



Building Alternatives Charter School

To: Mr. Jack Christie, D.C.
Chairman, State Board of Education
Texas Education Agency

From: Conrad J. Lindemann
Chairman, Board of Directors
George Gervin Youth Center

Date: April 3, 1996

Subject: Application of "Building Alternatives Charter School", a proposal for a charter school for dropouts in San Antonio developed by the George Gervin Youth Center

We appreciate this opportunity to provide to the State Board of Education the application developed by the George Gervin Youth Center to establish the Building Alternatives Charter School in San Antonio for dropouts, juvenile offenders and other at risk youth. We hope this application can be considered during the April, 1996 Board Meeting. The wait on submitting the Impact Statements for this application was due to the recent opening of our new training /classroom facility (*please see enclosed newsclip*).

This new youth center at 6903 Sunbelt Drive in San Antonio will provide the home for our proposed Building Alternatives Charter School, if our charter is approved by the Board of Education. This is a state-of-the-art training facility with over 19,700 square feet including a modern Woodworking Shop, Computer Training Lab and other vocational skills facilities.

The Education Program of the Building Alternatives Charter School offers an innovative design, modeled after our nationally recognized "Youthbuild San Antonio" Program, which includes both remedial education and an employment-based vocational curriculum. It is designed to provide the academic, pre-employment, and interpersonal skills dropouts will need to transition into jobs with career potential, further education opportunities, or further job skill training. Placement and extensive Follow Up are essential components in our proposed Charter School program.

The Charter School curriculum will also be incorporated into the San Antonio School-to-Work Partnership which will be administered by the George Gervin Youth Center. As an

integral part of the Charter School's program, our students will be regularly placed in work-based learning sites developed through our agency's existing School-to-Work employer network with the Greater San Antonio Chamber of Commerce, the San Antonio Hispanic Chamber of Commerce, the Alamo City Chamber of Commerce, and the South San Antonio Chamber of Commerce.

Methods of Instruction: A major strategy within this task-oriented, goal-directed model is to create an environment of caring, acceptance and equality. This is facilitated by the instructors, and a positive peer culture (support group) develops among the youth in each school term. A low student/staff ratio; individualized basic education instruction; supplemental social, recreational and support services and a clear reward system; weekly needs-based stipends (paid through a private supporting grant); school academic credit; a formal graduation ceremony; and receipt of certification of proficiency or a more advanced portable credential are all motivators to successfully complete the program.

In the proposed Building Alternatives Charter School Education Program, youth dropouts will be provided with a number of opportunities through which they can see themselves as successful. These experiences allow the student to share the realization that she or he did something and did it well. This is augmented by the knowledge that the work they are doing has true value.

The Building Alternatives Educational Program will also encourage all students to continue at the Charter School until they have acquired sufficient skills and education to earn a portable credential, such as a Certificate of Skills Mastery, a Pre-Apprenticeship Certificate or other certification which will facilitate entry to training for an Apprenticeship or Internship in the student's chosen Career Path.

While the construction trades and homebuilding work-based learning sites will be an integral component of the Charter School's first term of operation, a variety of hands-on career exploration sites will be developed. As its career exploration program develops in cooperation with the Texas School-to-Work program, the Building Alternatives Charter School will target career paths in the telecommunications and broadcast industry, construction trades, hospitality, health care, laboratory sciences, insurance, banking and financial services, law enforcement and other public service professions. The development of these additional career paths available in the San Antonio labor market will build on the extensive research and development by the Alamo Tech Prep Consortium and the Texas State School-to-Work System.

Attendance: The incentives of involvement in the intensive Building Alternatives program as well as the provision of supportive services and stipends for attendance is expected to result in an attendance record of 80 to 90 percent.

The Charter School Year will have three consecutive terms with each consisting of a comprehensive 12-week intensive education program with 432 hours of instruction and up to 120 hours of follow up support for all graduating students.

New center dedicated for helping those at risk

By JIM PRICE

EXPRESS-NEWS STAFF WRITER

With plans to build 14 homes for low-income families and open an alternative school for dropouts, the George Gervin Youth Center looked to the future Wednesday by dedicating its new home.

More than 300 people attended the ceremony at 6903 Sunbelt Drive South, for the center founded in 1989 by ex-Spur and Basketball Hall of Famer George Gervin.

The 19,766-square-foot home — nine times bigger than its predecessor — houses the organization dedicated to assisting at-risk youths, adults and families.

Youth Build, a program that began last month, will teach 20 dropouts aged 16-24 a variety of building trades by Nov. 31.

The male and female students also will build 14 homes by the end of their training.

While the U.S. Department of Housing and Urban Development requires that dropouts constitute 70 percent of the students, center Executive Director Barbara D. Hawkins said: "We're committed to do 100 percent dropouts."

The center also has applied to the Texas Education Agency for certification to operate an alternative school for 100 dropouts, aged 14-19, beginning in August.

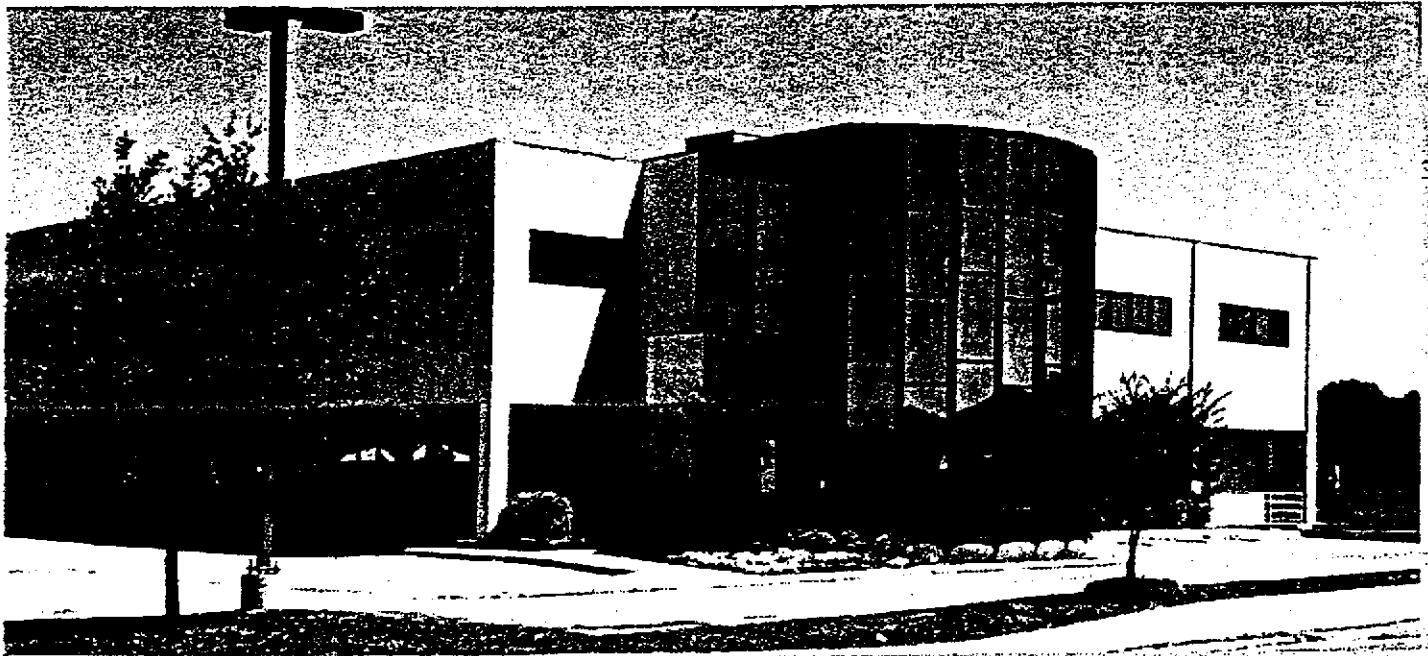
The center is targeting five school districts — Alamo Heights, Judson, North East, Northside and San Antonio.

Hawkins, Gervin's sister, and Conrad Lindemann, center board chairman, are confident of approval from the TEA for the school to be conducted at the Northeast Side location.

The center also operates other programs at other sites, ranging from drug abuse to a shelter for pregnant teens or homeless mothers with children.

With support from more than 50 small and large businesses, local law enforcement and firefighters and government funds, the center wages a war to make a difference in the lives of many San Antonians, officials said.

San Antonio, Texas



To be completed by TEA:

Date of Receipt by TEA: _____

Date of SBOE Review: _____

Approved

Not Approved

Beginning Date of Operation:

Application for Approval of an Open-Enrollment Charter

Instructions: Submit completed application with the proposed charter and assurances signed by the Chief Operating Officer of the School and the signed parent/guardian petition to the Texas Education Agency, Document Control Center, 1701 North Congress Ave., Austin, Texas 78701. For assistance, contact the Office of Accountability at (512) 463-9716.

Chief Operating Officer

of Proposed Charter: Richard Lantry Title: Program Director

Name of Sponsoring Entity: George Gervin Youth Center, Inc.

Sponsor Address: 6903 Sunbelt Drive South City: San Antonio

Zip: 78218 Phone Number: (210) 804-1786 FAX: (210) 804-1469

Name of Proposed Charter: Building Alternatives Charter School

Charter Address: 6903 Sunbelt Drive South City: San Antonio

Zip: 78218 Phone Number: (210) 804-1786 FAX: (210) 804-1469

Grade Levels: 9-12 Expected Initial Enrollment: 75 Projected Total Enrollment: 100

The charter will serve an area that is geographically:

(Check all that apply.)

☒ urban ☒ suburban ☐ rural

If the proposed charter will serve any special populations, indicate the approximate percentage of the student population to be served in as many of the following categories as are applicable:

 pre-kindergarten 10% special education 1% migrants
80% economically disadvantaged 5% limited English proficient 80% recovered dropouts
20% at risk of dropping out 25% pregnant or parent students
40% other: criminal justice history youth

The applicant is an "eligible entity" under the following category (check one):

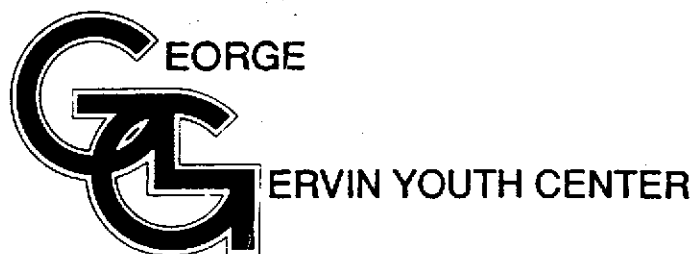
 an institution of higher education as defined under TEC, Section 61.003;
 a private or independent institution of higher education as defined under TEC, Section 61.003;
XX an organization that is exempt from taxation under 26 U.S.C. Section 501(c)(3); or
 a governmental entity.

The facility to be used for an open-enrollment charter school is a facility of:

 a commercial entity ☒ a non-profit entity a school district

Identify the entity that owns the facility: George Gervin Youth Center, Inc.

If the entity that owns the facility does not operate it, who does? same



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The Education Program of the Building Alternatives Charter School offers an innovative design, modeled after our nationally recognized "Youthbuild San Antonio" Program, which includes both remedial education and an employment-based vocational curriculum. It is designed to provide the academic, pre-employment, and interpersonal skills dropouts will need to transition into jobs with career potential, further education opportunities, or further job skill training. Placement and extensive Follow Up are essential components in our proposed Charter School program.

The Charter School curriculum will also be incorporated into the San Antonio School-to-Work Partnership which will be administered by the George Gervin Youth Center. As an

integral part of the Charter School's program, our students will be regularly placed in work-based learning sites developed through our agency's existing School-to-Work employer network with the Greater San Antonio Chamber of Commerce, the San Antonio Hispanic Chamber of Commerce, the Alamo City Chamber of Commerce, and the South San Antonio Chamber of Commerce.

Methods of Instruction: A major strategy within this task-oriented, goal-directed model is to create an environment of caring, acceptance and equality. This is facilitated by the instructors, and a positive peer culture (support group) develops among the youth in each school term. A low student/staff ratio; individualized basic education instruction; supplemental social, recreational and support services and a clear reward system; weekly needs-based stipends (paid through a private supporting grant); school academic credit; a formal graduation ceremony; and receipt of certification of proficiency or a more advanced portable credential are all motivators to successfully complete the program.

In the proposed Building Alternatives Charter School Education Program, youth dropouts will be provided with a number of opportunities through which they can see themselves as successful. These experiences allow the student to share the realization that she or he did something and did it well. This is augmented by the knowledge that the work they are doing has true value.

The Building Alternatives Educational Program will also encourage all students to continue at the Charter School until they have acquired sufficient skills and education to earn a portable credential, such as a Certificate of Skills Mastery, a Pre-Apprenticeship Certificate or other certification which will facilitate entry to training for an Apprenticeship or Internship in the student's chosen Career Path.

While the construction trades and homebuilding work-based learning sites will be an integral component of the Charter School's first term of operation, a variety of hands-on career exploration sites will be developed. As its career exploration program develops in cooperation with the Texas School-to-Work program, the Building Alternatives Charter School will target career paths in the telecommunications and broadcast industry, construction trades, hospitality, health care, laboratory sciences, insurance, banking and financial services, law enforcement and other public service professions. The development of these additional career paths available in the San Antonio labor market will build on the extensive research and development by the Alamo Tech Prep Consortium and the Texas State School-to-Work System.

Attendance: The incentives of involvement in the intensive Building Alternatives program as well as the provision of supportive services and stipends for attendance is expected to result in an attendance record of 80 to 90 percent.

The Charter School Year will have three consecutive terms with each consisting of a comprehensive 12-week intensive education program with 432 hours of instruction and up to 120 hours of follow up support for all graduating students.

Building Alternatives Charter School

**Application to the Texas Education Agency
to establish a Charter School in San Antonio
developed by the George Gervin Youth Center
6903 Sunbelt Drive South
San Antonio, TX 78218
Conrad J. Lindemann, Chairman of the Board**



Programs of the George Gervin Youth Center include youth training, remedial education, mentoring, tutoring, job placement and supportive services for disadvantaged youth and their families in target neighborhoods where 40 percent of the population has incomes below the poverty level, where unemployment and drop-out rates are among the highest in Texas and the rate of violent juvenile crime has increased by over 300 percent in the past three years.

OPEN-ENROLLMENT CHARTER APPLICATION

The applicant for the proposed open-enrollment charter, if approved by the State Board of Education, agrees to operate the educational program described below in accordance with the provisions described within this document and the attached assurances.

1. Describe the educational program to be offered, including the required curriculum under Texas Education Code (TEC) Section 28.002, and student attendance requirements:

Summary: The Education Program of the Building Alternatives Charter School will offer an innovative design, modeled after our nationally recognized "Youthbuild San Antonio" Program, which includes both remedial education and an employment-based vocational curriculum. It is designed to provide the academic, pre-employment, and interpersonal skills dropouts will need to transition into jobs with career potential, further education opportunities, or further job skill training. Emphasis is placed on an educational methodology that addresses multiple learning styles, places learning in a real world context, and focuses on the skills employers demand, such as teamwork, decision making, and problem solving. Placement and extensive Follow Up are essential components in our proposed Charter School program.

The Charter School will be incorporated into the proposed San Antonio School-to-Work Partnership which will be administered by the George Gervin Youth Center. As an integral part of the Charter School's curriculum, our students will be regularly placed in work-based learning sites developed by our existing School-to-Work employer network with the Greater San Antonio Chamber of Commerce, the San Antonio Hispanic Chamber of Commerce, the Alamo City Chamber of Commerce, and the South San Antonio Chamber of Commerce.

A major strategy within this task-oriented, goal-directed model is to create an environment of caring, acceptance and equality. This is facilitated by the instructors, and a positive peer culture (support group) develops among the youth in each school term. A low student/staff ratio; individualized basic education instruction; supplemental social, recreational and support services and a clear reward system; weekly needs-based stipends (paid through a private supporting grant); school academic credit; a formal graduation ceremony; and receipt of certification of proficiency or a more advanced portable credential are all motivators to successfully complete the Educational Program and graduate from the Building Alternatives Charter School. .

In the proposed Building Alternatives Charter School Education Program, youth dropouts will be provided with a number of opportunities through which they can see themselves as

successful. These experiences allow the student to share the realization that she or he did something and did it well. This is augmented by the knowledge that the work they are doing has true value.

Certificate of Skills Mastery and Other Portable Credentials: Although attainment of a GED or high school diploma will be a primary goal for Charter School students, the Building Alternatives Educational Program will also encourage all students to continue at the Charter School until they have acquired sufficient skills and education to earn a portable credential, such as a Certificate of Skills Mastery, a Pre-Apprenticeship Certificate or other certification which will facilitate entry to training for an Apprenticeship or Internship in the student's chosen Career Path. Based on the SCANS (Secretary's Commission on Achieving Necessary Skills) strategies, the skills certification programs at the Charter School will be designed to meet the employment and training needs of the target population of at risk youth and will be revised regularly based on the availability of employment opportunities in the San Antonio and Texas labor market.

While the construction trades and homebuilding work-based learning sites will be an integral component of the Charter School's first term of operation, a variety of hands-on career exploration sites will be developed. As its career exploration program develops in cooperation with the Texas School-to-Work program, the Building Alternatives Charter School will target career paths in the telecommunications and broadcast industry, construction trades, hospitality, health care, laboratory sciences, insurance, banking and financial services, law enforcement and other public service professions. The development of these additional career paths available in the San Antonio labor market will build on the extensive research and development by the Alamo Tech Prep Consortium and the Texas State School-to-Work System.

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Educational Program Design: The 12-week curriculum will include computer-assisted basic education instruction at a level appropriate to each student beginning with literacy training and ESL (if necessary) and the five content areas of the GED exam: Writing Skills, Social Studies, Science, Literature and the Arts, and Mathematics. To increase the youth's employability competency, it will also feature practical work experience at community

service projects for low income families involving basic construction of single family homes. Students will also explore and analyze community, racial, and cultural topics of their own choosing and relate it to their experience.

Although the thrust of the Building Alternatives educational program is basic and remedial education and pre-employment training, its broader goals are to develop improved self-esteem, effective work habits, communication and leadership skills, and career awareness. These aspects effectively reduce a range of risk factors associated with dropouts, juvenile delinquents and other at risk youth whom the Charter School will recruit and enroll.

The program recognizes that at risk dropout youth often have severe obstacles that they must overcome before they can be deemed "employable." Also, surveys of what employers most desire and seek in new workers indicate that they value good work habits and positive attitudes more than a high level of specific skill. Employees can be trained on the job in specific skills, but they must know beforehand how to get along with others and how to be a responsible and effective worker. For these reasons, the Building Alternatives Charter School Education Program is committed to the concept of holistically working with each youth to provide a wide array of courses in basic education, pre-employment and work maturity skills, and supportive services utilizing the Continuum of Care Concept to improve his or her chances of success in a competitive and often unsympathetic environment.

The classroom curriculum will concentrate first on the youth's proficiency in English at whatever level they are tested at. Based on the sponsoring agency's past experience with the targeted student population in San Antonio as proposed for this Charter School, a majority of the youth are expected to study for and pass the GED exam in one term. However, all youth will be expected to continue their study for as many additional terms as necessary until they have passed the GED as a minimum requirement for graduation.

Students will focus first on the development of their basic education skills, whether this is progress towards literacy, ESL or towards their GED exam. "Living English" and "Building Math" classes will be connected to pre-employment and work maturity instruction through their community service work in helping to build single family "Rancher" homes as a community project. This community service attracts media coverage (building self-esteem), develops pride and ownership in their work, and strengthens the connection between the students, the School and their community. The instruction will include one-on-one tutoring, classroom instruction, workshops with community representatives (employers, health educators, and others), and hands-on-pre-employment skill training at real community projects that help needy people. The Building Alternatives Charter School will be located at the George Gervin Youthbuild Center at 6903 Sunbelt Drive South, San Antonio.

Methods of Instruction: In the proposed Building Alternatives Charter School Education

Program, youth dropouts will be provided with a number of opportunities through which they can see themselves as successful. This happens each day as they learn to complete basic tasks such as clearing debris and preparing a vacant lot for the start of construction, glazing a window or putting the finishing touches on the wall of a new house. These experiences allow the student to share the realization that she or he did something and did it well. A goal of the School is to have such realizations take place each day and begin to build on each other until they make an impact on the self-esteem of the individual student. This is augmented by the knowledge that the work they are doing has true value.

1. Number of Participants/Class Size: The School is designed to enroll a total of 100 students each year. In its first year it will start with 25 dropout youth in the first term in September, 1996, gradually expanding each term to reach a total of 100 students over the first three training cycles; **2. Number of Classes Per Period:** 9 Classes Per Week, 12 weeks per term for a total of 432 hours of instruction including remedial education, pre-employment and work maturity instruction; **3. Student/Teacher Ratio:** In the classroom and at Pre-Employment and Work Maturity instruction outside the classroom, 6:1. The addition of mentors, volunteer vocational instructors and peer tutors will often bring this ratio down to 3:1.

Assessment and A Comprehensive Development Plan for Each Student: Although some assessment processes occur simultaneously during recruitment, an Objective Assessment and the preparation of a Comprehensive Development Plan (CDP) for each student will not occur until a participant has been formally enrolled in the Charter School. It will include an examination of the basic education skills, supportive service needs, barriers to employment and occupational needs of the student. Assessment instruments showing academic level and instruments that assess functional skills level, pre-employment and work maturity skills, interest levels and capability will be used.

The methods used for pretesting of basic education levels include administration of the medium level TABE test for reading, math, vocabulary and language in a group setting of no more than 10-15 other participants. This test will determine the numbers of undereducated youth dropouts in need of literacy training, ESL, and GED instruction. The tester will be a TEA-Certified instructor. Additional pre-testing will consist of a one-on-one skill and interest level tests administered by the Case Manager including individualized testing such as Aptitudes:-Vocational interest, Temperament, and Aptitude System Work Sample Atico, General Aptitude Test Battery (GATB); Interest: Strong Campbell Interest Inventory, Career

Assessment Inventory, Duder Preference, Picture Interest Exploration Survey; and Values:-
System Interactive Guidance Information, Survey of Values.

These additional tests will be administered during the Objective Assessment interview:.

- Incidents of delinquent and/or criminal activities (self-reported)
- Recorded incidents of delinquent and/or criminal activities
- Piers-Harris and Coopersmith self-esteem inventory
- Vocational interest inventory
- Complete employment history (employment status, dates, duration, types of work done)
- Residential status
- Academic involvement

The results of these tests, background information and a personal interview will outline the strategy/activities for each participant. The Comprehensive Development Plan (CDP) will provide the "plans and specifications" for success and will define specific and measurable weekly, monthly, and overall goals and objectives. The CDP will also identify the need for counseling and support services. During the preparation of the CDP, the sponsoring agency's network of service providers will be mobilized to provide for the needs of the students. Objective assessment results for all program participants will be recorded on their CDP form and in the student's file. Tracking the Objective Assessment and CDP will be done through the Charter School's computerized Data Management Information System.

