06/22/2026 12:54 PM
BS6501 - Debt Services	*	Complete	06/22/2026 12:54 PM
BS6601 - Capital Outlay	*	Complete	06/22/2026 12:54 PM
BS6020 - Required Uses of Funds	*	Complete	06/22/2026 12:57 PM

Certification and Incorporation Statement

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 further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Dr. Leslee Initial: E Last Name: Schauer Title: Director, Federal and Special Programs
 Phone: 361-242-5600 Ext: E-Mail: lschauer@calallen.org

Submitter Information

First Name: Leslee Last Name: Schauer
 Approval ID: leslee.schauer Submit Date and Time: 06/22/2026 01:01:13 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: CALALLEN ISD		
Mailing Address Line 1: 4205 WILDCAT DR		
Mailing Address Line 2:		
City: CORPUS CHRISTI	State: TX	Zip Code: 78410

B. Unique Entity Identifier (SAM)
UEI (SAM): FH7LVAN35RL4

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Dr. Leslee	Initial: E	Last Name: Schauer				
Title: Director, Federal and Special Programs						
Telephone: 361-242-5600	Ext.: 1011	E-Mail: lschauer@calallen.org				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Lee May	Initial:	Last Name: Gonzalez				
Title: Director of Business Services						
Telephone: 361-242-5600	Ext.: 10002	E-Mail: lee_may.gonzalez@calallen.org				



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: <input type="text" value="Select One"/></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div>Grantee Comments:</div> <div><input type="checkbox"/> LEA Completed Change</div> </div> <div style="border: 1px solid black; background-color: #cccccc; height: 50px; margin-top: 5px;"></div>

Add Row

Delete Row



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Program Description PS3012 - Local Application

Part 1. Comprehensive Local Needs Assessment Results

Summary and Use of Funds

1. Describe how you will address 3 to 5 findings that were identified through the analyses of the Comprehensive Local Needs Assessment. (Please reference Perkins supplemental data, work-based learning, and teacher retention, encompassed on the Comprehensive Local Needs Assessment.)

CISD was only below the statewide baseline data for 5S4 (Program Quality-CTE Completer, Statewide: 47%, CISD: 24%). In order to increase CTE Completers, one of our priorities is to increase not only the number of students who participate in CTE, but also to increase the number of industry-based certifications being offered through our programs of study. By the end of 26-27, our goal is for every program of study offered to have an aligned industry-based certification and a way for students to earn at least 4 hours in 3 or more classes and we will have Level 1 courses offered at our middle school. In addition, when reviewing disaggregated data, our special populations, specifically students with disabilities, economically disadvantaged students, and our Emergent Bilingual students underperformed compared to non-CTE students in academic proficiency in RLA, Mathematics, and Science. While we have instituted district-wide curriculum writing practices, CISD would like to set up CTE Success Centers that would enable us to add and enhance interventions that will integrate academics into authentic, career-connected experiences rather than traditional remediation alone. Our last priority focuses on increasing work-based learning opportunities through stronger partnerships with not only institutions of higher education, but also local business and industry partners. By the end of the 26-27 school year, CISD will have held 4 quarterly meetings with the CTE Advisory Council.

2. Most recent State and LEA Perkins Performance Indicator data have been reviewed.

3. Explain how the LEA will use funds to **develop and implement evaluations** of CTE programs, **including evaluations necessary to complete the Comprehensive Local Needs Assessment** (one of the six required used of funds).

CISD will use the funds to develop, coordinate, implement, and improve CTE programs to meet the needs of our students, especially the special populations identified in our CLNA. There must be a clear link between the needs assessment and how funds are spent; in addition to purchases being justified by the needs assessment, funds must be used to support CTE programs that are of sufficient size, scope, and quality to be effective. The funds will provide: career exploration and development activities, professional development for our CTE teachers for academic rigor and classroom management strategies, state-of-the-art equipment that will enhance skills necessary to pursue careers in high-wage, high-skill, and in-demand jobs. The funds will also support initiatives to provide rigorous curriculum and content supports that will integrate higher level thinking and academic skills into CISD CTE programs, particularly to increase our special population performance in RLA, Math, and Science. Through the annual evaluation of CISD's CTE programs, the current programs of study will offer activities and programs that will result in increased student achievement and improve our Perkins V Performance Measures compared to the Statewide baseline and non-CTE learner baseline, as well as increase overall CTE participation and work-based learning opportunities.

