

Application Type

APCSC New School Application for an Opening in Fall 2027 or Fall 2028

C.A. Fredd Jr. Career & Technical Academy

Submitted To

Alabama Public Charter School Commission

Submitted by

Dominic Combs

Submitted at

03/17/2026 01:13 PM

1. GENERAL INFORMATION

Status: Completed

Form Result

Please provide the following information to support the processing of this application. By signing and submitting this application you are giving permission for Commission staff to review the application and contact you for further information and clarification.

School Information

Proposed School Name	C.A.Fredd Jr. Career & Technical Academy
School Type	High School
Grade Levels Served at Capacity	9th, 10th, 11th, 12th
School District Name	Tuscaloosa County School District
Neighborhood / Community	Northport
Physical Address	Country: USA City: NORTHPORT State: Alabama Zip Code: 35475 Selected Address: isOther
Phone Number	9549978501
Web Site	https://cafreddjrtech.org
If a Letter of Intent (LOI) was submitted, please attach a copy	File name: CAFCTA_LOI.pdf Uploaded: 03/12/2026 12:45 PM Uploaded by: Dominic Combs

Primary Contact Person Information

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Contact Name	Dominic D. Combs
Title / Relation to School	CEO/Founder
Mailing Address	Country: USA Street Name: 11311 Belle Meade Way City: Northport State: Alabama Zip Code: 35475 Selected Address: isOther
Primary Phone Number	9549978501
Email Address	ddcombs@ua.edu
Preferred Method of Contact	email

Operational Information

Anticipated Opening Year	Fall 2028
Operator Type	6d27f27a-9dd9-4970-8678-c62c85df6d7b
Is the entity behind the school out of state?	No
Is the school part of a network, such as a CMO, EMO?	No
School Calendar Type	39e019db-d406-40d3-a2b3-202dd379d6c8
Number of instructional days in a school year	180

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

I Do Not Agree

I Agree

Dr. Dominic D. Combs

CEO/Founder

03/13/2026

Element Review

Reviews is not provided

2. EXECUTIVE SUMMARY

Reviewer Instructions

Rate the Executive Summary below

Status: Completed

Form Result

1) Mission Statement. The mission statement is a brief description of the fundamental purpose of the school and should include any organizing theme or concept if applicable. The statement is the expressed public purpose of the school defining its culture, goals and values.

Mission Statement

Mission Statement

The mission of C.A. Fredd Jr. Career and Technical Academy (CFCTA) is to prepare students across Tuscaloosa and West Alabama for high-wage, high-demand careers through an immersive early college and career-connected model that integrates rigorous academics, structured apprenticeship pathways, and industry-recognized credentials. Through shared values of opportunity, empowerment, respect, and excellence, every graduate will earn a diploma, college credit, and workforce certifications, equipping them with the skills, confidence, and opportunity to lead in Alabama’s evolving economy.

C.A. Fredd Jr. Career & Technical Academy is designed to address a critical gap in the Tuscaloosa region between traditional academic high school models and the workforce demands of the regional economy. The Academy integrates rigorous academic instruction with industry-aligned career pathways, work-based learning, and credential attainment beginning in 9th grade. Through partnerships with regional employers and postsecondary institutions, students will graduate prepared with both a standard Alabama high school diploma and tangible workforce credentials. By year five, the school aims to ensure that 90% of graduates earn an industry-recognized credential, complete a work-based learning experience, and transition successfully into college, military service, or high-wage employment.

2) School Vision. Identify the community being served and provide a brief statement on how the proposed school would operate within that community. Include long-term goals for how the school would enhance and provide a service to the community. Define benchmarks for what a successful endeavor entails. Align with the stated goals of the Alabama School Choice and Student Opportunity Act. Ala. Code § 16-6F-3.

School Vision

Vision Statement

C.A. Fredd Jr. Career and Technical Academy envisions becoming Tuscaloosa County’s premier early college and apprenticeship-embedded high school, expanding equitable access to high-quality career-connected education for students historically underserved by traditional models. The Academy will function as a transformative hub where high school students gain equitable access to high-quality academic instruction, robust career and technical education (CTE), and comprehensive social-emotional supports that prepare them to lead successful, purpose-driven lives.

CFCTA will serve students from Tuscaloosa County, and surrounding Black Belt communities, with particular focus on:

- Economically disadvantaged students
- First-generation college-bound students
- Students seeking workforce entry pathways
- Students requiring applied learning environments

The Academy will operate as both an educational institution and a workforce intermediary—connecting secondary education to industry-validated career pathways. military service upon graduation.

CFCTA will monitor performance using Alabama’s accountability indicators and mission-specific workforce metrics.

Academic & Accountability Benchmarks

Focus Area	Year 3	Year 5	Measurement
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Academic Growth	Meet or exceed state average academic growth on state report card	90% or greater academic growth on state report card	State Report Card
Academic Achievement	Meet or exceed local district average academic achievement	Meet or exceed state average academic achievement	State Report Card
Chronic Absenteeism	Less than or equal to 15%	Less than or equal to 10%	State Report Card
Graduation Rate	80% or greater four-year graduation rate	90% or greater four-year graduation rate	State Report Card
College and Career Readiness Attainment	80% College and Career Readiness (CCR) attainment	90% College and Career Readiness (CCR) Attainment	State Report Card
Postsecondary Readiness	75% or greater earn industry-recognized credential or dual enrollment by graduation	90% or greater earn at least one industry-recognized credential or six dual enrollment credit hours by graduation	Transcript Audit
Work-Based Learning	75% of graduates participate in documented work-based learning	95% of graduates participate in documented work-based learning	Transcript Audit
Postsecondary Success	75% of graduates enroll in postsecondary education, employment, or military within 6 months	85% of graduates enroll in postsecondary education, employment, or military within 6 months	Alumni surveys, state employment data, and college enrollment records.

CFCTA's benchmarks are intentionally designed to address the specific academic, workforce, and economic mobility needs of Tuscaloosa County. By committing to meet or exceed state growth averages in literacy and math, outperform district proficiency rates, and achieve a 90% graduation rate by Year 5, the school directly responds to documented secondary academic gaps that limit students' readiness for technical training and postsecondary success. Workforce-aligned measures, including 90% of graduates earning at least one industry-recognized credential or six dual enrollment credit hours, directly address the region's reported shortage of credentialed talent in advanced manufacturing, healthcare, and skilled trades. Finally, long-term outcomes such as 85% of graduates enrolling in postsecondary education, apprenticeships, military service, or employment within six months, ensure that success is measured not only by diploma attainment but by sustained economic mobility. Together, these benchmarks move beyond traditional compliance metrics and function as targeted responses to the community's academic proficiency gaps, workforce skills mismatch, and intergenerational poverty challenges.

Alignment with the Alabama School Choice and Student Opportunity Act

C.A. Fredd Jr. Career and Technical Academy advances the public purposes of the Alabama School Choice and Student Opportunity Act (Ala. Code § 16-6F-3) by:

Expanding high-quality public school options.

Promoting innovation through early college and apprenticeship integration.

Increasing educational opportunity through workforce-aligned credential pathways.

Strengthening Alabama's economic competitiveness.

Ensuring students of all backgrounds, particularly those from low-income and rural communities, have access to the tools, experiences, and supports needed to succeed.

Through this mission-aligned vision, C.A. Fredd Jr. Career and Technical Academy will stand as a beacon of opportunity and innovation fostering lifelong success for students and meaningful advancement for the communities we serve.

Connection Between Goals and Target Community Needs

The goals outlined in both the Benchmark Chart and the Long-Term Goal Chart are intentionally designed in direct response to the documented educational and workforce needs of Tuscaloosa City, Tuscaloosa County. These regions face persistent challenges, including limited access to high-wage career pathways, gaps in credential attainment, transportation and economic barriers, and disparities in postsecondary enrollment and workforce participation particularly among economically disadvantaged and historically marginalized students.

Increasing College and Career Readiness directly addresses the region's workforce demand for credentialed and technically skilled graduates. Local labor market data consistently demonstrate growth in healthcare, teaching, advanced manufacturing, teaching, and construction sectors. By setting a goal that 85% of graduating seniors will earn industry-recognized certifications or college credit, the Academy ensures students graduate with tangible economic mobility tools, not simply diplomas.

Workforce Pipeline Development responds to the disconnect that often exists between secondary education and regional employers. Establishing 10+ sustained partnerships creates structured pathways to internships, apprenticeships, and direct employment strengthening the local talent pipeline while reducing out-migration of skilled youth.

Improving Outcomes for At-Risk Youth is grounded in the reality that economically disadvantaged students in the region experience disproportionate gaps in academic performance, graduation rates, and postsecondary access. A 20% improvement target ensures intentional focus on closing opportunity gaps rather than simply improving aggregate performance.

Community Advancement recognizes that schools in underserved areas must operate as anchors of opportunity. By training adult learners, hosting career expos, and expanding access to school-based resources, the Academy serves not only students but families and the broader community strengthening economic resilience at the household level.

Similarly, the long-term goals reflect measurable outcomes that align with community priorities:

- Academic Achievement: Raising proficiency levels ensures students meet state standards while being competitive beyond high school.
- Graduation Rate: A sustained 90%+ rate combats dropout patterns that disproportionately affect vulnerable populations.
- Postsecondary Enrollment or Employment: Ensuring 85% of graduates transition successfully addresses both workforce shortages and generational poverty cycles.

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Parent & Community Satisfaction: High satisfaction benchmarks ensure that the school remains responsive to families and accountable to the communities it serves.

Together, these goals are not abstract performance targets; they are community-informed commitments. They reflect a strategic effort to close educational gaps, strengthen regional workforce capacity, and expand economic opportunity in areas historically underserved by traditional educational models.

By embedding measurable benchmarks within a broader long-term vision, C.A. Fredd Jr. Career and Technical Academy ensures that its mission is not only aspirational but operationalized in ways that directly respond to the needs of the communities it was created to serve.

3) Education Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Describe the evidence that suggests the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would measure its progress.

Educational Plan/School Design

C.A. Fredd Jr. Career and Technical Academy is an Early College High School with a Career and Technical Education (CTE) focus, intentionally designed to address persistent educational and workforce readiness gaps in West Alabama. As an early college model, the Academy enables students to earn high school credit alongside college coursework and industry-recognized credentials, accelerating access to postsecondary education while reducing time and cost to degree completion. Through a seamless integration of rigorous academics, project-based learning, dual enrollment, and industry-aligned CTE pathways, students engage in real-world, work-based learning experiences that connect classroom instruction to high-demand careers. This model prepares graduates to enter college, technical training, the workforce, or military service with both academic momentum and career-ready skills, while directly responding to the workforce needs of the region. C.A. Fredd Jr. Career and Technical Academy is designed as a bold response to the urgent educational and workforce readiness challenges facing students in the region. These communities experience persistent achievement gaps, low proficiency rates in core subjects, and limited access to structured career and college pathways. The Academy will function as an Early College High School with a CTE focus, blending rigorous academics with technical training and work-based learning. By integrating project-based learning, dual enrollment, and industry-aligned career pathways, the school will prepare students for postsecondary education and high-wage careers, while also addressing regional workforce needs.

Justification for Career and Technical Education (CTE) in Tuscaloosa City and County

The educational disparities in Tuscaloosa City and County are significant and demand targeted intervention. According to the Alabama State Department of Education (ALSDE) 2025 statistics, Bessemer City High School reports a graduation rate of only 65%, far below the state average of 88%. Tuscaloosa County High School shows just 22% proficiency in math and 31% in reading (U.S. News & World Report, 2024), indicating a lack of readiness for postsecondary education or workforce entry. These gaps disproportionately affect low-income and minority students, limiting their opportunities for economic mobility. Career and Technical Education (CTE) provides a proven pathway to address these challenges. National research from the Association for Career and Technical Education (ACTE, 2021) demonstrates that students enrolled in CTE programs graduate at rates approaching 95%, significantly higher than the national average. Furthermore, CTE participation correlates strongly with postsecondary enrollment, employment, and long-term earnings gains, especially for underserved populations (Dougherty, 2018). The Community Needs Assessment and Regional Workforce Alignment Report for Region 3 reinforces the urgency for CTE expansion in Tuscaloosa. Labor market analysis from West Alabama Works and the Alabama Talent Triad identifies healthcare, teaching, advanced manufacturing, and construction Trades as high-demand sectors. These industries require skilled labor and offer sustainable career pathways for local students. Community surveys and focus groups confirm strong support for expanded CTE offerings and wraparound services

such as career counseling, mental health support, and transportation assistance. The proposed Academy will be strategically located to maximize accessibility and industry partnerships, ensuring students gain real-world experience and credentials aligned with regional workforce needs. Inclusive recruitment and enrollment strategies will prioritize outreach to historically underserved populations, including students from low-income households, rural communities, and those with disabilities. By aligning educational programming with labor market demand and community support, the proposed CTE Academy will serve as a catalyst for educational opportunity and economic development in Tuscaloosa City and County

The instructional model at C.A. Fredd Jr. Career and Technical Academy is grounded in proven methodologies that foster academic excellence and career readiness. Central to the Academy's approach is Project-Based Learning (PBL), which immerses students in interdisciplinary, real-world challenges that cultivate collaboration, communication, and critical thinking. Complementing PBL is a Personalized Learning framework, where each student crafts a tailored college and career roadmap, regularly refined with advisor support to align instruction with individual goals and interests. Beginning in 9th grade, students engage in Dual Enrollment through partnerships with Shelton State Community College, Stillman College, and regional universities, while simultaneously pursuing the Alabama Workforce Development Diploma and industry-recognized certifications. Instruction is further enhanced through Blended and Technology-Enhanced modalities, leveraging adaptive technologies for differentiated learning and continuous feedback. A hallmark of the Academy's design is its Progressive Work-Based Learning model, offering a four-tier internship sequence from exploratory nano-internships in 9th grade to professional meta-internships in 12th grade. Assessment strategies are equally robust, incorporating Formative Assessments for real-time instructional adjustments, Summative Assessments including ACT, and end-of-course exams, and performance-based assessments such as portfolios and industry-aligned projects. Annual credential and transcript reviews ensure students remain on track for graduation and postsecondary success. The Academy's non-negotiables include a culture of academic and behavioral excellence, opportunity and inclusion through wraparound support, and deep community and employer partnerships. Research from Thomas B. Fordham Institute and Dougherty (2016) validates the effectiveness of this integrated CTE and early college model, demonstrating higher graduation rates, postsecondary enrollment, and career stability. Modeled after successful institutions like Discovery Polytech Early College High School, C.A. Fredd Jr. Academy is committed to preparing historically underserved students for thriving futures in college and the workforce.

The proposed C.A. Fredd Jr. Career and Technical Academy improves on current high school models by providing earlier, deeper, and more structured engagement in college and career pathways than traditional schools offer. Students begin taking college courses in the 9th grade, accumulating transferable credits toward associate and bachelor's degrees far earlier than the dual enrollment options typically available at 10th or 11th grade in the region. In addition, students earn the Alabama Workforce Development Diploma while completing industry-recognized certifications in high-demand fields such as healthcare and advanced manufacturing.

Unlike traditional programs that often provide limited or uncoordinated exposure to career pathways, this academy ensures structured, sequenced pathways aligned with local workforce needs. Students select from ten high-growth areas, ensuring their coursework and credentials connect directly to available regional opportunities. Work-based learning is scaffolded through a four-tier internship program by senior year, students graduate with professional-level work readiness, employer feedback, and documented capstone projects.

To support student success, the school embeds personalized college and career roadmaps into the advising structure, revisited regularly to adjust for progress and emerging interests. The innovative schedule alternating high school coursework with college courses and academic support resolves coordination challenges that traditional schools face in balancing dual enrollment. A daily advisory session further strengthens executive functioning, time management, and communication skills, equipping students with the durable skills required for success in both college and the workforce.

How the School Will Measure Progress

Progress at C.A. Fredd Jr. Career and Technical Academy will be measured through outcomes directly aligned with Alabama’s state accountability indicators, ensuring transparency and comparability to existing schools:

Graduation Rate (State Indicator):

The academy will maintain a graduation rate of 90% or higher, verified through Alabama State Department of Education graduation reports. The structured advising model and wraparound supports are designed to reduce dropout risk and improve persistence.

College and Career Readiness (CCR Rate – State Indicator):

By graduation, at least 90% of students will meet CCR benchmarks by earning one or more industry-recognized credentials, completing dual enrollment coursework, or meeting ACT WorkKeys standards. This surpasses current averages for Tuscaloosa City and County schools.

Academic Achievement and Growth (ACT – State Indicator):

Student progress will be tracked through proficiency and growth on the state assessment program, with targeted support to improve literacy and math outcomes.

Chronic Absenteeism (State Indicator):

The academy will monitor attendance rates and reduce chronic absenteeism by integrating career-connected learning and wraparound services that increase student engagement and motivation.

Credential Attainment and Workforce Readiness (Workforce Alignment):

Effectiveness will also be demonstrated by the percentage of students earning stackable industry-recognized credentials and transferable college credits, measured annually. These outcomes will be reported alongside Alabama’s Talent Triad metrics to show regional workforce alignment.

Internship and Career Preparedness (Local/Regional Indicator):

Completion rates for internships will be tracked, with employer and mentor evaluations collected to measure workplace performance, durable skills, and employability.

Postsecondary Enrollment and Employment (College/Workforce Readiness):

Within 12 months of graduation, at least 85% of students will be enrolled in postsecondary education, employed in a high-wage, high-demand field, or enlisted in the military, verified through state longitudinal data and alumni surveys.

Stakeholder Satisfaction (Community Indicator): Annual surveys of students, families, and employer partners will measure satisfaction, with a target of 85% or higher beginning in 2028.

By tying progress directly to Alabama’s accountability measures graduation, CCR rate, chronic absenteeism, academic growth, and workforce readiness—the proposed school ensures it is evaluated by the same metrics as traditional schools, but outperforms them by integrating early college credit, stackable credentials, and progressive work-based learning into one cohesive model.

Essential School Design Components for C.A. Fredd Jr. Career and Technical Education Academy Integrated Academic and Career Pathway Design

The C.A. Fredd Jr. Career and Technical Education (CTE) Academy is built on an integrated academic and career pathway framework that ensures students gain both rigorous academic knowledge and industry-relevant technical skills. Our curriculum intentionally merges core academic instruction in mathematics, science, English language arts, and social studies with career pathway coursework designed to align with the Alabama College and Career Readiness Standards (ALSDE, 2023) and the Alabama Career and Technical Education Course of Study.

Students engage in a coherent sequence of study across the following four signature pathways: Healthcare, Teaching, Advanced Manufacturing, and Construction Trades where academic content is contextualized through authentic, real-world applications. For example, mathematical concepts are applied in construction measurement and cost estimation, scientific principles are demonstrated through automotive and industrial management systems (advanced manufacturing), and literacy skills are reinforced through technical writing, safety documentation, and digital communication. Curriculum design is guided by Understanding by Design (Wiggins & McTighe, 2005) and Project-Based Learning (Barron & Darling-Hammond, 2008) frameworks. These models promote backward curriculum mapping and inquiry-driven instruction, ensuring that all learning outcomes are anchored in performance-based assessments that measure both academic and technical mastery. Students complete capstone projects, industry simulations, and community-based problem-solving tasks that demonstrate their readiness for both postsecondary education and entry-level technical employment.

Career Pathway Programs

C.A. Fredd Jr. Career & Technical Academy will offer a set of career pathway programs aligned with high-demand workforce sectors in Tuscaloosa County and the surrounding West Alabama region. Each pathway is designed in collaboration with regional employers, postsecondary institutions, and workforce development partners to ensure students develop skills aligned with current labor market needs.

These pathways allow students to graduate with both a standard Alabama High School Diploma and industry-aligned credentials or college credit, positioning them for success in postsecondary education, technical training, or immediate entry into the workforce.

Students begin exploring career interests in grade 9, formally select a pathway in grade 10, and progress through a sequence of increasingly advanced coursework, technical skill development, and graduated work-based learning experiences grades 9 through 12.

The Academy will offer the following career pathways:

Pathways	Advanced Manufacturing	Healthcare	Construction	Teaching/Education
Programs	<ul style="list-style-type: none"> • Modern Manufacturing • Industrial Maintenance • Automotive Repair 	<ul style="list-style-type: none"> • Nursing • Pre-Medicine • Emergency Medical Care 	<ul style="list-style-type: none"> • Electrical • Plumbing • HVAC • Carpentry/Framing 	<ul style="list-style-type: none"> • Early Childhood • K-12 Teaching • Counseling/Social Work

Credentials	<ul style="list-style-type: none"> • OSHA-10 Safety Certification • NCCER Manufacturing Credentials • Certified Production Technician (CPT) 	<ul style="list-style-type: none"> • Certified Nursing Assistant (CNA) • Patient Care Technician • CPR and First Aid certification • EMT 	<ul style="list-style-type: none"> • OSHA-10 Safety Certification • NCCER Construction Certifications 	<ul style="list-style-type: none"> • Dual Enrollment (University of Alabama & Shelton State Community College)
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Advanced Manufacturing and Engineering Technologies

This pathway prepares students for careers in modern manufacturing, automation, and industrial technology—sectors that represent a major component of the regional economy.

Students will develop competencies in:

- industrial automation and robotics
- manufacturing systems and production processes
- engineering design and technical drafting
- quality control and safety procedures

Students will have opportunities to earn industry credentials such as:

- OSHA-10 Safety Certification
- NCCER Manufacturing Credentials
- Certified Production Technician (CPT)

Through partnerships with regional employers, students will participate in manufacturing site visits, industry mentorships, and internship opportunities.

Healthcare and Medical Services

The healthcare pathway prepares students for careers in patient care, healthcare support services, and medical technologies.

Students will develop skills in:

- medical terminology
- patient care fundamentals
- healthcare systems and ethics

- biomedical technologies and healthcare simulations

Credential opportunities may include:

- Certified Nursing Assistant (CNA)
- Patient Care Technician
- CPR and First Aid certification
- EMT

Students will also participate in clinical observations and healthcare internships through partnerships with local healthcare providers.

Construction Technologies and Skilled Trades

This pathway prepares students for careers in construction, electrical systems, and skilled trades—fields that continue to experience strong workforce demand across Alabama.

Students will develop competencies in:

- construction safety and project management
- carpentry and building technologies
- electrical and mechanical systems
- blueprint reading and construction mathematics

Students will have opportunities to earn credentials such as:

- OSHA-10 Safety Certification
- NCCER Construction Certifications

Work-based learning experiences include job shadowing, apprenticeships, and internships with local construction and trade professionals.

Education and Teacher Preparation Pathway

(In Partnership with the University of Alabama)

C.A. Fredd Jr. Career & Technical Academy will also offer an Education and Teacher Preparation pathway designed to introduce students to careers in teaching, youth development, and educational leadership. This pathway is developed in partnership with the University of Alabama College of Education and supports efforts to strengthen the future teacher pipeline in Tuscaloosa County and the surrounding Black Belt region.

Students in the Education pathway will explore the foundations of teaching and learning while gaining hands-on experience working with younger students.

Coursework will introduce students to:

- foundations of the teaching profession
- child and adolescent development
- instructional planning and classroom management
- culturally responsive teaching and educational opportunity
- leadership and communication in educational settings

Beginning in the sophomore year, students will participate in structured field experiences in local elementary and middle schools where they observe instruction, assist teachers, and support tutoring or mentoring programs.

Through partnership with the University of Alabama, students may also participate in:

- dual enrollment courses connected to teacher preparation programs
- campus visits and mentorship opportunities with education faculty and students
- early exposure to university-based teacher preparation pathways

During their senior year, students will complete a Teaching Internship or Education Capstone Experience, working alongside experienced educators in classroom settings.

Students completing the pathway will graduate with a strong foundation for pursuing postsecondary degrees in education or youth development fields and will help strengthen the long-term pipeline of educators serving communities across West Alabama.

Pathway Integration with Work-Based Learning

Across all career pathways, students will participate in progressively structured work-based learning experiences including:

- career exploration and industry guest speakers in grade 9
- job shadowing and technical skill labs in grade 10
- internships and mentorships in grade 11
- capstone work-based learning experiences in grade 12

By graduation, students will have completed meaningful career-connected learning experiences aligned with their pathway, preparing them for both postsecondary education and workforce success. A key feature of the Academy's model is its dual enrollment partnerships with the University of Alabama and Shelton State Community College, which provides students with access to college-level coursework, articulated credits, and industry-recognized credentials. This collaboration supports Alabama's Workforce Development Diploma initiative, allowing students to graduate with tangible workforce credentials, college credit, and meaningful professional experience.

The integration of academics and CTE at C.A. Fredd Jr. Career and Technical Academy not only bridges the gap between classroom learning and workforce expectations but also embodies Alabama's vision for equitable access to high-quality career pathways that lead to economic mobility and community advancement.

Experiential and Work-Based Learning Ecosystem

The C.A. Fredd Jr. Career and Technical Education Academy is designed around a comprehensive experiential and work-based learning (WBL) ecosystem that strategically connects classroom instruction with authentic industry experiences. This model ensures that every student, from freshman to senior year, engages in progressive, hands-on learning opportunities that develop technical expertise, professional competencies, and career identity.

The Academy's WBL framework follows a four-tier continuum that scaffolds experiences from career exploration to career immersion:

Work-Based Learning Continuum

Progressive Pathways to Career Readiness



- Grade 9 – Career Exploration (20 Hours):
Students participate in short-term, project-based “nano-internships” that introduce them to multiple industry sectors such as Healthcare, Teaching, Advanced Manufacturing, and Construction Trades. Through virtual simulations, guest speaker series, and workplace site visits, students begin to identify interests and develop foundational employability skills, including teamwork, problem-solving, and digital literacy.
- Grade 10 – Applied Micro-Internships (30 Hours):
Sophomores apply technical and academic concepts in short-term “micro-internships,” partnering with local businesses, municipal agencies, and skilled trade professionals. These experiences

emphasize application of classroom learning to authentic tasks such as blueprint reading, safety inspections, and CAD-based design while introducing students to career-specific certifications aligned with Alabama's Career Readiness Indicators (CRI).

- Grade 11 – Structured Internships and Simulations (50 Hours):

Juniors advance into structured internships or industry simulations that integrate academic rigor with technical skill proficiency. Through partnerships with regional workforce councils, local industry consortia, and Shelton State Community College, students participate in supervised work placements or high-fidelity virtual training environments. These experiences reinforce competencies outlined in Alabama's Career and Technical Education Course of Study and prepare students for Automotive Service Excellence (ASE), National Center for Construction Education and Research (NCCER), and Occupational Safety and Health Administration (OSHA) certifications.

- Grade 12 – Apprenticeships and Dual-Enrollment Practicums (80 Hours):

Seniors culminate their pathway experience through registered apprenticeships or dual-enrollment practices coordinated with Shelton State Community College and industry partners. These capstone experiences combine paid, on-the-job learning with academic coursework that earns both high school and postsecondary credit, supporting Alabama's Workforce Development Diploma.

Each tier of the WBL continuum is structured around measurable learning outcomes, supervision standards, and reflection protocols. Student growth is documented through digital career portfolios, which capture artifacts such as certification records, supervisor evaluations, reflective essays, and evidence of employability skill development. These portfolios serve as a personalized credentialing tool and a foundation for postsecondary transitions (Castellano, Sundell, & Richardson, 2017).

The experiential learning ecosystem at C.A. Fredd Jr. CTE Academy not only bridges academic and career preparation but also embodies Alabama's vision for college and career readiness through equitable, high-quality technical education. By connecting students to real-world contexts and local industry mentors, the Academy cultivates both competence and confidence, empowering graduates to contribute meaningfully to Alabama's evolving workforce.

Culturally Responsive and Trauma-Informed Learning Environments

The C.A. Fredd Jr. Career and Technical Education Academy is deeply committed to cultivating inclusive, affirming, and healing-centered learning environments that recognize and celebrate the cultural wealth, lived experiences, and resilience of its student community. Grounded in the principles of Culturally Responsive Pedagogy (Ladson-Billings, 1995; Gay, 2010) and Trauma-Informed Educational Practices (Hammond, 2015; SAMHSA, 2014), the Academy's instructional and physical design ensures that every learner particularly those from historically marginalized and economically disadvantaged backgrounds has equitable access to high-quality, supportive education.

At C.A. Fredd Jr. CTE Academy, cultural responsiveness and trauma-informed care are foundational to the school's mission and daily operations. Classrooms and instructional practices are designed to reflect the historical, cultural, and economic contexts of Tuscaloosa County, integrating local heritage, the Civil Rights legacy of Central & West Alabama, and the enduring spirit of community resilience. This approach honors students' backgrounds as assets rather than deficits, positioning them as knowledge-holders and co-creators in their educational journey.

Teachers receive ongoing professional development in cultural competence, restorative justice practices, and social-emotional learning (SEL). These trainings are facilitated through partnerships with the University of Alabama's College of Education, the Alabama State Department of Education's Office of Student Learning, and regional experts in trauma-informed education. Professional learning communities (PLCs) engage in reflective inquiry cycles, data-driven interventions, and peer coaching aligned with Zaretta Hammond's (2015) Culturally Responsive Teaching and the Brain framework. Instructionally, curriculum design incorporates culturally relevant content and project-based learning experiences that connect students to local industries and civic life. For example, students in the Construction and Advanced Manufacturing pathways engage in community revitalization projects, applying technical skills to real-world challenges that strengthen their neighborhoods. In the Teaching pathways, case-based learning integrates teaching and learning scenarios, allowing students to apply trauma-informed, neuroscience-guided principles in authentic contexts.

The physical environment of the Academy mirrors its philosophical commitments. Classrooms feature collaborative studios, flexible learning zones, and reflection areas that promote emotional regulation and peer collaboration. Dedicated wellness hubs staffed by school counselors and mental health professionals provide access to therapeutic supports, mindfulness programming, and mentoring. These spaces embody the five core principles of trauma-informed education safety, trustworthiness, choice, collaboration, and empowerment (SAMHSA, 2014) ensuring that all students feel seen, valued, and supported.

Through these practices, C.A. Fredd Jr. Career and Technical Education Academy operationalizes its mission to serve as a model of educational opportunity, innovation, and resilience. By combining culturally grounded pedagogy, trauma-responsive care, and community engagement, the Academy not only prepares students for college and career success but also fosters healing, empowerment, and leadership among the next generation of Alabama's workforce.

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4) Educational Need and Anticipated Student Population. Describe the anticipated student population, students anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with applicable restrictions on enrollment eligibility and selection. As an attachment, provide evidence of the educational need in the community.

Educational Need and Anticipated Student Population.

Anticipated Academic and Non-Academic Needs

Students in Tuscaloosa City and Tuscaloosa County Schools face persistent academic and social-emotional challenges that underscore the need for a new, targeted educational model. Although elementary math and English Language Arts proficiency has improved, middle and high school outcomes remain stagnant particularly in STEM-related subjects (Alabama State Department of Education [ALSDE], 2023).

Career readiness data further reveal significant gaps. According to the Public Affairs Research Council of Alabama (PARCA, 2023), many students graduate without industry credentials or exposure to high-demand fields such as healthcare and information technology. Limited access to industry-aligned Career and Technical Education (CTE) pathways contributes to this disconnect between school and workforce readiness.

At the same time, schools are reporting increased mental health needs and chronic absenteeism, suggesting that current counseling and whole-child supports are insufficient (ALSDE, 2023). These conditions highlight the need for a model that integrates rigorous academics, high-quality CTE, trauma-informed supports, and strong family engagement. C.A. Fredd Jr. Career and Technical Academy is designed to respond to these gaps through personalized mentoring, mental health services, and career-focused instruction.

Rationale for Location and Student Body

The Academy's planned location in Brookwood is strategic. It allows the school to serve students from underserved communities while remaining close to key regional industries, including automotive manufacturing, mining, food processing, and logistics.

McCalla and Bessemer, in particular, have large populations of low-income families whose students would benefit from a high-quality, career-focused education aligned with local labor market needs. Through partnerships with regional employers, the school will function as a bridge between students and the workforce building a local talent pipeline and helping address long-standing labor shortages. Community surveys and focus groups indicate strong family demand for school options that offer personalized support and meaningful career preparation.

Enrollment Priorities (Aligned With Alabama Law)

C.A. Fredd Jr. Career and Technical Academy will operate an open, non-selective admissions process in compliance with the Alabama School Choice and Student Opportunity Act (§16-6F-5).

When demand exceeds capacity, enrollment priorities will be applied as permitted by law:

1. Students residing in the local geographic area
Preference will be given to students living in Tuscaloosa County consistent with §16-6F-5(a)(10).

2. Siblings of currently enrolled students
Authorized under §16-6F-5(a)(8).

3. Students expressing interest in Career and Technical Education (CTE)
Interest may be considered through the open admissions process, provided no academic, behavioral, or performance-based criteria are used, in accordance with §16-6F-5(a)(3).

4. Commitment to nondiscrimination and equitable access
The school will not limit enrollment based on race, ethnicity, gender, disability, income level, language proficiency, or academic ability (§16-6F-5(a)(3)).

Randomized lottery when applications exceed capacity

A transparent random selection process will be used in compliance with §16-6F-5(a)(6).

Embedded mental health and advisory supports.

- Parent ambassador program in Year 0.

Business Engagement

CFCTA has engaged employers and workforce partners aligned with Tuscaloosa County's dominant economic sectors.

Industry Engagement Includes:

- West Alabama Chamber of Commerce
- Automotive suppliers/Dealerships (Tuscaloosa Dodge)
- Construction contractors
- Industrial maintenance firms
- Healthcare providers (DCH, VA Medical Center)
- West Alabama Works (Region 3 workforce board)
- Tuscaloosa Economic Development Authority

Employer conversations focused on:

- Credential priorities (OSHA, NCCER, MSSC, CNA)
- Skill gaps in entry-level hires
- Soft skills deficiencies
- Apprenticeship interest
- Internship supervision capacity

Several partners have indicated willingness to:

- Host student site visits
- Provide guest speakers
- Offer internships/apprenticeships
- Participate in advisory committees
- Review pathway competencies annually

Letters of support are included in the application.

Postsecondary Engagement

CFCTA has engaged with:

- Shelton State Community College
- The University of Alabama
- Regional technical education providers

Discussions have centered on:

- Dual enrollment capacity
- Articulation agreements
- Workforce Development Diploma alignment
- Postsecondary advising coordination

These partnerships strengthen early college integration and ensure pathway continuity beyond high school.

Faith-Based/Community Engagement

CFCTA has collaborated with:

- Black Alabamians for Education
- Faith-based organizations in West Tuscaloosa and Moundville
- Community centers
- Regional advocacy organizations

These partners have:

- Hosted engagement sessions
- Assisted with outreach
- Provided community endorsements
- Helped gather survey data

This grassroots engagement strengthens long-term enrollment sustainability and community trust. To build robust community engagement and support for C.A Fredd Jr. Charter School, the school has established strategic partnerships with a diverse range of local and regional organizations. These collaborations are designed to enhance the school's career and technical education offerings and ensure they align with community and industry needs.

Community Engagement Activities and Relationships:

1. Partnerships with Local and Regional Businesses: The school has forged partnerships with prominent local businesses such as Warrior Met Coal Mine, Shelton State, Tuscaloosa Economic Development Authority, West Alabama Chamber of Commerce,. These collaborations are intended to provide students with valuable real-world experiences through internships, apprenticeships, and hands-on training. By aligning the school's career and technical programs with the needs of these key employers, the school ensures that students acquire relevant, practical skills that meet industry demands.

2. Collaboration with Educational Institutions: To strengthen the educational program, the school has partnered with several higher education institutions, including Shelton State Community College, University of Alabama, Stillman College. These partnerships facilitate dual enrollment opportunities, advanced coursework, and college preparatory programs, thereby enhancing students' academic and career readiness. Through these collaborations, students will have access to a broader array of educational resources and pathways[1] .

3. Engagement with Workforce Development Organizations: The school has established a relationship with West Alabama Works, a regional workforce development board. This partnership provides insights into regional employment trends and helps tailor the school's career and technical education programs to meet the demands of the local job market. It also supports the development of pathways that align with current and future workforce needs.

4. Community Surveys and Focus Groups: To assess needs and solicit support, the school has conducted surveys and focus groups involving parents, students, and community members. These efforts have gathered valuable feedback on community expectations and preferences regarding career and technical education, allowing the school to refine its programs and ensure they are aligned with local needs.

Results of Community Engagement Activities:

1. Strong Support from Local and Regional Partners: Partnerships with businesses such as Mercedes-Benz, Peco Food, Inc., and Warrior Met Coal Mine, as well as educational institutions like Auburn University and the University of Alabama, have been highly supportive. These organizations have committed to providing internships, career guidance, and educational resources, validating the school's focus on career readiness and practical learning.

2. Positive Response from Higher Education Institutions: Collaboration with colleges and universities has led to the development of dual enrollment opportunities and advanced academic programs, which enhance the educational experience and prepare students for higher education. Institutions such as Shelton State Community College and Stillman College have been particularly engaged, contributing to curriculum development and providing academic support.

3. Valuable Input from Community Feedback: Surveys and focus groups have confirmed a strong demand for career and technical education, with specific interest in fields that align with the school's partnerships and regional workforce needs. This feedback has been instrumental in shaping the school's curriculum and ensuring that it meets the expectations and requirements of the community (See attachments for details).

C.A. Fredd Jr. Career and Technical Academy is working in partnership with Black Alabamians for Education to ensure strong community voice and transparency throughout the school development

process. Together, we have hosted two community engagement events, one on the Westside of Tuscaloosa at The Venue building and another in Northport engaging 100+ families. These events brought together parents, students, community members, and local business owners, who expressed strong support for the proposed school and increased their understanding of the school's mission and career-focused model. Feedback from participants has helped shape the school's design and priorities .

Beyond the charter submission process, the school has developed an aggressive and ongoing community engagement plan that is ongoing. Community events will be held at First Missionary Baptist Church in Moundville, Hale County as requested by Pastor Ike Albert. Additional outreach activities will focus on families and stakeholders in Greene County (Greensboro, Akron), Hale County, Pickens County, and Bibb County, ensuring broad regional representation and continued community input as the school moves toward launch.

Overall, these strategic partnerships and community engagement activities have established a solid foundation of support for C.A Fredd Jr. Charter School. Collaborations with local businesses, educational institutions, and workforce development organizations, including Warrior Met Coal Mine, demonstrate a high level of community interest and commitment. This support ensures that the school is well-positioned to deliver high-quality, career-focused education and achieve its goals effectively.

Community Engagement Plan:

JANUARY

Event 1: Community Information Session

• When: January 29th

• Where: Tuscaloosa

• Who: High School 7-12 graders & interested families

• Goal: Introduce the school + collect insight on school interest

• Target: 35 High School Males

FEBRUARY

Event 2: Parent & Community Town Hall

• When: February 20th

• Where: McDonald Hughes Center

• Who: New parents + referrals

• Goal: Deeper understanding of the school model

• Target: 45 attendees

Event 3: Hispanic Community Info Session (Bilingual)

• When: February 25th

• Where: United Way Tuscaloosa

• Who: Spanish-speaking families

• Goal: Inclusive outreach + trust-building

• Target: 30 attendees

MARCH

Event 4: Parent Roundtable / Focus Group

• When: Early March

• Where: Church hall or school-adjacent space

• Who: Parents who attended earlier sessions

• Goal: Validate interest, gather feedback

• Target: 20–30 attendees

Event 5: Youth & Family Interest Night

• When: Late March
• Where: Partner church or community center
• Who: Families with middle/high school-age youth
• Goal: Build pipeline and family excitement
• Target: 30–50 attendees

APRIL

Event 6: Founding Families Interest & Commitment Night

• When: Early April
• Where: Central, symbolic location
• Who: Highly engaged parents
• Goal: Intent-to-enroll + ambassador commitments
• Target: 25–40 attendees

Event 7: Community Partner Breakfast

• When: Late April
• Where: Small venue or host site
• Who: Faith leaders, nonprofit partners, advocates
• Goal: Secure partnerships + endorsements
• Target: 15–25 leaders

MAY

Event 8: Community Signing Day / Vision Celebration

• When: Mid-late May
• Where: High-visibility venue
• Who: Families, partners, media
• Goal: Show momentum + public buy-in
• Target: 50–75 attendees

Community engagement will continue through during pre-opening through the following:

- Quarterly community town halls
- Employer advisory council meetings
- Founding Families Council
- Industry Partner Breakfast (annual)
- Community Signing Day
- Monthly parent information sessions during enrollment season
- Student ambassador program

CFCTA will measure engagement through:

- Enrollment conversion rates
- Survey satisfaction scores (target 85%+)
- Employer satisfaction surveys
- Parent retention rates

Evidence of Community Engagement

File 1

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File 2

File name: Letters of Support-20260313T190533Z-3-001.zip
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6) Leadership and Governance. In an attachment list the members of the school's proposed leadership team and governing board, including their roles with the school and their current job title and employer.

Leadership and Governance

File name: CFCTA_LeadershipSummary.pdf
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7) Leadership Narrative. Provide a brief summary of how the leadership and board's collective experience and expertise is well suited to support the operation of a high-quality charter school.

Leadership Narrative

The leadership team and Board of Directors of C.A. Fredd Career & Technical Academy bring a uniquely qualified and well-rounded body of expertise ideally suited to launching and sustaining a high-quality charter school focused on career and technical education (CTE). Their collective experience spans K–12 education, higher education, public policy, business, mental health services, and community relations—each critical for the operation and long-term success of a school serving diverse student populations in Tuscaloosa, Bessemer, McCalla, and surrounding areas.

Key Strengths of the Leadership and Board

Deep Expertise in Career and Technical Education:

Dr. Natalie Thornton and Dr. Abigail Carter, both high-ranking officials in the Alabama Community College System, provide extensive knowledge of statewide CTE programming, industry partnerships, and credentialing pathways. Their leadership ensures alignment between high school curricula and postsecondary and workforce expectations.

Academic and Administrative Leadership: Dr. Jeremy W. Bohonos is an Associate Professor in the Department of Counseling, Leadership, Adult Education, and School Psychology at Texas State University, where he focuses on career and technical education (CTE) and workforce development. He holds a Ph.D. in Education Policy, Organization, and Leadership with a specialization in Human Resource Development (HRD) from the University of Illinois Urbana-Champaign. Dr. Bohonos' research examines workforce opportunity, organizational practices, and career pathways, with a particular emphasis on addressing structural barriers and promoting inclusive CTE programs. He is actively engaged in workforce development initiatives, providing research-based guidance to improve CTE program design, labor market alignment, and career readiness.

Executive and Founding Leadership: Dr. Dominic Combs' experience in program evaluation, culturally responsive programming, and workforce-aligned STEM initiatives positions him uniquely to lead the Academy's development. His work building STEM capacity across Alabama's Black Belt region provides direct insight into the educational and workforce challenges faced by underserved commu-

nities. This experience ensures that the Academy's instructional design, partnerships, and evaluation systems remain closely aligned to both student needs and regional workforce opportunities.

Student Support, Recruitment, and Instructional and Leadership: Dr. Shauntae Lockett-Lewis, Principal and Coordinator of Student Services for the Madison County School System, brings extensive experience in school leadership, student support systems. Her work centers on strengthening academic outcomes, building inclusive school cultures, and ensuring that all students particularly those from historically underserved backgrounds receive the supports they need to succeed.

Dr. Venus Watson, Director of Special Education and Special Education Pre-K Director for St. Clair County, contributes deep expertise in special education administration, compliance, and early learning systems. Her leadership ensures that the Academy is prepared to meet the needs of students with disabilities through high-quality services, legally sound practices, and inclusive instructional strategies.

Dr. Carlton McCargh, Academic Supports & Dual Enrollment Director (College Academic Student Services I) in the Dean's Office at the University of Alabama, brings critical experience in student success, enrollment pathways, and cross-sector partnerships. His background in academic support services, compliance, and dual enrollment programming strengthens the Academy's recruitment strategy, postsecondary alignment, and long-term sustainability.

Industry Leader: Mark Drake is a seasoned quality and hygiene leader at L'Oréal USA, bringing over two decades of experience in corporate auditing and manufacturing excellence. Currently, he serves as the Global Corporate Audit Manager, overseeing quality assurance and hygiene standards across the Americas. Previously, he held the position of Assistant Vice President of Quality & Hygiene for the Americas, where he led initiatives to ensure product safety and compliance across the region. His career at L'Oréal also includes roles such as Director of Manufacturing Equipment Hygiene and Quality Project Manager, where he was instrumental in implementing rigorous quality control systems and hygiene protocols. Drake's expertise is pivotal in maintaining L'Oréal's commitment to delivering high-quality, safe, and effective beauty products to consumers worldwide.

Back Office Support

The leadership team of MAEF combines expertise in education, finance, workforce development, and community partnerships to ensure the school's success. Their collective experience directly supports CA FREDD's instructional model, operational needs, and long-term sustainability.

Dr. Jeremiah Newell's (Chief Executive Officer) success in founding and leading ACCEL Academy, Alabama's first charter school, provides firsthand knowledge of charter operations, compliance, and student-centered learning models. At CA FREDD, he will oversee the development of competency-based mastery tracking, ensuring students progress by demonstrating skills rather than seat time. His relationships with state and local policymakers, school district leaders, and industry partners will also strengthen CFCTA'S position as a workforce-aligned charter school, securing funding, partnerships, and long-term sustainability.

Chris Arras's (Chief Financial Officer) financial expertise, particularly in corporate finance and managing large budgets in advanced manufacturing, is essential for ensuring CA FREDD's financial health and sustainability. His experience navigating complex funding models, government contracting, and public-private partnerships (including currently serving as the CFO of existing Alabama public charter schools) will be instrumental in managing state and federal grants, industry funding, and operational budgets. He will also oversee effective resource allocation to support dual enrollment, workforce training, and career certification programs.

Amy Owens's (Director of Strategy) background in competency-based education and instructional leadership will guide CA FREDD's approach to explicit instruction and mastery-based learning. Having worked with national charter networks like Rocketship Education, she will oversee the implementation of academic studios and personalized learning labs to effectively integrate small-group instruction, targeted intervention, and career-aligned skills development. She will also oversee curriculum alignment to industry and postsecondary expectations, ensuring students graduate prepared for their next steps.

Monique Baugh's (Director of Programs) leadership in community partnerships and student support services is critical to CFCTA's full-service school model. Her experience directing multi-million-dollar

community school initiatives will help CA FREDD build mentorship programs, career pipelines, and wraparound services to remove barriers to student success.

Summary

This leadership team and board embody a strategic balance of educational excellence, workforce connectivity, student support services, and community responsiveness. Their combined credentials and lived experience directly support the school's mission to deliver rigorous, equitable, and career-relevant education. Together, they are exceptionally equipped to guide the school in achieving measurable academic growth, successful postsecondary transitions, and lasting community impact.

8) Revenue Sources. A brief description of the school's anticipated revenue sources. Distinguish between the pre-opening and after opening periods. This includes, but is not limited to: state funding, federal funding, federal grants, nonfederal grants and other large or small philanthropic funding. Indicate whether the funding has been secured, secured with charter authorization, applied for, or intent to apply.

Revenue Sources

Revenue Sources: C.A. Fredd Career & Technical Academy will operate under a diversified and sustainable funding model that blends public education funds, federal and state grants, and philanthropic contributions. This multi-stream approach is intentionally designed to support both the pre-opening phase (Year 0) and ongoing operations (Year 1 and beyond), ensuring financial stability from initial planning through full implementation and long-term growth.

Pre-Opening Revenue (Year 0): During the pre-opening period, the Academy will secure funding to support critical planning and start-up activities, including staffing, curriculum development, facility readiness, and technology infrastructure. Targeted funding partners for these funds include Charter School Growth Fund, NewSchools Venture Fund, and the Federal Charter Schools Program (CSP), which provides grants to support the planning, implementation, and early operation of new charter schools.

In addition, the Academy will actively pursue private and philanthropic support from foundations that prioritize educational opportunity, workforce development, and community revitalization. Targeted funders include the Daniel Foundation of Alabama, Alabama Power Foundation, Walton Family Foundation, Black Belt Foundation, Goodrich Foundation, Tombigbee RC&D Foundation, and the Achieve Foundation. These funds will support early-stage expenses such as community outreach, governance training, leadership development, and technology infrastructure.

The school will also cultivate local business and community sponsorships, particularly from regional workforce partners such as Mercedes-Benz, Peco Foods, and Warrior Met Coal, which will provide both financial contributions and in-kind support including equipment, training materials, and student resources.

Post-Opening Revenue (Year 1 and Beyond): Once operational, the Academy will rely primarily on public per-pupil funding through the Alabama Foundation Program, based on Average Daily Membership (ADM), and will also qualify for At-Risk funding for students facing academic and economic disadvantage (Alabama State Department of Education [ALSDE], 2023).

The Academy will receive federal formula funding administered through ALSDE, including Title I, Part A, Title II, Part A, Title IV, Part A, and IDEA to support instructional quality, student wellness, educator development, and special education services.

As a career-focused institution, the Academy will pursue Carl D. Perkins Career and Technical Education (Perkins V) funding, which supports industry-aligned pathways, credentialing programs, modern equipment, and workforce-connected training (Advance CTE, 2022).

In addition, the Academy will apply for competitive workforce and education grants, including the Economic Development Administration (EDA) STEM Talent Challenge Grants, the U.S. Department of Labor YouthBuild Program, Alabama Workforce Innovation and Opportunity Act (WIOA) grants, and the Delta Regional Authority (DRA) Workforce Development Grant. The DRA grant will specifically address transportation barriers for students from the Black Belt region by helping fund daily bus transportation to and from school.

Finally, the Academy will continue cultivating ongoing philanthropic partnerships and corporate donors to support innovation, student stipends for internships, extracurricular programming, and program expansion.

9) Enrollment Summary. Give the grades served and enrollment projections for both the first year of operation and when at full capacity

Enrollment Summary Spreadsheet

File name: Attachment - CFCTA Enrollment Summary Spreadsheet.xlsx
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Element Review

Reviews is not provided

3. EDUCATIONAL PROGRAM DESIGN AND CAPACITY

The Educational Program Design and Capacity section demonstrates the school's readiness to provide a high-quality educational experience on opening day and throughout the charter contract period. This section emphasizes research-based instructional methods, assessment strategies, curriculum alignment with state standards, and the implementation of effective teaching practices. It aims to establish a strong foundation for academic excellence for all students. Applicants must present a well-rounded educational framework that meets the needs of the anticipated student population while adhering to state requirements.

1. Program Overview

Reviewer Instructions

Please rate the application using the provided rubric.

Status: Completed

Form Result

Summarize the unifying theoretical educational framework of the school model, ensuring it is evidence-based and aligns with best practices.

Overarching Standard/Criteria: Compelling evidence of a unifying educational framework that will directly and consistently address the needs of the anticipated population and that clearly demonstrates the likelihood of all students meeting or exceeding the state standard.

Evidence needed for addressing the overarching standard:

a) Provide compelling evidence of a theoretical educational framework that includes current best practices for high quality primary instructional methods, assessment strategies, and other elements of the school model. There must be evidence that it is research based, so it must be cited.

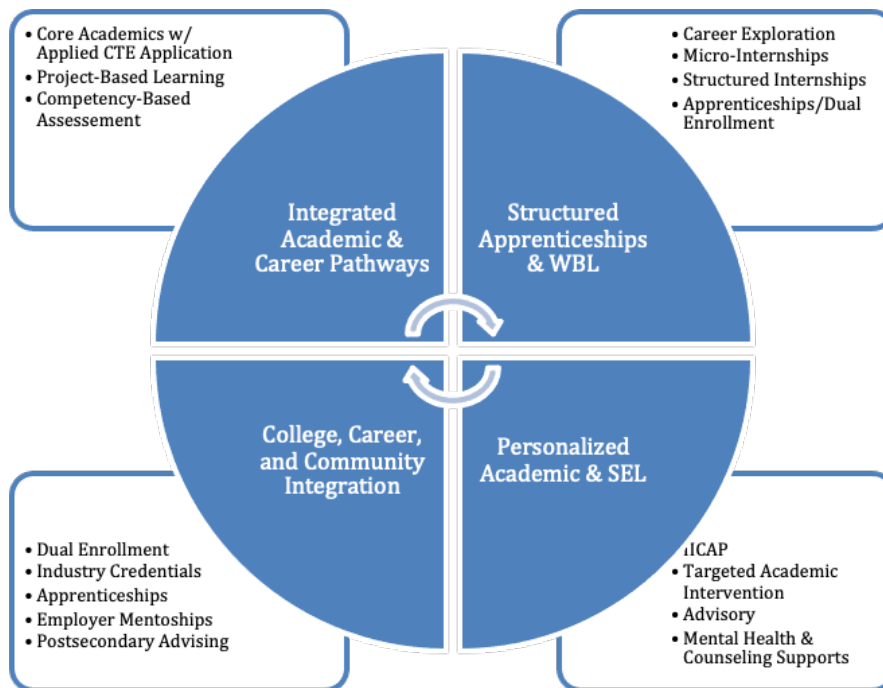
Education Framework Narrative

C.A. Fredd Jr. Career and Technical Academy is grounded in a unifying, evidence-based Early College and Career High School framework that integrates rigorous academics, Career and Technical Education (CTE), and workforce-aligned credentialing to ensure all students meet or exceed Alabama's state standards. The school's model is anchored in well-established research on Career Academies, Project-Based Learning (PBL), Competency-Based Education (CBE), and Culturally Responsive, Trauma-Informed instruction, which collectively have demonstrated positive impacts on student achievement, graduation rates, and postsecondary outcomes (Kemple, 2008; Bell, 2010; Sturgis & Patrick, 2010; Hammond, 2015). This framework is intentionally designed to address the needs of students in historically underserved communities by providing relevance, coherence, and clear pathways to economic mobility.

C.A. Fredd Jr. Career and Technical Academy's academic programming and school culture are intentionally designed to bring our mission to life, empowering students through rigorous, equitable, and industry-connected learning experiences that prepare them for success in college, careers, and civic life.

Research shows that students engaged in career-connected learning, internships, and industry-aligned pathways are more likely to graduate, persist in postsecondary education, and secure higher-wage jobs (National Research Center for Career and Technical Education, 2019). However, many schools still operate on rigid, time-based systems where students progress based on seat time rather than mastery (Aurora Institute, 2023).

The Academy operates through four integrated design pillars:



1. Integrated Academic & Career Pathways

Academic instruction is intentionally aligned with workforce competencies in high-demand sectors including Healthcare, Teaching, Advanced Manufacturing, and Construction Trades. Core courses are mapped to the Alabama College and Career Readiness Standards and contextualized through applied projects and technical applications. This is accomplished through Competency-Based Learning. The CFCTA instructional model blends academic rigor with hands-on career and technical education (CTE). Each student engages in a personalized career pathway that integrates core academic subjects with real-world application. Teachers collaborate across disciplines to align literacy, mathematics, and science standards with industry competencies, ensuring that students develop both critical thinking and technical mastery. Core academic content is delivered through project-based, applied learning experiences that mirror real-world industry challenges, a best practice shown to increase engagement and deepen learning (Thomas, 2000; Buck Institute for Education, 2021). Students demonstrate mastery through performance-based assessments, capstone projects, and industry simulations rather than seat time alone, reflecting a competency-based approach that promotes equitable outcomes and personalized pacing. This integration allows students to understand the relevance of academic learning and cultivates the problem-solving and analytical skills necessary for postsecondary success. Applied learning ensures students demonstrate mastery

through real-world projects, industry experiences, and interdisciplinary problem-solving, rather than traditional tests. Grounded in Project-Based Learning (PBLWorks, 2020), Experiential Learning (Kolb, 1984), and Authentic Assessment (Wiggins, 1998), this approach enhances content retention, critical thinking, and higher-order skills. Schools using career-integrated PBL models, such as High Tech High and the New Tech Network, have seen higher graduation and college persistence rates (Berger, Rugen & Woodfin, 2014).

Why Competency-Based Education?

To ensure that scholars graduate not just prepared but truly capable, the academy defines success through clear, measurable outcomes:

- Scholars will graduate with industry-recognized credentials and college credits, equipping them with high-value skills that translate directly into career and postsecondary opportunities.
- Scholars will demonstrate mastery of academic, technical, and professional skills, ensuring they can apply their learning in real-world contexts rather than simply recalling information for tests.
- Scholars will develop critical thinking, adaptability, and leadership, competencies essential for thriving in high-demand industries and entrepreneurial ventures.

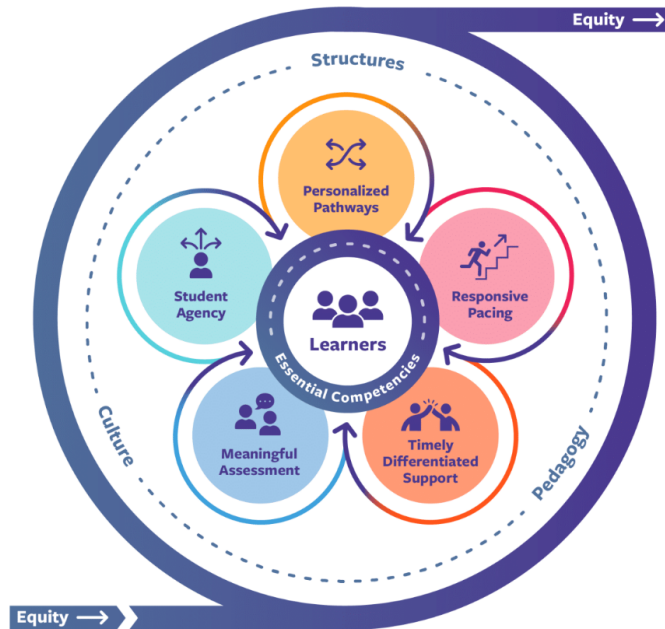
To reach these outcomes, CFCTA uses Competency-Based Education (CBE), which allows scholars to advance upon demonstrated mastery rather than seat time. Research confirms that CBE leads to increased engagement, higher retention, and stronger workforce readiness by ensuring that learning is personalized, applied, and meaningful (American Institutes for Research, 2016). Unlike traditional grading systems, which often misrepresent student proficiency (Marzano, 2000) and reinforce inequities (Guskey, 2013), CBE provides a transparent, skills-based assessment model that allows for real-time tracking of progress (Aurora Institute, 2023).

To implement this vision, CFCTA uses Building 21, a research-backed CBE model designed to prepare scholars for college, careers, and leadership (Next Generation Learning Challenges, 2021). Building 21's framework provides:

- A mastery tracking system, giving learners, educators, and families a clear, real-time view of progress toward skill mastery and graduation readiness (Reigeluth, 2018).
- Flexible credit attainment pathways, allowing learners to earn credit through applied learning, internships, apprenticeships, and industry-aligned projects (Jobs for the Future, 2020).
- A holistic approach to student success, integrating academic rigor, technical expertise, social-emotional learning, and leadership development.