In addition, assessment of the youth and their possible involvement with substance abuse will be done within the first week of the program. This assessment will be thorough and any concerns that warrant further assessment will be referred to by a professional substance abuse counselor.

The purpose of these testing procedures are to evaluate and measure the impact of the services received. The results of the TABE test will measure academic improvement and the results of the weekly progress log skill and interest level test will measure improved employability skills. The test will be scored on a computer automated scantron.

The CDP will specify long- and short-term goals and objectives for the youth in the academic, functional academic, interpersonal, social, leisure and employment training realms. It will also identify a mentor for the youth, either one of the Charter School faculty or another adult from the youth's network of school, juvenile justice, agency or personal contacts. The purpose of the CDP is to identify the services needed, a schedule to deliver these services, a means to assess progress periodically.

The post testing will consist of the **weekly log of activities and accomplishments**, post testing on the TABE test in an identical setting as the pre test and a skill and interest level

test that will measure the student's improved academic scores and improved employability skills. A "quarterly" review will be held every three weeks in each term between faculty, youth, and other team members to review, assess, and modify each youth's CDP. Thus, it is the single most important feature of the program and the basis for evaluating program results.

Daily performance logs will be kept in order for students and staff to jointly monitor performance and progress. The logs can then serve to document each participant's achievement in those areas. "Punching in" on a time clock will be a daily requirement in all phases of the program, including its education courses. A perfect attendance record (no absences and no lateness) will earn a monthly bonus. In addition, eligible low income students will receive a weekly needs-based stipend up to \$25 weekly, but there will no stipends for absences. Funds for these stipends will come from private grant sources.

Specific Courses Of Study and Weekly Schedule: The scheduled weekly classes will be centered around Basic Education -- ABE/RET, ASE/GED or LEP/ESL, depending on the student's level of proficiency which will be assessed as part of their CDP. Curriculum will also include weekly classes on Living English, Building Math, Life Skills including Oral Communication and Citizenship, Experiential Education, Pre-Employment and Work Maturity Skills, Group Counseling, and Leadership Development and Motivational Team Building. A major part of each alternate week will be spent outside the classroom on field trips/job visits and job shadowing, at scheduled supportive service appointments, and at community service sites that benefit low income families where the youth will learn pre-employment and work maturity skills. Time is also allotted for individual meeting time. The beginning and end of each day are devoted to check-in and closure periods where concerns of the day can be discussed, for attendance and other issues to be resolved, and as social time for students. The mix of classroom and group work with individual practice and counseling develops a sense of common purpose and mutual respect for differences in educational background, while allowing individual needs be addressed. **Tutoring for Students with Learning Disabilities:** In addition to the Proficiency levels outlined above, as youth dropouts enrolled in the project are assessed to find out deficiencies and barriers, an academic program will be specifically tailored to meet the special needs of those with learning disabilities. This support will include one-on-one peer tutoring.

Functional Academic Skills: The Educational Plan is structured to provide useful academic skills needed on a job and in daily living. For example, reading and writing skills will be linked to construction tasks, such as reading the instructions on a bag of cement, and math learning will involve the measurement and the geometry of a wall or floor. The presentation of material is linked with real job applications, real life problems, and the individual experiences of the at risk students. This approach fosters critical thinking, problem-solving, and conceptual understanding in a practical-skills context.

At each level, the steps for achievement and advancement are developed in conjunction with the student to give them clear, achievable objectives that allows them to monitor and measure their own progress. While a community service or work experience project may focus on pre-employment construction skills, educational and work maturity skills are taught so that they are applicable in whatever career direction the youth choose. Students can use the program as a testing ground and a bridge for a wide range of career options, giving them flexibility and resourcefulness.

GED & Individual Reading/Writing: It is expected that a majority of the students will be high school dropouts who are eligible and ready for GED study. These students will be given a clearly defined goal of completion of the GED exam. Students are readied for the form and content of the exam with sufficient introduction to the appropriate question types, examples, materials, and exercises. The GED component of the test begins with a skills assessment. Teacher interviews students to evaluate expectations, understanding, prior knowledge, prior conceptions about the GED. Students are also given an overview of the test to correct misconceptions, allay concerns, and prepare for the development of a plan for passing. The GED components, duration, format, norms, and test conditions are reviewed. Students are motivated to want to pass the test. Students are also given simple writing projects to help assess student strengths and weaknesses. Strategies for prep study are discussed, e.g. focusing on weak spots vs. building on strengths. A pretest is available for students and counselors as an aid to developing this strategy. Based on the student and counselors assessment of needs, learning styles and confidence level, a strategy is agreed upon and incorporated as a key component of the student's Comprehensive Plan. A variety of GED study texts will accommodate different learning styles.

The following is a Course Design that will be used in this program for the GED. This detailed plan is included here to demonstrate the coursework and individualized instruction in Basic Education being proposed by the Building Alternatives Charter School. Similar Ten-Step Courses will be used for students at the ABE/RET and LEP/ESL levels.

Ten-Step GED: The GED test is often described as a "reading test". In fact, it is important to note that the test covers particular kinds of reading skills and requires prior knowledge of various concepts. The test includes questions that involve the measurement of the following skills:

- a) **Comprehension skills** - All questions in the test require comprehension as a basic foundation and enabling skill. Comprehension includes the ability to restate information, summarize ideas and identify implications.
- b) **Application skills** - These include the ability to use given *or remembered* ideas in a context different from the one provided.

c) Analysis skills - These involve the ability to:

- distinguish facts from hypotheses and opinions
- recognize unstated assumptions
- distinguish a conclusion from supporting statements
- identify cause and effect relationships

d) Synthesis skills - These include the ability to produce information in the form of hypotheses in compositions. The essay test is classified at the synthesis level. One of the criticisms of the GED test is that no other section asks students to demonstrate synthesis skills.

e) Evaluation skills - These involve the ability to:

- assess the adequacy or appropriateness of data to substantiate hypotheses, conclusions or generalizations
- recognize the role that values play in beliefs and decision making
- assess the accuracy of facts as determined by documentation or proof
- indicate logical fallacies in arguments

1. Before the students begin any actual GED coursework or studying, the test will be carefully examined with them. Young people always come to GED classes with a great many fears, misconceptions, fantasies and false expectations about the test. Youth will be actively engaged in discussion, reflective writing, debates and research projects that address some of the following questions, in order to begin a critical appraisal of the test:

- what are your expectations of the test?
- what have others told you about the test?
- what skills does the GED test measure?
- what skills does it not measure?
- what kinds of reading skills are needed to pass the test?
- what kinds of conceptual knowledge are needed to pass the test?
- who wrote the test?
- who decides what content knowledge is considered most important?
- what kinds of skills can be demonstrated in a multiple-choice format?
- which skills cannot be demonstrated in this way?
- how much are the reading passages on the GED like real reading that we do in daily life? on the job?
- how much are the writing passages on the GED like real writing that we do in daily life? on the job?
- how much are the math passages on the GED like real math that we do in daily life? on the job?
- what "grade level" is the test written on?

- what goes "grade level" mean?
- what does "norm" mean and who is the test normed against?
- what does "standardized" mean, and what are the limitations of standardized testing?
- how much of the test do you have to get right in order to pass?
- what factors might affect the scores people get on the test?
- what problem-solving skills does the test measure?
- what research skills does the test measure?
- what access is afforded by passing the GED?
- what is the symbolic value of passing the GED?
- what is the symbolic value of not passing the GED?

2. An in-depth individual assessment of each student's reading, writing and mathematics strengths and weaknesses will be made and explained in detail -- what they do well when they read, write and do math in order that they might gain insight into the process. Each student can then be matched with materials that are appropriate for his or her skills, so as not be either too frustrated or too bored. Assessments will be an on-going process of discovering what they know and what they have learned, in order that they might always be working on what they individually need and so they can set realistic goals for future attainment.

3. All students will be prepared for the test by teaching the skills outlined below. Low-skill students benefit from GED instruction if the focus is on the concepts, not on high level comprehension. The Building Alternatives Charter School will use materials that are appropriate for each student, based on individualized assessments.

4. The GED classes will encourage and foster respect. Instructors will explain that everyone in the class will be reading differently and that students can learn from each other. If the GED is the only and ultimate goal, it can be very discouraging to students who need a great deal of initial reading skill work, and it can give a false impression of "superiority" to high level readers.

5. The program's GED class will help to develop alternative achievement markers, so that students can measure their progress in many ways, besides just completion of the GED. For example, asking students to record, document and write about what they read can be a powerful way to demonstrate reading growth and can provide a powerful sense of achievement of students whose comprehension skills are still too low to take the GED.

6. Without referring to TABE or other standardized scores, students will be regularly assessed as to their readiness to study for the GED, whether they have the necessary reading, writing and math skills ready to handle the sophisticated comprehension level of the test. For example, the ability to independently read, summarize and evaluate a full-length novel adult novel indicates the level of both literal comprehension and conceptual skill

needed to handle the GED study materials. Perhaps a student who produces a thorough research paper based on three sources demonstrates GED-level comprehension and thinking skills

7. When students demonstrate sufficient reading, writing and math skills, they will have an opportunity to take the GED Practice test. This test consists of all of the five sections of the GED and takes a total of 4 hours and 10 minutes. As the practice test can be a fairly good predictor of actual test scores, it is treated seriously and the testing environment is replicated as closely as possible so all factors are taken into account and so students are prepared for taking a seven-hour exam. They will be required to take the entire test all in one four-hour setting, no talking allowed, etc. Students will be made aware that their scores should be well above 45 to feel confident about passing the test. Students will be shown how tests are scored, the difference one point can make, the differences between forms of the test, the time period involved and the importance of paying close attention to instructions.

8. GED instructors and counselors will discuss results of the practice test, each student's feelings, fears and expectations, also what the test-taking environment was like. The instructors will go over individual tests with individual students, discussing the problems they had and noting specific types of questions they need to work on. A specific plan will be developed for each student after they have taken the test, allowing a certain period of each day to practice those concepts and skills. Then, when the instructors have evaluated their skills together and feel they are ready, they will have them take another predictor test.

9. Students will be referred to take the full-length test only after they get the "minimum average" on each section of the practice test because the real test is longer, requires more patience, and these factors alone may affect their scores. The GED test is 7 hours and 30 minutes long. It can be a very frustrating experience for students.

10. After the test, the instructors and students will discuss results as well as feelings and fears and expectations. They will discuss what the test-taking environment was like and go over individual scores with individual students, discussing the problems they had and noting specific types of questions they need to work on. If students fail, they need to be shown that simply taking the test over and over again is not enough; they need to be helped to interpret the results of the test so that they can study to improve in whatever areas are indicated. If students pass, the instructor will be prepared with a post-GED study plan, which might include college-career track research and investigation, tutoring others, continuing their subject area studies, taking a specially designed course in which you help them continue to develop their skills (for example, "College Writing," "Career Math," etc.)

Living English (4 hours/week 3 sessions): The Living English curriculum is centered around readings relating to building and the construction trades as a way to explore a career

in this field and to motivate the students who can use this reading skill when they do community service building projects. These readings use stories about building projects, carpenters, apprentices, to develop not only a contextual awareness of their vocational work, but to develop reading skills. However, the students are also encouraged to develop their own topics of interest for oral readings, and to develop current topics of personal, cultural, or ethnic significance to share with each other, such as Hispanic, African-American, or women's history, stories from around the world, or biographies of personal heroes. To develop writing skills, student create personal journals, and will receive instruction in the **use of a word processor** to put together stories of personal interest and news articles for a **Charter School Newsletter** to be produced by the trainees on the project computer.

Basic Math (3 hrs/wk 2 sessions): The Basic Math Curriculum will cover the topics necessary for the GED, necessary skills for the on-site vocational training, and promote understanding and independent problem solving skills. The direct application of mathematical concepts and the development of problem solving skills is emphasized. Student Projects allow for creativity and tangible results. Applications come from vocational, life skills, educational, and pre-employment experiences. Some examples: Introduction to measurement Measurement: using a tape measure, using a ruler, measuring for wood products Structural measurement: perimeter, area, volume. figuring pitch and angle; Estimating and Budgeting Problem Solving Life skills math Whole numbers Fractions/Decimals/Percents Fractions: adding, subtraction, multiplication, division, reduction, changing Measurement Review Geometry Algebra Student Projects: estimating project, using knowledge of measurement and materials, drafting project: design a house floor plan; these non-traditional specific courses named above will be competency equivalent to Math Concept and Applications, Basic Algebra I or II and Basic Geometry I or II. The math curriculum is also tied to life skills development. Workshops on personal finance and checking accounts will be given by representative from Frost Bank of San Antonio, Nations Bank and the Broadway National Bank of San Antonio.

2. LIFE MANAGEMENT SKILLS

Career/Life Skills (4 hrs week 2 sessions): This component will incorporate weekly visits by speakers on topics to develop personal development skills. Tied to these will be weekly background preparation and follow-up discussion units provided by Charter School faculty. The Career/Life Skills Curriculum introduces students to the essential skills necessary to find and keep a job. It is competency-based and measurable. Expectations for student learning of job-readiness skills are clearly established and every effort is made to help students meet those expectations. The competency achieved will be equivalent to work maturity, resume preparation, self-concept development and social skills. Basic but critical attitudes essential to successful job keeping will be taught by a process of experiential learning using the program as the "work place." This instructional medium will address:

Independent Living Skills, respect for authority, communication skills, ability to take direction, goal setting, ability to take criticism, self-esteem, work responsibilities, trust, attendance/tardiness discipline, problem-solving skills, and decision-making skills. Life skills component is divided into three areas: **1. Employment Readiness:** This will use video technology and interactive computer software for training in job interviewing; work on preparation of resumes; and vocational aptitude testing to aid in making career choices. **2. Independent Living:** Students will develop independent living skills involving nutrition, housing, sex education, substance abuse, problem solving and coping skills, **3. Exploring Educational Opportunities:** These workshops will help develop student outlooks on further vocational/educational study beyond the GED or high school.

Substance Abuse Education, Assessment and Family Counseling: Substance abuse education will occur weekly as part of the Life Skills curriculum. A part of this education process will be through videotapes and personal presentations by the program staff, and other professionals. Also the group will discuss their own issues and struggles with substance abuse. In this peer development process the group begins to get support from each other around these issues and again establishes some new norms which encourage no use of substances. This peer support is a vital resiliency factor.

A weekly series of community education workshops which will introduce the at risk students to community services as well as provide education on crucial youth issues such as AIDS and access to jobs and employment training. The following are a listing of these workshops as presently planned: (1) Self-Esteem Workshop, by University of Texas; (2) Youth Sexuality Awareness, by Family Planning Association; (3) Substance Abuse Education, by United Way Fighting Back drug treatment agency; (4) Housing Assistance Workshop, by San Antonio Alternative Housing Corporation; (5) HIV/STD and other Youth Issues Workshops in which youth leaders discuss HIV and AIDS and Safe Sex and Teen Pregnancy, and participate in the larger community debate on teen issues. These workshops involve other community agencies including Advance Parenting Program, University of Texas Health Science Center, school districts and the Avante Client, a STD/HIV research study focusing on minority women.; (6) Resume Writing, mock job interviews, by Youth Empowerment Services and project staff; (7) Physical Education classes at the San Antonio Police Gymnasium; (8) Tour recreation facilities, by San Antonio and Hill Country YMCA and Boy Scouts Explorer Program; (9) Emergency Shelter and Services by the San Antonio Metropolitan Ministries (SAMM) Center; (10) Orientation to Job Search, by Bexar County OIC; (11) Budgeting Workshop, by the Frost Bank of San Antonio; (12) Strategies for Success, by Alamo Workforce Development Center; (13) Self Expression Through Art, by School of Art; (14) Tour of facilities, by Alamo Community College District, the University of Texas, Southwest Texas State College, Trinity College and others.

3. PRE-EMPLOYMENT AND WORK MATURITY SKILLS

Pre-Employment and Work Maturity Skills (3 1/2 hrs week 2 sessions):

1) Making Career Choices

Career Awareness Seminars have played a major part in developing the self-esteem, self awareness and confidence building for youth who enrolled in past education and training programs of the sponsoring agency. These seminars include: Values & Goal Setting; Career Exploration; Motivation & Visioning; Decisions & Solutions; Effective Communications; First Impressions-Projecting A Winning Attitude. In addition, the Building Alternatives Charter School staff and the youth's mentors will assist each student in looking at possible employment opportunities during the training cycle and in the Follow Up period. This will include (1) Job Shadowing/ Job Visits to potential employing General Contractors and in related fields of study (electrician, plumber, roofer). (2) **Job Internships/OJT** which the business community, local government agencies and the U.S. military bases in the San Antonio area will make available. Intern placements will be "part-pay", similar to OJT, in which the employer pays half of the starting wage with support agencies providing the additional stipend for a start up period of 6 to 12 weeks; (3) Employment Readiness, which will utilize video technology and interactive computer software for training in job interviewing; preparation of resumes; and vocational aptitude testing.

2) Using Labor Market Information: Searching out job possibilities will be part of the instruction. This will include learning how to get information from classified ads in the newspaper and how to derive information from the Texas Job Service using computer hookups.

3) Preparing Resumes: All students will receive instruction in the use of a word processor in order to prepare a current resume and a resume "five years from now" to help in career planning. They will also practice cover letters and letters of solicitation.

4) Filling Out Applications: Workshops will be provided in filling out applications for actual jobs advertised. Youth will be tested on typing or printing applications, following application directions, making responses accurate and grammatically correct.

5) Interviews: One of the primary video programs and peer-group sessions to be used will be "role playing" an interview. Youth will be required to assess and define their strengths, work on their problems whatever they may be (e.g., confidence, manners, respect for authority, communication), be clear about their interests and develop a strategy for participation in job interviews. Social skills and one's appearance will be stressed. Special instruction will be related to interviewing, such as: telephone amenities, social conduct, dressing the part.

6) Demonstrating positive attitudes/behavior - Program Standards And Sanctions: The Building Alternatives Charter School will impose real-life job standards on all students while they are participating on job sites as part of their vocational training curriculum in the program. The Building Alternatives Charter School will expect youth to behave in a manner which will ensure safety, well-being and opportunity for personal growth and development

for all participants. When a youth has difficulty complying with the rules and after repeated infractions (or a single major incident), the faculty and school director will make an out-placement decision that will involve convening the case management team. Substance use by youth will result in a referral for substance abuse treatment. In all other areas, the Building Alternatives Charter School will establish real-life standards that will teach the trainees about real employee/employer relations.

7) Presenting Appropriate Appearance: Faculty will emphasize proper job readiness and job preparation skills by dealing honestly and directly with youth regarding their dress and appearance, performance and behavior. Feedback will be given in the context of the placement goals in the student's Comprehensive Development Plan.

8) Attendance: Trainees will receive a stipend of \$25 weekly. Funds for this stipends will come from private grant sources. No pay for absences. Bonuses for both education classes and worksite performance based on attendance (at least 9 days out of ten average);

9) Exhibiting good interpersonal relations:

(a) Working with Others on Work Experience Worksites: Paying attention to their supervisor/instructor and participation with other students in "employee matters" will be a requirement. Issues which can (on real jobs) lead to dismissal will be identified (defiance, stealing, absenteeism, substance abuse) and their impact will be defined through discussions, role playing and counseling. They must report to the classroom and pre-employment jobsite on time and prepared, with a positive mental attitude. An environment of respect, support and constructive caring will be maintained, with Charter School faculty and peers actively "coaching" trainees on ways to improve performance.

(b) Group Counseling: A weekly group meeting will be led by the faculty and counselors. One male and one female faculty leaders will alternate the primary role on a weekly basis. These meetings will serve as a forum for discussing problems among group members, and will also have structured topics relating to issues which may have prevented the students from succeeding in the past. Groups also reinforce team building efforts.

(c) Fostering Group Cohesion and Other Peer Activities: This activity will develop team skills, provide physical and play activities to balance and physically develop endurance and flexibility, and develop environmental and physical awareness. It will utilize nearby YMCA/YWCA Gym facilities, including the games room, nautilus, swimming pool, and basketball courts. Students in each school term may also develop basketball and volleyball teams that will compete with each other and may take part in intramural activities. This will help them face real world challenges with a positive, goal-overcoming attitude.

(d) Community Service Work Experience Sites: The project is designed to enhance the self-esteem of the students by involving them in a popular high-profile community service project, which directly benefit low income families in San Antonio's Enterprise Community neighborhoods. Students learn about basic carpentry and construction skills while they participate in a project that helps to build single family "Rancher" homes for low income families. In past youth training programs, this has been an excellent opportunity for troubled youth to get some training and help other people in need. A number of the students were

clearly motivated by the fact that what they were doing was directly helping needy families. The basic tasks for this pre-employment work experience will first be introduced in the classroom and woodworking shop before the trainees are assigned to work on the community service project. At the Charter School's Woodworking Shop the students will receive training on worksite safety and the use of basic tools. They will tour their assigned sites during their first onsite sessions and learn to be a part of a work crew. Basic tools and outside gear for community service projects that help to build self-esteem and confidence will be provided by the George Gervin Youth Center and by supporting community agencies.

10) Personal and Work Safety Program - Prior to the first visit to the housing construction sites, the students will receive classroom instruction in all aspects of how to work safely on a construction project. This instruction will include use of safety equipment (hard hats, gloves, eye, ear and breathing protection devices), proper use of tools, first aid training, and procedures for developing job site safety awareness. Once at the community service worksite, the students will receive additional instruction and reinforcement of the information previously covered. In addition, the Safety Classes as part of the Charter School curriculum will include instruction on OSHA, First Aid and CPR Certification.

Mentors: Research indicates that youth who experience success in spite of the presence of a number of indicators which would identify them as at risk for criminal activity share in common the presence of an adult resource on whom they rely for support, counseling, advice and guidance. Such youth are referred to in the literature as resilient youth, and the adults with whom they share a special relationship are termed mentors. The Building Alternatives Charter School will identify a mentor for every student at the time of their enrollment and preparation of their Comprehensive Development Plan. Funds for the support of the Mentor component will be provided through the Juvenile Justice Office of the Governor HAY Program of the George Gervin Youth Center. Once identified, the mentor will be asked to attend a mentor training workshop conducted by the George Gervin Youth Center. He or she will be kept in contact with the Charter School faculty and staff, and invited to attend future quarterly reviews and other special functions of the school. It is intended that every charter School student will develop a special relationship with a mentor if none previously existed for him or her, and that this relationship will be a long-standing one to last far beyond each youth's participation in the Charter School program.

Follow Up: Follow-Up services will be a significant and natural component of the Charter School's curriculum. Some students will need extensive follow up after their Placement in employment or further education program has been made. Among many Follow Up services, the Charter School will provide Job Mediation once a placement has been made on a jobsite, and this intervention has often proved crucial to a youth's retention of a job and/or remaining in a advanced education or training program. Follow up could also include

location of housing, setting up with basic needs for an apartment, assisting a Charter School student or graduate in obtaining regular counseling and providing in-depth financial planning and budgeting. For example, some students will be unable or unwilling to continue living with their families, at least at the outset. For most of these youth, independent living arrangements will be developed through the City Youth Opportunities Department or the San Antonio Housing Authority. The transition to this independent living will be facilitated by the City's Department of Social Services which can provide utility and security deposits and some furniture if necessary to eligible youth.

