

Application Coversheet

The Pro-Vision Academy

Pro-Vision Educational Services, Inc.

Proposed Seventeenth Generation Charter School Name

Name of Sponsoring Entity

Note: If the sponsoring entity is a 501(c)(3) nonprofit organization, the name must appear exactly as it appears in the Articles of Incorporation or any amendments thereto.

The sponsoring entity is a (Check only one.):

[X] 501(c)(3) nonprofit organization [] Governmental Entity [] College or University

Chairperson of Governing Body of Sponsoring Entity: Paula Arnold

CEO of Sponsoring Entity: Roynell Young

CEO/Superintendent of Proposed Charter School: Not known at this time

Board Member Who Attended an Applicant Conference: Paula Arnold Date of Conference: 12/8/2011

Applicant Mailing Address (This address will be used for contact regarding this application.): 4590 Wilmington Houston, Texas 77051

Physical Address of Proposed Administrative Offices (if different from above): 4590 Wilmington Houston, Texas 77051

Number of Campuses Being Requested: one

Physical Address of Each Proposed Campus (Please include street address, city, state, zip, and county.). If the specific address is unknown at this time, please provide the county and general location of the proposed campus:

4590 Wilmington, Houston, Texas 77051 Harris County

Contact Name: Steve Fyke Contact E-mail Address: sfyke@provision-inc.org

Contact Phone #: 713-748-0030 Contact Fax #: 713-748-0037

State maximum enrollment and check all grade levels to be served for each school year.

By Year 3, at least one grade in which the state assessments are administered must be offered.

Year 1: Maximum Enrollment: 300

[] Pre-K3 [] Pre-K4 [] K [] 1 [] 2 [] 3 [] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [X] 12

Year 2: Maximum Enrollment: 400

[] Pre-K3 [] Pre-K4 [] K [] 1 [] 2 [] 3 [] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [X] 12

Year 3: Maximum Enrollment: 550

[] Pre-K3 [] Pre-K4 [] K [] 1 [] 2 [] 3 [] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [X] 12

Year 4: Maximum Enrollment: 650

[] Pre-K3 [] Pre-K4 [] K [] 1 [] 2 [] 3 [] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [X] 12

Year 5: Maximum Enrollment: 800

[] Pre-K3 [] Pre-K4 [] K [] 1 [] 2 [X] 3 [X] 4 [X] 5 [X] 6 [X] 7 [X] 8 [X] 9 [X] 10 [X] 11 [X] 12

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. In accordance with TEC §12.120, I further certify that no members of the governing body of the sponsoring entity or of the proposed charter school or any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony. I understand that incomplete applications will not be considered.

[Signature] 1/6/2012 Roynell Young (BLUE INK) Signature of Chief Executive Officer of Sponsoring Entity Date Printed Name

[Signature] 1/6/2012 Rose Norman (BLUE INK) Signature of Application Preparer Date Printed Name

With what company is the application preparer associated? Southwest Schools

Was preparer paid? [X] Yes [] No

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Applicant Checklist

The Pro-Vision Academy

Pro-Vision Educational Services, Inc.

Proposed Seventeenth Generation Charter School Name

Name of Sponsoring Entity

This checklist MUST be completed and submitted as part of the application to ensure that the applicant has provided all of the information required by the RFA.

Application

- Attended Applicant Conference: Date: 12/8/2011 Board Member Who Attended: Paula Arnold
Application Coversheet
Table of Contents
Applicant Checklist (this document)

Application Sections (All questions in each section must be answered completely.)

- 1. Statement of Need
2. Vision of the School
3. Community Support
4. Student Goals
5. Educational Plan
6. Special Needs Students and Programs
7. Geographic Boundary
8. Admissions and Enrollment Policies
9. Governance
10. Human Resources Information
11. Business Plan

Attachments A - R

- A. Published Notice of Public Hearing
B. Synopsis of Public Hearing
C. Signed Certified Mail Receipt Cards
D. Notarized Biographical Affidavits
E. 501(c)(3) Determination Letter from IRS
F. Articles of Incorporation and All Amendments
G. Bylaws of the Sponsoring Entity and All Amendments
H. Organizational Chart
I. Supplemental Human Resources Information Forms
J. Audit Report
K. Credit Report
L. IRS 990 Filing
M. Documentation Verifying All Sources of Funding
N. Start-Up Budget
O. Budget for Year One of Operation
P. Negotiated Service Agreement(s)
Q. Certificate of Occupancy or Equivalent Certificate
R. Negotiated Lease Agreement(s), Deed(s) to Property, Earnest Money Contract(s), or Purchase Agreement(s)