Competency-Based Education

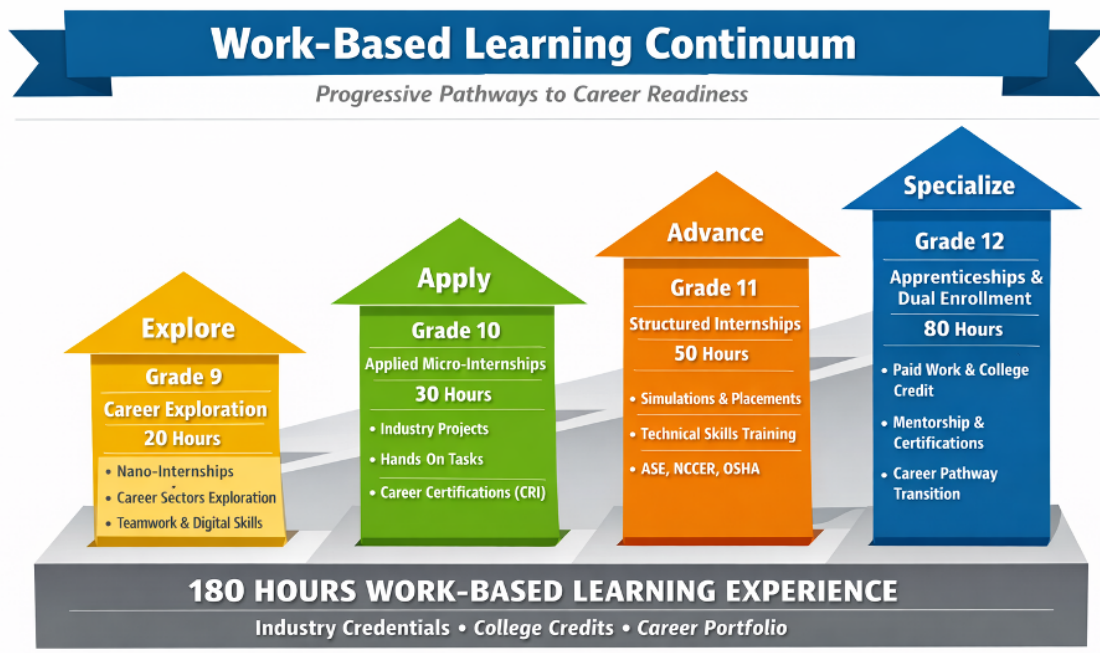
This graphic shows how the elements of CBE in the Aurora Institute definition relate to each other. Creating a coherent and equitable CBE system requires an inclusive process and a learning orientation in which all participants – educators, students, families, community partners, and policymakers – provide leadership and build capacity to transform school culture, structures, and pedagogy.



By implementing Building 21’s CBE model, CFCTA ensures that students graduate with a proven record of achievement, the credentials to unlock high-opportunity pathways, and the confidence to lead and innovate in their chosen fields.

2. Structured Apprenticeship & Work-Based Learning Model

The Academy implements a four-tier work-based learning (WBL) continuum that gradually increases students’ exposure to industry, technical skill development, and professional responsibility. Beginning with career exploration in Grade 9 and culminating in apprenticeships and dual-enrollment practicum experiences in Grade 12, the model integrates classroom learning with authentic workplace engagement.



Grade 9 – Career Exploration (20 Hours)

Students participate in short-term, project-based nano-internships that introduce them to multiple industry sectors such as Healthcare, Teaching, Advanced Manufacturing, and Construction Trades. Through virtual simulations, guest speaker series, and workplace site visits, students begin to explore career interests while developing foundational employability competencies, including:

- Teamwork and collaboration
- Problem-solving
- Communication skills

- Digital literacy

These introductory experiences help students understand workplace expectations and begin identifying potential career pathways.

Grade 10 – Applied Micro-Internships (30 Hours)

Sophomore students participate in applied micro-internships that connect classroom instruction with practical industry tasks. These short-term experiences are conducted in partnership with local businesses, municipal agencies, and skilled trade professionals.

Students apply academic and technical concepts through hands-on activities such as:

- Blueprint interpretation
- Safety inspections
- Computer-aided design (CAD) applications
- Equipment demonstrations and job-shadowing

These experiences also introduce students to career-specific certifications aligned with Alabama's Career Readiness Indicators (CRI) framework.

Grade 11 – Structured Internships and Industry Simulations (50 Hours)

During the junior year, students progress into structured internships or high-fidelity industry simulations that combine academic rigor with technical skill development.

Through partnerships with regional workforce councils, industry consortia, and Shelton State Community College, students participate in supervised placements or advanced training environments designed to strengthen workforce competencies.

These experiences prepare students for industry-recognized certifications, including:

- Automotive Service Excellence (ASE)
- National Center for Construction Education and Research (NCCER)
- Occupational Safety and Health Administration (OSHA)

The focus at this stage is on skill mastery, workplace professionalism, and industry credential preparation.

Grade 12 – Apprenticeships and Dual-Enrollment Practicums (80 Hours)

In their senior year, students complete capstone work-based learning experiences through registered apprenticeships or dual-enrollment practicum placements coordinated with Shelton State Community College and regional industry partners.

These experiences combine:

- Paid, on-the-job learning
- Postsecondary coursework
- Industry mentorship
- Career credential attainment

Students work alongside industry professionals while earning college credit, technical certifications, and documented workplace competencies that support their transition into postsecondary education, advanced apprenticeships, or direct workforce entry.

Program Outcome

By graduation, students will have completed 180 hours of progressive work-based learning, earned industry-recognized credentials, and developed a professional portfolio demonstrating career readiness and technical competency.

3. Personalized Academic & Social-Emotional Support

To fulfill our mission of opportunity and access, every student has an individualized learning plan that reflects their strengths, interests, and goals. Using the Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) frameworks, teachers differentiate instruction to meet diverse academic and social-emotional needs. Students who require additional support such as English learners, students with disabilities, or those performing below grade level receive targeted interventions without stigma. This personalized approach ensures that all learners experience success and growth at their own pace.

Students receive:

-

Individualized Career & Academic Plans (ICAP): ICAP's are designed to provide targeted progress monitoring and personalized planning for all students. ICAP's are developed annually and are composed of the following:

- student's career planning content using Kuder, their planned courses for the year aligned to these goals,
- the comprehensive set of courses needed for graduation,
- progress towards completion of graduation requirements,
- progress towards earning work-based learning hours and CTE credentials.

ICAP's are reviewed quarterly with the student's advisor and progress is shared with guardians. Students who are off-track receive more intensive support from academic and counseling teams, including regular communication with parents and quarterly parent conferences.

- Targeted literacy and numeracy instruction: Through the following strategies, CFCTA addresses student academic gaps.

- **Math 180 & Read 180, evidence-based intervention programs that provide intensive support for scholars needing additional literacy and numeracy reinforcement (Evidence for ESSA, 2022).**

- **High-Dosage Tutoring (NBER, 2020), ensuring small-group, skill-focused interventions that close learning gaps.**

- **Self-Paced Adaptive Technologies, leveraging digital tools that support skill advancement and mastery-based progression.**

- **Frequent Formative Digital Assessments, providing real-time feedback and adaptive instruction to personalize learning pathways.**

- Advisory-based mentorship:

- **1:1 Coaching – Scholars receive individualized coaching tailored to their academic, career, and personal growth goals. Advisors provide structured career planning, skill development, and goal-setting, reinforcing self-determination and long-term success strategies (Deci & Ryan, 1985).**

- On-site mental health and counseling supports

- **Wellness & Support Services – Scholars have access to personalized assistance for academic, financial, and social-emotional barriers, ensuring equitable access to the resources needed for success. This includes:**

- **Mandated Counseling & Tiered Support Services – A multi-tiered system of support (MTSS) ensures that scholars receive the right level of intervention, from universal SEL instruction to intensive individual counseling.**

- **Crisis Support & Mental Health Services – School-based mental health professionals provide on-demand**

support, referrals, and crisis intervention.

4. College, Career & Community Integration

Through partnerships with regional employers, workforce boards, and postsecondary institutions, students will have access to:

- Dual enrollment
- Industry credentialing
- Apprenticeship pipelines
- Employer mentorship
- Postsecondary advising

The CFCTA's framework is reinforced through structured work-based learning including internships, apprenticeships, and industry co-teaching embedded across all grade levels and aligned specifically for each of the school's career pathways. Strong industry partnerships ensure curricular relevance and continuous improvement, consistent with evidence that employer engagement strengthens school-to-career pipelines (Carnevale et al., 2010). This approach reflects national best practices in CTE and early college models, which emphasize measurable skill attainment and postsecondary momentum (Black & William, 2009; Symonds et al., 2011). Dual enrollment partnerships further strengthen the framework by allowing students to earn college credit while completing high school, reducing barriers to postsecondary completion and accelerating workforce entry.

Oversight and accountability are maintained through ALSDE's EQUIP quality indicators and continuous data review on credential attainment, academic growth, and postsecondary outcomes.

Collectively, this coherent educational framework demonstrates compelling evidence of effectiveness and alignment with best practices. By uniting early college access, rigorous academics, high-demand CTE pathways, and culturally responsive, trauma-informed supports, C.A. Fredd Jr. Career and Technical Academy is well positioned to ensure that all students graduate college- and career-ready, prepared to succeed in construction, industrial manufacturing, automotive careers, or further education aligned with Alabama's workforce needs.

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b) Provide evidence for the success of this theoretical framework with the anticipated student population. Comprehensively summarize the essential design elements of the school model and provide at least three (no more than five) specific and measurable goals for the anticipated student population.

Unifying Educational Framework and Evidence of Success

C.A. Fredd Jr. Career & Technical Academy is grounded in a coherent, evidence-based school design built on three integrated and mutually reinforcing design elements: Career Preparation Pathways, Project-Based Learning (PBL), and Competency-Based Education (CBE). Together, these elements form a unified Early College and CTE framework that directly addresses the academic, cultural, and workforce readiness needs of students in West Alabama while ensuring alignment with Alabama College and Career Readiness Standards (CCRS), the Alabama State Assessment Program, and ALSDE Career Preparedness and CTE standards.

Compelling Evidence of Success Aligned to CFCTAs Design Elements

Design Element 1: Integrated Academic and Career Pathways

What the Research Says: Studies confirm that career-connected learning, project-based instruction, and authentic assessments increase student engagement, content retention, and postsecondary success (PBLWorks, 2020; Kolb, 1984).

- Project-Based Learning (PBL) improves student engagement by 27% and strengthens critical thinking and collaboration skills (PBLWorks, 2020).
- Authentic, real-world assessments ensure that students apply skills in ways that translate directly to workforce expectations (Wiggins, 1998).

Proven Results from Similar Models:

- High Tech High and the New Tech Network, both career-integrated PBL models, have seen higher graduation and college persistence rates by embedding industry-aligned projects and apprenticeships (Berger, Rugen & Woodfin, 2014).
- Schools that integrate real world learning also see top academic scores like LEAD in New York City who is achieving 100% literacy, 98% math, and 82% science proficiency (LEAD, 2025)
- Big Picture Learning (BPL), a national leader in real-world learning, reports that 74% of graduates enroll in postsecondary education and 85% secure full-time employment within two years—demonstrating the impact of internships, mentorships, and personalized learning plans (Big Picture Learning, 2022).
- EL Education schools outperform national averages in student growth and engagement by embedding interdisciplinary, applied learning experiences (EL Education, 2023).
- Schools integrating work-based learning and capstone projects report that students are more likely to complete internships and enter high-demand career fields (Hewlett Foundation, 2013).

Design Element 2: Structured Apprenticeships and Work-Based Learning

What the Research Says: Work-based learning and structured mentorship are key factors in student engagement, self-efficacy, and long-term success (CASEL, 2020; Yeager, 2019).

- Mentorship increases students' retention and career success rates by providing structured advisory support and role models (JFF.org, 2022).

Proven Results from Similar Models:

- Mentorship programs have been shown to increase belonging, retention, and career opportunities for students from underrepresented backgrounds (JFF.org, 2023).

Design Element 3: Personalized Academic Support & SEL

What the Research Says: Academic interventions that incorporate mastery learning, formative assessments, and personalized supports lead to higher student achievement and reduced learning gaps (Bloom, 1984; Black & Wiliam, 1998). High quality social-emotional learning programming is crucial to academic success. Studies show that:

- Mastery-based instruction increases academic proficiency by 20% when paired with high-quality, structured interventions (Bloom, 1984).
-

Self-paced adaptive learning and high-dosage tutoring have been shown to significantly increase math and literacy achievement for historically underserved students (NBER, 2020).

- Students with strong SEL skills are 42% more likely to graduate high school and demonstrate higher postsecondary persistence rates (Aspen Institute, 2019).

Proven Results from Similar Models:

- Carnegie Learning's AI-driven cognitive tutoring systems have increased student proficiency in math by 12-20%, demonstrating the impact of targeted, adaptive instruction (Pane et al., 2014).
- Schools that integrate frequent formative assessments and personalized remediation see higher academic gains, particularly for students who enter below grade level (Marzano, 2000).

Design Element 4: College, Career, and Community Integration

What the Research Says: Dual enrollment, credential-based pathways, and structured career exploration are key drivers of postsecondary success and economic mobility (Conley, 2010; Symonds, Schwartz & Ferguson, 2011).

- Students who take college courses in high school are 18% more likely to persist in postsecondary education (Karp et al., 2007).
- Credential-based assessments and industry-recognized certifications increase employment rates and long-term earnings (Rosen et al., 2021).

Proven Results from Similar Models:

- P-Tech Schools and Tennessee's Career Academy model show that integrating early college credit and workforce training leads to higher postsecondary attainment and greater career opportunities (JFF.org, 2021).
- The Harvard Graduate School of Education found that structured work-based learning and career mentorship programs increase employment rates and long-term earnings potential (HGSE, 2020).

Measurable Goals for the Anticipated Student Population

To evaluate the effectiveness of this framework, C.A. Fredd Jr. Career & Technical Academy has established the following specific, measurable goals:

1. Academic Achievement: Academic Achievement will meet or exceed the state average on the state report card.
2. Credential and Graduation Attainment:
90% of students will graduate with a high school diploma and at least one industry-recognized credential aligned to the Alabama Workforce Development Diploma.
3. Work-Based Learning Completion:
95% of graduates will complete a minimum of 80 hours of structured, standards-aligned work-based learning. (mission specific goal)
4. Postsecondary Placement:
85% of graduates will be employed in a related field, enrolled in postsecondary education, or participating in a registered apprenticeship within six months of graduation. (mission specific goal)

This clearly articulated design emphasizes Career Preparation Pathways, Project-Based Learning, and Competency-Based Education provides compelling evidence of a unified, high-quality educational framework. It positions C.A. Fredd Jr. Career & Technical Academy to consistently meet state standards while preparing all students for college, career, and meaningful participation in Alabama's workforce and communities.

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- Work-based learning and structured mentorship are key factors in promoting student engagement, self-efficacy, and long-term success (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020; Yeager, 2019).
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Element Review

Reviews is not provided

2. Curriculum and Instructional Design

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Propose an implementation of the educational framework as a curriculum that both reflects the needs of the anticipated population and ensures that all students will meet or exceed the state standard.

Overarching Standard/Criteria: Compelling evidence of a curriculum implementation of the unifying educational framework that will directly and consistently address the needs of the anticipated population and that clearly demonstrates the likelihood of all students meeting or exceeding the state standard.

Evidence needed for addressing the overarching standard:

- a) Describe the proven methods employed to transform the unifying educational framework into a school curriculum. Describe how the mission, vision and framework inform the planning of the curriculum.

Curriculum Implementation Narrative

Overview of the Curriculum Design Process

The transformation of the unifying educational framework into a comprehensive school curriculum at C.A. Fredd Jr. Career & Technical Academy is grounded in a research-based, standards-aligned, and opportunity-driven process that integrates Alabama's state academic and technical standards,

national industry expectations, and regional workforce priorities. This process is guided by the Academy's mission to prepare every learner for college, career, and community leadership and its vision to advance opportunity through opportunity, innovation, and workforce readiness. These foundational commitments shape every stage of curriculum planning and implementation, ensuring that academic rigor, technical mastery, and experiential learning operate cohesively to promote both excellence and access for all students. The result is a curriculum that is responsive to workforce demands, culturally grounded, and designed to expand pathways to postsecondary and economic success for students across Central and West Alabama (Alabama Department of Commerce, 2022; Federal Reserve Bank of Atlanta, 2021).

At the core of this transformation is a standards-based design approach anchored in the Alabama Course of Study for Career and Technical Education, which establishes the essential content standards and performance expectations for each CTE program. These standards outline the knowledge, skills, and dispositions students must demonstrate upon course completion and serve as an academic foundation for curriculum development. The Academy employs the Understanding by Design (UbD) model to ensure coherence and alignment between learning outcomes, assessments, and instructional strategies (Wiggins & McTighe, 2005). Through backward design, faculty identify desired results and determine acceptable evidence of student learning before developing instructional experiences, ensuring intentional and measurable progress toward college and career readiness. Each program blends Alabama's state standards with national frameworks, including Perkins V and the Advanced CTE Career Clusters Framework, resulting in a coherent, vertically aligned structure that connects K–12 experiences with postsecondary pathways (Sturgis & Patrick, 2010).

Curriculum development is inherently collaborative, reflecting a multi-stakeholder process that includes the Alabama State Department of Education (ALSDE), Local Education Agencies (LEAs), postsecondary partners, and regional industry leaders. The Academy engages representation of the Regional Workforce Curriculum Development Taskforce comprising faculty from Shelton State Community, Lawson State, Jefferson State, the Alabama Office of Apprenticeship, and executives from industry leaders. This committee serves as the central body responsible for aligning education and industry priorities. Through structured design labs, workforce data analysis, and planning workshops, this taskforce identifies regional labor demands, defines core competencies, and establishes credentialing expectations for each pathway (Alabama Department of Commerce, 2022). These activities are informed by state and federal workforce reports highlighting the need for scalable, locally grounded career pathways that promote livable wages and long-term economic mobility (Federal Reserve Bank of Atlanta, 2021).

While ALSDE provides statewide content and performance standards, local adaptation ensures that the curriculum reflects the social, economic, and cultural realities of the communities it serves. LEAs have the flexibility to modify pacing guides, course sequencing, and instructional delivery methods to meet local workforce needs. At C.A. Fredd Jr. Career & Technical Academy, this localized adaptation emphasizes cultural relevance, applied learning, and community engagement. Instruction integrates region-specific examples, service-learning projects, and work-based experiences that connect academic concepts to the lived experiences of students and the local economy. For instance, Health Science students partner with Health Systems such as (DCH) on public health campaigns addressing chronic illnesses prevalent in rural Alabama, while Advanced Manufacturing students participate in robotics and CNC machining projects supported by Warrior Met Coal Mine engineers. Such place-based learning experiences make instruction meaningful, authentic, and directly linked to the regional labor market (Barron & Darling-Hammond, 2008; Castellano, Sundell, & Richardson, 2017).

To ensure ongoing alignment and relevance, the Academy implements a Continuous Improvement Plan (CIP) model that evaluates program quality through multiple data measures. The CIP process monitors student credential attainment, postsecondary enrollment, work-based learning completion, and graduate employability outcomes. Data collected from employers, community partners, and student feedback inform annual curriculum revisions, enabling the Academy to remain responsive to changing workforce demands and emerging industry technologies. This systematic review process

supports the Academy's commitment to continuous innovation, ensuring that instructional quality and student outcomes remain high (Conley, 2012).

The implementation of the educational framework at C.A. Fredd Jr. Career & Technical Academy is intentionally aligned with its mission and vision through three core pillars: career readiness and workforce alignment, cultural and community relevance, and evidence-based instructional integration. The first pillar ensures that every CTE program leads to stackable credentials, dual-enrollment opportunities, and work-based learning experiences culminating in the Alabama Workforce Development Diploma (AWDD). The second pillar cultural and community relevance is guided by Culturally Responsive Pedagogy (CRP), which positions students' cultural identities as assets within the learning process (Gay, 2010; Ladson-Billings, 1995). By embedding local histories, community narratives, and culturally affirming practices, instruction fosters student belonging, engagement, and empowerment, particularly among historically marginalized populations (Milner, 2011; Hammond, 2015). The third pillar integrates Project-Based Learning (PBL) and Competency-Based Education (CBE) frameworks, allowing students to learn through real-world problem-solving and advance based on demonstrated mastery rather than seat time (Barron & Darling-Hammond, 2008; Sturgis & Patrick, 2010). Authentic performance assessments such as welding precision challenges, business plan development, and clinical health simulations allow students to demonstrate mastery through applied, industry-relevant tasks.

Overview of the Curriculum

The Academy's curriculum is fully aligned with Alabama's high school graduation requirements. Students complete Career Preparedness I and II, which incorporate financial literacy, employability skills, and digital portfolio development; earn a minimum of two industry-recognized credentials in their chosen pathway; complete a capstone project evaluated by educators and industry leaders; and engage in at least 80 hours of work-based learning through internships, apprenticeships, or job shadowing during their senior year. Dual-enrollment courses, taught in collaboration with Shelton State Community College faculty, provide opportunities for college credit and credential stacking, ensuring seamless transitions to postsecondary education and the workforce.

The Academy will utilize a research-based core curriculum aligned to the Alabama Course of Study. Core instructional materials will include:

- English Language Arts: HMH Into Literature (grades 9–12) aligned to Alabama standards
- Mathematics: Illustrative Mathematics / Algebra and Geometry sequence
- Science: OpenSciEd and industry-aligned lab modules
- Social Studies: Inquiry-based curriculum aligned to the Alabama Course of Study.

Ultimately, the curriculum at C.A. Fredd Jr. Career & Technical Academy exemplifies how a unifying educational framework can be transformed into a mission-driven, regionally responsive, and culturally sustaining model of education. Through strategic collaboration, data-informed decision-making, and evidence-based instructional practices, the Academy fulfills Alabama's educational priorities while advancing opportunity and access. The curriculum's integration of academic rigor, technical skill development, and community engagement ensures that students—particularly those from historically marginalized communities—are equipped with the competencies, confidence, and credentials necessary to achieve long-term success in college, career, and civic life (Ladson-Billings, 1995; Gay, 2010; Castellano et al., 2017; Conley, 2012).

Career Pathway Programs

C.A. Fredd Jr. Career & Technical Academy will offer a set of career pathway programs aligned with high-demand workforce sectors in Tuscaloosa County and the surrounding West Alabama region. Each pathway is designed in collaboration with regional employers, postsecondary institutions, and

workforce development partners to ensure students develop skills aligned with current labor market needs.

These pathways allow students to graduate with both a standard Alabama High School Diploma and industry-aligned credentials or college credit, positioning them for success in postsecondary education, technical training, or immediate entry into the workforce.

Students begin exploring career interests in grade 9, formally select a pathway in grade 10, and progress through a sequence of increasingly advanced coursework, technical skill development, and graduated work-based learning experiences grades 9 through 12.

The Academy will offer the following career pathways:

Pathways	Advanced Manufacturing	Healthcare	Construction	Teaching/Education
Programs	<ul style="list-style-type: none"> • Modern Manufacturing • Industrial Maintenance • Automotive Repair 	<ul style="list-style-type: none"> • Nursing • Pre-Medicine • Emergency Medical Care 	<ul style="list-style-type: none"> • Electrical • Plumbing • HVAC • Carpentry/Framing 	<ul style="list-style-type: none"> • Early Childhood • K-12 Teaching • Counseling/Social Work
Credentials	<ul style="list-style-type: none"> • OSHA-10 Safety Certification • NCCER Manufacturing Credentials • Certified Production Technician (CPT) 	<ul style="list-style-type: none"> • Certified Nursing Assistant (CNA) • Patient Care Technician • CPR and First Aid certification • EMT 	<ul style="list-style-type: none"> • OSHA-10 Safety Certification • NCCER Construction Certifications 	<ul style="list-style-type: none"> • Dual Enrollment (University of Alabama & Shelton State Community College)

Advanced Manufacturing and Engineering Technologies

This pathway prepares students for careers in modern manufacturing, automation, and industrial technology—sectors that represent a major component of the regional economy.

Students will develop competencies in:

- industrial automation and robotics
- manufacturing systems and production processes
- engineering design and technical drafting
- quality control and safety procedures

Students will have opportunities to earn industry credentials such as:

-

OSHA-10 Safety Certification

- NCCER Manufacturing Credentials
- Certified Production Technician (CPT)

Through partnerships with regional employers, students will participate in manufacturing site visits, industry mentorships, and internship opportunities.

Healthcare and Medical Services

The healthcare pathway prepares students for careers in patient care, healthcare support services, and medical technologies.

Students will develop skills in:

- medical terminology
- patient care fundamentals
- healthcare systems and ethics
- biomedical technologies and healthcare simulations

Credential opportunities may include:

- Certified Nursing Assistant (CNA)
- Patient Care Technician
- CPR and First Aid certification
- EMT

Students will also participate in clinical observations and healthcare internships through partnerships with local healthcare providers.

Construction Technologies and Skilled Trades

This pathway prepares students for careers in construction, electrical systems, and skilled trades—fields that continue to experience strong workforce demand across Alabama.

Students will develop competencies in:

- construction safety and project management
- carpentry and building technologies
- electrical and mechanical systems
- blueprint reading and construction mathematics

Students will have opportunities to earn credentials such as:

- OSHA-10 Safety Certification
- NCCER Construction Certifications

Work-based learning experiences include job shadowing, apprenticeships, and internships with local construction and trade professionals.

Education and Teacher Preparation Pathway

(In Partnership with the University of Alabama)

C.A. Fredd Jr. Career & Technical Academy will also offer an Education and Teacher Preparation pathway designed to introduce students to careers in teaching, youth development, and educational leadership. This pathway is developed in partnership with the University of Alabama College of Education and supports efforts to strengthen the future teacher pipeline in Tuscaloosa County and the surrounding Black Belt region.

Students in the Education pathway will explore the foundations of teaching and learning while gaining hands-on experience working with younger students.

Coursework will introduce students to:

- foundations of the teaching profession
- child and adolescent development
- instructional planning and classroom management
- culturally responsive teaching and educational opportunity
- leadership and communication in educational settings

Beginning in the sophomore year, students will participate in structured field experiences in local elementary and middle schools where they observe instruction, assist teachers, and support tutoring or mentoring programs.

Through partnership with the University of Alabama, students may also participate in:

- dual enrollment courses connected to teacher preparation programs
- campus visits and mentorship opportunities with education faculty and students
- early exposure to university-based teacher preparation pathways

During their senior year, students will complete a Teaching Internship or Education Capstone Experience, working alongside experienced educators in classroom settings.

Students completing the pathway will graduate with a strong foundation for pursuing postsecondary degrees in education or youth development fields and will help strengthen the long-term pipeline of educators serving communities across West Alabama.

Pathway Integration with Work-Based Learning

Across all career pathways, students will participate in progressively structured work-based learning experiences including:

- career exploration and industry guest speakers in grade 9
- job shadowing and technical skill labs in grade 10
- internships and mentorships in grade 11

- capstone work-based learning experiences in grade 12

By graduation, students will have completed meaningful career-connected learning experiences aligned with their pathway, preparing them for both postsecondary education and workforce success. A key feature of the Academy's model is its dual enrollment partnerships with the University of Alabama and Shelton State Community College, which provides students with access to college-level coursework, articulated credits, and industry-recognized credentials. This collaboration supports Alabama's Workforce Development Diploma initiative, allowing students to graduate with tangible workforce credentials, college credit, and meaningful professional experience.

The integration of academics and CTE at C.A. Fredd Jr. Career and Technical Academy not only bridges the gap between classroom learning and workforce expectations but also embodies Alabama's vision for equitable access to high-quality career pathways that lead to economic mobility and community advancement.

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- b) Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure. Demonstrate alignment to the school's mission and vision.

The basic learning environment for the Career and Technical Education (CTE) program at C.A. Fredd Jr. Career and Technical Academy is intentionally structured to foster hands-on, inquiry-based, and academically rigorous learning that prepares students for both postsecondary education and the workforce. Each CTE program spanning fields such as Automotive Technology, Health Science, Construction, Industrial, and Modern Manufacturing operates within the parameters of the Alabama Administrative Code (AAC), Rule 290-6-1-.03, which mandates equitable class sizes, safety standards, and instructional quality to ensure every student receives access to a high-quality, career-aligned education (Alabama State Department of Education [ALSDE], 2023). The Academy's instructional framework reflects its mission to empower students through equitable access to innovative, rigorous academic and technical pathways, and its vision to cultivate a workforce-ready generation through culturally responsive, community-embedded, and industry-driven learning experiences.

Core Content Instruction (Classroom-Based)

Instruction is delivered through small, cohort-based classes, a structure supported by research demonstrating that smaller class sizes foster deeper teacher-student relationships, more individualized instruction, and higher levels of student engagement (Finn, Gerber, & Boyd-Zaharias, 2005). Core academic subjects English, mathematics, science, and social studies are taught in traditional classroom settings but are infused with career-connected and culturally relevant content to enhance engagement and promote real-world application. For instance, mathematics instruction in the Advanced Manufacturing pathway integrates blueprint reading and geometric tolerancing, while Health Science courses emphasize data analysis and clinical reasoning aligned with healthcare industry standards (National Research Center for Career and Technical Education NRCCTE, 2010).

CTE Lab-Integrated Learning

Each career pathway includes lab-integrated technical courses conducted in state-of-the-art facilities co-developed with Shelton State Community College and local industry partners. These labs simulate real-world environments such as healthcare simulation centers, precision machining labs, and logistics operations centers. Instructional practices emphasize experiential learning, collaborative problem-solving, and iterative design, consistent with Kolb's (1984) experiential learning theory, which posits that knowledge is best constructed through reflection and active engagement. Students are taught to apply technical concepts to authentic workplace challenges, reinforcing both academic and employability competencies outlined in Perkins V, Section 135(b) (U.S. Department of Education, 2019).

Personalized Learning

To support diverse learning needs, the Academy incorporates guided independent study, small-group academic intervention, and flexible scheduling options. These modules are delivered through a combination of digital learning platforms using Read 180 and Math 180 for intervention, and asynchronous classroom management system aligned with the Alabama College and Career Readiness Standards (ACCRS), ensuring both accessibility and academic rigor (ALSDE, 2022). Independent learning options allow students to pursue credit recovery, complete internships, or engage in self-paced enrichment opportunities. Regular check-ins with content-area specialists and CTE instructors provide scaffolding and progress monitoring, reinforcing self-regulated learning and accountability (Zimmerman, 2002).

Advisory, Capstone, and Work-Based Learning Integration

The Academy employs a robust advisory model wherein each student is paired with a faculty advisor who meets with them weekly to support academic planning, credential attainment, and social-emotional development. This structure reflects the school's mission to nurture leadership, resilience, and curiosity through mentorship and holistic student support. During their junior and senior years, students complete capstone projects that synthesize academic and technical learning through portfolio defenses, design showcases, or community-based presentations, aligning with High School Graduation Requirements – Alabama Administrative Code, Rule 290-3-1-.02 (ALSDE, 2023).

Additionally, each graduate completes a minimum of 100 hours of work-based learning during senior year through internships, apprenticeships, or cooperative experiences with local business and industry partners. These experiences provide structured opportunities for students to demonstrate workplace competencies, earn industry-recognized credentials, and transition seamlessly into post-secondary education or employment. Research affirms that such work-based learning experiences significantly improve students' career readiness, motivation, and long-term employment outcomes (Kemple & Snipes, 2000; Advance CTE, 2021).

Alignment to Mission and Vision

The Academy's integrated, student-centered learning environment directly operationalizes its mission and vision. By combining small class sizes, hands-on technical learning, culturally responsive pedagogy, and trauma-informed support systems, the Academy ensures equitable educational access particularly for historically underserved students in Tuscaloosa County. The inclusion of community partnerships, dual enrollment with Shelton State Community College, and industry collaboration transforms the school into a regional hub for workforce development and educational innovation. In doing so, C.A. Fredd Jr. Career and Technical Academy fulfills its mission of preparing

every student not only to graduate but to lead with purpose, skill, and resilience in a rapidly evolving global economy.

Design Element	Instructional Approach	Curriculum	Class Size	Duration	Assessment Approach
Core Content Instruction	Provide standards-aligned, teacher-led instruction in Math, ELA, Science, and Social Studies, building foundational conceptual understanding and problem-solving skills Cycles of direct instruction, small group collaboration, and reteach/remediation, using competency-based rubrics.	<ul style="list-style-type: none"> - Math: Imagine Learning Illustrative Mathematics (6-12) - ELA: HMH Into Literature (6-12) - Science: OpenSciEd (6-12) - History & Social Studies: HMH Social Studies, DBQ Project - Science Integration: OpenSciEd - Dual Enrollment academic courses 	~25 students per class	60–90 minutes per session	<ul style="list-style-type: none"> - In-Class Formative Checks (quizzes, exit tickets) - Summative standards based Unit Assessments (written tests, performance tasks) - Graded on competency-based rubrics; reteach/remediation if not mastered

CTE Lab	Advance technical training in CTE pathways through lab-based experiences, internships, and industry-sponsored challenges	- CTE Pathways: Industry-aligned modules from partners (e.g., NCCER, OSHA-10)	15–20 scholars per lab	60–90-minute labs	<p>In labs (skill demos, safety checks, simulations) + workplace settings (mentor evaluations)</p> <p>- Competency rubrics, portfolio artifacts (e.g., CNC machining logs, patient care checklists)</p> <p>- Industry Credentials (e.g., CNA, OSHA-10) embedded in final assessments</p>
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<p>Personalized Learning</p>	<p>Deliver targeted interventions or accelerated learning in Math and ELA through adaptive technology, small-group tutoring, and frequent data reviews.</p> <p>Immediate reteach for misconceptions or missed standards. Multi-tiered system of support (MTSS) framework to monitor progress and tailor next steps.</p> <p>Acceleration and independent study using asynchronous online platform</p>	<p>Google Classroom</p> <p>Math Intervention: Math 180</p> <ul style="list-style-type: none"> - Reading Intervention: Read 180 - Additional adaptive tools (e.g., i-Ready) for tailored skill-building 	<p>Individually</p> <p>Small group 5-8 students</p>	<p>45–60 minutes per session</p>	<ul style="list-style-type: none"> - Online Dashboards track real-time progress - Every 3 Weeks: Data huddles to revise goals and adjust interventions - Digital based assessments
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Advisory, Capstone, Work-Based Learning	Guide career planning, resume building, financial aid literacy, and postsecondary exploration in small-group settings Ongoing mentorship that evolves as students refine career paths.	- College & Career Readiness: Modules with HMH resources - Financial Literacy: integrated lessons, industry guest speaker	12–15 scholars per advisor	45 minutes per session Multiple times per week	- Where: Advisory-based milestones (completed resume, FAFSA, scholarship essays) - How: Rubric checklists for career-readiness tasks, work-based learning reflections recorded in personal portfolios
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References

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- U.S. Department of Education. (2019). *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*. Washington, DC.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70.

c) Provide an overview of the planned curriculum. Attach a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with applicable state standards.

1. Program Mission and Design (High School)

C.A. Fredd Jr. Career & Technical Academy is a career-focused public charter high school (Grades 9–12) designed to deliver an integrated academic and Career & Technical Education (CTE) model aligned to Alabama’s Courses of Study, CTE Programs of Study, and state diploma pathways emphasizing workforce readiness.

The Academy’s high school model prepares students for college, industry certification, and direct entry into high-demand careers through a coherent sequence of academic coursework, technical training, and structured work-based learning.

Core Academic Curriculum (Aligned to Alabama Standards)

All students take Alabama ACOS-aligned coursework in English, math, science, and social studies, ensuring mastery of state competencies while developing higher-order thinking and real-world application skills.

Subject	Curriculum Used	Key Features & ACOS Alignment
Mathematics	Imagine Learning Illustrative Mathematics (9-12)	Focuses on conceptual problem-solving, aligned to ACOS mathematical reasoning and modeling standards.
English Language Arts (ELA)	HMH Into Literature (9-12)	Balanced literacy approach, integrating Socratic seminars, evidence-based writing, and reading comprehension, directly mapped to ACOS ELA strands.
Science	OpenSciEd (9–12)	Uses phenomenon-based learning, aligned to ACOS standards in Life, Physical, and Earth/Space sciences.
Social Studies	HMH Social Studies + DBQ Project	Encourages critical thinking and primary source analysis, aligned to Alabama’s history, government, and economics standards.

Personalized Learning: To ensure every student thrives, the curriculum includes tiered interventions, acceleration options, and flexible learning pathways that support standards based achievement and progress on the competency framework.

Support Type	Description
Acceleration	Honors/AP courses, dual enrollment at local colleges.

Remediation	Small-group or 1:1 support, Read 180, Math 180 interventions for math & literacy.
ELL & SPED Support	Co-teaching models, scaffolds, extended test time, competency-based progression.

Example Course Outcomes:

- High School ELA (HMH Into Literature): By 12th grade, students demonstrate mastery of rhetorical analysis, write research-based argumentative essays, and effectively present findings in academic and professional contexts.

Attachment Reference: See attached OpenSciEd Scope & Sequence for middle and high school science content and skill progression. See [Building 21 CBE Scope & Sequence](#) for competency-based tracking across grades.

Applied Learning Curriculum (CTE: Health & Advanced Manufacturing) (Example)

The school integrates Alabama’s Advanced Manufacturing and Health Science Course of Study, ensuring that students develop industry-specific skills while reinforcing core academic knowledge.

Career Pathway	Integration with Core Subjects	ACOS + Industry Credential Alignment
Advanced Manufacturing	Math courses apply real-world calculations for manufacturing design. Science labs incorporate engineering principles.	Aligned to Alabama Advanced Manufacturing Course of Study and NCCER credentials.
Health Sciences	Science courses integrate medical case studies and biomedical investigations. English includes technical writing and patient communication.	Aligned to Alabama Health Science Course of Study and OSHA-10 & CNA certifications.

Example Course Outcomes:

- High School (Advanced CTE Pathways): By 12th grade, students earn OSHA-10 certification, complete a simulated healthcare diagnosis, or design an automated prototype for an industry-based project.

Reference: See [Advanced Manufacturing](#) and [Health Services](#) to better understand the learning progressions.

3. High School Academic Curriculum (Grades 9–12)

All academic instruction aligns to Alabama’s state standards and graduation requirements:

- English Language Arts – Alabama Course of Study: ELA
- Mathematics – Alabama Course of Study: Mathematics

- Science – Alabama Course of Study: Science
- Social Studies – Alabama Course of Study: Social Studies
- Career Preparedness – ALSDE Career Preparedness Course of Study
- Work-Based Learning – ALSDE WBL Course of Study

Academic courses are intentionally integrated with CTE coursework to support technical literacy, applied problem-solving, and workforce communication skills.

4. Graduation and Diploma Pathway (Workforce Emphasis)

The Academy is designed to support Alabama's General High School Diploma Requirements. Students graduate as CTE completers, earning:

- Industry credentials
- Work-based learning experience
- Career Preparedness credit
- Postsecondary or workforce transition plans

5. High School Exemplar: CTE Anchor Course

Modern Manufacturing Technology I

Course Title: Modern Manufacturing Technology I
Grade Level: 9–12
Course Type: CTE Pathway Anchor
Length: 1 Semester (expandable to full year)

Course Outcomes

Students will:

1. Demonstrate manufacturing lab safety, PPE use, and hazard recognition.
- 2.

Use precision measurement tools and interpret tolerances.

3. Apply quality systems concepts including defects, variation, and root cause analysis.
4. Read and interpret technical documentation such as SOPs and work instructions.
5. Develop employability skills including resumes, interviews, and professional communication.

6. Sample High School Scope and Sequence

(Manufacturing Technology I – 18 Weeks)

Weeks 1–3: Safety and Workplace Systems

- OSHA-aligned safety routines
- PPE use and hazard recognition
- Shop norms and 5S organization
Assessment: Safety exam + safe workstation demonstration

Weeks 4–6: Measurement and Metrology

- Units and conversions
- Calipers, micrometers, inspection logs
Performance Task: Inspection report

Weeks 7–9: Materials and Processes

- Metals and polymers
- Forming and cutting processes
Project: Material selection justification

Weeks 10–12: Quality Systems

- Defects and variation
- 5 Whys, fishbone diagrams
Task: Defect investigation simulation

Weeks 13–15: Production and Team Manufacturing

- Workflow and roles
- Small batch production
Project: Team manufacturing build

Weeks 16–18: Capstone and WBL

- Resume and mock interview

Industry guest speakers

Capstone: Portfolio + oral defense

Sample Course Scope	File name:	CFCTA_ScopeandSequence.pdf
	Uploaded:	03/13/2026 03:31 PM
	Uploaded by:	Jeremiah Newell

d) If the curriculum is fully developed, summarize curricular choices, such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students. Describe how the curriculum aligns with Alabama state standards.

CFCTA has selected four fully developed, research-based curricula, Illustrative Mathematics (9–12), HMH Into Literature (9–12), HMH Social Studies + DBQ, and OpenSciEd (9–12), to anchor core instruction. Each is EdReports-approved for robust alignment to standards, depth of rigor, and usability, ensuring all learners engage with challenging yet accessible content.

- Math (Illustrative Mathematics): Fosters deep conceptual understanding and problem-solving, ideal for students needing both procedural fluency and real-world application.
- ELA (HMH Into Literature): Offers rigorous reading and writing tasks, varied literary and informational texts, and built-in scaffolds—equipping diverse students with college-level analysis skills.
- Social Studies (HMH + DBQ Project): Integrates inquiry-based historical investigations and document-based questioning, cultivating critical thinking and evidence-based writing.
- Science (OpenSciEd 9–12): Uses phenomenon-based learning to build content mastery and scientific reasoning. For upper grades, CFCTA will supplement emerging OpenSciEd high school units with existing state-approved resources, ensuring continuous alignment to Alabama Course of Study.

Because these curricula have demonstrated success with diverse student populations—and align with both ACOS standards and CFCTA’s competency-based approach—teachers can confidently

differentiate for advanced, on-level, and remedial learners. Formative data cycles will measure impact and guide real-time intervention, making these choices highly effective for our student body. The CTE curriculum at C.A. Fredd Jr. Career & Technical Academy is currently in development and is being intentionally designed to align with the ALSDE Courses of Study. Final textbook and instructional resource adoptions will occur following formal ALSDE approval and procurement processes. However, the Academy has identified state-adopted, industry-aligned instructional resources that will guide implementation across CTE pathways.

These anticipated selections reflect best practices in workforce education, emphasize applied and experiential learning, and are grounded in evidence demonstrating effectiveness with historically underserved and career-focused student populations.

Automotive Technology Sequence (Advanced Manufacturing Pathway): Example of Standards Alignment

Pathway Alignment

The Automotive Technology pathway is aligned to:

- ALSDE Transportation, Distribution, and Logistics Course of Study
- ASE Education Foundation national program standards
- Alabama Community College System credential frameworks

Anticipated Core Instructional Resources

The Academy anticipates utilizing *Automotive Technology: A Systems Approach* (Cengage Learning) as the primary instructional resource for the Automotive pathway. This text is widely used in ALSDE-approved CTE programs and follows a systems-based instructional model that introduces vehicle systems, diagnostics, safety procedures, and service operations in a scaffolded sequence. Research from the ASE Education Foundation indicates that systems-based automotive instruction improves conceptual understanding and supports successful progression toward ASE Maintenance and Light Repair (MLR) certification (ASE Education Foundation, 2023).

To support advanced diagnostics and emerging technologies, the curriculum will be supplemented with resources such as:

- *Modern Automotive Technology* (Goodheart-Willcox)
- ASE-aligned digital platforms such as CDX Learning Systems

These tools emphasize electrical systems, engine performance, and computer-based diagnostics while incorporating simulations and visual learning strategies shown to increase engagement and technical problem-solving accuracy (Hegarty, 2019).

Rationale for Curricular Direction

Curricular decisions at C.A. Fredd Jr. Career & Technical Academy are guided by four core principles:

1. Alignment with Alabama Standards and Credentials

All instructional materials must align with ALSDE CTE standards, Workforce Development Diploma requirements, and industry credential task lists to ensure coherence across coursework, credentialing, and workforce readiness outcomes.

2. Evidence of Effectiveness in CTE Settings

National research from the National Research Center for Career and Technical Education demonstrates that ASE-aligned, competency-based automotive curricula are associated with higher credential attainment, improved technical proficiency, and stronger postsecondary transitions (Stone, 2017; Lynch, 2020).

3. Support for Applied and Experiential Learning

Anticipated resources emphasize hands-on labs, project-based assessments, and workplace simulations. Research consistently shows that applied, performance-based instruction improves retention and engagement for workforce-focused students (National Center for Education Research, 2021).

4. Accessibility and Differentiation

All state-adopted CTE instructional materials meet ESSA and ALSDE accessibility requirements, ensuring usability for students with disabilities, English learners, and students with varied academic readiness levels. Digital tools further support differentiated instruction through multimodal learning experiences.

Evidence of Appropriateness for the Target Student Population

The Academy's curricular framework reflects evidence-based practices proven effective for students historically underserved by traditional academic models. Career-contextualized instruction paired with industry credential preparation increases student persistence, graduation rates, and workforce readiness (Symonds, Schwartz, & Ferguson, 2011; Stone, 2017). Programs utilizing ASE-aligned curricula report higher certification pass rates and stronger alignment between instruction and employer expectations (U.S. Department of Education, 2020).

Ongoing Curriculum Review and Continuous Improvement

Final curricular selections will be reviewed annually through:

- ALSDE program evaluations
- Perkins V accountability reporting
- Advisory committee input from industry partners
- Student performance and credential attainment data

This continuous improvement cycle ensures that instructional resources remain aligned with evolving industry standards, workforce demands, and student needs (U.S. Department of Education, 2020).

Conclusion

Although final curricular selections are still being finalized, C.A. Fredd Jr. Career & Technical Academy has established a clear, standards-aligned, and evidence-based framework guiding all instructional decisions. By prioritizing ALSDE-approved, industry-recognized, and research-supported resources, the Academy ensures that its curriculum will be rigorous, relevant, and responsive to the needs of workforce-focused students—fully aligned with Alabama state standards and designed to prepare graduates for credentials, employment, and long-term economic success.

e) If the curriculum is not already developed, describe a timeline for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

As noted, the academic curriculum for CFCTA has been selected. However, the CTE components of the curriculum for C.A. Fredd Jr. Career and Technical Academy are not yet fully developed. Upon approval of the charter application, the school will implement a deliberate, phased curriculum development process to ensure that all career-technical coursework is rigorous, standards-aligned, and fully aligned with the Alabama Workforce Development High School Diploma, ALSDE Courses of Study, and dual enrollment expectations. Curriculum development will occur during the 2025–2026 planning year, with all instructional materials finalized and approved prior to the school's opening in August 2027.

Overall responsibility for curriculum development will rest with the School Founder, who will serve as the instructional lead, in collaboration with a CTE and Dual Enrollment Curriculum Consultant. This team will work closely with Shelton State Community College faculty, local industry partners, and the school's Advisory Board to ensure coherence across academic instruction, CTE pathways

(Healthcare, Teaching, Advanced Manufacturing, and Construction Trades), credential attainment, and postsecondary alignment.

Phase 1: Curriculum Framework and Pathway Design

Timeline: Summer- Fall 2026

Responsible Parties: Founder, Curriculum Consultant, Advisory Committee

During Phase 1, the school will establish a Curriculum Development Steering Committee and finalize the unifying instructional framework grounded in Career Preparation, Project-Based Learning (PBL), and Competency-Based Education (CBE). The committee will confirm career pathways aligned to regional workforce demand—Healthcare, Teaching, Advanced Manufacturing, and Construction Trades—and develop four-year course sequences showing clear integration of core academics and CTE coursework. Anticipated instructional resources will be identified from ALSDE-approved and industry-aligned curricula, consistent with the curricular direction outlined above.

Phase 2: Course Development and Standards Alignment

Timeline: Winter 2026- Fall 2027

Responsible Parties: Curriculum Consultant, Founder, Content Specialists

In Phase 2, detailed course syllabi, unit plans, pacing guides, formative assessment, unit assessments, and performance-based assessments will be developed for all academic and CTE courses. Materials will be aligned to Alabama College and Career Readiness Standards (CCRS), ALSDE CTE Courses of Study, Workforce Development Diploma requirements, and ASE/NCCER/NIMS credential frameworks, as applicable. Dual enrollment courses will be crosswalked with Shelton State Community College syllabi to ensure postsecondary credit alignment. By the end of fall 2026, formative assessments, capstone project expectations, and digital learning tools will be drafted.

Phase 3: Review and Validation

Timeline: Winter 2027

Responsible Parties: Founder, Shelton State Faculty, Industry Partners

Phase 3 will focus on external validation and refinement. Shelton State dual enrollment faculty and industry partners will review curriculum materials to confirm rigor, relevance, and alignment with college and workforce expectations. Revisions will be made based on feedback.

Phase 4: Finalization and Readiness Review

Timeline: Spring 2028

Responsible Parties: School Leadership, Governing Board

In the final phase, all curriculum documents will be finalized, formatted, and prepared for classroom and lab implementation. Instructional materials and equipment will be aligned to course requirements, and a curriculum readiness review will be conducted with school leadership and the governing board to verify that all academic and CTE components are fully prepared for opening.

Phase 5: Professional Learning

Timeline: Summer 2028

Responsible Parties: Founder, Shelton State Faculty, Industry Partners

During Phase 5 the school will conduct professional development sessions for instructional staff focused on implementing PBL, CBE, culturally responsive and trauma-informed instruction, and the effective use of instructional technology.

Ongoing Oversight and Continuous Improvement

Throughout the development process, the Founder and Curriculum Consultant will maintain a Curriculum Development Tracker to monitor progress, document approvals, and ensure accountability. After implementation, the curriculum will undergo annual review cycles informed by student performance data, credential attainment, teacher feedback, and partner input, consistent with ALSDE and Perkins V continuous improvement expectations.

f) Describe the primary teaching methods and instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

At C.A. Fredd Jr. Career & Technical Academy, the primary teaching methods and instructional strategies are intentionally designed to meet the academic, social-emotional, and vocational needs of students in Central and West Alabama regions that have historically faced barriers to educational attainment, postsecondary access, and workforce readiness. In alignment with the school's mission to provide equitable, career-connected, and culturally responsive education, the instructional model integrates Universal Design for Learning (UDL), Multi-Tiered Systems of Support (MTSS), and Project-Based Learning (PBL) to ensure all students have access to rigorous and relevant instruction that meets them where they are and guides them toward mastery.

The Academy's multi-tiered instructional framework ensures that differentiation and modification are embedded into daily instruction rather than treated as interventions. At Tier I, all students receive high-quality core instruction that is universally designed for accessibility and engagement through multiple modes of representation, expression, and participation (Meyer, Rose, & Gordon, 2014). Teachers utilize formative assessments and performance-based measures to identify learning gaps early, adjusting instruction as needed. Students requiring additional supports (Tier II) receive small-group instruction, targeted practice, or scaffolded assignments, while those needing more intensive intervention (Tier III) benefit from individualized instruction in literacy, numeracy, or technical skill development. This structure, combined with the Gradual Release of Responsibility Model, moves instruction from teacher-led to student-centered, cultivating learner autonomy, confidence, and competence over time (Vygotsky, 1978).

A hallmark of the Academy's teaching philosophy is its intentional instructional modification across academic and technical courses. Teachers adapt content, pacing, and assessments based on students' readiness levels and learning profiles. For example, in the Health Sciences pathway, a student who requires literacy support may receive vocabulary scaffolds, illustrated guides, and additional time for clinical documentation assignments while actively participating in hands-on simulations using industry-standard medical technology. Similarly, in Advanced Manufacturing, instruction may be differentiated by having some students operate simulators to master machining precision while others work on blueprint interpretation or coding robotic systems ensuring that each learner experiences success at their developmental level while meeting industry competencies.

Project-Based Learning (PBL) serves as a core instructional method across all pathways, emphasizing problem-solving, collaboration, and real-world relevance. Students engage in interdisciplinary projects that integrate academic concepts with career application such as designing sustainable housing models in Construction and Architecture or developing community health outreach programs in Health Sciences. PBL fosters critical thinking and creativity, particularly benefiting students who

thrive in experiential, hands-on environments. Research has shown that PBL enhances engagement, motivation, and achievement, especially among underserved student populations (Barron & Darling-Hammond, 2008).

Instruction is also culturally responsive, ensuring that lessons affirm students' cultural identities and draw upon the rich historical and social contexts of the Black Belt and surrounding regions. By embedding community narratives, regional history, and contemporary social issues into coursework, instruction becomes more meaningful and empowering, helping students connect their learning to their lived experiences and future aspirations.

Technology integration is a defining feature of the Academy's differentiated instruction model. Classrooms are equipped with adaptive learning software, simulation labs, and digital platforms that personalize instruction, track progress, and offer real-time feedback. These tools provide alternative access points for students who may struggle with traditional instruction, allowing for both remediation and acceleration through self-paced learning modules.

Finally, all educators at C.A. Fredd Jr. Career & Technical Academy receive ongoing professional development in differentiated instruction, culturally responsive pedagogy, trauma-informed practices, and data-driven decision-making. Teachers are trained to use multiple forms of student data including performance tasks, attendance patterns, and behavioral indicators to tailor instruction dynamically and ensure equitable outcomes. This commitment to professional growth ensures that teaching practices remain adaptive, reflective, and aligned with the needs of a diverse student body.

In summary, instruction at C.A. Fredd Jr. Career & Technical Academy is student-centered, inclusive, and responsive, grounded in the belief that every learner can achieve academic and career success when provided with appropriate supports and relevant, high-quality instruction. Through UDL, MTSS, PBL, and culturally responsive teaching, the Academy equips students with the knowledge, skills, and confidence necessary to meet Alabama's academic standards, earn industry credentials, and graduate prepared for meaningful, purpose-driven futures.

References

- Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning*. Jossey-Bass.
- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal Design for Learning: Theory and Practice*. CAST.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Collins, A., Brown, J. S., & Newman, S. E. (1989). *Cognitive Apprenticeship: Teaching the Crafts of Reading, Writing, and Mathematics*. Lawrence Erlbaum Associates.

Element Review

Reviews is not provided

3. Student Performance Standards

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide the anticipated student performance standards and demonstrate how those standards align or exceed the Alabama State standards.

Overarching Standard/Criteria: Compelling evidence of how the proposed school's student performance standards will directly and consistently meet or exceed Alabama standards.

Evidence needed for addressing the overarching standard:

a) Describe the school-wide student performance standards. In addition, attach a proposed academic performance framework for evaluating the school's academic progress. The Commission approved performance framework template is attached for reference.

School-wide Performance Standards Narrative

Academic & Career Performance Framework

C.A. Fredd Jr. Career and Technical Academy's school-wide performance standards are grounded in the Alabama Course of Study (ACOS), Alabama College and Career Readiness Standards, and industry-recognized credentialing requirements aligned to the Academy's career pathways and other high-demand technical fields. By intentionally integrating rigorous academic expectations with hands-on, career-technical instruction, the Academy ensures every student graduates with both a strong academic foundation and the applied skills necessary for postsecondary success and workforce readiness.

To support a data-informed instructional environment, teachers administer standards-aligned unit assessments, interim benchmarks, adaptive learning checks, and daily formative measures such as exit tickets and performance tasks. These data points are reviewed regularly to inform instructional adjustments, targeted interventions, and individualized goal-setting during advisory and pathway planning sessions. In addition to preparing students for state assessments, college entrance exams (ACT), and workforce assessments (ACT WorkKeys), the Academy embeds industry standards such as OSHA-10, NCCER, and healthcare certifications directly into core academic and CTE coursework. Students regularly engage in problem-solving and technical applications that mirror real-world industry expectations.

Students at C.A. Fredd Jr. Career and Technical Academy meet all requirements for the Alabama High School Diploma while also having the opportunity to earn a CTE Diploma Endorsement. This endorsement is achieved through completion of a coherent sequence of career pathway courses and attainment of relevant industry-recognized credentials. Beginning in ninth grade, advisors work closely with students to develop Individualized Career and Academic Plans (ICAP's), ensuring CTE coursework simultaneously fulfills graduation requirements and industry competency expectations. Progress is monitored through regular check-ins, performance-based assessments, and the collection of evidence demonstrating mastery of both academic and technical standards.

The Academy ensures continuous improvement through a structured quarterly data review cycle focused on academic achievement, competency mastery, work-based learning participation, and social-emotional development.

School-Wide Performance Standards

Academic & Accountability Benchmarks

Focus Area	Year 3	Year 5	Measurement
Academic Growth	Meet or exceed state average academic growth on state report card	90% or greater academic growth on state report card	State Report Card
Academic Achievement	Meet or exceed local district average academic achievement	Meet or exceed state average academic achievement	State Report Card
Chronic Absenteeism	Less than or equal to 15%	Less than or equal to 10%	State Report Card
Graduation Rate	80% or greater four-year graduation rate	90% or greater four-year graduation rate	State Report Card
College and Career Readiness Attainment	80% College and Career Readiness (CCR) attainment	90% College and Career Readiness (CCR) Attainment	State Report Card
Postsecondary Readiness	75% or greater earn industry-recognized credential or dual enrollment by graduation	90% or greater earn at least one industry-recognized credential or six dual enrollment credit hours by graduation	Transcript Audit
Work-Based Learning	75% of graduates participate in documented work-based learning	95% of graduates participate in documented work-based learning	Transcript Audit
Postsecondary Success	75% of graduates enroll in postsecondary education, employment, or military within 6 months	85% of graduates enroll in postsecondary education, employment, or military within 6 months	Alumni surveys, state employment data, and college enrollment records.

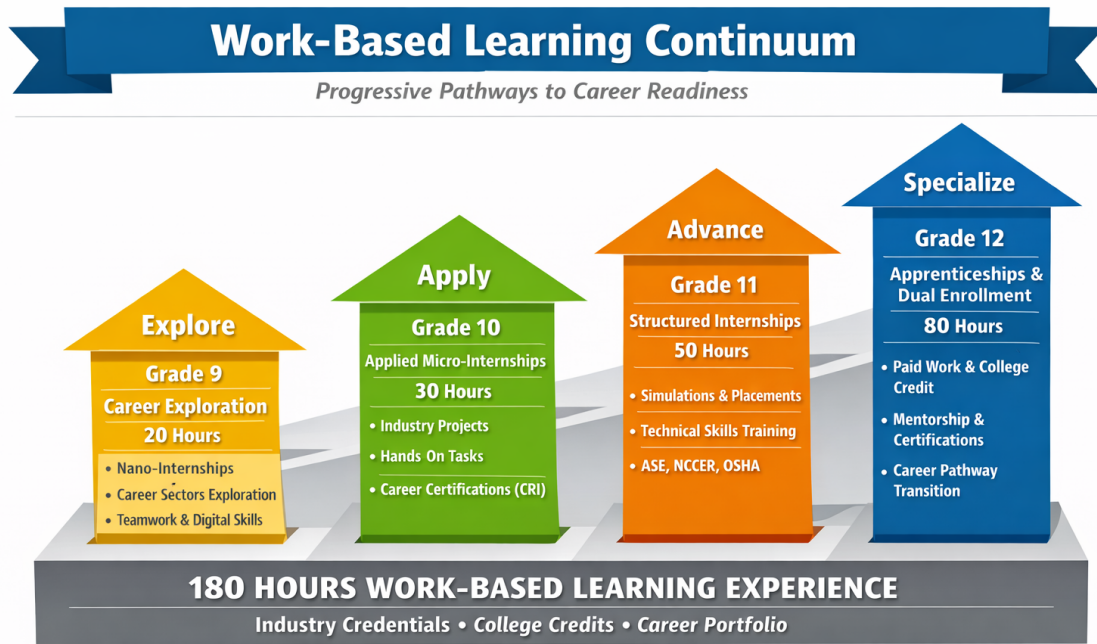
CFCTA's benchmarks are intentionally designed to address the specific academic, workforce, and economic mobility needs of Tuscaloosa County. By committing to meet or exceed state growth averages in literacy and math, outperform district proficiency rates, and achieve a 90% graduation rate by Year 5, the school directly responds to documented secondary academic gaps that limit students' readiness for technical training and postsecondary success. Workforce-aligned measures, including 90% of graduates earning at least one industry-recognized credential or six dual enrollment credit hours, directly address the region's reported shortage of credentialed talent in advanced manufacturing, healthcare, and skilled trades. Finally, long-term outcomes such as 85% of graduates enrolling in postsecondary education, apprenticeships, military service, or employment within six

innovations: the Transition to Careers Bridge Program and the Apprenticeship: Four-Tier Internship Model

The Transition to Careers Bridge Program serves secondary students through a dual-enrollment, career-focused pathway developed in partnership with Jefferson State, Lawson State, and Shelton State Community College. This program allows students to earn a high school diploma with a workforce development emphasis while simultaneously completing industry-recognized certifications and college coursework. The Bridge Program embeds dual enrollment into the regular school day, offers stackable credentials aligned to regional labor market needs, and provides a structured progression from short-term certificates to associate degrees. The program is directly aligned with postsecondary institutions and local employment pipelines, ensuring that students can either enter the workforce immediately upon graduation or continue seamlessly toward advanced credentials and degrees, supporting both immediate employability and long-term career mobility.