Graduation Ceremonies: The Building Alternatives Charter School will include a formal graduation and awards banquet at the end of each school term. All students and their families/significant others and the representatives from the network of support service providers and funders will be invited to attend. Those students who have obtained their GED or other Certification and have successfully achieved their CDP goals will be recognized and will receive an award for Outstanding Achievement and Excellence. Students will vote for the Participant of the Year who will receive special recognition at the awards banquet. The top student will also deliver a graduation speech to the audience at the ceremony.

This will be a well-publicized program event. The George Gervin Youth Center has in the past received extensive community recognition, including favorable newspaper editorials, TV features and news articles, with the youth in previous programs being congratulated and otherwise encouraged for their contribution to the community.

(2) Specify the period for which the charter, if approved, will be valid:

The charter will be valid for five years.

Specify any renewal period for which the charter, if approved, will be valid:

After the five year period, the charter will be resubmitted for a five-year renewal.

(3) Identify the specific levels of student performance on assessment instruments adopted under TEC Chapter 39, Subchapter B that constitute acceptable performance for the open enrollment charter:

Open enrollment students will take the exit TAAS test. The Charter School is committed to all students achieving a passing rate or a rate that exceeds the standards for the target student population.

(4) Describe any additional accountability provisions in addition to those required under Texas Education Code, Subchapters B, C, D, and G, Chapter 39, by which the

performance of the open-enrollment charter will be assessed:

Building Alternatives Charter students will be assessed according to the following standards:

(1) attainment of GED or re-entry into high school to receive high school diploma; (2) successful completion of Careers and Jobs Course in career exploration to be established in conjunction with the Texas School-to-Work System; (3) completion and attainment of Certificate of Skills Mastery, Pre-Apprenticeship Certificate or other Skills Certification or portable credential approved by the Texas School-to-Work System and the Alamo Tech Prep Consortium; (4) Placement in Employment Internship or other entry into career-oriented jobs; (5) attainment of financial aid and acceptance into a postsecondary education program.

(5) Specify any basis, in addition to a basis specified by the State Board of Education, on which the charter may be placed on probation or revoked, or on which renewal of the charter may be denied:

The Building Alternatives Charter School shall be governed by the rules for revocation as set forth by the State Board of Education and does not propose any additional rules for revocation.

(6) Describe the governing structure of the open-enrollment charter:

The sponsoring agency, which is the George Gervin Youth Center, has an all-volunteer board of directors which includes both retired teachers and school administrators. A Charter School Governing Committee will be appointed by the Board of Directors to govern the Charter School and this committee will also include the Director of the charter school, a student representative, a faculty representative and a parent representative.

(7) Specify the qualifications to be met by professional employees of the program:

The staff of the Building Alternatives Charter School will consist of experienced, dedicated teachers who have state certification, as well as non certified, experienced teachers who have extensive background and experience with dropouts, juvenile offenders and other at risk youth. All will have teaching experience either at the high school level, college level or in a business or training program. In addition, the professional staff for Building Alternatives will include instructors with specific vocational skills appropriate to the School-to-Work curriculum offered by the charter school. These instructors will have a minimum of two

years experience in their field. The proposed director of the Building Alternatives Charter School is a former high school principal and retired U.S. Army Colonel.

(8) Describe the process by which the person providing the open enrollment charter will adopt an annual budget:

(1.) The Financial Manager of the George Gervin Youth Center will have the responsibility of coordinating the budget process for the Building Alternatives Charter School. The first year's budget has been prepared based on projections made in this application for the number of students to be enrolled and the timing of the three school terms. For subsequent school fiscal years, the Financial Manager will analyze the actual expenses of a school year in comparison with the projected expenditures for that year; (2) The Financial Manager will review all contractual and overhead expenses including space rental costs, utilities, administrative costs, equipment, insurance, capital outlay and other expenses to verify that correct budget allocations have been made; (3) The Financial Officer, in conjunction with the Charter School Director, will solicit both staff, board and student and parent input to assist in the process of determining needed equipment, improvements, important program supplies and materials for the coming year, and other projected expenses required for the progress of the charter school; (4) the first draft budget is then prepared by the Financial Manager in conjunction with the charter school director. First review of this draft will be done by the finance subcommittee of the governing board of the charter school which will include the George Gervin Youth Center's Board Treasurer and a professional accountant or other professional financial person on the governing committee of the charter school; (5) The next step in the budget process is to incorporate the revisions and additions of the finance subcommittee in a new draft budget. Then further and final comments will be requested from all parties in the budget process before the final budget draft is prepared; (6) The final budget being proposed for the next school year will then be submitted by the Financial Manager and the finance subcommittee to the full governing committee of the charter school for review and a vote. If approved, this budget will then be presented to the full board of the George Gervin Youth Center for approval by vote. Representatives of the governing committee of the charter school will be present to explain and answer questions on the projected budget.

(9) Submit proposed budget as an attachment to this application.

See proposed budgets for the 1996-97 and 1997-98 school years, attached.

(10) Describe the manner in which an annual audit of the financial and programmatic operations of the open enrollment charter will be conducted. Describe the manner in which the charter will participate in the Public Education Information Management System (PEIMS), as required by state statute or by the State Board of Education Rule:

The sponsoring agency of the Building Alternatives Charter School, the George Gervin Youth Center, receives approximately \$1.2 million annually in federal, state and city and private funds. Its financial audit procedures are in compliance with federal and state government requirements including the U.S. Department of Housing and Urban Development, Office of the Governor - Juvenile Justice, the Texas Commission on Alcohol and Drug Abuse, the Texas Education Agency, the City of San Antonio, the Alamo Workforce Development Council (JTPA), Bexar County, and others. The George Gervin Youth Center issues a Request for Proposal for auditing services to independent audit firms under OMB Circular A-133. A CPA firm is selected on the basis of bids and qualifications. The CPA firm conducts the audit and performs tests of internal control. A Management Letter is issued by the CPA firm in addition to the financial audit report. The financial audit report is presented to the Board of Directors of the George Gervin Youth Center and to the governing committee of the Building Alternatives Charter School. All funding sources are sent copies of the audit and the audit remains a publicly available document available on request to all interested parties.

(11) Describe the facilities to be used. If the facility is not operated by a school district, attach a copy of the agreement, or pending agreement, signed by the entity owning and operating the facility and the chief operating officer of the proposed charter.

The classrooms and vocational training facilities of the Building Alternatives Charter School will be located at the new building of the George Gervin Youth Center at 6903 Sunbelt Drive South, San Antonio. This new state-of-the-art education and training facility is owned by the George Gervin Youth Center which is the sponsoring agency of the proposed Charter School. This facility contains over 19,500 square feet including classrooms, a major Woodworking Shop which will be used by all Charter School students in conjunction with their project-based vocational training, a Computer Training Lab with up-to-date computer equipment, and other vocational training facilities. The administrative offices of the proposed Building Alternatives Charter School will also be located at the George Gervin Youth Center building. A Letter of Agreement which provides this space for the Charter School, signed by the Chairman of the Board of Directors, is included with this application.

(12) Describe the geographical area served by the program:

The Building Alternatives Charter School will serve a geographical area covering five

contiguous School Districts, including the three largest school districts in San Antonio, where approximately 40% of the population has incomes below the poverty level and unemployment is high (8% to 26%). According to the San Antonio Empowerment Zone/Enterprise Community Program which covers the majority of the neighborhoods of the Charter School service area, this core inner city area contains a population of 92,816 persons which is 80.5% Hispanic, 14.7% African American, 4.2% Anglo, and 0.9% other. San Antonio, the tenth largest city in the U.S., is the only city among all big cities where strong population and economic growth has occurred while the rate of poverty has dramatically increased. San Antonio has the second highest poverty rate (23%), and the second largest share (17%) of persons with less than nine years of education, among the fifteen largest cities in the nation (1990 Census). While the unemployment rate in San Antonio averaged 6.6% between 1980 and 1990, (Texas Employment Commission), **24.8% of the over 9,000 youth ages 16 to 19 in the San Antonio labor force were unemployed (1990 Census).** The extreme poverty and unemployment experienced by San Antonio youth has manifested in an almost 300% increase in juvenile violent crime between 1991 and 1992 (San Antonio Police Dept). The core inner city area (the Enterprise Community boundaries) remains an area that has not by San Antonio's growth and prosperity and where the large population of youth and young women with dependent children are most at risk and, most in need of education, job training, work experience and leadership development skills. Among five high schools, with a total enrollment of 7,595 students, are located in the Enterprise Community area to be served by the proposed Charter School **9.6%, dropped out of high school during 1992-3. This is more than double the city and state drop out rates (4.5% and 4.7%).**

Because the Building Alternatives Charter School's recruitment will cover a wide area of the city, we believe this will minimize any negative impact on a single school district while at the same time serving the needy youth of our city.

(13) Provide a list of all districts within the geographical area that may be affected by the open enrollment charter with the date the Statement of Impact was sent to each affected district.

Alamo Heights Independent School District, Dr. Jerry Christian, Superintendent
Judson Independent School District, Dr. Galen Eloff, Superintendent
North East Independent School District, Dr. Richard Middleton, Superintendent
Northside Independent School District, Mr. Ed Rawlinson, Superintendent
San Antonio Independent School District, Mrs. Diana Lam, Superintendent

The Statement of Impact was delivered to these Districts on April 3, 1996.

(14) Specify any type of enrollment criteria to be used. Indicate whether the open enrollment charter provides for the exclusion of a student who has a documented history of criminal offense, juvenile court adjudication, or discipline problems under TEC, Chapter 37, Subchapter A:

The Building Alternatives Charter School, like its sponsoring agency, the George Gervin Youth Center, recruits and enrolls students of all races, color, national and ethnic origin, religion and gender. The Charter School will in fact actively recruit students who have a history of criminal activity or who have been involved in the law enforcement system or who have documented behavior or discipline problems under TEC, Chapter 37, Subchapter A. The Charter School's selection process will attempt to screen in those youth most in need and most at risk, ages 16-22, and particularly dropouts who have withdrawn from public school or who have been identified by schools as at risk of dropping out.

(15) Describe provisions for transportation, if any, for students served by the open enrollment charter school:

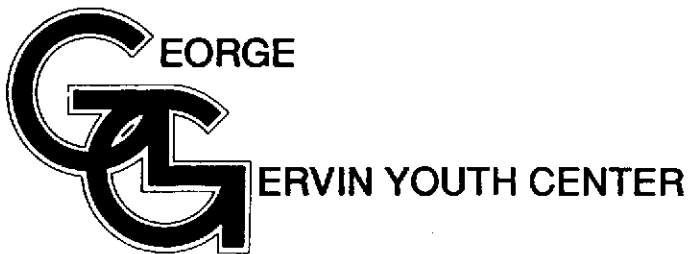
Building Alternatives Charter School students will be provided bus passes for VIA, San Antonio's public transportation system. The location of the charter school is within one block of the bus line. In addition, the charter school will have available three transportation vans to transport special needs students who cannot use the public transportation system and will make transportation stipends available as necessary so that every student from the entire service area of the charter school can be transported to school and to the work-based learning sites of the school on a daily basis.

Building Alternatives Charter School Application

Attachments

1. Proposed Budget for School Years 1996-97 and 1997-98
2. Letter of Agreement for Facility Usage at 6903 Sunbelt Drive South, San Antonio
3. Petitions from Parents and Community in Support of Charter School
4. Letters of Linkage with the City of San Antonio and Community and Academic Agencies
5. Background materials on the George Gervin Youth Center
6. Resume of proposed Charter School Director
7. Copies of Impact Letters to Superintendents

1	George Gervin Youth Center, Inc.		
2	Building Alternatives Charter School, San Antonio		
3	Proposed Budget—Summary		
4			
5			
6		School Year	School Year
7		96—97	97—98
8	Projected Enrollment		
9	(First Term — 25, Second Term — 50,		
10	Third Term — 75—100)		
11			
12	Cash Revenues —		
13	Charter School Funds	277,048	372,561
14	Grants	37,952	47,439
15	Total Revenues	315,000	420,000
16			
17	In—Kind Services		
18			
19	Expenditures		
20	Personnel:		
21	Academic Skill Instructional Staff	60,866	76,083
22	Jobs/Vocational Skills Staff	70,785	88,481
23	Career Exploration Staff	22,688	28,359
24	Counseling & Support Services Staff	24,273	30,341
25	Operations & Instructional		
26	Administration Staff	70,383	87,979
27	Sub—Total Personnel	248,995	311,243
28			
29	Operating Expenses		
30	Occupancy	33,024	41,280
31	Telephone	1,988	2,484
32	Postage	150	188
33	Equipment Rental	2,850	3,563
34	Insurance	2,550	3,188
35	Educational Supplies & Materials	9,000	11,250
36	Office Supplies	750	938
37	Travel	527	658
38	Staff Development	750	938
39	Van Expense	188	234
40	Substitute Teachers	1,350	1,688
41	Audit	675	844
42	Total Operating Expenses	53,801	67,251
43			
44	Individual Support Services		
45	Bus Passes	2,531	3,164
46	Emergency Assistance	375	469
47	Total Individual Support Services	2,906	3,633
48			
49	Capital Outlay		
50	Year Two—Computer, Van Replacements	9,298	37,873
51	Total Capital Outlay	9,298	37,873
52			
53	Total	315,000	420,000



Date: April 2, 1996

To: Texas Education Agency

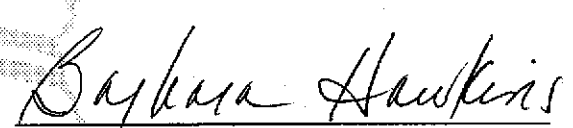
From: Conrad J. Lindemann, Chairman of the Board of Directors
George Gervin Youth Center

Letter of Agreement for Usage of Facility for the Building Alternatives Charter School

This is to certify that the George Gervin Youth Center, Inc. Is the owner of the youth training facility located at 6903 Sunbelt Drive, South, San Antonio, TX. This facility has approximately 19,500 square feet of usable space with classrooms, an extensive woodworking shop, a computer training lab, and office. The layout of the ground floor of this facility is described in the attached blueprint.

The George Gervin Youth Center hereby agrees to the proposed use of sufficient rental space on the first floor of this facility for the Building Alternatives Charter School and will also make available rental space on the second floor of this building for administrative offices for the Charter School.


Richard Lantry, Director
Building Alternatives Charter School


Barbara Hawkins, Executive Director
George Gervin Youth Center

Family Educational Rights and Privacy Act Protected Material

21 pages have been withheld

PLEASE NOTE: Petition sign-in sheets have been removed from the responsive material. These petition sign-in sheets contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted may include items such as a student's name, the names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that could make a student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.



April 3, 1996

Charter School Proposal Review Team
Texas Education Agency
1701 North Congress
Austin TX 78701

Dear Charter School Proposal Reviewer:

It is with great pleasure that I write in support of the George Gervin Youth Center's proposal to create the *Building Alternatives* charter School. We have already agreed to work with the Gervin Center on its proposed School-to-Work Partnership grant, and the Building Alternatives school will add a significant element to that effort.

Our expectation at the Alamo Tech Prep Consortium is that the Gervin Center will take school dropouts and equip them to enter the tech prep programs which we have negotiated among high schools, colleges, and area businesses. We believe that the possibility of completing these tech prep programs will be a powerful incentive to Building Alternatives students to apply themselves to practical academic studies.

It is our hope at the Alamo Tech Prep Consortium that the Gervin Center will win both the School-to-Work grant and the charter for an alternative school. This will be a powerful combination for dropout recovery and for bringing quality education to a segment of our population that is usually considered "beyond the pale." As soon as the Gervin Center wins this charter, we will recommend that our Executive Board authorize a formal alliance with Gervin.

Sincerely,

Allen Townsend
Curriculum Developer



John Nance Garner Middle School

NORTH EAST INDEPENDENT SCHOOL DISTRICT

4302 HARRY WURZBACH • SAN ANTONIO, TEXAS 78209
PHONE (210) 805-5100 FAX (210) 805-5138

Mr. Richard Lantry
Building Alternatives Charter School Project
c/o George Gervin Youth Center
6903 Sunbelt Drive, South
San Antonio, TX 78218

April 2, 1996

Dear Mr. Lantry,

We are writing to offer our support for your application to the Texas Education Agency for approval of a charter to establish the Building Alternatives Charter School. We have discussed this proposal with the George Gervin Youth Center staff, with parents of our students, and we agree that it is a program that is very much needed in this district.

Based on the excellent work that your agency has done with school dropouts in this area, we believe this will be a very successful charter school. Our staff and community support network stands ready to assist you and the new faculty at the Charter School if your application is approved.

Sincerely,

Ernie A. McReynolds
Garner Middle School



Texas Department of Human Services

Client Self-Support

P.O. Box 23990, San Antonio, Texas 78223-0990

210-616-5140

(fax 210-615-6990)

COMMISSIONER

Burton F. Raiford

April 3, 1996

BOARD MEMBERS

David Herndon

Chairman, Austin

Bob Geyer

Vice Chairman, El Paso

Yava D. Scott

Houston

Carole A. Woodard

Galveston

Carlela K. Vogel

Ford Worth

Anchi H. Ku

Dallas

Mr. Richard Lantry

Building Alternatives Charter School Project

c/o George Gervin Youth Center

6903 Sunbelt Drive, South

San Antonio, TX 78218

Dear Mr. Lantry

I very much appreciate the work that the George Gervin Youth Center has done to intervene in the lives of disadvantaged youth, particularly dropouts and juvenile offenders, and their families in San Antonio, and I fully support your application to the State Board of Education for approval of a charter to establish the Building Alternatives Charter School. This Charter School is urgently needed in this community and there is no question that it will be filled to capacity and more in its first year. Your intervention programs for at risk youth have produced excellent results, and I believe your proposal for this new Charter School which is based on your model programs will also be immediately successful.

I look forward to working with you and the George Gervin Youth Center in establishing the new Charter School if your application is approved.

Sincerely,

Hermine Herrera

Employment & Child Care Services

Social Worker III

4201 Medical Drive

P.O. Box 23990

cc: Patricia Wood, Employment & Child Care Services Supervisor 087-03

Ella Austin Community Center

**1023 North Pine
San Antonio, Texas 78202
210:224-2351
Fax: 210:229-9126**

BOARD OFFICERS

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Anthony E. Hargrove

DEPUTY/COMPTROLLER
Evelyn Watts

April 3, 1996

**George Gervin Youth Center, Inc.
6603 Sunbelt Drive South
San Antonio, Texas 78218-1786**

Dear Ms. Hawkins,

The George Gervin Youth Center has our full support in their pursuit through Texas Education Agency for acceptance as an open enrollment charter school.

The George Gervin Youth Center has worked collaboratively with us in providing services to our youth and their families. We will continue to work in a collaborative way with George Gervin Youth Center by providing social services - child development care if needed and youth support programs.

Sincerely,


**Anthony E. Hargrove
Executive Director**



STRENGTH
TO FAMILIES
SINCE 1903

Family Service Association of San Antonio, Inc.

Eastside Family Alternatives (EFA)
2805 E. Commerce St.
San Antonio, Texas 78203

April 3, 1996

Ms. Barbara Hawkins
George Gervin Youth Center, Inc.
6903 Sunbelt Drive South
San Antonio, Texas 78218-3336

Dear Ms. Hawkins:

The George Gervin Youth Center has our full support in their pursuit through Texas Education Agency for acceptance as an open enrollment charter school.

The George Gervin Youth Center has worked collaboratively with us in providing academic and vocational training to our youth. The Center provides a comprehensive array of services to a multicultural socioeconomically disadvantaged target population throughout San Antonio and Bexar County.

We will continue to work collaboratively with George Gervin Youth Center by referring individuals for services, screening and assessing their youth and families, and providing support sessions as needed.

Sincerely,

CLIFFORD PORTER, M.ED., LCDC
PROGRAM COORDINATOR, EFA



POINT EAST APARTMENTS

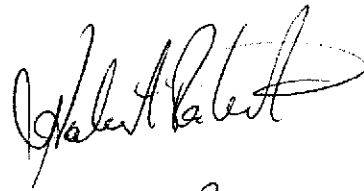
3735 E. COMMERCE
SAN ANTONIO, TEXAS 78219

We fully support the George Gervin Youth Center. The Center has continuously provided a comprehensive array of services to assist our youth and families.

George Gervin Youth Center's acceptance as an Open Enrollment Charter School is desperately needing to fill a void in our community pertaining to academic upgrade, GED, and vocational instruction. We will continue supporting George Gervin Youth Center through referrals, donated space, and other contributions in the best interest of our residents.



Activities Coordinator



MANAGER

KINGS POINT APARTMENTS
4550 LAVENDER LANE
SAN ANTONIO, TX 78220
(210) 662-7933 Fax (210) 662-0394

04-03-96

To Whom it May Concern;

We fully support the George Gervin Youth Center. The Center has continuously provided a comprehensive array of services to assist our youth and families.

George Gervin Youth Center's acceptance as an Open Enrollment Charter School is desperately needing to fill a void in our community pertaining to academic upgrade, GED and vocational instruction. We will continue supporting George Gervin Youth Center through referrals, donated space and other contributions in the best interest of our residents.

If you need any other information, please contact me at Kings Point Apartments, 3550 Lavender Lane San Antonio, Texas 78220 or call me at (210) 662-7933.

Sincerely,

Waylon Braxton
Waylon Braxton
Resident Manager



DIETRICH ROAD APARTMENTS

4618 Dietrich Rd. (210) 661-7179
San Antonio, Texas 78219



04-03-96

To Whom it May Concern;

We fully support the George Gervin Youth Center. The Center has continuously provided a comprehensive array of services to assist our youth and families.

George Gervin Youth Center's acceptance as an Open Enrollment Charter School is desperately needing to fill a void in our community pertaining to academic upgrade, GED and vocational instruction. We will continue supporting George Gervin Youth Center through referrals, donated space and other contributions in the best interest of our residents.

If you need any other information, please contact me at Dietrich Road Apartments 4618 Dietrich Rd. San Antonio, Texas 78219 or call me at (210) 661-7179

Sincerely,

Jan Williamson
Jan Williamson
Resident Manager



LULAC EAST PARK PLACE APARTMENTS

4619 DIETRICH ROAD
SAN ANTONIO, TEXAS 78219



04-03-96

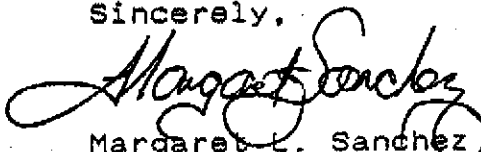
To Whom it May Concern;

We fully support the George Gervin Youth Center. The Center has continuously provided a comprehensive array of services to assist our youth and families.

George Gervin Youth Center's acceptance as an Open Enrollment Charter School is desperately needing to fill a void in our community pertaining to academic upgrade, GED and vocational instruction. We will continue supporting George Gervin Youth Center through referrals, donated space and other contributions in the best interest of our residents.