Part 2. Programs of Study Funding

Programs of Study - Uses and Activities

1. Check the box next to each of the Statewide Programs of Study the LEA plans to offer in the 2026-2027 school year.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Accounting & Financial Services | <input checked="" type="checkbox"/> Early Learning | <input type="checkbox"/> Lodging and Resort Management |
| <input type="checkbox"/> Advanced Manufacturing | <input checked="" type="checkbox"/> Electrical | <input checked="" type="checkbox"/> Manufacturing Technology |
| <input type="checkbox"/> Agribusiness | <input checked="" type="checkbox"/> Emergency Services | <input type="checkbox"/> Marketing and Sales |
| <input checked="" type="checkbox"/> Animal Science | <input checked="" type="checkbox"/> Engineering | <input type="checkbox"/> Masonry |
| <input checked="" type="checkbox"/> Applied Agricultural Engineering | <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Medical Therapy |
| <input type="checkbox"/> Architectural Design | <input checked="" type="checkbox"/> Environmental/Natural Resources | <input type="checkbox"/> Networking Systems |
| <input checked="" type="checkbox"/> Automotive | <input checked="" type="checkbox"/> Exercise Science and Wellness | <input checked="" type="checkbox"/> Nursing Science |
| <input type="checkbox"/> Aviation Maintenance | <input checked="" type="checkbox"/> Family and Community Services | <input type="checkbox"/> Oil/Gas Exploration & Production |
| <input type="checkbox"/> Bio-Medical Science | <input type="checkbox"/> Food Science and Technology | <input checked="" type="checkbox"/> Plant Science |
| <input type="checkbox"/> Business Management | <input type="checkbox"/> Government/Public Administration | <input checked="" type="checkbox"/> Plumbing and Pipefitting |
| <input type="checkbox"/> Carpentry | <input checked="" type="checkbox"/> Health and Wellness | <input checked="" type="checkbox"/> Programming & Software Dev. |
| <input type="checkbox"/> Construction Mgt and Inspection | <input type="checkbox"/> Health Informatics | <input checked="" type="checkbox"/> Refining and Chemical Processes |
| <input type="checkbox"/> Culinary Arts | <input type="checkbox"/> Healthcare Diagnostics | <input type="checkbox"/> Renewable Energy |
| <input type="checkbox"/> Cybersecurity | <input checked="" type="checkbox"/> Healthcare Therapeutic | <input checked="" type="checkbox"/> Teaching and Training |
| <input checked="" type="checkbox"/> Design & Multimedia Arts | <input checked="" type="checkbox"/> HVAC and Sheet Metal | <input type="checkbox"/> Travel, Tourism, and Attractions |
| <input type="checkbox"/> Diesel and Heavy Equipment | <input type="checkbox"/> Information Technology Support | <input type="checkbox"/> Web Development |



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- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Digital Communications | <input type="checkbox"/> Law Enforcement | <input checked="" type="checkbox"/> Welding |
| <input type="checkbox"/> Distribution and Logistics | <input checked="" type="checkbox"/> Legal Studies | |

2. Check the box next to each of the approved Regional Programs of Study the LEA plans to offer in the 2026-2027 school year.

- | | | |
|--|--|---|
| <input type="checkbox"/> Aviation (Flight) | <input type="checkbox"/> Geospatial Engineering & Land Surveying | <input type="checkbox"/> Printing & Imaging |
| <input checked="" type="checkbox"/> Cosmetology & Personal Care Services | <input type="checkbox"/> Industrial Maintenance | <input type="checkbox"/> Retail Management |
| <input type="checkbox"/> Drone (Unmanned Flight) | <input type="checkbox"/> Maritime | |

3. Describe the **programs of study and activities** the LEA will support with Perkins funds. **Please ensure that your LEA has indicated Programs of Study and Specific Activities in the two fields provided.**

Description of Programs of Study:

Perkins funds will be allocated towards those CTE programs of study that are high-wage, high-skill, and in-demand that Calallen ISD offers. Specifically, Perkins funds supports the following programs of study: Animal Science, Agricultural Technology & Mechanical Systems, Plant Science, Digital Communications, Graphic Design & Interactive Media, Accounting & Financial Services, Teaching & Training, Family & Community Services, Health & Wellness, Cosmetology & Personal Care Services, Healthcare Therapeutic, Exercise Science and Wellness, Programming & Software Development, Engineering Foundations, Manufacturing and Welding.