C.A. Fredd offers aligned career pathways designed to meet regional workforce demand. These pathways include Healthcare, Teaching, Advanced Manufacturing, and Construction Trades. Each pathway is structured to provide industry-relevant credentials that hold immediate labor market value. C.A. Fredd's programming is further strengthened through partnerships with regional employers, including construction firms, automotive dealerships and repair shops, Warrior Met Coal Mine, regional healthcare organizations, and manufacturing and industrial companies. These partnerships provide students with internships, work-based learning experiences, mentorship, career exposure, and direct recruitment opportunities upon program completion.

Funding for these innovative programs will be supported through a braided approach that includes state allocations, federal allocations, dual enrollment funding mechanisms, workforce development grants, and industry partnerships with in-kind contributions. This diversified funding model ensures program sustainability while allowing C.A. Fredd to respond to evolving workforce and community needs.



Apprenticeship Model: Career Pathways – Four-Tier Internship System

C.A. Fredd Jr. Career & Technical Academy’s Apprenticeship Model is a structured, four-tier internship system designed to progressively prepare students for postsecondary education, registered apprenticeships, and direct entry into high-demand careers. This model intentionally scaffolds career exposure and work-based learning experiences across grades 9–12, allowing students to develop foundational workplace skills, technical expertise, and professional networks before graduation. Each tier builds on the previous year’s experiences, ensuring students grow in career readiness, technical proficiency, professional identity, and self-awareness. The model blends virtual, hybrid, and in-person experiences to reflect the realities of the modern workforce while maintaining strong alignment with students’ selected career pathways.

Overall Model Benefits

The Four-Tier Internship System ensures that students experience a coherent and cumulative career preparation journey. Structured progression across four years allows skills to deepen over time, while the balance of virtual and in-person learning prepares students for evolving workplace environments. Through mentorship, networking, performance feedback, and real-world projects,

students develop confidence, accountability, and a professional mindset. By graduation, students leave with documented work experience, industry connections, and a clear understanding of their next steps—whether entering the workforce, pursuing apprenticeships, or continuing postsecondary education.

Grade 9 – Work-Based Exploration (20 Hours)

In Grade 9, students participate in 20-hour nano-internships designed to introduce them to the world of work and support early career exploration. These experiences focus on building foundational workplace competencies such as communication, time management, teamwork, digital literacy, and professional conduct. Students engage in workplace simulations, short industry-based projects, and guided reflection activities that expose them to multiple career pathways.

At this stage, the emphasis is on self-discovery and confidence-building. Students begin identifying interests, strengths, and potential career directions while receiving structured feedback from mentors and facilitators. Nano-internships lay the groundwork for professional habits and help students develop an early sense of career identity.

Grade 10 – Micro-Internships (30 Hours, Virtual/Hybrid)

In Grade 10, students advance to 30-hour micro-internships that provide deeper exposure to industry-specific skills aligned with their coursework or chosen CTE pathway. These internships are delivered through virtual or hybrid formats and allow students to apply academic and technical learning in authentic professional contexts.

Students participate in mentor-guided projects, networking opportunities, and collaborative problem-solving experiences that mirror real industry challenges. This tier emphasizes skill application, professional communication, and critical thinking, with progress measured through performance-based assessments, mentor evaluations, and reflective journals. Micro-internships help students clarify career interests while strengthening workplace readiness.

Grade 11 – Macro-Internships (50 Hours, In-Person)

In Grade 11, students engage in 50-hour in-person macro-internships with industry partners aligned to their career pathways. These immersive experiences allow students to apply both durable employability skills and specialized technical knowledge in real workplace settings. Students contribute meaningfully to organizational goals through hands-on projects, cross-functional collaboration, and industry-aligned capstone assignments.

Structured performance feedback from supervisors, mentors, and educators supports continuous improvement and professional growth. Macro-internships reinforce accountability, work ethic, and career discipline while helping students refine their strengths and identify areas for further development.

Grade 12 – Meta-Internships (80 Hours, In-Person with External Employers)

In Grade 12, students complete 80-hour meta-internships with external employers in industries aligned with their long-term career goals. These advanced internships emphasize independent skill application, leadership, professional networking, and career mentorship. Students are expected to demonstrate initiative, contribute to organizational outcomes, and function as emerging professionals within the workplace.

Meta-internships may include leading projects, participating in planning meetings, engaging with multi-level teams, and receiving direct mentorship from industry professionals. The experience culminates in a professional portfolio that documents competencies, reflections, supervisor evaluations, and career-readiness credentials. By graduation, students leave with a strong professional network, real-world experience, and a clear pathway into employment, apprenticeships, or postsecondary education.

This Four-Tier Apprenticeship Model positions C.A. Fredd Jr. Career & Technical Academy students to graduate not only academically prepared, but career-ready, credentialed, and connected—fully equipped to succeed in Alabama’s workforce and beyond.

b) Explain how the unique/innovative program(s) and characteristic(s) are integral to the educational and student-development plans, the instructional design and/or the planning of curriculum.

The unique and innovative programming at C.A. Fredd Jr. Career and Technical Academy—particularly the Transition to College Bridge Program—is central to the school’s educational philosophy, student-development strategies, and curriculum planning. These components are not peripheral; rather, they are woven directly into the school’s instructional framework and academic culture. The program’s design reflects an intentional alignment with the school’s mission to offer a high-quality, equitable, and workforce-aligned education that prepares students for both postsecondary education and immediate employment in high-demand industries.

At the core of the instructional design is the integration of academic and career-technical education (CTE) through a dual-enrollment model. Students are enrolled in rigorous high school coursework that satisfies state graduation requirements while simultaneously completing college-level courses at Shelton State Community College. This dual-enrollment model is designed so that technical skills are introduced progressively, allowing students to build competencies that directly inform and enhance their academic learning. For example, students in the Modern Manufacturing or Welding tracks learn about applied physics, engineering design, and mathematics through real-world problem-solving contexts. This cross-disciplinary approach enhances relevance and deepens conceptual understanding, making academic learning more meaningful and applicable (Stone III & Lewis, 2012). Curriculum planning at C.A. Fredd is therefore centered on an integrated framework that blends traditional academic instruction with technical competencies, using project-based and experiential learning as key pedagogical strategies. These methods are particularly effective for diverse learners, including those who may not thrive in conventional, test-driven environments. The planning process is also informed by ongoing consultation with industry partners and postsecondary institutions, ensuring that both content and delivery methods are relevant to evolving workforce expectations. In doing so, C.A. Fredd ensures that its instructional design is future-focused, skills-based, and responsive to both economic and educational trends.

Furthermore, the school’s emphasis on work-based learning—including internships, apprenticeships, and industry mentorships—serves not only as an enrichment component but as a primary driver of student development. These opportunities foster essential employability skills such as communication, teamwork, time management, and adaptability, which are critical to success in any postsecondary path. Simultaneously, they cultivate professional identity and purpose, which have been shown to enhance student motivation and long-term goal-setting (Lent, Brown, & Hackett, 2002).

In addition, the holistic support services integrated into the educational model—including mental health programming, school-based social work, and family engagement training—reflect a comprehensive approach to student development that goes beyond academics. These supports are critical to student success, particularly for those from historically underserved or economically disadvantaged backgrounds. The school’s role as an internship site for graduate students in psychology, education, and social work further enriches these services, ensuring that student well-being is addressed alongside academic achievement.

The innovative programs and characteristics at C.A. Fredd Jr. Career and Technical Academy are not supplemental features—they are foundational. They guide curriculum development, shape instructional practices, and inform the overall student-development strategy. Through a seamless blend of academics, technical training, mental health supports, and industry engagement, C.A. Fredd offers a forward-thinking educational model that prepares students not just to graduate, but to thrive in college, career, and life.

References:

- Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. In D. Brown & Associates (Eds.), *Career choice and development* (4th ed., pp. 255–311). Jossey-Bass.

· Stone III, J. R., & Lewis, M. V. (2012). College and Career Ready in the 21st Century: Making High School Matter. Teachers College Press.

c) Identify student learning outcomes tied to these initiatives and how these outcomes will be measured by the school. Indicate if these outcomes will be included as Mission Specific outcomes in the performance framework included in the charter school contract.

Innovative Program	Outcome Area	Student Learning Outcome	Primary Measures	Data Source / Tool	Monitoring Frequency	Mission-Specific Indicator
Transition to Careers Bridge Program	Academic Achievement & Graduation	Students will demonstrate mastery of Alabama CCRS and progress toward on-time graduation.	ACT proficiency; course pass rates; credit accumulation; graduation rate	State assessments; SIS; competency rubrics	Quarterly & Annually	Yes
Transition to Careers Bridge Program	Dual Enrollment & College Readiness	Students will earn college credit and demonstrate postsecondary readiness.	% enrolled in dual enrollment; college credits earned; pass rates; postsecondary enrollment	College transcripts; dual enrollment reports; National Student Clearinghouse	Each semester & Annually	Yes
Transition to Careers Bridge Program	Industry Credential Attainment	Students will earn at least one industry-recognized credential aligned to their pathway.	Credential pass rates; number of credentials earned	Credential testing platforms (OSHA, NCCER, MSSC, ASE, CNA)	Quarterly & Annually	Yes
Apprenticeship: Four Tier Moel	Apprenticeship & Workforce Readiness	Students will successfully complete all four tiers of the Apprenticeship Model.	Internship completion; mentor evaluations; portfolio scores	Employer evaluations; internship logs; digital portfolios	Each term	Yes

C.A. Fredd Jr. Career & Technical Academy

C.A. Fredd Jr. Career & Technical Academy is intentionally designed to produce measurable academic, workforce, and postsecondary outcomes that directly reflect its mission to prepare students for college, careers, and economic mobility. Each student learning outcome is explicitly aligned to the Academy's three core initiatives the Transition to College Bridge Program, the Alternative Pathway and District Re-Entry Program, and the Evening Adult Education and Workforce Certification Program. These outcomes will be formally adopted as Mission-Specific Measures within the school's charter performance framework and will serve as key accountability indicators. Progress will be monitored using a comprehensive data system that integrates academic performance, industry credential attainment, postsecondary readiness metrics, and work-based learning benchmarks. The first major outcome area is Academic Achievement and Graduation Readiness. Students are expected to demonstrate mastery of the Alabama College and Career Readiness Standards while making continuous progress toward on-time graduation. This will be measured through performance on state assessments, course completion and credit accumulation data, and competency-based performance tasks and digital portfolios. Graduation outcomes will be tracked through on-time graduation rates as well as extended-year completion rates for students participating in the re-engagement program. These indicators ensure that students are meeting both state academic requirements and local expectations for mastery-based learning.

The second outcome area focuses on Postsecondary and Dual Enrollment Success. Students will earn transcribed college credit and demonstrate readiness for postsecondary education. The Academy will track the percentage of students enrolled in dual enrollment courses, the number of college credits earned prior to graduation, and pass rates in those courses. Longer-term success will be measured through postsecondary enrollment and persistence data within 12 months of graduation. These measures reflect the Academy's commitment to reducing barriers to college access and increasing postsecondary completion.

A third outcome area is Industry Credential Attainment. Students will earn industry-recognized certifications aligned to their career pathways, including credentials such as OSHA-10, NCCER, MSSC, ASE, CNA, and others. Performance will be evaluated through certification pass rates, the percentage of students earning at least one credential before graduation, and the total number of stackable credentials earned. These indicators confirm that students graduate with workforce-ready skills that hold immediate labor market value.

The fourth outcome area is Workforce Readiness and Apprenticeship Progression. Students will demonstrate career readiness through successful completion of the Academy's Four-Tier Apprenticeship Model. Progress will be measured by completion of nano-, micro-, macro-, and meta-internships, along with employer mentor evaluations, performance-based project rubrics, and professional portfolio reviews. These data points ensure that students are not only exposed to careers but are developing the technical, professional, and interpersonal skills needed for success.

All of the outcomes described above will be embedded into the school's charter contract as Mission-Specific Performance Measures, alongside traditional academic accountability indicators. Data will be reviewed quarterly by school leadership and annually by the governing board to guide continuous improvement, ensure fidelity to the Academy's mission, and maintain full compliance with charter expectations.

d) Explain how the unique/innovative program(s) and characteristic(s) integrate with and/or support state initiatives. (ARI, AMSTI, etc.)

Alignment with State, Regional, and Federal Initiatives

C.A. Fredd Jr. Career & Technical Academy's innovative, workforce-connected education model is intentionally aligned with Alabama's statewide education and economic development priorities, particularly Governor Kay Ivey's workforce development agenda, which emphasizes building a skilled talent pipeline, expanding apprenticeship opportunities, increasing industry-recognized credential attainment, and strengthening connections between education and employment. The Academy directly operationalizes this vision by embedding career readiness, credentialing, and work-based learning into every aspect of its academic and CTE programs. Through its dual enrollment pathways, stackable certifications, and Four-Tier Apprenticeship Model, students graduate with real-world experience, professional networks, and marketable skills advancing the Governor's goal of positioning Alabama as a national leader in workforce preparation (Ivey, 2023).

The Academy's career pathways in Healthcare, Teaching, Advanced Manufacturing, and Construction Trades align with Alabama's identified high-growth and high-wage sectors. By working closely with community colleges, regional employers, and workforce agencies, C.A. Fredd ensures that its programs are responsive to labor market data and employer needs, supporting statewide efforts to close the skills gap and expand economic opportunity across Central and West Alabama.

At the state level, C.A. Fredd integrates key Alabama Department of Education initiatives into its instructional model. Career-contextualized literacy instruction supports the goals of the Alabama Reading Initiative (ARI) by strengthening technical reading, workplace writing, and comprehension across all pathways. Applied STEM instruction, lab-based learning, and technical simulations align with the Alabama Math, Science, and Technology Initiative (AMSTI), which promotes inquiry-based, real-world learning in science and mathematics. All academic and CTE coursework is aligned to the Alabama College and Career Readiness Standards (CCRS) and structured around the Workforce Development High School Diploma (WDHSD) framework, ensuring students meet graduation requirements while developing workforce-ready skills.

C.A. Fredd's apprenticeship continuum also supports the work of the Alabama Office of Apprenticeship, which is expanding youth apprenticeships and employer-sponsored training statewide. By preparing students through progressive, pathway-aligned internships and work-based learning, the Academy strengthens Alabama's registered apprenticeship pipeline and increases employer participation in talent development.

Regionally and locally, the Academy partners with community colleges, workforce development boards, economic development authorities, and industry leaders to ensure that training pathways align with real workforce needs. These partnerships reflect the priorities of the Alabama Workforce Council, regional workforce boards, and local chambers of commerce, all of which emphasize credentialed, job-ready graduates as essential to economic growth.

At the federal level, C.A. Fredd's model aligns with major workforce and education legislation. Its career pathways, credentialing systems, and employer partnerships reflect the goals of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which emphasizes opportunity, employer engagement, and postsecondary alignment. The Academy's adult education and workforce certification programs support the Workforce Innovation and Opportunity Act (WIOA) by helping adults upskill and connect to in-demand careers. Its accountability systems, targeted interventions, and postsecondary readiness measures are also consistent with the Every Student Succeeds Act (ESSA).

Through this integrated approach, C.A. Fredd Jr. Career & Technical Academy serves as a direct implementation partner of Alabama's workforce development strategy. By aligning education, industry, and economic priorities, the Academy strengthens the state's talent pipeline, supports Governor Ivey's vision for economic growth, and expands access to opportunity for students, families, and communities across Alabama.

References

- Ivey, K. (2023). Alabama Workforce Development Strategy.
- Alabama State Department of Education (2022). Alabama College and Career Readiness Standards.
-

Alabama Department of Education. Alabama Reading Initiative (ARI).

- Alabama Math, Science, and Technology Initiative (AMSTI).
- Strengthening Career and Technical Education for the 21st Century Act (Perkins V).
- Workforce Innovation and Opportunity Act (WIOA).
- Every Student Succeeds Act (ESSA).

Element Review

Reviews is not provided

5. Grade-Level Promotion

Status: Completed

Form Result

All schools need criteria for grade level promotion which is clear and communicated to students and parents. Criteria may include academic, social, emotional or maturity readiness. This may include special cases of accelerated grade level promotion.

Overarching Standard/Criteria: Evidence of how the proposed school will promote students to the next grade level which may include meeting academic or social standards. If applicable, criteria for accelerated or double promotion (skipping a grade level). Include instances where parental involvement is required.

Evidence needed for addressing the overarching standard:

Grade-Level Promotion Narrative

Student Promotion & Graduation Policy

C.A. Fredd Jr. Career and Technical Academy's promotion and graduation requirements are aligned with the Alabama Course of Study, Alabama High School Diploma requirements, and the accountability expectations of the Alabama Public Charter School Commission (APCSC). Promotion decisions are grounded in demonstrated academic proficiency, attendance, and progress toward college, career, and workforce readiness, consistent with Alabama Code §16-1-13 and applicable State Board of Education rules. The Academy maintains clear, measurable criteria to ensure students advance only when prepared for the academic and technical rigor of the next grade level.

At each grade level, students must earn a final course average of 60 percent or higher in all required core academic courses, including English Language Arts, Mathematics, Science, and

Social Studies. Promotion decisions incorporate both academic achievement and readiness for increasingly complex applied and technical learning experiences.

Consistent with Alabama's college- and career-readiness expectations, all students complete a Personalized High School and Career Pathway Plan by the end of ninth grade. Developed collaboratively with advisors and families, this plan outlines the student's academic course sequence, selected career pathway, CTE coursework, and planned work-based learning and credential opportunities for grades nine through twelve. Students who demonstrate mastery of applicable standards may earn high school credit in courses such as Algebra I or Physical Science, in accordance with state-approved acceleration policies.

Students earn credit by completing each course with a final grade of 60 percent or higher, in alignment with Alabama Administrative Code requirements governing credit accrual. Promotion from grade to grade is based on the accumulation of required credits, including state-mandated CTE components associated with the student's pathway. Students who do not meet promotion criteria are provided access to credit recovery opportunities, including summer programs and approved online coursework, to support on-time graduation.

To be promoted from ninth to tenth grade, students must earn credits in all four core academic subjects, earn the state required health and physical education credits, accumulate a minimum of six total units of credit, complete at least one CTE or industry-aligned elective, and participate in a minimum of 20 clock hours of applied, pathway-aligned learning such as laboratory work, simulations, or structured career exploration activities. Promotion from tenth to eleventh grade requires students to earn credits in all core academic subjects, accumulate at least twelve total units of credit, complete an additional CTE or industry-aligned elective, and complete a minimum of 30 clock hours of career-focused experiences, including job shadowing, internships, or applied technical projects. To advance from eleventh to twelfth grade, students must accumulate at least eighteen total units of credit, complete at least two CTE or industry-aligned electives, and participate in a minimum of 50 clock hours of industry-aligned experiences such as apprenticeships, internships, technical simulations, or capstone projects.

To earn a diploma from C.A. Fredd Jr. Career and Technical Academy, students must complete a minimum of twenty-four units of credit, including all state-required core academic courses, and successfully complete a coherent sequence of CTE coursework aligned to an approved career pathway. Students must also complete at least 80 clock hours of applied, real-world learning experiences demonstrating workforce readiness. In addition, students must satisfy at least three of the six College and Career Readiness indicators outlined in Alabama's Plan 2020, including achieving a benchmark score on any section of the ACT; earning a qualifying score on an AP or IB examination; completing approved postsecondary coursework while in high school; earning a benchmark score on ACT WorkKeys; attaining an approved industry-recognized credential such as OSHA-10 or NCCER; or documenting acceptance for enlistment in the United States military. Students who complete a designated sequence of CTE coursework and credential requirements may earn a CTE Diploma Endorsement, recognizing mastery of industry-aligned competencies. In accordance with APCSC governance and transparency expectations, all promotion and graduation requirements are published annually in the Student–Parent Handbook. Families receive ongoing communication through weekly academic and attendance updates and quarterly advisor-led conferences focused on academic standing and pathway progress. Students with disabilities and English learners receive accommodations and supports as required under federal and state law and as documented in an Individualized Education Program (IEP) or language proficiency plan. This approach ensures equitable access to promotion, graduation, and postsecondary readiness while maintaining compliance with Alabama law and charter accountability standards.

b) Describe the system used to identify students at risk of being retained in grade level, the time of year that student will be identified, and the support in place to help that student succeed and remain on track. Include the timing of parental notification and involvement.

At-Risk Narrative

System for Identifying and Supporting Students at Risk of Retention

C.A. Fredd Jr. Career and Technical Academy will implement a multi-tiered early warning and intervention system to identify students at risk of being retained and provide timely, targeted supports to ensure they remain on track for grade-level progression and on-time graduation. The system is designed to be proactive, data-driven, and centered on continuous monitoring of academic, attendance, and behavioral indicators.

Identification System

Students will be identified as at risk of retention through an Early Warning Indicator (EWI) framework that monitors three core domains:

1. Academic Performance

- Course grades (D/F in core or CTE courses)
- Benchmark assessment results
- Credit accumulation toward graduation
- Performance on formative assessments and assignments

2. Attendance

- Chronic absenteeism (missing 10% or more of instructional days)
- Frequent tardiness or early departures
- Patterns of disengagement from instructional time

3. Behavior and Engagement

- Office discipline referrals
- Classroom disengagement
- Missed assignments or lack of participation

These indicators are reviewed through the school's student information system and instructional data platforms, allowing leadership and teachers to monitor risk in real time.

Timing of Identification

Student risk status is formally reviewed at four key points throughout the school year:

- Beginning of Year (First 30 Days): Baseline screening using prior academic records, credits earned, and NWEA diagnostic assessments.
- End of First Quarter: Review of grades, attendance, and engagement patterns.
- Midyear (Semester Review): Attendance, credit accumulation and benchmark performance check.
- End of Third Quarter: Final intervention cycle before promotion decisions.

In addition to these formal checkpoints, students may be flagged at any time based on emerging concerns raised by teachers, counselors, or administrators.

Strong Tier 1 Practices

At C.A. Fredd Jr. Career & Technical Academy, Tier 1 instruction represents the core academic program delivered to all students and serves as the foundation of the school's Multi-Tiered System of Supports (MTSS). High-quality Tier 1 instruction is designed to ensure that the majority of students successfully master grade-level standards through rigorous, engaging, and standards-aligned teaching practices.

Teachers deliver instruction aligned to the Alabama College and Career Ready Standards using clearly sequenced curriculum and explicit instructional practices that establish clear learning objectives, model new concepts, and provide guided and independent practice. Instruction emphasizes critical thinking, problem-solving, and application of knowledge in real-world contexts, particularly through connections to career pathways and workforce-relevant problem solving.

Tier 1 instruction is also highly responsive to student needs. Teachers use frequent formative assessments and progress monitoring to guide instruction, identify learning gaps early, and provide targeted differentiation within the classroom. Flexible grouping, scaffolding, and enrichment opportunities ensure that all students can access grade-level content while being appropriately challenged.

Instructional practices emphasize active student engagement, collaboration, and hands-on learning experiences that connect academic content to career-connected learning opportunities. Through regular professional collaboration and data analysis, teachers continuously refine instructional strategies to improve outcomes for all students.

When implemented with fidelity, this strong Tier 1 instructional framework ensures that most students achieve proficiency through core classroom instruction while minimizing the need for more intensive interventions.

Support Structures and Interventions

Once a student is identified as at risk, they are placed into a Tier 2 or Tier 3 support plan, depending on level of need.

Tier 2 Supports (Moderate Risk)

- Small-group academic intervention during advisory or enrichment periods
-

Targeted tutoring in core academic or CTE courses

- Weekly progress monitoring by academic support staff
- Check-in/Check-out with a designated adult mentor
- Credit recovery modules or blended learning supports

Tier 3 Supports (High Risk)

- Individualized academic success plan
- Intensive tutoring and extended learning time
- Counseling or social-emotional supports
- Behavior intervention plan (if applicable)
- Family conferences and coordinated support services

Students receiving Tier 3 supports are discussed regularly in Student Support Team (SST) meetings, which include administrators, counselors, special education staff, and relevant teachers.

Parental Notification and Involvement

Family engagement is a core component of the retention prevention system. Parents and guardians are notified at multiple stages:

1. Initial Identification

- Families are contacted within five school days of a student being flagged as at risk.
- Notification includes academic data, attendance patterns, and recommended supports.

2. Intervention Planning

- Families are invited to participate in the development of the student's support plan.
- A conference is scheduled for Tier 2 & 3 students.

3. Ongoing Progress Updates

- Families receive progress reports every 3–4 weeks.
- Communication occurs via phone, email, school portal, and in-person meetings.

4. Promotion and Retention Decisions

- Families are notified no later than the end of third quarter if retention is a possibility.
- Final decisions are made collaboratively, using documented intervention data.

Parents are encouraged to support learning at home through structured routines, attendance reinforcement, and participation in tutoring and mentoring opportunities.

Continuous Monitoring and Accountability

The school leadership team conducts monthly data reviews to:

- Monitor credit accumulation and grade-level progression
- Evaluate effectiveness of interventions
- Adjust supports based on student response

Retention is treated as a last resort, used only after sustained, documented interventions and family engagement efforts. The Academy's model prioritizes early identification, accelerated supports, and individualized learning pathways to keep students on track for promotion and graduation.

Summary

C.A. Fredd Jr. Career and Technical Academy uses a comprehensive early warning system that identifies at-risk students early in the year, provides structured academic and social-emotional supports, and actively involves families in intervention planning. Through continuous data monitoring, targeted interventions, and strong parent partnerships, the Academy is committed to ensuring that students remain engaged, progress on time, and graduate with the skills and credentials needed for postsecondary success.

Element Review

Reviews is not provided

6. High School Graduation Requirements (if applicable)

Reviewer Instructions

Please rate the application using the provided rubric.

Status: Completed

Form Result

High schools will be expected to meet the state graduation standards as established by the Alabama State Board of Education (ALSDE).

Overarching Standard/Criteria: Compelling evidence of how the proposed high school's standards will directly and consistently meet or exceed Alabama State standards.

Evidence needed for addressing the overarching standard:

Course Offerings Narrative

At C.A. Fredd Jr. Career and Technical Academy, students earn high school credits through the successful completion of Alabama Course of Study (ACOS)–aligned coursework and demonstrated mastery of competency-based academic and career-technical standards. The Academy's credit-earning structure is designed to ensure graduates are fully prepared for postsecondary education, skilled employment, and workforce advancement. In addition to traditional academic requirements, graduation expectations intentionally integrate hands-on learning experiences, industry-recognized credentials, and career-connected instruction.

Students earn course credit by demonstrating a minimum mastery level of 70 percent, assessed through standards-aligned summative assessments, project-based learning tasks, technical performance evaluations, and applied demonstrations of skill. Credit may also be earned through dual enrollment, Advanced Placement (AP) coursework, and approved industry credentialing programs, consistent with Alabama State Department of Education (ALSDE) policies. This flexible approach allows students to accelerate learning while maintaining rigorous expectations for mastery and application.

The Academy follows the Alabama High School Diploma framework, offering a comprehensive core curriculum that includes four credits in English Language Arts, four credits in Mathematics, four credits in Science, and four credits in Social Studies. English coursework includes English 9 through English 12, with advanced options such as dual enrollment English. Mathematics offerings include Algebra I, Geometry, Algebra II with Statistics, and Pre-Calculus, with advanced opportunities in dual enrollment mathematics. Science courses include Biology, Chemistry, Physical Science, and Environmental Science, in and dual enrollment science. Social Studies offerings include World History, U.S. History I and II, and Government/Economics, with advanced coursework available in dual enrollment history.

In addition to core academics, students complete required coursework in Career Preparedness, which includes financial literacy, digital skills, employability competencies, and postsecondary planning. Physical Education and Health coursework promotes physical wellness, personal responsibility, and health literacy. Students also complete elective credits that may include fine arts, general electives, or additional CTE coursework aligned to their individualized career pathway.

By no later than 10th grade, students select a career pathway and complete a coherent sequence of industry-based electives aligned to workforce demand. C.A. Fredd Jr. Career and Technical Academy offers multiple career pathways, including Healthcare, Teaching, Advanced Manufacturing, and Construction Trades. These pathways are designed to reflect regional labor market needs and provide direct alignment to postsecondary credentials and employment opportunities.

All students are required to complete a minimum of 80 clock hours of hands-on, career-connected learning, which may include internships, job shadowing, apprenticeships, clinical experiences, technical simulations, or structured industry projects. These experiences are embedded within pathway coursework and documented through performance evaluations and student portfolios.

C.A. Fredd Jr. Career and Technical Academy adheres to ALSDE transcript and reporting guidelines while enhancing the traditional diploma framework through several distinguishing features. Students who complete a three-course CTE pathway sequence and earn an approved industry-recognized credential are eligible to receive a CTE Diploma Endorsement, formally recognizing technical mastery. The Academy also emphasizes competency-based progression, allowing students to demonstrate learning through authentic assessments, applied projects, and portfolio submissions rather than seat time alone. Finally, all graduates are expected to meet at least three of the six College and Career Readiness indicators outlined in Alabama's Plan 2020, including benchmarks

such as ACT performance, AP exam scores, dual enrollment credits, WorkKeys scores, or industry credential attainment.

Through this integrated academic and career-technical model, C.A. Fredd Jr. Career and Technical Academy ensures that students graduate with the knowledge, skills, credentials, and real-world experience necessary to succeed in postsecondary education, technical training, military service, or high-wage, high-demand careers.

b) Explain how the graduation requirements for the school will meet or exceed Alabama State Standards. If graduation requirements for the school exceed Alabama State Standards, explain the additional requirements.

Graduation Requirements Narrative

C.A. Fredd Jr. Career and Technical Academy's graduation requirements are intentionally designed to ensure that every student leaves high school fully prepared for postsecondary education, high-wage and high-demand careers, and long-term economic mobility. The Academy's model goes beyond traditional diploma requirements by integrating rigorous academic instruction, career-aligned coursework, hands-on technical training, industry-recognized credentials, and college credit opportunities into a single, coherent graduation pathway. This approach ensures that students graduate not only with a diploma, but with the skills, experience, and credentials needed to transition successfully into college, technical training, registered apprenticeships, or the workforce—while also reducing financial barriers that often limit future opportunity.

To earn a diploma from C.A. Students must complete a minimum of 24 credits, including required core academic courses aligned to the Alabama College and Career Readiness Standards. In addition, every student must complete at least two career-aligned elective courses within an approved career pathway, such as Healthcare, Teaching, Advanced Manufacturing, and Construction Trades. Students who complete a full three-course pathway sequence and pass the corresponding credential exams earn industry-recognized certifications, including OSHA-10, NCCER, CNA, CPR, EKG Technician, and other pathway-aligned credentials. These certifications provide students with immediate labor market value, qualifying them for skilled positions that pay above minimum wage and offer clear opportunities for career advancement.

For students pursuing postsecondary education, the Academy embeds dual enrollment into the school day, allowing students to earn transcribed college credit at little or no cost while still in high school. This early college access significantly reduces the total time and financial investment required to complete a degree or technical credential after graduation. By graduating with college credits already earned, students can shorten their postsecondary pathways, lower tuition expenses, and minimize student loan debt. This structure also strengthens academic confidence and increases the likelihood of college persistence and completion.

In addition to credit and credential requirements, all graduates must meet at least three of the six College and Career Readiness indicators outlined in Alabama's Plan 2020. These indicators may include:

- Meeting ACT benchmark scores

- Earning qualifying AP exam scores

- Completing dual enrollment coursework

- Achieving ACT WorkKeys benchmarks

- Earning industry-recognized credentials

- Documented military enlistment

These benchmarks ensure that graduates are competitive candidates for college admission, registered apprenticeships, technical training programs, military service, or direct entry into the workforce.

By the time they graduate, students of C.A. Fredd Jr. Career and Technical Academy will have demonstrated mastery of academic and technical competencies, completed meaningful work-based learning experiences such as internships or apprenticeships, earned college credit or industry credentials, and developed essential professional skills including problem-solving, communication, teamwork, and workplace readiness. Whether students choose to pursue higher education, advanced technical training, military service, or immediate employment, they leave the Academy academically prepared, financially advantaged, and positioned for long-term economic stability and career growth.

At-Risk Narrative

MTSS-Aligned Early Warning System (Tiered Prevention and Intervention)

As part of the school's Multi-Tiered System of Supports (MTSS) framework, C.A. Fredd Jr. Career & Technical Academy will implement a data-driven Early Warning System (EWS) to proactively identify and support students at risk of academic, behavioral, or attendance challenges. The EWS is grounded in the ABC indicators of student success—Attendance, Behavior, and Course performance which research identifies as strong predictors of graduation and postsecondary outcomes (Allensworth & Easton, 2007).

Student data will be reviewed on a consistent 3–9 week cycle by the MTSS team to inform tiered decision-making.

- Attendance data will be analyzed to identify early signs of chronic absenteeism and disengagement, triggering Tier 1 prevention strategies or Tier 2 attendance interventions as needed.
- Course performance data, including grades, formative assessments, and GPA trends, will be monitored to identify students who are not meeting academic benchmarks and require targeted or intensive instructional support.
- Behavioral data, including discipline referrals, classroom behavior logs, and social-emotional indicators, will be reviewed to assess engagement, self-regulation, and the need for behavioral or social-emotional interventions.

This EWS functions as a universal screening and progress-monitoring tool within MTSS, ensuring that supports are timely, data-informed, and matched to student need. By systematically monitoring these indicators, the school can deliver Tier 1 preventive supports, Tier 2 targeted interventions, and Tier 3 intensive services, reducing risk factors before they escalate and promoting positive outcomes for all students.

Targeted Weekly Check-Ins with Counselors and Career Coaches (MTSS Tier 2 Supports)

Within the Multi-Tiered System of Supports (MTSS) framework, students identified through the Early Warning System (EWS) will receive targeted, weekly one-on-one check-ins with a school counselor or career coach as a Tier 2 intervention. The EWS is a data-driven tool that continuously monitors attendance, behavior, course performance, and progress toward credit completion to identify early indicators of academic, behavioral, or engagement risk.

During each weekly check-in, counselors or career coaches will review updated EWS data, assess academic progress, identify emerging barriers, and collaborate with students to establish clear, actionable next steps. These meetings are designed to promote accountability, strengthen student–adult relationships, and provide timely academic and career guidance before challenges escalate.

Each session will be used to update and refine the student's Academic Success Plan (ASP), ensuring that supports remain individualized and responsive. The ASP may include targeted tutoring schedules, credit recovery options, study skills and executive functioning supports, behavioral intervention strategies, and intentional alignment with the student's selected CTE career pathway. Documentation from weekly check-ins will be maintained and reviewed bi-weekly by the Student Support Team as part of ongoing MTSS data meetings. This review process ensures coordinated service delivery, progress monitoring, and adjustment of interventions across tiers, reinforcing a cohesive, data-informed approach to student success.

Structured Parent and Guardian Engagement (MTSS-Aligned)

In alignment with the MTSS framework and the school's Early Warning System (EWS), C.A. Fredd Jr. Career & Technical Academy will implement a structured, proactive approach to parent and guardian engagement as a critical component of student support. Parent–student conferences will occur a minimum of three times per academic year for all students and more frequently for students receiving Tier 2 or Tier 3 interventions.

Conferences will follow a solution-focused, strengths-based model (Slade, 2010), emphasizing shared responsibility, collaborative problem-solving, and goal setting. During each conference, families, students, and school staff will review EWS data, academic progress, attendance patterns, and progress toward graduation and career pathway milestones. Action steps will be clearly documented and incorporated into the student's Academic Success Plan (ASP) to ensure continuity between home and school supports.

For students with elevated needs, additional conferences may be scheduled to coordinate wrap-around supports, review intervention effectiveness, and adjust strategies as needed. This approach ensures families are active partners in intervention planning and reinforces consistent expectations across academic, behavioral, and career-readiness goals.

Tiered Intervention Model (Integrated MTSS Framework)

C.A. Fredd Jr. Career & Technical Academy utilizes a three-tiered MTSS model to provide graduated, responsive supports based on student need. Movement between tiers is fluid and driven by real-time EWS data and progress monitoring.

Tier	Description	Example Supports
Tier 1	Universal, preventive supports for all students	High-quality standards-aligned instruction, advisory periods, project-based learning, school-wide positive behavior supports
Tier 2	Targeted supports for students demonstrating moderate risk	Small-group tutoring, supplemental academic instruction, skill remediation, weekly counselor or career coach check-ins
Tier 3	Intensive, individualized supports for high-risk students	Individual mentoring, wrap-around services, community agency partnerships, alternative scheduling, personalized credit recovery

This tiered approach ensures that students receive timely, proportionate, and evidence-based interventions while remaining fully engaged in their academic and career pathways.

Ongoing Progress Monitoring and Continuous Improvement

The Student Support Team comprised of administrators, counselors, career coaches, special education staff, and instructional leaders will meet bi-monthly to review student progress and intervention effectiveness. These meetings will focus on:

- Reviewing updated EWS indicators (attendance, behavior, academic performance, credit accumulation)
- Evaluating progress toward goals outlined in students' Academic Success Plans
- Adjusting intervention intensity, frequency, or type as needed
- Ensuring fidelity of implementation across all MTSS tiers

All intervention decisions and adjustments will be documented within the EWS platform, ensuring transparency, accountability, and continuous improvement. This structured monitoring process allows the Academy to respond quickly to emerging needs while maintaining alignment with graduation requirements, Workforce Development Diploma benchmarks, and career readiness outcomes.

Transcript Narrative

The Alabama State Department of Education (ALSDE) has established uniform requirements for official student transcripts to ensure that all public schools maintain accurate records of academic performance, credit accrual, course completion, and standardized assessment results. C.A. Fredd Jr. Career & Technical Academy will fully comply with all ALSDE transcript guidelines and reporting standards. The Academy does not propose any changes to the required format, content, or authority of the official transcript. Instead, the school will enhance the transcript record in ways that remain consistent with state policy while providing a more comprehensive picture of each student's academic and career readiness.

All core academic courses and grades aligned with the Alabama College and Career Readiness Standards will be reported exactly as required by ALSDE, including English, mathematics, science, social studies, and all state-mandated electives. Grade point averages, credit totals, and standardized assessment results will be recorded using the state's approved student information systems and reporting protocols. These elements will appear on transcripts in the same manner as they do for all Alabama public schools.

In addition to required academic data, C.A. Fredd will include information related to students' career and technical education pathways. This will consist of pathway course titles, completion of pathway sequences, and career concentrations. While ALSDE does not mandate the inclusion of pathway indicators, their presence on the transcript provides valuable context for postsecondary institutions and employers by demonstrating students' career focus and technical preparation.

The Academy will also document industry-recognized credential attainment, such as OSHA-10, NCCER, MSSC, ASE, CNA, and other pathway-aligned certifications. Although ALSDE does not currently require credentials to appear on official transcripts, including this information supports Alabama's workforce development priorities and provides students with formal verification of job-ready skills.

Dual enrollment coursework completed through partner community colleges will be fully listed on official transcripts in accordance with ALSDE requirements. This includes the college course title, the name of the postsecondary institution, the number of credits earned, and the final grade. This documentation ensures transparency and supports the transferability of credits for students who continue into postsecondary education.

To reflect the Academy's emphasis on work-based learning, C.A. Fredd will also include notation of structured internships and apprenticeships, including the employer, total hours completed, and

competency-based evaluations. When necessary, this information may appear as a supplemental transcript attachment to preserve the integrity of the core academic record while still communicating the full scope of students' learning experiences.

Finally, the Academy will note the College and Career Readiness benchmarks achieved under Alabama's Plan 2020, such as ACT benchmarks, WorkKeys scores, dual enrollment completion, industry credentials, AP exam performance, or documented military enlistment. Including these indicators further strengthens the transcript as a tool for postsecondary placement and employment decisions. These activities, as well as the final capstone, will be recorded on the student transcript. C.A. Fredd Jr. Career & Technical Academy's transcript practices will remain fully compliant with ALSDE requirements while incorporating carefully designed enhancements that reflect the school's mission. These additions do not alter state reporting standards but instead provide students, families, postsecondary institutions, and employers with a clearer and more complete representation of each graduate's academic and career readiness.

Element Review

Reviews is not provided

7. School Calendar and Schedule

Reviewer Instructions

Please rate the application using the provided rubric.

Status: Completed

Form Result

Provide information on the typical school day schedule and the academic calendar.

Overarching Standard/Criteria: Compelling evidence of how the school day schedule and academic calendar will directly and consistently meet the needs of the educational program and how it will optimize student learning.

Evidence needed for addressing the overarching standard:

- a) Discuss the annual academic calendar for the school. Explain how the calendar reflects the needs of the educational program. Attach the school's proposed calendar for the first year of operation, including total number of days/hours of instruction, holidays, make-up days and state assessment days.

Academic Calendar Narrative

Academic Calendar Design

C.A. Fredd Jr. Career & Technical Academy

At C.A. Fredd Jr. Career & Technical Academy, the academic calendar is intentionally designed to maximize student learning, provide targeted academic and social-emotional supports, and integrate career-connected experiences that prepare students for postsecondary education and workforce success. The Academy operates on a 180-day instructional calendar in full alignment with Alabama State Department of Education (ALSDE) requirements while embedding hands-on career training, extended academic support, and continuous professional development for staff.

Calendar Features Reflecting Educational

Professional Development & Career Preparation

Essentials

Holidays, State Assessments, and Make-Up Days

The calendar includes all federally and state-recognized holidays, including:

- Labor Day
- Thanksgiving Break
- Winter Break
- Martin Luther King Jr. Day
- Spring Break

State Assessment Days:

ALSDE-mandated testing windows (ACT, WorkKeys, and industry credential exams) are scheduled primarily in April and May. These days are built into the calendar to ensure full compliance while minimizing disruption to instruction.

Make-Up Days:

In the event of inclement weather or emergencies, instructional make-up days are pre-identified during the final week of May or will be added to existing teacher workdays, ensuring the school maintains the required 180 instructional days.

School Hours & Weekly Schedule

- School Day: 7:45 AM – 3:30 PM (Monday–Thursday)
- Early Dismissal Fridays: 1:45 PM (for professional development and data planning)
- After-School Programming: Tutoring, enrichment, credential prep, and extracurricular activities

Work-Based Learning Logistics:

Students in grades 10–12 participate in off-site work-based learning on a rotating basis. Career advisors coordinate transportation, attendance, employer communication, and performance feedback. Industry mentors also provide on-campus workshops to prepare younger students for future placements.

Proposed First-Year Calendar Overview

The C.A. Fredd Jr. academic calendar includes:

- 180 instructional days (ALSDE compliant)

For certain technical pathways such as welding, construction, automotive technology, health sciences, industrial and modern manufacturing the academy utilizes an Extended Lab Model. This structure includes a 170-minute continuous CTE block from 12:10 to 3:00 p.m., which meets industry and credential hour requirements and provides sufficient time for complex projects, equipment setup, and skill practice without interruption. The extended block also supports simulated workplace environments, reinforcing real-world expectations for time management, safety, and productivity. Dual enrollment is intentionally integrated into the school's schedule through two models. Model A, the on-campus dual enrollment option, allows students to take college-level coursework at the academy in the morning before transitioning into core academics and afternoon CTE labs. Model B, the off-campus dual enrollment model, has students complete morning academics at the academy and then travel to Shelton State or an approved training partner from 12:15 to 3:15 p.m., a timeframe that accommodates both travel and instruction. These dual enrollment options create pathways for students to earn college credit, industry certifications, and advanced training while ensuring compliance with attendance, transportation, and scheduling requirements.

Fridays serve a different but equally essential function through the academy's Flex and Industry Engagement Day. The morning includes dedicated time for academic support and credit recovery, allowing students to address gaps and maintain progress toward graduation. Midday sessions focus on career readiness activities such as industry guest speakers, resume workshops, and mock interviews. The afternoon is reserved for work-based learning, internships, capstone projects, apprenticeships, and other career-focused experiences that connect classroom instruction to real-world application. This Friday structure deepens industry partnerships and provides students with consistent opportunities for professional growth and workplace exposure.

Overall, the academy's CTE schedule enhances academic readiness, supports technical mastery, and maximizes opportunities for dual enrollment and work-based learning. Its alignment with Alabama CTE standards and credential requirements ensures that students are not only meeting educational expectations but are also being fully prepared for success beyond high school. The intentional design of extended blocks, integrated academics, structured progression by grade level, and dedicated industry engagement time demonstrates a comprehensive approach to developing the next generation of skilled professionals.

Sample Daily & Weekly Schedules	File name:	CFCTA_Weekly Schedule.pdf
	Uploaded:	03/13/2026 02:56 PM
	Uploaded by:	Jeremiah Newell

Element Review

Reviews is not provided

8. School Culture

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide details on the overall school culture planned for the school, how this culture aligns with the mission and vision statements, and how the culture will promote academic growth and achievement.

Overarching Standard/Criteria: Compelling evidence of how the school culture or ethos will directly and consistently promote a positive academic environment and abundantly reinforce student intellectual and social development.

Evidence needed for addressing the overarching standard:

a) Give a brief description of the planned culture, how it aligns with the mission statement and vision of the school, and how it will support students and staff.

Planned School Culture and Alignment to Mission and Vision

C.A. Fredd Jr. Career & Technical Academy will cultivate a school culture grounded in belonging, excellence, and opportunity, intentionally designed to advance the school's mission of preparing students in Central and West Alabama for college, career, and workforce success through rigorous, industry-aligned learning. The culture reflects the school's vision of graduating students who are academically skilled, career credentialed, socially responsible, and prepared to navigate postsecondary systems with confidence and agency.

At C.A. Fredd Jr., culture is operationalized through clear routines, shared expectations, instructional practices, professional learning, and community engagement, rather than existing as an abstract set of values. Belonging, excellence, and opportunity are experienced daily by students and staff through how learning environments are structured, how relationships are built, and how decision-making and accountability are shared.

What Belonging Looks and Feels Like

Belonging at C.A. Fredd Jr. means that every student is known, valued, and supported academically and personally. This is reinforced through:

- Daily advisory periods, where students build relationships with a consistent adult advisor, receive academic coaching, engage in social-emotional learning (SEL), and reflect on college and career goals.
- Restorative practices embedded in schoolwide routines, emphasizing accountability, relationship repair, and community over exclusionary discipline.
- Culturally responsive and trauma-informed instructional practices, ensuring students' lived experiences, identities, and strengths are reflected and respected in classrooms.

Students experience belonging through predictable structures, respectful interactions, and a school climate where they feel psychologically safe to take academic risks, ask for help, and express themselves authentically.

What Excellence Looks and Feels Like

Excellence at C.A. Fredd Jr. is defined by high expectations paired with high levels of support. Students are consistently expected to meet rigorous academic and professional standards aligned to Alabama College and Career Readiness Standards (ACCRS) and Alabama Community College System (ACCS) CTE program requirements. Excellence is reinforced through:

- Industry-aligned classroom norms, professional dress expectations on designated days, and performance-based learning tied to real-world applications.
- Celebration of achievement, including credential attainment, dual enrollment success, internship participation, academic growth, and postsecondary acceptance.
- Project-based and work-based learning, allowing students to demonstrate mastery through authentic tasks that mirror workforce expectations.

Students come to see themselves as emerging professionals, and excellence is normalized as attainable, expected, and worthy of recognition.

What Opportunity Looks and Feels Like

Opportunity at C.A. Fredd Jr. means that resources, instruction, and supports are intentionally differentiated to meet students where they are and ensure access to opportunity for all learners.

Opportunity is enacted through:

- Data-informed instructional decisions, allowing staff to identify and respond to academic gaps, attendance patterns, and social-emotional needs.
- Targeted supports, including tutoring, mentoring, flexible scheduling for dual enrollment, and structured pathways to industry credentials.
- Ongoing professional development focused on culturally sustaining pedagogy, inclusive discipline, bias awareness, and equitable assessment practices.

Rather than treating all students the same, opportunity ensures that each student receives what they need to succeed.

Staff Culture and Professional Learning

Staff culture mirrors the expectations set for students. Teachers and staff participate in monthly professional development focused on opportunity-centered instruction, restorative practices, SEL integration, and career-connected learning. Collaborative planning time, climate surveys, and regular reflection allow staff to continuously improve practice and alignment to the school's mission. Leaders model shared accountability, transparency, and responsiveness, fostering a professional environment rooted in trust and continuous growth.

Community and Postsecondary Engagement

The school's culture is further reinforced through partnerships with Shelton State Community College and regional industry partners, which bring postsecondary expectations, career role models, and authentic learning opportunities into the school. These partnerships strengthen relevance, motivation, and student engagement while reinforcing the school's commitment to workforce readiness.

The culture at C.A. Fredd Jr. Career & Technical Academy is intentionally designed to support both students and staff through consistent routines, relational practices, and opportunity-driven systems. Belonging ensures students feel seen and supported; excellence sets and celebrates high standards; and opportunity guarantees access and opportunity. Together, these elements create a learning environment where students are prepared academically, professionally, and socially to succeed beyond graduation and contribute meaningfully to Alabama's workforce and communities.

b) Explain how the school will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year. Provide specific events which support the culture.

Implementation of School Culture from Day One

C.A. Fredd Jr. Career & Technical Academy will intentionally create, launch, and sustain its culture of belonging, excellence, and opportunity beginning on the first day of school through clearly defined routines, professional learning structures, family engagement practices, and community-connected events. This culture is not aspirational alone; it is operationalized through daily practice and reinforced through shared accountability among students, staff, families, and partners.

Launching Culture from Day One

The school year begins with a structured Culture Launch Week designed to orient all new students, staff, and families to the academy's mission, values, and expectations. During this week, students participate in grade-level and pathway-specific orientations that introduce:

- School-wide norms grounded in respect, responsibility, and professionalism
- Career pathway expectations, including credentialing goals and workplace behaviors
- Advisory structures focused on goal-setting, identity affirmation, and community building
- Restorative discipline practices and student leadership opportunities

Teachers and administrators engage in parallel professional learning focused on culturally responsive instruction, trauma-informed care, restorative practices, and advisory facilitation. This ensures that adults consistently model the behaviors and mindsets expected of students from the outset. Families are engaged during Culture Launch Week through a Family Welcome and Pathway Night, where parents and caregivers are introduced to the school's culture, graduation requirements, CTE pathways, dual enrollment options, and communication structures. This early engagement establishes families as partners in reinforcing belonging, excellence, and opportunity.

Daily and Ongoing Culture-Building Practices

Culture at C.A. Fredd Jr. is reinforced daily through intentional routines. Advisory periods, embedded into the master schedule, serve as the primary vehicle for relationship-building, academic coaching, social-emotional learning, and career readiness development. Advisory lessons focus on self-ad-

vocacy, collaboration, goal monitoring, and reflection, ensuring that every student has a consistent adult advocate.

Classroom instruction reflects the school's commitment to excellence and opportunity through project-based, industry-aligned learning experiences that value both academic rigor and lived experience. Students are expected to demonstrate professional behaviors, collaborate across differences, and apply learning to real-world challenges connected to regional workforce needs.

A house system or team-based structure further supports belonging by creating smaller learning communities that foster mentorship, peer accountability, and healthy competition. School-wide celebrations, such as credential attainment recognitions, internship placements, and academic showcases, publicly reinforce the message that excellence—in all forms—is expected and celebrated.

Staff Culture and Professional Learning

Teachers and administrators participate in monthly professional development aligned to the school's cultural priorities, including opportunity-centered instruction, inclusive discipline, culturally sustaining curriculum design, and student advocacy. Professional Learning Communities (PLCs) provide space for educators to reflect on practice, analyze student data, and refine instructional strategies in ways that support consistent cultural expectations across classrooms.

A Culture Team, composed of school leaders, teachers, parents, and community representatives, meets monthly to review climate data, address emerging challenges, and coordinate school-wide culture-building efforts. This team ensures that the school's culture remains responsive, reflective, and aligned with its mission.

Family and Community Engagement as Cultural Anchors

Family engagement is sustained through quarterly Community Connect Nights, parent workshops, and regular communication regarding student progress, credential pathways, and postsecondary opportunities. These events reinforce trust, transparency, and shared responsibility for student success.

Partnerships with Shelton State Community College, regional employers, and workforce organizations are intentionally integrated into the school culture through guest speakers, mentorship programs, job shadowing, and dual enrollment experiences. These partnerships help students see the tangible relevance of their education and reinforce a professional identity rooted in purpose and possibility.

Enculturating Mid-Year Enrollees

Students who enter C.A. Fredd Jr. mid-year participate in a structured New Student Onboarding Protocol to ensure immediate inclusion and continuity of culture. This process includes:

- A targeted orientation to school norms, routines, and expectations
- Assignment to a peer ambassador within their pathway
- Advisory check-ins focused on academic placement, goal alignment, and belonging

- Family onboarding sessions to align caregivers with school expectations and supports

This approach ensures that all students—regardless of entry point—experience the same clarity, support, and sense of belonging.

Summary

By embedding culture into daily routines, professional development, family engagement, and community partnerships, C.A. Fredd Jr. Career & Technical Academy ensures that belonging, excellence, and opportunity are lived experiences rather than abstract ideals. From the first day of school forward, every stakeholder is equipped, supported, and accountable for sustaining a school culture that prepares students to succeed academically, professionally, and socially in Alabama’s workforce and beyond.

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- c) Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, gifted, and any students at risk of academic failure.

Serving Students with Special Needs and Students at Risk of Academic Failure

At C.A. Fredd Jr. Career & Technical Academy, the school culture of belonging, excellence, and opportunity is intentionally designed to meet the needs of all learners, including students with disabilities, English Language Learners (ELLs), and students at risk of academic failure. Inclusion is not treated as a compliance function, but as a core cultural commitment that shapes instructional practices, staffing structures, student supports, and daily routines. The school’s culture reflects the belief that every student—regardless of ability, language, or circumstance—has the right to rigorous instruction, meaningful relationships, and access to career and postsecondary pathways.

Inclusive Culture and Instructional Design

Instructional practices are grounded in Universal Design for Learning (UDL) and culturally responsive pedagogy, ensuring that lessons are accessible, flexible, and responsive to varied learning styles and linguistic needs. Teachers design learning experiences that provide multiple means of engagement, representation, and expression, allowing students to demonstrate mastery in diverse ways while maintaining high academic and technical expectations aligned to Alabama College- and Career-Ready Standards and ACCS CTE program requirements.

Co-teaching and collaborative instructional models are embedded across academic and career pathway courses. Special education teachers and general education teachers jointly plan and deliver instruction to ensure students with Individualized Education Programs (IEPs) and 504 Plans receive appropriate accommodations and modifications within inclusive classroom environments. For English Language Learners, sheltered instruction strategies and structured language supports are integrated into both academic and technical coursework, ensuring students can access complex content while developing academic English proficiency.

Targeted Staffing and Student Supports

C.A. Fredd Jr. Career & Tech Academy strategically deploys para-professionals across classrooms and pathways to provide individualized and small-group support. Para-professionals assist with re-teaching, skill reinforcement, executive functioning support, and behavioral regulation, while also helping implement IEP accommodations and language supports. Their consistent presence strengthens relationship-building and reinforces the school's culture of care and accountability. School counselors and social workers play central roles in supporting students' academic progress, social-emotional development, and overall well-being. Counselors provide academic advising, progress monitoring, postsecondary planning, and small-group interventions for students at risk of course failure or disengagement. Social workers address non-academic barriers to learning—such as trauma, housing instability, mental health needs, or family stressors—through trauma-informed practices, family outreach, and coordination with community-based service providers. Together, these professionals ensure that students receive wraparound supports that align with the school's restorative and strengths-based culture.

Multi-Tiered Systems of Support (MTSS)

The school implements a Multi-Tiered System of Support (MTSS) framework to identify student needs early and provide timely, data-informed interventions. Teachers, administrators, counselors, special educators, and support staff meet regularly in multidisciplinary teams to review academic, behavioral, attendance, and social-emotional data. These teams collaboratively design and adjust interventions, ensuring that students receive increasing levels of support before failure occurs. Daily advisory periods serve as an additional protective structure, providing consistent adult mentorship, academic check-ins, goal-setting, and social-emotional learning. Advisory teachers work closely with support staff to ensure students with special needs or academic challenges receive personalized guidance and advocacy.

Culture of Dignity, Belonging, and High Expectations

The school culture affirms students' identities and abilities while maintaining high expectations for academic achievement, credential attainment, and professional behavior. Students receiving special education services or language support are fully included in career pathway experiences,

work-based learning opportunities, and industry engagement activities, reinforcing the belief that all students are future professionals with valuable contributions to make.

Students who enroll mid-year or who experience academic setbacks are supported through intentional enculturation processes that include counselor-led orientation, peer mentoring, individualized learning plans, and family engagement. These structures ensure continuity of support and reinforce a sense of belonging from the first day a student enters the school.

Commitment to Opportunity and Continuous Improvement

Professional development for teachers and staff includes ongoing training in inclusive instructional practices, trauma-informed care, culturally responsive teaching, disability awareness, and language acquisition strategies. School leaders regularly analyze opportunity-focused data to ensure that students with disabilities, ELLs, and students at risk of failure are equitably accessing rigorous coursework, CTE pathways, and postsecondary opportunities.

Through this comprehensive and intentional approach, C.A. Fredd Jr. Career & Technical Academy creates a culture where students with special needs are not marginalized but fully supported, challenged, and celebrated. By integrating academic rigor, relational trust, and wraparound support, the school ensures that all students—regardless of learning needs—are empowered to succeed academically, thrive socially, and graduate prepared for meaningful careers and lifelong learning.

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d) Describe a typical school day from the perspective of a student in a grade that will be served in the first year of operations.

A Typical School Day at C.A. Fredd Jr. Career and Technical Academy (Grade 10 Student Perspective – Pathway Immersion Year)

As a 10th-grade student at C.A. Fredd Jr. Career and Technical Academy, my school day is structured, purposeful, and closely connected to my future career goals. Each day follows a predictable schedule that balances rigorous academics, hands-on technical training, and intentional support for my personal and professional growth.