If you need any other information, please contact me at LULAC East Park Place Apartments, 4619 Dietrich Rd., San Antonio, Texas 78219 or call me at (210) 661-4197.

Sincerely,


Margaret L. Sanchez
Resident Manager

George Gervin Youth Center

Organization History: The George Gervin Youth Center, Inc. is a 501(c)(3) nonprofit organization, founded in 1989 and now in its seventh year of program operations. Our mission is to provide innovatively designed, comprehensive services that are holistic in nature, as well as culturally sensitive, to impact the lives of troubled youth and their families, particularly those youth facing special concerns. Primary focus of our programs is to assess and meet the individual needs of the whole person, specifically recognizing the needs of at-risk youth in resolving critical issues surrounding family relationships, school achievement, social attitude, employment, teen pregnancy, substance abuse, drug trafficking, teen suicide, school/neighborhood/gang violence, self-esteem and homelessness.

The George Gervin Youth Center has successfully provided services for youth that include outreach, recruitment, intake, certifying, assessment, counseling, educational upgrading, vocational training, employment opportunities, career development, pre-employment skills training, job placement, worksite mediation, mentoring, tutoring, parenting workshops, HIV/STD and other teen issue workshops, enrichment activities, field trips, leadership development, social service support, emergency assistance, referral services, follow-up, internal and external evaluation, data management and tracking. This has been accomplished through private fundraising and federal, city, and state agency funding.

George Gervin: our Founder, is a professional basketball celebrity, San Antonio Spurs Community Relations Representative, NBA Legend and a Hall of Famer. He is a member of our Board, spearheads our fundraising campaigns, and has engaged many high profile athletes and community leaders to recruit for George Gervin Youth programs and to serve as motivational speakers in training workshops.

The George Gervin Youth Center currently operates several youth development programs and has achieved high graduation rates in its alternative school programs and high placement rates in employment projects for hard-to-serve youth.. The current programs include: (1) Youthbuild - San Antonio, a national demonstration project which provides remedial education and leadership development and job training to youth trainees who build single family homes for low income families as a community service component of their training; (2) Building Alternatives, an intervention and substance abuse prevention program for 450 substance-abusing youth and other at risk youth and their families to be recruited from the City's most crime-ridden and drug-infested neighborhoods; (3) Summer Youth Employment, which provides job orientation and placement for 150 inner city youth; (4) Second Chance, a juvenile crime prevention program which provides training and education for young offenders who are given an alternative sentence of community restitution; and (5) Mentoring and Tutoring projects for elementary school and junior children in targeted housing projects; and special project funded by the Office of the Governor to reduce behavior problems, reduce truancy and develop leadership for children ages 8-14 in targeted neighborhoods.

RICHARD C. LANTRY
2943 MOSS TREE STREET
SAN ANTONIO, TEXAS 78232
(210) 490-8293

EDUCATION Kent State University, Kent, Ohio
University of Nebraska, Lincoln, Nebraska, B. S.
University of Nebraska, Lincoln, Nebraska, M. S.
San Antonio College, Continuing Education

EMPLOYMENT -Present: Director, Youthbuild San Antonio
1994-1996 Program Specialist (Department of Human Services State of Texas)
1992-1994 Counterdrug Operations Officer
1988-1992 U.S. Army Colonel, Deputy Chief Operating Officer (Installation)
1981-1988 Department Chief (U.S. Army) Plans and Operations
1970-1981 Public School Administrator

EXPERIENCE Presently directs a comprehensive national model program in youth training and remedial education for dropouts. Formerly Principal of Elementary and Middle Schools in Elkhorn, Nebraska including the developmet of federal grants for the construction of schools buildings, development of broad -based education curriculum, and supervision of professional staff and faculty of 40. Holds Mid-Managment Certification in Education (K-12) by the State of Texas. Multiple years in progressively challenging positions in public education, including classroom, administrative and state level operations. Over 20 years as a volunteer military officer (Army National Guard), including progressive positions of authority in support of local, state and national objectives. As an active duty U.S. Army Officer, worked in numerous general officer commands. Planner, policy maker, staff officer and senior executive, able to initialize new and restructured operations, analyzing complex systemic problems..

To be completed by TEA:

Date Sent by Applicant to District: _____ Date of Receipt by TEA: _____

Date of TEA Contact: _____ TEA Contact Person: _____

Statement of Impact

Purpose of this form: The sponsoring entity entered below is submitting an application to the State Board of Education for approval to operate an open-enrollment charter school. The name and location of the proposed charter school is provided. In accordance with Texas Education Code, Section 12.110(d)(2), this form must be completed by any school district likely to be affected by the open-enrollment charter school, including information relating to any financial difficulty that a loss in enrollment may have on the district. It should also include information pertaining to any impact on student enrollment that may impair a district's ability to comply with a court order affecting the district. For more detailed information about the proposed charter, contact the sponsoring entity indicated below.

Note: Under Texas Education Code, Section 12.106, an approved open-enrollment charter school is entitled to the distribution of the available school fund for a student attending the charter school to which the district in which the student resides would be entitled. This would include any benefits and any transportation allotment for which the student is eligible under Chapter 42. An approved open-enrollment charter is also entitled to a portion of the tax revenue collected by the school district for maintenance and operations as provided in Texas Education Code, Section 12.107.

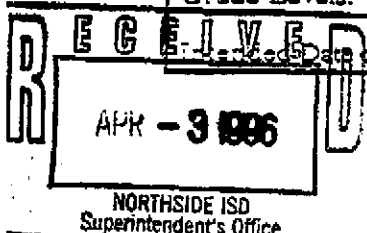
Instructions: Submit the completed form signed by the district superintendent and board president to:

The Texas Education Agency
Document Control Center, Room 6-108
1701 North Congress Avenue
Austin, Texas 78701

The form must be received by the intended submission date indicated by the sponsoring entity for consideration by the State Board of Education with respect to approval of the proposed open-enrollment charter school. For information about the procedures for approval of open-enrollment charter schools, please contact Dr. Deborah Nance or Ms. Belinda Flores in the Office of Accountability at (512) 463-9716.

Chief Operating Officer of Proposed Charter: <u>Richard Lantry</u>		Title: <u>Program</u>
Name of Sponsoring Entity: <u>George Gervin Youth Center, Inc.</u>		
Sponsor Address: <u>6903 Sumbelt Dr. South</u>		City: <u>San Antonio</u>
Zip: <u>78218</u>	Phone Number: <u>210/804-1786</u>	FAX: <u>210/804-1469</u>
Name of Proposed Charter: <u>Building Alternatives Charter School</u>		
Charter Address: <u>Same</u>		City: _____
Zip: _____	Phone Number: _____	FAX: _____
Grade Levels: <u>9-12</u>		Expected Enrollment: <u>100</u>
Intended Date of Submission to the State Board of Education: <u>April 29, 1996</u>		

590



Rec'd
Linda Magee
4-3-96

To be completed by TEA:

Date Sent by Applicant to District: _____ Date of Receipt by TEA: _____

Date of TEA Contact: _____ TEA Contact Person: _____

Statement of Impact

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Name of Sponsoring Entity: <u>George Gervin Youth Center, Inc.</u>		
Sponsor Address: <u>6903 Sunbelt Dr. South</u>		City: <u>San Antonio</u>
Zip: <u>78218</u>	Phone Number: <u>210/804-1786</u>	FAX: <u>210/804-1469</u>
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Charter Address: <u>Same</u>		City: _____
Zip: _____	Phone Number: _____	FAX: _____
Grade Levels: <u>9-12</u>		Expected Enrollment: <u>100</u>
Intended Date of Submission to the State Board of Education: <u>April 29, 1996</u>		

Northeast ISD

x Melinda Thompson

Rec'd
4-3-96

To be completed by TEA:

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Date of TEA Contact: _____ TEA Contact Person: _____

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Zip: <u>78218</u>	Phone Number: <u>210/804-1786</u>	FAX: <u>210/804-1469</u>
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Zip: _____	Phone Number: _____	FAX: _____
Grade Levels: <u>9-12</u>		Expected Enrollment: <u>100</u>
Intended Date of Submission to the State Board of Education: <u>April 29, 1996</u>		

592

Judson ISD

x

Received: *P. Hnally* Rec'd
4-3-96

To be completed by TEA:

Date Sent by Applicant to District: _____ Date of Receipt by TEA: _____

Date of TEA Contact: _____ TEA Contact Person: _____

Statement of Impact

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Document Control Center, Room 6-108
1701 North Congress Avenue
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Sponsor Address: <u>6903 Sunbelt Dr. South</u>		City: <u>San Antonio</u>
Zip: <u>78218</u>	Phone Number: <u>210/804-1786</u>	FAX: <u>210/804-1469</u>
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Charter Address: <u>Same</u>		City: _____
Zip: _____	Phone Number: _____	FAX: _____
Grade Levels: <u>9-12</u>		Expected Enrollment: <u>100</u>
Intended Date of Submission to the State Board of Education: <u>April 29, 1996</u>		

593

San Antonio ISD

Mike De Los Santos
Rec'd 4-3-96

To be completed by TEA:

Date Sent by Applicant to District: _____ Date of Receipt by TEA: _____

Date of TEA Contact: _____ TEA Contact Person: _____

Statement of Impact

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Grade Levels: <u>9-12</u>		Expected Enrollment: <u>100</u>
Intended Date of Submission to the State Board of Education: <u>April 29, 1996</u>		

Received
x 4/29/96 Jean Bailey
Alamo Heights ISD

Statement of Impact

Check the appropriate response below:

_____ The proposed open-enrollment charter school is not expected to adversely impact the school district to a significant degree.

X The proposed open-enrollment charter school is expected to impact the school district in the following manner:
(Describe the impact in the space below. Attach any supporting documentation.)

There would be a financial impact on our district because we would be providing funding for students who do not currently attend our schools. The law does not presently allow us credit for the student attendance.

Estimated cost to Alamo Heights ISD: \$4,350 per student.

Alamo Heights ISD

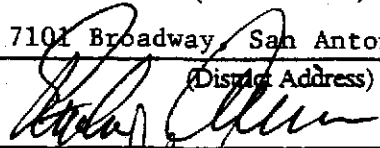
(District Name)

015-901

(County-District Identification Number)

7101 Broadway, San Antonio, TX 78209

(District Address)



(Signature of Board President)

Stephen P. Allison

(Print Board President's Name)



(Signature of Superintendent)

Jerry D. Christian

(Print Superintendent's Name)

4-7-96

(Date)

(210) 824-2483

(Phone Number)

Statement of Impact

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school is not expected to adversely impact the school district to a significant degree.
- ☐ The proposed open-enrollment charter school is expected to impact the school district in the following manner:
(Describe the impact in the space below. Attach any supporting documentation.)

Northside ISD

(District Name)

015-915

(County-District Identification Number)

5900 Evers Road., San Antonio, TX 78238

(District Address)

Katie N. Reed

(Signature of Board President)

Katie N. Reed

(Print Board President's Name)

Ed Rawlinson

(Signature of Superintendent)

Ed Rawlinson

(Print Superintendent's Name)

4-4-96

(Date)

(210) 706-8770

(Phone Number)

To be completed by TEA:

Date Sent by Applicant to District: _____ Date of Receipt by TEA: _____

Date of TEA Contact: _____ TEA Contact Person: _____

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1701 North Congress Avenue
Austin, Texas 78701

The form must be received by the intended submission date indicated by the sponsoring entity for consideration by the State Board of Education with respect to approval of the proposed open-enrollment charter school. For information about the procedures for approval of open-enrollment charter schools, please contact Dr. Deborah Nance or Ms. Belinda Flores in the Office of Accountability at (512) 463-9716.

Chief Operating Officer of Proposed Charter: <u>Richard Lantry</u>		Title: <u>Program</u>
Name of Sponsoring Entity: <u>George Gervin Youth Center, Inc.</u>		
Sponsor Address: <u>6903 Sumbelt Dr. South</u>		City: <u>San Antonio</u>
Zip: <u>78218</u>	Phone Number: <u>210/804-1786</u>	FAX: <u>210/804-1469</u>
Name of Proposed Charter: <u>Building Alternatives Charter School</u>		
Charter Address: <u>Same</u>		City: _____
Zip: _____	Phone Number: _____	FAX: _____
Grade Levels: <u>9-12</u>		Expected Enrollment: <u>100</u>
Intended Date of Submission to the State Board of Education: <u>April 29, 1996</u>		

San Antonio ISD

Marie De Los Santos
Rec'd 4-3-96

Statement of Impact

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school is not expected to adversely impact the school district to a significant degree.
- ☐ The proposed open-enrollment charter school is expected to impact the school district in the following manner:
(Describe the impact in the space below. Attach any supporting documentation.)

<u>Northside ISD</u> (District Name)	<u>015-915</u> (County-District Identification Number)
<u>5900 Evers Road., San Antonio, TX 78238</u> (District Address)	
<u>Katie N. Reed</u> (Signature of Board President)	<u>Katie N. Reed</u> (Print Board President's Name)
<u>Ed Rawlinson</u> (Signature of Superintendent)	<u>Ed Rawlinson</u> (Print Superintendent's Name)
<u>4-4-96</u> (Date)	<u>(210) 706-8770</u> (Phone Number)

Statement of Impact

Check the appropriate response below:

_____ The proposed open-enrollment charter school is not expected to adversely impact the school district to a significant degree.

X The proposed open-enrollment charter school is expected to impact the school district in the following manner:
(Describe the impact in the space below. Attach any supporting documentation.)

There would be a financial impact on our district because we would be providing funding for students who do not currently attend our schools. The law does not presently allow us credit for the student attendance.

Estimated cost to Alamo Heights ISD: \$4,350 per student.

Alamo Heights ISD

(District Name)

015-901

(County-District Identification Number)

7101 Broadway, San Antonio, TX 78209

(District Address)

Stephen P. Allison

(Print Board President's Name)

(Signature of Board President)

Jerry D. Christian

(Print Superintendent's Name)

(Signature of Superintendent)

(210) 824-2483

(Phone Number)

4-9-96
(Date)

599

Statement of Impact

Check the appropriate response below:

☒ The proposed open-enrollment charter school is not expected to adversely impact the school district to a significant degree.

☐ The proposed open-enrollment charter school is expected to impact the school district in the following manner:
(Describe the impact in the space below. Attach any supporting documentation.)

- 1) We did not get to review budget because it was not attached.
- 2) We do not think that primarily GED programs should qualify as open-enrollment charter schools. The District has an in-school GED program.

North East Ind. School District

(District Name)

910 District, 015 County


(County-District Identification Number)

8961 Tesoro Drive, San Antonio, TX 78217

(District Address)



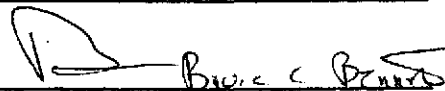
(Signature of Board President)



(Signature of Superintendent)

April 22, 1996

(Date)



(Print Board President's Name)

RICHARD A. MIDDLETON

(Print Superintendent's Name)

(210) 804-7004

(Phone Number)

Statement of Impact

Check the appropriate response below:

_____ The proposed open-enrollment charter school is not expected to adversely impact the school district to a significant degree.

X_____ The proposed open-enrollment charter school is expected to impact the school district in the following manner:
(Describe the impact in the space below. Attach any supporting documentation.)

We anticipate the funding impact on our school district to be approximately \$4,867,560.

San Antonio ISD

(District Name)

015-907

(County-District Identification Number)

141 Lavaca Street San Antonio, Texas 78210

(District Address)

Margaret Mireles

(Signature of Board President)

Mrs. Margaret Mireles

(Print Board President's Name)

Diana Lam

(Signature of Superintendent)

Ms. Diana Lam

(Print Superintendent's Name)

May 14, 1996

(Date)

(210) 299-5506

(Phone Number)

05/13/96 14:54 TX/RX NO.1446 P.004

TOTAL P.04

Statement of Impact

Check the appropriate response below:

- ☒ The proposed open-enrollment charter school is not expected to adversely impact the school district to a significant degree.
- ☐ The proposed open-enrollment charter school is expected to impact the school district in the following manner:
(Describe the impact in the space below. Attach any supporting documentation.)

JUDSON ISD

(District Name)

8012 Shin Oak, San Antonio, Texas 78233

(District Address)

015-916

(County-District Identification Number)

JOHN STRIEB

(Print Board President's Name)

GALEN R. FLOLE

(Print Superintendent's Name)

210-659-9605

(Phone Number)

(Signature of Board President)

(Signature of Superintendent)

May 13, 1996

(Date)

AMENDMENT

BUILDING ALTERNATIVES
CHARTER SCHOOL



**GEORGE
GERVIN YOUTH CENTER**



BUILDING ALTERNATIVES CHARTER SCHOOL

**To: Mr. Gene E. Davenport, Ed.D.
Associate Commissioner
School/Community Support
Texas Education Agency**

**From: Conrad J. Lindemann
Chairman, Board of Directors
George Gervin Youth Center, Inc.**

Date : May 16, 1996

Enclosed is the additional information requested by the personnel committee for the George Gervin Youth Center Building Alternatives Charter School.

We would request that this additional documentation be incorporated with our Charter School application.

Thank you for your consideration and assistance in this matter.

604

GEORGE GERVIN YOUTH CENTER, INC.
Requirements for High School Diploma Graduation
Building Alternatives Charter School
San Antonio, Texas

INTAKE/ASSESSMENT

Upon entrance, each student will take the TABE (Test of Adult Basic Education) for the purpose of determining what grade level they are presently functioning at and provide all documentation from previous schools attended including test scores, and grades. After determining academic functioning level and reviewing all documentation, a Comprehensive Development Plan will be developed with the enrolling student. The Comprehensive Development Plan will indicate the overall services the student needs and/or will receive while attending the Charter School. From this Plan an Individual Education Plan (IEP) will be formulated indicating deficiencies in academic areas and what is needed to correct them and meet requirements for graduation.

CORE CURRICULUM/CREDITS

The student will be required to master a twenty - four credit course of study from a curriculum correlated with the Essential Elements mandated by the Texas Education Agency. This curriculum will be enhanced by a TEA approved computer assisted curriculum/system that is correlated to TAAS (Texas Assessment of Academic Skills). The student must master all deficiencies described in the IEP by passing an appropriate end-of-course examination. The curriculum will allow for flexibility to design customized instructional programs to meet the learning needs of individual students to support the educational outcomes mandated by TEA and federal requirements. Students must complete the following course of study:

Core Curriculum	Credits	Courses
English Proficiency	4	English I - IV or passage of appropriate end-of-course examinations
Math Proficiency	3	Algebra I, Geometry, Algebra II, or Pre-Calculus or passage of end-of-course examinations
Science Proficiency (no more than 2 credits from any combination of Physical Science, Science III, IV & Biology I)	3	Three of the following nine credits: Biology I and II, Physical Science, Chemistry I and II, Physics I and II, Science II and IV or passage of appropriate end-of-course examinations
Social Studies Proficiency	4	Four credits in U.S. History, World History, World Geography, U.S. Government (1/2 credit), Economics (1/2 credit), or passage of appropriate end-of-course examinations

Second Language Proficiency	3	Three credits of the same language (French, German, Spanish) or passage of appropriate end-of-course examinations
Physical Education Proficiency	1.5	1 and 1/2 credits of Physical Education including intramural sports
Health Proficiency	0.5	1/2 credit of Health including AIDS Awareness Workshop.
Computer Proficiency	1	One credit in computer science or passage of computing proficiency measures
Fine Arts Proficiency	1	1 credit of Fine Arts
Electives	3-7	See list of Electives below

Total Credits Required for High School Diploma: 24

Electives:

Jobs and Careers, 3 credits, A School-to-Work Course including career explorations, job visits and job shadowing, resume writing, career seminars, work-based learning sites, career mentors.

YouthBuild - San Antonio Course, 3 credits, including Pre-Construction Skills, Woodworking Shop, Hands-On Skill Training at Work-based Learning Sites at which students participate with nonprofit agencies in building single family homes for low income families.

Toastmasters International Youth Leadership Program, 1 credit, will teach Personal Development skills and Group Leadership Skills. Students learn how to conduct meetings, elect officers, how to prepare a speech, how to carry out evaluations, practice impromptu speaking and practice public speaking.

Entrepreneurial training/Small Business Workshops, 3 credits, Independent contractors will conduct entrepreneurial workshops emphasizing their own experience in starting and developing businesses. Three San Antonio banks, the Chamber of Commerce, the City Department of Economic Development will conduct entrepreneurial workshops covering all aspects of business development. including Personal Financial Management, Budgeting, Business Start-up, Arranging Personal and Business Financing, Business Financial Budgeting and Management.

AmeriCorps Public Service, 2 credits, Students will develop leadership skills and community awareness as select their own community service work and earn education awards towards college or other postsecondary tuition costs.

Life Skills, 2 credits: Basic, critical attitudes essential to successful job keeping will be taught by a process of experiential learning using the work-based learning sites as the "work place." This instructional medium will address: independent living skills, respect for authority, communication

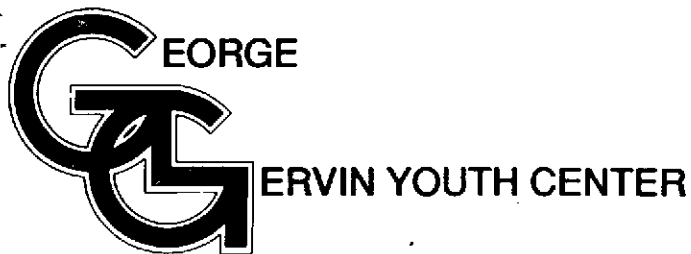
skills, ability to take direction, goal setting, ability to take criticism, self-esteem, work responsibilities, trust, attendance/tardiness discipline, problem-solving skills, and decision-making skills.

Other electives: Tech Prep Courses in Health Care, Arts and Communications, Electronics, Banking & Insurance.

Schedule: Three terms of 12 weeks in each term with 432 hours of instruction in each term. A total of 180 days of classroom instruction with some elective courses scheduled on weekends and evenings.

OUTCOME/PLACEMENT

Upon successful completion of the TAAS exit examination, a student can apply for graduation and receive a high school diploma endorsed by the Texas Education Agency and the Building Alternatives Charter School. The Comprehensive Development Plan and the Individual Education Plan will also assist the student in making very important career choices. The student will be prepared to take the SAT/ACT for college entrance or choose a training path provided by one of the federally funded programs at the George Gervin Youth Center such as Youthbuild, Tech Prep, and School-to-work. Whatever choice the student makes, he/she will receive follow-up assistance from the school's counselor/job coach.



BUILDING ALTERNATIVES CHARTER SCHOOL

To: Mr. Gene E. Davenport, Ed.D.
Associate Commissioner
School/Community Support
Texas Education Agency

From: Conrad J. Lindemann
Chairman, Board of Directors
George Gervin Youth Center, Inc.