Description of Activities:

Activities supports with Perkins funds includes updating equipment to provide an enhanced learning experience for students, acquisition of software so that CTE students have an opportunity to take and successfully pass industry-based certifications, professional development opportunities for our CTE teachers, and career readiness and exploration initiatives for CTE students. In addition, the funds will be utilized to ensure students are getting hands-on experiences in work-based learning opportunities, real or simulated.

4. Describe how the results of the comprehensive local needs assessment informed the selection of the programs of study and activities to be funded.

The CLNA assisted us in identifying the areas in which we need to consistently offer and expand programs of study and activities to be funded. By looking at the regional labor market, we were able to identify high-wage, high-skill, and in-demand careers within the Coastal Bend and compared that data to the programs of study that we currently offer and/or are thinking of offering for the upcoming school year. Upon this review, we identified areas where we can better align programs of study with industry-based certifications and where we can potentially sunset some programs of study that are not as aligned with our regional data. In addition, it helped drive what special populations and areas of focus we need to prioritize for the 26-27 school year.

5. Describe how students will learn about CTE course offerings through programs of study, including students who are members of special populations and those from different races, ethnicities, and genders. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

Calallen ISD will continue to embed ongoing course/program of study recruitment within middle school courses and entry-level CTE courses (by the end of the 26-27 school year, we would like to offer three CTE courses in the middle school.) Calallen TV announcements, the district and campus websites, school newspaper, Meet the Teacher nights, as well as competitions throughout the year will help to increase exposure to CTE programs that are offered by CISD. In addition, intense recruitment occurs prior to registration through school assemblies, class assemblies, parent communication and campus career days. CTE teachers are included in all applicable ARDs, and are made aware of appropriate CTE courses that would benefit students from special populations.

In addition, we will look to offer enhanced emergent bilingual supports for our English Learners, work to strengthen partnerships with IHEs and business and industry partners, and continue partnering with our special education colleagues to ensure students are receiving necessary supports.

6. Provide within CTE, the skills necessary to pursue careers in high skill, high-wage, and in-demand industry sectors or occupations (one of the six required local uses of funds). Select all that apply to the LEA.

- The LEA programs of study are selected from the Statewide or regionally approved list.
- The LEA offers multiple career preparation learning opportunities for students.
- The LEA has instructional partnerships with business and industry to provide relevant experiences for students.
- Business and industry partners regularly provide input to ensure that students receive strong experience in and understanding of all aspects of their industries.

Other (Specify):

Other (Specify):



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Program Description PS3012 - Local Application

Other (Specify):

Part 3. Career Exploration, Guidance, and Counseling Provided to All Students in the LEA

Career Exploration, Guidance, and Counseling

1. Describe how career guidance and academic counseling will be provided to students before enrolling and while participating in CTE programs of study. List the methods of reaching all students, **including recruiting students from groups identified as special populations and from different races, ethnicities, and genders**. Special populations is being defined as groups of people who face barriers to success and may need additional support and opportunities to learn (e.g. people with disabilities, people from economically disadvantaged families, people preparing for non-traditional fields, single parents, including single pregnant women, out-of-workforce individuals, English learners, homeless individuals, youth who are in, or have aged out of, the foster care system, youth with parents on active duty in the armed forces).

Effective academic counseling and career advising fosters student success and are an integral part of the district culture and environment. Academic counseling provides students with clear pathways for successful and timely completion of their academic goals. Calallen ISD counselors advise middle and high school students by providing information about a wide variety courses that will lead to career certifications and gainful employment opportunities in the area.

Counselors work with 8th grade students and their parents/guardians to determine the appropriate program of study for each student and also host a CTE tour through the high school programs of study and courses right before registration. Counselors and teachers help students develop educational goals and guide their professional development via networking opportunities, confidence building, and career planning. A strong collaboration among the teachers, administrators, and counselors is encouraged and sustained in order to increase students' successful graduation and CCMR achievement. Students in special populations receive additional, targeted career guidance and academic counseling to ensure their career pathways and graduation plans are a best fit for each student.