8:00–8:15 | Advisory / Morning Meeting

My day begins with Advisory, a short but important time where I meet with a small group of students and a faculty advisor. We review attendance, set academic and career goals, and check in on how everyone is doing socially and emotionally. Some days we focus on college and career readiness—like résumé building or industry expectations—and other days we talk about managing stress or staying organized. Advisory helps me feel grounded and supported before the academic day begins.

8:20–9:50 | Block 1 – Core Academic Course

My first instructional block is a 90-minute core academic class. Today it's English Language Arts. The longer block allows us to dive deeply into the lesson without feeling rushed. Our teacher connects what we're reading and writing to real-world applications, including workplace communication and technical documentation. We often work collaboratively, which helps strengthen both our academic skills and our ability to work as a team—something our teachers remind us employers value.

9:55–11:25 | Block 2 – Core Academic Course

Next is my second core academic class, Mathematics. The extended time lets us explore concepts through applied problem-solving rather than just worksheets. We might work on budgeting scenarios, data analysis, or measurements connected to different career pathways. If I ever need extra help, my teacher and para-professional are available to support small groups, making sure everyone stays on track.

11:25–12:05 | Lunch

Lunch is staggered by grade level, which keeps the cafeteria calm and organized. It's a chance to relax, talk with friends, and reset before the afternoon. I appreciate that the school offers healthy meal options and creates a space where students from different pathways can connect.

12:10–2:10 | Block 3 – CTE Pathway Lab (120 minutes)

This is the highlight of my day. I'm enrolled in a CTE pathway, and this extended lab block gives me uninterrupted time to work hands-on. Whether we're in a computer lab, workshop, or simulated work environment, we apply what we've learned to real projects aligned with industry standards. Our instructor treats us like emerging professionals, emphasizing safety, teamwork, and problem-solving. We work toward industry credentials, and I can clearly see how these skills connect to future jobs and dual enrollment opportunities.

2:15–3:00 | Block 4 – Intervention, Credential Prep, or Work-Based Learning Seminar

The final block of the day is flexible and responsive to student needs. Some days I attend credential preparation sessions to get ready for certification exams. Other days, I participate in tutoring, academic intervention, or a work-based learning seminar where we learn about workplace expectations, internships, and career pathways. This time helps ensure I'm supported academically while staying focused on my long-term goals.

End of the Day

When the day ends, I leave feeling accomplished and focused. The schedule helps me stay engaged because it minimizes transitions and gives me enough time to really learn—especially in my CTE classes. At C.A. Fredd Jr. Career and Technical Academy, every part of the day feels intentional, preparing me not just to pass classes, but to graduate with skills, confidence, and a clear path toward college, credentials, or a career in Alabama's workforce.

School Day Narrative - Teacher Perspective

A Typical Day for a Teacher at C.A. Fredd Jr. Career and Technical Academy (Year 1)

Ms. Johnson is a tenth-grade instructor at C.A. Fredd Jr. Career and Technical Academy, teaching both core academics and Career and Technical Education (CTE) within the school's integrated, block-based schedule. Her day reflects the academy's intentional design to support deep learning, relationship-building, and workforce preparation.

Morning Arrival and Preparation (7:30–8:00 a.m.)

Ms. Johnson arrives on campus before students to prepare for the day. She reviews her lesson objectives, aligns instructional materials to Alabama College and Career Readiness Standards and CTE course competencies, and ensures that classroom technology and lab equipment are ready. This preparation time is essential given the school's extended instructional blocks and emphasis on project-based, applied learning.

Advisory / Morning Meeting (8:00–8:15 a.m.)

Ms. Johnson begins the instructional day by facilitating an advisory session with a small cohort of students. Advisory is a cornerstone of the school's culture, focused on attendance check-ins, social-emotional learning, goal-setting, and college and career readiness. During this time, she reviews student progress, reinforces expectations, and helps students make connections between their academic coursework and long-term career goals.

Block 1: Core Academic Instruction (8:20–9:50 a.m.)

In the first 90-minute block, Ms. Johnson teaches English Language Arts. The extended block allows her to move beyond lecture-based instruction and engage students in close reading, collaborative discussions, writing workshops, and culturally responsive texts that connect literacy skills to real-world applications. She uses formative assessment strategies throughout the block to monitor understanding and differentiate instruction for students with diverse learning needs.

Block 2: Core Academic or Dual Enrollment Support (9:55–11:25 a.m.)

During the second block, Ms. Johnson either teaches an additional academic course or provides instructional support for students enrolled in on-campus dual enrollment courses. On days when she is not assigned direct instruction, this block may be used for co-planning with colleagues, reviewing student data, or collaborating with special education staff and counselors to coordinate supports.

Lunch (11:25–12:05 p.m.)

Lunch is staggered by grade level, allowing Ms. Johnson to either take a duty-free lunch or meet informally with colleagues. This time often serves as an opportunity for relationship-building among staff and brief instructional reflection before the afternoon CTE block.

Block 3: CTE Pathway Instruction – Extended Lab (12:10–2:10 p.m.)

In the afternoon, Ms. Johnson teaches a 120-minute CTE Graphic Design lab aligned to Alabama CTE course standards and industry credential expectations. Students engage in hands-on, project-based learning using industry-standard software and tools. Ms. Johnson facilitates design critiques, supports team-based projects, and integrates employability skills such as communication, time management, and professionalism. The extended lab block allows students to immerse themselves in authentic work that mirrors real-world industry settings.

Block 4: Intervention, Credential Prep, or Work-Based Learning Seminar (2:15–3:00 p.m.)

The final instructional block of the day is dedicated to targeted supports and enrichment. Ms. Johnson may provide small-group tutoring, support students preparing for industry certifications, or facilitate career readiness seminars focused on resumes, portfolios, or interview skills. This time is also used to support students who need additional academic reinforcement, ensuring equitable access to success.

End of Day: Collaboration and Reflection (3:00–4:00 p.m.)

After students depart, Ms. Johnson uses designated planning time to reflect on student progress, provide feedback on assignments, and prepare for upcoming lessons. She may participate in Professional Learning Community (PLC) meetings, collaborate with CTE partners, or attend brief staff check-ins focused on culture, instruction, and continuous improvement.

Ms. Johnson leaves campus knowing that her day contributed not only to students' academic growth, but also to their professional identity development. The structure of the school day—extended blocks, integrated academics and CTE, advisory, and intervention time—supports her ability to teach deeply, build strong relationships, and prepare students for success in college, career, and life.

Element Review

Reviews is not provided

9. Supplemental Programming

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide details on planned supplemental programming that will augment the academic program for students and support intellectual growth and academic achievement. These include clubs and sports teams supported by the school, as well as non-academic support for students..

Overarching Standard/Criteria: Compelling evidence of how supplemental programming will directly and consistently enrich a positive, high-quality academic program and overall school program.

Evidence needed for addressing the overarching standard:

C.A. Fredd Jr. Career & Technical Academy provides a comprehensive system of extra- and co-curricular programming that extends learning beyond the classroom, reinforces academic and technical skill development, and supports students' social, emotional, and career readiness. These programs are an essential extension of the Academy's instructional model and operate throughout the academic year and summer. All opportunities are open to every student, including students with disabilities, English learners, economically disadvantaged youth, and students returning from alternative placements. The Academy ensures full access through accommodations, flexible scheduling, transportation support, and individualized coaching in compliance with IDEA, Section 504, Title VI, and Title IX.

Programming is delivered through a structured and accessible schedule that ensures participation without disrupting core instruction. Co-curricular activities take place after school, during designated intersession weeks, on professional learning or enrichment days, and through summer bridge and workforce readiness programs. This flexible design allows students to explore interests, build skills, and engage with industry while maintaining academic progress.

Career-focused enrichment and industry engagement occur monthly and quarterly and are embedded within Friday Flex and Industry Engagement Days, after-school sessions, and summer intensives. Students participate in industry-led workshops, job shadowing, credential boot camps, and career exploration activities aligned with their chosen pathways. These experiences are supported by Perkins V funds and industry contributions, including materials, equipment, and professional expertise.

The Academy operates an after-school tutoring, intervention, and mentoring program four days per week. Students receive small-group academic support, credit recovery, credential preparation, and structured mentoring. Participation is guided through the school's Multi-Tiered System of Supports, advisory referrals, IEP and EL teams, and academic monitoring, though all students may participate. This program is funded through Title I, Youth Mentoring Grants, and philanthropic partners.

School-based mental health and social-emotional learning services are delivered weekly through advisory sessions, small-group counseling, and individualized supports. These services are supported through the School-Based Healthcare Solutions Network and Project AWARE and are integrated into students' academic and career planning.

Career-pathway clubs and leadership organizations meet biweekly and participate in regional and state competitions. Students build technical skills, leadership capacity, and professional networks through hands-on projects and community partnerships. Funding is supported through Perkins V, corporate sponsors, and foundation grants.

Facilitation and student support are embedded into every program. Each activity has a designated faculty lead, industry mentor, and student leadership team to ensure coordination, participation tracking, and alignment with career pathways. Students are matched with industry partners based on career interests and supported through structured advisory and mentorship sessions.

To measure impact and ensure continuous improvement, student progress is tracked through competency-based portfolios, mentor and supervisor evaluations, reflective journals, credential attainment data, and academic performance indicators. These data inform program improvements and ensure alignment with student goals, workforce needs, and the Academy's mission.

Through a braided funding model that includes federal, state, philanthropic, and industry resources, C.A. Fredd Jr. Career & Technical Academy ensures these programs remain sustainable, scalable, and deeply integrated into the student experience.

b) Describe the programs or strategies to address students' mental, emotional, and social development and health. Please include funding sources for these programs if known.

Comprehensive School-Based Mental Health, Case Management, and Student Support Model

C.A. Fredd Jr. Career & Technical Academy is deeply committed to creating a comprehensive, culturally responsive support system that advances students' academic success, emotional well-being, and long-term life outcomes. Central to this commitment is the implementation of an integrated School-Based Mental Health and Student Support Model, which recognizes that student achievement is inseparable from mental health, stability, and access to coordinated supports.

School-Based Mental Health Services Through ANASI, LLC

School-based mental health services at C.A. Fredd Jr. Career & Technical Academy will be contracted through ANASI, LLC, a mental health practice led by licensed clinician Keith Vukasinovich. ANASI provides trauma-informed, culturally responsive counseling services tailored to the unique needs of youth, and their families. Services are grounded in clinical best practices and incorporate mindfulness, somatic healing, restorative approaches, and holistic wellness strategies.

Through this partnership, students will have access to:

- Individual and group counseling
- Trauma-informed therapeutic interventions
- Crisis response and stabilization services
- Family engagement and support counseling
- Wellness-based interventions, including mindfulness and movement-based practices

These services will be delivered on campus and integrated into the school day to reduce barriers to access and normalize mental health support as a core component of student success.

Case Management and Coordinated Student Supports

In addition to counseling services, the Academy will implement a robust case management model to ensure continuity of care and comprehensive support for students with complex academic, behavioral, social, or emotional needs. Licensed clinicians and trained school-based staff will collaborate to:

- Conduct needs assessments and individualized support planning

- Coordinate services across academic, mental health, and community-based providers
- Monitor student progress and adjust interventions as needed
- Facilitate referrals to external health, housing, food security, or social service agencies

This approach ensures that students experiencing barriers such as trauma, housing instability, chronic absenteeism, or behavioral health challenges receive coordinated, student-centered support rather than fragmented services.

Behavioral Health Advocates and Tiered Support Systems

Rather than traditional paraprofessionals, C.A. Fredd Jr. Career & Technical Academy will employ Behavioral Health Advocates who are trained to support students' emotional regulation, behavior, and engagement within classrooms and CTE lab environments. Behavioral Health Advocates will:

- Support implementation of students' IEPs, 504 Plans, and behavior intervention plans
- Provide in-class and small-group behavioral and emotional support
- Assist with de-escalation, restorative responses, and relationship repair
- Collaborate with teachers, counselors, and clinicians to reinforce trauma-informed practices

These advocates are critical to sustaining an inclusive learning environment that prioritizes dignity, accountability, and belonging—particularly within high-intensity, lab-based CTE settings.

Life Skills and Social-Emotional Learning Instruction

To further support student readiness for college, career, and independent adulthood, the Academy will provide structured life skills instruction embedded within advisory, intervention blocks, and targeted workshops. Life skills coursework will focus on:

- Emotional regulation and stress management
- Conflict resolution and communication
- Financial literacy and budgeting
- Time management and professional habits
- Self-advocacy and decision-making
- Healthy relationships and community responsibility

Life skills instruction reinforces the Academy's belief that workforce readiness requires not only technical expertise, but also emotional intelligence, resilience, and self-determination.

Funding and Sustainability Model

Mental health and student support services provided through ANASI, LLC will be funded through a blended sustainability model, ensuring long-term viability and fiscal responsibility. Funding sources include:

- School-based behavioral health reimbursement models, utilizing eligible Medicaid and third-party billing codes for covered mental health services
- Federal and state grant funding, including SAMHSA School-Based Mental Health Services Grants, Project AWARE, and Alabama Department of Mental Health grants
- Title I and Title IV funds to support student wellness and academic engagement
- Philanthropic donations and foundation support focused on youth mental health, opportunity, and trauma-informed education

This diversified funding structure reduces reliance on a single funding stream and allows the school to scale services responsibly as student needs evolve.

Integration With School Culture and Mission

This comprehensive model reflects C.A. Fredd Jr. Career & Technical Academy's mission to educate the whole child and prepare students for meaningful participation in the workforce and community. By embedding mental health services, case management, behavioral health advocacy, and life

skills instruction into the fabric of the school day, the Academy ensures that students are not only academically prepared, but also emotionally supported and socially equipped to thrive. Through this intentional, opportunity-centered approach, C.A. Fredd Jr. Career & Technical Academy positions itself as a regional model for how career and technical schools can integrate healing, accountability, and opportunity—creating conditions where all students can succeed.

Other Student-Focused Activities and Programs Integral to Student Development

C.A. Fredd Jr. Career & Technical Academy will implement a paid work-based learning and youth workforce development program that is integral to the school's educational model and mission of preparing students for postsecondary success and meaningful employment. This program is designed to ensure that students not only graduate with academic knowledge and industry-recognized credentials, but also with real, compensated work experience that builds professional skills, financial literacy, and long-term economic mobility.

Paid Work-Based Learning Model

Beginning in grades 10–12, students enrolled in CTE pathways will have structured opportunities to participate in paid apprenticeships, internships, practicums, and pre-apprenticeship experiences aligned to their career pathway (e.g., advanced manufacturing, healthcare, information technology, logistics, construction, and business services). Students will earn wages while completing required on-the-job learning hours, reinforcing the value of their labor and reducing financial barriers that often prevent equitable access to experiential learning.

This program directly supports:

- Alabama Career and Technical Education (CTE) standards
- Work-Based Learning (WBL) requirements
- Industry credential completion
- Graduation readiness and workforce placement

Chamber of Commerce & Employer Partnerships

The Academy will collaborate closely with the local and regional Chambers of Commerce, workforce intermediaries, and economic development organizations to coordinate employer placements, funding opportunities, and student support structures. Chambers will serve as conveners to:

- Recruit and vet employer partners willing to host paid student placements
- Align student placements with regional labor market demand
- Leverage business contributions, sponsorships, and workforce grants
- Advocate for youth employment incentives at the local and state level

Through these partnerships, students will gain access to high-quality placements with clear learning objectives, mentor supervision, and pathways to continued employment after graduation.

Funding Sources and Sustainability

Funding for the paid work-based learning program will be braided from multiple sources to ensure sustainability and scalability, including:

- Youth workforce development grants administered locally, regionally, and statewide
- Chamber of Commerce–supported youth employment initiatives
- Alabama Workforce Innovation and Opportunity Act (WIOA) youth funds
- Alabama Department of Commerce and Alabama Workforce Council grants
- Industry partner contributions and wage-sharing agreements
- Philanthropic and foundation support focused on youth employment and economic mobility

These funds will be used to subsidize student wages, provide transportation support, offer work-readiness training, and support employer participation.

Student Development and Opportunity Impact

Paying students for required apprenticeship, internship, and practicum hours is a deliberate strategy. Many students—particularly those from low-income households—are forced to choose between unpaid experiential learning and paid employment. This model eliminates that tradeoff by ensuring students can earn income while fulfilling graduation and credentialing requirements.

In addition to wages, students will receive:

-

Work-readiness and employability skills training

- Ongoing coaching from school staff and employer mentors
- Reflection and portfolio development tied to academic credit
- Support with resumes, interviews, and postsecondary transitions

Integration Into the Educational Program

Work-based learning experiences are embedded into the academic calendar and daily schedule, including:

- Friday Industry Engagement Days
- Extended CTE lab blocks
- Capstone projects connected to employer placements
- Dual enrollment alignment where applicable

Progress toward required hours will be monitored by CTE instructors, counselors, and workforce coordinators to ensure compliance with program standards and student success. C.A. Fredd Jr. Career & Technical Academy's paid work-based learning program is a cornerstone of its student-development strategy. Through strategic collaboration with Chambers of Commerce, employers, and workforce agencies and through diversified funding streams the school ensures that students are compensated, supported, and empowered as they complete apprenticeships, internships, and practicums. This approach not only strengthens workforce readiness but also affirms students' dignity, labor, and future economic potential.

d) If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. What are the anticipated resources and staffing needs for these programs?

Summer Learning, Enrichment, and Paid Work-Based Learning Program

C.A. Fredd Jr. Career & Technical Academy will offer a comprehensive Summer Learning, Enrichment, and Paid Work-Based Learning Program designed to support academic recovery, accelerate learning, deepen career exploration, and provide hands-on workforce experience for students in Central and West Alabama. The program will operate for six weeks, beginning in early June and ending in mid-July, Monday through Thursday, for five hours per day (8:30 AM – 1:30 PM), totaling 120 instructional hours.

Program Components

1. Academic Recovery and Credit Advancement

Students needing additional support to master core academic skills in math, English/language arts, and science will participate in targeted instructional sessions. Identification will rely on

report card grades, benchmark assessment data (e.g., NWEA MAP), and teacher referrals.

2. CTE Pathway Exploration and Skill-Building

Incoming 9th-grade students and others interested in exploring or advancing a CTE pathway will engage in hands-on labs, project-based learning, and industry guest speaker sessions aligned with Alabama Workforce Development Diploma standards. Tracks include Industrial, Advanced Manufacturing, Construction, and Automotive Fields.

3. Social-Emotional Learning (SEL) and College/Career Readiness Workshops

Weekly workshops will focus on soft skills, financial literacy, time management, professional communication, and postsecondary planning. Programming will be led by Anansi in addition to the school counselor, social worker, and community partners who serve as volunteers and school staff.

4. Paid Summer Youth Work-Based Learning

Students in the upper grades will have the opportunity to participate in paid work-based learning experiences with local employers and community organizations. These experiences will provide real-world career exposure, workplace skills development, and mentorship opportunities. Compensation will be provided through school-based billing codes, workforce development grants, and community partnerships.

Anticipated Participants and Identification Methods

The program anticipates 100–125 students, including:

- 60–75 academically at-risk students identified via grades, assessments, and teacher recommendations.
- 30–40 students voluntarily enrolled in CTE enrichment, career readiness, or work-based learning programming.

Priority will be given to students who are failing core courses, transitioning from middle to high school, English Language Learners, or students with IEPs requiring extended school year (ESY) services. Students will be identified through academic data, counselor and teacher referrals, and parent engagement meetings in late spring.

Staffing and Resource Needs

Staffing will include:

- 4–6 certified teachers (core subjects and CTE areas)
- 2 special education teachers and 2 behavioral health advocates to support students with IEPs and ensure inclusive learning
- 1 school counselor and 1 social worker to provide SEL support and mental health services
-

1 program coordinator to manage logistics, track attendance, coordinate families, and oversee work-based learning placements

Additional resources will include CTE labs, technology for project-based learning, and transportation for work-based learning sites as needed.

Funding Sources

The program will be funded through a combination of:

- ESSER III and Title I Summer Learning allocations
- 21st Century Community Learning Centers (21st CCLC) grants
- WIOA Youth Services to support paid work-based learning experiences
- School-based billing codes for work-based learning and career preparation
- Partnerships with Shelton State Community College for CTE instructors and lab access
- Community donations and workforce development grants to support stipends and program enrichment

This summer program reflects C.A. Fredd Jr. Career & Technical Academy's commitment to equitable, high-quality learning opportunities that prepare students for both academic and career success. By combining targeted academic support, immersive CTE experiences, SEL skill-building, and paid work-based learning, the initiative will accelerate achievement, reduce learning gaps, and equip students with skills for lifelong success.



Element Review

Reviews is not provided

10. Special Populations and At-Risk Students

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Describe programming that specifically addresses and supports special populations, including efforts to hire personnel with relevant expertise. Identified populations include students with special needs, English Language Learners, students identified as intellectually gifted, and students at risk of withdrawal.

Preference: Preference will be given to applications that employ proven methods for educating at-risk students or students with special needs.

Overarching Standard/Criteria: Compelling evidence of how the school will directly and consistently ensure that it hires licensed, endorsed, experienced, and well-qualified special educators pursuant to law and how it will ensure compliance with applicable laws and regulations for programming requirements of these populations.

Evidence needed for addressing the overarching standard:

a) Identify the anticipated size of the various special populations and/or at-risk groups that the school expects to serve. Justify the estimates using data from a specifically targeted school, neighborhood, or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the expected size of the groupings and the diverse needs of these students. Identified groups include Students with Individualized Education Programs (IEPs) or Section 504 plans (504s); English Language Learners (ELL); students identified as intellectually gifted (Gifted); and students at risk of academic failure or dropping out (At-Risk).

C.A. Fredd Jr. Career & Technical Academy (C.A. Fredd) anticipates serving a diverse, high-need student population that mirrors patterns in the school communities that will most directly feed and influence enrollment—particularly Brookwood High School and Hillcrest High School (Tuscaloosa County), as well as other nearby county and city high schools. These communities include a substantial share of students who experience economic hardship, interrupted academic trajectories, and varying support needs—conditions that are strongly associated with higher rates of course failure, chronic absenteeism, and elevated dropout risk. District-level reporting for Tuscaloosa County indicates meaningful subgroup presence (e.g., students with disabilities) that informs C.A. Fredd's projections and staffing model.

Anticipated size of special populations and at-risk groups

C.A. Fredd's anticipated subgroup estimates are intentionally conservative and are designed to ensure the school builds sufficient service capacity in Year 1 (instead of underestimating need). The school expects the following approximate ranges:

- Students with IEPs (IDEA): ~12–15%
- Students with Section 504 Plans: ~4–6%
- English Language Learners (ELL): ~3–6%
- Students identified as Gifted: ~4–7%
- Students At-Risk of academic failure/dropping out: ~30–40% (with capacity planning up to 45%)

Justification using Brookwood & Hillcrest context. While C.A. Fredd will enroll students by family choice, it is designed as a career-connected, workforce-aligned, and re-engagement option—so it will predictably attract students who are seeking (a) a clearer pathway to credentials and employment, (b) credit recovery and re-entry supports, or (c) a more applied, supportive setting than a traditional comprehensive high school. In addition, subgroup performance reporting for Hillcrest High School (e.g., graduation-rate subgroup reporting) illustrates that subgroup outcomes vary and that targeted supports and monitoring are essential for maintaining progress toward graduation across student groups.

How the educational program will be adjusted to meet these projected needs

Course scope and sequence aligned to diverse learners

C.A. Fredd's scope and sequence is built to preserve grade-level rigor while expanding access for students who enter behind and creating acceleration lanes for students who are ready to move faster. The curriculum will remain aligned to Alabama's academic expectations while using compe-

tency-based structures to allow flexible pacing and targeted support without removing students from pathway participation.

Each academic and technical course will include:

- Scaffolded entry points (e.g., prerequisite skill refreshers and “just-in-time” reteaching cycles) for students performing below grade level
- Embedded enrichment/acceleration (e.g., advanced applications, leadership roles on projects, dual enrollment readiness) for gifted learners
- Language supports for ELLs (explicit vocabulary instruction, structured academic talk routines, text scaffolds)
- Multiple assessment pathways for students with IEPs/504s (performance tasks, alternative demonstrations, extended time, assistive tech as required)

Daily schedule structures that scale to subgroup size

C.A. Fredd’s daily schedule is designed so that students can receive services without losing access to core instruction or CTE labs, which is especially important for students with disabilities, multilingual learners, and students needing credit recovery.

Master schedule features:

- Dedicated intervention blocks to deliver MTSS Tier II/III supports (academics, attendance, behavior) without pulling students from core/CTE
- Flexible co-teaching periods to support inclusive instruction (push-in SPED/ELL services as the default model)
- Extended lab blocks that allow authentic applied learning and small-group supports inside the lab environment
- Advisory/SEL periods for mentoring, progress monitoring, postsecondary planning, and targeted skill-building

Staffing plans matched to projected service demand

C.A. Fredd will staff to ensure compliance and quality service delivery given projected subgroup sizes and the school’s re-engagement mission.

Baseline staffing to meet projected needs includes:

- Special Education Team: licensed SPED teacher(s) for co-teaching/resource + related-service partnerships and case management capacity scaled to IEP volume
- ELL/Language Support: ESL-certified teacher (or endorsed staff) with collaboration time built into the master schedule; bilingual support capacity as needed
- Gifted/Advanced Learning: a designated coordinator or teacher-leader function to ensure consistent identification, progress monitoring, and acceleration opportunities
- Student Support Team: counselor + social worker/behavioral support role to run attendance interventions, wraparound services, and dropout prevention systems
- Pathway instructors trained in UDL/MTSS so differentiated instruction happens inside the CTE experience—not separate from it

Support strategies and resources: MTSS, UDL, and re-engagement supports

Because C.A. Fredd anticipates a substantial at-risk population, the school will operate a proactive early warning and intervention system anchored in MTSS.

Supports delivered through MTSS will include:

- Tier 1: UDL-based instruction, culturally responsive practices, strong advisory, consistent routines and expectations, trauma-informed approaches
- Tier 2: small-group academic labs, tutoring, mentoring, attendance supports, targeted language development, progress check-ins
- Tier 3: individualized tutoring and credit recovery plans, behavior intervention plans, coordinated mental-health supports, wraparound referrals, re-entry planning when applicable

Commitment to least restrictive environment and equitable access

C.A. Fredd will prioritize inclusive placement as the default for students with disabilities, using co-teaching and push-in services whenever feasible. Pull-out settings will be used only when required by an IEP or when data show that supplementary aids and services are insufficient in the general

setting. This approach ensures students receiving services maintain full access to core academics, pathway labs, credential preparation, and work-based learning experiences.

Continuous monitoring and adjustment based on subgroup size and outcomes

The school will review student progress on a recurring cycle (every 3–6 weeks) using academic, attendance, behavior, credit accrual, and pathway/credential indicators. If subgroup size exceeds projections (e.g., higher-than-expected IEP or at-risk enrollment), C.A. Fredd will adjust through staffing scale-up, caseload redistribution, increased intervention sections, and expanded wrap-around partnerships so services remain compliant, timely, and effective.

b) Describe the overall academic and organizational framework that will serve students in these groupings. Specifically address how the plans for individual groupings interrelate.

Populations Framework Narrative

Integrated Academic and Organizational Framework

C.A. Fredd Jr. Career & Technical Academy

C.A. Fredd Jr. Career & Technical Academy operates under a unified, opportunity-centered framework that integrates Universal Design for Learning (UDL), a Multi-Tiered System of Supports (MTSS), and Culturally Responsive Teaching (CRT) to serve students with disabilities, English Language Learners (ELLs), gifted students, and students at risk of academic failure or disengagement. Rather than creating separate systems for each subgroup, the Academy uses a coordinated service model in which academic, behavioral, and social-emotional supports are aligned through a shared data system, collaborative staffing structures, and individualized learning plans.

This integrated framework ensures that students with overlapping needs such as ELLs with IEPs, gifted students who are also at risk, or students with disabilities enrolled in CTE pathways receive coherent, non-duplicative services that are delivered in the least restrictive and most inclusive setting possible.

1. Universal Tier: High-Quality Instruction for All Students (MTSS Tier I)

At the foundation of the Academy's framework is strong, inclusive core instruction. All classrooms implement:

- Universal Design for Learning (UDL) to provide multiple means of engagement, representation, and expression, ensuring lessons are accessible to diverse learners from the start (CAST, 2018).
- Culturally Responsive Teaching (CRT) practices that connect instruction to students' identities, lived experiences, and career aspirations, increasing engagement and academic relevance (Ladson-Billings, 1995).
- Career-connected, competency-based instruction aligned to Alabama College- and Career-Ready Standards and CTE pathway benchmarks.

This universal design reduces the need for remediation by proactively addressing learning differences, language needs, and varying levels of readiness.

2. Targeted Tier: Coordinated Small-Group Supports (MTSS Tier II)

Students who demonstrate academic, behavioral, or language needs receive targeted interventions through:

- Small-group instruction in reading, math, and technical literacy
- English language development groups aligned to WIDA standards
- Enrichment clusters and acceleration seminars for gifted learners
- Attendance, mentoring, and behavior support groups for at-risk students

These supports are scheduled during daily intervention blocks so students do not miss core instruction or CTE labs. Teams meet every 3–6 weeks to review data and adjust supports.

3. Intensive Tier: Individualized Supports (MTSS Tier III)

Students with the most intensive needs including students with IEPs, 504 plans, significant language needs, or chronic disengagement receive individualized services that may include:

- Co-taught inclusive classrooms
- Push-in or pull-out specialized instruction
- Behavior intervention plans and counseling
- Credit recovery and flexible pacing
- Assistive technology and testing accommodations

Each student has an Individual Learning Plan (ILP) that integrates academic goals, career pathway alignment, and social-emotional supports.

4. Organizational Structures that Connect All Groupings

The Academy's organizational design ensures that services for each group are interrelated rather than isolated:

- **Integrated Data Teams:** General educators, special educators, ESL teachers, counselors, and administrators meet regularly to review student progress and coordinate supports.
- **Common Planning Time:** Allows cross-disciplinary teams to align instruction and interventions.
- **Flexible Scheduling:** Intervention blocks, co-teaching periods, and extended labs allow multiple services to occur simultaneously.
- **Unified Student Support System:** All supports—academic, behavioral, language, and career—are tracked in one platform and aligned to the same mastery benchmarks.

5. Interrelationship of Group-Specific Supports

Student Group	How They Are Served	How It Integrates
Students with IEPs/504s	Inclusive classrooms, co-teaching, accommodations	Supports embedded in core and CTE courses
English Language Learners	ESL instruction, sheltered content, bilingual supports	Delivered within academic & career pathways
Gifted Students	Acceleration, enrichment, dual enrollment	Embedded in same courses with differentiation
At-Risk Students	Credit recovery, mentoring, attendance supports	Integrated through advisory, labs, and pathways

This structure ensures that no student is served in isolation—every learner participates in the same rigorous, career-connected curriculum while receiving individualized pathways to success. C.A. Fredd Jr. Career & Technical Academy’s academic and organizational framework is intentionally integrated, inclusive, and adaptive. By aligning UDL, MTSS, and culturally responsive practices within a single coordinated system, the Academy ensures that every student—regardless of need—has access to high-quality instruction, meaningful supports, and clear pathways to graduation, postsecondary education, and workforce success.

References

CAST. (2018). Universal Design for Learning Guidelines version 2.2.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*.

- c) Explain how the school will provide equitable access for all students to all programming supported by the school, including supplemental programming like clubs or sports teams.

Text

Equitable Access to All Programming

C.A. Fredd Jr. Career & Technical Academy is committed to ensuring that every student regardless of disability, language background, income level, academic history, or life circumstances has full and equitable access to all academic, career, extracurricular, and supplemental programs offered by the school. Opportunity at the Academy is not defined as treating all students the same, but rather as providing the individualized supports, resources, and structures necessary for each student to fully participate and succeed. This commitment is embedded across all aspects of the school's design and is guided by the principles of Universal Design for Learning (UDL), culturally responsive teaching, and a Multi-Tiered System of Supports (MTSS), which together ensure that barriers to participation are proactively identified and removed.

All academic courses, career pathways, dual enrollment opportunities, industry certifications, clubs, leadership organizations, internships, apprenticeships, and enrichment programs at C.A. Fredd are open to every student without discrimination. Participation is never restricted based on disability status, English proficiency, academic standing, or family income. When program requirements exist such as safety certifications, technical prerequisites, or academic readiness benchmarks the Academy provides preparatory instruction, tutoring, accommodations, and coaching so that all students have a meaningful opportunity to qualify and succeed. This approach ensures that access is not limited by circumstance but expanded through intentional supports.

The school's schedule is structured to promote inclusive participation by removing time and transportation barriers that often prevent students from accessing after-school opportunities. Co-curricular programs, clubs, tutoring, and mentoring are scheduled immediately after the instructional day or embedded within Flex and Advisory periods to ensure students who rely on bus transportation or who have family or work responsibilities can participate. On designated program days, the Academy will provide late bus transportation so students are not excluded due to lack of access to reliable transportation. For students participating in work-based learning and internships, transportation is coordinated through school resources and employer partnerships, and virtual participation options are available when appropriate to ensure continuity of access.

C.A. Fredd is equally committed to eliminating financial barriers to participation. No student is excluded from school-sponsored clubs, competitions, leadership organizations, certification programs, or career experiences due to inability to pay. The Academy provides fee waivers for credential exams, uniforms, field trips, equipment, tools, and required materials. These costs are offset through a braided funding model that includes Perkins V, Title I, workforce development grants, and contributions from industry and community partners. This ensures that all students, regardless of economic background, can access the full range of educational and career-building opportunities.

Students with disabilities are fully supported through inclusive program design and individualized accommodations. Facilities, instructional spaces, labs, and activity areas are accessible, and adaptive equipment and assistive technologies are provided when needed. Students with IEPs and 504 plans receive appropriate modifications, staffing support, and flexible participation options to ensure they can engage meaningfully in both academic and extracurricular activities. When appropriate, extracurricular participation is included as part of a student's IEP, reinforcing that access to enrichment and career experiences is an essential component of a well-rounded education.

English Language Learners receive language-accessible programming through bilingual staff, translated materials, visual supports, and scaffolded instruction to ensure they can participate fully in all programs. Family communication is provided in home languages, and culturally responsive practices ensure students' identities and experiences are reflected across all activities. This inclusive design promotes belonging and supports students in developing confidence, leadership, and professional skills.

To ensure opportunity in practice not just policy the Academy proactively recruits students from historically underrepresented groups into advanced coursework, dual enrollment, career pathways, clubs, and leadership programs. Advisors and counselors regularly monitor participation data by subgroup, including students with disabilities, ELLs, gifted students, and students at risk, to identify and address any disparities. When gaps in access are found, the school adjusts schedules, staffing, transportation, or supports to ensure all students are equitably represented and served.

Through inclusive design, flexible systems, financial support, accessible programming, and continuous monitoring, C.A. Fredd Jr. Career & Technical Academy ensures that every student can

fully participate in the academic, career, and extracurricular life of the school. This commitment to opportunity strengthens student outcomes and reflects the Academy's mission to prepare all learners for college, career, and meaningful contribution to their communities.

d) Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and support the school will provide, including the following:

i) Methods for identifying students with special education needs (and avoiding misidentification), including use of school personnel to participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

ii) Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;

iii) Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);

iv) Plans for promoting graduation for students with special education needs (high school only);

v) Plans to have qualified staff adequate for the anticipated special needs population.

Identification and Support of Students with Mild, Moderate, and Severe Disabilities in the Least Restrictive Environment

C.A. Fredd Jr. Career & Technical Academy is committed to providing a legally compliant, inclusive, and student-centered special education program that serves students with mild, moderate, and severe disabilities in the least restrictive environment (LRE) appropriate to their individual needs. The school's approach is grounded in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and guidance from the Alabama State Department of Education.

All placement, instructional, and service-delivery decisions are individualized, data-driven, and reviewed regularly to ensure students receive access to the general education curriculum, career and technical education (CTE) pathways, and meaningful postsecondary outcomes.

For students with disabilities participating in CTE programs, a Career and Technical Implementation Plan (CTIP) will be developed as part of the IEP when accommodations or modifications are required to ensure access, safety, and skill attainment.

i) Identification of Students with Special Education Needs and Prevention of Misidentification

The school will utilize a Multi-Tiered System of Supports (MTSS) to identify learning and behavioral needs early while avoiding inappropriate or premature special education identification. Universal academic and behavioral screenings, progress-monitoring data, attendance records, and culturally responsive instructional observations will inform decision-making.

A Student Support Team (SST) comprised of general education teachers, special education teachers, administrators, counselors, and interventionists will meet regularly to review student data and implement targeted interventions prior to referral for special education evaluation. This process ensures that instructional gaps, language differences, trauma-related behaviors, or attendance challenges are not misidentified as disabilities.

When a referral is warranted, the school will conduct a comprehensive, multidisciplinary evaluation in compliance with IDEA timelines and requirements. Evaluations will draw from multiple sources, including classroom observations, work samples, standardized assessments, and family input, and will be conducted by appropriately credentialed professionals (e.g., school psychologist, speech-language pathologist).

School personnel including certified special education teachers, administrators, and counselors—will actively participate in IEP and Section 504 development, implementation, and review. All records, service minutes, and compliance documentation will be maintained using secure digital systems such as PowerSchool Special Programs.

ii) Instructional Programs, Practices, and Continuum of Services

The school will provide a full continuum of services aligned to IDEA and Alabama Administrative Code, ensuring students are educated with nondisabled peers to the maximum extent appropriate.

- Students with Mild Disabilities will primarily be served in inclusive general education classrooms using co-teaching models, Universal Design for Learning (UDL), and differentiated instruction. Accommodations, assistive technology, and targeted push-in services will support access to grade-level academic and CTE instruction.
- Students with Moderate Disabilities may receive a combination of inclusive instruction and resource room support focused on targeted skill development (e.g., literacy, numeracy, executive functioning), while continuing participation in electives, CTE labs, advisories, and school-wide activities.
- Students with Severe Disabilities may receive instruction in self-contained settings when required by the IEP, with an emphasis on functional academics, communication, independent living, and employability skills. These students will be included with peers during appropriate instructional and non-instructional activities to promote social integration and school belonging.

Related services (e.g., speech-language therapy, occupational therapy, counseling) will be delivered through push-in or integrated service models whenever feasible to minimize instructional removal. Paraprofessionals will support implementation of academic and behavioral plans under the supervision of certified teachers.

All students with disabilities will have access to the Alabama College- and Career-Ready Standards curriculum and aligned CTE pathways, with accommodations and modifications documented in their IEPs or 504 Plans.

iii) Monitoring and Evaluating Student Progress

Progress toward IEP goals will be monitored using a systematic, data-driven process. Special education teachers will collect and analyze data aligned to each student's IEP goals at regular intervals (every 3–6 weeks). Progress reports will be shared with families as outlined in the IEP. Assessment tools may include curriculum-based measures, formative assessments, functional skill rubrics, and observational data. IEP teams will meet annually and more frequently as needed to review progress, revise goals, and adjust services. If a student is not making adequate progress, the team will reconvene promptly to revise instructional strategies, supports, or placement.

iv) Promoting Graduation and Postsecondary Outcomes (High School)

Students with disabilities will receive individualized transition planning aligned to their strengths, interests, and postsecondary goals. Transition services will include:

- Career interest inventories and transition assessments
- Participation in CTE pathways with appropriate accommodations
- Job shadowing, internships, and work-based learning opportunities
- Instruction in self-advocacy, employability, and independent living skills

Students will have access to pathways leading to the Alabama High School Diploma, with accommodations and modifications as determined by the IEP team, or to alternative credentials when appropriate. The school counselor and transition coordinator will collaborate with families and adult service agencies (e.g., Vocational Rehabilitation, community partners) to ensure continuity of support after graduation.

v) Qualified Staffing and Capacity

Staffing will be aligned to the projected special education population and service intensity. The school will employ:

- At least one certified Special Education Teacher, endorsed in collaborative and/or adaptive education
- Paraprofessionals, trained in instructional support, behavior intervention, and de-escalation strategies
- Related service providers (Speech-Language Pathologist, Occupational Therapist, School Psychologist) through contracted or shared-service models
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A School Counselor, supporting academic planning, transition services, and family engagement

Staff will receive ongoing professional development in inclusive practices, compliance requirements, UDL, and culturally responsive instruction to ensure high-quality service delivery.

e) Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

- i) Methods for identifying ELL students (and avoiding misidentification);
- ii) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
- iii) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
- iv) Means for providing qualified staff for ELL students.

C.A. Fredd Jr. Career & Technical Academy is committed to providing equitable access to high-quality education for English Language Learner (ELL) students by employing research-based practices that address their academic, linguistic, and cultural needs. The school will align its approach with federal requirements under the Elementary and Secondary Education Act (ESEA) Title III, as well as guidance from the Alabama State Department of Education (ALSDE) English Learner (EL) Policy & Procedures Manual.

i) Identification and Avoidance of Misidentification

Upon enrollment, all students will complete a Home Language Survey (HLS) as the first step in identifying potential ELL students. If a language other than English is spoken at home, the student will be assessed using the WIDA ACCESS for ELLs Screener, as required by ALSDE. This standardized screener evaluates listening, speaking, reading, and writing skills to determine English proficiency. To prevent misidentification, the school will implement culturally responsive screening practices and avoid over-reliance on academic performance alone. Teachers and staff will receive training on distinguishing language acquisition needs from potential disabilities, following best practices outlined by Klingner, Artiles, & Méndez Barletta (2006), ensuring that dual-identification is handled with care and interdisciplinary collaboration.

ii) Instructional Programs, Practices, and Strategies

C.A. Fredd Jr. Career & Technical Academy will implement an English Language Development (ELD) program grounded in the WIDA English Language Development Standards Framework. Instruction will be integrated into both designated ELD periods and content-area instruction using Sheltered Instruction Observation Protocol (SIOP) strategies, which are proven to increase academic language proficiency and content mastery (Echevarría, Vogt, & Short, 2017).

Instructional practices will include:

- Scaffolded instruction to make content comprehensible;
- Visual supports, sentence frames, and graphic organizers;
- Vocabulary pre-teaching and thematic units that link to real-world CTE applications;

- Use of bilingual paraprofessionals and translated instructional materials;
- Integration of technology tools such as Imagine Learning, BrainPOP ELL, and Rosetta Stone to support individualized language development.

ELL students will be included in mainstream classrooms with push-in support from certified ESOL teachers and co-teaching models, while also receiving pull-out support as needed for intensive language instruction. Teachers across all content areas will be trained to incorporate academic language objectives alongside content objectives, ensuring that ELLs gain access to grade-level curricula.

iii) Monitoring, Evaluation, and Exit Procedures

Student progress will be monitored continuously using both formative classroom assessments and annual standardized assessments such as the ACCESS for ELLs 2.0, in compliance with state guidelines. ELL student data will be reviewed quarterly by the EL Support Team, comprising the ESOL teacher, general educators, the school counselor, and administrators.

Exit from ELL services will follow ALSDE criteria, requiring students to score at least a 4.8 composite score on ACCESS 2.0, with evidence of sustained academic progress in content areas. Students who exit ELL status will be monitored for two years to ensure they continue to succeed without language support, per Title III requirements.

The school will also maintain clear communication with families in their home languages, providing progress reports, academic updates, and parent engagement workshops in accessible formats.

iv) Qualified Staffing for ELL Students

The school will employ state-certified ESOL (English to Speakers of Other Languages) teachers, who will be responsible for designing and implementing ELD instruction, co-planning with content teachers, and monitoring student growth. In addition, the school will hire bilingual paraprofessionals to support ELLs in the classroom and provide cultural mediation and translation services as needed. To build capacity, all instructional staff will participate in ongoing professional development in culturally and linguistically responsive pedagogy, language acquisition theory, and SIOP strategies. The school will also partner with institutions like the University of Alabama and University of West Alabama to host teacher education interns with a focus on bilingual and ESOL education, supporting future workforce development in this area.

References:

- Echevarría, J., Vogt, M., & Short, D. (2017). *Making Content Comprehensible for English Learners: The SIOP Model* (5th ed.). Pearson.
- Klingner, J. K., Artiles, A. J., & Méndez Barletta, L. (2006). English Language Learners Who Struggle with Reading: Language Acquisition or LD? *Journal of Learning Disabilities*, 39(2), 108–128.
- Alabama State Department of Education. (2023). *EL Policy & Procedures Manual*.
- U.S. Department of Education. (2020). *Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs*.

f) Explain how the school will identify and meet the needs of highly capable students, including the following:

- i) Methods for identifying highly capable students (and avoiding misidentification);

- ii) Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;
- iii) Plans for monitoring and evaluating the progress and success of highly capable students;
- iv) Means of providing qualified staff for intellectually gifted students.

Identification and Services for Highly Capable and Gifted Students

C.A. Fredd Jr. Career & Technical Academy

C.A. Fredd Jr. Career & Technical Academy is committed to identifying and supporting highly capable and intellectually gifted students through an equitable, multi-criteria, and culturally responsive framework aligned with the Alabama State Department of Education (ALSDE) Gifted Education Guidelines and national best practices. Research shows that giftedness is frequently under-identified among students of color, students from low-income families, English learners, and students with disabilities when schools rely on single test scores or narrow definitions of ability (Ford, 2010; Renzulli, 2016). To prevent misidentification and ensure access, the Academy uses universal screening, multiple measures, and team-based decision making.

I. Methods for Identifying Highly Capable Students (and Avoiding Misidentification)

All students are screened annually using multiple data sources, including academic achievement data, cognitive or aptitude measures, performance-based assessments, teacher rating scales, student work samples, and student/parent referrals. This universal screening approach reduces bias and increases access for historically underrepresented groups (Renzulli, 2016; VanTassel-Baska & Stambaugh, 2006).

Identification decisions are made by a Gifted Identification Committee comprised of academic department heads, counselors, and school deans using a body of evidence that includes:

- Standardized growth and achievement data (e.g., NWEA MAP),
- Performance artifacts such as projects, portfolios, and demonstrations,
- Teacher observation checklists aligned to Renzulli's Three-Ring Model (ability, creativity, task commitment),
- Student interests, leadership behaviors, and motivation indicators.

No single measure is used in isolation, which improves validity and opportunity in gifted identification (VanTassel-Baska & Stambaugh, 2006).

To avoid misidentification and underrepresentation:

- Local normative data s are used alongside national benchmarks.
- Assessments are reviewed for language and cultural bias.

- English learners and students with disabilities are assessed using appropriate accommodations.
 - Students are re-screened annually, ensuring that late bloomers and newly engaged learners are not overlooked (Ford, 2010).
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II. Research-Based Instructional Programs and Practices

Gifted students at C.A. Fredd are supported through instructional strategies grounded in research: Differentiated Instruction.

Teachers use curriculum compacting, tiered tasks, and flexible grouping to tailor learning experiences based on readiness, interest, and learning style (Tomlinson, 2014).

Problem- and Project-Based Learning (PBL).

Interdisciplinary, real-world projects strengthen higher-order thinking, creativity, and problem-solving skills, particularly for gifted and underrepresented learners (Gallagher & Gallagher, 2013).

Acceleration and Enrichment.

Students access advanced coursework and dual enrollment through Shelton State Community College, allowing for early college credit and exposure to AP-level rigor (VanTassel-Baska & Stambaugh, 2006).

Independent Study and Mentorship.

Students engage in faculty- or industry-guided research projects, building autonomy, persistence, and creative productivity (Renzulli, 2016).

III. Monitoring and Evaluation of Progress

Each identified student receives their Individual Career and Academic Plan (ICAP's) outlining goals, enrichment strategies, and acceleration pathways. These plans are reviewed twice annually.

Progress is monitored using:

- Benchmark assessments (e.g., NWEA MAP),
- Performance-based tasks and portfolios,
- Teacher observations and mentor feedback,
- Student self-reflection and goal tracking.

Data are reviewed quarterly to adjust programming and ensure continued growth (Tomlinson, 2014).

IV. Qualified Staffing and Program Leadership

The Academy employs a state-certified Gifted Education Specialist who oversees identification, program design, and teacher coaching. All staff participate in ongoing professional learning in:

- Differentiated instruction,
- Culturally responsive gifted education,
- Social-emotional needs of advanced learners (Ford, 2010).

The school partners with The University of Alabama and Stillman College to host graduate interns and practicum students, expanding instructional capacity and strengthening program quality. Through equitable identification practices, research-based instruction, continuous progress monitoring, and highly qualified staff, C.A. Fredd Jr. Career & Technical Academy ensures that gifted students, especially those traditionally underrepresented—are recognized, challenged, and empowered to achieve their full academic and professional potential.

References

- Ford, D. Y. (2010). *Reversing underachievement among gifted Black students: Promising practices and programs*. Teachers College Press.
- Gallagher, S. A., & Gallagher, J. J. (2013). Using problem-based learning to explore unseen academic potential. *Interdisciplinary Journal of Problem-Based Learning*, 7(1), 111–131.
- Renzulli, J. S. (2016). The Three-Ring Conception of Giftedness: A developmental model for promoting creative productivity. In *Rethinking gifted education*.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.
- VanTassel-Baska, J., & Stambaugh, T. (2006). *Comprehensive curriculum for gifted learners* (3rd ed.). Allyn & Bacon.

- g) Explain how the school will identify and meet the needs of students who are at-risk of dropping out. At-risk indicators include students with declining grades, high absenteeism or tardiness, students who lack engagement, and students who do not complete assignments. Include the following:
- i) Methods for identifying students at-risk of dropping out.
 - ii) Specific programs, strategies, and support provided to these students. Include any personnel resources specifically targeting this population;
 - iii) Plans for monitoring and tracking students at risk of dropping out.
 - iv) Interventions designed to keep these students engaged and enrolled, including triggers for the intervention.

Supporting Students At Risk of Dropping Out

C.A. Fredd Jr. Career & Technical Academy

C.A. Fredd Jr. Career & Technical Academy is intentionally designed as a re-engagement, workforce-aligned high school that serves students who are most vulnerable to academic failure and school withdrawal. Research shows that dropping out is not a single event but a gradual process that often begins years before a student leaves school (Rumberger & Lim, 2008; Rumberger, 2011). To address this, the Academy implements a comprehensive Early Warning System (EWS) integrated within a Multi-Tiered System of Supports (MTSS) to identify students at risk as early as possible

and provide timely, individualized interventions. This framework is grounded in the widely accepted “ABC” indicators of dropout risk—attendance, behavior, and course performance—which have been shown to reliably predict which students are most likely to disengage (Balfanz, Herzog, & Mac Iver, 2007).

Students are continuously monitored using real-time academic, behavioral, attendance, and engagement data. At-risk indicators include failing one or more core courses, a GPA below 2.0, chronic absenteeism (missing 10% or more of instructional days), frequent tardiness, disciplinary referrals, incomplete assignments, lack of classroom participation, and insufficient credit accumulation. These data are reviewed bi-weekly by the school’s Student Support Team, which includes administrators, counselors, interventionists, special educators, and career pathway instructors. Teacher referrals, family input, and student self-reports are also incorporated to ensure that both quantitative and qualitative factors are considered when identifying students in need of support (Rumberger, 2011). Once identified, students are placed into a tiered support structure aligned with MTSS. At the universal level, all students receive advisory, career coaching, social-emotional learning, mentorship, and project-based instruction designed to strengthen engagement and a sense of belonging—two critical protective factors against dropout (Finn & Zimmer, 2012). Students demonstrating moderate risk receive targeted interventions, including small-group tutoring, credit recovery labs, attendance coaching, mentoring, and individualized academic goal setting. Students facing the highest level of risk are provided intensive supports such as individualized graduation plans, daily progress monitoring, counseling, behavior intervention plans, flexible scheduling, blended learning options, and coordinated family services.

Each at-risk student is assigned a case manager who tracks attendance, grades, assignment completion, credit progress, and social-emotional growth. Student data are reviewed every three to six weeks by the Student Support Team, allowing staff to adjust instructional strategies, service intensity, and placement across tiers based on real-time progress (Sugai & Horner, 2002). Intervention triggers include failing a core course, missing five consecutive days, reaching chronic absenteeism thresholds, experiencing sharp academic declines, or disengaging from coursework. When these triggers occur, the team immediately activates additional supports and conducts family outreach to address barriers.

To sustain engagement, C.A. Fredd integrates career-connected learning, paid internships, dual enrollment, apprenticeships, leadership opportunities, and project-based coursework into the daily experience. Research shows that when students can connect school to meaningful career pathways, their motivation, persistence, and graduation rates increase significantly (Symonds, Schwartz, & Ferguson, 2011). By combining early identification, personalized supports, strong adult relationships, and career relevance, the Academy creates a comprehensive dropout prevention system that keeps students connected, engaged, and moving toward graduation.

References

- Balfanz, R., Herzog, L., & Mac Iver, D. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools. *Educational Psychologist*, 42(4), 223–235.
- Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter? In S. L. Christenson et al. (Eds.), *Handbook of Research on Student Engagement*.
- Rumberger, R. (2011). *Dropping out: Why students drop out of high school and what can be done about it*. Harvard University Press.
- Rumberger, R., & Lim, S. (2008). *Why students drop out of school*. California Dropout Research Project.
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices: School-wide PBIS. *Journal of Positive Behavior Interventions*.

Element Review

Reviews is not provided

11. Student Recruitment and Enrollment

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Describe the recruitment efforts, including the marketing campaign, and measures to ensure fair enrollment opportunities for all interested students in the community.

Overarching Standard/Criteria: Compelling evidence of how the school will directly and consistently recruit students and market the school in such a way as to adequately ensure equal access to interested students and families. In addition, provide ample evidence of the target plan for recruiting at-risk students.

Evidence needed for addressing the overarching standard:

- a) Complete the attached enrollment projection spreadsheet that provides information on anticipated enrollments, with maximum and minimum bounds, for each grade served over the contract period.

Complete Enrollment Projections

File name: Attachment - CFTA Complete Enrollment Projections.xlsx

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- b) Describe the school's plans for recruitment, including activities to inform the public of the school and encourage families to enroll. Provide a timeline with targets for number of applications. Include information on planned enrollment materials with target completion dates (brochures, websites, etc.). Include any known or planned recruitment activities within the community.

Text

C.A. Fredd Jr. Career and Technical Academy (CFCTA) will implement a comprehensive, multi-phase recruitment and enrollment strategy designed to ensure strong community awareness, equitable access to information, and a robust pipeline of student applications prior to the school's opening. The school's recruitment plan is intentionally community-centered and relies on direct outreach, partnerships with community organizations, targeted events, and clear communication materials that explain the school's mission, career pathways, and enrollment process. Because CFCTA is designed as a career and technical academy that prepares students for industry certifications, postsecondary education, and workforce opportunities, recruitment efforts will emphasize the unique value of the school's model and the real-world opportunities available to students.

The school will begin recruitment activities immediately following charter approval with the development of core enrollment materials and public communication platforms. These materials will include a school website, informational brochures, social media platforms, and digital enrollment resources designed to clearly communicate the school's vision, career pathways, and student opportunities. The school website will serve as the primary information hub for families and will include detailed information about academic programs, career pathways, admissions policies, application procedures, and frequently asked questions. The website will also include an online interest form and application portal to allow families to submit enrollment applications easily. Development of the website will begin immediately after charter approval and is expected to be completed by December of the planning year, allowing recruitment efforts to begin in earnest during the winter and spring.

In addition to the website, the school will develop printed recruitment materials including brochures, flyers, and informational one-page summaries explaining the school's mission, academic program, career pathway offerings, and enrollment procedures. These materials will be distributed at community events, local churches, community centers, workforce organizations, and partner institutions. Printed recruitment materials will be designed and finalized by January of the recruitment year, ensuring that materials are available for distribution at community engagement events and recruitment sessions. The school will also develop digital materials and short informational videos that can be shared through social media platforms to reach families who may not attend in-person events.

Recruitment activities will begin with a series of community information sessions and outreach events designed to build awareness and assess parent interest. In late January, the school will host its first Community Information Session at a local church, community center, or partner organization. This session will introduce families and community members to the school's mission, educational model, and career pathway programs. Families will have the opportunity to ask questions and complete interest surveys that will help the school gauge demand and collect contact information for follow-up recruitment efforts. The school expects 30–50 attendees at this initial event and aims to collect at least 50 interest surveys.

Recruitment efforts will expand in February with a Parent and Community Town Hall hosted in a different neighborhood in order to reach families in additional parts of the community. During this event, school leaders will provide a deeper overview of the academic model, career pathways, and enrollment process while continuing to collect applications and interest surveys. The school anticipates 40–60 attendees and expects to collect 50–75 surveys and application inquiries at this event. Later in February, the school will host a bilingual Hispanic Community Information Session in partnership with a local Hispanic church or community organization. This event will ensure that Spanish-speaking families have access to information about the school and the opportunity to participate in the enrollment process. The school anticipates 25–40 attendees at this session and expects to collect 30–50 surveys and application interests.

Recruitment efforts will continue in March with events designed to deepen engagement with interested families and encourage application submission. In early March, the school will host a Parent Roundtable and Focus Group composed of families who attended earlier information sessions. This meeting will allow school leaders to gather feedback about family priorities while also guiding families through the application process. Approximately 20–30 parents are expected to attend this session. Later in March, the school will host a Youth and Family Interest Night targeted specifically at families with middle and high school-age students who may be interested in enrolling. This event will highlight career pathway programs, student support systems, and future career opportunities available to students. The school anticipates 30–50 families attending this event and will continue encouraging application submissions.

In April, recruitment efforts will focus on securing commitments from families who have demonstrated strong interest in the school. The school will host a Founding Families Commitment Night where interested families will learn about the next steps in the enrollment process and receive assistance completing applications if necessary. Families who commit to enrolling will be invited to become ambassadors who help share information about the school within their networks and communities. The school expects 25–40 families to attend this event and anticipates a significant portion of these families will submit formal enrollment applications. Later in April, the school will host a Community

Partner Breakfast for faith leaders, nonprofit organizations, workforce partners, and community advocates. These community leaders will be asked to help promote the school to families within their networks and share recruitment materials with their organizations.

The recruitment cycle will culminate in May with a Community Signing Day and Vision Celebration, which will serve as a public milestone highlighting the momentum and support behind the school. Families, community partners, workforce leaders, and media representatives will be invited to attend this event, where founding families will celebrate their commitment to the school. The school anticipates 50–75 attendees at this event and expects to reach or exceed its initial enrollment targets. The school has established clear targets for the number of student applications during the recruitment cycle. The goal is to secure at least 50 initial applications by the end of February, 100 applications by the end of March, and 150–180 applications by May, which will provide a strong enrollment pool from which the school can finalize its inaugural class. These targets ensure that the school has a robust applicant pool while maintaining fair and transparent enrollment procedures consistent with charter school policies.

In addition to formal recruitment events, CFCTA will engage in ongoing community outreach throughout the recruitment period. School leaders and founding team members will attend local community meetings, workforce development gatherings, church events, and civic organization meetings to introduce the school and distribute recruitment materials. Partnerships with community organizations, workforce agencies, and local employers will also support recruitment by sharing information about the school with families who may benefit from its career-focused model. The school will also maintain an active presence on social media platforms to share information about recruitment events, highlight career pathway opportunities, and celebrate milestones in the school's development.