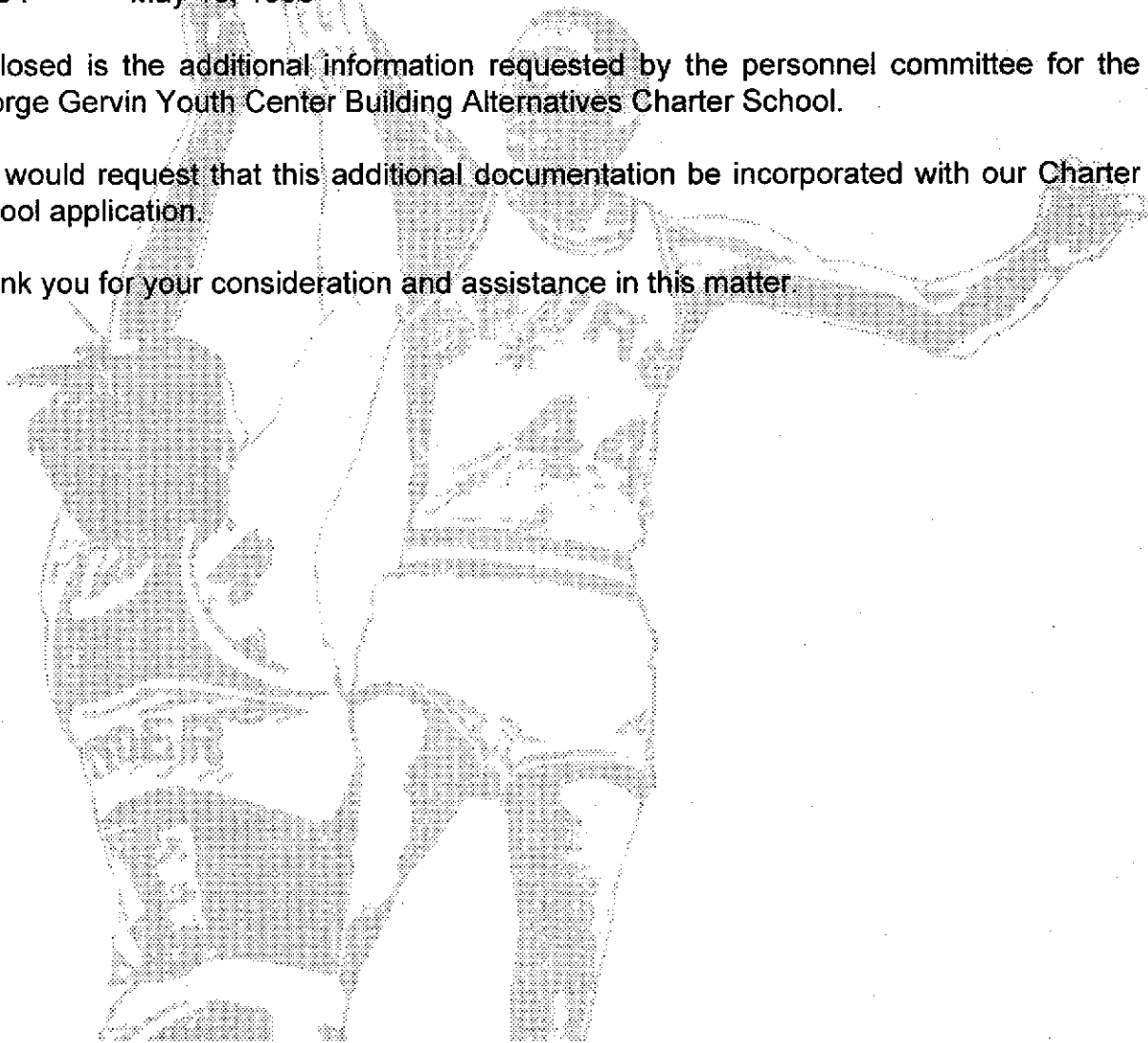
A handwritten signature in black ink, appearing to read 'Conrad Lindemann', is written over the typed name and title.

Date : May 16, 1996

Enclosed is the additional information requested by the personnel committee for the George Gervin Youth Center Building Alternatives Charter School.

We would request that this additional documentation be incorporated with our Charter School application.

Thank you for your consideration and assistance in this matter.



GEORGE GERVIN YOUTH CENTER, INC.
Requirements for High School Diploma Graduation
Building Alternatives Charter School
San Antonio, Texas

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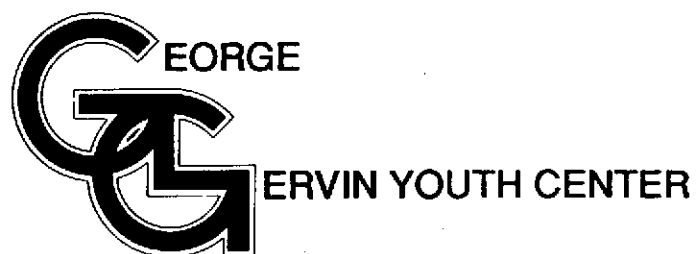
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April 24, 1996

Patricia Linares, Texas Education Agency
Document Control Center, Room 6-108
1701 North Congress Avenue
Austin, Texas 78701

Dear Ms. Linares:

I am forwarding to you an additional support letter for the George Gervin Youth Center, Inc.
Building Alternatives Charter School application.

If you have any questions, please contact me at (210) 804-1786.

Sincerely,

Barbara D. Hawkins

Barbara D. Hawkins
Executive Director

Enclosure

612



GERVIN YOUTH CENTER



FAX TRANSMITTAL

TO: Ms. Pat Linard

FOR: _____

RECEIVING FAX NUMBER: 512/463-7242

FROM: GEORGE GERVIN YOUTH CENTER, INC.
9200 Broadway, Suite 123
San Antonio, Texas 78217
Telephone No.: (210) 804-1786
Facsimile No.: (210) 804-1469

SENT BY: Ursula FOR B. Hawkins

NUMBER OF COPIES TRANSMITTED INCLUDING THIS SHEET: 2

Comments: _____

DATE SENT: 3/18/96

TIME FAXED: 10:12 a.m. p.m.

613

March 8, 1996

Ms. Pat Linares
Senior Director School
and Community Support
Texas Education Agency
11701 N. Congress
Austin, TX 78701

Fax # (512) 463-7242

Dear Ms. Linares:

This letter is to confirm my conversation with you last week regarding our agency's intent to file an application with the Texas Education Agency to develop and operate an innovative Open-Enrollment Charter School in accordance with Senate Bill I and the Guidelines established by the State Board of Education for the implementation of this legislation.

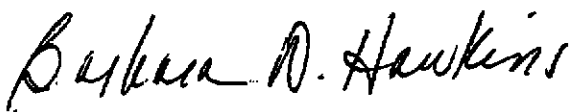
The proposed Open-Enrollment Charter School of the George Gervin Youth Center would operate in the City of San Antonio and serve drop-out youth from several school districts. We are now in process of preparing our plans to present to these school district Superintendents as part of our application to the Texas Education Agency.

It is our intention to file our application with your office in May, 1996. We have the Application forms and guidelines for this filing. Please let me know if there is any additional information that may be required or if deadlines for the filing date are changed.

If you have any questions or concerns, please contact me at (210) 804-1786 or write to me at 6903 Sunbelt Drive South, San Antonio, Texas 78218.

Thank you.

Sincerely,



Barbara D. Hawkins
Executive Director



TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE ★ AUSTIN, TEXAS 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

MIKE MOSES
COMMISSIONER OF EDUCATION

May 2, 1996

Mr. Richard Lantry, Program Director
George Gervin Youth Center, Inc.
6903 Sunbelt Drive South
San Antonio, Texas 78218

Dear Mr. Lantry:

This letter constitutes official notice that your charter school application will be considered by the State Board of Education at the May board meeting. Your proposal has been placed on the agenda of the State Board Committee on Personnel which will meet on May 15-17, 1996, William B. Travis State Office Building, 1701 North Congress Avenue.

Applications will be considered by the committee in the order in which they were received by the agency. The order is reflected on the enclosed schedule. Each applicant will be provided ten minutes to make a presentation regarding their application. All State Board of Education members have received an advance copy of your application for their review. A copy has been sent to each of them for their review and evaluation. Once the applicant's presentation is made, the committee will listen to public testimony and proceed with their discussion on the application. We ask that someone be present in order to address any questions that may arise at this time.


The committee will make recommendations regarding approval/non-approval and these recommendations will be taken up before the full board at the general meeting on Friday, May 17, at 1:00 p.m. in Room 1-104. Please note that the State Board of Education was given authority by the legislature to grant a total of 20 open-enrollment charters. Sixteen charters have already been approved by the board prior to the May meeting. Therefore, a maximum of only four charters may be approved in May.

The committee will recommend the first four applicants who successfully fulfill State Board of Education criteria. This recommendation will be taken for approval to the full board on Friday. The committee will provide every applicant the opportunity to make a presentation; however, applications will not be considered for approval if they are presented after the committee has already made its four recommendations.

Should any of the original twenty recipients of the charters not continue with implementation of their program for any reason, a new application process will be initiated by the board to maintain the number at twenty. The State Board understands the considerable time and expense required to bring forward a charter proposal. The board wishes to emphasize that while each applicant will be provided an opportunity to present to the committee, the established procedure described above will be strictly followed.

If you have questions, please do not hesitate to contact the Division of School/Community Support at (512) 463-9575.

Sincerely,


Gene E. Davenport, Ed.D.
Associate Commissioner
School/Community Support

GD:gl

Enclosure

615



TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE ★ AUSTIN, TEXAS 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

MIKE MOSES

COMMISSIONER OF EDUCATION

May 23, 1996

Mr. Richard Lantry, Program Director
6903 Sunbelt Drive South
San Antonio, Texas 78218

Dear Mr. Lantry:

Building Alternatives Charter School was approved by the State Board of Education on May 17, 1996, to become an open-enrollment charter school. You are invited to attend a one-day workshop on Tuesday, June 11, 1996, from 8:30 a.m. to 5:00 p.m., at the William B. Travis Building, 1701 N. Congress Avenue, Austin, Texas, Room 2-170. The purpose of this workshop is to discuss logistical and programmatic issues related to the operation of Building Alternatives Charter School.

Issues to be reviewed include: distribution of funds; public school accountability; textbook requisition and distribution; technology allotments; state and federal compliance monitoring; and court order compliance.

I look forward to seeing you at this meeting. If you have any questions, you may contact Belinda Flores at (512) 463-9716.

Sincerely,

Gene E. Davenport, Ed.D.
Associate Commissioner
for School/Community Support

GED:BF:gl

HOUSING AUTHORITY



OF THE CITY OF SAN ANTONIO

OFFICE OF HOUSING ASSISTANCE PROGRAMS

818 S. FLORES ST. • SAN ANTONIO, TEXAS 78204 • 220-3312

April 4, 1996

Mr. Richard Lantry
Building Alternatives Charter School Project
c/o George Gervin Youth Center
6903 Sunbelt Drive, South
San Antonio, Texas 78218

Dear Mr. Lantry:

We have worked with the Youthbuild Program, the Community Mentor Program, and the Substance Abuse Intervention Program of the George Gervin Youth Center. Based on the results which your agency has been able to accomplish with dropouts recruited from Public Housing, we offer our support for your application to the State Board of Education for approval of a charter to establish the Building Alternatives Charter School in San Antonio.

The San Antonio Housing Authority will continue to work with you in helping to recruit and support needy at risk youth to enroll in the proposed Charter School. We believe this program is needed in this city.

Sincerely,

APOLONIO FLORES
President and CEO



The State of Texas

SECRETARY OF STATE CERTIFICATE OF INCORPORATION

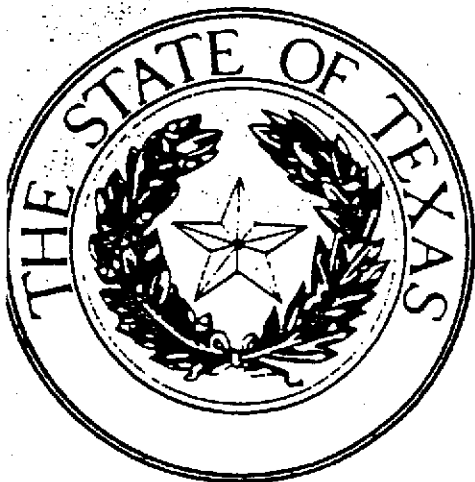
OF

GEORGE GERVIN YOUTH CENTER, INC.
CHARTER NO. 1195213

The undersigned, as Secretary of State of the State of Texas, hereby certifies that Articles of Incorporation for the above corporation duly signed pursuant to the provisions of the Texas Non-Profit Corporation Act, have been received in this office and are found to conform to law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law, hereby issues this Certificate of Incorporation and attaches hereto a copy of the Articles of Incorporation.

Dated JUNE 4, 1991.



John Hannah Jr.
Secretary of State

ceb

618

✓

Building Alternatives Charter School

6903 Sunbelt Drive South, San Antonio, Texas 78218-3336

Phone: 210-804-1786 Fax: 210-832-0309

F A C S I M I L E

To: Brooks Flemister

Fax No. 512-463-9732

Date: 9-23-98

From Wolde Mordy Perkins

Subject: Demographic Survey

No. of Pages: 10 including cover sheet

Family Educational Rights and Privacy Act Protected Material

1 page has been withheld

PLEASE NOTE: Pages have been removed from the responsive material. These pages contain material that is protected by the Family Educational Rights and Privacy Act (FERPA). Information redacted could include items such as the student's name, names of family members, addresses, personal identifiers such as social security numbers, and personal characteristics or other information that make the student's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at PIR@tea.state.tx.us.

**SPECIAL POPULATIONS
and
STUDENT PROVENANCE****Special Populations**

Number "at risk"	Number Special Ed	Number GT	Number LEP	Waiting List	Total Enrollment
181	15	N/A	N/A	139	196

Student Provenance

Number From TX Public Sch	Number From Private Sch	Number From Home Sch	Number From Out of State	Not Previously In School	Total Enrollment
196	N/A	N/A	N/A	N/A	196

Name of Charter School:

Building Alternatives

Date:

9-23-98

821

ADULT INFORMATION

ADULT GROUP	M	F	AfrAm	Hisp	A/PI	White	Total
BOARD	5	3	4	1	N/A	3	8
ADMINISTRATION	1	2	3	N/A	N/A	N/A	3
TEACHERS	6	6	8	2	N/A	2	12
SUPPORT STAFF	N/A	3	2	1	N/A	N/A	3

FACULTY INFORMATION	No Degree	BA only	Masters	Doctorate	Certified	Non Cert	Full Time	Part Time
TEACHING STAFF	1	9	2	N/A	3	N/A	12	1
ADMINISTRATION	N/A	1	1	1	2	1	3	1

*Attach explanation for each non-degreed teaching staff member.

**Associates Degree, Military Training*

Name of Charter School: Building Alternatives
 DATE: 8-23-98

OPEN-ENROLLMENT CHARTER SCHOOLS

FACILITIES ASSESSMENT

Please fax this questionnaire to the Charter School office at 512-483-9732 by Friday, September 11, 1998. Attach a small floorplan of the school.

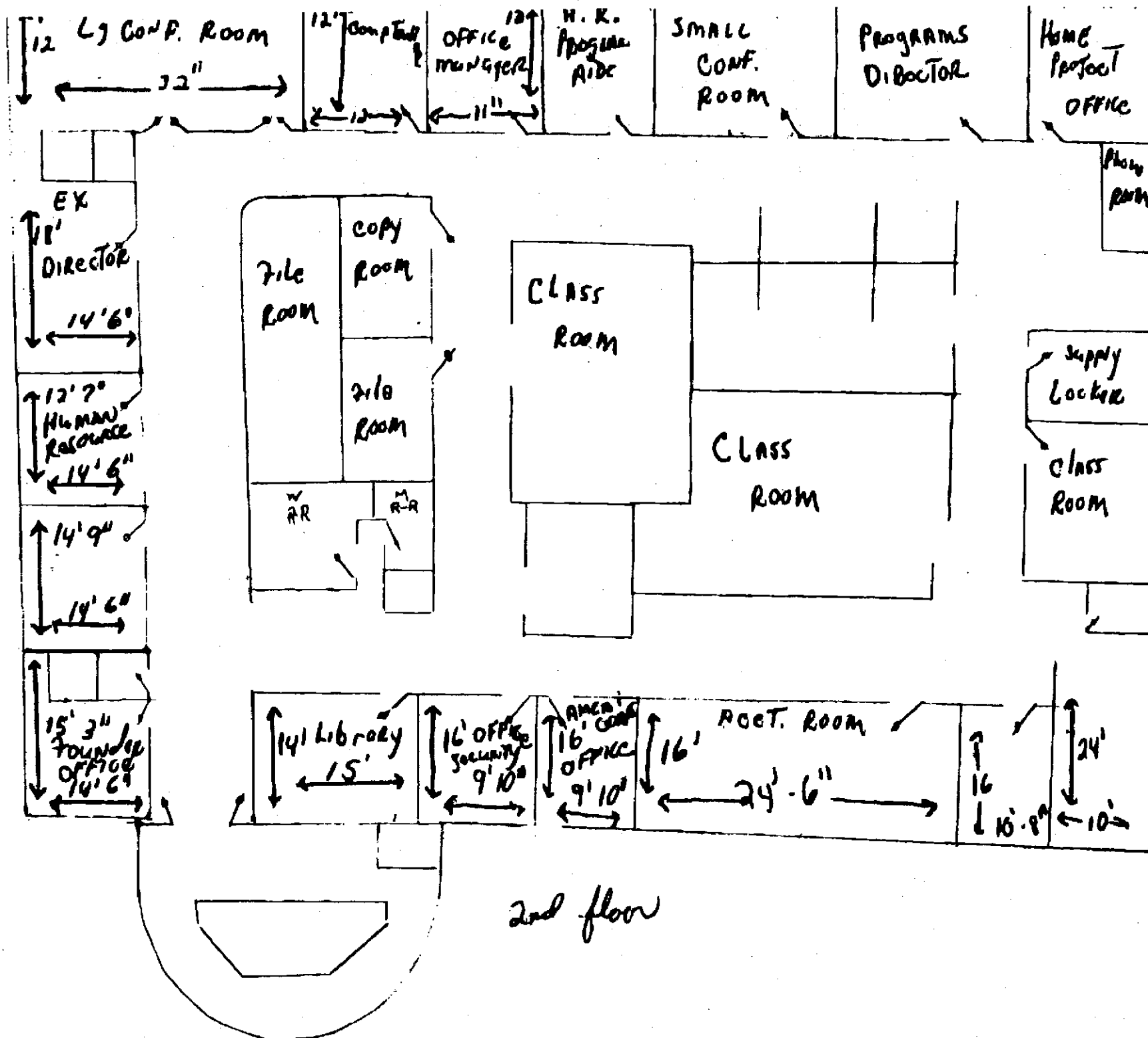
Name of charter school Building Alternatives
 Site Address 6903 Sunbelt Drive S.
 Square footage of the building approx 20,000 sq ft.
 Former usage(s) of facility Pizza Hut Corporate Headquarters
 Does the charter school or sponsoring entity own the building? Yes
 If yes, current appraised value of building \$580,000.00
 Monthly mortgage payment \$6,118.00
 If, no, from whom does the school rent/lease the building? _____
 Amount of monthly rent/lease _____
 Number of years of lease _____
 Amount expended by charter school for renovation In-kind work
 Type of renovation

Built classrooms

The building includes the following numbers of rooms:

9 classrooms
5 offices
7 student rest rooms
2 adult rest rooms

gymnasium (circle one)	Yes	<u>No</u>
dressing rooms	Yes	<u>No</u>
cafeteria	<u>Yes</u>	No
kitchen facilities	<u>Yes</u>	No
auditorium	Yes	<u>No</u>
teacher work spaces	Yes	<u>No</u>
outdoor playground area	Yes	<u>No</u>



625

CHARTER SCHOOL DIVISION
START-UP FUNDS PROVENANCE

Please fill in the blanks with the information requested. Thank you for your participation.
Fax to Charter School office (512-463-9732) by Friday, September 11, 1998.

1. Name of Charter School Building Alternatives Charter School
2. Date awarded a charter May 1996
3. Date school opened Sept. 19, 1996
4. Date received first state funds Nov. 18, 1996
5. Date received first federal funds Nov. 24, 1996
6. Estimated school expenditures before state money received \$ 9000.00
7. Source amounts of above funds (before state money received)

Grants	\$ _____
Bank Loans to school/non-profit	\$ <u>9000.00</u>
Bank loans to individuals	\$ _____
Personal money invested	\$ _____
Personal credit cards	\$ _____
Other (please specify)	\$ _____
TOTAL (should match #6 amount)	\$ <u>9000.00</u>

CHARTER SCHOOL DIVISION

HEALTH SERVICES SURVEY

Please fax the following information to the Charter School office at 512-483-9732 by Friday, September 11, 1998.

Name of Charter School: BUILDING ALTERNATIVES

Name of school nurse (if applicable) _____

Name of contact person (if no nurse) Wanda Moody-Perkins

Nurse/contact phone/fax/email: (710) 884-1786 (710) 832-8309
Phone fax email

Describe the process by which the school checks immunization records:

Volunteer nurses or personnel from the Bexar County Health Dept. review records

Has the person conducting these reviews received training in this process? YES NO

If yes, by whom? Health Dept.

Describe the process to accomplish the following: (who, how, when, etc.)

Auditory screenings:

Vision screenings:

Scoliosis screenings

Arrangements are made with the Bexar County Health Department.

Describe or attach the school's emergency plans (fire, disaster, medical, security).

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BUILDING ALTERNATIVES CHARTER SCHOOL GEORGE GERVIN YOUTH CENTER

EMERGENCY AND CRISIS PROCEDURES

The following persons have communication by walkie talkie:

**Mrs. Moody-Perkins
Mr. Kelly**

**Mr. Cooper
Mr. Lopez
Mr. Donahue**

The following codes are to be used in case of an emergency:

**Fire: Red
Fight: Blue
Administrator needed: Green**

FIRE PROCEDURE

- 1. Contact Principal on the nearest telephone (extension 224).**
- 2. When the alarm sounds, follow the posted evacuation procedure.**
- 3. Remain on the outside of the building until the all-clear sign is given.**

BOMB THREAT

- 1. Fire alarm procedure will be followed.**

EXPLOSION

- 1. Follow fire alarm procedure for existing building while avoiding the area where the explosion has occurred.**

FIGHT

- 1. Attempt to restore order as much as possible.**
- 2. Provide for the safety of all students.**
- 3. Notify administration.**
- 4. Remove perpetrators from scene.**

628

State Board of Education

1701 North Congress Avenue
Austin, Texas 78701-1494
(512) 463-9007

RECEIVED
MAY 8 1996
ASSOCIATE COMMISSIONER
SCHOOL COMMUNITY SUPPORT



May 7, 1996

Ruth Jones McClendon
Councilwoman, District 2
1149 East Commerce, Suite 210
San Antonio, Texas 78205

Dear Councilwoman McClendon:

Thank you for your recent letter of support for the Building Alternatives Charter School in San Antonio. I have provided a copy of your letter to the Division of School-Community Support, Texas Education Agency. That division is compiling correspondence received regarding charter schools and will provide that information to all State Board of Education members.

Thank you for your interest in the charter process.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jack Christie D.C.", is written over the typed name.