Assurance Documents and Required Campaign Contribution Form - Completed and Signed

- 1. Special Education Assurances and Development of Policies and Procedures
2. Bilingual Education/ESL, Section 504, and Dyslexia Assurances
3. General Application of Assurances for Federal Programs
4. Special Assurances Document
5. State Board of Education Disclosure of Campaign Contributions form

The CEO of the sponsoring entity acknowledges the following:

- 1. The application and 13 copies submitted are printed single-sided and at least one copy has been retained for the organization's records.
2. Applications must be received by Document Control at the Texas Education Agency by the stated deadline in the Request for Application in order to be considered.
3. All submissions become the property of the Texas Education Agency and will not be returned.

Rose Norman

Roy Young

Name of Application Preparer (Typed)

Name of CEO of Sponsoring Entity (Typed)

Rose Norman

2/18/12

[Signature]

Signature of Application Preparer

Date

Signature of CEO of Sponsoring Entity

Date

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1. Statement of Need

a) Discuss why members of the sponsoring entity believe that the proposed school is needed and why they believe that sufficient demand exists to make the school viable.

a) Pro-Vision Educational Services, Inc., dba Pro-Vision Academy proposes a charter school concept that addresses the needs of all low income and at risk students regardless of race or gender. Pro-Vision currently operates as a single gender Houston Independent School District External Charter program and has operated as such since 1995. It was the first single gender school in Houston and in the state of Texas. Pro-Vision was initially started in 1995 as a partnership between the Houston Independent School District (HISD) and Pro-Vision, Inc. to “reclaim” young men of color who had dropped out of the community schools but were engaging themselves in character development programs operated by Roynell Young and Pro-Vision, Inc.

Pro-Vision has served, and will continue to serve, young men who are considered at high risk for failure, not only academically, but also in life. In addition, Pro-Vision will serve female students and provide a quality educational experience as well. Historically, these students have come to Pro-Vision with a variety of issues and obstacles which put them at a tremendous disadvantage in the pursuit of a normal, healthy adult life. Programming at Pro-Vision has evolved into an educational setting that provides the social and emotional support needed to break patterns of failure and despair and redirect the youth into a pattern of long-term success. The Pro-Vision campus is small, safe, and intimate so that teachers can more effectively identify and address individual student needs. Through academics, cultural enrichment, professional counseling, life skills training, mentoring, parental involvement, community service, and sports and recreation, students are transformed into intelligent and well- rounded students.

Several significant pieces of research guide and support the activities, and success, of Pro-Vision. First, and foremost, is research on single gender programs for young men and women of color. The African American and Hispanic Male Schools Intervention Study (a longitudinal study from 2006-2009) concluded that single gender schools are a viable intervention model for low-income, African American and Hispanic young men. Single gender schools that can create a nurturing school climate, according to the study, will positively impact a young man’s social, emotional, and academic development. Two overarching theories surfaced from this study regarding successful single gender school/classroom design: 1) Schools need to understand and have a knowledgebase of African American and Hispanic social/emotional needs and 2) understand how African American and Hispanic academic needs have surfaced and target strategies to address them. Lack of self-esteem, identity crises, negative external pressures (community, familial, peer, pop cultural), lack of parental involvement or appropriate role models, poor quality of prior educational environments, and negative views of education represent the needs and challenges of African American and Hispanic youth.

Single gender schools/classrooms are not a new phenomena, however, their prevalence as a strategy for publically educating youth of color has grown exponentially over the past 10 years. In today's educational context, most indicators of academic achievement and social outcomes for African American and Hispanic male students suggest that these students are facing severe hardship. Available data shows that there is a significant gap in achievement between males of color and all other groups. Moreover, on every indicator associated with success, males of color are under- represented, while on most indicators associated with failure and distress, they are over- represented. It is particularly disturbing that the problems experienced by young men of color in school parallel those experienced by males of color in adulthood.