Through this comprehensive recruitment strategy combining clear communication materials, community engagement events, targeted outreach, and partnership-driven promotion CFCTA will ensure that families across the community are informed about the school and have accessible opportunities to apply. By building awareness early, engaging families directly, and maintaining consistent communication throughout the recruitment period, the school will establish a strong foundation for enrollment and community support as it prepares to open its doors.

c) Describe the general enrollment policy and attach any preliminary materials on the school's enrollment policy. The policy should include the following:

- i) Tentative dates for application period, enrollment deadlines, and procedures;
- ii) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers;
- iii) Explanation of the purpose of any pre-admission activities for students or parents;
- iv) Policies and procedures if demand outweigh identified enrollment targets approved by the Commission in the charter contract. Please note a lottery system is required by law.

C.A. Fredd Enrollment Policy: Timeline, Procedures, and Measures

i) Tentative Dates for Application, Enrollment Deadlines, and Procedures

Annual Application Window (Tentative):

- Applications open: January 15
- Priority application deadline: March 15
- Lottery (if needed): March 20 (public, observed)
- Offers sent: March 22–March 25
- Seat acceptance deadline: April 5
- Waitlist seat offers begin: April 6 and continue until seats are filled
- Late applications: accepted after March 15 and placed at the end of the waitlist (if waitlist exists)

How families apply:

- online via the school website
- paper application available at the school and partner sites (libraries/community centers)
- application assistance provided in person and by phone

ii) Timeline and Plan for Recruitment/Engagement and Enrollment

September–October: Community listening sessions; outreach calendar finalized; partner sites confirmed

November–December: Pre-application awareness campaign; school tours begin; CTE showcase planning

January–March: Primary recruitment push; weekly enrollment support sessions; feeder school outreach

March–April: Lottery (if needed); acceptance communications; enrollment verification events

May–July: Summer enrollment support; waitlist movement; orientation events; transportation confirmations

iii) Waiting List, Withdrawals, Re-Enrollment, and Transfers

Waitlist:

- If applications exceed available seats, a randomized waitlist will be created following the lottery.
- Students will be offered seats in waitlist order as vacancies occur.
- The school will attempt multiple contact methods (phone/email/mail/text when available).

Withdrawals:

- Families may withdraw at any time by completing a withdrawal form.
- Records will be transferred promptly to the receiving school consistent with legal requirements.

Re-enrollment:

- Returning students in good standing will be provided a re-enrollment window each spring.
- Students who withdraw and seek to return may reapply and will be placed according to current seat availability and policy.

Transfers/Midyear Entry:

- If seats exist, the school may enroll students midyear following standard procedures without discriminatory screening.
- Transfer students with IEPs/504 plans will receive immediate support while records are obtained and services are aligned.

iv) Purpose of Any Pre-Admission Activities

Pre-admission activities (information sessions, tours, and program showcases) exist solely to:

- provide transparent information about program expectations
- explain pathways, scheduling, transportation, and graduation options
- support informed family choice
- assist families in completing applications

Pre-admission activities are not used to screen, rank, or deny applicants.

c) Lottery Process

If applications exceed available seats, C.A. Fredd will conduct a computerized, randomized public lottery. The lottery will:

- include all completed applications received by the deadline
- use no academic, behavioral, disability, language, or demographic criteria
- be open to public observation and documented for compliance
- apply only legally permitted preferences (e.g., siblings of enrolled students, if allowed)

Students not offered seats will be placed on a waitlist in the randomized order generated by the lottery. Families will receive written and electronic notification of results, instructions to accept/decline seats by a stated deadline, and ongoing waitlist updates as seats become available.

d) Targeted Outreach Plan for At-Risk Students and Families

C.A. Fredd will implement a direct, measurable outreach plan to ensure students and families most likely to face barriers are actively recruited and supported through enrollment.

Families in Poverty / Housing-Insecure Families

- outreach through housing authorities, community clinics, food banks, and family resource centers
- enrollment support sessions in community locations

- translated materials and onsite application help
- transportation and scheduling information shared early

Academically Low-Achieving Students

- referrals and information sharing through feeder school counselors and intervention teams
- messaging that highlights hands-on learning, small-group support, and structured interventions
- enrollment events specifically for students needing a “fresh start” academically

Students with Disabilities (IEPs/504)

- clear messaging: “No screening; services provided; inclusive model; LRE commitment”
- sessions explaining IEP implementation, related services, and how CTE accommodations work (CTIP)
- enrollment assistance for families needing disability-accessible communication

Other At-Risk Youth (Dropout risk, chronic absenteeism, juvenile justice involvement, foster care)

- referral pathways through youth-serving nonprofits, DHR/foster liaisons, and community partners
- case-managed enrollment support coordinated by counselor/social worker designee
- “warm handoff” orientation process to build belonging and reduce summer melt

Monitoring Recruitment

Each year, the school will review:

- applicant and enrollment demographics compared to the local community
- participation in recruitment events by neighborhood/ZIP
- waitlist movement patterns
- barriers reported by families
- targeted outreach outcomes (events held, applications supported, attendance at sessions)

Adjustments will be made to ensure recruitment and enrollment remain equitable and mission-aligned

School's Enrollment Policy	File name:	CFCTA_Enrollment.pdf
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d) Describe the school's proposed onboarding process for students and families. This process would apply to students who have secured a spot in the school but are new to the school. How is this process different or enhanced from what a continuing student would experience?

New Student & Family Onboarding Process: C.A. Fredd Jr. Career and Technical Academy

C.A. Fredd Jr. Career and Technical Academy will implement a multi-phase, high-touch onboarding process modeled after nationally recognized charter school best practices, including those used by networks such as KIPP, Uncommon Schools, and YES Prep. Research shows that structured onboarding, family compacts, advisory systems, and early diagnostic assessment significantly improve student persistence, academic performance, and school belonging (National Alliance for Public Charter Schools, 2022; TNTP, 2021). The Academy's onboarding process begins immediately after a student secures a seat and extends through the first nine weeks of school, ensuring that new

students and families are fully prepared—academically, socially, and emotionally—to succeed in a rigorous, career-focused learning environment.

Upon acceptance, families participate in a New Family Orientation and Commitment Conference, a practice used across high-performing charter schools to build shared accountability (KIPP Foundation, 2023). During this phase, families receive a welcome guide, school culture handbook, graduation pathway overview, transportation information, and academic expectations. They also sign a Family–School Partnership Agreement, which outlines mutual responsibilities and reinforces consistent communication and attendance expectations—an approach linked to stronger family engagement and improved student outcomes (National Charter Collaborative, 2020).

Each student then completes a personalized intake and records review, led by a counselor and family liaison. This process includes academic transcript review, special education and 504 documentation, English learner records, health data, and transportation needs. Using this information, the school develops a Personalized Learning and Career Plan (PLCP), which sets academic goals, identifies career interests, and establishes pathway placement. Individual learning plans are a core component of successful career academies and charter high schools because they improve student ownership and long-term goal alignment (Advance CTE, 2022).

Before the school year begins, students complete baseline diagnostic and readiness assessments to determine academic skill levels, social-emotional needs, and career interests. These include literacy and math screeners, SEL surveys, and career pathway inventories. Charter school research shows that early diagnostics allow schools to provide targeted supports before students fall behind, significantly reducing ninth-grade failure rates (TNTP, 2021; RAND, 2020).

All newly enrolled students then participate in a Career Pathway Bridge Program, which functions as a short, immersive transition academy. Students rotate through career labs, meet industry mentors, learn workplace safety expectations, and receive digital systems training. This model mirrors best practices in career-focused charter schools, where early exposure to career pathways increases engagement and persistence (Advance CTE, 2022).

Finally, students are placed into a small advisory cohort and paired with trained peer mentors. Advisors serve as the student’s primary advocate and monitor attendance, academic progress, behavior, and career readiness. Research from the National Alliance for Public Charter Schools (2022) shows that strong advisory systems improve school connectedness, reduce dropout rates, and increase graduation rates.

How This Differs from Continuing Students

While continuing students complete a streamlined annual re-entry process focused on pathway progression and goal updates, new students receive an intensive, wraparound transition experience that includes family commitments, diagnostics, career immersion, and advisory placement. This layered approach ensures that every new student begins with clarity, support, and a defined pathway—key elements of successful charter school models.

References

- Advance CTE. (2022). Career pathways and learner-centered systems.
- KIPP Foundation. (2023). Family engagement and school culture model.
- National Alliance for Public Charter Schools. (2022). Charter school best practices.
- National Charter Collaborative. (2020). Family-school partnerships in charter schools.
- RAND Corporation. (2020). Career academy impact studies.
- TNTP. (2021). Accelerating high school student success.

Lottery Process and Assurance of Fair and Equitable Admissions

C.A. Fredd Jr. Career and Technical Academy will operate an open-enrollment, non-selective admissions process in full compliance with the Alabama School Choice and Student Opportunity Act. Consistent with Ala. Code § 16-6F-5(a)(3), the school will not screen or limit enrollment based on academic performance, disability status, language proficiency, behavioral history, race, ethnicity, income, or any other protected characteristic. Applications will be made available in both digital and paper formats, with multilingual support and community-based assistance to ensure equitable access for all families.

If the number of eligible applicants exceeds the number of available seats, the Academy will conduct a public, randomized lottery as required under Ala. Code § 16-6F-5(a)(6). Prior to the lottery, applications will be reviewed only to verify basic eligibility, such as grade level and residency within the school's approved geographic boundary, if applicable. No qualitative or merit-based criteria will be applied at any point in the process. The school may apply lawful enrollment preferences only as explicitly permitted by statute, including preference for siblings of currently enrolled students pursuant to § 16-6F-5(a)(8) and for students residing within the approved geographic attendance area pursuant to § 16-6F-5(a)(10), provided these preferences are authorized in the school's charter contract.

Once all allowable preferences have been applied, the school will conduct a computer-generated random lottery to allocate available seats. Each eligible applicant will be assigned a random number, and seats will be offered in numerical order until capacity is reached. The lottery will be conducted in a transparent and auditable manner, open to the public, and overseen by school leadership and a governing board representative to ensure integrity and compliance with state law. All procedures and outcomes will be documented and retained in accordance with charter school accountability requirements.

Students not selected for enrollment through the lottery will be placed on a numbered waitlist in the exact order determined by the random drawing. As seats become available, students will be offered admission strictly according to their position on the waitlist, ensuring continued fairness throughout the enrollment cycle. Families will receive timely written notification of lottery results, waitlist status, and enrollment deadlines. While families may request a review of clerical errors or procedural compliance, lottery outcomes themselves will not be subject to appeal in order to preserve the integrity of the randomized process.

Through this transparent, lawful, and equitable lottery system, C.A. Fredd Jr. Career and Technical Academy ensures that all students have an equal opportunity to enroll while fully upholding the requirements and intent of Ala. Code § 16-6F-5(a).

References

Alabama Legislature. (2023). Alabama School Choice and Student Opportunity Act (Ala. Code § 16-6F-5). Retrieved from <https://alison.legislature.state.al.us/files/pdf/SearchableInstruments/2023RS/FB8E5D-1.pdf>

National Alliance for Public Charter Schools. (2022). Model charter school enrollment and lottery practices. Washington, DC.

f) Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

Targeted Outreach Plan for High-Need and At-Risk Students

C.A. Fredd Jr. Career and Technical Academy will implement a targeted, community-embedded outreach strategy designed to ensure equitable access for families and students who are traditionally underrepresented in high-quality educational options. This plan prioritizes families living in poverty, academically low-achieving students, students with disabilities, English learners, and other youth at risk of academic failure by meeting families where they are and removing barriers to information, transportation, and enrollment.

Families Living in Poverty

The school will partner with Title I schools, housing authorities, faith-based organizations, food pantries, workforce agencies, and social service providers across Tuscaloosa, Hale, Greene, Pickens, Bibb, and Jefferson Counties to share application materials and host enrollment events. Outreach will occur at community centers, apartment complexes, shelters, and public libraries. Printed materials will be available in plain language, and staff will provide on-site application assistance. Transportation stipends and mobile enrollment clinics will ensure families without internet access can still apply.

Academically Low-Achieving Students

The Academy will collaborate with school counselors, alternative programs, credit recovery centers, and dropout prevention organizations to identify students who would benefit from a career-connected learning environment. Information sessions will be held during after-school programs, summer bridge programs, and community tutoring sites. Messaging will emphasize hands-on learning, smaller class sizes, tutoring, and career pathways that reconnect disengaged students to school.

Students with Disabilities

The school will conduct outreach through special education parent advisory councils, disability advocacy organizations, early intervention providers, and transition coordinators. Enrollment materials will clearly explain available services, inclusion supports, and compliance with IDEA. The school will host Special Education Information Nights and provide direct contact with the special education director to answer family questions and ensure confidence in services.

Other Youth at Risk of Academic Failure

Outreach will also target youth involved in foster care, juvenile justice, migrant education, and homeless services by partnering with case managers, shelters, court liaisons, and community nonprofits. These students will be invited to career exploration events, pathway open houses, and summer bridge programs designed to re-engage learners who have experienced academic disruption.

Community Ambassadors & Trusted Messengers

The school will train parent ambassadors, faith leaders, community advocates, and employer partners to serve as trusted messengers who can explain the school's mission and enrollment process. This peer-based strategy is proven to increase participation among families who may be skeptical of new school options.

Continuous Monitoring & Review

The Academy will track applicant demographics and enrollment data to ensure the student body reflects the diversity of the region. Outreach strategies will be adjusted annually to close access gaps and ensure equitable representation.

Element Review

Reviews is not provided

12. Student Discipline Policy and Plan

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Describe the policies and procedures for handling students' behavior problems, including measures to afford a student's right to due process.

Overarching Standard/Criteria: Compelling evidence of an approach to student discipline that will directly and consistently address compliance with applicable laws and school district and the school culture.

Evidence needed for addressing the overarching standard:

a) Describe the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

Practices to Promote Good Discipline: Incentives and Consequences

C.A. Fredd Jr. Career and Technical Academy will implement a proactive, restorative, and instructional discipline framework designed to build a safe, respectful, and career-ready school culture. The discipline model is aligned with Positive Behavioral Interventions and Supports (PBIS) and industry-based “workplace readiness” standards, ensuring that student behavior expectations mirror those of professional environments. The school’s approach emphasizes prevention first, correction second, and exclusion only as a last resort.

Tier 1: Prevention and Positive School Culture

The foundation of the Academy’s discipline system is the explicit teaching and continuous reinforcement of clear behavioral expectations. At the beginning of each school year—and revisited quarterly—students will receive instruction on schoolwide norms related to respectful conduct, classroom behavior, attendance and punctuality, digital citizenship, and CTE lab safety protocols. These expectations will be aligned with industry standards for professionalism, teamwork, and accountability, reinforcing the school’s career-focused mission.

Positive behavior will be consistently acknowledged through daily adult recognition and relationship-building routines, creating a culture where students feel seen and valued. The Academy will implement a PBIS acknowledgment system, using digital incentives to reward positive behavior, strong attendance, academic effort, and demonstration of workplace skills. These acknowledgments may be redeemed for school privileges, event access, and recognition celebrations. Students who consistently model leadership and responsibility will also gain access to advanced leadership roles, such as serving as student ambassadors, lab leaders, peer mentors, or being prioritized for internships and work-based learning placements.

Tier 2 and Tier 3: Instructional, Restorative, and Progressive Responses

When misconduct occurs, the Academy will respond using a graduated, tiered system that prioritizes learning, accountability, and relationship repair rather than punishment alone. Staff will first focus on de-escalation strategies and safety stabilization to ensure all students and staff are protected. Students will then engage in restorative conversations or conferences designed to help them understand the impact of their actions, take responsibility, and repair harm to the school community. For students who demonstrate ongoing behavioral challenges, the school will implement targeted interventions such as Check-In/Check-Out systems, small-group or individual mentoring, counseling referrals, behavior contracts, and family conferences. These supports are designed to address underlying needs, strengthen coping and social skills, and prevent future incidents. When behavior is severe, persistent, or poses a safety risk, the school will apply progressive consequences that are consistent, clearly defined, and aligned with due process. Exclusionary practices such as suspension will be used only when necessary and will always be paired with a re-entry plan to support the student's successful return.

Data Monitoring and Assurance

Behavior data will be reviewed regularly by the school leadership team and disaggregated by race, disability status, gender, grade level, and program participation to ensure fairness and prevent disproportionality. Patterns of concern will trigger staff training, policy review, and targeted student supports. This continuous improvement process ensures that the Academy's discipline system remains equitable, transparent, and aligned with its mission to prepare students for both college and career success.

b) Give a list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.

Offenses Resulting in Suspension or Expulsion

C.A. Fredd Jr. Career and Technical Academy

C.A. Fredd Jr. Career and Technical Academy maintains a safe, orderly, and supportive learning environment. Student discipline is administered in accordance with the Alabama School Choice and Student Opportunity Act, the Alabama Administrative Code, and standards used by Alabama public school systems. Consequences are applied using due process and progressive discipline, except in cases where state law requires mandatory action.

I. Non-Discretionary Offenses

(Immediate Suspension and Recommendation for Expulsion)

The following offenses require mandatory suspension and referral for expulsion consideration:

1. **Possession of a Firearm or Deadly Weapon**
Possession, use, or threat to use a firearm, knife, or other weapon capable of causing serious physical harm on school property, at a school event, or on a school bus.
2. **Possession or Distribution of Controlled Substances**
Sale, distribution, or possession with intent to distribute illegal drugs, controlled substances, or look-alike substances.
3. **Aggravated Assault on School Personnel**
Physical attack or credible threat against a teacher, administrator, staff member, or school security officer.
4. **Credible Threat of Violence**
Making a threat that could reasonably result in serious bodily harm or death, including electronic or social media threats.
5. **Arson or Use of Explosive Devices**
Starting, attempting to start, or possessing materials intended to cause fire or explosion.

II. Discretionary Offenses

(May Result in Suspension or Expulsion)

These offenses may result in suspension or expulsion depending on severity, frequency, and safety risk:

1. **Fighting or Physical Aggression**
Physical contact intended to cause harm.
2. **Bullying, Harassment, or Intimidation**
Repeated or severe behavior that disrupts learning or creates a hostile environment.
3. **Threats or Intimidation**
Verbal, written, or electronic threats toward students or staff.
4. **Possession or Use of Alcohol or Drugs**
Being under the influence or possessing prohibited substances.
5. **Vandalism or Theft**
Intentional damage to property or theft.
6. **Disruptive or Disorderly Conduct**
Behavior that substantially interferes with school operations.
7. **Insubordination or Defiance**
Repeated refusal to follow school rules or directions.
8. **Technology Misuse**
Inappropriate or unsafe use of digital devices.
- 9.

CTE Lab Safety Violations
Unsafe behavior in technical labs that endangers self or others.

III. Due Process

All students are entitled to:

- Written notice of the charges
- Opportunity to present their version of events
- Parent/guardian notification
- Appeal rights
- Re-entry planning following suspension or expulsion

Behavior data will be reviewed regularly to ensure fairness and compliance with state guidance.

c) Provide an explanation of how the school will consider the rights of special education students and students with disabilities in disciplinary actions and proceedings.

C.A. Fredd Jr. Career and Technical Academy will protect the rights of students with disabilities in all disciplinary actions by aligning its discipline procedures with the Individuals with Disabilities Education Act (IDEA) requirements and Alabama's Special Education Services rules, which mirror the federal discipline framework. Under this approach, students with IEPs may be removed from their current placement for disciplinary reasons up to ten (10) consecutive school days in the same manner as peers without disabilities, and may have additional short removals for separate incidents so long as the removals do not constitute a "change of placement." The Academy will carefully track all removals including out-of-school suspension, certain in-school removals, and other disciplinary exclusions because Alabama guidance emphasizes that multiple removals totaling more than ten (10) days and/or forming a pattern may trigger IDEA protections and may not be labeled "suspension" but still count as disciplinary removals.

When discipline could result in a change of placement (e.g., removals beyond 10 cumulative days that create a pattern, or a proposed expulsion), the school will conduct a Manifestation Determination Review (MDR) within ten (10) school days of the decision to change placement. The MDR team consistent with IDEA and Alabama practice will include the parent/guardian, the LEA/school representative, and relevant IEP team members, and will review evaluation data, teacher observations, relevant information provided by parents, and the IEP/behavior supports to determine whether the conduct was caused by, or had a direct and substantial relationship to, the disability, or whether the conduct was the direct result of the school's failure to implement the IEP. If the behavior is a manifestation, the student will generally return to the prior placement (unless the parent and school agree otherwise through the IEP process), and the school will ensure the student receives appropriate behavioral supports, including completing or updating a Functional Behavioral Assessment (FBA) and implementing or revising a Behavior Intervention Plan (BIP) a practice explicitly reflected in Alabama's MDR resources. If the behavior is not a manifestation, the student may receive the same disciplinary consequences as peers, but the Academy will still ensure IDEA service protections are met. This is consistent with how high-performing districts operationalize discipline protections in their handbooks (e.g., using MDR findings to determine whether standard discipline applies and providing an appeal route through exceptional education leadership).

Throughout any removal that constitutes a change of placement, the Academy will ensure the student continues to receive Free Appropriate Public Education (FAPE) and can continue to participate in the general curriculum and make progress toward IEP goals, including during periods of suspension or alternative placement, as required under IDEA’s discipline procedures. In “special circumstances,” the Academy may remove a student to an Interim Alternative Educational Setting (IAES) for up to 45 school days (regardless of manifestation) if the incident involves a weapon, illegal drugs, or infliction of serious bodily injury, and services will be delivered as required during that IAES placement. For students served under Section 504 (without an IEP), the Academy will apply comparable procedural protections by conducting a disability-related review before imposing long-term exclusion and ensuring access and accommodations are not interrupted in a way that constitutes disability discrimination using the same “document, review, and support” approach embedded in Alabama district handbooks and practice.

To align with the strongest district models in Alabama, the Academy will also build operational safeguards around these legal requirements: staff will receive annual training on disciplinary removals, MDR timelines, and documentation; case managers and the special education team will be engaged early when behavior concerns emerge; and the school will prioritize preventive behavior supports (PBIS, restorative practices, and individualized interventions) to reduce exclusionary discipline. The school will routinely review discipline data and disaggregate outcomes by disability category, race, gender, and setting to monitor disproportionality and to ensure students with disabilities are not being denied access to specially designed instruction through repeated removals—an explicit caution in Alabama’s discipline guidance. Finally, parents will receive timely notice of disciplinary decisions, procedural safeguards, and the opportunity to request meetings and dispute resolution as provided under IDEA’s discipline procedures.

References

- Alabama State Department of Education. Quick Tips for Discipline: General Rules (Revised Feb. 2020).
- Alabama State Department of Education. Quick Tips for Discipline: Manifestation (Revised Feb. 2020).
- Alabama State Department of Education. Manifestation Determination Review (MDR) form/resource.
- Alabama Administrative Code. Rule 290-8-9-.09 Discipline Procedures.
- 34 C.F.R. Part 300, Subpart E (Discipline Procedures), including §§ 300.530–300.536.
- U.S. Department of Education, Office of Special Education Programs. IDEA: Questions and Answers on Discipline Procedures.

Jefferson County Schools. Student and Parent Handbook (board-approved).

d) Discuss the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

C.A. Fredd Jr. Career and Technical Academy is committed to ensuring that all disciplinary actions, including suspensions and expulsions, are conducted in compliance with applicable laws and

procedural safeguards, guaranteeing students' right to due process. When a student is suspected of violating the school's Code of Conduct in a manner that may result in suspension or expulsion, the school will follow a structured disciplinary process. First, the student will receive written notice of the alleged infraction, including a description of the incident, the specific rule or policy violated, and the potential disciplinary consequence. The student will also have the opportunity to present their perspective, provide evidence, and respond to the allegations before a final decision is made (Turnbull et al., 2015).

For suspensions, the school will provide immediate notification to the parent or guardian and document the incident in the student's record. Suspensions will be accompanied by guidance and, when appropriate, targeted behavioral interventions or restorative practices to address underlying causes of the behavior and support reentry into the learning environment.

For expulsions, the school will employ a formal appeal process to ensure transparency and fairness. Following the initial decision to expel, the student and their family will receive written notice outlining the reason for expulsion, the evidence considered, the duration of the expulsion, and instructions for initiating an appeal. Families may request a hearing before a neutral school administrator or an independent panel, during which they may present evidence, call witnesses, and be represented by an advocate if desired. The hearing officer or panel will review the evidence and issue a written decision, which will include the rationale for upholding, modifying, or overturning the expulsion. All appeal procedures will comply with state law, IDEA, Section 504, and any district-specific requirements to ensure due process protections are preserved for all students, including those with disabilities (OSEP, 2013; U.S. Department of Education, 2017).

For students who are expelled or removed from school for more than ten consecutive days, the Academy will ensure continuity of educational services to prevent regression and maintain progress toward academic and career-technical goals. Services may include individualized instruction, virtual or blended learning, enrollment in alternative educational programs, or targeted tutoring aligned with the student's existing academic plan or IEP/504 plan. Students with disabilities will continue to receive all services specified in their IEP or Section 504 plan, and the school will coordinate with parents and relevant service providers to implement modifications or accommodations as needed (McLeskey et al., 2012). The school will monitor academic progress and provide regular feedback to families to support the student's successful reentry or transition to alternative programming. Through these policies and procedures, C.A. Fredd Jr. Career and Technical Academy ensures that disciplinary actions are legally compliant, equitable, and structured to support student learning and development, while maintaining a safe and orderly school environment.

References (APA 7th Edition)

McLeskey, J., Waldron, N., & Redd, L. (2012). A case study of the implementation of a multi-tiered system of supports in a high-needs school. *Remedial and Special Education, 33*(3), 173–184.

<https://doi.org/10.1177/0741932510383175>

Office of Special Education Programs (OSEP). (2013). Questions and answers on discipline procedures under IDEA. U.S. Department of Education. <https://www2.ed.gov/policy/speced/guid/discipline/idea-discipline-q-and-a.pdf>

Turnbull, H., Turnbull, A., Wehmeyer, M. L., & Shogren, K. (2015). *Exceptional lives: Special education in today's schools* (8th ed.). Pearson.

U.S. Department of Education. (2017). A guide to the individualized education program (IEP).

<https://sites.ed.gov/idea/parents-and-families/iep-process/>

e) Provide the school's proposed discipline policy. Discuss how students and parents will be informed of the school's policies.

C.A. Fredd Jr. Career and Technical Academy is committed to fostering a safe, equitable, and productive learning environment through a discipline policy that balances clear expectations, consistent consequences, and supportive interventions. The policy is guided by research-based frameworks, including Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and trauma-informed practices (Sugai & Simonsen, 2012; Souers & Hall, 2016; McLeskey et al., 2012). All students are expected to demonstrate respect for themselves, peers, staff, and school property, and to comply with safety procedures, especially within career and technical education (CTE) laboratories.

Behavioral Expectations and Supports:

The Academy clearly defines acceptable behaviors and explicitly teaches social-emotional skills, career readiness behaviors, and conflict resolution strategies. Positive behaviors are reinforced through a structured system of incentives, including verbal recognition, digital reward platforms, student awards, privileges in CTE labs, and leadership opportunities. Restorative practices and social-emotional skill-building are employed to address minor infractions proactively, helping students learn from their mistakes and maintain engagement in the learning environment.

Consequences for Misconduct:

The discipline policy outlines both non-discretionary and discretionary consequences for violations of the Code of Conduct. Non-discretionary offenses—such as possession of weapons, controlled substances, assault on staff, sexual assault, and arson—mandate suspension or expulsion in accordance with state law. Discretionary offenses—including bullying, theft, chronic disruption, insubordination, or use of tobacco products—may result in graduated consequences, ranging from restorative conferences and behavior contracts to in-school or out-of-school suspension. The policy incorporates procedural safeguards for all students, ensuring due process rights, including notice of allegations, an opportunity to respond, and the ability to appeal disciplinary decisions. Students with disabilities are provided additional protections under IDEA and Section 504, including manifestation determination reviews and continued access to educational services during disciplinary actions (OSEP, 2013; U.S. Department of Education, 2017).

Appeals and Services:

Students and families may appeal expulsion decisions through a formal hearing with a neutral administrator or panel, during which they may present evidence, call witnesses, and receive a written decision outlining the outcome and rationale. Students removed from school for more than ten consecutive days will continue to receive educational services aligned with their IEP, 504 plan, or individualized academic plan, including tutoring, online learning, or placement in alternative educational programs to ensure continuity of instruction and prevent academic regression.

Communication of Policies:

To ensure families and students are fully informed, the discipline policy will be communicated through multiple channels. Families will receive the Code of Conduct in print and digital formats at the start of each school year, accompanied by an orientation session that reviews expectations, behavioral supports, consequences, and appeal procedures. The school website will maintain an up-to-date copy of the policy, and school staff will reinforce expectations through classroom instruction, newsletters, parent meetings, and student assemblies. Translation services and interpreters will be provided as needed to ensure accessibility for all families, and students will receive age-appropriate lessons on their rights and responsibilities. By integrating clear expectations, consistent consequences, positive behavioral supports, and transparent communication, C.A. Fredd Jr. Career and Technical Academy aims to cultivate a safe, inclusive, and academically rigorous environment for all learners.

References (APA 7th Edition)

McLeskey, J., Waldron, N., & Redd, L. (2012). A case study of the implementation of a multi-tiered system of supports in a high-needs school. *Remedial and Special Education, 33*(3), 173–184. <https://doi.org/10.1177/0741932510383175>

Office of Special Education Programs (OSEP). (2013). Questions and answers on discipline procedures under IDEA. U.S. Department of Education. <https://www2.ed.gov/policy/speced/guid/discipline/idea-discipline-q-and-a.pdf>

Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. ASCD.

Sugai, G., & Simonsen, B. (2012). Positive behavioral interventions and supports: History, defining features, and misconceptions. Center for PBIS & University of Connecticut. <https://www.pbis.org/resource/positive-behavioral-interventions-and-supports-history-defining-features-and-misconceptions>

Turnbull, H., Turnbull, A., Wehmeyer, M. L., & Shogren, K. (2015). *Exceptional lives: Special education in today's schools* (8th ed.). Pearson.

U.S. Department of Education. (2017). *A guide to the individualized education program (IEP)*. <https://sites.ed.gov/idea/parents-and-families/iep-process/>

School's Discipline Policy	File name:	CFCTA_Discipline Policy.pdf
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Element Review

Reviews is not provided

13. Family and Community Involvement

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide evidence of significant engagement efforts with the community in which the proposed school will reside.

Overarching Standard/Criteria: Compelling evidence of how parents and community members will directly, consistently and appropriately be involved in the development of the proposed school.

Evidence needed for addressing the overarching standard:

a) Describe and provide evidence of the role to date of any parents and community members involved in developing the proposed school. Evidence may include sign-in sheets, surveys, photos, and direct feedback by community members.

Parents and community members have played a significant and ongoing role in the development of the proposed C.A. Fredd Jr. Career and Technical Academy, contributing both their time and professional expertise to support the planning process and expand community awareness of the school. From the earliest stages of development, the planning team has intentionally engaged families, local leaders, and community stakeholders through a series of community engagement meetings, information sessions, and presentations held throughout Tuscaloosa and surrounding areas. These events were designed not only to share the vision and proposed career-focused model of the school, but also to invite meaningful feedback from parents and residents about the educational needs of students in the community. Sign-in sheets were collected at each event to document

participation, and photographs and notes from these meetings provide evidence of community involvement and engagement.

Beyond attending meetings and offering feedback, several community members have actively contributed their professional skills to support outreach and communication efforts. Individuals with experience in photography and videography have volunteered their services to document community engagement events and help produce visual content that communicates the school's mission and progress. Other supporters have provided assistance with social media engagement, marketing material development, and the distribution of informational materials about the proposed school throughout the community. These efforts have helped increase visibility and awareness among families, community organizations, and potential partners.

Faith-based leaders have also demonstrated strong interest in the development of the school. Several pastors and church leaders have requested meetings with the planning team to learn more about the proposed academy and explore ways they can support the initiative. These leaders have expressed interest in helping disseminate information about the school to their congregations, host informational sessions, and connect the school with families who may benefit from the educational opportunities the academy will provide. This engagement with faith communities has helped expand the school's outreach to trusted community networks and increase awareness among families who may not otherwise be reached through traditional recruitment channels.

Community members have also taken initiative to share information about the proposed school within their own professional networks to spark interest and identify potential partnerships. For example, Mrs. Cheryl Burrell, a community supporter who attended one of the community engagement meetings, recently facilitated an important connection between the planning team and leadership within the Tuscaloosa Public Library system. Through her efforts, the planning team was introduced to the Executive Director, a Board of Trustees Foundation member, and branch managers to discuss how the library system could support the school through a potential partnership agreement. The parties are currently coordinating schedules and anticipate meeting shortly after spring break to explore opportunities for collaboration, which may include student access to library resources, literacy programming, and community learning initiatives.

In addition to professional and institutional connections, local business owners have also contributed tangible support to community engagement activities. Several restaurant owners and catering companies within the community have donated food and beverages for community meetings and informational presentations. These contributions have helped create welcoming environments for families and community members attending these sessions and demonstrate the community's willingness to invest in the success of the proposed school.

Collectively, these contributions illustrate the depth of community investment in the development of C.A. Fredd Jr. Career and Technical Academy. Parents and community members have not only attended meetings and provided feedback, but have also served as advocates, connectors, and contributors, helping expand awareness, identify partnerships, and strengthen the foundation for the school's launch. Evidence of this engagement includes meeting sign-in sheets, photographs from community events, documentation of outreach activities, and direct feedback from participants, all of which demonstrate meaningful community involvement in shaping the proposed school.

Evidence of Community Involvement	File name:	CFCTA Insurance.docx
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b) Describe and provide evidence of initiatives to assess and build parent and community demand for the school. Describe planned engagement efforts with parents and community members from the time that the school is approved through opening.

C.A. Fredd Jr. Career and Technical Academy (CFCTA) recognizes that sustained parent and community engagement is essential to the success, stability, and long-term sustainability of the school. From the moment the school is approved through its opening and beyond, the Academy will implement a comprehensive engagement strategy designed to both assess and strengthen parent

and community demand while building authentic partnerships with families, local organizations, and workforce partners. The school's approach to engagement is grounded in transparency, accessibility, shared decision-making, and continuous feedback. CFCTA believes that schools are most successful when families and community stakeholders are active partners in shaping the educational experience. As a result, the school will prioritize consistent communication, meaningful opportunities for participation, and structured systems for collecting and responding to community input throughout the planning and pre-opening period.

Evidence of early community engagement and demand for the school has already begun through intentional outreach and relationship-building with regional partners, workforce leaders, and community stakeholders. Prior to charter approval, the school founder engaged in numerous meetings and planning sessions with organizations and institutions that play key roles in the local economy and workforce ecosystem. These engagements included meetings with the Alabama State Community College System to explore credentialing opportunities and dual enrollment partnerships, discussions with Alabama Power and the Alabama Power Foundation regarding potential community partnerships, and meetings with workforce consultants to ensure that the school's career pathways align with industry needs. The planning team also met with representatives from the West Alabama Chamber of Commerce and regional economic development leaders to discuss workforce development priorities in the Tuscaloosa region. Additional meetings with healthcare leaders, including representatives from DCH Regional Medical Center, helped shape the development of healthcare career pathways that align with regional workforce shortages. These engagement activities demonstrate that the school has already begun building strong relationships with community stakeholders who will play a role in supporting student opportunities, internships, and workforce readiness programs as the school develops.

Following charter approval, CFCTA will implement a structured community engagement plan designed to build awareness of the school, validate community interest, and recruit founding families. Beginning in January, the school will host a Community Information Session at a church, community center, or other partner location that is easily accessible to families. This event will introduce the school's vision, mission, and academic model, including its emphasis on career and technical education pathways, hands-on learning opportunities, and student support systems. Parents and community leaders will be invited to ask questions, provide feedback, and complete interest surveys that will help the planning team assess demand and better understand family priorities. The school expects approximately 30 to 50 attendees at this initial event and aims to collect more than 50 surveys to document community interest and feedback.

In February, engagement efforts will expand to reach additional neighborhoods and family networks. A Parent and Community Town Hall will be held in a different area of the community to ensure broader geographic participation and to reach families who may not have attended earlier events. During this town hall, school leaders will provide a deeper overview of the school model, including curriculum expectations, career pathways, graduation requirements, and the types of student support services that will be available. Families will also learn about the enrollment process and opportunities to become involved in the development of the school. The school anticipates attendance of approximately 40 to 60 individuals at this event and expects to collect between 50 and 75 surveys to further assess community demand.

Recognizing the importance of inclusive engagement, CFCTA will also host a bilingual Hispanic Community Information Session in late February at a trusted Hispanic church or community organization. This event will ensure that Spanish-speaking families have equitable access to information about the school and the opportunity to participate in the planning process. Materials and presentations will be offered in both English and Spanish, and staff will provide opportunities for families to ask questions and share their perspectives. The goal of this session is to build trust with Hispanic families and ensure that the school's outreach reflects the diversity of the community it intends to serve. The school anticipates participation from 25 to 40 attendees and expects to collect 30 to 50 additional surveys from families interested in the school.

In March, the focus of engagement will shift toward deeper conversations with interested families and validation of community support. The school will host a Parent Roundtable or focus group with families who attended earlier information sessions. This smaller gathering will allow the planning

team to collect more detailed feedback regarding parent expectations, program design, school culture, and student supports. Approximately 20 to 30 parents are expected to participate in this roundtable discussion. Later in March, the school will host a Youth and Family Interest Night designed specifically for families with middle school and early high school students. This event will introduce prospective students to the school's career pathways and hands-on learning opportunities while helping families understand how the school prepares students for both college and career success. The goal is to build enthusiasm among students and parents while strengthening the pipeline of future applicants. The school anticipates 30 to 50 families attending this event.

In April, CFCTA will begin formalizing commitments from families and strengthening partnerships with community organizations. Early in the month, the school will host a Founding Families Interest and Commitment Night at a central community location. Families who have demonstrated strong interest in the school will be invited to attend and learn about the enrollment process, expectations for founding families, and opportunities to serve as ambassadors for the school within their communities. These families will play an important role in helping build the culture and identity of the school during its early years. The school expects approximately 25 to 40 families to attend this event. Later in April, the school will host a Community Partner Breakfast that will bring together faith leaders, nonprofit organizations, workforce development groups, and industry representatives. This event will allow school leaders to share the vision of CFCTA while exploring opportunities for internships, career mentorship, and industry partnerships. Approximately 15 to 25 community and workforce leaders are expected to attend this gathering.

In May, the school will host a Community Signing Day and Vision Celebration at a highly visible public venue. This event will celebrate founding families, recognize community partners, and publicly demonstrate the momentum and support behind the school. Families, local leaders, workforce partners, and media representatives will be invited to attend, reinforcing the idea that the school is being built through collective community effort. The school expects between 50 and 75 attendees at this celebration, which will serve as a major milestone in the pre-opening engagement process. Community engagement will continue throughout the remainder of the pre-opening year through several structured opportunities designed to maintain ongoing dialogue with families and community partners. CFCTA will host quarterly community town halls where parents and community members can receive updates on the school's progress and provide feedback on implementation efforts. The school will also establish an Employer Advisory Council consisting of industry representatives who will provide guidance on career pathways and workforce readiness skills. A Founding Families Council will be created to ensure that parents have a direct voice in shaping school culture and family engagement initiatives. In addition, the school will host an annual Industry Partner Breakfast, maintain a student ambassador program to promote the school among peers, and conduct monthly parent information sessions during the enrollment season to support families navigating the application and enrollment process.

To ensure that families remain informed and connected, CFCTA will implement a comprehensive communication system that includes newsletters, printed flyers, school communication applications, text message alerts, email updates, and social media announcements. Teachers, school leaders, and designated family engagement staff will maintain consistent communication with families, providing updates on the school's development, upcoming engagement opportunities, and ways for families to participate in the life of the school. Communication will be culturally responsive and accessible, ensuring that families from diverse backgrounds feel welcomed and informed.

The school will also implement a structured process for measuring the effectiveness of its engagement efforts and assessing ongoing parent and community demand. Data collected from event attendance, interest surveys, enrollment inquiries, and feedback sessions will be reviewed regularly by school leadership and community stakeholders. CFCTA will track key engagement indicators including enrollment conversion rates, parent satisfaction survey scores with a target of at least 85 percent satisfaction, employer partner feedback, and parent retention indicators. These data points will help school leaders determine whether engagement strategies are successfully building awareness, trust, and commitment among families and community partners.

Through this intentional and structured approach to community engagement, CFCTA will ensure that by the time the school opens its doors, parents and community members are already deeply

connected to the school's mission and vision. Families will not simply be recipients of information but active partners in shaping the school's culture, supporting student success, and strengthening community ownership of the school. This collaborative approach ensures that C.A. Fredd Jr. Career and Technical Academy opens as a truly community-rooted institution committed to preparing students for meaningful careers and lifelong success.

c) Describe planned efforts to engage and provide opportunities for parents in the life of the school beyond the role of a parent advocate on the governing board. Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

C.A. Fredd Jr. Career and Technical Academy (CFCTA) is committed to building strong, sustained family-school partnerships that empower parents and caregivers as active contributors to the success of the school and the achievement of students. The Academy recognizes that meaningful engagement requires more than representation on a governing board or participation in a single advisory body; rather, it requires intentional systems that ensure all families regardless of their level of participation in formal leadership structures have access to information, opportunities for involvement, and consistent avenues to provide feedback. CFCTA's engagement strategy therefore, includes multiple layers of communication, leadership opportunities, training, and feedback systems designed to ensure that all parents and caregivers remain informed, heard, and connected to the life of the school.

As part of the school's governance and leadership structure, parents will have representation on the governing board, ensuring that family perspectives inform major decisions related to policy, programming, and long-term strategic direction. In addition to this governance role, the school will establish a Parent and Community Advisory Council, composed of parents, community members, and workforce partners who meet regularly with school leadership to discuss school progress, provide feedback on programming, and support the development of school initiatives. This council will serve as a key advisory body that helps guide school improvement efforts and strengthens the connection between the school and the broader community. However, the school recognizes that not all families will be able to participate in advisory leadership roles due to work schedules, transportation challenges, or other commitments. For this reason, C.A. FREDD Jr CTA will implement multiple engagement strategies to ensure that families who do not participate in the advisory council still have meaningful opportunities for input and communication with the school.

The school will maintain consistent two-way communication with all families through multiple channels designed to meet diverse communication preferences and schedules. Families will receive regular updates through newsletters, school communication platforms, email updates, text messaging alerts, and social media announcements. Teachers and school leaders will also maintain open communication with families through scheduled conferences, phone calls, and digital communication tools. In addition to these routine communications, the school will host quarterly community town halls open to all families and community members, where school leadership will provide updates on academic progress, enrollment, career pathway development, and school initiatives. These town halls will also provide opportunities for families to ask questions, raise concerns, and share suggestions for improvement.

C.A. FREDD Jr CTA will also implement a formal feedback cadence to ensure that family perspectives are regularly incorporated into school decision-making. Parent feedback surveys will be conducted at least twice each year, once during the fall semester and once during the spring semester, to gather input regarding school climate, communication effectiveness, academic programming, student supports, and family engagement efforts. In addition, feedback will be collected following major family engagement events and informational meetings. Results from these surveys will be reviewed by school leadership and shared with families through newsletters or community meetings so that families can see how their input informs school decisions.

In addition to these scheduled opportunities for feedback, the school will provide families with several ways to communicate concerns, questions, or suggestions outside of formal meetings. Parents will

be able to share feedback directly with teachers or school administrators through email, phone calls, or in-person meetings. The school will also maintain a digital feedback form available on the school's website where parents can submit suggestions or concerns at any time. Suggestion boxes placed in accessible areas of the school during events and family meetings will provide another opportunity for parents to share feedback anonymously if they prefer. These multiple avenues ensure that families can communicate with the school in ways that are convenient and comfortable for them.

C.A. FREDD Jr CTA also recognizes that parent engagement in high schools often presents unique challenges compared to elementary settings. As students become older and more independent, families may feel less connected to the daily activities of the school. Additionally, many families of high school students face barriers such as demanding work schedules, transportation challenges, language barriers, or uncertainty about how to support their children's transition into careers or postsecondary education. The school acknowledges these potential barriers and will implement targeted strategies to overcome them. For example, many family engagement events will be offered during evening hours or weekends to accommodate working families. Virtual participation options will also be available for certain meetings and workshops to ensure broader accessibility. Communication materials will be clear, accessible, and culturally responsive, and translation services will be provided when necessary to ensure that families from diverse backgrounds can participate fully in school engagement opportunities.

One of the most important strategies for strengthening family engagement at the high school level is ensuring that families understand how the school supports their child's future career and life opportunities. Because C.A. FREDD Jr CTA is a career and technical academy, the school will host regular parent training sessions and workshops designed to increase family understanding of Career and Technical Education (CTE), industry certifications, career pathways, scholarships, and postsecondary training opportunities. These workshops will help parents understand how their child's academic program connects to future employment opportunities and will equip families with the knowledge needed to support their children's career planning. Additional sessions will focus on topics such as financial aid, workforce readiness, internships, apprenticeships, and strategies for supporting students academically and emotionally during high school.

During the onboarding process, families will be asked to sign a Family School Partnership Agreement, which outlines shared expectations for supporting student success. This document emphasizes that education is a collaborative effort between the school, students, and families. While the agreement is designed to be supportive rather than punitive, it will include several commitments from families intended to strengthen communication and engagement. These commitments may include maintaining up-to-date contact information with the school, monitoring student attendance and academic progress, participating in at least one family engagement event or meeting each year, communicating with teachers when concerns arise, and encouraging students to take advantage of career exploration opportunities such as internships, mentorships, and industry credential programs. The agreement will also affirm the school's commitment to providing families with timely communication, accessible resources, and meaningful opportunities for involvement.

Beyond these commitments, C.A. FREDD Jr CTA will offer numerous voluntary opportunities for families to contribute to the life of the school. Parents may serve as classroom or lab volunteers, assist with tutoring or mentoring programs, participate in career panels or guest speaking opportunities related to their professional experiences, support student showcases and cultural celebrations, or assist with school-wide events and recruitment efforts. Because the school emphasizes career preparation and workforce development, parents with industry experience may also participate in career pathway programming, helping students better understand real-world career opportunities. While participation in volunteer activities will not be mandatory, the school will encourage each family to engage in at least one activity annually as a way to strengthen the sense of community and shared ownership of the school.

Ultimately, C.A. FREDD Jr CTA engagement strategy is designed to ensure that every family whether highly involved in leadership roles or simply staying informed through communication channels as a meaningful connection to the school. Through parent representation on the governing board, the creation of a Parent and Community Advisory Council, regular community meetings, structured feedback systems, family training workshops, and flexible engagement opportunities, the school will

cultivate a culture of collaboration and trust. By intentionally addressing barriers to high school family engagement and creating accessible opportunities for involvement, C.A. FREDD Jr CTA will ensure that parents and caregivers remain active partners in supporting student learning, career readiness, and long-term success.

d) Please describe any expectations for parents that are part of the school's educational plan or model. Explain clearly how parents' expectations will support the educational plan. Reflect upon alternatives if parents are unwilling or unable to participate.

C.A. Fredd Jr. Career and Technical Academy (CFCTA) views parents and caregivers as essential partners in its educational model and believes that student success is strongest when schools, families, and communities work collaboratively. Because the Academy is designed as a career and technical high school that prepares students for postsecondary education, industry credentials, and meaningful employment, family understanding and support of the school's mission are particularly important. For this reason, the school establishes clear, reasonable expectations for parents that align with the Academy's academic and career-focused model while also recognizing the diverse circumstances of families. These expectations are designed to be supportive and collaborative rather than punitive and are intended to ensure that families remain informed, engaged, and equipped to support their child's learning and career development.

A central expectation of the school's model is that parents participate in a series of mandatory orientation sessions and informational meetings that provide families with a clear understanding of the school's academic expectations, career pathways, and student support systems. These sessions will occur during the onboarding period and throughout the school year to ensure families remain informed and prepared to support their children. At the beginning of the school year, parents will participate in a School Overview Orientation, which will introduce the Academy's mission, vision, culture, and expectations related to attendance, behavior, academic rigor, and workplace-readiness standards. This orientation will help families understand the unique structure of the school and the role they play in reinforcing expectations at home.

Parents will also be required to attend Career Pathway Orientation sessions, which explain the specific Career and Technical Education (CTE) pathways offered by the school, including the certifications, internships, apprenticeships, and postsecondary opportunities associated with each pathway. These sessions will ensure that families understand how coursework connects to industry credentials and future career opportunities. Because many families may not be familiar with CTE pathways, these orientations will help parents make informed decisions with their children about course selections and career planning.

In addition to pathway orientation sessions, families will participate in Education Plan Meetings during which students, parents, and school staff collaborate to review the student's academic and career goals. During these meetings, families will learn how the student's coursework, certification opportunities, and work-based learning experiences align with long-term career aspirations. These planning conversations help ensure that families are actively involved in shaping the student's educational pathway and that students receive consistent encouragement and guidance at home. Throughout the school year, parents will also be expected to participate in progress report and academic review meetings, where teachers and administrators share information about student performance, attendance, and skill development. These meetings provide families with important updates about their child's academic progress and create opportunities for collaborative problem-solving when students need additional support. Families will be encouraged to discuss strategies with teachers and advisors to ensure that students remain on track academically and are fully engaged in their career pathway programs.

CFCTA will also provide ongoing parent training sessions focused on student support and career readiness, which parents are strongly encouraged to attend. These workshops will help families understand how to support their children academically, socially, and emotionally during high school while also preparing them for life after graduation. Topics may include understanding industry certifications, identifying scholarship and financial aid opportunities, navigating internships and apprenticeships, supporting student motivation and time management, and helping students prepare

for college, technical training, or employment. These training opportunities are designed to increase parents' confidence and competence in supporting their children's success within a career-focused educational model.

In addition to participating in orientations and informational sessions, parents are expected to support their child's academic and behavioral success by reinforcing school expectations at home. This includes ensuring regular attendance, encouraging punctuality, monitoring academic progress, and reinforcing professional behaviors consistent with the school's workplace-readiness standards. Because CFCTA emphasizes career preparation, parents are encouraged to help students develop habits such as responsibility, effective communication, and respect for others—skills that are essential both in school and in the workplace. Parents are also expected to review school communications regularly and maintain open communication with teachers and school staff regarding their child's needs.

Parents are further encouraged to participate in the broader life of the school community through engagement opportunities such as family workshops, advisory meetings, student showcases, cultural celebrations, and career-related events. Families may volunteer as mentors, participate in career panels, support student events, or contribute their professional expertise to career pathway programming. While volunteer participation is not mandatory, the school encourages each family to engage in at least one activity annually as a way to strengthen the school community and demonstrate shared commitment to student success.

These expectations support the Academy's educational model by reinforcing consistent expectations across school and home, strengthening student accountability, and promoting a culture of shared responsibility for learning. When families understand the school's mission, participate in orientation sessions, and engage in academic planning and progress discussions, they are better equipped to support their child's development. This alignment between home and school strengthens student motivation, improves attendance and engagement, and reinforces the professional behaviors that the Academy seeks to cultivate in its students.

The school recognizes, however, that some families may face barriers that make consistent participation challenging. Work schedules, transportation limitations, language barriers, and other family responsibilities can affect the ability of some parents to attend meetings or events. To address these challenges, CFCTA will provide flexible engagement options such as evening or weekend meetings, virtual participation opportunities, recorded orientation sessions, translated materials, and multiple communication platforms. These options ensure that families can remain connected to the school even when in-person participation is difficult.

If parents are unable or unwilling to participate in certain engagement activities, the school will work to ensure that students still receive the support and guidance necessary to succeed. In such cases, the school may provide additional support through advisory programs, assign a staff mentor to the student, or connect the student with a trusted community partner who can provide encouragement and guidance. The school's goal is not to penalize families but to ensure that every student has access to a supportive network that reinforces the Academy's expectations and values.

Ultimately, CFCTA's parent expectations are designed to strengthen collaboration between families and the school while supporting the Academy's mission of preparing students for college, careers, and life. By participating in orientation sessions, engaging in academic planning and progress reviews, reinforcing school expectations at home, and remaining connected through ongoing communication, parents become active partners in their child's educational journey. Through this collaborative approach, families, educators, and community partners work together to create a supportive learning environment that promotes student achievement, career readiness, and long-term success.

Element Review

Reviews is not provided

14. Partnership or Contractual Relationships

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide information on any anticipated partnerships or contractual relationships with local community organizations or other groups that will enhance the curricular or co-curricular aspects of the student experience. The next section covers partnerships with Education Service Providers (ESP), Charter Management Organizations (CMO), Education Management Organizations (EMO) and other such partnerships.

Preference: Preference is given to applications that pursue unique connections with community partners (e.g. facilities, fundraising) including those that enhance the student experience (e.g. mission specific programming, taking best-practices to scale.) Applicants are encouraged to engage such groups early in the process to allow a more meaningful and productive partnership.

Overarching Standard/Criteria: Compelling evidence of high-quality partnerships and connections with community organizations, business, or other educational institutions that enhance or support the academic plan.

Evidence needed for addressing the overarching standard:

The C.A. Fredd Jr. Career and Technical Academy has strategically cultivated partnerships with local community organizations, businesses, and higher education institutions to enhance both the curricular and co-curricular experiences of students. These partnerships are designed to provide authentic, career-aligned learning opportunities, mentorship, and access to resources beyond the traditional classroom, ensuring that students are prepared for postsecondary success and workforce readiness. Industry partners such as Warrior Met Coal, have committed to providing internships, work-based learning experiences, mentorship, and exposure to industry standards in fields such as manufacturing, logistics and advanced trades. These partners will also support hands-on project work, plant tours, guest lectures, and guidance on earning industry-recognized certifications. University of Alabama, Shelton State, Lawson State, Jefferson State Community College serves as a key higher education partner, offering dual enrollment opportunities, access to specialized labs, faculty mentorship, and joint advisory board participation, thereby facilitating seamless transitions from high school to postsecondary pathways. Additionally, local civic and nonprofit organizations will contribute in-kind resources, volunteer support, and access to facilities for enrichment programs, while community-based parent organizations will collaborate on workshops and family engagement initiatives that reinforce learning at home. The scope of these partnerships includes clearly defined roles, responsibilities, and terms formalized through letters of commitment or memoranda of understanding, ensuring accountability and alignment with the academy's CTE pathways and academic goals. Collectively, these collaborations provide students with practical, real-world experiences, strengthen academic engagement, and foster a culture of reciprocal support between the school and the broader community, thereby enhancing both the quality and relevance of the student experience (ACTE, 2021; Epstein, 2018).

References

- ACTE. (2021). *Engaging Families & Communities in CTE*.
- Epstein, J. L. (2018). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Routledge.

Evidence of Community Resources

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b) Provide details of all curricular or co-curricular needs that the applicant seeks to fulfill with either an unidentified community partner or an identified partner that has yet to commit.

C.A. Fredd Jr. Career and Technical Academy (CFTA) recognizes that strong community partnerships are critical to providing a robust academic and career-technical education (CTE) program that meets the diverse needs of students. While the school has identified several potential partners, some commitments are still pending, and additional collaborations are being sought to fully support curricular and co-curricular programming. These partnerships are intended to enhance both the academic rigor and real-world applicability of student learning experiences.

Curricular Needs:

1. Career and Technical Education Pathways – Partnerships are sought with local industries and workforce development organizations in sectors such as healthcare, information technology, logistics, welding, and advanced manufacturing to provide mentorship, work-based learning experiences, and industry-aligned curriculum input. Identified potential partners include but are not limited to West Alabama Chamber of Commerce, Tuscaloosa County Economic Development Authority, University of Alabama, Alabama Community College System, which have expressed preliminary interest but has not yet formalized commitments. These partnerships will help ensure alignment between CTE courses and regional labor market demands, providing students with certifications, apprenticeships, and practical skills.
2. STEM and Applied Learning Programs – Collaboration with University of Alabama Transportation Institute, STEM organizations, and Maxwell Airforce Base (STEM Coordinator Patricia Roberson) is being pursued to support project-based learning, robotics, coding, cyber security, and engineering dual enrollment and certificate pathways. Partners would provide access to specialized equipment, guest instructors, and enrichment workshops. While specific partners are under discussion, the school is actively exploring commitments from regional STEM centers and higher education institutions.
3. Socio-Emotional and Academic Supports – Partnerships with mental health agencies, community counseling services, and academic tutoring providers are needed to provide students with trauma-informed counseling, mentoring, and supplemental instruction. These services will be integrated into both the core academic and CTE curriculum to ensure students can fully access rigorous coursework while receiving targeted socio-emotional support.

Co-Curricular Needs:

1. Work-Based Learning and Internships – Local employers and civic organizations are sought to provide internships, job shadowing, and hands-on career experiences that complement classroom instruction. Pending partnerships with regional hospitals, manufacturing facilities, and technology firms will offer students authentic learning opportunities that prepare them for postsecondary education and employment.
2. Clubs and Extracurricular Enrichment – Community organizations and nonprofit agencies are being considered to sponsor student clubs, competitions, and enrichment activities, such as robotics teams, health science clubs, debate, and leadership programs. These co-curricular programs will enhance student engagement, foster leadership development, and build teamwork skills.

3.

Cultural and Civic Engagement – Partnerships with local arts organizations, civic groups, and historical societies are being pursued to provide students with opportunities for community service, arts education, and civic learning projects that strengthen social-emotional competencies and community awareness.

The school will continue to actively cultivate and formalize partnerships prior to opening, ensuring each partner aligns with the school's mission, vision, and student support goals. Memoranda of Understanding (MOUs) or letters of intent will be secured with all community partners to clarify roles, responsibilities, and contributions, ensuring accountability and sustainability. By strategically leveraging these partnerships, C.A. Fredd Jr. Career and Technical Academy aims to provide a comprehensive academic and career-focused education that integrates classroom learning with meaningful real-world experiences, addressing both curricular and co-curricular student needs.

c) Identify any other partnerships or contractual relationships given above that are critical to the school's operations or mission, i.e. identify partnerships whose dissolution fundamentally changes the culture or nature of the proposed school.

C.A. Fredd Jr. Career and Technical Academy relies on several strategic partnerships and contractual relationships that are integral to the school's ability to fulfill its mission of providing a rigorous, career-focused, and culturally responsive education. The success of the school depends on these collaborations, and the dissolution of any of these key partnerships would fundamentally alter the nature and effectiveness of the proposed program.

1. Career and Technical Education (CTE) Industry Partners

Partnerships with local employers, industry associations, and workforce development organizations are essential for providing students with authentic work-based learning opportunities, internships, mentorship, and industry-aligned curricula. These relationships ensure that CTE pathways—such as Healthcare, Teaching, Advanced Manufacturing, and Construction Trades—equip students with marketable skills, certifications, and postsecondary readiness. Without these partners, the school would be unable to offer the practical, career-focused experiences that distinguish it from traditional high school programs, undermining the core mission of career preparation.

2. Higher Education and STEM Partners

Collaborations with local universities, technical colleges, and STEM-focused organizations are critical for enhancing applied learning opportunities, access to advanced equipment, and specialized instruction in areas such as robotics, coding, engineering, and health sciences. These partnerships support both curriculum rigor and hands-on skill development, and their absence would limit students' exposure to postsecondary STEM pathways and project-based learning experiences.