2. Provide career exploration and career development activities to students (one of the six required local uses of funds). Select all that apply to the LEA.

- Introductory courses or activities focused on career exploration and career awareness, including non-traditional fields are available to students.
- Labor market and career information are readily available for students and parents to access.
- Graduation and career plans are developed for each CTE student
- Career guidance and academic counselors are available to provide information on postsecondary education and career options.
- Students receive a comprehensive understanding of all aspects of an industry.

Other (Specify):

Other (Specify):

Other (Specify):



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Program Description PS3012 - Local Application

Part 4. Improve Academic and Technical Skills of CTE Students

Improve Academic and Technical Skills of CTE Students

1. Describe how the LEA will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects.

CISD encourages all students to enroll in rigorous and challenging courses in core academic subjects to ensure post-graduation success and/or college readiness. However, for career and technical students specifically, secondary counselors advise students to register for the most rigorous core academic subjects that align with their specific program of study. For example, if a student is pursuing an Engineering program of study, the students are highly encouraged to take the pre-advanced and AP math and science core curriculum courses. Counselors monitor student progress in those rigorous and challenging courses throughout the year and provide academic support when necessary to ensure success.

As a district, we also intentionally align rigorous and challenging courses in core academic subjects with high-demand programs of study to encourage student enrollment. We also have guest lecturers come and speak to the importance of rigorous core courses and post high school success. We continually strive to provide curriculum alignment opportunities for core teachers and CTE teachers to jointly plan lessons and work on TEKS alignment.

2. Support the integration of academic skills into CTE programs of study (one of the six required local uses of funds). Select all that apply to the LEA.

- CTE participants, explorers, concentrators, and completers have access to challenging academic standards and coursework.
- Teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.

Other (Specify):

Other (Specify):

Other (Specify):



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Program Description PS3012 - Local Application

Part 5. Special Populations and Non-Traditional Fields

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

Special Populations and Non-Traditional Fields

1. Describe activities that will prepare students identified as special populations and students from different races, ethnicities, and genders for high-skill, high-wage, and in-demand occupations. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 6.)

Lack of career knowledge or education amongst the family and community creates a barrier for many students to take advantage of our district's career opportunities. These groups include English learners, individuals from economically disadvantaged families, students experiencing homelessness and those in foster care, and students with disabilities. Therefore, guidance and career counselors are targeting identified student groups and working with individual students to academically prepare these students for high-skill, high-wage, and in-demand occupations. While we have identified the special populations students that may need additional support in CTE programs, we have developed strategies to support closing this gap, to include face to face career fairs where students can see the various opportunities available to them, strengthen our business and industry partners to increase our work-based learning opportunities, and send additional information home to parents.

2. Describe how special populations, including students from different races, ethnicities, and genders will be provided with equal access to CTE programs of study and how the LEA will ensure discrimination will not occur based on status as a member of special populations.

CTE teachers attend ARDS and are aware of the special needs abilities and disabilities of individual students, so they are able to recommend appropriate regular education programs of study or modified programs of study. The district trains extensively on FERPA, confidentiality, and discrimination.

3. Select activities utilized to promote preparation of students for non-traditional fields. Select all that apply to the LEA.

- Recruitment materials available
- Presentations by counselors or teachers
- Presentations by individuals in non-traditional fields
- Professional development activities

Other (Specify):

Other (Specify):

Other (Specify):



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Part 6. Work-Based Learning Opportunities

Work-Based Learning Opportunities

1. Describe how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

In addition to a district-wide dedicated CCMR counselor, Calallen ISD has an employee that devotes a great deal of her time to reaching out to area businesses and industries to initiate opportunities for CISD students to participate in job shadowing and internships. We also have health science classes that spend part of their time in local clinics and hospitals. We are continuously seeking to expand these valuable opportunities and plan to lean on our CTE Advisory Council and institutions of higher education partners to increase the opportunities our students have for hands-on learning through work-based experiences. We are reviewing the option to potentially offer simulated work-based learning opportunities through virtual reality and Artificial Intelligence.