2005 research at Cambridge University released results of a four year study on gender differences in education. Results indicate the single sex classroom model is remarkably effective at boosting boy's performance particularly in English/Language Arts, as well as improving girl's performance in math and science. The research also emphasized that it is not sufficient to simply put all the boys in one classroom and all the girls in another room and begin teaching. In order for this model to be effective teachers and administrators have to be committed to the concept and must be determined to see it through. Pro-Vision Academy has been committed to the concept of single gender classrooms for male students and is ready to embark on adding girls to their existing program. Pro-Vision Educational Services, Inc. believes that unless concerted action is taken to intervene effectively during childhood, another generation of adults will be consigned to a life of hardship and despair. And while single gender schools/classrooms are not the only answer, it is one of the answers to providing a comprehensive safety net to ensure that all student needs are met.

Other important research that supports the mission and vision of Pro-Vision Educational Services, Inc. regards achievement gaps for African American and Hispanic low income males. Gregory, Skiba, and Noguera indicate African American and Hispanic males are more likely to obtain low test scores and grades, less likely to enroll in college, more likely to drop out, to be categorized as learning disabled, to be absent from honors and gifted programs, and to be over-represented among students who are suspended and expelled from school. These patterns, and the implication of these trends on the life chances of African American and Hispanic males, have resulted in isolated attention and intervention. Although race and gender set this vulnerable population apart, it is unclear exactly how race and gender negatively impact the academic and social problems African American and Hispanic males face.

Dr. Karl Reid, Executive Director for United Negro College Fund, suggests there are four key elements required for young men of color to succeed: confidence, sense of identity, a positive peer group, and a trusting adult relationship. Dr. Reid believes it is when these four elements are integrated within a school context where standards for teaching, learning, assessment, pedagogy, character development, and community engagement are held in high regard, that we are likely to afford successful outcomes for male students of color.

Another important piece of research guiding the programming at Pro-Vision emanates from the Search Institute in Minneapolis. Since 1989, Search Institute has been conducting research, grounded in the vast literature on resilience, prevention, and adolescent development that has illuminated the positive relationships, opportunities, competencies, values, and self-perceptions that youth need to succeed. The Institute's framework of "developmental assets" grows out of that research. They have identified "40 developmental assets" that are critical influences on positive youth development. The research concludes that the more of these assets young people have, the less likely they are to engage in risky behavior and the more likely they are to engage in positive behaviors. The developmental framework has been adopted by Pro-Vision to deepen their understanding of the youth they serve and to stimulate asset-building activities and programs. In addition, the Developmental Framework helps Pro-Vision broaden its influence beyond the walls of the school and into the community from which these students live.

The community which Pro-Vision currently serves is one of severe economic despair. Pro-Vision is located in zip code 77051 which is laden with economic poverty. Nationwide, the statistics of poverty are shocking. There are 13 million children who live in poverty in the United States. In Texas 1,541,192 children live in poverty and in the greater Houston area there are 189,000 children living in poverty. In the zip code of 77051, there are 2,861 children who live in poverty. Other statistics of zip code 77051 are alarming: high crime and violence, high drug usage and trafficking, high single parent families, inadequate living quarters, substandard health-care, and inadequate public schools. Pro-Vision represents a community response to these alarming trends and statistics. Pro-Vision believes that success in school leads to success in life and ensures that the students which they serve will not fall into the trap of negative stereotypes and low expectations. Testimonials indicate that students come to realize their potential and believe in their ability to exceed that potential. Pro-Vision takes a long-term, multi-year approach to measuring its success. The program outcomes are designed to reflect a more comprehensive approach to developing the whole child.

Pro-Vision has been a beacon of light, a safe haven for the lost and misguided young men of Houston, Texas. It has been at the fore-front of delivering ground-breaking re-socialization, educational and entrepreneurial programs to over 3,000 of Texas's youth and their families since its inception. Pro-Vision largely targets at-risk African American and Hispanic males who face severe challenges that prevent them from achieving success in the traditional school setting. In a partnership with the Houston Independent School District, Pro-Vision was the first all male, single gender public charter school in the city and in the state of Texas. Pro-Vision is committed to ensuring the continued success of these young men served while developing a companion program for female students.

b) Explain how the charter school model will enhance the academic outcomes for students.