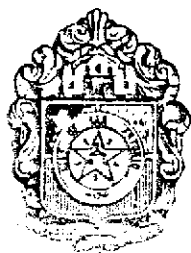
Jack Christie, D.C., Chairman
State Board of Education

cc: Dr. Mike Moses, Commissioner of Education
Division of School-Community Support

Jack Christie, D.C.
Chairman
Houston, District 6
Monte Hasie
Vice Chairman
Lubbock, District 15
Mary Helen Berlanga
Secretary
Corpus Christi, District 2

Alma A. Allen, Ed.D.
Houston, District 4
Donna Ballard
The Woodlands, District 8
Carolyn Honea Crawford, Ph.D.
Beaumont, District 7
Will D. Davis
Austin, District 10
Jose Garcia De Lara
San Antonio, District 3
Geraldine Miller
Dallas, District 12
Rene Nuñez
El Paso, District 1
Robert H. Offutt
San Antonio, District 5
Diane Patrick
Arlington, District 11
Rosie Collins Sorrells, Ed.D.
Dallas, District 13
Randy Stevenson
Tyler, District 9
Richard Watson
Gorman, District 14

Mike Moses, Ed.D.
Commissioner of Education
(512) 463-8985



CITY OF SAN ANTONIO

RUTH JONES McCLENDON
COUNCILWOMAN
DISTRICT 2

April 18, 1996

Mr. Jack Christie, D.C.
Chairman, State Board of Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Mr. Christie:

I am pleased to offer my enthusiastic support for the "Building Alternatives Charter School" for San Antonio which is being submitted by the George Gervin Youth Center.

The George Gervin Youth Center has designed this proposed Charter School based on its successful nationally recognized Youthbuild model program, and on its successful work with dropouts and other at risk youth in our city over the past seven years. Based on the track record of this outstanding community-based organization, the proposed Building Alternatives Charter School will be a very successful program.


I recently had the honor to help dedicate the new facility of the George Gervin Youth Center at 6903 Sunbelt Drive in San Antonio where the proposed Charter School will be located. It is an excellent state of the art facility and offers many advantages for the proposed Charter School students.

630

Mr. Jack Christie, D.C.
April 18, 1996
Page 2

Thank you for your consideration of this application. This is a program
which our city urgently needs.

Sincerely,



RUTH JONES MCCLENDON
Councilwoman, District 2

RJM/tb

1	George Gervin Youth Center, Inc.		
2	Building Alternatives Charter School, San Antonio		
3	Proposed Budget—Summary		
4			
5			
6		School Year	School Year
7		96—97	97—98
8	Projected Enrollment		
9	(First Term — 25, Second Term — 50,		
10	Third Term — 75—100)		
11			
12	Cash Revenues —		
13	Charter School Funds	277,048	372,561
14	Grants	37,952	47,439
15	Total Revenues	315,000	420,000
16			
17	In-Kind Services		
18			
19	Expenditures		
20	Personnel:		
21	Academic Skill Instructional Staff	60,866	76,083
22	Jobs/Vocational Skills Staff	70,785	88,481
23	Career Exploration Staff	22,688	28,359
24	Counseling & Support Services Staff	24,273	30,341
25	Operations & Instructional		
26	Administration Staff	70,383	87,979
27	Sub — Total Personnel	248,995	311,243
28			
29	Operating Expenses		
30	Occupancy	33,024	41,280
31	Telephone	1,988	2,484
32	Postage	150	188
33	Equipment Rental	2,850	3,563
34	Insurance	2,550	3,188
35	Educational Supplies & Materials	9,000	11,250
36	Office Supplies	750	938
37	Travel	527	658
38	Staff Development	750	938
39	Van Expense	188	234
40	Substitute Teachers	1,350	1,688
41	Audit	675	844
42	Total Operating Expenses	53,801	67,251
43			
44	Individual Support Services		
45	Bus Passes	2,531	3,164
46	Emergency Assistance	375	469
47	Total Individual Support Services	2,906	3,633
48			
49	Capital Outlay		
50	Year Two — — Computer, Van Replacements	9,298	37,873
51	Total Capital Outlay	9,298	37,873
52			
53	Total	315,000	420,000

TEXAS CHARTER SCHOOLS

NAME OF CHARTER SCHOOL Building Alternatives

Contact Person Barbara D. Hawkins

Telephone Number (210) 804-1786

Fax Number (210) 804-1469

Mailing Address 6903 Sunbelt South, SA, TX 78218

Date of First Day of School, 1996 September 1, 1996

Anticipated enrollment on first day of school 75

Minimum amount of financing you will need by July 1 - 0 -

Amount you have available for July 1 - 0 -

Minimum amount you will need by August 1 \$100,000 -

Amount you are sure you will have by August 1 - 0 -

Minimum amount you will need by the first day of school - 0 -

Amount you are fairly sure you will have by the first day of school 9/2/96 \$31,000.00

What are your assured funding sources? (Other than state funds) FUNDRAISING, Federal Grants

What are your potential funding sources (be specific) _____

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Texas Education Agency

InterOffice Memo

To: Belinda Flores
From: Document Control Center
Date: May 31, 1996
Subject: Receipt of Application - Public Charter Schools

<u>Agency/Institution</u>	<u>Co/District #</u>	<u>Dated</u>	<u>Control #</u>
George Gervin Youth Center	015-802	05/28/96	430/05/31/96-009

State Board of Education

1701 North Congress Avenue
Austin, Texas 78701-1494
(512) 463-9007

*6/22/96 P.Y.J.
I corrected this & sent
original to Ms Hawkins
a copy to Shirley Goolsby
& I gave a copy to
Ms Hawkins*

July 22, 1996

Ms. Barbara Hawkins, Executive Director
George Gervin Youth Center, Inc.
6903 Sunbelt Dr. S.
San Antonio, Texas 78218

Dear Ms. Hawkins:

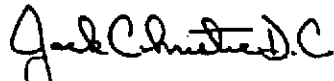
Congratulations on your successful application to be one of the first Texas open-enrollment charter schools. The State Board of Education supports your efforts on behalf of Texas students as you look forward to opening the charter school.

As you know, the State Board of Education is required to designate an organization to conduct an annual evaluation of open-enrollment charter schools. On July 12, 1996, the Board selected a team of researchers to conduct the evaluation. The team consists of evaluators from three institutions: (1) The University of Houston Center for Public Policy; (2) School of Urban and Public Affairs, The University of Texas at Arlington; and (3) a collaborative of the University of North Texas, Texas Center for Educational Research; and Texas Justice Foundation. This team is ready to begin work.

Law requires the evaluators to gather information before implementation of the schools as well as after implementation. Because of the pre-implementation requirement, the evaluators will be contacting you very soon to schedule a visit in order to meet with you and to gather information. Please work with them as they schedule these visits.

If you have questions about the evaluation, please contact Gene Davenport, Associate Commissioner for School/Community Support, at the Texas Education Agency, telephone (512) 463-9354.

Sincerely,



Jack Christie, D.C., Chairman
State Board of Education



Jack Christie, D.C.
Chairman
Houston, District 6

Monte Hasie
Vice Chairman
Lubbock, District 15

Mary Helen Berlanga
Secretary
Corpus Christi, District 2

Alma A. Allen, Ed.D.
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Donna Ballard
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Carolyn Honea Crawford, Ph.D.
Beaumont, District 7

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Austin, District 10

Jose Garcia De Lara
San Antonio, District 3

Geraldine Miller
Dallas, District 12

Rene Nuñez
El Paso, District 1

Robert H. Offutt
San Antonio, District 5

Diane Patrick
Arlington, District 11

Rosie Collins Sorrells, Ed.D.
Dallas, District 13

Randy Stevenson
Tyler, District 9

Richard Watson
Gorman, District 14

Mike Moses, Ed.D.
Commissioner of Education
(512) 463-8985

State Board of Education

1701 North Congress Avenue

Austin, Texas 78701-1494

(512) 463-9007



July 22, 1996

Ms. Barbara Hawkins, Executive Director
George Gervin Youth Center, Inc.
6903 Sunbelt Dr. S.
San Antonio, Texas 78218

Dear Mr. Lantry:

Congratulations on your successful application to be one of the first Texas open-enrollment charter schools. The State Board of Education supports your efforts on behalf of Texas students as you look forward to opening the charter school.

As you know, the State Board of Education is required to designate an organization to conduct an annual evaluation of open-enrollment charter schools. On July 12, 1996, the Board selected a team of researchers to conduct the evaluation. The team consists of evaluators from three institutions: (1) The University of Houston Center for Public Policy; (2) School of Urban and Public Affairs, The University of Texas at Arlington; and (3) a collaborative of the University of North Texas, Texas Center for Educational Research; and Texas Justice Foundation. This team is ready to begin work.

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Sincerely,

A handwritten signature in cursive script that reads "Jack Christie, D.C.".

Jack Christie, D.C., Chairman
State Board of Education

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Jack Christie, D.C.
Chairman
Houston, District 6

Monte Hasie
Vice Chairman
Lubbock, District 15

Mary Helen Berlanga
Secretary
Corpus Christi, District 2

Alma A. Allen, Ed.D.
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Mike Moses, Ed.D.
Commissioner of Education
(512) 463-8985

GEORGE GERVIN YOUTH CENTER, INC.

FINANCIAL STATEMENTS AND

SINGLE AUDIT REPORTS

YEAR ENDED AUGUST 31, 1994

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STATEMENT OF FUNCTIONAL EXPENSES - EXHIBIT C	4
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NORTH TOWER
800 N.W. LOOP 410, SUITE 300
SAN ANTONIO, TEXAS 78216-5811
210/341-2581
FAX 210/341-2588

Thompson,
Williams,
Biediger,
Kastor
&
Young,
L.C.

CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors of
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report

We have audited the accompanying balance sheet of George Gervin Youth Center, Inc. as of August 31, 1994, and the related statements of support, revenue, expenses, and changes in fund balances and of functional expenses for the year then ended. These statements are the responsibility of management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards* issued by the Comptroller General of the United States, and the provisions of Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of George Gervin Youth Center, Inc. at August 31, 1994, and the results of its operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles.

Thompson, Williams, Biediger, Kastor & Young L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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GEORGE GERVIN YOUTH CENTER, INC.

BALANCE SHEET

AUGUST 31, 1994

EXHIBIT A

<u>ASSETS</u>	<u>CURRENT FUNDS</u>		<u>TOTAL ALL</u>
	<u>UNRESTRICTED</u>	<u>RESTRICTED</u>	<u>FUNDS</u>
<u>ASSETS</u>			
Accounts Receivable	\$ 21,167.81	\$72,441.86	\$ 93,609.67
Due from Restricted Fund	24,554.19	-0-	24,554.19
Prepaid Expenses	1,609.79	237.98	1,847.77
Furniture, Fixtures, and Equipment - Net of Depreciation of \$1,599.40	4,798.15	-0-	4,798.15
Organization Costs - Net of Amortization of \$950.00	550.00	-0-	550.00
Capitalized Land Lease	150,000.00	-0-	150,000.00
Deposits	859.20	-0-	859.20
 TOTAL ASSETS	 <u>\$203,539.14</u>	 <u>\$72,679.84</u>	 <u>\$276,218.98</u>
 <u>LIABILITIES AND FUND BALANCES</u>			
<u>LIABILITIES</u>			
Bank - Overdraft	\$ 5,172.52	\$ 16,565.64	\$ 21,738.16
Accounts Payable	25,124.29	16,041.41	41,165.70
Accrued Expenses	10,362.01	9,330.00	19,692.01
Due to Unrestricted Fund	-0-	24,554.19	24,554.19
Deferred Income	-0-	4,641.78	4,641.78
Total Liabilities	<u>\$ 40,658.82</u>	<u>\$71,133.02</u>	<u>\$111,791.84</u>
 <u>FUND BALANCES</u>			
Restricted	\$ -0-	\$ 1,546.82	\$ 1,546.82
Unrestricted	162,880.32	-0-	162,880.32
Total Fund Balances	<u>\$162,880.32</u>	<u>\$ 1,546.82</u>	<u>\$164,427.14</u>
 TOTAL LIABILITIES AND FUND BALANCES	 <u>\$203,539.14</u>	 <u>\$72,679.84</u>	 <u>\$276,218.98</u>

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GEORGE GERVIN YOUTH CENTER, INC.

STATEMENT OF SUPPORT, REVENUE, EXPENSES, AND CHANGES IN FUND BALANCES

YEAR ENDED AUGUST 31, 1994

EXHIBIT B

<u>PUBLIC SUPPORT AND REVENUES</u>	<u>CURRENT FUNDS</u>		<u>TOTAL ALL FUNDS</u>
	<u>UNRESTRICTED</u>	<u>RESTRICTED</u>	
<u>PUBLIC SUPPORT</u>			
Received Directly - Contributions	\$ 6,487.12	\$ -0-	\$ 6,487.12
Received Directly - Special Events	184,985.63	-0-	184,985.63
Total Public Support	<u>\$191,472.75</u>	<u>\$ -0-</u>	<u>\$191,472.75</u>
<u>REVENUES</u>			
Grants from Governmental Agencies			
Administrative	\$ -0-	\$ 38,244.81	\$ 38,244.81
Operating	-0-	326,705.99	326,705.99
Grants from Other Agencies	163,280.90	-0-	163,280.90
Total Revenues	<u>\$163,280.90</u>	<u>\$364,950.80</u>	<u>\$528,231.70</u>
 TOTAL PUBLIC SUPPORT AND REVENUES	 <u>\$354,753.65</u>	 <u>\$364,950.80</u>	 <u>\$719,704.45</u>
<u>FUNCTIONAL EXPENSES</u>			
Program Services			
Operating	\$ -0-	\$328,709.74	\$328,709.74
Administrative	-0-	37,307.43	37,307.43
Other - C.H.A.A.N.C.E.	6,892.20	-0-	6,892.20
Supporting Services			
Management and General	43,489.42	-0-	43,489.42
Special Events	143,180.65	-0-	143,180.65
Total Functional Expenses	<u>\$193,562.27</u>	<u>\$366,017.17</u>	<u>\$559,579.44</u>
 Excess (Deficit) of Public Support and Revenues Over Functional Expenses	 \$161,191.38	 \$ (1,066.37)	 \$160,125.01
<u>FUND BALANCES (DEFICIT) - BEGINNING OF YEAR</u>	<u>1,688.94</u>	<u>2,613.19</u>	<u>4,302.13</u>
 FUND BALANCES - END OF YEAR	 <u>\$162,880.32</u>	 <u>\$ 1,546.82</u>	 <u>\$164,427.14</u>

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GEORGE GERVIN YOUTH CENTER, INC.

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED AUGUST 31, 1994

EXHIBIT C

	C.N.A.A.N.C.E. PROGRAM	PROGRAM SERVICES		TOTAL PROGRAM SERVICES	SUPPORTING SERVICES			TOTAL ALL FUNDS
		JTPA PROGRAM			MANAGEMENT AND GENERAL	SPECIAL EVENTS	TOTAL SUPPORTING SERVICES	
		OPERATING	ADMINISTRATIVE					
<u>FUNCTIONAL EXPENSES</u>								
Payroll:								
Salaries and Wages	\$3,924.24	\$ 82,488.84	\$27,177.68	\$113,590.76	\$ 8,393.34	\$ -0-	\$ 8,393.34	\$121,984.10
Fringe	747.96	10,416.95	3,302.09	14,467.00	1,290.03	-0-	1,290.03	15,757.03
Total Payroll	\$4,672.20	\$ 92,905.79	\$30,479.77	\$128,057.76	\$ 9,683.37	\$ -0-	\$ 9,683.37	\$137,741.13
Other:								
Contract Fees and Stipends	2,220.00	4,415.72	465.28	7,101.00	11,465.14	-0-	11,465.14	18,566.14
Facility Rent and Utilities	-0-	2,610.92	1,845.49	4,456.41	5,466.62	-0-	5,466.62	9,923.03
Advertising	-0-	-0-	126.00	126.00	85.00	-0-	85.00	211.00
Equipment Rental and Repairs	-0-	2,571.96	1,372.23	3,944.19	1,949.24	-0-	1,949.24	5,893.43
Telephone and Communications	-0-	1,603.87	731.60	2,335.47	5,497.10	-0-	5,497.10	7,832.57
Office Supplies/Postage/								
Printing	-0-	9,298.16	1,815.88	11,114.04	2,590.44	-0-	2,590.44	13,704.48
Fidelity Bond	-0-	-0-	238.00	238.00	-0-	-0-	-0-	238.00
Travel	-0-	6,408.61	140.00	6,548.61	398.44	-0-	398.44	6,947.05
Insurance	-0-	1,516.25	93.18	1,609.43	630.25	-0-	630.25	2,239.68
Work Experience - Salary	-0-	42,583.66	-0-	42,583.66	-0-	-0-	-0-	42,583.66
Work Experience - Taxes	-0-	11,356.01	-0-	11,356.01	-0-	-0-	-0-	11,356.01
Remedial Education - Salary	-0-	148,444.55	-0-	148,444.55	-0-	-0-	-0-	148,444.55
Transportation	-0-	3,107.00	-0-	3,107.00	-0-	-0-	-0-	3,107.00
Tuition	-0-	1,165.00	-0-	1,165.00	-0-	-0-	-0-	1,165.00
Awards Ceremony	-0-	-0-	-0-	-0-	1,436.78	-0-	1,436.78	1,436.78
Meals	-0-	372.66	-0-	372.66	-0-	-0-	-0-	372.66
Enrichment Activities	-0-	349.58	-0-	349.58	-0-	-0-	-0-	349.58
Dues and Memberships	-0-	-0-	-0-	-0-	1,849.95	-0-	1,849.95	1,849.95
Miscellaneous Expenses	-0-	-0-	-0-	-0-	1,497.33	-0-	1,497.33	1,497.33
Special Events	-0-	-0-	-0-	-0-	-0-	143,180.65	143,180.65	143,180.65
Total Expenses Before								
Depreciation	\$6,892.20	\$328,709.74	\$37,307.43	\$372,909.37	\$42,549.66	\$143,180.65	\$185,730.31	\$558,639.68
Depreciation and Amortization	-0-	-0-	-0-	-0-	939.76	-0-	939.76	939.76
TOTAL FUNCTIONAL EXPENSES	\$6,892.20	\$328,709.74	\$37,307.43	\$372,909.37	\$43,489.42	\$143,180.65	\$186,670.07	\$559,579.44

See Accompanying Notes to Financial Statements)

THOMPSON, WILLIAMS, BIEDNER, KASTOR & YOUNG, L.C.

GEORGE GERVIN YOUTH CENTER, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 1994

EXHIBIT D

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Organization's Activities

George Gervin Youth Center, Inc. is a nonprofit organization established in June 4, 1991, to provide an innovatively designed comprehensive program to target the needs of wayward youths having societal problems with an emphasis on those youths abusing drugs and/or alcohol.

The Center received funding from one program in the current year, the Department of Labor's Job Training Partnership Act (JTPA, Title IIB).

B. Basis of Accounting

The policy of George Gervin Youth Center, Inc. is to prepare its financial statements on the accrual method of recording revenue and expenses. Financial statements prepared on this basis are intended to present financial position and results of operations in accordance with generally accepted accounting principles.

All contributions are considered available for unrestricted use, unless specifically restricted by the donor.

C. Fund Accounting

Current Funds

Unrestricted funds represent resources over which the Board of Directors has discretionary control and are used to carry out the operations of the Center in accordance with its bylaws.

Restricted funds represent resources currently available for use, but expendable only for those operating purposes specified by the grantor. Resources of this fund originate from grants from the Department of Labor, City of San Antonio, through JTPA, Title IIB program funds.

D. Federal Income Taxes

The Center is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and comparable state law, and contributions to it are tax deductible within the limitations prescribed by the Code. The Center has been classified as a publicly supported organization that is not a private foundation under Section 509(a) of the Internal Revenue Code.

GEORGE GERVIN YOUTH CENTER, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

AUGUST 31, 1994

EXHIBIT D

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. Furniture, Fixtures, and Equipment

Expenditures for furnitures, fixtures, and equipment are stated at cost. Donated assets are recorded at their estimated fair market values at the date of donation.

Depreciation of assets is calculated on the straight-line method over the estimated life of 10 years, with one-half year recognized as expense in the year of acquisition or disposition.

F. Grants and Contracts

Support received under grants and contracts with the United States Government and private foundations is recorded as public support in the appropriate fund when the related direct costs are incurred.

G. Functional Expenses

George Gervin Youth Center, Inc. allocates its expenses on a functional basis among its operating services. Expenses that can be identified specifically as operating versus administrative services are allocated directly according to their natural expenditure classification.

H. Donated Materials and Services

Governments, agencies, volunteers, business firms and others contribute substantial amounts of materials and services toward the fulfillment of projects initiated by George Gervin Youth Center, Inc. Donated materials and equipment are reflected as contributions in the accompanying financial statements at their estimated fair values at the date of receipt. No amounts have been reflected in the statements for donated services inasmuch as no objective basis is available to measure the value of such services; however, a substantial number of volunteers have donated significant amounts of time to the Center's program services and to its fund-raising campaigns. If any support, revenue, or expenses were recorded, it would be determined based on the difference of any amount paid to an individual and the comparable compensation which would be paid to an individual if they were to occupy these as paid positions.

GEORGE GERVIN YOUTH CENTER, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

AUGUST 31, 1994

EXHIBIT D

NOTE 2: FURNITURE, FIXTURES, AND EQUIPMENT

The furniture, fixtures, and equipment of the Center for the year ended August 31, 1994, is as follows:

Furniture and Fixtures	\$2,687.33
Equipment	<u>3,710.22</u>
Total	\$6,397.55
Less: Accumulated Depreciation	<u>1,599.40</u>
 TOTAL FURNITURE, FIXTURES, AND EQUIPMENT	 <u>\$4,798.15</u>

NOTE 3: CAPITAL LEASE

During the current year, the Center received a grant for \$150,000.00. The Center in turn paid another not-for-profit organization the \$150,000.00 for a long-term lease for land on which they intend to build an unwed mothers facility. The initial term of the lease is twenty (20) years commencing on May 12, 1994. The Center shall have the right to renew the lease for three (3) additional terms of ten (10) years each. The additional rent for this lease shall be \$10.00 per year in advance.

NOTE 4: SUBSEQUENT EVENT

The George Gervin Youth Center, Inc. leased its initial space in its present headquarters. They presently have a month-to-month lease, plus its portion of utilities, on its initial space, with a monthly payment of \$600.00 per month. On May 1, 1995, they signed a lease for additional space in the same location. The lease is for a term of twelve (12) months at \$560.00 per month.

SUPPLEMENTARY DATA



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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on Schedule of Federal Awards

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995. These financial statements are the responsibility of management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, issued by the Comptroller General of the United States and the provisions of Office of Management and Budget Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

Our audit was made for the purpose of forming an opinion on the basic financial statements of the George Gervin Youth Center, Inc. taken as a whole. The accompanying schedule of federal awards is presented for purposes of additional analysis and is not a required part of the basic financial statements. The information in this schedule has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly presented in all material respects in relation to the basic financial statements taken as a whole.