2. Select the type of work-based learning opportunities provided to CTE students in the LEA. Select all that apply to the LEA.

- Job shadowing
- Internships
- Apprenticeships
- Simulated workplace
- Career preparation courses
- CTSO competitions

Other (Specify):

Other (Specify):

Other (Specify):

Part 7. Postsecondary Credit

Postsecondary Credit

1. Select the opportunities available for CTE students to earn postsecondary credit. Select all that apply to the LEA.

- Dual credit or concurrent enrollment
- Articulation agreements
- Advanced Placement (AP)
- Early College High School (ECHS)
- Pathways to Technology (P-Tech) model
- T-STEM model
- International Baccalaureate (IB)

Other (Specify):

Other (Specify):

Other (Specify):



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Part 8. Recruitment, Retention, and Training

(Consider responses provided in SC5600 - Comprehensive Local Needs Assessment: Part 5.)

Recruitment, Retention, and Training

1. Describe how the LEA will offer professional development to CTE faculty, staff, and administrators in order to provide high quality instruction to CTE students. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 1.)

In order to provide high quality instruction to CTE students, CTE faculty will inform the staff, counselors, and administration of the curriculum and activities taught within programs of study during in-house professional development. CTE teachers and core academic teachers will coordinate rigorous cross-curriculum activities to inform students of the relevancy between core academics and career education thereby persuading student buy-in.

2. Describe how the LEA will support the recruitment and retention of CTE educators. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 5, Line 2.)

Calallen ISD attends career fairs, widely publicizes staff openings, and offers a highly competitive salary structure for appropriately trained CTE teachers. CISD currently has a campus mentor support program to offer guidance and retain quality staff. However, we are evaluating ways to improve this program and offer support for new teachers, especially teachers that are isolated in their CTE field or transitioning from industry to education.

Teachers are encouraged to attend summer conferences in their subject areas, such as FCSTAT, CTAT, THOA and more.

3. Provide professional development to CTE educators (one of the six required local uses of funds). Select all that apply to the LEA.

- Supporting individualized academic and CTE instructional approaches including the integration of academic and CTE standards
- Training to ensure labor market information is used to inform CTE programs of study
- Training faculty on the latest workplace equipment, technologies, standards, and credentials
- Training school leaders and administrators on effective management of CTE programs

Other (Specify):

Other (Specify):

Other (Specify):



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Part 9. Performance Gaps

Performance Gaps

1. Identify and quantify any disparities or gaps in performance on State determined levels of performance between any group of students or special populations, including students from different races, ethnicities, and genders, and the performance of all CTE concentrators/completers served by the LEA. List the strategies that will be implemented to address the underperformance with these student groups. (Reference response provided in SC5600 - Comprehensive Local Needs Assessment: Part 2.)

When reviewing the data, academic proficiency in reading, mathematics, and science were consistently the most significant disparity from the baseline for our special population students. CISD will utilize evidence-based strategies to address these performance gaps and increase special populations performance, such as intensive academic support that is embedded in the CTE instruction and class time. For our Emergent Bilingual students, CISD will offer additional emergent bilingual supports such as translation and more structured one-on-one time in our pull-out ESL program.

In addition, our economically disadvantaged students were below the baseline for industry-based certifications and CISD will strengthen supports and resources, both in and out of the classroom to increase successful attempts and completion rates for industry-based certifications, ultimately increasing CISD CTE Completer student rates.

2. Plan and carry out elements that support the implementation of CTE programs of study and that result in increasing student achievement on performance indicators (one of the six required local uses of funds). Select all that apply to the LEA.

- The LEA's curriculum is aligned with the requirements for a program of study.
- The LEA has effective business and industry partnerships that support student learning.
- The LEA provides opportunities for CTE concentrators/completers to participate in dual or concurrent enrollment programs, early college high schools, and take courses with articulation agreements with a community college as part of a program of study.
- The LEA's programs of study use appropriate equipment, technology, and instructional materials aligned with business and industry needs.
- Industry-recognized certification examinations are provided to students within the LEA's programs of study.