3. Socio-Emotional and Behavioral Support Providers

Partnerships with mental health agencies, community counseling services, and nonprofit organizations providing trauma-informed interventions are essential to supporting students' socio-emotional well-being. These services are critical for ensuring equitable access to learning, particularly for students who are at risk of academic failure or who face personal or family challenges. The loss of these partnerships would significantly impact the school's ability to implement a supportive and inclusive school culture, including its positive behavior framework and restorative practices.

4. Community and Civic Organizations

Engagement with local cultural institutions, nonprofit groups, and civic organizations is central to the school's commitment to culturally responsive pedagogy, community service, and civic engagement. These partners provide opportunities for students to participate in service learning, leadership development, and arts education, contributing to the holistic development of students beyond academics. Without these partnerships, the school would struggle to maintain its integrated approach to academic, career, and socio-emotional learning, which is foundational to the school's mission and culture.

In summary, these partnerships are mission-critical: they enable the school to provide authentic CTE pathways, rigorous academic and STEM instruction, trauma-informed support, and community-based learning experiences. The dissolution of any of these collaborations would fundamentally

alter the school's culture, capacity to deliver career-ready education, and ability to maintain a supportive and inclusive learning environment. The Academy will formalize these partnerships through Memoranda of Understanding (MOUs) or contractual agreements to ensure sustainability and accountability prior to opening.

d) Disclose and explain any existing or potential conflicts of interest between the charter school board, the charter school administration, and the proposed service provider or any affiliated business entities.

Conflict of Interest Narrative

C.A. Fredd Jr. Career and Technical Academy is committed to maintaining transparency and integrity in all governance and operational activities, including the identification and management of potential conflicts of interest. At present, the school's planning team and proposed governing board have conducted a thorough review of relationships, affiliations, and financial interests to identify any existing or potential conflicts among board members, school administration, and service providers.

Existing Conflicts of Interest:

To date, no conflicts of interest have been identified between the proposed governing board members, school leadership, or any affiliated business entities. All board members and administrative candidates have disclosed relevant financial interests, employment relationships, and affiliations that could pose a conflict, and none have direct or indirect personal, familial, or financial interests in companies or organizations that will provide goods or services to the school.

Potential Conflicts of Interest:

The school recognizes that potential conflicts could arise in the future, particularly in the areas of contracted services or partnerships with vendors, consultants, or affiliated business entities. To mitigate these risks, the Academy has established conflict-of-interest policies consistent with best practices and state requirements. These policies include:

1. **Annual Disclosure:** All board members, officers, and key administrative staff will complete an annual disclosure form detailing financial interests, business relationships, and affiliations with potential vendors or service providers.
2. **Recusal Requirements:** Any board or staff member with a personal or financial interest in a proposed contract or school decision will recuse themselves from discussion and voting on the matter.
3. **Transparent Procurement:** All contracts and procurement decisions will follow competitive bidding or documented selection processes to ensure fairness, objectivity, and the absence of favoritism.
4. **Board Oversight:** The board will review all potential conflicts as part of regular governance meetings, and minutes will document any disclosures, recusals, and actions taken to manage conflicts.
5. **External Audit and Compliance:** The school will periodically engage independent auditors to review financial transactions and contracts to ensure compliance with conflict-of-interest policies and applicable laws.

By proactively identifying, disclosing, and managing potential conflicts of interest, C.A. Fredd Jr. Career and Technical Academy ensures that all governance and operational decisions are made in the best interest of students, families, and the community, maintaining public trust and upholding the integrity of the school's mission.

Element Review

Reviews is not provided

15. Educational Service Providers (ESP), Charter Management Organizations (CMO), Education Management Organizations (EMO) and Other Such Partnerships

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide details on the anticipated use of Education Service Providers (ESP), Charter Management Organizations (CMO), Education Management Organizations (EMO) or similar partnerships. This includes details on the selection process.

Overarching Standard/Criteria: Compelling evidence of how any ESP, CMO, EMO, or other partnerships will be used and how these partnerships will directly and consistently enhance the school program. Evidence that the organization used proper procedures for a public school in entering into the agreement.

Evidence needed for addressing the overarching standard:

a) Provide the details of the selection process, including evaluation criteria used to pick the provider and provide the Request for Proposal (RFP) used to solicit applicants.

N/A

b) Provide evidence of the provider's or organization's success in serving student populations that are similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable. Attach a completed Portfolio Summary for the partner organization.

Evidence of Success Narrative

N/A

c) Provide a term sheet that includes:

- i) Proposed duration of the service contract
- ii) Roles and responsibilities of the governing board, school staff, and ESP
- iii) Scope of services and resources to be provided by the ESP
- iv) Performance evaluations measures and timelines
- v) Compensations structure, including clear identification of all fees to be paid to the ESP
- vi) Methods of contract oversight and enforcement
- vii) Investment disclosure
- viii) Conditions for renewal and termination of the contract

d) Disclose and explain any existing or potential conflicts of interest between the charter school board, the charter school administration, and the proposed service provider or any affiliated business entities.

N/A

Element Review

Reviews is not provided

16. Educational Program Capacity**Reviewer Instructions**

Please rate this section using the provided rubric.

Status: Completed

Form Result

Name the people who have been identified for key positions in the proposed school, their collective capacity for operating the school, and disclose any potential conflicts of interest.

Overarching Standard/Criteria: Compelling evidence of how the school will open and continue to operate a high-quality educational program with high capacity in the following areas: school leadership, administration, governance, curriculum, instruction, assessment, performance management, parent involvement, and community engagement.

Evidence needed for addressing the overarching standard:

Collective Qualifications of the Transitional Team

The school's transitional team brings a highly complementary and comprehensive set of qualifications that position the school for successful design, launch, and long-term implementation. Collectively, the team demonstrates deep expertise across school leadership, instructional design, operational management, financial systems, performance accountability, and community engagement. This integrated leadership structure—comprised of school-based leaders and MAEF's back-office leadership team—ensures the school is equipped to implement its educational model with fidelity, effectiveness, and sustainability.

i) School Leadership, Administration, and Governance

The transitional team includes senior leaders with extensive backgrounds in educational leadership, organizational management, and charter school governance. Dr. Dominic Combs, PhD, provides executive leadership in academic strategy, institutional design, and continuous improvement, with deep experience in school improvement and systems development. Dr. Shaunetae Lockett, EdD, contributes operational leadership in student services, enrollment management, compliance, and internal operations.

This leadership is further strengthened by MAEF's executive team. Dr. Jeremiah Newell, Chief Executive Officer of MAEF, brings direct charter school leadership experience as the founder and CEO of ACCEL Academy, Alabama's first charter school. His expertise in charter operations, compliance, and student-centered learning models provides critical governance and operational guidance. His established relationships with state and local policymakers, school district leaders, and industry partners enhance the school's external credibility, regulatory navigation, and long-term sustainability.

Together, these leaders establish strong governance structures, leadership roles, operational policies, and accountability systems that support effective school administration and board oversight.

ii) Curriculum, Instruction, and Assessment

The team brings deep instructional capacity grounded in curriculum development, competency-based learning, and inclusive instructional design. Dr. Combs leads academic visioning, curriculum alignment, and instructional framework development. Dr. Venus Watson, PhD, provides specialized leadership in Special Education programming, ensuring inclusive service delivery models, IEP compliance, and evidence-based instructional supports for diverse learners.

MAEF's instructional leadership further strengthens this capacity. Amy Owens, Director of Strategy, brings national experience in competency-based education and instructional leadership, including work with Rocketship Education. She will oversee the implementation of academic studios and personalized learning labs, supporting explicit instruction, small-group intervention, and mastery-based learning. Her leadership ensures alignment between curriculum, assessment systems, and industry/postsecondary expectations, preparing students for both college and workforce pathways.

iii) Financial Management

Financial management capacity is anchored by MAEF's back-office financial leadership. Christy Taylor, Chief Financial Officer, brings extensive experience in corporate finance, advanced manufacturing, and public-sector budgeting. She currently serves as the Chief Financial Services Officer of an existing Alabama public charter school and has deep expertise in managing complex funding structures, government contracting, and public-private partnerships.

Ms. Taylor will oversee budgeting, financial controls, grants management, procurement, payroll, and fiscal compliance, ensuring strong financial stewardship and sustainability. In collaboration with school leadership, she will guide strategic resource allocation to support dual enrollment, workforce training, and career certification programming.

iv) Performance Management

The team demonstrates exceptional capacity in performance management through expertise in evaluation, data systems, and continuous improvement. Dr. Combs brings advanced training in program evaluation and institutional effectiveness, leading the development of performance dashboards, outcome metrics, and monitoring systems across academic, operational, and organizational domains.

Dr. Newell's experience leading ACCEL Academy further strengthens performance accountability through charter performance frameworks and compliance monitoring. Together with MAEF's data infrastructure, the team will track:

- Student academic growth and achievement
- Instructional quality and educator effectiveness
- Student engagement, attendance, and retention
- Workforce credential attainment and postsecondary outcomes
- Operational and financial performance indicators

These systems will drive real-time decision-making, continuous improvement, and strong governance oversight.

v) Parent and Community Engagement

The team brings robust capacity in family and community engagement through school leadership and MAEF's community-based expertise. Dr. Lockett leads family engagement systems, student services, and wraparound support structures that strengthen school-family partnerships and student well-being.

MAEF's community engagement leadership further amplifies this capacity. Monique Baugh, Director of Programs, brings extensive experience leading multi-million-dollar community school initiatives. She will oversee mentorship programs, career pipelines, and wraparound services that remove barriers to student success. Her leadership ensures the school functions as a full-service, community-connected institution.

Shernita Taylor, Director of Workforce Development, provides deep expertise in workforce development and human resources. She will lead employer partnerships, internships, apprenticeships, and industry-aligned credentialing pathways. Her relationships with regional employers ensure students graduate with professional experience, marketable skills, and access to high-demand career opportunities.

Collectively, the transitional team represents a high-capacity, integrated leadership structure with proven expertise across all critical domains of school success. The combination of school-based leadership and MAEF's back-office executive team provides strong capacity in governance, instruction, finance, performance management, and community engagement. This team is exceptionally well-positioned to implement the school's design with rigor, accountability, and long-term sustainability, ensuring meaningful academic and workforce outcomes for students.

File 1

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File 2

File name: 2026 Updated_Dominic_Combs_CV.pdf
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File 3

File name: Shauntae L. Lewis-Adminstrator.pdf
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Uploaded by: Jeremiah Newell

File 4

File name: Dr. McHargh .docx
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b) Describe the team’s collective qualifications for implementing the school design successfully, including capacity in areas such as:

- i) School leadership, administration, and governance;
- ii) Curriculum, instruction, and assessment;
- iii) Financial management;
- iv) Performance management; and
- v) Parent and community engagement.

c) Describe the group’s ties to and/or knowledge of the target community.

Community Ties Narrative

Ties to and Knowledge of the Target Community

The leadership, governance, and transitional team for C.A. Fredd Jr. Career and Technical Academy bring deep, authentic ties to the target community and a strong understanding of the educational, economic, and workforce realities facing students and families in Tuscaloosa County, the Black Belt, and surrounding regions. Collectively, the team’s experience spans K–12 education, higher education, workforce development, industry, community engagement, and statewide policy, ensuring that the school is grounded in local context while aligned with regional and state priorities.

School Leadership and Management

Dr. Shauntae Lockett-Lewis, Founding Principal, brings extensive experience working directly with students, families, and educators in Alabama public school systems. Her background in student

services, school leadership, and instructional improvement reflects a deep understanding of the academic, social-emotional, and structural challenges faced by students in historically underserved communities. Dr. Lockett-Lewis's work emphasizes family partnership, culturally responsive leadership, and the creation of inclusive school cultures—critical competencies for serving students in Tuscaloosa and the surrounding Black Belt region.

Dr. Carlton McCargh, Academic Supports and Postsecondary Pathways Lead, brings direct experience connecting Alabama students to postsecondary access and success through academic supports, dual enrollment, and student services at the University of Alabama. His work provides firsthand knowledge of the barriers first-generation, low-income, and underrepresented students face in transitioning to college and career pathways. His relationships with higher education institutions strengthen alignment between the Academy and regional postsecondary opportunities.

Dr. Venus Watson, Director of Special Education, contributes deep expertise in special education leadership within Alabama school systems. Her experience ensures that students with disabilities—who are disproportionately represented in high-poverty communities—receive compliant, inclusive, and high-quality services. Her understanding of Alabama-specific IDEA implementation strengthens the school's ability to serve diverse learners effectively.

Governance and Community Representation

The Founding Governing Board reflects strong ties to Alabama's education and workforce systems and brings both local insight and statewide perspective.

- Dr. Natalie Thornton and Dr. Abigail Carter, leaders within the Alabama Community College System, provide critical insight into workforce-aligned education, credential pathways, and labor market needs across Alabama. Their work directly connects postsecondary education to economic mobility and ensures that the school's CTE model reflects real regional workforce demand.
- Dr. Jeremy W. Bohonos, a national expert in CTE and workforce opportunity, contributes research-based understanding of how structural barriers affect students in rural and high-poverty regions like the Black Belt. His work informs program design that is inclusive, industry-aligned, and responsive to local labor markets.
- Mark Drake, a senior executive with L'Oréal USA, brings industry and manufacturing expertise that strengthens the school's understanding of employer expectations, quality standards, and workforce readiness. His experience ensures that career pathways are aligned with real-world industry practices.
- Aubrey Carter, Community Relations Manager for Alabama Power, has deep, longstanding ties to Alabama's Black Belt communities. Based in Selma, he works daily with local leaders, schools, workforce agencies, and nonprofits to support education, economic development, and community well-being. His understanding of regional history, challenges, and assets provides invaluable local insight and strengthens the school's community-rooted approach.

Community and Strategic Partnerships

The school's partnership with Black Alabamians for Education reflects a commitment to community voice, trust-building, and grassroots engagement. This organization brings strong relationships with parents, faith leaders, educators, and community advocates across Tuscaloosa and surrounding counties, ensuring that outreach and engagement strategies are culturally responsive and locally informed.

Additionally, industry and workforce partners with a presence in West Alabama and the Black Belt will play an ongoing role in shaping career pathways, internships, and work-based learning opportunities.

These partners provide real-time feedback on workforce needs and help ensure that students are prepared for employment in the regional economy.

Collective Knowledge and Shared Responsibility

Together, this team combines local lived experience, statewide systems knowledge, and national expertise. Their collective understanding of Tuscaloosa, the Black Belt, and Alabama's workforce landscape ensures that C.A. Fredd Jr. Career and Technical Academy is not an imported model, but a community-responsive school built with and for the region it serves. This depth of connection positions the school for strong community trust, effective implementation, and long-term success.

d) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

Planning and Start-Up Partners

C.A. Fredd Jr. Career and Technical Academy has established a broad network of organizational, industry, higher education, philanthropic, and community partners that are actively supporting the planning and establishment of the school. These partnerships are strategically aligned to strengthen career pathways, dual credit opportunities, workforce readiness, transportation access, and student enrichment, ensuring the school launches as a high-quality, community-rooted institution with room for future pathway expansion.

Workforce, Industry, and Economic Development Partners

The West Alabama Chamber of Commerce is a key workforce partner supporting the development of the school's modern manufacturing pathway. The Chamber is assisting with employer engagement, curriculum validation, and connections to regional manufacturers. Through this partnership, the school is also being connected to labor unions across Central and West Alabama, providing students exposure to union training curricula and assistance with CTE lab equipment and instructional resources.

Warrior Met Coal is a strategic industry partner supporting workforce-aligned curriculum development. Warrior Met Coal has committed to assisting with curriculum design tailored to its workforce needs and has expressed willingness to provide specialized instructors and access to proprietary training, giving students hands-on exposure to industry standards, safety protocols, and emerging technologies.

The Tuscaloosa County Economic Development Authority supports the school's efforts to connect students to summer youth workforce development programs and regional employers, strengthening early career exposure and paid work-based learning opportunities.

Higher Education and Dual Credit Partners

The Academy is partnering with Shelton State Community College, Lawson State Community College, and Jefferson State Community College to support dual credit enrollment, credential alignment, and pathway development. Each institution offers unique programs aligned to the Academy's selected career pathways and will assist with course articulation, instructor credentialing guidance, and postsecondary transition support.

The Alabama Community College System – Health Care Division is supporting the development and credentialing of healthcare career pathways, ensuring alignment with state-approved programs and industry-recognized certifications.

The University of Alabama College of Education is engaged in discussions to develop a teacher education pipeline, providing students interested in education careers with early exposure and postsecondary alignment.

Transportation and Access Partners

To address transportation barriers faced by students in rural Alabama, the Academy is partnering with the Black Belt Foundation, Goodrich Foundation, and the Transportation Institute at the University of Alabama. Together, these partners are supporting a strategic transportation access plan. Through joint funding efforts, the school plans to support the addition of three to four bus routes to serve students outside Tuscaloosa City and Tuscaloosa County.

Philanthropic, STEM, Enrichment, and Culinary Arts Partners

The Ha Ha Clinton-Dix HERO Foundation has committed to supporting the design and equipping of a school library and learning space, focused on literacy, leadership, and student empowerment.

The Bridge Builder Foundation of Northport is partnering with the school to identify and implement STEM programming, including project-based and technology-enhanced learning experiences.

The Fork in the Road Foundation is assisting in identifying grant funding opportunities to support after-school programming and extended learning.

The Tombigbee RC&D Foundation is supporting efforts to secure paid apprenticeship funding for students participating in work-based learning.

To support the future development of a Culinary Arts pathway, the Academy is working with Archibald & Woodrow's BBQ and Kitchen 1128 Catering Company. These partners will serve as advocates and industry advisors, providing guidance on culinary curriculum design, kitchen safety standards, food service operations, and workforce expectations. As the pathway develops, they will also support student exposure through job shadowing, mentorship, and potential work-based learning opportunities.

Career Pathway Expansion, Athletics, and National Initiatives

Transformation Barbershop has expressed interest in supporting the future development of a barbering and cosmetology pathway, expanding career options aligned to student interest.

Southern Smokes Athletics and Tuscaloosa Stampede have committed to supporting athletics through equipment donations and program support, promoting student wellness and engagement.

The Academy is also in active conversation with The Home Depot regarding participation in its national Path to Pro skilled trades initiative and is seeking support from Lowe's through its Track to the Trades program.

Together, these partners provide critical expertise, resources, advocacy, and community trust that support the planning, launch, and long-term sustainability of C.A. Fredd Jr. Career and Technical Academy. Their involvement ensures the school opens as a workforce-aligned, community-connected, and future-ready institution, with clear pathways for expansion into high-demand fields—including culinary arts—based on student interest and regional economic need.

e) Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as an attachment, the qualifications, resume, and professional biography for this individual. Discuss evidence of the leader's ability to effectively serve the anticipated population.

If no candidate has been identified, attach the job description or qualifications, and discuss the timeline, criteria, recruiting and selection process for hiring the school leader.

Dr. Shauntae Lockett-Lewis is the proposed Founding Principal and Head of School for C.A. Fredd Jr. Career and Technical Academy. She is exceptionally well-qualified to lead the school in achieving its mission of providing rigorous, workforce-aligned education for students who have historically experienced barriers to academic success. Across her career as an assistant principal, principal, and district-level leader, Dr. Lockett-Lewis has demonstrated a consistent record of systems-building, measurable student improvement, and leadership in high-need school communities.

Academic and Organizational Leadership Record

As a Principal (2022–2023), Dr. Lockett-Lewis led a comprehensive schoolwide improvement effort focused on attendance, instructional consistency, and academic growth. Within one academic year, overall student attendance increased by 11 percentage points, significantly improving students' access to daily instruction. This improvement resulted from the implementation of structured attendance monitoring systems, proactive family communication, and targeted interventions addressing root causes of absenteeism.

Academically, the school demonstrated measurable gains in student performance. Mathematics proficiency on benchmark assessments more than tripled during the first half of the academic year, and a majority of students met expected growth benchmarks midyear. These gains were driven by clearer instructional expectations, routine data analysis, targeted interventions, and ensuring students were present and engaged in instruction. To strengthen instructional quality and teacher effectiveness, Dr. Lockett-Lewis restructured the master schedule to expand collaborative planning time for teachers—increasing daily planning time from approximately 30 minutes to more than 80 minutes by adding strategically aligned specialty courses. This structural change improved instructional coherence and teacher collaboration.

As an Assistant Principal (2019–2022) at a Title I middle school experiencing significant behavioral and academic challenges, Dr. Lockett-Lewis played a central role in stabilizing school culture and increasing instructional time. Upon her arrival, the school faced frequent disruptions that severely limited student learning. She led the implementation of schoolwide positive behavior systems, clearer discipline protocols, and staff training focused on consistency and restorative practices. Over time, the school experienced a substantial reduction in office discipline referrals, particularly in subjective categories such as defiance and disruption, resulting in fewer instructional removals and increased classroom learning time. Chronic absenteeism declined, and academic outcomes

improved, with steady gains in both English Language Arts and mathematics over multiple years. These outcomes were achieved through coordinated walkthroughs, teacher data conversations, and targeted academic interventions informed by formative assessments.

Currently, at the district level (2024–present), Dr. Lockett-Lewis serves as Coordinator of Student Support Services, where her leadership impacts students across 30 schools. In this role, she oversees due process discipline hearings, enrollment compliance, bullying and harassment investigations, and parent complaints. Through the development of clearer guidance, administrator training, and standardized procedures, she has reduced procedural errors in discipline cases and improved early resolution of student concerns—resulting in fewer cases escalating to formal hearings. She has also supported consistent enrollment verification practices, improving placement accuracy and reducing mid-year disruptions that often disproportionately affect vulnerable students.

At the district level, Dr. Lockett-Lewis has led efforts to analyze discipline and attendance data through an opportunity lens, helping schools identify and address disproportionality in disciplinary outcomes. Schools implementing these strategies have reported reductions in repeat referrals and greater consistency in responses, contributing to improved student perceptions of fairness and belonging. These system-level improvements contributed to districtwide gains in attendance and accountability outcomes.

Capacity to Design, Launch, and Manage a High-Performing Charter School

Although charter schools operate differently from traditional district schools, Dr. Lockett-Lewis's leadership experience directly aligns with the demands of charter school launch and management. She has repeatedly demonstrated the ability to design systems from the ground up, lead organizational change, manage staff performance, and use data to drive continuous improvement—core competencies required for a successful charter school leader. Her experience developing schedules, instructional frameworks, discipline systems, and family engagement strategies mirrors the work required during the charter start-up phase.

In addition, Dr. Lockett-Lewis has worked closely with central office leaders, legal teams, and compliance offices, preparing her to meet the accountability, governance, and regulatory expectations of a charter environment. She has also engaged in ongoing leadership development focused on instructional leadership, opportunity, and organizational management, ensuring continuous growth in preparation for leading a new school.

Ability to Serve the Anticipated Student Population

Dr. Lockett-Lewis has extensive experience serving students from low-income communities, students with academic gaps, students with behavioral challenges, and students impacted by trauma and systemic inequities. Her leadership approach centers on ensuring students spend more time in instruction, receive targeted academic and behavioral supports, and experience school as a place of structure, safety, and belonging. The measurable improvements in attendance, behavior, and academic growth across her roles demonstrate her ability to lead schools serving populations similar to those anticipated at C.A. Fredd Jr. Career and Technical Academy.

Conclusion

Across roles and settings, the throughline of Dr. Lockett-Lewis’s leadership is measurable student impact—increased attendance, improved academic outcomes, reduced disciplinary removals, and stronger systems that protect student access to learning. These outcomes were not incidental; they were the result of intentional systems design, data-driven decision-making, and a deep commitment to opportunity and student success. This record demonstrates her strong capacity to design, launch, and lead C.A. Fredd Jr. Career and Technical Academy as a high-performing, mission-driven charter school.

Attachments:

Dr. Shauntae Lockett-Lewis’s resume, professional biography, and credentials are included as attachments.

Supporting Documents

File 1

File name: Shauntae L. Lewis-Adminstrator.pdf

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File 2

File name: SLL at a glance resume.png

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File 3

File name: 2026 Updated_Dominic_Combs_CV.pdf

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f) Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions. Provide the qualifications, resumes, and professional biographies for these individuals if not so provided above. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

School Leadership and Management Team (Beyond the Principal)

In addition to the Founding Principal/Head of School, C.A. Fredd Jr. Career and Technical Academy will be supported by a small, high-capacity leadership and management team responsible for academic systems, student supports, compliance, and postsecondary and workforce alignment. These roles are intentionally designed to ensure strong instructional quality, regulatory compliance, and student success while maintaining a lean and effective organizational structure during the school’s launch phase.

Identified Leadership Roles

Dr. Carlton McCargh – Academic Supports and Postsecondary Pathways Lead

Dr. McCargh will oversee the design and implementation of the Academy's academic support systems and postsecondary transition strategies. His responsibilities include coordinating tutoring and intervention programs, aligning curriculum with dual enrollment and credential pathways, and supporting student readiness for college and career transitions. Dr. McCargh brings direct experience connecting Alabama students to postsecondary access and success through his work in academic support services, dual enrollment, and student services at the University of Alabama. His professional background provides firsthand knowledge of the barriers faced by first-generation, low-income, and underrepresented students, and his relationships with higher education institutions strengthen alignment between the Academy and regional postsecondary opportunities.

Dr. Venus Watson – Director of Special Education

Dr. Watson will lead all special education programming, compliance, and inclusive service delivery at the Academy. Her responsibilities include overseeing IDEA implementation, staffing and service models, IEP development and monitoring, manifestation determinations, and coordination of related services. Dr. Watson brings deep expertise in special education leadership within Alabama school systems, ensuring that students with disabilities receive high-quality, legally compliant, and inclusive supports. Her understanding of Alabama-specific special education regulations and implementation practices positions the Academy to effectively serve diverse learners, particularly in high-poverty communities where students with disabilities are often disproportionately impacted.

Additional Leadership Positions (To Be Filled)

Additional leadership and management roles—such as Dean of Students, Operations Manager, Career and Technical Education Director, and Student Support Coordinators—have not yet been formally filled. However, several experienced educators and school leaders in the Tuscaloosa area have expressed strong interest in joining the Academy's leadership team. At this time, these individuals have requested that their names not be included in the application, as they are not yet prepared to inform their current employers.

Recruitment Timeline, Criteria, and Process

The Academy will begin formal recruitment for remaining leadership positions immediately following charter approval, with the goal of filling all key leadership roles six to nine months prior to opening. This timeline ensures adequate onboarding, planning, and alignment with the school's instructional and operational systems.

Candidates will be selected based on the following criteria:

- Demonstrated success serving high-need student populations
- Experience in instructional leadership, student support, or school operations
- Strong understanding of data-driven decision-making
- Ability to build systems, lead teams, and collaborate across roles
- Commitment to the Academy's mission and career-focused instructional model

The recruitment process will include targeted outreach, structured interviews, reference checks, and performance-based tasks aligned to the responsibilities of each role. Final hiring decisions will be

made collaboratively by the Founding Principal, governing board representatives, and back-office support partners to ensure alignment with the school's needs and long-term sustainability.

Documentation and Attachments

Resumes, professional biographies, and credentials for Dr. Carlton McCargh and Dr. Venus Watson are included as attachments. Resumes and biographies for additional leadership hires will be submitted to the authorizer upon appointment.

g) Explain who will work on a full-time or nearly full-time basis on the development of the academic model during the pre-opening phase. This includes developing the curriculum, training materials, policies and procedures, on-boarding of teaching staff, etc. Include the plan to compensate these individuals.

Academic Model Development During the Pre-Opening Phase

During the pre-opening phase, the development of the school's academic model will be led by a core team of school-based leaders and MAEF instructional partners who will work on a full-time or nearly full-time basis. These individuals will be responsible for designing, operationalizing, and preparing the school's instructional systems, including curriculum development, training materials, policies and procedures, staff onboarding, and instructional infrastructure.

Core School-Based Leadership Team

Dr. Dominic Combs, PhD – Founding Leader / Chief Academic & Strategy Officer (Full-Time)

Dr. Combs will serve as the primary academic lead throughout the pre-opening phase, working full-time to oversee all aspects of academic model development. His responsibilities will include:

- Leading the design of the school's academic vision, instructional framework, and competency-based learning model
- Overseeing curriculum selection, adaptation, and alignment to state standards and workforce competencies
- Developing instructional policies, assessment systems, and academic procedures
- Designing professional learning systems and instructional coaching structures
- Leading the development of teacher onboarding and training materials
- Coordinating instructional planning with MAEF and Special Education leadership

Dr. Combs will be compensated as a full-time senior school leader during the pre-opening year, with salary funded through startup and planning funds allocated in the school's pre-operational budget.

Dr. Shaunetae Lockett, EdD – Founding Operations & Student Services Director (Full-Time)
Dr. Lockett will work full-time during the pre-opening phase to develop operational systems that directly support the academic model. Her responsibilities will include:

- Developing academic and student services policies and procedures
- Designing student onboarding, scheduling, and enrollment systems
- Coordinating teacher onboarding logistics and compliance requirements
- Supporting development of student support frameworks and MTSS systems
- Leading family engagement and communication protocols
- Aligning operational systems with instructional priorities

Dr. Lockett will be compensated as a full-time founding leader, with salary supported through startup and operational planning funds.

Specialized Academic Development Team

Dr. Venus Watson, PhD – Special Education Program Development Lead (Nearly Full-Time / Contracted)

Dr. Watson will work on a nearly full-time basis during the pre-opening period to design the school's Special Education infrastructure. Her responsibilities will include:

- Developing the Special Education service delivery model
- Designing IEP systems, compliance protocols, and documentation processes
- Creating teacher training materials on inclusive practices and legal compliance
- Supporting curriculum adaptation for diverse learners
- Training instructional staff on Special Education policies and procedures

Dr. Watson will be compensated through a contracted consulting agreement during the pre-opening phase, funded through startup and special education planning allocations.

MAEF Instructional & Back-Office Leadership

Amy Owens – Director of Strategy, MAEF (Nearly Full-Time / Contracted Support)

Ms. Owens will work on a nearly full-time basis to support academic model development and instructional design. Her responsibilities will include:

- Leading curriculum mapping and alignment
- Supporting development of academic studios and personalized learning labs
-

Designing mastery-based progression frameworks

- Developing teacher training modules and instructional playbooks
- Supporting implementation of assessment systems

Ms. Owens will be compensated through MAEF's contractual partnership with the school, with costs included in the back-office services agreement.

Monique Baugh – Director of Programs, MAEF (Nearly Full-Time / Contracted Support)

Ms. Baugh will support the academic model through development of wraparound supports and student success systems, including:

- Designing mentorship and student support programming
- Supporting onboarding and professional learning structures
- Aligning community partnerships with academic programming
- Developing student engagement and enrichment models

Her services will be compensated through MAEF's back-office services contract.

Compensation Structure

All individuals working full-time or nearly full-time during the pre-opening phase will be compensated through a combination of:

- Startup grant funds
- Pre-operational planning funds
- MAEF contractual back-office services agreements

School-based leaders (Dr. Combs and Dr. Lockett) will be salaried employees of the school during the pre-opening year. Specialized academic and instructional partners (Dr. Watson, Ms. Owens, Ms. Baugh) will be compensated through contractual agreements with clearly defined scopes of work and deliverables aligned to academic model development.

The school's academic model will be developed by a high-capacity, full-time leadership team supported by nationally experienced instructional partners. This structure ensures that curriculum, instructional systems, policies, training materials, and teacher onboarding processes are fully designed, tested, and operationalized prior to opening, providing a strong foundation for instructional quality and long-term student success.

Conflict of Interest Narrative

Conflict of Interest Disclosure

Pursuant to the Alabama Ethics Law (Ala. Code § 36-25-1 through 36-25-30), all individuals named in this application have reviewed and disclosed any potential conflicts of interest related to their roles in the development, governance, and operation of the proposed school.

At this time, no current or actual conflicts of interest have been identified for any member of the transitional team, governing leadership, or key partners named in this section. All individuals affirm that they do not hold any financial, personal, or professional interests that would improperly influence, or appear to influence, decision-making related to the school's governance, operations, contracting, or financial management.

The school will adopt and enforce a formal Conflict of Interest Policy consistent with Alabama Ethics Law and charter school best practices. This policy will require annual disclosure statements, ongoing monitoring, and recusal procedures to ensure transparency, ethical governance, and full legal compliance as the school moves from pre-opening into full operation.

Element Review

Reviews is not provided

4. OPERATIONS PLAN AND CAPACITY

Effective management, including oversight by a governing board, is critical for long term and sustainable school success. This section outlines the organizational aspects necessary for effective management of a high-quality public charter school.

1. Organization Structure and Relationships

Reviewer Instructions

Please rate this section using the following rubric.

Status: Completed

Form Result

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, school leadership, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school.

Overarching Standard/Criteria: Evidence of organizational charts for governance, management and staffing.

Evidence needed for addressing the overarching standard:

Organizational Chart

File 1

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Uploaded by: Jeremiah Newell

File 2

File name: CFCTAOrgChart.pdf

Uploaded: 03/17/2026 01:04 PM

Uploaded by: Dominic Combs

Responsibilities of Major Positions

File name: CFCTAOrgChartResponsibilites.docx

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Element Review

Reviews is not provided

2. Governing Board

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

The governing board holds the charter contract and should be an active participant in overseeing the school in partnership with the school administration. The board is responsible for the success of the school and should be responsive to the various stakeholders. The board should periodically evaluate the leadership team and hold the team responsible for school performance.

Overarching Standard/Criteria: Evidence of an effective and ethical governing philosophy and structure that directly and consistently guides the board toward educational and operation success and effective representation of key stakeholders, including parents.

Evidence needed for addressing the overarching standard:

a) Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups. Include how the board will interact with the principal/head of school and any advisory bodies. Attach the governing bylaws for the proposed school.

Governance Philosophy

Governance Philosophy

C.A. Fredd Jr. Career & Technical Academy will operate under a governance philosophy grounded in fiduciary responsibility, strategic oversight, accountability to the Alabama Charter Commission, and a disciplined separation between governance and management.

The Governing Board will function as a policy-setting and oversight body—not as a management entity. Its primary responsibilities are to:

- Protect and advance the school's mission
- Ensure academic and financial accountability
- Safeguard public funds
- Monitor performance against charter goals
- Hire, support, and evaluate the Principal/Head of School

The Board will not engage in day-to-day operational decisions, which are delegated to the Principal.

Board–CEO Relationship

The Board hires and annually evaluates the CEO based on clearly defined academic, operational, and financial performance goals aligned to the charter contract.

The CEO is responsible for:

- Implementing Board-adopted policies
- Managing daily operations
- Developing and executing the annual budget
- Providing regular academic and financial reports
- Ensuring compliance with state and federal requirements

The Board governs through formal action; individual members do not direct staff.

Stakeholder Involvement

The Board values structured stakeholder input while maintaining governance independence.

- Families will have access to public comment, quarterly forums, and a non-governing Family Advisory Council.
- Employers and workforce partners will participate in an Employer Advisory Council to provide input on pathway alignment and industry standards.
- Community leaders may serve on advisory committees or strategic planning sessions.

Advisory bodies provide recommendations only and do not possess decision-making authority.

Fiduciary authority remains exclusively with the Governing Board.

Committees & Oversight

The Board will maintain standing committees, including:

- Finance Committee
- Governance Committee
- Academic Excellence Committee

These committees conduct detailed review and make recommendations to the full Board.

Transparency & Accountability

The Board will:

- Comply with the Alabama Open Meetings Act
- Publicly adopt the annual budget
- Review and accept the annual independent audit in public session
- Post meeting minutes and financial documents online

Governance Standards

The Board will adopt and enforce:

- Conflict of Interest Policy
- Code of Ethics
- Whistleblower Policy
- Financial Policies and Procedures

Board Bylaws

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ACADEMEY.pdf
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b) Describe clearly the governance structure of the proposed school, including the primary roles of the governing board members. In this explanation, please include the following:

- i) Describe the size, current and desired composition, powers, and responsibilities of the governing board;
- ii) Identify key skills and areas of expertise desired among board members;
- iii) Identify key constituencies/stakeholders that will be represented on the governing board.
- iv) Include specifically which school employees report directly to the board and how the board will evaluate these employees.
- v) Describe how the board will hear from key stakeholders, including parents and community members.

Governance Structure

Governance Structure of the Proposed School

C.A. Fredd Jr. Career & Technical Academy will be governed by an independent Governing Board responsible for ensuring that the school fulfills its mission, maintains strong financial stewardship, and meets the performance expectations established in its charter. The Board will function as a strategic oversight body and will not be involved in day-to-day operations, which are delegated to school leadership.

Size, Composition, Powers, and Responsibilities

The Governing Board will consist of 5–9 members to ensure both diverse expertise and effective decision-making. Board members will serve staggered terms to maintain continuity and institutional knowledge.

The Board holds fiduciary and policy-making authority for the school. Key responsibilities include:

- Upholding the school’s mission and vision
- Ensuring academic and financial accountability
- Hiring, supporting, and evaluating the CEO
- Approving the annual budget and monitoring financial performance
- Establishing policies governing school operations
- Ensuring compliance with state law, charter requirements, and reporting obligations
- Overseeing strategic planning and long-term sustainability

The Board will operate through standing committees such as Finance, Governance, and Academic Excellence to support detailed review of key areas before matters are brought to the full Board.

Desired Skills and Expertise of Board Members

To effectively govern the school, the Board will be composed of individuals with expertise across several critical areas, including:

- Financial management and accounting
- Legal and regulatory compliance
- Education and curriculum development
- Workforce development and industry partnerships
- Facilities planning and real estate
- Community engagement and nonprofit leadership
- Fundraising and philanthropic development

This range of expertise will enable the Board to provide informed oversight and strategic guidance.

Representation of Key Stakeholders

The Governing Board will include individuals who represent or understand the interests of key stakeholders connected to the school’s mission, including:

- Community leaders from Tuscaloosa County
- Workforce and industry partners aligned with the school’s career pathways
- Higher education representatives
- Individuals with experience in public education
- Nonprofit or civic leaders committed to community development

While the Board will remain independent and focused on fiduciary responsibilities, members will maintain strong connections to the community served by the school.

Reporting Structure and Evaluation of Leadership

The Chief Executive Officer will report directly to the Governing Board and will be responsible for the strategy and operations of the school, including academic leadership, staffing, and program implementation.

The Board will evaluate the CEO annually using a leadership evaluation process. Evaluation measures will include progress toward school improvement goals, implementation of the educational program, staff development, operational management, and student outcomes.

Stakeholder Engagement and Communication

The Governing Board will ensure that families, students, and community members have meaningful opportunities to share feedback and remain informed about school operations. The Board will hear from stakeholders through several mechanisms:

- Public comment periods during regular Board meetings
- Family and Community Advisory Council meetings
- Surveys of parents, students, and community partners
- Community forums and information sessions
- Reports from advisory groups and school leadership

These engagement mechanisms will allow the Board to remain informed about stakeholder perspectives while maintaining its governance role.

The Board will operate through standing committees to strengthen governance oversight:

Finance Committee – monitors budgets, audits, and financial sustainability

Academic Excellence Committee – reviews student achievement and instructional performance

Governance Committee – oversees board recruitment, evaluation, and compliance

Development and Partnerships Committee – supports fundraising and employer partnerships

c) Explain how this governance structure and composition will help ensure that the school will be an educational, operational, and financial success.

Governance Narrative

- The governance structure of C.A. Fredd Jr. Career & Technical Academy is intentionally designed to ensure strong oversight, accountability, and strategic guidance across the school's academic, operational, and financial functions. The Governing Board will consist of members with diverse professional expertise in areas such as education, finance, workforce development, higher education, law, and community leadership. This combination of skills ensures that the Board possesses the knowledge necessary to guide the school's strategic direction while providing responsible oversight of public resources.
- From an educational perspective, board members with backgrounds in K–12 education, higher education, and workforce development will support alignment between the school's academic program, career and technical pathways, and postsecondary opportunities. Their expertise will help ensure that instructional strategies, curriculum design, and career preparation initiatives remain rigorous, relevant, and aligned with Alabama academic standards and regional workforce needs.
- Operationally, the Board will provide strategic oversight of school leadership and ensure that systems related to staffing, compliance, facilities, and student services are effectively implemented. The Board will evaluate the School Leader on an annual basis using clearly defined

performance metrics tied to student outcomes, operational effectiveness, and organizational culture.

- Financial success will be supported by board members with experience in financial management, banking, and organizational governance. These individuals will provide oversight of budgeting, financial planning, audits, and internal controls to ensure responsible stewardship of public funds. Through the Finance Committee, the Board will regularly review financial reports, monitor budget performance, and ensure that the school maintains long-term fiscal sustainability.
- Collectively, this governance structure promotes balanced decision-making, clear accountability, and strong strategic leadership. By combining educational expertise with operational and financial oversight, the Board will help ensure that C.A. Fredd Jr. Career & Technical Academy operates as a high-performing public charter school that delivers strong student outcomes while maintaining responsible management of its resources.

d) List all current and identified board members and their intended roles. Provide the qualifications, interest for serving on the board, full resume, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment.

Board Members

Governance and Community Representation

The Founding Governing Board reflects strong ties to Alabama's education and workforce systems and brings both local insight and statewide perspective.

- Dr. Natalie Thornton and Dr. Abigail Carter, leaders within the Alabama Community College System, provide critical insight into workforce-aligned education, credential pathways, and labor market needs across Alabama. Their work directly connects postsecondary education to economic mobility and ensures that the school's CTE model reflects real regional workforce demand.
- Dr. Jeremy W. Bohonos, a national expert in CTE and workforce opportunity, contributes research-based understanding of how structural barriers affect students in rural and high-poverty regions like the Black Belt. His work informs program design that is inclusive, industry-aligned, and responsive to local labor markets.
- Mark Drake, a senior executive with L'Oréal USA, brings industry and manufacturing expertise that strengthens the school's understanding of employer expectations, quality standards, and workforce readiness. His experience ensures that career pathways are aligned with real-world industry practices.
- Aubrey Carter, Community Relations Manager for Alabama Power, has deep, longstanding ties to Alabama's Black Belt communities. Based in Selma, he works daily with local leaders, schools, workforce agencies, and nonprofits to support education, economic development, and community well-being. His understanding of regional history, challenges, and assets provides invaluable local insight and strengthens the school's community-rooted approach.

e) Disclose any potential conflict of interest for identified board members and their association with the school. Consult the Alabama Ethics Law. Ala Code § 36-25-1 through 36-25-30 (1975) and Ala Code § 16-6F-4(16)b.

Conflict of Interest

There are no potential conflicts of interest with the current governing board.

f) If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

Transition Narrative

The current board membership includes the formal governing board.

g) If this application is being submitted by an existing nonprofit organization respond to the following:

i) Will the existing nonprofit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?

ii) If the nonprofit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

iii) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing nonprofit board will be.

iv) If a new board has been formed, does the new board have 501(c)3 status or has it applied for 501(c)3 status? Only organizations that have secured 501(c)3 status are eligible to hold a charter contract.

Formation of a new board

N/A - The nonprofit organization is the school.

Element Review

Reviews is not provided

3. Legal Status and Governing Documents

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Only organizations that have a 501(c)(3) nonprofit federal tax-exempt status may hold a charter school contact in the State of Alabama.

Overarching Standard/Criteria: Evidence of nonprofit and federal tax-exempt status.

Evidence needed for addressing the overarching standard:

Legal Status

The school has an approved 501c3 as attached under the original name of the Uplift/Elevate Foundation (an updated name change process will be pursued in Q2 2026).

Articles of Incorporation	File name:	Articles of Incorporation - C. A. Fredd Jr..docx.pdf
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	Uploaded by:	Jeremiah Newell
Proof of non-profit status and tax exempt status (or copies of your filings for the preceding items)	File name:	scan.jpeg
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b) Attach, the completed and signed Statement of Assurances (template provided).

Completed and signed Statement of Assurances

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Element Review

Reviews is not provided

4. Performance Management & Mission Specific Goals

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

Note: The authorizer will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Overarching Standard/Criteria: Compelling evidence of high quality and sustainable performance standards and evidence of direct and consistent performance monitoring over time, which considers status, growth, comparative performance, and fulfillment of legal standards.

Evidence needed for addressing the overarching standard:

Mission-Specific Organizational Performance Goals

In addition to the Commission's organizational performance framework, C.A. Fredd Jr. Career & Technical Academy will track several mission-specific organizational performance goals that reflect the school's design as a career-connected, workforce-aligned learning environment. These indicators measure the strength of systems, partnerships, and student experiences that support the school's mission but are not directly tied to academic achievement.

Workforce Partnership Development

A core component of the school's mission is building strong relationships with regional employers and workforce partners.

Benchmarks:

- Year 3: Establish at least 10 active employer or industry partnerships supporting career pathways.
- Year 5: Maintain 20 or more active workforce partnerships providing internships, mentorships, guest speakers, and career exploration opportunities.

Measurement:

Partnership agreements, internship placement records, and advisory council participation.

Career Exposure and Industry Engagement

The school will ensure that students regularly interact with employers and industry professionals to strengthen career awareness.

Benchmarks:

- Year 3: 100% of students participate in at least one documented career exposure experiences each year (industry visits, guest speakers, job shadowing, or career fairs).
- Year 5: 100% of students participate in at least two documented career exposure experiences annually.

Measurement:

Career exploration logs and program participation records.

Student Participation in Enrichment and Leadership Opportunities

The school will provide opportunities that strengthen leadership, civic engagement, and real-world learning.

Benchmarks:

- Year 3: At least 70% of students participate in extracurricular, enrichment, or leadership activities aligned with career pathways or community engagement.
- Year 5: At least 85% of students participate in extracurricular or leadership activities annually.

Measurement:

Activity rosters and student participation records.

Employer Satisfaction with Student Preparation

Employer feedback will be used to evaluate the effectiveness of workforce preparation systems.

Benchmarks:

- Year 3: 80% of employer partners report satisfaction with student preparedness and professionalism.
- Year 5: 90% of employer partners report satisfaction with student preparedness and professionalism.

Measurement:

Annual employer surveys and internship evaluations.

Family and Community Engagement

Strong family and community partnerships are essential to sustaining the school's mission.

Benchmarks:

- Year 3: At least 70% of families participate in at least one school event or engagement opportunity each year.
- Year 5: At least 85% of families participate in school engagement activities annually.

Measurement:

Event participation records and family engagement tracking.

Advisory Council Participation

The school's Employer and Workforce Advisory Council will play a critical role in program development.

Benchmarks:

- Year 3: Advisory council meets at least three times annually with participation from representatives across key workforce sectors.
- Year 5: Advisory council maintains consistent participation from at least 15 industry representatives and meets at least four times annually.

Measurement:

Meeting records and attendance documentation.

Organizational Success

Together, these mission-specific organizational goals measure the strength of the systems and partnerships that define the school's career-connected model. Achieving these benchmarks will demonstrate that the school has successfully built the organizational infrastructure necessary to support meaningful workforce exposure, strong community partnerships, and enriched student experiences that complement academic achievement.

b) How does the school measure success in meeting its organizational goals? Give specific, quantitative or qualitative, measures of success with benchmarks. Describe what success looks like for the school relating to the organizational aspects of the school's mission and vision.

Measure of Success Narrative

Measuring Organizational Success

C.A. Fredd Jr. Career & Technical Academy will measure success in meeting its organizational goals through a clear set of academic, operational, and postsecondary readiness benchmarks aligned with the school’s mission of preparing students for college, career, and workforce success. Progress will be monitored through state accountability metrics, internal data systems, and regular reporting to the Governing Board. These measures ensure that the school remains focused on strong academic outcomes, workforce readiness, and organizational effectiveness.

Academic and Accountability Benchmarks

The school will track progress toward key organizational goals using the following performance benchmarks.

Focus Area	Year 3 Benchmark	Year 5 Benchmark	Measurement Source
Academic Growth	Meet or exceed state average academic growth on the Alabama State Report Card	90% or greater academic growth on the Alabama State Report Card	State Report Card
Academic Achievement	Meet or exceed the local district average academic achievement	Meet or exceed the state average academic achievement	State Report Card
Chronic Absenteeism	Less than or equal to 15%	Less than or equal to 10%	State Report Card
Graduation Rate	80% or greater four-year graduation rate	90% or greater four-year graduation rate	State Report Card
College and Career Readiness (CCR) Attainment	80% CCR attainment	90% CCR attainment	State Report Card
Postsecondary Readiness	75% of graduates earn an industry-recognized credential or dual enrollment credit	90% of graduates earn at least one industry-recognized credential or six dual enrollment credit hours	Transcript audit
Work-Based Learning	75% of graduates participate in documented work-based learning experiences	95% of graduates participate in documented work-based learning experiences	Transcript audit
Postsecondary Success	75% of graduates enroll in postsecondary education, employment, or military service within six months of graduation	85% of graduates enroll in postsecondary education, employment, or military service within six months	Alumni surveys, state employment data, and college enrollment records

Organizational Success Indicators

Success for C.A. Fredd Jr. Career & Technical Academy will also be reflected in the strength of the school's organizational systems and mission alignment. Key indicators include:

- Consistent progress toward academic growth and achievement benchmarks on the Alabama State Report Card.
- Strong attendance and engagement reflected in declining chronic absenteeism rates.
- Increasing rates of credential attainment and dual enrollment participation aligned with the school's career pathways.
- High levels of student participation in work-based learning experiences connected to industry partners.
- Postsecondary placement outcomes demonstrating that graduates successfully transition to college, employment, or military service.

Continuous Monitoring and Accountability

The leadership team will review performance data regularly through internal dashboards and quarterly reports to the Governing Board. These benchmarks will also inform the school's improvement planning process and guide strategic decisions related to curriculum, instruction, and student supports.

By maintaining clear, measurable performance targets and regularly monitoring progress, C.A. Fredd Jr. Career & Technical Academy will ensure that the organizational aspects of its mission—academic excellence, workforce readiness, and student success—are achieved and sustained over time.

Element Review

Reviews is not provided

5. Staff Structure

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide a staffing chart that identifies all key personnel necessary to operate a high-quality public charter school.

Overarching Standard/Criteria: Evidence of a staffing chart that identifies all personnel.

Evidence needed for addressing the overarching standard:

- a) Attach a completed staffing chart for the school that includes:
 - i) Year 1 positions, as well as positions to be added in future years;
 - ii) Administrative, instructional, and non-instructional personnel;
 - iii) The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - iv) Operational and support staff.

b) Identify key responsibilities within the staffing chart including, but not limited to:

- i) Child Nutrition;
- ii) Federal Programs;
- iii) Special Education;
- iv) Health Services;
- v) Standardized Testing;
- vi) Transportation (if applicable); and
- iv) Financial Reporting.

Key Responsibilities Within the Staffing Structure

C.A. Fredd Jr. Career & Technical Academy will establish clear lines of responsibility for critical operational functions to ensure compliance with state and federal requirements and to support efficient school operations. These responsibilities will be distributed among qualified members of the leadership team and appropriate staff, with oversight from the Principal/Head of School and Governing Board.

Child Nutrition

Responsibility for child nutrition services will be assigned to the Dean of Students or designated administrative staff member, working in coordination with the Principal and any contracted food service provider. Duties will include compliance with federal and state child nutrition regulations, coordination of meal service, monitoring meal program participation, and ensuring adherence to health and safety standards.

Federal Programs

Oversight of federal programs will be managed by the Principal in coordination with the Chief Financial Officer and designated Federal Programs Coordinator, if applicable. Responsibilities will include ensuring compliance with federal program requirements (such as Title I and Title II), managing grant allocations, monitoring allowable expenditures, and ensuring accurate reporting to the Alabama State Department of Education.

Special Education

Special education services will be coordinated by a Student Support Coordinator, Special Education Coordinator or Lead Special Education Teacher under the supervision of the Principal. Responsibilities will include ensuring compliance with the Individuals with Disabilities Education Act (IDEA), coordinating Individualized Education Program (IEP) services, supervising special education staff, maintaining required documentation, and working with families to support student needs.

Health Services

Health services will be provided by a school nurse or contracted health professional. Responsibilities will include managing student health records, administering medications according to policy, coordinating health screenings, responding to student medical needs, and ensuring compliance with state health regulations.

Standardized Testing

Administration of standardized assessments will be coordinated by a Testing Coordinator, typically a designated instructional leader or administrator under the supervision of the Principal. Duties will include organizing testing schedules, ensuring compliance with Alabama State Department of Education testing procedures, training staff on test administration protocols, and maintaining testing security and reporting requirements.

Transportation (if provided)

If transportation services are provided, responsibility for transportation oversight will fall to the Operations Manager or designated administrative staff member. Duties will include coordination with transportation vendors, route planning, driver compliance verification, safety monitoring, and communication with families regarding transportation logistics.

Financial Reporting

Financial reporting and fiscal oversight will be led by the Chief Financial Officer (CFO) in coordination with school leadership and the Governing Board's Finance Committee. Responsibilities will include budget development, monthly financial reporting, grant compliance monitoring, audit preparation, internal control oversight, and submission of required financial reports to the Alabama Charter Commission and relevant state agencies.

Oversight and Accountability

The Principal/Head of School will maintain overall responsibility for ensuring that these operational areas are implemented effectively and remain compliant with applicable laws and regulations. The Governing Board will provide oversight through regular reporting and monitoring of key operational

indicators. This clear allocation of responsibilities ensures accountability, operational efficiency, and regulatory compliance across the school's administrative structure.

c) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

Relationship management narrative

Relationship Between Senior Administration and Staff

C.A. Fredd Jr. Career & Technical Academy will operate under a clear leadership structure that ensures defined supervision, strong instructional support, and organizational accountability. The Principal/Head of School serves as the instructional and operational leader and directly supervises all school-based staff. The CEO provides strategic oversight, and the CFO oversees financial compliance, but day-to-day staff management resides with the Principal. All employees report through clearly defined supervisory lines.

Supervision & Performance Management

Administration will manage staff through:

- Clear job descriptions and performance expectations
- Annual goal-setting aligned to charter performance targets
- Formal evaluation process consistent with state guidelines
- Regular instructional walkthroughs and coaching
- Scheduled one-on-one check-ins
- Weekly staff meetings and monthly professional development

CTE instructors will receive pathway-specific coaching aligned to credential standards and industry expectations.

Leadership will balance supportive coaching with high performance expectations.

Staffing Ratios

The Academy is designed to support small learning environments and safe CTE lab instruction.

Projected Teacher–Student Ratio:

Approximately 1:16–1:18 at full enrollment.

Projected Total Adult-to-Student Ratio:

Approximately 1:10–1:12, including administrators, counselors, CTE instructors, and support staff. These ratios support advisory structures, intervention blocks, credential preparation, and work-based learning coordination.

Organizational Culture

The administrative team will lead through clear communication, data transparency, mission alignment, and professional accountability. Role clarity ensures the Board governs, administration leads, and teachers focus on instruction and student success.



Element Review

Reviews is not provided

6. Staffing Plans, Hiring, Management, and Evaluation

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide details on the hiring and management of school staff that provides opportunities for meaningful staff contributions and gives staff rights suitable to their position.

Overarching Standard/Criteria: Evidence of appropriate contractual relationships with staff.

Evidence needed for addressing the overarching standard:

a) Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school uses contracts, explain the nature and purpose of the contracts. Attach any personnel policies or an employee manual, if developed.

C.A. Fredd Jr. Career & Technical Academy will maintain a professional employment relationship grounded in accountability, performance, and compliance with Alabama employment law.

At-Will Employment

All school employees, except where otherwise specified by written contract, will be employed on an at-will basis.

At-will employment means that either the employee or the school may terminate the employment relationship at any time, with or without cause, subject to applicable law and adopted personnel policies.

This structure provides:

- Organizational flexibility
- Accountability for performance
- Alignment with charter operational autonomy
- Protection of student interests

At-will status does not eliminate the school's commitment to progressive discipline, due process protections, and fair treatment.

Employment Agreements

All employees will receive written employment agreements outlining:

- Position and duties
- Compensation and benefits
- Evaluation process
- Performance expectations
- Grounds for discipline or dismissal
- Term of employment (if applicable)

For instructional staff, agreements will typically be issued on an annual basis and are subject to renewal at the school's discretion.

These agreements clarify expectations and reinforce accountability but do not create tenure or continuing contract rights unless explicitly stated.

Leadership Contracts

The CEO will be employed under a written contract approved by the Governing Board.

The leadership contract will specify:

- Defined term of service
- Performance expectations aligned to charter goals
- Evaluation procedures
- Compensation structure
- Grounds for termination or non-renewal

The purpose of the leadership contract is to:

- Establish clear accountability benchmarks
- Protect organizational stability
- Align leadership performance to charter outcomes
- Provide structured review and renewal processes

The Governing Board retains authority to terminate the Principal consistent with contract terms and applicable law.

Board Authority

The Governing Board holds ultimate authority for:

- Hiring and dismissing the Principal
- Approving personnel policies
- Ensuring compliance with employment law

The Principal holds authority for hiring and supervising

Personnel Policies or Employee Manual	File name:	CFCTA_Policy Manual_Proposed.pdf
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	Uploaded by:	Jeremiah Newell

b) Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers. If available, include a salary chart based on years of experience.

Salary Ranges, Benefits, and Teacher Retention Strategy

C.A. Fredd Jr. Career & Technical Academy will offer competitive salaries and comprehensive benefits to attract and retain highly qualified educators and staff. Compensation structures will be designed to remain competitive with surrounding public school districts while supporting the school's mission and long-term financial sustainability.

Salary Ranges

Salary ranges will be aligned with regional market benchmarks and adjusted based on experience, certification level, and role responsibilities. Estimated salary ranges include:

- Principal/Head of School: \$110,000 – \$140,000
- Chief Executive Officer: \$130,000 – \$200,000
- Assistant Principal/Instructional Leader: \$80,000 – \$100,000
- Classroom Teachers (Core Content): \$50,000 – \$85,000
- CTE Instructors: \$55,000 – \$75,000 (may vary based on industry credentials and experience)
- Instructional Coaches / Intervention Specialists: \$55,000 – \$85,000
- Counselors and Student Support Personnel: \$55,000 – \$85,000
- Administrative and Support Staff: \$35,000 – \$55,000

Salary schedules will be reviewed annually by the Governing Board to ensure competitiveness and fiscal sustainability.

Employee Benefits

All eligible employees will participate in the Teachers' Retirement System of Alabama (TRS) and will receive health insurance benefits through the Public Education Employees' Health Insurance Plan (PEEHIP) in accordance with Alabama state requirements.

Benefits offered to full-time employees will include:

- Participation in TRS retirement system
-

Health insurance coverage through PEEHIP

- State-required employer contributions to retirement and insurance programs
- Paid holidays and school breaks
- Paid sick and personal leave
- Professional development opportunities
- Eligibility for additional voluntary benefits offered through PEEHIP or approved providers

Incentives and Performance-Based Recognition

To promote instructional excellence and staff retention, the school may implement additional incentive structures, including:

- Performance-based recognition tied to student growth and instructional excellence
- Stipends for leadership roles such as department chairs or program leads
- Additional compensation for teachers who earn or maintain industry certifications aligned to career pathways
- Professional development stipends or tuition support for advanced certifications or graduate coursework
- Recruitment incentives for high-need subject areas such as STEM or CTE fields

Any incentive structures will be aligned with the school's financial capacity and approved by the Governing Board.