Thompson Williams Biediger Kastor & Young, L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

GEORGE GERVIN YOUTH CENTER, INC.

SCHEDULE OF FEDERAL AWARDS

YEAR ENDED AUGUST 31, 1994

PROGRAMS

Department of Labor

Job Training Partnership Act (JTPA Title II B)

Passed Through the City of San Antonio

Administrative Contract No. 07301-B
Operations Contract No. 07301-B

FEDERAL CFDA NUMBER	PROGRAM OR AWARD AMOUNT	DEFERRED REVENUE AT SEPTEMBER 1, 1993	RECEIPTS OR REVENUE RECOGNIZED	DISBURSEMENTS/ EXPENDITURES	DEFERRED REVENUE AT AUGUST 31, 1994
17.246	\$ 3,504.32	\$ -0-	\$ -0-	\$ -0-	\$ -0-
17.246	75,036.45	-0-	-0-	-0-	-0-
Passed Through the City of San Antonio and the Alamo Workforce Development Council, Inc.					
17.246	39,677.00	-0-	38,244.81	38,244.81	-0-
17.246	357,096.00	-0-	319,481.99	319,481.99	4,641.78
Passed Through the Rural Capital Area Private Industry Council as a Service Provider					
17.246	7,224.00	-0-	7,224.00	8,290.37	-0-
TOTALS	\$482,537.77	\$ -0-	\$364,958.80	\$366,017.17	\$4,641.78



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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on Internal Control Structure
in Accordance with Government Auditing Standards

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

In planning and performing our audit of the financial statements of the George Gervin Youth Center, Inc. for the year ended August 31, 1994, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

The management of the George Gervin Youth Center, Inc. is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. Because of inherent limitations in any internal control structure, errors or irregularities may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

For the purpose of this report, we have classified the significant internal control structure policies and procedures in the following categories:

Independent Auditor's Report on Internal Control Structure
in Accordance with Government Auditing Standards (Continued)

- Cash
- Support, Receivables, and Receipts
- Program Service Fees, Revenue, and Receivables
- Expenses for Operating and Administrative Services and Accounts Payable
- Payroll and Related Liabilities
- Fund Balances

For all of the control categories listed above, we obtained an understanding of the design of relevant policies and procedures and whether they have been placed in operation, and we assessed control risk.

We noted certain matters involving the internal control structure and its operation that we consider to be reportable conditions under standards established by the American Institute of Certified Public Accountants. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control structure that, in our judgment, could adversely affect the organization's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements.

All matters relating to reportable conditions have been reported to the management of the George Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

A material weakness is a reportable condition in which the design or operation of the specific internal control structure elements does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

Our consideration of the internal control structure would not necessarily disclose all matters in the internal control structure that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses as defined above. However, we believe none of the reportable conditions described above is a material weakness.

We also noted other matters involving the internal control structure and its operation that we have reported to the management of the George Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

Thompson, Williams, Reddig, Kaste & Young, P.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Single Audit Report on the
Internal Control Structure Used in
Administering Federal Awards

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995. We have also audited the George Gervin Youth Center, Inc.'s compliance with requirements applicable to major programs and have issued our report thereon dated May 24, 1995.

We conducted our audit in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Institutions*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement and whether the George Gervin Youth Center, Inc. complied with laws and regulations, noncompliance with which would be material to a major program.

In planning and performing our audit for the year ended August 31, 1994, we considered the George Gervin Youth Center, Inc.'s internal control structure in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and on its compliance with requirements applicable to major awards programs and not to provide assurance on the internal control structure. This report addresses our consideration of internal control structure policies and procedures relevant to compliance with requirements applicable to awards. We have addressed policies and procedures relevant to our audit of the financial statements in a separate report dated May 24, 1995.

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Single Audit Report on the
Internal Control Structure Used in
Administering Federal Awards (Continued)

The management of the George Gervin Youth Center, Inc. is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles, and that federal awards are managed in compliance with applicable laws and regulations. Because of inherent limitations in any internal control structure, errors, irregularities, or instances of noncompliance may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

For the purpose of this report, we have classified the significant internal control structure policies and procedures used in administering federal awards in the following categories.

- Cash
- Support, Receivables, and Receipts
- Program Service Fees, Revenue, and Receivables
- Expenses for Operating and Administrative Services and Accounts Payable
- Payroll and Related Liabilities
- Fund Balances
- Government Financial Assistance Programs - General Requirements
 - Political Activity
 - Civil Rights
 - Cash Management
 - Federal Financial Reports
 - Allowable Cost/Cost Principles
 - Drug-Free Work-Place Act
 - Administrative Requirements
- Government Financial Assistance Programs - Specific Requirements
 - Types of Services Allowed or not Allowed
 - Eligibility
 - Federal Financial Reports and Claims for Advances and Reimbursements
 - Cost Allocation

For all of the internal control structure categories listed above, we obtained an understanding of the design of relevant policies and procedures and determined whether they have been placed in operation, and we assessed control risk.

During the year ended August 31, 1994, the George Gervin Youth Center, Inc. expended 100% of its total federal awards under one major program.

Single Audit Report on the
Internal Control Structure Used in
Administering Federal Awards (Continued)

We performed tests of controls, as required by OMB Circular A-133, to evaluate the effectiveness of the design and operation of internal control structure policies and procedures that we considered relevant to preventing or detecting material noncompliance with specific requirements, general requirements, and requirements governing claims for advances and reimbursements and amounts claimed or used for matching that are applicable to each of the Center's major programs, which are identified in the accompanying schedule of federal awards. Our procedures were less in scope than would be necessary to render an opinion on these internal control structure policies and procedures. Accordingly, we do not express such an opinion.

We noted certain matters involving the internal control structure and its operation that we consider to be reportable conditions under standards established by the American Institute of Certified Public Accountants. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control structure that, in our judgment, could adversely affect the Center's ability to administer federal awards in accordance with applicable laws and regulations.

All matters relating to reportable conditions have been reported to the management of the George Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

A material weakness is a reportable condition in which the design or operation of one or more of the internal control structure elements does not reduce to a relatively low level the risk that noncompliance with laws and regulations that would be material to a federal award program may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

Our consideration of the internal control structure would not necessarily disclose all matters in the internal control structure that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses as defined above. However, we believe none of the reportable conditions described above is a material weakness.

We also noted other matters involving the internal control structure and its operation that we have reported to the management of the George Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. However, this report is a matter of public record and its distribution is not limited.

Thompson Williams Budig, Foster & Spurg, L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on Compliance With
Laws, Regulations, Contracts, and Grants Based on an
Audit of Financial Statements Performed in Accordance With
Government Auditing Standards

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) as of and for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995.

We conducted our audit in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

Compliance with laws, regulations, contracts, and grants applicable to the George Gervin Youth Center, Inc. is the responsibility of the management of George Gervin Youth Center, Inc. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed tests of the George Gervin Youth Center, Inc.'s compliance with certain provisions of laws, regulations, contracts, and grants. However, our objective was not to provide an opinion on overall compliance with such provisions.

The results of our tests indicate that, with respect to the items tested, the George Gervin Youth Center, Inc. complied, in all material respects, with the provisions referred to in the preceding paragraph. With respect to items not tested, nothing came to our attention that caused us to believe that the George Gervin Youth Center, Inc. had not complied, in all material respects, with those provisions.

We noted certain immaterial instances of noncompliance that we have reported to the management of George the Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

Thompson, Williams, Biediger, Kastor & Young, L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on
Compliance with the General Requirements
Applicable to Federal Awards Programs

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) as of and for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995.

We have applied procedures to test the George Gervin Youth Center, Inc.'s compliance with the following requirements applicable to its federal awards programs, which are identified in the accompanying schedule of federal awards, for the year ended August 31, 1994.

- Political Activity
- Civil Rights
- Cash Management
- Federal Financial Reports
- Allowable Cost/Cost Principles
- Drug-Free Work-Place Act
- Administrative Requirements

Our procedures were limited to the applicable procedures described in the Office of Management and Budget's Compliance Supplement for Single Audits of Educational Institutions and Other Nonprofit Organizations. Our procedures were substantially less in scope than an audit, the objective of which is the expression of an opinion on the George Gervin Youth Center, Inc.'s compliance with the requirements listed in the preceding paragraph. Accordingly, we do not express such an opinion.

With respect to the items tested, the results of those procedures disclosed no material instances of noncompliance with the requirements listed in the second paragraph of this report. With respect to items not tested, nothing came to our attention that caused us to believe that the George Gervin Youth Center, Inc. had not complied, in all material respects, with those requirements.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. However, this report is a matter of public record and its distribution is not limited.

Thompson, Williams, Biediger, Kastor & Young, L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on
Compliance With Specific Requirements
Applicable to Major Programs

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) as of and for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995.

We have audited the George Gervin Youth Center, Inc.'s (a nonprofit organization) compliance with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; claims for advances and reimbursements; and amounts claimed or used for matching that are applicable to each of its major programs, which are identified in the accompanying schedule of federal awards, for the year ended August 31, 1994. The management of the George Gervin Youth Center, Inc. is responsible for the Center's compliance with those requirements. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit of compliance with those requirements in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller of the United States; and Office of Management and Budget Circular A-133 *Audits of Institutions of Higher Education and Other Nonprofit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the requirements referred to above have occurred. An audit includes examining, on a test basis, evidence about the Center's compliance with those requirements. We believe that our audit provides a reasonable basis for our opinion.

The results of our audit procedures disclosed immaterial instances of noncompliance with the requirements referred to above, which are described in a separate letter to the management of George Gervin Youth Center, Inc. dated May 24, 1995. We considered these instances of noncompliance in forming our opinion on compliance, which is expressed in the following paragraph.

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Independent Auditor's Report on
Compliance With Specific Requirements
Applicable to Major Programs (Continued)

In our opinion, the George Gervin Youth Center, Inc. complied, in all material respects, with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; claims for advances and reimbursements; and amounts claimed or used for matching that are applicable to each of its major programs for the year ended August 31, 1994.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. However, this report is a matter of public record and its distribution is not limited.

Thompson, Williams, Budig, Kaste & Jung, S.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

GEORGE GERVIN YOUTH CENTER, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED AUGUST 31, 1994

<u>PROGRAM</u>	<u>NUMBER OF ITEMS IN POPULATION</u>	<u>NUMBER OF ITEMS TESTED</u>	<u>NUMBER OF ITEMS NOT IN COMPLIANCE</u>	<u>DOLLAR AMOUNT OF POPULATION</u>	<u>DOLLAR AMOUNT OF ITEMS TESTED</u>	<u>DOLLAR AMOUNT OF ITEMS NOT IN COMPLIANCE</u>	<u>AMOUNT OF QUESTIONED COSTS</u>
<u>Department of Labor Job Training Partnership Act</u>							
<u>ITPA Title IIB) Passed Through the City of San Antonio</u>							
Contract No. 7301 (April 18, 1994 to September 30, 1994)	1,061	612	-0-	\$357,726.80	\$180,566.90	\$ -0-	\$ -0-
Contract No. 07301-3 (May 1, 1993 to September 30, 1993)	-0-	-0-	-0-	\$ 78,540.77	\$ -0-	\$ -0-	\$18,771.14
<u>JTFA Title II B) Passed Through the Rural Capital Area Private Industry Council as a Service Provider</u>	27	27	-0-	\$ 8,290.37	\$ 8,290.37	\$ -0-	\$ -0-

Statement of Condition

The Organization's approved budget by category for Contract 07301-3 did not match the Organization's actual expenditures by category. Although the actual expenditures did not exceed the total approved budget of \$78,540.77, a budget modification is needed to correct the discrepancy, specifically those items over budget by category, i.e., salaries, payroll taxes, facility rent, etc.

GEORGE GERVIN YOUTH CENTER, INC.

STATEMENT OF PROGRAM INCOME

YEAR ENDED AUGUST 31, 1994

	<u>REPORTED AUGUST 31, 1993</u>	<u>REPORTED AUGUST 31, 1994</u>	<u>TOTAL</u>
<u>GEORGE GERVIN YOUTH CENTER, INC. -</u>			
<u>CONTRACT NO. 07301-B</u>			
Job Training Partnership Act -			
Title IIB			
Contract Period May 1, 1993,			
to September 30, 1993			
Total Contract Revenues	\$78,540.77	\$ -0-	\$78,540.77
Total Contract Expenditures	<u>78,540.77</u>	<u>-0-</u>	<u>78,540.77</u>
PROGRAM INCOME	<u>\$ -0-</u>	<u>\$ -0-</u>	<u>\$ -0-</u>

I certify that this report is true and correct.

Barbara D. Hawkins, Executive Director

Date

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GEORGE GERVIN YOUTH CENTER, INC.

STATEMENT OF PROGRAM INCOME

YEAR ENDED AUGUST 31, 1994

GEORGE GERVIN YOUTH CENTER, INC. -
CONTRACT NO. 7301

Job Training Partnership Act -
Title IIB

Contract Period April 18, 1994,
to September 30, 1994

Total Contract Revenues	\$357,726.80
Total Contract Expenditures	<u>357,726.80</u>
PROGRAM INCOME	<u>\$ -0-</u>

I certify that this report is true and correct.

Barbara D. Hawkins, Executive Director

Date

GEORGE GERVIN YOUTH CENTER, INC.

FINANCIAL STATEMENTS AND

SINGLE AUDIT REPORTS

YEAR ENDED AUGUST 31, 1994

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Kastor
&
Young,
L.C.

CERTIFIED PUBLIC ACCOUNTANTS

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To the Board of Directors of
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report

We have audited the accompanying balance sheet of George Gervin Youth Center, Inc. as of August 31, 1994, and the related statements of support, revenue, expenses, and changes in fund balances and of functional expenses for the year then ended. These statements are the responsibility of management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards* issued by the Comptroller General of the United States, and the provisions of Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of George Gervin Youth Center, Inc. at August 31, 1994, and the results of its operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles.

Thompson, Williams, Biediger, Kastor & Young L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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R. LARRY THOMPSON, C.P.A. / PAUL E. WILLIAMS, C.P.A. / JAMES L. BIEDIGER, JR., C.P.A. / C. TED KASTOR, C.P.A. / CHARLIE E. YOUNG, JR., C.P.A.
JOHN LEIF, C.P.A. / H. LEE SCHWARTZMAN, C.P.A. / F. GLENN CRAVEY, C.P.A. / FRED J. TIMMONS, C.P.A. / JOHN W. GREEN, C.P.A. 1
JAMES T. McCARTY, C.P.A. (RETIRED)

GEORGE GERVIN YOUTH CENTER, INC.

BALANCE SHEET

AUGUST 31, 1994

EXHIBIT A

<u>ASSETS</u>	<u>CURRENT FUNDS</u>		<u>TOTAL ALL</u>
	<u>UNRESTRICTED</u>	<u>RESTRICTED</u>	<u>FUNDS</u>
<u>ASSETS</u>			
Accounts Receivable	\$ 21,167.81	\$72,441.86	\$ 93,609.67
Due from Restricted Fund	24,554.19	-0-	24,554.19
Prepaid Expenses	1,609.79	237.98	1,847.77
Furniture, Fixtures, and Equipment - Net of Depreciation of \$1,599.40	4,798.15	-0-	4,798.15
Organization Costs - Net of Amortization of \$950.00	550.00	-0-	550.00
Capitalized Land Lease	150,000.00	-0-	150,000.00
Deposits	859.20	-0-	859.20
 TOTAL ASSETS	<u>\$203,539.14</u>	<u>\$72,679.84</u>	<u>\$276,218.98</u>
 <u>LIABILITIES AND FUND BALANCES</u>			
<u>LIABILITIES</u>			
Bank - Overdraft	\$ 5,172.52	\$ 16,565.64	\$ 21,738.16
Accounts Payable	25,124.29	16,041.41	41,165.70
Accrued Expenses	10,362.01	9,330.00	19,692.01
Due to Unrestricted Fund	-0-	24,554.19	24,554.19
Deferred Income	-0-	4,641.78	4,641.78
Total Liabilities	<u>\$ 40,658.82</u>	<u>\$71,133.02</u>	<u>\$111,791.84</u>
 <u>FUND BALANCES</u>			
Restricted	\$ -0-	\$ 1,546.82	\$ 1,546.82
Unrestricted	162,880.32	-0-	162,880.32
Total Fund Balances	<u>\$162,880.32</u>	<u>\$ 1,546.82</u>	<u>\$164,427.14</u>
 TOTAL LIABILITIES AND FUND BALANCES	 <u>\$203,539.14</u>	 <u>\$72,679.84</u>	 <u>\$276,218.98</u>

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GEORGE GERVIN YOUTH CENTER, INC.

STATEMENT OF SUPPORT, REVENUE, EXPENSES, AND CHANGES IN FUND BALANCES

YEAR ENDED AUGUST 31, 1994

EXHIBIT B

<u>PUBLIC SUPPORT AND REVENUES</u>	<u>CURRENT FUNDS</u>		<u>TOTAL ALL FUNDS</u>
	<u>UNRESTRICTED</u>	<u>RESTRICTED</u>	
<u>PUBLIC SUPPORT</u>			
Received Directly - Contributions	\$ 6,487.12	\$ -0-	\$ 6,487.12
Received Directly - Special Events	184,985.63	-0-	184,985.63
Total Public Support	<u>\$191,472.75</u>	<u>\$ -0-</u>	<u>\$191,472.75</u>
<u>REVENUES</u>			
Grants from Governmental Agencies			
Administrative	\$ -0-	\$ 38,244.81	\$ 38,244.81
Operating	-0-	326,705.99	326,705.99
Grants from Other Agencies	163,280.90	-0-	163,280.90
Total Revenues	<u>\$163,280.90</u>	<u>\$364,950.80</u>	<u>\$528,231.70</u>
 TOTAL PUBLIC SUPPORT AND REVENUES	 <u>\$354,753.65</u>	 <u>\$364,950.80</u>	 <u>\$719,704.45</u>
<u>FUNCTIONAL EXPENSES</u>			
Program Services			
Operating	\$ -0-	\$328,709.74	\$328,709.74
Administrative	-0-	37,307.43	37,307.43
Other - C.E.A.A.N.C.E.	6,892.20	-0-	6,892.20
Supporting Services			
Management and General	43,489.42	-0-	43,489.42
Special Events	143,180.65	-0-	143,180.65
Total Functional Expenses	<u>\$193,562.27</u>	<u>\$366,017.17</u>	<u>\$559,579.44</u>
 Excess (Deficit) of Public Support and Revenues Over Functional Expenses	 \$161,191.38	 \$ (1,066.37)	 \$160,125.01
<u>FUND BALANCES (DEFICIT) - BEGINNING OF YEAR</u>	<u>1,688.94</u>	<u>2,613.19</u>	<u>4,302.13</u>
 FUND BALANCES - END OF YEAR	 <u>\$162,880.32</u>	 <u>\$ 1,546.82</u>	 <u>\$164,427.14</u>

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GEORGE GERVIN YOUTH CENTER, INC.

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED AUGUST 31, 1994

EXHIBIT C

FUNCTIONAL EXPENSES	C.E.A.A.N.C.E. PROGRAM	PROGRAM SERVICES			SUPPORTING SERVICES			TOTAL ALL FUNDS
		JTPA PROGRAM OPERATING	ADMINISTRATIVE	TOTAL PROGRAM SERVICES	MANAGEMENT AND GENERAL	SPECIAL EVENTS	TOTAL SUPPORTING SERVICES	
Payroll:								
Salaries and Wages	\$3,924.24	\$ 82,488.84	\$27,177.68	\$113,390.76	\$ 8,393.34	\$ -0-	\$ 8,393.34	\$121,984.10
Fringe	747.96	10,416.95	3,302.09	14,467.00	1,290.03	-0-	1,290.03	15,757.03
Total Payroll	\$4,672.20	\$ 92,905.79	\$30,479.77	\$128,057.76	\$ 9,683.37	\$ -0-	\$ 9,683.37	\$137,741.13
Other:								
Contract Fees and Stipends	2,220.00	4,415.72	465.28	7,101.00	11,465.14	-0-	11,465.14	18,566.14
Facility Rent and Utilities	-0-	2,610.92	1,845.49	4,456.41	5,466.62	-0-	5,466.62	9,923.03
Advertising	-0-	-0-	126.00	126.00	85.00	-0-	85.00	211.00
Equipment Rental and Repairs	-0-	2,571.96	1,372.23	3,944.19	1,949.24	-0-	1,949.24	5,893.43
Telephone and Communications	-0-	1,603.87	731.60	2,335.47	5,497.10	-0-	5,497.10	7,832.57
Office Supplies/Postage/Printing	-0-	9,298.16	1,815.88	11,114.04	2,590.44	-0-	2,590.44	13,704.48
Fidelity Bond	-0-	-0-	238.00	238.00	-0-	-0-	-0-	238.00
Travel	-0-	6,408.61	140.00	6,548.61	398.44	-0-	398.44	6,947.05
Insurance	-0-	1,516.25	93.18	1,609.43	630.25	-0-	630.25	2,239.68
Work Experience - Salary	-0-	42,583.66	-0-	42,583.66	-0-	-0-	-0-	42,583.66
Work Experience - Taxes	-0-	11,356.01	-0-	11,356.01	-0-	-0-	-0-	11,356.01
Remedial Education - Salary	-0-	148,444.55	-0-	148,444.55	-0-	-0-	-0-	148,444.55
Transportation	-0-	3,107.00	-0-	3,107.00	-0-	-0-	-0-	3,107.00
Tuition	-0-	1,165.00	-0-	1,165.00	-0-	-0-	-0-	1,165.00
Awards Ceremony	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
Meals	-0-	372.66	-0-	372.66	1,436.78	-0-	1,436.78	1,436.78
Enrichment Activities	-0-	349.58	-0-	349.58	-0-	-0-	-0-	372.66
Dues and Memberships	-0-	-0-	-0-	-0-	-0-	-0-	-0-	349.58
Miscellaneous Expenses	-0-	-0-	-0-	-0-	1,849.95	-0-	1,849.95	1,849.95
Special Events	-0-	-0-	-0-	-0-	1,497.33	-0-	1,497.33	1,497.33
Total Expenses Before Depreciation	-0-	-0-	-0-	-0-	-0-	143,180.65	143,180.65	143,180.65
Depreciation	\$6,892.20	\$328,709.74	\$37,307.43	\$372,909.37	\$42,549.66	\$143,180.65	\$185,730.31	\$558,639.68
Depreciation and Amortization	-0-	-0-	-0-	-0-	939.76	-0-	939.76	939.76
TOTAL FUNCTIONAL EXPENSES	\$6,892.20	\$328,709.74	\$37,307.43	\$372,909.37	\$43,489.42	\$143,180.65	\$186,670.07	\$559,579.44

See Accompanying Notes to Financial Statements)

THOMAS W. WILLIAMS, REGISTERED ACCOUNTANT, L.L.C.

GEORGE GERVIN YOUTH CENTER, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 1994

EXHIBIT D

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Organization's Activities

George Gervin Youth Center, Inc. is a nonprofit organization established in June 4, 1991, to provide an innovatively designed comprehensive program to target the needs of wayward youths having societal problems with an emphasis on those youths abusing drugs and/or alcohol.