Other (Specify):

Other (Specify):

Other (Specify):



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**Program Description
 PS3350 - Accountability**

Individual Applicant: 178903 - CALALLEN ISD

A. Perkins V Performance Measures

(Perkins V baseline data can be accessed through the TEAL CTER Application).

2021-2022 Actual %	2022-2023 Actual %	2023-2024 Actual %	Statewide Target %	Local Target %	Explain why Actual % for 2023-2024 was less than Statewide Target %.	Describe strategies the LEA will use to improve CTE student performance.
1. Four Year Graduation Rate - 1S1						
99.50%	99.53%	99.15%	97.69%	0.00%		
2. Extended Graduation Rate - 1S2						
98.70%	99.51%	99.53%	98.17%	0.00%		
3. Academic Proficiency in Reading/Language Arts - 2S1						
50.00%	50.00%	82.05%	70.24%	0.00%		
4. Academic Proficiency in Mathematics - 2S2						
82.90%	84.38%	46.26%	38.37%	0.00%		
5. Academic Proficiency in Science - 2S3						
86.70%	64.10%	78.11%	61.13%	0.00%		
6. Postsecondary Placement - 3S1						



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**Program Description
 PS3350 - Accountability**

74.40%	83.03%	79.32%	67.73%	0.00%		
7. Nontraditional Program Enrollment - 4S1						
16.40%	15.14%	33.13%	32.49%	0.00%		
8. Attained Recognized Postsecondary Credential - 5S1						
22.50%	48.36%	64.68%	48.46%	0.00%		
9. Program Quality CTE Completer - 5S4						
29.90%	27.23%	23.83%	46.72%	0.00%	CTE Completer rate is below the statewide baseline is because CISD offers "too many" programs of study and also allows students to change pathways during their high school career. Coupled together, students who change typically do not have enough space in their schedules to reach completer status.	Calallen ISD is reviewing program of study options to sunset some options that are not aligned with our labor-market data. The elimination of programs will increase the likelihood that students will continue to upper level courses in their current program of study and have enough credits.

B. Perkins Performance Description

1. Describe district programs that are designed to enable students in special populations and students from different races, ethnicities, and genders to meet Perkins performance targets.

CISD has a wide continuum of courses available to students with disabilities, English learners, individuals from economically disadvantaged families and CTE students. CISD is currently working with the special education department to ensure any necessary supports and resources are available.

2. Describe the process that will be used to evaluate and continuously improve the district's performance.

Some of the measures to evaluate and continuously improve the district's performance will include student and parent surveys, individual analysis of each program of study, CTE completer data, percentage of students enrolled in CTE courses, pass/fail CTE course data, and the CLNA.



Organization: CALALLEN ISD
 Campus/Site: N/A
 Vendor ID: 1746000464

County District: 178903
 ESC Region: 02
 School Year: 2026-2027

SAS#: PERKAA27

2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6001 - Program Budget Summary and Support**

Statutory Authority: Carl D. Perkins Strengthening Career and Technical Education for the 21st Century Act, P.L. 115-224

Part 1: Available Funding

Available Funding	
Description	2026-2027 Perkins V
1. Fund/SSA Code	244
2. Planning Amount	
3. Final Amount	\$36,519
4. Carryover	
5. Reallocation	
Total Funds Available	\$36,519

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	2026-2027 Perkins V
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$0
3. Contracted Professional and Services	6200	\$0
4. Supplies and Material	6300	\$36,519
5. Other Operating Costs	6400	\$0
6. Debt Services	6500	\$0
7. Capital Outlay	6600	\$0
8. Operating Transfers Out	8911	
Total Direct Costs		\$36,519
9. Indirect Costs		\$0
Total Budgeted Costs		\$36,519
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs

Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.



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2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6001 - Program Budget Summary and Support**

C. Breakout of Direct Admin Costs

Enter amounts in Direct Admin Costs fields if applicable.