Teacher Retention Strategy

C.A. Fredd Jr. Career & Technical Academy recognizes that retaining high-performing teachers is essential to sustaining a high-quality educational program. The school's retention strategy focuses on professional support, leadership development, and a positive professional culture.

Key retention strategies include:

- Strong instructional support: Teachers receive regular coaching, feedback, and professional learning aligned with the Alabama Teacher Observation Tool (ATOT).
- Collaborative professional culture: Teachers participate in professional learning communities that emphasize shared planning, data analysis, and instructional improvement.
- Career advancement opportunities: Teachers may assume leadership roles such as instructional mentor, department lead, or pathway coordinator.
- Meaningful professional development: Professional learning opportunities will focus on instructional best practices, career-connected learning, and student engagement.
- Mission-aligned work environment: Teachers will be part of a collaborative community focused on preparing students for college, career, and workforce success.

c) Describe the school's strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the state accountability plan. Explain other key selection criteria and any special considerations relevant to the school's design. Identify which school positions will be funded via federal funds and what certifications are required to allocate federal funds in this way.

Strategy, Plans, and Timeline for Recruiting and Hiring Teaching Staff

C.A. Fredd Jr. Career & Technical Academy will implement a proactive, multi-phase recruitment and hiring strategy to ensure the school employs highly qualified, mission-aligned educators capable of delivering rigorous, career-connected instruction. Recruitment efforts will focus on attracting educators with strong instructional expertise, industry experience (for CTE pathways), and a demonstrated commitment to serving diverse student populations.

Recruitment Strategy

The school will recruit teaching staff through multiple channels to ensure a strong candidate pool. Recruitment efforts will include partnerships with Alabama universities and educator preparation programs, outreach through statewide educator networks, professional job boards, and targeted recruitment of industry professionals for career and technical education (CTE) positions. The school will also recruit candidates through workforce and industry partners aligned to the school's career pathways.

Special attention will be given to recruiting teachers who demonstrate the ability to deliver career-connected instruction, integrate real-world applications into academic content, and support students through culturally responsive and trauma-informed practices.

Hiring Timeline

Recruitment and hiring will follow a structured timeline during the planning year.

Fall – Early Winter (Planning Year)

- Finalize staffing plan based on projected enrollment and program pathways
- Begin outreach to universities, educator networks, and industry partners

Winter – Early Spring

- Post positions and begin candidate screening
- Conduct structured interviews and demonstration lessons

Spring

- Extend employment offers to priority candidates
- Verify certification, licensure, and background checks

Late Spring – Early Summer

- Complete remaining hires
- Conduct onboarding and professional development planning

This timeline ensures the majority of teachers are hired well in advance of the school year, allowing sufficient time for onboarding and instructional planning.

Highly Qualified Staff

While teacher certification is not required by all teachers, the school will pursue the recruitment and selection of teachers who meet the requirements for "Highly Qualified" educators as defined by the Alabama State Department of Education accountability plan.

Teachers will be strongly encouraged to:

- Hold valid Alabama teaching certification in their assigned content area, or
- Be eligible for certification through approved alternative certification pathways.

CTE instructors may hold industry credentials and meet Alabama certification requirements for career and technical education instructors.

Key Selection Criteria

In addition to certification requirements, teacher candidates will be evaluated based on:

- Demonstrated instructional effectiveness
- Ability to implement rigorous Tier 1 instruction
- Experience supporting diverse learners
- Ability to connect academic instruction to career pathways
- Data-driven instructional practices
- Alignment with the school's mission and culture

Candidates may be asked to present demonstration lessons, instructional plans, or portfolio evidence as part of the selection process.

Positions Funded Through Federal Funds

Certain instructional and support positions may be funded partially or fully through federal programs such as Title I, Title II, or other allowable federal education funds. Positions that may receive federal support include:

- Academic intervention teachers
- Instructional coaches
- Student support specialists
- Professional development positions

Staff funded through federal funds must meet all applicable certification and qualification requirements under federal program guidelines and Alabama Department of Education regulations.

Certification Requirements for Federally Funded Positions

Personnel funded with federal education funds must:

- Hold appropriate Alabama educator certification for their role
- Meet state and federal qualification standards for instructional staff
- Comply with federal program requirements regarding allowable use of funds and professional qualifications.

d) Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

C.A. Fredd Jr. Career & Technical Academy will implement clear, consistent, and legally compliant procedures for hiring and dismissing personnel to ensure the school employs highly qualified staff while maintaining the safety and well-being of students. All procedures will comply with Alabama law, the Alabama Educator Code of Ethics, and the school's adopted personnel policies.

Hiring Procedures

The Principal/Head of School will lead the recruitment and hiring process for school-based staff, subject to Board-approved personnel policies. Recruitment efforts will prioritize candidates who demonstrate strong instructional expertise, alignment with the school's mission, and a commitment to career-connected learning and student success.

The hiring process will include the following steps:

1. Recruitment and Application Review

Positions will be publicly posted through appropriate educator networks, university partnerships, workforce pipelines, and professional job boards. Applications will be screened for certification, qualifications, and relevant experience.

2. Structured Interviews and Selection

Qualified candidates will participate in structured interviews conducted by the Principal and, when appropriate, instructional leaders or hiring committees. Instructional candidates may also be asked to conduct demonstration lessons or present evidence of instructional planning.

3. Credential and Reference Verification

The school will verify all required certifications, licensure, and professional references prior to employment.

4. Criminal Background Checks

All employees will be required to complete criminal background screening consistent with Alabama law prior to employment. This process will include:

- Fingerprint-based background checks through the Alabama State Department of Education
- State and federal criminal history review
- Verification of educator certification and misconduct reporting systems

5. Employment offers will be contingent upon successful completion of these checks. Individuals with disqualifying criminal offenses or violations of professional ethics will not be employed.

6. Employment Agreements and Orientation

Once selected, employees will receive written employment agreements outlining responsibilities, compensation, expectations, and evaluation procedures. Newly hired staff will participate in orientation and onboarding prior to the start of the school year.

Dismissal Procedures

C.A. Fredd Jr. Career & Technical Academy will follow fair and structured procedures for addressing performance concerns and, when necessary, dismissing personnel. The school emphasizes professional support and improvement while maintaining clear accountability for performance and conduct. Except in cases involving serious misconduct, dismissal will typically follow a progressive discipline process, including:

1. Verbal Warning and Coaching

The employee's supervisor meets with the employee to identify concerns, clarify expectations, and provide guidance for improvement.

- 2.

Written Warning

If concerns persist, the employee receives written documentation outlining performance deficiencies and required corrective actions.

3. Performance Improvement Plan (PIP)

When necessary, a formal improvement plan will be implemented with specific goals, support strategies, and timelines for improvement.

4. Final Review and Employment Decision

If sufficient improvement is not demonstrated, employment may be terminated or the contract may not be renewed in accordance with personnel policies and applicable law.

Immediate Dismissal

Certain violations may result in immediate suspension or termination without progressive discipline. These include, but are not limited to:

- Violations involving student safety or abuse
- Criminal conduct
- Fraud or financial misconduct
- Ethical violations under the Alabama Educator Code of Ethics
- Failure to comply with mandatory reporting requirements

All dismissal actions will be documented and handled in accordance with school policies and legal requirements.

Leadership Personnel

The Principal/Head of School will be hired and, if necessary, dismissed by the Governing Board in accordance with the terms of the leadership contract and applicable state law.

e) Explain how the school leader will be supported, developed, and evaluated each school year. Attach any leadership evaluation tool(s) that have been developed.

C.A. Fredd Jr. Career & Technical Academy will support, develop, and evaluate the Principal/Head of School using a structured leadership development and evaluation process aligned with the Alabama Principal Leadership Development System (APLDS) and the Alabama Principal Leadership and Accountability Act (Act 2000-427). This framework emphasizes strong instructional leadership, continuous professional growth, and accountability for student outcomes.

The Governing Board is responsible for hiring, supporting, and evaluating the Principal. The Board will work in coordination with the CEO and executive leadership to ensure the Principal receives ongoing professional support, strategic guidance, and clear performance expectations.

At the beginning of each school year, the Principal will participate in a goal-setting process aligned with the Alabama Principal Leadership Development System standards and the school's charter performance framework. These goals will focus on areas including instructional leadership, student achievement, staff development, school climate, and operational effectiveness. The goals will be reviewed and approved by the Governing Board and will guide the annual leadership evaluation.

Throughout the school year, the Principal will receive ongoing leadership support through regular strategic planning meetings, progress monitoring, and professional development aligned with the APLDS leadership standards. These supports will emphasize data-driven decision-making, effective instructional leadership, staff development, and the implementation of the school's career-connected educational model.

The annual evaluation will be conducted by the Governing Board using a leadership evaluation tool aligned with the Alabama Principal Leadership Development System, which focuses on core leadership responsibilities including:

- Vision and Continuous School Improvement
- Teaching and Learning Leadership
- Human Resource Leadership and Staff Development
- Organizational Management and School Operations
- Community and Stakeholder Engagement
- Ethics and Professionalism

Evaluation evidence will include progress toward school improvement goals, student performance data, implementation of instructional initiatives, staff development outcomes, and overall school climate and operational performance.

A mid-year leadership review will allow the Board and Principal to assess progress toward established goals and adjust strategies as needed. At the end of the school year, the Board will conduct a formal evaluation and provide written feedback. If areas for improvement are identified, the Board will implement a structured leadership improvement plan with clearly defined expectations, support strategies, and timelines.

Through this structured system of leadership development, professional support, and performance evaluation aligned with the Alabama Principal Leadership Development System and the Alabama Principal Leadership and Accountability Act, the Academy will ensure strong school leadership while maintaining clear accountability for student achievement and organizational performance.

Leadership Evaluation Tool(s)	File name:	Alabama Principal Leadership Framework.pdf
	Uploaded:	03/13/2026 01:19 PM
	Uploaded by:	Jeremiah Newell

f) Explain how teachers will be supported, developed, and evaluated each school year. Attach any teacher evaluation tool(s) that already exist for the school.

C.A. Fredd Jr. Career & Technical Academy will support, develop, and evaluate teachers using a structured system aligned with the Alabama Teacher Observation Tool (ATOT), which is part of the state's Educator Effectiveness framework. This system emphasizes continuous professional growth, high-quality instruction, and accountability for student learning.

Prior to the start of each school year, teachers will participate in a comprehensive onboarding process that introduces the school's instructional model, curriculum expectations, career-connected learning framework, and student support systems. Training will also focus on effective Tier 1 instructional practices, culturally responsive teaching, and data-driven instruction aligned with ATOT performance indicators.

Throughout the school year, teachers will receive ongoing professional support through instructional coaching, classroom walkthroughs, and collaborative professional learning communities (PLCs). School leaders will conduct regular observations using the ATOT framework, which evaluates instructional practice across key domains such as planning and preparation, classroom environment, instructional delivery, and professional responsibilities. Observations will include both formal and informal visits, followed by timely feedback and coaching to support instructional improvement. Teachers will also engage in goal-setting conferences at the beginning of the year and mid-year progress reviews. Student performance data, formative assessments, and classroom observation evidence will inform discussions about instructional effectiveness and professional growth.

If areas for improvement are identified, teachers will receive targeted support through coaching and a structured Professional Growth or Improvement Plan aligned with ATOT indicators. These plans will outline clear expectations, professional development supports, and timelines for improvement. Through this system of coaching, professional collaboration, and evaluation aligned to the Alabama Teacher Observation Tool, the Academy will ensure that teachers receive the support and feedback

necessary to strengthen instructional practice and promote strong academic outcomes for all students.

Teacher Evaluation Tool(s)	File name:	PD_2022819_Alaba- ma-Teacher-Growth-Program-ATGP_man- ual_V1.0.pdf
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	Uploaded by:	Jeremiah Newell

Dismissal Narrative

C.A. Fredd Jr. Career & Technical Academy will implement a structured, fair, and legally compliant process for addressing personnel performance concerns, including progressive discipline and, when necessary, dismissal. All procedures will align with applicable Alabama employment law and the school's adopted personnel policies.

Progressive Performance Correction

The school prioritizes corrective action and professional growth before dismissal, except in cases involving serious misconduct.

When performance concerns arise, the following steps will be followed:

1. Verbal Warning and Coaching
The supervisor meets with the employee to identify concerns, clarify expectations, and document the conversation.
2. Written Warning
If concerns persist, the employee receives a written notice outlining deficiencies, required improvements, and timelines.
3. Performance Improvement Plan (PIP)
For ongoing or significant deficiencies, a formal PIP is implemented, including:
 - Specific, measurable performance expectations
 - Defined improvement timeline (typically 30–90 days)
 - Targeted support and coaching
 - Scheduled progress reviews

Failure to demonstrate adequate improvement may result in further disciplinary action, including dismissal.

Immediate Dismissal

Certain conduct may result in immediate suspension or termination without progressive discipline, including:

- Violation of student safety policies
- Criminal conduct
- Fraud or financial misconduct
- Gross insubordination
- Ethical violations
- Breach of mandatory reporting obligations

Such actions will be documented and reviewed by administration, and legal counsel will be consulted as appropriate.

Leadership Dismissal

The Principal/Head of School is evaluated and, if necessary, dismissed by the Governing Board.

If leadership performance is unsatisfactory:

- The Board will issue written notice of deficiencies.
- A structured improvement plan with defined timelines will be implemented.
- Failure to meet performance benchmarks may result in contract non-renewal or termination consistent with employment agreements.

Due Process & Documentation

The Academy will ensure:

- Written documentation of all disciplinary steps
- Clear communication of expectations
- Opportunity for employee response
- Consistent application of policy
- Protection against unlawful discrimination or retaliation

All dismissal decisions will follow adopted personnel policies and contractual obligations.

CFCTA is in the initial stages of site selection and acquisition. Given the importance of the launch of this school for the greater workforce region, CFCTA is in partnership with the West Alabama Works, Tuscaloosa Economic Development of Authority, and University of Alabama to secure a central site. Why collaborate in this manner? A centralized site will allow for significant regional investment to support the broader workforce development efforts in Greater Tuscaloosa Alabama. This will make the feasibility of a new build construction much more attainable for all parties involved. It will allow for synergies between the programs and a reduction in the duplication of cost for highly expensive technical training equipment needed for advanced manufacturing. It will also foster collaboration between students, faculty, and staff to accelerate innovation among partners.

Priority Site: 1500 21st Street; 21 acres; in developed Northport Alabama (please see attached letter of support from property owner).

Option 1: CSCTA Building on at 21st Street Property

Estimated Land Purchase Cost: Below Market Long Term Land Lease of \$2.00 per sq/ft of building

- Total Facility Square Footage Needed: 45,000
- Land Costs: Below Market Land Lease

Evidence: Letter of Support from Property Owner

Facility Acquisition Timeline/Process

Accomplishments to Date

- December 2025- Developed a shared vision with the West Alabama Chamber of Commerce, Tuscaloosa Economic Development Authority, University of Alabama, M (See attached letter of support between educational entities)
- January 2026 - Engaged Vallas Realty consultant to review for sites (See summary of costs they provided attached)
- February 2026 - Identified Grayson Realty to serve as representative in the acquisition of potential sites for this project

- March 2026 - Developed partnership with Mr. Ron Turner for priority site at 1500 21st Street Northport, AL
- March 2026 - Narrowed potential locations and begin negotiations

Next Step Actions

- April 2026 - Engage potential design and development consultants to validate cost estimates
- May 2026 - Negotiate with ownership and secure letters of intent for one or more potential properties
- June 2026 - Secure architect partner
- July 2026 - Conduct Phase 1 Environmental and Site Feasibility Studies
- September 2026 - Develop first phase of architect drawings
- November 2026 - finalize drawings for charter school building
- December 2026 - Secure funding for purchase of property and construction of building (approx. \$10,000,000)
 - Funding Sources:
 - Local Funding: \$1-3M (Lower/Upper Estimate)
 - Remaining Financing: Charter School Lenders
- January 2027: Begin construction of charter school building
- June 2028: Substantial Completion Achieved for Charter School Building
- July 2028: Staff Move-In/ & Family/Community Open House
- August 2028: School Opens for 2028-2029 school year

Contingencies: If the potential for the planning joint site fails, Ignite will scale the size of the construction down to the required 35,000 sq/ft.

Element Review

Reviews is not provided

7. Facilities

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide evidence towards securing a safe, up to code, facility to house the school.

Overarching Standard/Criteria: High quality facilities plan that provides for the procurement of a suitable independent facility.

Note: Alabama charter schools may be able to utilize existing public school buildings for charter schools if they are located on the unused facility list.

Evidence needed for addressing the overarching standard:

a) Describe the process used to identify and secure a facility including any brokers or consultants employed to navigate the real estate market, plan for renovations, timelines, financing, etc.

CFCTA is in the initial stages of site selection and acquisition. Given the importance of the launch of this school for the greater workforce region, CFCTA is in partnership with the West Alabama Works, Tuscaloosa Economic Development of Authority, and University of Alabama to secure a central site. Why collaborate in this manner? A centralized site will allow for significant regional investment to support the broader workforce development efforts in Greater Tuscaloosa Alabama. This will make the feasibility of a new build construction much more attainable for all parties involved. It will allow for synergies between the programs and a reduction in the duplication of cost for highly expensive technical training equipment needed for advanced manufacturing. It will also foster collaboration between students, faculty, and staff to accelerate innovation among partners.

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- Total Facility Square Footage Needed: 45,000
- Land Costs: Below Market Land Lease

Evidence: Letter of Support from Property Owner

Facility Acquisition Timeline/Process

Accomplishments to Date

- December 2025- Developed a shared vision with the West Alabama Chamber of Commerce, Tuscaloosa Economic Development Authority , University of Alabama, M (See attached letter of support between educational entities)
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Contingencies: If the potential for the planning joint site fails, Ignite will scale the size of the construction down to the required 35,000 sq/ft.

b) If a facility has been purchased or an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as an attachment. Briefly describe the facility including

location, size, and amenities. Provide, as an attachment, supporting documents providing details about the facility. Charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

A facility has not been purchased. But a potential land location for a building constructo has been identified. See attached.

Proof of Commitment	File name:	Charter Application - Ron Turner.pdf
	Uploaded:	03/13/2026 01:08 PM
	Uploaded by:	Jeremiah Newell
Supporting Documents	File name:	CFCTALandOverview.pptx
	Uploaded:	03/13/2026 01:08 PM
	Uploaded by:	Jeremiah Newell

Element Review

Reviews is not provided

8. Advisory Bodies

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Advisory bodies, including professional organizations, can provide valuable insight to enhance the effectiveness of the governing board and school administration. Applicants are encouraged to consult with these outside bodies, and secure their participation, to strengthen the application. New advisory bodies tied to the school become stakeholders in the success of the institution and should be included in the decision-making process.

Overarching Standard/Criteria: Compelling evidence of the use of advisory bodies to directly and consistently enhance the successful operation of the school.

Evidence needed for addressing the overarching standard:

a) List any existing professional organization or body that will be joined or consulted by the governing board to inform their work.

The governing board of C.A. Fredd Jr. Career and Technical Academy (CFCTA) will engage with several established professional organizations, civic leaders, and regional workforce development entities to inform strategic decision-making, strengthen industry alignment, and ensure that the school's programs respond to the economic and workforce needs of the West Alabama region. These partnerships and advisory relationships will provide guidance on career pathway development, workforce trends, community engagement strategies, and economic development priorities.

The governing board will consult and collaborate with the following organizations and community leaders:

- West Alabama Chamber of Commerce – The Chamber will serve as an important partner in connecting the school to local businesses and employers across the region. Through engagement with the Chamber, the governing board will gain access to employer networks, workforce insights, and regional economic priorities that will inform the development of career and technical education pathways. The Chamber can also assist the school in establishing internships, job shadowing opportunities, mentorship programs, and employer advisory partnerships.
- West Alabama Works – As the region’s primary workforce development organization, West Alabama Works provides critical labor market data, employer partnerships, and workforce pipeline initiatives across multiple industries. The governing board will consult with this organization to ensure that the school’s career pathways align with high-demand occupations and emerging workforce needs across the West Alabama region.
- Tuscaloosa County Economic Development Authority – The governing board will engage with this authority to better understand current and future economic development initiatives within Tuscaloosa County. Collaboration with the authority will help ensure that the school’s programming aligns with industry recruitment, regional workforce expansion strategies, and long-term economic development priorities.
- Woodrow Washington – Commissioner Washington represents District 2 in Northport, the area where the proposed school is planned to be located. Notably, this district contains the only designated Opportunity Zone within Tuscaloosa County, making it a strategically important location for economic development, workforce training, and educational investment. Engagement with Commissioner Washington will help the governing board understand community priorities within the district and explore ways the proposed school can contribute to workforce development and economic revitalization in the Opportunity Zone.
- Ron Turner – Mr. Turner is a local Tuscaloosa business leader and the owner of a senior development company. His experience in business development and community investment provides valuable insight into local economic needs and partnership opportunities. The governing board will consult with Mr. Turner to strengthen connections between the school, local businesses, and workforce development initiatives.

Through collaboration with these organizations and community leaders, the governing board will ensure that CFCTA remains responsive to community priorities, aligned with regional workforce demands, and positioned as a catalyst for educational access, career preparation, and economic development within Tuscaloosa County and the broader West Alabama region.

Advisory Bodies Formed

Advisory Bodies and Councils

C.A. Fredd Jr. Career & Technical Academy will establish several advisory bodies to support the school’s mission, strengthen stakeholder engagement, and provide specialized expertise to school leadership and the Governing Board. These advisory groups will offer guidance and recommendations but will not possess governing authority. Final decision-making authority will remain with the school’s Governing Board.

Employer and Workforce Advisory Council

Because CFCTA is designed as a career-connected learning institution, the primary advisory body will be the Employer and Workforce Advisory Council. This council will ensure that academic programs, career pathways, and credential opportunities remain aligned with regional workforce needs.

Roles and Duties:

The Workforce Advisory Council will:

- Provide guidance on industry-aligned curriculum and credential pathways
- Advise on emerging workforce trends and skill demands
- Support development of internships, apprenticeships, and work-based learning opportunities
- Review program outcomes and recommend improvements
- Assist in identifying equipment, technology, and facility needs for CTE programs
- Support employer partnerships and student career exposure opportunities

Composition:

The council will include representatives from:

- Regional industry partners
- Local employers and business leaders
- Workforce development organizations
- Postsecondary education institutions
- Economic development organizations

Strategy for Achieving Composition:

Members will be recruited through partnerships with local industry, chambers of commerce, workforce boards, and postsecondary institutions. The school will prioritize representation from industries aligned with the school's career pathways.

Reporting Structure:

The Workforce Advisory Council will meet periodically with school leadership and provide recommendations to the Principal and CEO. Leadership will share relevant updates with the Governing Board.

Family and Community Advisory Council

The school will also establish a Family and Community Advisory Council to strengthen communication and engagement between the school and the families it serves.

Roles and Duties:

The council will:

- Provide feedback on school climate, student support services, and communication practices
- Assist with family engagement initiatives
- Provide input on school programs and community partnerships
- Serve as ambassadors for the school within the community

Composition:

Membership will include:

- Parents and guardians
- Community leaders
- Nonprofit partners
- Faith-based or civic organization representatives

Strategy for Achieving Composition:

Parents will be invited to participate through open nominations and outreach to ensure diverse representation reflective of the student population.

Role of Parents and Students:

Parents will play a central role in providing feedback and supporting family engagement activities. As the school matures, student representatives may also participate to provide input on school culture and student experience.

Reporting Structure:

The council will meet regularly with the Principal and provide recommendations that may be shared with the Governing Board as appropriate.

Teacher Leadership Advisory Group

To ensure educator voice in school improvement efforts, the school will establish a Teacher Leadership Advisory Group.

Roles and Duties:

This group will:

- Provide input on instructional practices and professional development
- Review academic initiatives and instructional supports
- Offer feedback on implementation of the school's instructional model
- Support collaborative problem-solving around instructional challenges

Composition:

The group will consist of representative teachers from core academic areas, CTE pathways, and student support roles.

Reporting Structure:

The group will meet with the Principal regularly and provide feedback to the leadership team to support continuous instructional improvement.

Governance Relationship

All advisory bodies serve in a non-governing capacity and function solely to provide guidance, expertise, and stakeholder input. Recommendations from advisory groups will be reviewed by school leadership and, when appropriate, shared with the Governing Board. This structure ensures that stakeholders have meaningful opportunities to inform school programs while maintaining clear governance authority and accountability within the Board.

Through these advisory structures, C.A. Fredd Jr. Career & Technical Academy will strengthen partnerships with families, industry leaders, and educators while ensuring that school programs remain responsive to community needs and workforce opportunities.

Element Review

Reviews is not provided

9. Grievance / Complaint Process

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide documentation for a grievance policy that gives students and parents due process rights.

Overarching Standard/Criteria: Evidence of a useful grievance process for use by parents and students.

Evidence needed for addressing the overarching standard:

a) Explain the process the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. Attach any adopted policies or procedures.

C.A. Fredd Jr. Career & Technical Academy will maintain a formal, tiered grievance process to ensure fair and timely resolution of concerns regarding Board policy, administrative procedures, or school practices.

Step 1: Informal Resolution

Parents or students are encouraged to first address concerns directly with the appropriate staff member. Most issues are expected to be resolved at this level.

Step 2: Administrative Review

If unresolved, a written complaint may be submitted to the CEO. The CEO will acknowledge receipt within five (5) school days and issue a written response within ten (10) school days. If the complaint involves the CEO, it may be submitted to the Board Chair.

Step 3: Governing Board Appeal

If the issue remains unresolved, a written appeal may be submitted to the Governing Board. The Board will review documentation and issue a written determination. The Board's decision represents the final level of internal review.

Due Process Protections

The process ensures:

- Written documentation at each step
- Timely responses
- Impartial review
- Protection against retaliation
- Compliance with FERPA and applicable law

Adopted Grievance Policies and Procedures

File name:

CFCTA Grievance Policies.docx

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Uploaded by:

Jeremiah Newell

Element Review

Reviews is not provided

10. Professional Development

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide details on known professional development policies and procedures, including the position or person responsible for implementing these policies.

Overarching Standard/Criteria: Compelling evidence of a high quality professional development program for staff.

Evidence needed for addressing the overarching standard:

Person Dr. Dominic Combs

Title CEO

b) Discuss the anticipated core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Professional Development Framework

C.A. Fredd Jr. Career & Technical Academy will implement a comprehensive professional development system designed to support effective implementation of the school's instructional model, strengthen teacher capacity, and improve student outcomes. Professional development will be aligned with the school's academic program, the Alabama Teacher Observation Tool (ATOT), and the school's mission of delivering rigorous, career-connected learning experiences.

Core Components of Professional Development

The school's professional development framework will focus on several core components.

Instructional Excellence and Tier 1 Instruction.

Professional development will emphasize high-quality Tier 1 instructional practices, including standards-aligned lesson planning, explicit instruction, differentiation, formative assessment, and strategies for supporting diverse learners. Teachers will receive training on instructional approaches that promote critical thinking, problem-solving, and real-world application of academic content.

Career-Connected and Workforce-Aligned Learning.

Because the school's model integrates career pathways and technical education, professional development will support teachers in connecting academic content to industry-relevant skills and workforce applications. CTE instructors will also receive training aligned with industry standards and credential requirements.

Data-Driven Instruction and MTSS.

Teachers will be trained to analyze student performance data and use formative assessments to guide instructional decisions. Professional learning will support implementation of the school's Multi-Tiered System of Supports (MTSS), ensuring that teachers can identify learning gaps and implement targeted instructional supports.

Culturally Responsive and Trauma-Informed Practices.

Professional development will include training on culturally responsive teaching and trauma-informed approaches to support students from diverse backgrounds and ensure that classroom environments are inclusive, supportive, and academically rigorous.

Professional Collaboration.

Teachers will participate in Professional Learning Communities (PLCs) where they collaboratively review student data, plan instruction, and share best practices. PLCs will serve as an ongoing mechanism for continuous improvement and professional learning.

Internal and External Professional Development

Professional development will be delivered through a combination of internal and external resources. Internal professional development will be led by the Principal, instructional leaders, and experienced teachers. These sessions will focus on instructional strategies, curriculum implementation, data analysis, and school-specific initiatives. Instructional coaching and regular feedback cycles will also be provided to support teacher growth.

External professional development will include participation in workshops, conferences, industry training opportunities, and partnerships with universities or professional organizations. External training will be particularly important for CTE instructors seeking to maintain industry credentials or stay current with workforce practices.

Individualized and Schoolwide Professional Learning

Professional development will include both schoolwide training and individualized support.

Schoolwide professional development will focus on implementing the school's instructional model, strengthening Tier 1 instruction, and ensuring alignment with the school's mission and academic program.

Individualized professional development will be guided by teacher evaluation results and professional growth goals. Teachers may receive targeted coaching, mentoring, or specialized training based on their instructional needs or subject area responsibilities.

Supporting Implementation of the Educational Program

This balanced professional development structure—combining internal coaching, collaborative learning, and external expertise—will ensure that teachers are equipped to effectively implement the school's educational program. By providing sustained professional learning aligned with instructional priorities, the Academy will build a strong instructional culture focused on continuous improvement and student success.

c) Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Pre-Opening Professional Development Schedule and Induction Plan

Prior to the opening of C.A. Fredd Jr. Career & Technical Academy, teachers and instructional staff will participate in a structured two-week professional development and induction program designed to prepare them to effectively implement the school's instructional model, curriculum, and student support systems. This induction period will ensure that all staff understand the school's mission, expectations for high-quality instruction, and the specific components of the career-connected learning model that define the school's design.

Induction Schedule

Week 1: Mission, Instructional Model, and Systems Preparation

Day 1 – School Mission, Culture, and Expectations

- Introduction to the school's mission, vision, and design principles
- Overview of career-connected learning model and student outcomes
- Establishing professional culture, expectations, and staff collaboration structures

Day 2 – Curriculum Overview and Standards Alignment

- Review of Alabama College and Career Ready Standards
- Curriculum scope and sequence for core subjects
- Alignment of instruction to academic and career pathway expectations

Day 3 – High-Quality Tier 1 Instruction

- Evidence-based instructional strategies
- Differentiation and scaffolding strategies
- Integrating formative assessment into daily instruction

Day 4 – Data-Driven Instruction and MTSS

- Student assessment systems and data analysis
- Multi-Tiered System of Supports (MTSS) framework
- Identifying and addressing learning gaps

Day 5 – Classroom Management and School Culture

- Positive behavior supports and classroom management practices
- Establishing routines and expectations
- Trauma-informed and culturally responsive teaching practices

Week 2: Instructional Practice and Career-Connected Learning

Day 6 – Career Pathways and Workforce Alignment

- Overview of career pathways offered by the school
- Integrating workforce competencies into academic instruction
- Industry expectations and credential pathways

Day 7 – Project-Based and Applied Learning

- Strategies for connecting academic content to real-world problems
- Designing project-based learning experiences
- Cross-disciplinary instructional planning

Day 8 – CTE Program and Lab Safety Training

- Industry credential requirements
- Equipment and lab safety procedures
- Supervision and compliance expectations for CTE environments

Day 9 – Lesson Planning and Instructional Practice

- Collaborative lesson planning in professional learning communities
- Development of first instructional units
- Peer feedback and instructional coaching

Day 10 – Final Preparation and Classroom Readiness

- Classroom setup and instructional materials preparation
- Review of operational procedures and student support systems
- Final planning for first weeks of instruction

Preparing Teachers for Unique Aspects of the School Model

Because the school integrates academic instruction with career-connected learning and workforce preparation, teachers will receive specialized training in connecting academic standards to real-world applications and industry-relevant problem solving. CTE instructors will receive additional training aligned with industry credential requirements and lab safety standards.

Teachers will also be prepared to implement the school's data-driven instructional practices, MTSS framework, and culturally responsive teaching strategies, which are essential components of the school's educational design.

Ongoing Support

Following the induction period, teachers will continue to receive support through instructional coaching, professional learning communities, and ongoing professional development throughout the school year. This structured induction process ensures that teachers enter the school year prepared

to implement the school's curriculum, instructional strategies, and student support systems with fidelity.

d) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Professional Development During the School Year

C.A. Fredd Jr. Career & Technical Academy will provide ongoing professional development throughout the school year to support instructional improvement, effective implementation of the educational program, and continuous professional growth for teachers. Professional learning will be embedded into the school calendar, daily schedule, and collaborative planning structures to ensure that teachers have dedicated time for reflection, instructional improvement, and curriculum alignment.

Annual Professional Development Expectations

Teachers will participate in approximately 10–12 days (60–72 hours) of professional development during the school year, in addition to the pre-opening induction program. These professional learning opportunities will include full-day professional development sessions, early-release or dedicated training days, and ongoing collaborative planning time.

Professional development will focus on strengthening instructional practice, improving student outcomes, and supporting implementation of the school's career-connected learning model.

School Calendar and Scheduling

The school calendar will include several designated professional development days throughout the year, typically scheduled before the start of school, at the end of academic quarters, or following major assessment periods. These days will allow teachers to participate in deeper professional learning, curriculum alignment work, and analysis of student performance data.

In addition, the daily schedule will be designed to include regular collaborative planning periods. Teachers will have common planning time with grade-level or subject-area teams at least two to three times per week. This time will be protected within the master schedule and will allow teachers to collaborate without interrupting instructional time for students.

Professional Learning Communities and Common Planning

Teachers will participate in Professional Learning Communities (PLCs) that meet regularly during scheduled collaboration periods. These meetings will typically be used to:

- Analyze student assessment data and monitor progress toward learning goals

- Plan lessons and instructional units aligned with curriculum standards
- Share effective instructional strategies and classroom practices
- Coordinate interdisciplinary projects and career-connected learning experiences
- Identify students who may require additional support through the MTSS framework

PLCs will help ensure that instructional practices remain consistent across classrooms while allowing teachers to learn from one another and improve instruction collectively.

Staffing Structure to Support Professional Learning

The school's staffing structure and leadership team will support professional development through instructional coaching and collaborative planning. School leaders and instructional coaches will facilitate professional learning sessions, provide feedback through classroom observations, and support teachers in implementing new instructional strategies.

This structure ensures that professional development is not limited to occasional workshops but instead becomes an ongoing, integrated component of the school's instructional program.

Element Review

Reviews is not provided

11. Start-Up and Ongoing Operations

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide a timeline of the major tasks needed to open the school with an identification of the responsible individuals.

Overarching Standard/Criteria: Compelling evidence of an effective, high-quality start-up plan that specifies detailed tasks, timelines, and responsible individuals.

Evidence needed for addressing the overarching standard:

Start-up Plan	File name:	CFCTA Start-Up.docx
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b) If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

After Year 1, C.A. Fredd Jr. Career & Technical Academy intends to provide transportation to ensure equitable access for students across Tuscaloosa County, particularly underserved communities (subject to state funding availability) .

Daily Transportation

During the initial year of operation, the school will not offer transportation. After year 1, the school will contract with a licensed third-party transportation provider or establish a partnership agreement with an approved vendor (subject to state funding). Routes will be developed based on enrollment patterns, geographic clusters, and ride-time efficiency.

All drivers will meet Alabama certification requirements, complete background checks, and comply with state safety regulations. Transportation costs are included in the five-year financial projections.

Safety & Compliance

The Academy will ensure:

- Compliance with Alabama transportation regulations
- Vehicle inspection and maintenance standards
- Student conduct expectations
- Incident reporting procedures
- Required insurance coverage

Field Trips, Athletics & Work-Based Learning

For field trips, athletic events, employer visits, and internships, the school will utilize contracted transportation providers or approved charter services. All trips require administrative approval, parental consent, and verified insurance coverage.

Transportation for work-based learning placements will be coordinated through school-provided group transport, approved vendor services, or structured partnership arrangements.

c) Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

C.A. Fredd Jr. Career & Technical Academy will implement a layered safety and security framework to protect students, staff, facilities, and property. The plan integrates trained personnel, controlled access, surveillance technology, emergency preparedness, and CTE-specific safety protocols.

Security Personnel & Supervision

The Principal will designate a School Safety Coordinator responsible for implementing the Emergency Operations Plan (EOP). The school will maintain:

- Controlled front office supervision
- Staff assigned to supervision posts
- Partnership with local law enforcement
- School Resource Officer (if warranted by enrollment and facility size)

All staff will receive annual safety and emergency response training.

Access Control & Visitor Management

- Single secure point of entry during school hours
- Locked exterior doors
- Government-issued ID check-in
- Visitor badge system
- Staff hallway supervision during transitions

Unauthorized access to instructional areas is prohibited.

Security Technology

The school will deploy:

- Interior and exterior surveillance cameras
- Secure alarm system
- Fire alarm and sprinkler systems
- Two-way communication devices

Footage will be securely stored and accessible to law enforcement if needed.

Emergency Preparedness

The Academy will maintain a comprehensive EOP addressing:

- Fire
- Severe weather
- Lockdown/shelter-in-place
- Medical emergencies
- Active threat response
- Hazardous material incidents (CTE labs)

Required safety drills will be conducted in compliance with Alabama law.

CTE Lab Safety

Given the school's workforce focus, additional protocols include:

- OSHA-aligned procedures
- Required personal protective equipment (PPE)
- Equipment inspection schedules
- Safety orientation for students
- Appropriate lab supervision ratios

Property & Asset Protection

- Secured storage for equipment
- Asset tagging and inventory tracking
- Alarm monitoring

d) Provide, as an attachment, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, general liability, commercial property, indemnity, directors and officers, commercial auto (if the school has buses), umbrella liability, and possibly others.

Insurance Coverage	File name:	CFCTA Insurance.docx
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e) Provide, as attachment, the meal delivery plan including a wellness plan.

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Wellness Plan	File name:	CFCTA Meal & Wellness Plan.docx
	Uploaded:	03/13/2026 12:38 PM
	Uploaded by:	Jeremiah Newell

Other Operational or Ancillary
Services

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Element Review

Reviews is not provided

12. Operations Capacity

Reviewer Instructions

Please rate this section using the provided rubric.

Status: Completed

Form Result

Provide details on the implementation team and their expertise to successfully complete the tasks needed to open a high-quality charter school.

Overarching Standard/Criteria: Compelling evidence of an effective capacity to implement the school's operations plan in a quality and effective manner.

Evidence needed for addressing the overarching standard:

a) Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- i) Staffing;
- ii) Fund-raising;
- iii) Financial;
- iv) Marketing and Recruitment;
- v) General operations; and
- vi) Facilities management.

Applicant Team Capacity to Implement the Operations Plan

The leadership team supporting C.A. Fredd Jr. Career & Technical Academy brings substantial experience in school leadership, program implementation, financial management, fundraising, community engagement, and operational oversight. Collectively, the team possesses the expertise necessary to successfully launch and sustain the school while maintaining strong accountability and operational effectiveness.

Staffing

The team includes experienced educational leaders who have successfully recruited, hired, and supported high-quality educators and school personnel. Dr. Dominic Combs brings leadership experience in program implementation and higher education administration, while Dr. Jeremiah Newell

has direct experience founding and supporting charter schools in Alabama. Together, they have experience establishing staffing structures, recruiting mission-aligned educators, and implementing systems for teacher development and evaluation aligned with Alabama's educator effectiveness frameworks.

Fundraising

The team has significant fundraising and grant development experience. Dr. Jeremiah Newell has raised more than \$30 million to support public school innovation, charter school development, and education initiatives. Dr. Combs has extensive experience managing large federal grant portfolios, including National Science Foundation grants, and ensuring compliance with federal reporting and accountability requirements. This experience positions the team to secure and responsibly manage start-up funding and programmatic grants that support the school's mission.

Financial Management

Financial oversight will be supported by experienced leadership and professional financial expertise. The school will work closely with Mr. Chris Arras, CPA, who will serve as Chief Financial Officer through MAEF-supported services. Mr. Arras brings deep experience in public charter school financial management, including multi-million-dollar budgeting, grant compliance, internal control systems, audit preparation, and financial reporting. This expertise ensures strong fiscal management, transparent reporting, and compliance with all state and federal financial requirements.

Marketing and Recruitment

The leadership team also brings experience in community engagement, strategic communications, and student recruitment. Through partnerships with community organizations, workforce partners, and regional networks, the team has experience conducting outreach campaigns that build community awareness and attract prospective students and families. Recruitment strategies will leverage both traditional outreach and community partnerships to ensure broad access and strong enrollment demand.

General Operations

The team's combined experience includes establishing operational systems for schools and education programs, including compliance procedures, staffing structures, student support systems, and data-driven accountability practices. Dr. Combs' work in program evaluation and organizational leadership provides strong capacity for monitoring program effectiveness, implementing continuous improvement systems, and maintaining operational alignment with school goals.

Facilities Management

Facilities planning and oversight will be coordinated by the leadership team in partnership with experienced operational and financial professionals. The team has experience managing school start-up logistics, facility planning, vendor coordination, and compliance with safety and operational requirements. Facilities management will include oversight of building operations, safety procedures,

and maintenance systems to ensure that the school environment supports both academic and career-technical learning.

Collective Capacity

Collectively, the applicant team combines expertise in educational leadership, financial management, fundraising, program evaluation, and operational planning. This blend of skills provides the capacity necessary to successfully implement the Operations Plan, manage public resources responsibly, and ensure that C.A. Fredd Jr. Career & Technical Academy launches with strong systems, clear accountability, and long-term sustainability.

b) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Facilities Acquisition and Management Capacity

The leadership team supporting C.A. Fredd Jr. Career & Technical Academy brings substantial experience in facilities acquisition, renovation, and operational management. This experience significantly reduces the risk associated with school start-up and ensures that the facility supporting the school will be safe, functional, and aligned with the educational program.

A key component of this capacity comes from Dr. Jeremiah Newell's extensive experience managing large-scale education facility projects. Over the course of his career, Dr. Newell has successfully led and overseen more than \$50 million in facility acquisition and renovation projects, representing over 300,000 square feet of renovated educational space. These projects have included the planning, financing, design, renovation, and operational launch of school facilities intended to support innovative educational models.

Through this work, Dr. Newell has developed significant expertise in the full lifecycle of school facilities development, including:

- Facility identification and acquisition
- Negotiation of purchase and lease agreements
- Coordination with architects, engineers, and contractors
- Oversight of renovation and build-out projects
- Compliance with local building codes and safety requirements
- Alignment of facility design with instructional and programmatic needs
- Budget management and capital planning

This experience includes managing projects that required careful coordination between construction teams, education leaders, and community stakeholders to ensure that facilities were completed on schedule and within budget while meeting the operational needs of the school.

In addition to Dr. Newell's leadership, the school will work closely with experienced financial and operational partners to oversee facility budgeting, vendor selection, and long-term maintenance planning. These systems will ensure that the school's facility remains safe, compliant, and well-maintained while supporting both academic instruction and career and technical education programming. Collectively, the leadership team's experience in facilities planning, acquisition, and renovation provides strong evidence that C.A. Fredd Jr. Career & Technical Academy has the capacity to successfully manage the facility development process and maintain high-quality learning environments for students and staff.

Element Review

Reviews is not provided

5. FINANCIAL PLAN AND CAPACITY

Founding a high-quality public charter school in the State of Alabama is complicated by the fact that state and federal funding sources are not available until after the school is open with students attending. Even at this point, certain funding sources require specific conditions to be met for access, meaning a potential delay in funding and/or not being eligible for funding through part of the opening year. This section evaluates the financial resources available to the applicant for successfully navigating the pre-opening period and launching a public charter school. By law, a draft budget for the first five years of operations is required. Act. Ala. Code § 16-6F-7(a)(8)bb (2023).

1. Pre-opening Phase Funding Sources

Status: Completed

Form Result

Provide evidence of revenue streams during the pre-opening period.

Overarching Standard/Criteria: Compelling evidence of revenue sources sufficient to carry the organization through the pre-opening phase until school opening when state and federal funding sources become available

Evidence needed for addressing the overarching standard:

a) Describe the fundraising goals and timeline for the pre-opening phase. Include funding raised for specific purposes (ongoing costs, facility, etc.)

Fundraising Goals and Timeline Narrative

C.A. Fredd Jr. Career & Technical Academy will implement a structured, time-bound fundraising strategy during the pre-opening phase to secure one-time start-up funding and limited implementation support. Fundraising is designed to supplement public revenue and cover non-recurring launch costs; core operating sustainability does not depend on philanthropic revenue.

Pre-Opening Fundraising Goals

The Academy's total pre-opening fundraising target is:

\$1.5 – \$2.5 million in diversified start-up funding.

These funds will support planning year operations, early staffing, CTE lab buildout, professional development, and implementation infrastructure.

Funding Categories and Intended Uses

1. Federal Charter School Program (CSP) Grant

Target: \$1,500,000 – \$2,000,000

Purpose:

- Curriculum and instructional materials
- Technology infrastructure
- CTE equipment and lab setup
- Professional development
- Planning year staffing support
- Community engagement and recruitment

CSP funds are one-time and will not support recurring operating expenses beyond the grant period.

2. Workforce & CTE-Aligned Grants

Target: \$150,000 – \$250,000

Purpose:

- Industry-aligned equipment purchases
- Lab certification and safety compliance
- Credential exam fees
- Work-based learning coordination support

These funds directly support career pathway implementation and employer alignment.

3. Corporate & Industry Partnerships

Target: \$100,000 – \$300,000 (cash and in-kind)

Purpose:

- Equipment donations
- Workforce lab sponsorship
- Internship coordination support
- Career exploration events

Corporate funds may include in-kind contributions such as tools, supplies, or equipment.

4. Foundation & Philanthropic Grants

Target: \$350,000 – \$500,000

Purpose:

- Planning year leadership support
- Advisory and mentorship programming
- Student support services
- Early intervention systems

Foundation funding will focus on innovation programming.

Pre-Opening Timeline

Phase 1: Authorization to 3 Months Post-Approval

- Submit CSP application (if eligible cycle aligns)
- Initiate foundation grant outreach
- Begin corporate sponsorship conversations
- Finalize detailed start-up budget

Phase 2: 6–9 Months Prior to Opening

- Confirm grant awards
- Secure workforce-aligned funding
- Execute equipment procurement plans
- Launch corporate partnership agreements

Phase 3: 3–6 Months Prior to Opening

- Finalize equipment purchases
- Allocate funds to staffing and professional development
- Confirm cash-on-hand requirements
- Publicly communicate funded initiatives

Use of Funds: One-Time vs. Ongoing

Pre-opening funds will primarily support:

- Planning year administrative salaries
- Curriculum and instructional materials
- Technology infrastructure
- CTE lab buildout and safety certification
- Professional development
- Recruitment and community engagement

Recurring costs such as long-term staffing, utilities, and core instructional salaries are funded through projected state and federal allocations and are not dependent on philanthropic revenue.

Liquidity & Cash Position

The fundraising plan ensures sufficient pre-opening liquidity to:

- Cover planning year payroll
- Secure deposits and initial facility costs
- Purchase essential equipment
- Maintain 60–90 days operating reserve at launch

If philanthropic or grant targets are delayed, capital expenditures (particularly CTE equipment) will be phased without jeopardizing operational viability.

Personnel Responsible

Pre-opening fundraising efforts will be led by:

- Dr. Jeremiah Newell (Executive Leadership), who has raised more than \$30 million to support public school innovation and charter start-up initiatives.
- Dr. Dominic Combs (CEO), who will align grant proposals to programmatic priorities and oversee compliance.
- Mr. Chris Arras, CPA (CFO), who will develop grant-aligned budgets and ensure compliance with allowable use requirements.

This leadership structure ensures both development capacity and financial compliance oversight.

Sustainability Assurance

Fundraising during the pre-opening phase is structured to support start-up and capital needs only. The Academy's operating budget remains solvent without philanthropic revenue. No recurring staffing positions are contingent upon speculative fundraising.

Secured Funds Narrative

Dr. Combs through he fellowship with NewSchools for Alabama has secured \$225,000 in financial support through the founders program. With an intended school opening date of 2028, the team will be focused on executing the start-up fundraising plan outlined above.

Evidence of Liquid Assets	File name:	C.A. Fredd -Offer Letter.pdf
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c) Describe all grants/loans the school will apply for to fund ongoing costs during the pre-opening phase. Attach supporting documentation if available.

Funding Leads Narrative

Through MAEF, CFCTA is pursuing multiple funding sources to cover facilities and startup costs, with additional applications pending.

- Secured funding:
 - \$225,000 New Schools for Alabama Fellowship (Awarded)
- Pending funding applications:
 - \$500,000 Charter School Growth Fund (Pending)
 - \$250,000 New Schools Venture Fund (Pending)
- Future funding applications:
 - \$2,000,000 U.S. Department of Education Charter Schools Program
 - \$250,000 New Schools Venture Fund
 - \$2,500,000 Bloomberg Philanthropies
- Facilities Funding:
 - \$5,000,000 - State of Alabama (Revolving Charter Facilities Fund) (Pending Legislative Approval)
- Contingency Plan:
 - If any planned funding is not secured, CFTA will pursue short-term lease agreement alternatives with modular construction to reduce fundraising needs to close the gap.

d) Describe all grants/loans applied for and/or awarded to fund the construction and/or renovation of the school building(s). Please attach evidence of any funds secured.

Construction Funding Narrative

Given the 2028 timeline for opening, the school is undergoing a comprehensive review for best site location and construction project scope; accordingly, none have been applied for or awarded at this time.

e) Describe the fund-raising capacity of the organization during the pre-opening phase. Include information on the personnel involved.

Fund-raising Personnel Narrative

C.A. Fredd Jr. Career & Technical Academy has strong fundraising capacity during the pre-opening phase, supported by experienced executive leadership and established nonprofit infrastructure through MAEF.

Pre-opening fundraising efforts will focus on securing one-time start-up funding to support planning, staffing, equipment, and early implementation costs. Fundraising revenue will supplement—rather than replace—projected public funding.

Leadership & Personnel Involved

Dr. Jeremiah Newell

Chief Operating Officer - Executive Leadership (MAEF-Supported)

Dr. Newell brings significant fundraising and development expertise, having raised more than \$30 million to support public school innovation and charter school start-up initiatives. His experience includes:

- Federal Charter School Program (CSP) grants
- Foundation grant acquisition
- Corporate philanthropy
- Public-private partnerships
- Start-up capital campaigns
- Multi-year grant compliance and reporting

Dr. Newell will lead overall fundraising strategy during pre-opening and oversee grant development and funder cultivation.

Dr. Dominic Combs

Chief Executive Officer

Dr. Combs provides leadership in:

- Large federal grant management
- Program design alignment with funding opportunities
- Grant compliance oversight
- Reporting and evaluation structures

He will support proposal development and ensure alignment between funding sources and implementation priorities.

Mr. Chris Arras, CPA

Chief Financial Officer (MAEF-Supported)

Mr. Arras will support fundraising efforts by:

- Developing grant-aligned budgets
- Ensuring compliance with allowable use requirements
- Establishing financial tracking systems
- Monitoring restricted fund reporting

This ensures that funds raised during pre-opening are properly allocated and compliant.

Pre-Opening Fundraising Strategy

The Academy will pursue diversified start-up funding including:

1. Federal Charter School Program (CSP) funding
2. Workforce development grants aligned to CTE programming
3. Corporate sponsorships from local industry partners
4. Foundation grants supporting career-connected learning
5. Equipment donations and in-kind contributions

Pre-opening funds will be used for:

- Planning year staffing
- Curriculum and technology purchases
- CTE lab equipment
- Professional development
- Community engagement and recruitment
- Facilities preparation

Infrastructure & Capacity

Through MAEF's established nonprofit infrastructure, the Academy benefits from:

- Grant writing expertise
- Established funder relationships
- Financial compliance systems
- Audit-ready accounting structures
- Development reporting systems

This infrastructure significantly reduces fundraising risk during the pre-opening phase.

Sustainability & Risk Mitigation

The Academy's operating budget does not depend on philanthropic funding to remain solvent. Fundraising during pre-opening is structured to support start-up enhancements and one-time implementation costs.

No recurring staffing positions are contingent upon speculative philanthropic revenue.

f) What relationships have been established with local entities who may be able to fund special needs or programs? Describe and provide evidence of any pledges made to the school by community members / businesses / organizations. Include in-kind contributions that may reduce costs.

Local Pledges Narrative

Community Partnerships and Regional Support

The school has begun building relationships with several organizations and institutions across Tuscaloosa, Northport, and the broader West Alabama/Black Belt region. These partnerships focus particularly on workforce development, economic mobility, and access to transportation, which are essential for increasing student access to educational opportunities across the region. While formal pledges have not yet been made, each of the organizations listed below has expressed a willingness to support the school's efforts contingent upon final approval of the school. Support may include collaboration, programmatic partnerships, workforce connections, and in-kind assistance aligned with their respective missions.

Regional Workforce and Economic Development Partners

Black Belt Community Foundation

The Black Belt Community Foundation supports community-driven initiatives that improve educational access, economic opportunity, and community well-being across Alabama's Black Belt region. The foundation has a strong record of investing in programs that strengthen youth outcomes and expand opportunity for historically underserved communities. Their network of philanthropic partners and community leaders could help support student programming, family engagement initiatives, and regional collaboration.

Bridge Builder Friendship Foundation

The Bridge Builder Friendship Foundation focuses on strengthening communities through youth development, education, and civic engagement. The organization's commitment to mentorship and community-building aligns with the school's mission to support students holistically. Potential collaboration includes mentoring programs, youth leadership initiatives, and community engagement opportunities.

Fork in the Road Foundation

The Fork in the Road Foundation focuses on expanding opportunities for youth and families by supporting educational and career pathways. Their emphasis on helping individuals navigate critical decision points in education and career development aligns with the school's commitment to preparing students for postsecondary education and workforce participation. This partnership could support career exposure, mentoring, and pathway development initiatives.

West Alabama Chamber of Commerce

The West Alabama Chamber of Commerce serves as a central hub connecting businesses, industry leaders, and community organizations in the region. Through its extensive business network, the Chamber can help connect the school to local employers, internships, and career exploration opportunities. Their involvement may support career awareness programming, business mentorship, and industry partnerships, particularly for career and technical education initiatives.

Tuscaloosa County Economic Development Authority (TCEDA)

The Tuscaloosa County Economic Development Authority works to attract and support industry growth across the region. TCEDA's partnerships with major employers and economic development initiatives create opportunities for schools to align educational programs with workforce needs. Collaboration with TCEDA could help the school identify high-demand workforce sectors, strengthen career pathways, and build connections with regional employers.

West AlabamaWorks!

West AlabamaWorks! is a regional workforce development initiative that connects education providers, employers, and workforce agencies to strengthen talent pipelines across the region. Their focus on career pathways, workforce alignment, and industry partnerships provides significant opportunities for collaboration. West AlabamaWorks! could support career readiness programming, apprenticeships, internships, and career pathway alignment for students.

Tombigbee Resource Conservation and Development Council (Tombigbee RC&D)

Tombigbee RC&D supports rural and regional development initiatives across West Alabama, including transportation access, community development, and economic opportunity. Their experience with

regional transportation initiatives and infrastructure support may help explore strategies to improve transportation options for students traveling from surrounding communities, increasing equitable access to the school.

Delta Regional Authority (DRA)

The Delta Regional Authority is a federal-state partnership that invests in economic development and infrastructure across the Mississippi Delta region, including parts of West Alabama. The DRA supports initiatives focused on workforce development, transportation infrastructure, and economic mobility. Collaboration with the DRA may help identify opportunities for regional transportation solutions, workforce development programming, and grant-supported initiatives that expand access for students across rural communities.

Transportation and Regional Access

Several of the organizations above have experience supporting regional infrastructure and transportation initiatives, which are particularly important for ensuring equitable access to the school for students living in surrounding rural communities and neighboring counties. These partnerships may help explore solutions such as:

- Coordinated transportation strategies for students across the region
- Partnerships with regional transit initiatives
- Grant opportunities supporting transportation access for rural students

Improving transportation access is a key strategy for ensuring that students from across Tuscaloosa County and the broader West Alabama/Black Belt region can attend the school and participate fully in academic and career preparation programs.

Current Status of Commitments

At this stage, no formal financial pledges have been made by these organizations. However, leaders from each organization have indicated that they are open and willing to support the school's mission and programming contingent upon final approval of the school.

Potential support may include:

- Strategic partnerships related to workforce development
- Connections to regional employers and industry partners
- Mentorship and career exposure opportunities for students
- Transportation and regional access collaboration
- In-kind contributions such as expertise, networking opportunities, and programmatic collaboration

These relationships demonstrate a strong foundation for community collaboration and indicate significant regional interest in supporting educational initiatives that strengthen workforce development and opportunity for students in West Alabama.

State/National Organization Narrative

State and National Partnerships Supporting the Pre-Opening Phase

The school has established relationships with several state, regional, and national organizations and leaders who have expressed interest in supporting the school during its pre-opening phase. These partnerships are particularly focused on STEM education, workforce development, economic mobility, and regional infrastructure, which align with the school's mission to prepare students for future careers and postsecondary opportunities.

At this stage, formal funding commitments are contingent upon final approval of the school. However, the individuals and organizations listed below have either provided written support or verbally expressed willingness to assist with the establishment of the school once authorization is granted. Support may include technical assistance, partnerships, workforce alignment, advocacy, or connections to funding opportunities.

Alabama STEM Council – Dawn Morrison

The school has established a relationship with Dawn Morrison of the Alabama STEM Council, an organization that works to strengthen STEM education across the state by connecting schools with industry partners, workforce initiatives, and educational resources.

The Alabama STEM Council plays a critical role in aligning K–12 education with Alabama's growing STEM workforce needs. Through this relationship, the school may receive guidance on STEM program development, connections to statewide STEM networks, and potential access to resources that support STEM-focused instruction and career pathways.

RAISE (Rural Alliance in STEM Education)

The school has also established a connection with RAISE (Rural Alliance in STEM Education), a national initiative dedicated to expanding STEM learning opportunities in rural communities. RAISE focuses on helping schools implement innovative STEM programming while building partnerships that connect students to real-world applications of science, technology, engineering, and mathematics.

Through this partnership, the school may benefit from technical assistance, program development support, and national networking opportunities that help strengthen STEM instruction and expand opportunities for students in rural and underserved areas.

West Alabama Chamber of Commerce

The West Alabama Chamber of Commerce serves as a key regional organization connecting local businesses, workforce initiatives, and community development efforts. The Chamber's leadership has expressed support for the school's mission to prepare students for regional workforce opportunities.

Through its extensive network of employers and industry partners, the Chamber may assist the school in developing career exploration opportunities, business partnerships, internships, and workforce-aligned programming that support student readiness for employment in high-demand sectors.

Councilman Woodrow Washington

Councilman Woodrow Washington, a respected community leader and elected official in Tuscaloosa, has expressed support for the establishment of the school and its mission to expand educational

opportunities for local students. His involvement reflects strong local leadership interest in initiatives that strengthen education, workforce readiness, and community development. Councilman Washington's support may help strengthen community engagement, local awareness, and connections to municipal resources that benefit students and families.

Developer Ron Turner

Local developer Ron Turner has expressed interest in supporting the establishment of the school and contributing expertise related to development and infrastructure considerations. His involvement may help the school explore facility development opportunities, site planning, and community investment strategies that support long-term sustainability.

This relationship provides access to local development knowledge and potential collaboration related to school infrastructure and community-based investment.