The Center received funding from one program in the current year, the Department of Labor's Job Training Partnership Act (JTPA, Title IIB).

B. Basis of Accounting

The policy of George Gervin Youth Center, Inc. is to prepare its financial statements on the accrual method of recording revenue and expenses. Financial statements prepared on this basis are intended to present financial position and results of operations in accordance with generally accepted accounting principles.

All contributions are considered available for unrestricted use, unless specifically restricted by the donor.

C. Fund Accounting

Current Funds

Unrestricted funds represent resources over which the Board of Directors has discretionary control and are used to carry out the operations of the Center in accordance with its bylaws.

Restricted funds represent resources currently available for use, but expendable only for those operating purposes specified by the grantor. Resources of this fund originate from grants from the Department of Labor, City of San Antonio, through JTPA, Title IIB program funds.

D. Federal Income Taxes

The Center is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and comparable state law, and contributions to it are tax deductible within the limitations prescribed by the Code. The Center has been classified as a publicly supported organization that is not a private foundation under Section 509(a) of the Internal Revenue Code.

GEORGE GERVIN YOUTH CENTER, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

AUGUST 31, 1994

EXHIBIT D

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. Furniture, Fixtures, and Equipment

Expenditures for furnitures, fixtures, and equipment are stated at cost. Donated assets are recorded at their estimated fair market values at the date of donation.

Depreciation of assets is calculated on the straight-line method over the estimated life of 10 years, with one-half year recognized as expense in the year of acquisition or disposition.

F. Grants and Contracts

Support received under grants and contracts with the United States Government and private foundations is recorded as public support in the appropriate fund when the related direct costs are incurred.

G. Functional Expenses

George Gervin Youth Center, Inc. allocates its expenses on a functional basis among its operating services. Expenses that can be identified specifically as operating versus administrative services are allocated directly according to their natural expenditure classification.

H. Donated Materials and Services

Governments, agencies, volunteers, business firms and others contribute substantial amounts of materials and services toward the fulfillment of projects initiated by George Gervin Youth Center, Inc. Donated materials and equipment are reflected as contributions in the accompanying financial statements at their estimated fair values at the date of receipt. No amounts have been reflected in the statements for donated services inasmuch as no objective basis is available to measure the value of such services; however, a substantial number of volunteers have donated significant amounts of time to the Center's program services and to its fund-raising campaigns. If any support, revenue, or expenses were recorded, it would be determined based on the difference of any amount paid to an individual and the comparable compensation which would be paid to an individual if they were to occupy these as paid positions.

GEORGE GERVIN YOUTH CENTER, INC.

NOTES TO FINANCIAL STATEMENTS (CONTINUED)

AUGUST 31, 1994

EXHIBIT D

NOTE 2: FURNITURE, FIXTURES, AND EQUIPMENT

The furniture, fixtures, and equipment of the Center for the year ended August 31, 1994, is as follows:

Furniture and Fixtures	\$2,687.33
Equipment	<u>3,710.22</u>
Total	\$6,397.55
Less: Accumulated Depreciation	<u>1,599.40</u>
 TOTAL FURNITURE, FIXTURES, AND EQUIPMENT	 <u>\$4,798.15</u>

NOTE 3: CAPITAL LEASE

During the current year, the Center received a grant for \$150,000.00. The Center in turn paid another not-for-profit organization the \$150,000.00 for a long-term lease for land on which they intend to build an unwed mothers facility. The initial term of the lease is twenty (20) years commencing on May 12, 1994. The Center shall have the right to renew the lease for three (3) additional terms of ten (10) years each. The additional rent for this lease shall be \$10.00 per year in advance.

NOTE 4: SUBSEQUENT EVENT

The George Gervin Youth Center, Inc. leased its initial space in its present headquarters. They presently have a month-to-month lease, plus its portion of utilities, on its initial space, with a monthly payment of \$600.00 per month. On May 1, 1995, they signed a lease for additional space in the same location. The lease is for a term of twelve (12) months at \$560.00 per month.

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SUPPLEMENTARY DATA



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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on Schedule of Federal Awards

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995. These financial statements are the responsibility of management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, issued by the Comptroller General of the United States and the provisions of Office of Management and Budget Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

Our audit was made for the purpose of forming an opinion on the basic financial statements of the George Gervin Youth Center, Inc. taken as a whole. The accompanying schedule of federal awards is presented for purposes of additional analysis and is not a required part of the basic financial statements. The information in this schedule has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly presented in all material respects in relation to the basic financial statements taken as a whole.

Thompson Williams Biediger Kastor & Young, L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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GEORGE GERVIN YOUTH CENTER, INC.

SCHEDULE OF FEDERAL AWARDS

YEAR ENDED AUGUST 31, 1994

	<u>FEDERAL CFDA NUMBER</u>	<u>PROGRAM OR AWARD AMOUNT</u>	<u>DEFERRED REVENUE AT SEPTEMBER 1, 1993</u>	<u>RECEIPTS OR REVENUE RECOGNIZED</u>	<u>DISBURSEMENTS/ EXPENDITURES</u>	<u>DEFERRED REVENUE AT AUGUST 31, 1994</u>
<u>JOB PROGRAMS</u>						
<u>Department of Labor</u>						
<u>Job Training Partnership Act (JTFA Title II B)</u>						
Passed Through the City of San Antonio						
Administrative Contract No. 07301-B	17.246	\$ 3,504.32	\$ -0-	\$ -0-	\$ -0-	\$ -0-
Operations Contract No. 07301-B	17.246	75,036.45	-0-	-0-	-0-	-0-
Passed Through the City of San Antonio and the Alamo Workforce Development Council, Inc.						
Administrative Contract No. 7301	17.246	39,677.00	-0-	38,244.81	38,244.81	-0-
Operations Contract No. 7301	17.246	357,096.00	-0-	319,481.99	319,481.99	4,641.78
Passed Through the Rural Capital Area Private Industry Council as a Service Provider						
	17.246	<u>7,224.00</u>	<u>-0-</u>	<u>7,224.00</u>	<u>8,290.37</u>	<u>-0-</u>
TOTALS		<u>\$482,537.77</u>	<u>\$ -0-</u>	<u>\$364,950.80</u>	<u>\$366,017.17</u>	<u>\$4,641.78</u>



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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on Internal Control Structure
in Accordance with Government Auditing Standards

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

In planning and performing our audit of the financial statements of the George Gervin Youth Center, Inc. for the year ended August 31, 1994, we considered its internal control structure in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control structure.

The management of the George Gervin Youth Center, Inc. is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. Because of inherent limitations in any internal control structure, errors or irregularities may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

For the purpose of this report, we have classified the significant internal control structure policies and procedures in the following categories:

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Independent Auditor's Report on Internal Control Structure
in Accordance with Government Auditing Standards (Continued)

- Cash;
- Support, Receivables, and Receipts
- Program Service Fees, Revenue, and Receivables
- Expenses for Operating and Administrative Services and Accounts Payable
- Payroll and Related Liabilities
- Fund Balances

For all of the control categories listed above, we obtained an understanding of the design of relevant policies and procedures and whether they have been placed in operation, and we assessed control risk.

We noted certain matters involving the internal control structure and its operation that we consider to be reportable conditions under standards established by the American Institute of Certified Public Accountants. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control structure that, in our judgment, could adversely affect the organization's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements.

All matters relating to reportable conditions have been reported to the management of the George Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

A material weakness is a reportable condition in which the design or operation of the specific internal control structure elements does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

Our consideration of the internal control structure would not necessarily disclose all matters in the internal control structure that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses as defined above. However, we believe none of the reportable conditions described above is a material weakness.

We also noted other matters involving the internal control structure and its operation that we have reported to the management of the George Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

Thompson Williams Beding, Kaste & Young, P.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Single Audit Report on the
Internal Control Structure Used in
Administering Federal Awards

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995. We have also audited the George Gervin Youth Center, Inc.'s compliance with requirements applicable to major programs and have issued our report thereon dated May 24, 1995.

We conducted our audit in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller General of the United States; and Office of Management and Budget (OMB) Circular A-133, *Audits of Institutions of Higher Education and Other Nonprofit Institutions*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement and whether the George Gervin Youth Center, Inc. complied with laws and regulations, noncompliance with which would be material to a major program.

In planning and performing our audit for the year ended August 31, 1994, we considered the George Gervin Youth Center, Inc.'s internal control structure in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and on its compliance with requirements applicable to major awards programs and not to provide assurance on the internal control structure. This report addresses our consideration of internal control structure policies and procedures relevant to compliance with requirements applicable to awards. We have addressed policies and procedures relevant to our audit of the financial statements in a separate report dated May 24, 1995.

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Single Audit Report on the
Internal Control Structure Used in
Administering Federal Awards (Continued)

The management of the George Gervin Youth Center, Inc. is responsible for establishing and maintaining an internal control structure. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of internal control structure policies and procedures. The objectives of an internal control structure are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles, and that federal awards are managed in compliance with applicable laws and regulations. Because of inherent limitations in any internal control structure, errors, irregularities, or instances of noncompliance may nevertheless occur and not be detected. Also, projection of any evaluation of the structure to future periods is subject to the risk that procedures may become inadequate because of changes in conditions or that the effectiveness of the design and operation of policies and procedures may deteriorate.

For the purpose of this report, we have classified the significant internal control structure policies and procedures used in administering federal awards in the following categories.

- Cash
- Support, Receivables, and Receipts
- Program Service Fees, Revenue, and Receivables
- Expenses for Operating and Administrative Services and Accounts Payable
- Payroll and Related Liabilities
- Fund Balances
- Government Financial Assistance Programs - General Requirements
 - Political Activity
 - Civil Rights
 - Cash Management
 - Federal Financial Reports
 - Allowable Cost/Cost Principles
 - Drug-Free Work-Place Act
 - Administrative Requirements
- Government Financial Assistance Programs - Specific Requirements
 - Types of Services Allowed or not Allowed
 - Eligibility
 - Federal Financial Reports and Claims for Advances and Reimbursements
 - Cost Allocation

For all of the internal control structure categories listed above, we obtained an understanding of the design of relevant policies and procedures and determined whether they have been placed in operation, and we assessed control risk.

During the year ended August 31, 1994, the George Gervin Youth Center, Inc. expended 100% of its total federal awards under one major program.

Single Audit Report on the
Internal Control Structure Used in
Administering Federal Awards (Continued)

We performed tests of controls, as required by OMB Circular A-133, to evaluate the effectiveness of the design and operation of internal control structure policies and procedures that we considered relevant to preventing or detecting material noncompliance with specific requirements, general requirements, and requirements governing claims for advances and reimbursements and amounts claimed or used for matching that are applicable to each of the Center's major programs, which are identified in the accompanying schedule of federal awards. Our procedures were less in scope than would be necessary to render an opinion on these internal control structure policies and procedures. Accordingly, we do not express such an opinion.

We noted certain matters involving the internal control structure and its operation that we consider to be reportable conditions under standards established by the American Institute of Certified Public Accountants. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control structure that, in our judgment, could adversely affect the Center's ability to administer federal awards in accordance with applicable laws and regulations.

All matters relating to reportable conditions have been reported to the management of the George Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

A material weakness is a reportable condition in which the design or operation of one or more of the internal control structure elements does not reduce to a relatively low level the risk that noncompliance with laws and regulations that would be material to a federal award program may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

Our consideration of the internal control structure would not necessarily disclose all matters in the internal control structure that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses as defined above. However, we believe none of the reportable conditions described above is a material weakness.

We also noted other matters involving the internal control structure and its operation that we have reported to the management of the George Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. However, this report is a matter of public record and its distribution is not limited.

Thompson Williams Budig, Foster & Perry, P.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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Thompson,
Williams,
Biediger,
Kastor
&
Young,
L.C.

CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on Compliance With
Laws, Regulations, Contracts, and Grants Based on an
Audit of Financial Statements Performed in Accordance With
Government Auditing Standards

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) as of and for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995.

We conducted our audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

Compliance with laws, regulations, contracts, and grants applicable to the George Gervin Youth Center, Inc. is the responsibility of the management of George Gervin Youth Center, Inc. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed tests of the George Gervin Youth Center, Inc.'s compliance with certain provisions of laws, regulations, contracts, and grants. However, our objective was not to provide an opinion on overall compliance with such provisions.

The results of our tests indicate that, with respect to the items tested, the George Gervin Youth Center, Inc. complied, in all material respects, with the provisions referred to in the preceding paragraph. With respect to items not tested, nothing came to our attention that caused us to believe that the George Gervin Youth Center, Inc. had not complied, in all material respects, with those provisions.

We noted certain immaterial instances of noncompliance that we have reported to the management of George the Gervin Youth Center, Inc. in a separate letter dated May 24, 1995.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. This restriction is not intended to limit the distribution of this report, which is a matter of public record.

Thompson, Williams, Biediger, Kastor & Young, L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on
Compliance with the General Requirements
Applicable to Federal Awards Programs

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) as of and for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995.

We have applied procedures to test the George Gervin Youth Center, Inc.'s compliance with the following requirements applicable to its federal awards programs, which are identified in the accompanying schedule of federal awards, for the year ended August 31, 1994.

- Political Activity
- Civil Rights
- Cash Management
- Federal Financial Reports
- Allowable Cost/Cost Principles
- Drug-Free Work-Place Act
- Administrative Requirements

Our procedures were limited to the applicable procedures described in the Office of Management and Budget's *Compliance Supplement for Single Audits of Educational Institutions and Other Nonprofit Organizations*. Our procedures were substantially less in scope than an audit, the objective of which is the expression of an opinion on the George Gervin Youth Center, Inc.'s compliance with the requirements listed in the preceding paragraph. Accordingly, we do not express such an opinion.

With respect to the items tested, the results of those procedures disclosed no material instances of noncompliance with the requirements listed in the second paragraph of this report. With respect to items not tested, nothing came to our attention that caused us to believe that the George Gervin Youth Center, Inc. had not complied, in all material respects, with those requirements.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. However, this report is a matter of public record and its distribution is not limited.

Thompson, Williams, Biediger, Kastor & Young, L.L.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

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CERTIFIED PUBLIC ACCOUNTANTS

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To the Board of Directors of the
George Gervin Youth Center, Inc.
San Antonio, Texas

Independent Auditor's Report on
Compliance With Specific Requirements
Applicable to Major Programs

We have audited the financial statements of the George Gervin Youth Center, Inc. (a nonprofit organization) as of and for the year ended August 31, 1994, and have issued our report thereon dated May 24, 1995.

We have audited the George Gervin Youth Center, Inc.'s (a nonprofit organization) compliance with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; claims for advances and reimbursements; and amounts claimed or used for matching that are applicable to each of its major programs, which are identified in the accompanying schedule of federal awards, for the year ended August 31, 1994. The management of the George Gervin Youth Center, Inc. is responsible for the Center's compliance with those requirements. Our responsibility is to express an opinion on compliance with those requirements based on our audit.

We conducted our audit of compliance with those requirements in accordance with generally accepted auditing standards; *Government Auditing Standards*, issued by the Comptroller of the United States; and Office of Management and Budget Circular A-133 *Audits of Institutions of Higher Education and Other Nonprofit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether material noncompliance with the requirements referred to above have occurred. An audit includes examining, on a test basis, evidence about the Center's compliance with those requirements. We believe that our audit provides a reasonable basis for our opinion.

The results of our audit procedures disclosed immaterial instances of noncompliance with the requirements referred to above, which are described in a separate letter to the management of George Gervin Youth Center, Inc. dated May 24, 1995. We considered these instances of noncompliance in forming our opinion on compliance, which is expressed in the following paragraph.

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Independent Auditor's Report on
Compliance With Specific Requirements
Applicable to Major Programs (Continued)

In our opinion, the George Gervin Youth Center, Inc. complied, in all material respects, with the requirements governing types of services allowed or unallowed; eligibility; matching, level of effort, or earmarking; reporting; claims for advances and reimbursements; and amounts claimed or used for matching that are applicable to each of its major programs for the year ended August 31, 1994.

This report is intended for the information of the board of directors and management of the George Gervin Youth Center, Inc. However, this report is a matter of public record and its distribution is not limited.

Thompson, Williams, Budig, Kosta & Jung, P.C.
Certified Public Accountants

San Antonio, Texas

May 24, 1995

GEORGE GERVIN YOUTH CENTER, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED AUGUST 31, 1994

<u>PROGRAM</u>	<u>NUMBER OF ITEMS IN POPULATION</u>	<u>NUMBER OF ITEMS TESTED</u>	<u>NUMBER OF ITEMS NOT IN COMPLIANCE</u>	<u>DOLLAR AMOUNT OF POPULATION</u>	<u>DOLLAR AMOUNT OF ITEMS TESTED</u>	<u>DOLLAR AMOUNT OF ITEMS NOT IN COMPLIANCE</u>	<u>AMOUNT OF QUESTIONED COSTS</u>
<u>Department of Labor Job Training Partnership Act</u>							
<u>JTPA Title IIB) Passed Through the City of San Antonio</u>							
Contract No. 7301 (April 18, 1994 to September 30, 1994)	1,061	612	-0-	\$357,726.80	\$180,566.90	\$ -0-	\$ -0-
Contract No. 07101-8 (May 1, 1993 to September 30, 1993)	-0-	-0-	-0-	\$ 78,540.77	\$ -0-	\$ -0-	\$18,771.34
<u>JTPA Title II B) Passed Through the Rural Capital Area Private Industry Council as a Service Provider</u>							
	27	27	-0-	\$ 8,290.37	\$ 8,290.37	\$ -0-	\$ -0-

Report of Condition

The Organization's approved budget by category for Contract 07301-8 did not match the Organization's actual expenditures by category. Although the actual expenditures did not exceed the total approved budget of \$78,540.77, a budget modification is needed to correct the discrepancy, specifically those items over budget by category, i.e., salaries, payroll taxes, facility rent, etc.

GEORGE GERVIN YOUTH CENTER, INC.

STATEMENT OF PROGRAM INCOME

YEAR ENDED AUGUST 31, 1994

	<u>REPORTED</u> <u>AUGUST 31,</u> <u>1993</u>	<u>REPORTED</u> <u>AUGUST 31,</u> <u>1994</u>	<u>TOTAL</u>
<u>GEORGE GERVIN YOUTH CENTER, INC. -</u> <u>CONTRACT NO. 07301-B</u>			
Job Training Partnership Act - Title IIB			
Contract Period May 1, 1993, to September 30, 1993			
Total Contract Revenues	\$78,540.77	\$ -0-	\$78,540.77
Total Contract Expenditures	<u>78,540.77</u>	<u>-0-</u>	<u>78,540.77</u>
PROGRAM INCOME	<u>\$ -0-</u>	<u>\$ -0-</u>	<u>\$ -0-</u>

I certify that this report is true and correct.

Barbara D. Hawkins, Executive Director

Date

GEORGE GERVIN YOUTH CENTER, INC.

STATEMENT OF PROGRAM INCOME

YEAR ENDED AUGUST 31, 1994

GEORGE GERVIN YOUTH CENTER, INC. -
CONTRACT NO. 7301

Job Training Partnership Act -
Title IIB

Contract Period April 18, 1994,
to September 30, 1994

Total Contract Revenues \$357,726.80

Total Contract Expenditures 357,726.80

PROGRAM INCOME \$ -0-

I certify that this report is true and correct.

Barbara D. Hawkins, Executive Director

Date



TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE ★ AUSTIN, TEXAS 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

MIKE MOSES

COMMISSIONER OF EDUCATION

July 22, 1996

Contingency Notice:

The terms of the loan agreement between the Texas Education Agency and individual charter schools securing loans are subject to the approval for the state of Texas to use federal charter funds for this loan program. Federal law allows for the use of these funds in this manner and the agency has submitted an amendment to the state plan for this purpose. Therefore, this loan agreement is made contingent upon approval by the United States Department of Education.

Bryan D. Hawkins 7/22/96



TEXAS EDUCATION AGENCY

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MIKE MOSES

COMMISSIONER OF EDUCATION

July 2, 1996

Mr. Richard Lantry, Executive Director
George Gervin Youth Center, Inc.
6903 Sunbelt Dr. S.
San Antonio, Texas 78218

Dear Mr. Lantry:

The Texas Education Agency is pleased to inform you that Building Alternatives Charter School has been selected as a project site for the Public Charter Schools. The selection was made after evaluation by agency staff and management. The implementation of these types of programs across the state should produce a positive educational impact for the identified population.

The application for funds may require minor changes through negotiation. The Notice of Grant Award and approved application will be mailed to you as soon as negotiations and the approval process are complete. In the event that negotiations cannot be concluded and the application is not approved, paragraph G of Schedule #6A--Provisions and Assurances of the Standard Application System shall apply, in that the monetary value of services properly performed by the contractor pursuant to the conditions of the contract and within the established beginning and ending dates of the contract shall be determined by the Texas Education Agency and paid to the contractor as soon as reasonably possible.

Your immediate contact person for this program is Dr. Gene E. Davenport, School/Community Support, (512) 463-9354. If you have any questions regarding this selection notice, please contact him.

Congratulations on your selection, and best regards for a productive year.

Sincerely yours,

Mike Moses
Commissioner of Education

CONTRACT FOR CHARTER

CONTRACT entered into this 11th day of June, 1996 by and between the Texas State Board of Education (the "Board") and George Gervin Youth Center, Inc. ("Charterholder") for the purpose of establishing a charter to operate a public school.

The term of the charter granted by this contract is from August 1996 through July 2001. The charter may be renewed for an additional period by mutual agreement of the parties at any time prior to its expiration.

The charter granted by this contract is contingent upon full and timely compliance with the following, all of which are incorporated by reference:

1. The terms of the Request for Proposals dated October 1995, including the assurances required by the Request;
2. All applicable requirements of state and federal law and court orders, including any amendments thereto; and
3. All additional commitments and representations made in Charterholder's application and any supporting documents which are consistent with the provisions and requirements of this contract.

Charterholder understands that the Board may modify, place on probation, revoke or deny renewal to a charter if the Board determines that a material violation of the charter has occurred, that Charterholder has failed to satisfy generally accepted accounting standards of fiscal management, or that the Charterholder has failed to comply with an applicable law or rule. The parties agree that failure to satisfy accountability provisions adopted under Subchapters B, C, D and G of Chapter 39 of the Texas Education Code, or their successor provisions, or failure to operate an open-enrollment charter school during the period of this contract are material violations of the charter. Charterholder understands that its charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise.

Charterholder represents that it is qualified to enter into this contract and agrees to immediately notify the Board of any legal change in its status which would disqualify it from holding the charter, of any violation of the terms and conditions of this agreement, and of any change in the chief operating officer of the Charterholder.

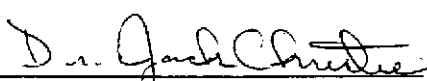
Entered into this 11th day of June, 1996.

Texas State Board of Education

George Gervin Youth Center, Inc.

6903 Sunbelt Drive South

San Antonio, Texas 78218


By Dr. Jack Christie, Chairman


By Richard Lantry, Program Director