Description	Class/ Object Code	2026-2027 Perkins V		
		Program Costs	Direct Admin Costs	Total Costs
1. Payroll Costs	6100	\$0		\$0
2. Professional and Contracted Services	6200	\$0		\$0
3. Supplies and Material	6300	\$36,519		\$36,519
4. Other Operating Costs	6400	\$0		\$0
5. Debt Services	6500	\$0		\$0
6. Capital Outlay	6600	\$0		\$0
7. Operating Transfers Out	8911			
Total		\$36,519		\$36,519



Organization: CALALLEN ISD
 Campus/Site: N/A
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2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6101 - Payroll Costs**

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	2026-2027 Perkins V
	\$0

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	2026-2027 Perkins V
1. Administrative support or clerical staff (integral to program)	

B. LEA Positions	
Position Type	2026-2027 Perkins V
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

C. Campus Positions	
Position Type	2026-2027 Perkins V
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. <input checked="" type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



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2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6201 - Professional and Contracted Services**

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	2026-2027 Perkins V
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	
2. Professional and Consulting Services	6219 6239 6291	
Subtotal Professional and Contracted Services Costs		
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		

Part 2: Direct Administrative Costs

Enter amounts in direct Administrative Costs fields if applicable.				
Description	Class/Object Code	2026-2027 Perkins V		
		Program Costs	Direct Admin Costs	Total Costs
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269			
2. Professional and Consulting Services	6219 6239 6291			
Total				

Part 3 : Itemized Professional and Consulting Services

Part 3 Itemized Professional and Consulting Services (6219, 6239, 6291) is hidden because it does not apply to the funding source(s) for this grant application.



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2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	2026-2027 Perkins V
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	
2. Educational Field Trips LEA must keep documentation locally.	6412 6494	
3. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
4. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		
Remaining 6400 Costs That Do Not Require Specific Approval		\$0
Total Other Operating Costs		\$0

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.



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2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6501 - Debt Services**

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	2026-2027 Perkins V
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		\$0

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

Budgeted Costs	
Description	2026-2027 Perkins V
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$0
Total Capital Outlay Costs	\$0

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source:

Describe how the item will be used to accomplish the objective of the program:



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2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6020 - Required Uses of Funds**

Part 1: Total Budgeted Costs

Budgeted costs entered on BS6001								
Total Budgeted Costs	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Indirect Costs	Total Budgeted Costs
		\$0	\$0	\$36,519	\$0	\$0	\$0	\$0

Part 2: Required Uses of Funds

A. Required Uses of Perkins Funds (Program Costs Plus Administration Costs)								
Local Uses of Perkins Funds	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals	%
	1. Provide career exploration and career development activities			\$3,500				\$3,500
2. Provide professional development			\$1,000				\$1,000	2.73%
3. Provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations			\$10,000				\$10,000	27.38%
4. Support integration of academic skills into CTE programs of study			\$19,269				\$19,269	52.76%
5. Support integration of programs of study			\$2,000				\$2,000	5.47%
6. Evaluate Perkins-funded programs including CLNA			\$750				\$750	2.05%
Subtotals			\$36,519					
Local Uses of Perkins Funds Subtotal (Subtotal for % may not equal 100% due to rounding.)							\$36,519	100.00%
Indirect Costs							\$0	
Total Budgeted Costs							\$36,519	

B. Uses of State and Local Funds								
Uses of State and Local Funds	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals	%
	1. Provide career exploration and career development activities	\$0	\$0	\$0	\$0	\$0	\$0	
2. Provide professional development	\$0	\$0	\$0	\$0	\$0	\$0		
3. Provide the skills necessary to pursue careers in high-skill, high-wage, in-demand occupations	\$0	\$0	\$0	\$0	\$0	\$0		



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2026-2027 Perkins V: Strengthening Career and Technical Education for the 21st Century

**Program Budget
 BS6020 - Required Uses of Funds**

4. Support integration of academic skills into CTE programs of study	\$0	\$0	\$0	\$0	\$0	\$0		
5. Support integration of programs of study	\$0	\$0	\$0	\$0	\$0	\$0		
6. Evaluate Perkins-funded programs including CLNA	\$0	\$0	\$0	\$0	\$0	\$0		
Subtotals								
Uses of State and Local Funds Subtotal (Subtotal for % may not equal 100% due to rounding.)								

C. Grand Total

Uses of Funds Grand Total (Excluding Indirect Costs)	Payroll (6100)	Professional and Contracted Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Service (6500)	Capital Outlay (6600)	Subtotals
			\$36,519				\$36,519

SSA Funding Report

Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	R:
Total:				R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0	R: \$0