Tuscaloosa County Economic Development Authority (TCEDA)

The school has established a relationship with the Tuscaloosa County Economic Development Authority (TCEDA), which works to attract and support industry growth throughout the region. TCEDA collaborates with major employers and regional workforce initiatives to strengthen economic development in Tuscaloosa County.

Through this partnership, the school may gain access to industry insight, workforce alignment strategies, and connections with major employers to ensure that educational programs reflect the evolving needs of the regional economy.

Delta Regional Authority – Dr. Wiggins

The school has also connected with Dr. Wiggins of the Delta Regional Authority (DRA), a federal-state partnership that invests in economic development, infrastructure, and workforce initiatives across the Mississippi Delta region, including parts of West Alabama.

The DRA supports programs that strengthen economic mobility, workforce development, and community infrastructure. This relationship may provide opportunities to explore grant funding, transportation initiatives, and workforce-aligned educational programs that expand access and opportunity for students in the region.

Office of Congresswoman Terri Sewell – Tiedre Owens

The school has established a relationship with Tiedre Owens of Congresswoman Terri Sewell's office, who serves as a key liaison connecting community organizations with federal resources and initiatives.

Through this connection, the school may receive guidance on federal grant opportunities, community development initiatives, and potential partnerships that support educational innovation and economic mobility within the district.

Maxwell Air Force Base – Patricia Roberson

The school has also connected with Patricia Roberson of Maxwell Air Force Base, whose work involves community partnerships and outreach. This relationship may create opportunities for collaboration related to STEM education, leadership development, and career awareness programs connected to military and defense-related career pathways.

Partnerships with military installations often support student mentoring, STEM exposure, and workforce preparation initiatives, particularly in areas related to engineering, technology, and leadership development.

Status of Commitments

Each of the organizations and leaders listed above has either provided written statements of support or verbally indicated their willingness to assist in the establishment of the school. At present, all commitments are contingent upon the formal approval of the school, after which these partners have expressed interest in exploring opportunities for collaboration, resource sharing, and potential financial or programmatic support.

These relationships demonstrate strong interest from state, regional, and national partners who recognize the potential impact of the school in expanding educational opportunity, strengthening workforce pipelines, and supporting economic growth across West Alabama and the surrounding region.

Donation Narrative

No private funding has been received at this time.

Element Review

Reviews is not provided

2. Pre-opening Phase Cost Estimates

Status: Completed

Form Result

Give details of the anticipated costs during the pre-opening phase.

Overarching Standard/Criteria: Compelling evidence of financial consideration of all major start-up expenses occurring during the pre-opening phase.

Evidence needed for addressing the overarching standard:

a) Provide a cost estimate and supporting documentation for leasing/buying a facility to house the school. Attach any contingent agreement if available.

Facility Narrative

CFCTA is in the initial stages of site selection and acquisition. Given the importance of the launch of this school for the greater workforce region, CFCTA is in partnership with the West Alabama Works, Tuscaloosa Economic Development of Authority, and University of Alabama to secure a central site. Why collaborate in this manner? A centralized site will allow for significant regional investment to support the broader workforce development efforts in Greater Tuscaloosa Alabama. This will make

the feasibility of a new build construction much more attainable for all parties involved. It will allow for synergies between the programs and a reduction in the duplication of cost for highly expensive technical training equipment needed for advanced manufacturing. It will also foster collaboration between students, faculty, and staff to accelerate innovation among partners.

Priority Site: 1500 21st Street; 21 acres; in developed Northport Alabama (please see attached letter of support from property owner).

Option 1: CSCTA Building on at 21st Street Property

Estimated Land Purchase Cost: Below Market Long Term Land Lease of \$2.00 per sq/ft of building

- Total Facility Square Footage Needed: 45,000
- Land Costs: Below Market Land Lease
- Evidence: Letter of Support from Property Owner

Evidence of Facility Costs

File 1

File name: CFCTALandOverview.pptx

Uploaded: 03/13/2026 11:48 AM

Uploaded by: Jeremiah Newell

File 2

File name: Charter Application - Ron Turner.pdf

Uploaded: 03/13/2026 11:48 AM

Uploaded by: Jeremiah Newell

b) Estimate the cost to renovate the identified facility up to code to open a school. Provide evidence to support the analysis.

Renovation Estimate Narrative

Estimated Facility Construction Cost:

- Total Facility Square Footage: 45,000 (desired); 35,000 needed
- Estimated Construction Cost for New Build: \$8,960,000 (\$199 per sq/ft for 45,000 sq/ft)
- Estimated Soft Cost for Construction: \$627,200 for legal, architectural, permitting, developer, and financing fees
- Potential Funding Sources:
 - State of Alabama
 - Federal Appropriations
 - Local Tuscaloosa County Appropriations
 - Remaining Lender Financed through Charter School Facility Lenders
- Evidence: Construction Estimates Attached
- Contingency Plan:
 - If additional funding is required, CFCTA will scale the size of the construction down to the required 35,000 sq/ft, saving \$2 million in cost (23% reduction).

Evidence of Renovation Estimates

File name: CFCTA Construction Budget.xlsx

Uploaded: 03/13/2026 11:48 AM

Uploaded by: Jeremiah Newell

c) Describe the staff positions and estimated salaries and benefits of personnel hired during the pre-opening phase to assist in opening the school.

Pre-opening Staff Narrative

ADMINISTRATIVE STAFF PERSONNEL COSTS			
--	--	--	--

COO			Covered in MAEF contract
Director of Strategy			Covered in MAEF contract
Director of Workforce			Covered in MAEF contract
Director of Human Resources			Covered in MAEF contract
CFO			Covered in MAEF contract
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS		\$ -	
INSTRUCTIONAL PERSONNEL COSTS (Salaries + Benefits)			
CEO		\$ 360,000.00	Hired on June 1 2026
HS Principal		\$ 120,000.00	Hired on July 1 2027
Dean of Teaching and Learning		\$ 50,000.00	Assumes hired April 1 2028
Dean of Students & Operations		\$ 50,000.00	Assumes hired April 1 2028
TOTAL PERSONNEL COSTS		\$ 580,000.00	

d) Estimate the start-up costs of the following

- i) Curriculum
- ii) Furnishings
- iii) Instructional Technology
- iv) Insurance
- v) Community Outreach Programs
- vi) Student Recruitment
- vii) School Safety Requirements (i.e. nSides, storm shelter, if applicable)
- viii) Student Information System (PowerSchool)
- ix) School Compliance Platforms (Cognia, Anvilar)
- x) Child Nutrition Requirements
- xi) Transportation, if applicable
- xii) All other applicable costs

Start-up Costs Narrative

MAEF Services Expense		\$ 250,000.00	Expenses to support administrative/executive services, audit/finance services, business operations services, real-estate over 24 months
Communications/ Recruitment & Engagement Budget		\$ 120,000.00	Development of web, print, radio, television, and social media communications materials and messaging
Contractual		\$ 225,000.00	Contracts to purchase IT, curriculum material, and other paid services to support start-up efforts

Staff Development		\$ 125,000.00	Cost for professional development trainings, conferences, consultants, and meetings
Staff Travel		\$ 37,800.00	Cost for school related travel
Fixtures Furniture and Décor		\$ 100,000.00	Remaining not included in construction budget
			Administrative costs and indirect
TOTAL CONTRACTED SERVICES		\$ 857,800.00	
SCHOOL OPERATIONS			Not applicable before opening
TOTAL SCHOOL OPERATIONS		\$ -	
FACILITY OPERATION, MAINTENANCE, AND EQUIPMENT			
Insurance		\$ 25,000.00	D&O, Liability Insurance
Costs for Technology Equipment		\$ 90,000.00	First installment of Student/Staff Technology
Soft cost of renovations		\$ 627,200.00	Cost of architect, developer, legal, and financing for construction
TOTAL FACILITY OPERATION & MAINTENANCE		\$ 742,200.00	

Evidence of Start-up Costs

File name: CAFREDD_Charter_ Pro Forma v1 2026-03-12.xlsx
Uploaded: 03/13/2026 11:48 AM
Uploaded by: Jeremiah Newell

Element Review

Reviews is not provided

3. Pre-opening Financial Management

Status: Completed

Form Result

Provide guidance on how the revenue sources are sufficient to meet the anticipated costs including verification of timeliness and financial safeguards.

Overarching Standard/Criteria: Compelling evidence that the revenue streams are sufficient to meet the necessary outlays during the pre-opening phase. Compelling evidence of financial systems and processes with strong internal controls used during the pre-opening phase.

Evidence needed for addressing the overarching standard:

a) Given the funding streams and estimated costs described above, rectify and balance the funding streams and cost estimates to ensure that the school enters opening day with a positive balance sheet. Please attach supporting calculations.

Rectifying Income to Costs in Preopening Phase Narrative

Please see supporting documentation for start-up budget as tab in overall financial model in the "start-up" tab

Supporting Calculations	File name:	CAFREDD_Charter_ Pro Forma v1 2026-03-12.xlsx
	Uploaded:	03/13/2026 10:26 AM
	Uploaded by:	Jeremiah Newell

Names

The following individuals are authorized to entire into financial agreements with the approval of the Board of Directors:

Dr. Dominic Combs, CEO

Mr. Chris Arras, CFSO

c) Describe the internal controls used to ensure no unauthorized use of funds. This may include surety bonds, two signature rule, etc.

Financial Controls Narrative

C.A. Fredd Jr. Career & Technical Academy will implement a layered internal control framework designed to prevent unauthorized use of funds, protect public resources, and ensure compliance with state and federal regulations. Controls are governed by Board-adopted financial policies and reinforced through administrative oversight and independent audit review.

1. Segregation of Duties

Financial responsibilities are separated so that no single individual controls authorization, payment processing, reconciliation, and reporting. Authorization, accounting, reconciliation, and oversight functions are assigned to different personnel (e.g., School Leader, CFO, accounting staff), reducing fraud risk.

2. Dual-Signature & Limited Authorization

- Disbursements above a Board-established threshold require two authorized approvals.
- Check-signing authority is limited to designated officers approved by the Board.
- Electronic payments follow dual-authorization protocols.

No individual may authorize and process the same transaction independently.

3. Fidelity Bond Coverage

The school will maintain employee dishonesty (fidelity bond) coverage to protect against theft, fraud, or misuse of funds by employees or agents.

4. Procurement Controls

- Pre-approval required through purchase order system.
- Competitive quotes or RFP required above established thresholds.
- Board approval required for major contracts.
- Conflict-of-interest disclosures required for Board and staff.

5. Bank Reconciliation & Cash Management

- Monthly bank reconciliations prepared and reviewed by the CFO.
- Variances investigated promptly.
- Finance Committee receives confirmation of reconciliation completion.

6. Restricted Fund Accounting

- Federal and grant funds tracked separately within the accounting system.
- Expenditures must align with approved budgets.
- Grant drawdowns reviewed for compliance.

7. Payroll Controls

- Board-approved employment agreements.
- Segregation between payroll preparation and authorization.
- Payroll register review prior to release.
- Direct deposit utilized to reduce check fraud risk.

8. Board Oversight & Audit

- Monthly financial statements reviewed in public Board meetings.
- Finance Committee monitors variances and reserves.
- Annual independent audit includes review of internal controls and compliance testing.
- Corrective action plans required for any audit findings.

9. Ethics & Reporting

The Board will adopt a Conflict of Interest Policy, Whistleblower Policy, and Code of Ethics to provide confidential reporting mechanisms and prevent misconduct.

Financial Policies and Procedures

File name: CFCTA Accounting Manual_v1.docx

Uploaded: 03/13/2026 10:26 AM

Uploaded by: Jeremiah Newell

Element Review

Reviews is not provided

4. Pre-Opening Financial Capacity

Status: Completed

Form Result

Provide evidence that the individuals tasked with opening the school have the relevant financial expertise and no conflict of interest.

Overarching Standard/Criteria: Compelling evidence of individual and collective qualifications and capacity for implementing all aspects of the financial plan successfully.

Evidence needed for addressing the overarching standard:

a) Identify organizational members with expertise in financial management, fundraising and development, and/or accounting and internal controls and describe the level of knowledge.

Organization Members

C.A. Fredd Jr. Career & Technical Academy's administrative leadership team includes individuals with significant expertise in public charter financial management, government accounting, federal grant oversight, fundraising, budgeting, and internal control implementation. Responsibilities are clearly distributed to ensure strong fiscal governance, segregation of duties, and compliance with Alabama Charter Commission requirements.

Mr. Chris Arras, CPA

Chief Financial Officer (MAEF-Supported)

Reports to Executive Leadership; provides monthly financial reports to the Governing Board Finance Committee.

Mr. Arras brings deep technical expertise in public charter school finance, including:

-

- Multi-million-dollar budget oversight and long-range financial planning
- State and federal grant compliance (Title I, IDEA, CSP)
- Government contracting and workforce-aligned funding streams
- Cash flow forecasting and reserve management
- Audit preparation and coordination
- Development and monitoring of internal control systems

As a licensed CPA, he has implemented dual-signature disbursement systems, segregation-of-duties protocols, restricted fund accounting, procurement controls, and monthly variance reporting aligned to GAAP and GASB standards.

Dr. Dominic Combs

Chief Executive Officer

Works in coordination with the School Leader and CFO; accountable to the Governing Board.

Dr. Combs provides executive oversight of financial strategy and compliance, including:

- Management of large federal grant portfolios
- Government accounting compliance
- Grant acquisition and reporting
- Fiscal performance monitoring
- Budget alignment to strategic priorities

His experience ensures financial planning remains aligned to academic and operational goals.

Dr. Jeremiah Newell

Chief Operating Officer - Executive Leadership Oversight Support (MAEF-Supported)

Works in coordination with the CEO and CFO; accountable to the Governing Board.

Dr. Newell brings direct experience founding and operating an Alabama public charter school and implementing financial systems during school launch. His expertise includes:

- State funding formula interpretation
- Charter accountability compliance
- Board-level financial reporting
- Grant acquisition and compliance oversight
- Financial systems implementation

Notably, Dr. Newell has raised more than \$30 million to support public school innovation and start-up initiatives, demonstrating substantial expertise in fundraising, philanthropic development, and public-private partnership cultivation. This experience strengthens the Academy's capacity for strategic development while ensuring that philanthropic revenue remains supplemental—not structural—to operations.

Dr. Shantea Lockett

School Leader (Principal / Head of School)

Reports to the Governing Board; collaborates with CFO.

Dr. Lockett provides site-based fiscal oversight, including:

- Implementing the Board-approved budget

- Aligning staffing to enrollment projections
- Monitoring instructional expenditures
- Reviewing monthly financial reports
- Participating in variance response planning

While not serving as the primary accounting authority, she ensures instructional priorities remain aligned with fiscal discipline.

Collective Capacity

Collectively, the administrative team demonstrates significant expertise in:

- Public charter financial planning and compliance
- Government accounting and audit preparation
- Federal grant management
- Multi-million-dollar fiscal oversight
- Internal control design and monitoring
- Strategic fundraising and philanthropic development

This layered structure—combining CPA-level technical accounting expertise, executive financial oversight, charter launch experience, and proven fundraising capacity—provides compelling evidence that the Academy possesses the financial management expertise necessary to responsibly steward public funds and sustain long-term operations.

b) Disclose any relevant conflict of interest. Consult the Alabama Ethics Law. Ala Code § 36-25-1 through 36-25-30 (1975) and Ala Code § 16-6F-4(16)b.

Conflict of Interest Narrative

There are no relevant conflicts of interest.

Element Review

Reviews is not provided

5. Financial Management Upon Opening

Status: Completed

Form Result

The financial policies and procedures must adhere to those followed by traditional public schools once the school is receiving state and/or federal funds. Please provide evidence of the preparation for this known change in expectations.

Overarching Standard/Criteria: Compelling evidence of effective, high-quality systems, policies and processes for financial planning, accounting, purchasing, and payroll, including establishment and maintenance of strong internal controls and competence for complying with all financial reporting requirements.

Evidence needed for addressing the overarching standard:

Financial Management Narrative

C.A. Fredd Jr. Career & Technical Academy will implement a comprehensive financial management system designed to ensure fiscal integrity, regulatory compliance, transparency, and sustainability. The school's financial operations will be governed by Board-adopted policies and executed through structured administrative procedures.

The Governing Board will formally adopt a Financial Policies and Procedures Manual prior to opening. Key components are summarized below.

I. Financial Planning System

Budget Development Process

The school will implement an annual structured budgeting cycle:

1. Enrollment projections finalized (January–February).
2. Staffing plan aligned to enrollment.
3. Draft budget prepared by administration and CFO.
4. Finance Committee review and revisions.
5. Public Board adoption of budget.
6. Submission to the Alabama Charter Commission.

The budget will include:

- Revenue by source (state, federal, grants, philanthropy).
- Personnel expenditures.
- Programmatic expenditures.
- Facilities costs.
- Reserve allocation.

Quarterly budget-to-actual reviews will be conducted, and material amendments require Board approval.

II. Accounting Systems

The school will utilize a charter-experienced accounting platform capable of:

- Fund accounting (restricted/unrestricted segregation)
- Grant tracking and reporting
- Budget-to-actual reporting
- Accounts payable management
- Payroll integration
- Financial statement generation

The accounting system will comply with:

- Governmental Accounting Standards (GASB)

- Generally Accepted Accounting Principles (GAAP)
- Alabama Charter Commission reporting requirements

Monthly bank reconciliations will be completed and reviewed by the CFO and Finance Committee.

III. Purchasing & Procurement Policies

The Governing Board will adopt a formal Procurement Policy including:

1. Purchasing Authorization Levels

- School Leader may approve expenditures within Board-approved budget limits.
- Contracts above established thresholds require Finance Committee review and Board approval.

2. Competitive Procurement

- Purchases exceeding Board-established dollar thresholds require competitive quotes or formal RFP.
- Vendor selection must document cost, experience, and compliance qualifications.

3. Conflict of Interest

- Board members and staff must disclose conflicts.
- No individual may approve payment to a vendor in which they have a financial interest.

4. Purchase Order System

- All purchases require prior approval through purchase order system.
- Expenditures must align to approved budget codes.

IV. Payroll System

The school will contract with a professional payroll service provider to ensure compliance with:

- Federal and state tax withholding
- W-2 and 1099 reporting
- Retirement contributions
- Benefits deductions

- Unemployment insurance filings

Payroll controls include:

- Written employment agreements approved by the Board.
- Salary schedules aligned to adopted budget.
- Segregation between payroll preparation and payroll approval.
- Payroll register review prior to release of funds.

All payroll records will be maintained in accordance with federal and state requirements.

V. Internal Controls Framework

The Academy will implement layered internal controls to prevent fraud, misuse of funds, and reporting errors.

1. Segregation of Duties

Responsibilities for authorization, processing, reconciliation, and oversight will be separated. No individual will control all aspects of a financial transaction.

2. Dual-Signature Requirement

All disbursements exceeding a Board-established threshold require two authorized approvals.

3. Bank Reconciliation

Monthly bank reconciliations will be completed by accounting staff and reviewed by the CFO.

4. Restricted Funds Tracking

Federal and grant funds will be tracked separately and used solely for allowable purposes.

5. Audit Oversight

The school will engage an independent CPA annually. Any findings will result in a corrective action plan reviewed by the Board.

6. Cash Handling Procedures

If cash is received:

- Dual verification at point of collection.
- Immediate receipting.
- Secure storage.
- Timely deposit.

Cash handling logs will be maintained and reviewed.

VI. Financial Reporting & Compliance

The school will ensure compliance with:

- Alabama Charter Commission financial reporting requirements.
- State Department of Education reporting deadlines.
- Federal grant reporting timelines.
- Single Audit requirements (if applicable).

Reporting structure includes:

- Monthly financial statements presented in public Board meetings.
- Quarterly financial summaries.
- Annual independent audit.
- Public posting of adopted budget and audit report.

VII. Risk Management & Continuous Monitoring

The Finance Committee will meet regularly to:

- Review financial performance.
- Monitor reserves.
- Evaluate variance trends.
- Review vendor performance.
- Ensure compliance with adopted policies.

The Board will conduct an annual review of financial policies to ensure continued alignment with regulatory requirements and best practice.

VIII. Adopted Policies (To Be Attached)

The following policies will be formally adopted examples attached:

1. Financial Policies and Procedures Manual
2. Procurement Policy
3. Conflict of Interest Policy
4. Reserve Policy

5. Cash Handling Policy
6. Travel and Expense Reimbursement Policy
7. Audit Policy
8. Whistleblower Policy

C.A. Fredd Jr. Career & Technical Academy will implement a comprehensive financial management system designed to ensure fiscal integrity, regulatory compliance, transparency, and sustainability. The school's financial operations will be governed by Board-adopted policies and executed through structured administrative procedures.

The Governing Board will formally adopt a Financial Policies and Procedures Manual prior to opening. Key components are summarized below.

I. Financial Planning System

Budget Development Process

The school will implement an annual structured budgeting cycle:

9. Enrollment projections finalized (January–February).
- 10- Staffing plan aligned to enrollment.
.
- 11- Draft budget prepared by administration and CFO.
.
- 12- Finance Committee review and revisions.
.
- 13- Public Board adoption of budget.
.
- 14- Submission to the Alabama Charter Commission.
.
- 15- The budget will include:
.
- 16- Revenue by source (state, federal, grants, philanthropy).
.
- 17- Personnel expenditures.
.
- 18- Programmatic expenditures.
.
- 19- Facilities costs.
.
- 20- Reserve allocation.
.
- 21- Quarterly budget-to-actual reviews will be conducted, and material amendments require Board approval.

II. Accounting Systems

- The school will utilize a charter-experienced accounting platform capable of:
- 22- Fund accounting (restricted/unrestricted segregation)
 - .
 - 23- Grant tracking and reporting
 - .
 - 24- Budget-to-actual reporting
 - .
 - 25- Accounts payable management
 - .
 - 26- Payroll integration
 - .
 - 27- Financial statement generation
 - .
 - 28- The accounting system will comply with:
 - .
 - 29- Governmental Accounting Standards (GASB)
 - .
 - 30- Generally Accepted Accounting Principles (GAAP)
 - .
 - 31- Alabama Charter Commission reporting requirements
 - .
 - 32- Monthly bank reconciliations will be completed and reviewed by the CFO and Finance Committee.

III. Purchasing & Procurement Policies

The Governing Board will adopt a formal Procurement Policy including:

1. Purchasing Authorization Levels

- 33- School Leader may approve expenditures within Board-approved budget limits.
- .
- 34- Contracts above established thresholds require Finance Committee review and Board approval.
- .
- 35-

2. Competitive Procurement

- 36- Purchases exceeding Board-established dollar thresholds require competitive quotes or formal RFP.
- .
- 37- Vendor selection must document cost, experience, and compliance qualifications.
- .
- 38-

3. Conflict of Interest

- 39- Board members and staff must disclose conflicts.
- .

40- No individual may approve payment to a vendor in which they have a financial interest.

41-

4. Purchase Order System

42- All purchases require prior approval through purchase order system.

43- Expenditures must align to approved budget codes.

44-

IV. Payroll System

The school will contract with a professional payroll service provider to ensure compliance with:

45- Federal and state tax withholding

46- W-2 and 1099 reporting

47- Retirement contributions

48- Benefits deductions

49- Unemployment insurance filings

50- Payroll controls include:

51- Written employment agreements approved by the Board.

52- Salary schedules aligned to adopted budget.

53- Segregation between payroll preparation and payroll approval.

54- Payroll register review prior to release of funds.

55-

V. Internal Controls Framework

The Academy will implement layered internal controls to prevent fraud, misuse of funds, and reporting errors.

1. Segregation of Duties

Responsibilities for authorization, processing, reconciliation, and oversight will be separated. No individual will control all aspects of a financial transaction.

2. Dual-Signature Requirement

All disbursements exceeding a Board-established threshold require two authorized approvals.

3. Bank Reconciliation

Monthly bank reconciliations will be completed by accounting staff and reviewed by the CFO.

4. Restricted Funds Tracking

Federal and grant funds will be tracked separately and used solely for allowable purposes.

5. Audit Oversight

The school will engage an independent CPA annually. Any findings will result in a corrective action plan reviewed by the Board.

6. Cash Handling Procedures

If cash is received:

- 56- Dual verification at point of collection.
.
- 57- Immediate receipting.
.
- 58- Secure storage.
.
- 59- Timely deposit.
.
- 60- Cash handling logs will be maintained and reviewed.
.

VI. Financial Reporting & Compliance

The school will ensure compliance with:

- 61- Alabama Charter Commission financial reporting requirements.
.
- 62- State Department of Education reporting deadlines.
.
- 63- Federal grant reporting timelines.
.
- 64- Single Audit requirements (if applicable).
.
- 65- Reporting structure includes:
.
- 66- Monthly financial statements presented in public Board meetings.
.

- 67- Quarterly financial summaries.
- 68- Annual independent audit.
- 69- Public posting of adopted budget and audit report.
- 70-

VII. Risk Management & Continuous Monitoring

The Finance Committee will meet regularly to:

- 71- Review financial performance.
- 72- Monitor reserves.
- 73- Evaluate variance trends.
- 74- Review vendor performance.
- 75- Ensure compliance with adopted policies.
- 76- The Board will conduct an annual review of financial policies to ensure continued alignment with regulatory requirements and best practice.

VIII. Adopted Policies (To Be Attached)

The following policies will be formally adopted examples attached:

- 77- Financial Policies and Procedures Manual

Adopted Financial Policies	File name:	CFCTA Accounting Manual_v1.docx
	Uploaded:	03/13/2026 10:18 AM
	Uploaded by:	Jeremiah Newell

Financial Oversight Roles Narrative

I. Governing Board Responsibilities (Oversight & Fiduciary Authority)

The Governing Board holds ultimate fiduciary responsibility for the financial health and sustainability of the school. The Board does not manage daily transactions but provides strategic oversight and accountability.

Board Responsibilities Include:

1. Budget Approval and Amendments

- Review and adopt the annual operating budget in a public meeting.
- Approve material budget amendments.
- Ensure alignment between enrollment, staffing, and financial projections.

2. Financial Oversight

- Review monthly financial statements and variance reports.
- Monitor cash flow and reserve levels.
- Ensure compliance with reserve policy.
- Oversee long-term financial planning.

3. Contract and Procurement Oversight

- Approve contracts exceeding established thresholds.
- Review and approve financial service provider contracts.
- Ensure adherence to procurement policies.

4. Audit Oversight

- Select and engage independent auditor.
- Receive and review annual audit in public meeting.
- Monitor corrective action plans, if applicable.

5. Policy Adoption

- Adopt financial policies, internal controls, and procurement procedures.
- Establish dual-signature and segregation-of-duties requirements.

6. Compliance and Authorizer Reporting

•

Ensure timely submission of budgets, audits, and required reports to the Alabama Charter Commission.

The Board exercises oversight through its Finance Committee, which conducts detailed review prior to full Board consideration.

II. School Administration Responsibilities (Operational Management)

The school's administrative team is responsible for implementing financial operations in accordance with Board-approved policies and budget.

Administrative Responsibilities Include:

1. Budget Development and Implementation

- Develop the proposed annual budget for Board review.
- Implement approved budget.
- Align staffing decisions to enrollment projections.
- Monitor expenditures to prevent budget overruns.

2. Day-to-Day Financial Operations

- Process accounts payable and receivable.
- Oversee payroll administration.
- Manage cash flow forecasting.
- Maintain accounting records.
- Ensure timely bank reconciliations.

3. Financial Reporting

- Prepare monthly financial statements.
- Provide variance explanations to the Board.
- Monitor grant compliance and restricted fund usage.

4. Internal Control Implementation

- Enforce dual-signature disbursement policy.
- Maintain segregation of duties.
- Ensure proper documentation of expenditures.
- Coordinate with external auditors.

5. Grant Management and Compliance

- Oversee grant drawdowns.
- Ensure compliance with federal and state funding requirements.
- Prepare financial documentation for audit.

Administration may not exceed budget authority or enter into contracts above Board thresholds without prior approval.

III. Clear Distinction Between Governance and Management

Governing Board	School Administration
Adopts annual budget	Drafts proposed budget
Provides fiduciary oversight	Implements budget
Approves major contracts	Manages vendor relationships
Engages independent auditor	Prepares audit documentation
Reviews monthly financial reports	Prepares monthly financial reports
Establishes financial policy	Executes policy
Monitors reserves and sustainability	Manages day-to-day cash flow

The Board governs; the administration manages.

IV. Internal Controls Supporting Role Clarity

The Academy ensures role separation through:

- Dual-signature requirements for disbursements
- Segregation of duties between authorization, processing, and reconciliation
- Finance Committee review prior to full Board action
- Independent annual audit
- Public budget adoption

No single individual has unilateral authority over authorization, payment, and reconciliation processes.

Audit Narrative

1. Independent Auditor Selection

The Board will select an independent auditor to audit the Academy's financial statements for each fiscal year. The Board will select an auditor from a list of candidates recommended by the Board's Audit Committee. The Board will select an auditor from a list of candidates recommended by the Board's Audit Committee.

2. Scope of the Annual Audit

The annual audit will include:

- Financial statement audit in accordance with generally accepted auditing standards (GAAS)
- Review of internal controls over financial reporting
- Compliance testing for state and federal funding requirements
- Review of restricted and unrestricted fund accounting
- Verification of grant expenditures and drawdowns
- Review of payroll, procurement, and disbursement controls

If federal expenditures meet the applicable threshold, a Federal Single Audit will be conducted in accordance with Uniform Guidance.

3. Timeline and Reporting

The Academy will adhere to the following annual audit timeline:

- Fiscal Year End: September 30
- Auditor engagement confirmed prior to fiscal year close
- Fieldwork conducted shortly after year-end
- Draft audit reviewed by administration and Finance Committee
- Final audit presented in public Board meeting
- Audit submitted to Alabama Charter Commission by required deadline

Audit results will be posted publicly on the school's website within 15 business days of Board acceptance.

4. Board Oversight and Governance

The Governing Board Finance Committee will:

- Oversee auditor selection and contract approval
- Review audit findings and management letter
- Monitor corrective action plans (if required)
- Ensure timely submission to the Commission

The full Board will formally accept the audit in a public meeting

5. Corrective Action Procedures

If the audit identifies findings or deficiencies:

- Administration will develop a written corrective action plan within 30 days.
- The Finance Committee will review and approve the plan.
- Progress will be monitored monthly until resolution.

- The corrective action plan will be submitted to the Alabama Charter Commission as required.

The Academy is committed to full transparency and timely resolution of any audit concerns.

6. Administrative and Operational Review

In addition to financial compliance, the annual audit process will evaluate administrative controls, including:

- Segregation of duties
- Procurement compliance
- Payroll controls
- Bank reconciliation procedures
- Grant compliance documentation

This comprehensive review ensures both financial integrity and operational accountability.

Transparency Narrative

C.A. Fredd Jr. Career & Technical Academy is committed to full financial transparency with the Alabama Charter Commission, the public, and the families it serves. The Academy will implement structured public reporting practices consistent with state law and charter best practice.

1. Public Adoption of Annual Budget

The Governing Board will:

- Review and approve the proposed annual operating budget in a public meeting.
- Provide public notice in compliance with the Alabama Open Meetings Act.
- Include the proposed budget in meeting materials available for public review prior to adoption.

The adopted budget will:

- Be posted on the school's website within 10 business days of approval.
- Be submitted to the Alabama Charter Commission in accordance with required timelines.

Any material budget amendments will be approved in public session and similarly posted.

2. Ongoing Financial Reporting

The Academy will ensure continuous financial transparency through:

- Monthly financial statements presented in public Board meetings.
- Budget-to-actual variance reporting.
- Finance Committee updates documented in meeting minutes.
- Quarterly financial summaries included in Board reporting packets.

Board minutes and financial reports will be posted on the school's website in a timely manner.

3. Annual Independent Audit

The Academy will engage an independent CPA firm to conduct an annual financial audit in accordance with:

- Governmental Accounting Standards (GASB)
- Alabama Charter Commission requirements
- Federal Single Audit requirements (if applicable)

The audit report will:

- Be presented to the Governing Board in a public meeting.
- Be submitted to the Alabama Charter Commission by required deadlines.
- Be posted on the school's website within 15 business days of Board acceptance.

Any audit findings will be addressed through a formal corrective action plan reviewed by the Board and submitted to the Commission.

4. Annual Financial Report

In addition to the audit, the Academy will publish an Annual Financial Report summarizing:

- Total revenue by source (state, federal, grants, philanthropy).
- Major expenditure categories.
- Ending fund balance and reserves.
- Enrollment-to-revenue alignment.
- Reserve policy compliance.

This report will be publicly available on the school's website and shared during an annual public meeting.

5. Transparency to the Authorizer

The Academy will provide the Alabama Charter Commission with:

- Adopted annual budget.
- Quarterly financial reports (if required).
- Annual independent audit.
- Corrective action plans (if applicable).
- Any material financial updates required under charter agreement.

The school will respond promptly to any financial inquiry from the Commission.

6. Public Access to Records

The Academy will:

- Maintain financial records in accordance with Alabama public records requirements.
- Respond to lawful public records requests in a timely manner.
- Ensure meeting agendas, minutes, and financial documents are accessible online.

7. Internal Controls Supporting Transparency

Financial transparency is supported by:

- Dual-signature disbursement policy.
- Segregation of duties.
- Monthly bank reconciliations.
- Finance Committee oversight.
- Annual audit validation.

These layered controls ensure that public reporting reflects accurate and verifiable financial data.

Financial Services Narrative

C.A. Fredd Jr. Career & Technical Academy will contract with qualified third-party providers for specialized financial services to ensure compliance, transparency, and operational efficiency. Ultimate fiduciary authority remains with the Governing Board.

All contracts will be approved by the Board and procured in accordance with the school's procurement policy.

1. Business & Back-Office Financial Services

The Academy will contract for business services including:

- General ledger management
- Accounts payable/receivable
- Monthly financial statement preparation
- Bank reconciliation
- Budget-to-actual variance reporting
- Federal grant drawdown support
- Compliance reporting
- Form 990 preparation (if applicable)
- Federal compliance consultation
- Financial policy review
- Payroll processing and direct deposit
- Tax withholding and reporting
- Benefits and retirement deductions
- W-2/1099 preparation

Services may be provided through MAEF's established infrastructure or a charter-experienced provider.

- Ignite will outsource fiscal services to MAEF at an expense equal to or below market rate. MAEF has a track record of providing these services to Alabama public charter schools in South Alabama by supporting both ACCEL Academy and Floretta P. Carson Academy in the same role. This experience positions MAEF to ensure Ignite is prepared to operate with full compliance and best practices at inception. MAEF will provide support in the following areas:

- FISCAL SERVICES:

-

MAEF shall administer a comprehensive accounting system, including all requisite fund accounting and general ledger and accounts payable/receivable modules. The system will be fully compliant with the State of Alabama school accounting laws and procedures and capable of producing standardized reports for financial reporting to the Authorizer and other public agencies as required. The system will be accessible to individuals authorized by the School, state and local entities for review and audit reconciliation. The School shall be responsible for the cost of the comprehensive accounting system and of establishing any local internet connections to access the web-based accounting system from the school site (if applicable).

- MAEF shall provide ongoing regular reporting of fiscal status to the School's board and staff, including attendance at board meetings requiring MAEF participation. The School shall be responsible for timely notifying MAEF of scheduled board meetings at which MAEF attendance is requested, and absent circumstances warranting special/emergency board meetings, timely notification shall be one (1) week in advance.
 - MAEF shall coordinate and assist with the School's budgeting process, including, but not limited to, preparation of the original budget and all interim budgets, revising and discussing with School staff and/or Finance Committee members (if applicable), providing professional advice on actual and projected line item revenues and expenditures, attending budget approval board meetings if needed, and preparation and filing of authorizer-required and State-required budget forms.
 - MAEF shall provide advisory services in relation to the School's monthly cash flow needs, including computation of expected monthly revenues, coordination of expenditure timing to match revenue flow and other services as required.
 - MAEF shall assist the School in developing and implementing a satisfactory system of financial controls to ensure financial stability. School staff is responsible for implementing the accounting and fiscal controls and procedures as outlined in the School's approved policies and procedures.
 - MAEF shall assist the School in establishing and maintaining external bank accounts and will administer and reconcile all banking transactions through the external bank accounts. Accounts will be held in the School's name; MAEF will hold no School bank accounts.
 - MAEF shall work directly with the School's chosen independent auditor regarding the School's annual audit to ensure all necessary financial information is provided in a full and timely manner.
 - MAEF shall coordinate and maintain the financial transactions connected with the capital expansion of the school.
-
- **HUMAN RESOURCES/PAYROLL SERVICES/RISK MANAGEMENT:**
 - MAEF shall assist the School in its development and management of personnel functions, including recruitment and retention of teachers and staff, professional development, performance management, employee compensation and benefits programs, workplace safety standards and disciplinary procedures.
 - MAEF shall provide the School with a comprehensive payroll system, including calculation and payment of all federal and state payroll tax liabilities, Alabama State Teachers' Retirement System and Public Employees' Retirement System contribution calculations and payments (if applicable), and other benefits calculations and payments directly related to payroll processing.
 - MAEF shall assist the School in obtaining any necessary accounts for payroll tax payment and reporting, and shall coordinate payment of federal and state payroll taxes and filing of federal and state payroll tax reporting as the School's reporting agent. Legally, the School is still obligated to ensure timely filing of returns and payment of any taxes due, even if it uses a reporting agent.
 -

MAEF shall work with the School's bank to establish direct deposit of employee pay if the School's bank allows such electronic transactions.

- MAEF shall provide advice at the School's request regarding employee hiring, leave, and termination practices as related to payroll services, including recommending federal and state employment documents.
- MAEF shall assist the School in researching and obtaining appropriate employee benefits and insurance packages, including coordinating between staff and insurance plan providers, and will assist in soliciting alternative providers for better rates and/or services at the School's request. MAEF functions only as a facilitator/advocate on behalf of the School, is not an insurance provider or broker, and receives no commissions or referral fees from third party providers for this assistance to the School.
- MAEF shall assist the School in researching and obtaining appropriate insurance policies for liability, property, workers' compensation, and other insurance necessary for operation of the School and shall assist in soliciting alternative providers for better rates and/or services at the School's request. MAEF functions only as a facilitator/advocate on behalf of the School, is not an insurance provider or broker, and receives no commissions or referral fees from third party providers for this assistance to the School.
- PURCHASING/PROCUREMENT:
 - The School shall be responsible for initial creation and approvals of all purchase orders ("POs"), including inputting such orders into MAEF's purchasing system, using limited access security measures allowing for these functions only. The School is solely responsible for ensuring that all items ordered are suitable for public educational purposes (e.g. non-religious materials). Once POs are approved by the School's authorized staff, the School shall further be responsible for delivering approved POs to vendors (i.e. placing the order). POs and direct bill invoices shall reflect MAEF as the billing address and the School location as the shipping/physical location address. Once the order is received by the School, School staff is responsible for marking items as received in MAEF's purchasing system. MAEF shall match all POs to invoices, prepare and submit all vendor payments, and integrate the accounts payable with Fiscal Services as described in this Scope of Services for payment timing optimization and coordination of purchasing activities to coincide with timing of revenue limit receipts.
 - MAEF shall scan all invoices upon receipt into PDF format, and provide the School with password-protected access to these scanned documents, so that authorized School staff may review all current and prior invoices online (dating back to the first non-implementation month of MAEF provided services under this Agreement).
 - On a monthly basis, and provided the School has adequate cash flow, MAEF shall prepare a payment voucher containing all currently payable invoices that have previously been approved via authorized PO, and shall print all checks (using a pre-set electronic signature image from an authorized signer on the School's main operating bank account built into the blank check stock) and deliver all payments to vendors.
 - On a monthly basis, MAEF shall prepare and deliver a summary and detail warrant register to the School's Board for approval, showing all non-payroll-related payments made in the prior month. Payroll registers and evidence of payroll payments are available at any time for authorized School staff review and a payroll register detail is provided to the School staff with each pay run, but these are not part of the monthly summary and detail warrant register sent to the Board for review and approval.
 - MAEF shall integrate purchasing activities with the School's external banking accounts. Accounts will be held in the School's name.
 - MAEF shall assist the school in developing and approving a fixed asset capitalization policy, clarifying what items constitute fixed assets for accounting purposes. The School shall implement and maintain an updated inventory of fixed and non-capitalized assets based on the approved policy, and shall provide appropriate reporting to MAEF of such inventory in order to coordinate with Fiscal Services as described in this Scope of Services. MAEF shall be

responsible for maintaining the fixed asset register in MAEF's accounting system, computing depreciation and average life, and coordinating such fixed asset register with auditors during the School's annual audit.

- MAEF shall assist in coordinating any competitive bidding activities, when applicable and if requested.
- COMPLIANCE/REPORTING:
 - MAEF shall assist the School in preparing and submitting all state-required attendance reports.
 - MAEF shall assist the School as needed in complying with all necessary federal and state program compliance tracking and reporting, including, without limitation, all free and reduced lunch eligibility and poverty tracking, any special education reporting and any State-mandated testing.
 - MAEF shall assist the School as needed with submitting the tracking and reporting required of the School in the Contract. The School shall be responsible for forwarding any requests for information or submittals received from the Alabama State Department of Education (ALSDE), or other related agencies, to MAEF's offices immediately upon receipt.
 - MAEF, in coordination with outside professionals, as necessary, shall be responsible for preparation or submittal of federal and state income tax forms relating to the School's tax-exempt status, including but not limited to IRS Form 1023, IRS Form 990, FTB Form 3500, and FTB Form 199. MAEF shall timely provide all financial information requested by the School, attorney, or independent auditor to timely complete these filings.
 - MAEF shall prepare and deliver on behalf of the School all required acknowledgements to donors of tax-deductible contributions and all required funding source financial reports on or before their due date.
- CHILD NUTRITION PROGRAM
 - MAEF shall assist the school in meeting all requirements for the Federal Child Nutrition Program as established by the Alabama State Department of Education including, but not limited to, the establishment of an approved application, completion of required CNP paperwork, and maintenance of records and documentation.
- FEDERAL PROGRAMS
 - MAEF shall assist the School in the oversight and delivery of all requirements for Federal Programs including Title I, Title II, Title IV, IDEA, and Perkins as established by the Alabama State Department of Education including but not limited to the development of annual federal plans, Alabama Continuous Improvement Plans, preparation of EGAP 2.0, and maintenance of records and documentation as prescribed by the Alabama State Department of Education.

Anticipated Annual Cost: \$150,000 - 175,000

(Cost varies by enrollment and transaction volume; reflected in the five-year budget.)

2. Independent Audit Services

The Academy will contract annually with an independent CPA firm experienced in Alabama public charter schools and governmental accounting standards (GASB).

Services include:

- Annual financial audit
- Federal Single Audit (if required)
- Uniform Guidance compliance

Anticipated Annual Cost: \$15,000–\$30,000

Audit results will be presented to the Governing Board and submitted to the Commission as required.

Vendor Selection Criteria

Financial service providers will be selected based on:

- Experience serving public charter schools or public education entities
- Knowledge of Alabama funding and compliance requirements
- Familiarity with federal grant regulations
- Competitive pricing
- Strong references
- Ability to support segregation of duties

Contracts exceeding procurement thresholds will require a documented RFP process. Conflicts of interest will be prohibited.

Oversight & Internal Controls

The Finance Committee will:

- Review and approve contracts
- Monitor vendor performance annually
- Review monthly financial reports

Contracted services strengthen internal controls by ensuring:

- Segregation of duties
- Professional accounting compliance
- Independent audit oversight
- Transparent financial reporting

Insurance Narrative

C.A. Fredd Jr. Career & Technical Academy will maintain comprehensive insurance coverage sufficient to indemnify the school, its Governing Board, administrators, staff, and teachers against tort claims and operational risk. Coverage will be secured through a licensed insurer authorized to operate in Alabama and experienced in underwriting public charter schools.

Coverage limits will meet or exceed Alabama Charter Commission requirements and industry best practice for public charter schools.

1. Commercial General Liability Insurance

Coverage for bodily injury, personal injury, and property damage occurring on school premises or during school-sponsored activities.

Minimum Coverage Limits:

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

Coverage includes protection for board members, employees, and volunteers acting within the scope of their duties.

2. Educators Legal Liability / Professional Liability

Coverage for claims arising from alleged negligence, errors, omissions, wrongful acts, or failure in professional services by educators or administrators.

Minimum Coverage Limits:

- \$1,000,000 per claim
- \$2,000,000 aggregate

Coverage includes claims related to:

- Instructional services
- Student supervision
- Special education services
- Disciplinary decisions
- Civil rights allegations

3. Directors and Officers (D&O) Liability Insurance

Coverage protecting Governing Board members and officers from claims arising from governance decisions, fiduciary oversight, and policy actions.

Minimum Coverage Limits:

- \$1,000,000 per claim
- \$2,000,000 aggregate

Defense costs will be included within policy limits.

The school's bylaws will include indemnification provisions to the fullest extent permitted under Alabama law.

4. Employment Practices Liability Insurance (EPLI)

Coverage for employment-related claims including wrongful termination, discrimination, harassment, and retaliation.

Minimum Coverage Limits:

- \$1,000,000 per claim
- \$2,000,000 aggregate

5. Workers' Compensation Insurance

Full compliance with Alabama Workers' Compensation statutes.

Coverage includes:

- Statutory limits for workers' compensation
- Employer's liability coverage of at least:
 - \$1,000,000 per accident
 - \$1,000,000 disease policy limit
 - \$1,000,000 disease per employee

6. Property Insurance

Coverage for school facilities, equipment, furnishings, technology, and CTE lab infrastructure.

Minimum Coverage:

- Replacement cost coverage for building and contents
- Business interruption coverage for at least 12 months of operating expenses

Coverage limits will be based on appraised replacement value of facilities and CTE equipment.

7. Commercial Automobile Liability (If Applicable)

If the school owns, leases, or operates vehicles:

Minimum Coverage Limits:

- \$1,000,000 combined single limit per accident

Applies to transportation for school-sponsored activities and work-based learning as applicable.

8. Sexual Abuse and Molestation Coverage

Coverage specifically addressing abuse and molestation claims.

Minimum Coverage Limits:

- \$1,000,000 per occurrence
- \$2,000,000 aggregate

This policy will require:

- Background checks for all staff and volunteers
- Mandatory reporting training
- Clear supervision protocols

Additional Insured & Certificate Requirements

The Charter Commission (if required), facility landlord (if leased), and other appropriate parties will be named as additional insureds where contractually required.

Certificates of insurance will be provided annually and upon renewal.

Risk Management & Claims Oversight

The Academy will implement proactive risk management measures including:

- Mandatory background checks for all employees and volunteers
- Annual safety training
- CTE lab safety protocols and equipment certification
- Work-based learning supervision agreements
- Incident reporting and documentation procedures

Element Review

Reviews is not provided

6. Budgeting in Opening Year and Beyond

Status: Completed

Form Result

By law, a start-up and five-year budget plan with clearly stated assumptions is required. Act. Ala. Code § 16-6F-7(a)(8)bb (2023)

Overarching Standard/Criteria: Compelling evidence of balanced revenue streams and cost estimates during the first year of operation with projections into the first five years of operations

Evidence needed for addressing the overarching standard:

a) Submit the Comprehensive Five-Year Budget Summaries for minimum, target, and maximum enrollment levels included in the attached Budget Workbook. In developing the budget, please use the per-student revenue projections provided by ALSDE and include the anticipated carryover from the pre-opening year. Applicants may substitute another budgeting spreadsheet in place of the one provided here as long as all information is included.

Budget Workbook	File name:	CAFREDD_Charter_ Pro Forma v1 2026-03-12.xlsx
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	Uploaded by:	Jeremiah Newell

b) As an attachment, present a clearly stated budget narrative of assumptions and revenue estimates. Include the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). The narrative should include, but is not limited to, the following sections:

i) Anticipated Governmental Funding Sources: Use the figures provided by ALSDE in developing your assumptions for per-student revenue. Include any governmental grants. Include site-based/fixed governmental funds.

ii) Anticipated Non-governmental Funding Sources: Indicate the amount and sources of funds, property or other resources expected upon opening to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

iii) Anticipated Major Expenses: Describe the expected major expenses, which should include facility costs and personnel, and how to limit these expenses if revenue does not meet projections.

iv) Debt Service: If any loans are anticipated during the pre-opening phase or the first few years of operations, describe the plans for repaying this debt including a description of the payment schedule.

v) Contingency Plan: Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Budget Narrative	File name:	CFCTA Budget Narrative.docx
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Cashflow Plan

The five-year cash flow plan, attached as a supplemental document, outlines the academy's financial trajectory from start-up through full enrollment capacity. Key components include:

- Year 1: Start-Up and First-Year Operations
 - Revenue: ALSDE per-pupil funding, start-up grants, early-stage philanthropic contributions.
 - Expenses: Facility lease, initial staffing, technology infrastructure, student recruitment initiatives.
 - Cash Flow Strategy: Maintaining a 2-month operating reserve to cover unforeseen expenses.
- Years 2-3: Growth Phase
 - Revenue: Increased per-student funding as enrollment expands.
 - Expenses: Scaling instructional staff, expanding career-connected learning opportunities.
 - Cash Flow Strategy: Diversification of funding sources, including industry sponsorships.
- Years 4-5: Full Enrollment and Stability
 - Revenue: Stabilized state funding, strengthened industry partnerships.
 - Expenses: Sustaining quality programming, staff professional development, expanding dual-enrollment pathways.
 -

Cash Flow Strategy: Building an operational cash reserve to support long-term sustainability.

The cash flow projections demonstrate the academy's financial sustainability, responsible fiscal management, and alignment with Alabama charter school funding policies.

Element Review

Reviews is not provided

7. Financial Management Capacity Upon Opening

Status: Completed

Form Result

Provide evidence that the individuals, if known, tasked with handling the financial aspects of an open school have the relevant expertise.

Overarching Standard/Criteria: Compelling evidence of individual and collective qualifications and capacity for implementing all aspects of the financial plan successfully.

Evidence needed for addressing the overarching standard:

School Financial Leadership Capacity Narrative

C.A. Fredd Jr. Career & Technical Academy's administrative team includes leaders with demonstrated expertise in public charter finance, grant management, budgeting, accounting oversight, and internal control systems. Financial management responsibilities are distributed strategically to ensure appropriate segregation of duties and compliance with state and federal requirements.

1. Mr. Chris Arras, Chief Financial Officer (CFO)

Role: Chief Financial Officer (MAEF-supported)

Reporting Structure: Reports to Executive Leadership and provides monthly reports to the Governing Board Finance Committee.

Level of Expertise

The CFO brings extensive experience in:

- Public charter school budgeting and financial planning
- Multi-million-dollar budget oversight
- State and federal grant compliance (Title I, IDEA, CSP)
- Government contracting and workforce-aligned funding streams
- Cash flow forecasting and reserve management
- Audit preparation and coordination
- Development and monitoring of internal control policies

The CFO has direct experience implementing:

- Dual-signature disbursement systems
- Segregation of duties protocols
- Restricted vs. unrestricted fund accounting
- Procurement policy compliance
- Monthly variance reporting to boards

This role ensures daily financial operations are professionally managed and compliant with Alabama Charter Commission requirements.

2. Dr. Jeremiah Newell, Executive Leadership (Chief Operating Officer / Network Support)

Role: Executive Leadership

Reporting Structure: Works in coordination with the CEO, School Leader and CFO; accountable to the Governing Board.

Level of Expertise

Executive leadership brings direct experience founding and operating an Alabama public charter school, including:

- State funding formula interpretation
- Accountability framework compliance
- Board-level financial reporting
- Charter performance monitoring
- Grant acquisition and compliance oversight
- Financial systems implementation during school launch
- Philanthropic fundraising

This experience significantly reduces start-up risk and ensures that financial systems are implemented correctly during pre-opening and Year 1 operations.

Executive leadership also provides strategic fundraising and development oversight, including:

- Corporate partnership cultivation
- Foundation grant strategy
- Workforce sponsorship development
- Donor engagement coordination

Importantly, philanthropic and development revenue remains supplemental and is not required for core operational sustainability.

3. Dr. Dominic Combs (CEO/Head of School)

Role: Site-Based Financial Oversight

Reporting Structure: Reports to Governing Board; collaborates with CFO.

Level of Expertise

The School Leader will be responsible for:

- Site-based budget implementation
- Staffing allocations aligned to enrollment
- Monitoring instructional and programmatic expenditures
- Ensuring compliance with approved budget parameters
- Reviewing monthly financial reports

Internal Controls & Financial Governance Structure

The administrative team operates within a structured internal control framework that includes:

- Dual-signature requirement for disbursements
- Segregation of duties between authorization, processing, and reconciliation
- Monthly financial reconciliation
- Finance Committee review
- Annual independent audit
- Procurement threshold approval process
- Restricted fund tracking

The CFO oversees day-to-day accounting systems, while the Governing Board maintains fiduciary oversight. The School Leader implements budget decisions within approved limits.

This separation ensures no single administrator controls authorization, processing, and reconciliation functions.

Fundraising and Development Capacity

Administrative leadership includes demonstrated experience in:

- Foundation grant development
- Corporate sponsorship solicitation
- Workforce-aligned funding partnerships
- Philanthropic donor stewardship

Development revenue is structured to:

- Support innovation and equipment acquisition
- Enhance workforce programming
- Supplement (not replace) recurring state funding

No recurring staffing expenses depend on philanthropic revenue after Year 3.

Board Financial Leadership Capacity Narrative

C.A. Fredd Jr. Career & Technical Academy's proposed Governing Board includes members with demonstrated expertise in financial management, corporate finance, nonprofit development, banking, accounting oversight, and internal controls. Collectively, the Board brings deep experience managing complex budgets, overseeing audits, ensuring regulatory compliance, and securing philanthropic and corporate support.

Governing Board Expertise and Alignment with School Needs

The Founding Governing Board of C.A. Fredd Jr. Career & Technical Academy reflects strong ties to Alabama's education systems, workforce development initiatives, industry leadership, and community engagement networks. Each board member contributes expertise in a specific area that supports the school's mission of preparing students for college, careers, and workforce opportunities across Tuscaloosa, West Alabama, and the Black Belt region.

Workforce Development and Postsecondary Education

Dr. Natalie Thornton – Alabama Community College System

Dr. Natalie Thornton brings extensive expertise in workforce development and postsecondary education through her leadership within the Alabama Community College System. Her work focuses on aligning workforce education with labor market demands across Alabama. Dr. Thornton provides valuable insight into credential attainment, technical training pathways, and dual enrollment opportunities that connect high school students to postsecondary education and high-demand careers. Her experience ensures that the Academy's career pathways align with statewide workforce strategies and provide students with clear transitions into community college programs, apprenticeships, and industry-recognized certification programs.

Career and Technical Education and Workforce Opportunity

Dr. Jeremy W. Bohonos – National CTE and Workforce Opportunity Scholar

Dr. Jeremy W. Bohonos contributes nationally recognized expertise in career and technical education policy and workforce Opportunity. His research focuses on expanding access to high-demand careers for students in rural and economically distressed communities, particularly in regions such as Alabama's Black Belt. Dr. Bohonos provides research-based insight into how educational systems can address structural barriers to opportunity while building strong CTE programs aligned with labor market needs. His expertise supports the design of inclusive career pathways that ensure students

from underserved communities have equitable access to workforce opportunities and economic mobility.

Industry and Corporate Leadership

Mark Drake – Senior Executive, L'Oréal USA

Mark Drake brings critical industry and corporate leadership expertise to the board through his senior executive role with L'Oréal USA. His experience in advanced manufacturing and corporate operations provides valuable insight into employer expectations, workplace standards, and industry workforce needs. Mr. Drake's knowledge helps ensure that the Academy's career pathways reflect real-world industry practices and that students develop the technical skills, professional behaviors, and problem-solving abilities necessary to succeed in modern workplaces. His industry perspective strengthens the school's ability to align training programs with employer needs and workforce readiness expectations.

Community Engagement and Regional Development

Aubrey Carter – Community Relations Manager, Alabama Power

Aubrey Carter brings deep community engagement expertise and longstanding relationships throughout Alabama's Black Belt region. As Community Relations Manager for Alabama Power, he works closely with local leaders, schools, workforce agencies, nonprofit organizations, and community stakeholders to support education, economic development, and community well-being. Based in Selma, Mr. Carter's work connects regional institutions with resources that strengthen local communities. His understanding of the social, economic, and historical context of the Black Belt provides valuable local insight and ensures that the Academy remains responsive to the needs and priorities of the communities it serves.

Postsecondary Workforce Pathways and Educational Mobility

Dr. Abigail Carter – Alabama Community College System

Dr. Abigail Carter contributes additional expertise in workforce-aligned education through her leadership within the Alabama Community College System. Her work focuses on strengthening pathways that connect secondary education, technical training, and workforce credentialing opportunities. Dr. Carter's knowledge of workforce education systems ensures that the Academy's programs remain aligned with evolving labor market needs and that students graduate with both academic preparation and industry-recognized credentials that support long-term economic mobility.

Collective Strength of the Governing Board

Together, the Founding Governing Board combines expertise in workforce development, career and technical education, industry leadership, community engagement, and postsecondary education systems. This diversity of experience ensures that C.A. Fredd Jr. Career & Technical Academy is guided by leaders who understand both the educational and economic needs of the region.

Their collective knowledge of Tuscaloosa, West Alabama, and Alabama's Black Belt ensures that the Academy is not simply implementing a generic educational model, but is instead building a school designed specifically to serve the workforce and community needs of the region. Through this combination of academic insight, industry experience, and community leadership, the board is well positioned to guide the school's development, build strong partnerships, and ensure long-term success for students and families.



Element Review

Reviews is not provided

6. EXISTING OPERATORS

By law, additional expectations and evidence are required for those applicants who are existing operators, defined as representing a nonprofit organization which currently:

- Have one or more schools in operation nationwide which have been in operation for more than one full school year; or
- Intend to employ an educational service provider with one or more schools in operation for more than one full school year.

For applicants meeting this definition please provide the following supplementary information regarding the performance of the existing schools in the portfolio. Ala. Code § 16-6F-7(a)(10) and Ala. Code § 16-6F-7(a)(11).

All Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs) are considered existing operators.

1. Growth Plans

Status: Completed

Form Result

Growth Plans Narrative

N/A

Changes for Alabama Narrative

N/A

Element Review

Reviews is not provided

2. Portfolio Summary

Status: Completed

Form Result

Provide details on the organization's portfolio of schools and history of proven success.

Overarching Standard/Criteria: Compelling evidence of how the organization's past performance will translate to success in Alabama.

Evidence needed for addressing the overarching standard:

a) Provide, as an attachment, evidence of a track record of success serving similar student populations through a summary of academic, financial and organizational success for the organization's portfolio of schools. Discuss portfolio performance on the whole, relative to performance on the relevant authorizer, district, or state accountability plan(s) and/or state assessments. Performance on State Test or ACT/SAT is also acceptable. Include all currently open and operating schools in the portfolio.

Portfolio Summary

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Element Review

Reviews is not provided

3. Revocation History

Status: Completed

Form Result

Provide details on the organization's history of which have closed.

Overarching Standard/Criteria: Compelling evidence of how the organization's past performance will translate to success in Alabama.

Evidence needed for addressing the overarching standard:

a) Disclose information on any of the organization's portfolio of schools that have been closed or non-renewed or have had charters that were revoked.

Text

This section does not apply to C.A. Fredd Jr. Career & Technical Academy

Element Review

Reviews is not provided