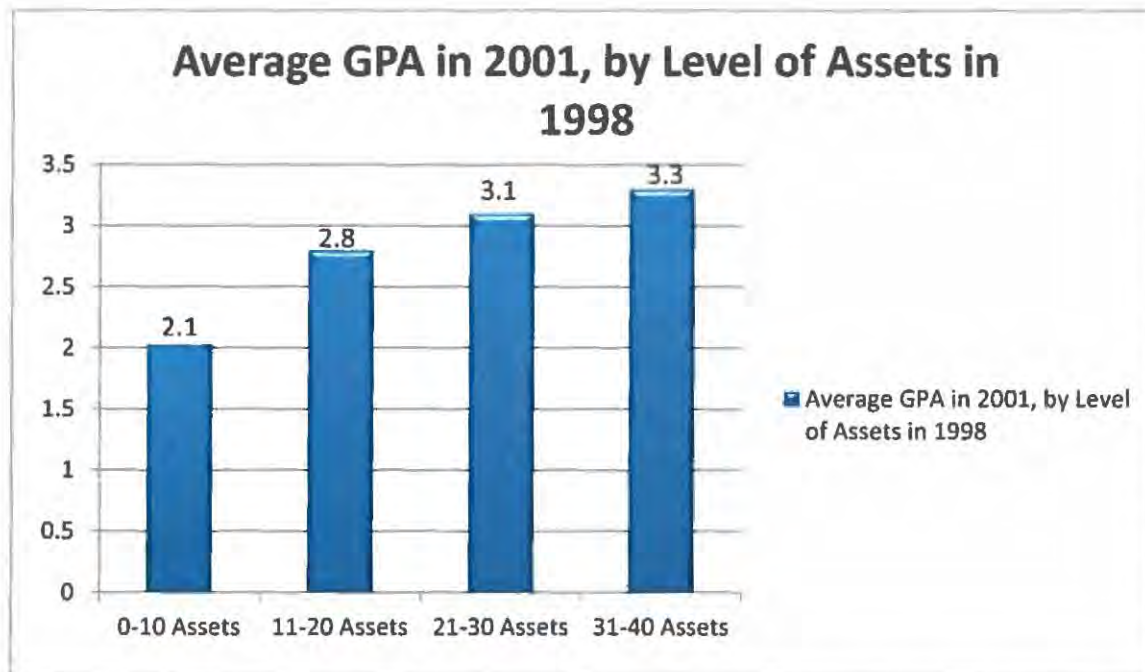
b) Pro-Vision Educational Services, Inc. is committed to creating an effective, accountable, child/family driven program that pools community resources to address the academic and social needs of African American and Hispanic at risk youth. Pro-Vision works from two overarching theories to guide positive academic outcomes for African American and Hispanic youth: First and foremost, educators of African American and Hispanic youth **must understand the social/emotional needs of these youth of color**. In order to achieve the goals of deeper student engagement, caring, and trust, Pro-Vision educators emphasize the need to “undo” or “address” cultural inequities that have prevented the youth from closing the achievement gap. Social/emotional strategies that Pro-Vision engages in is setting a clear academic path for students while helping them realize future leadership goals.

Pro-Vision uses the Search Institute’s “Developmental Assets Framework” to develop programs and activities that help students acquire and become grounded in the 40 identified developmental assets. These 40 assets are the building blocks that all youth need to become healthy, caring, principled, and productive.

- Support
 - Family support
 - Positive family communication
 - Other adult relationships
 - Caring neighborhood
 - Caring school climate
 - Parent involvement in school
- Empowerment
 - Community values youth
 - Youth as resources
 - Service to others
 - Safety
- Boundaries and expectations
 - Family boundaries
 - School boundaries
 - Neighborhood boundaries
 - Adult role models
 - Positive peer influence
 - High expectations
- Constructive use of time
 - Creative activities
 - Youth programs

- Religious community
- Time at home
- Commitment to learning
 - Achievement motivation
 - School engagement
 - Homework
 - Bonding to school
 - Reading for pleasure
- Positive values
 - Caring
 - Equality and social justice
 - Integrity
 - Honesty
 - Responsibility
 - Restraint
- Social competencies
 - Planning and decision making
 - Interpersonal competence
 - Cultural competence
 - Resistance skills
 - Peaceful conflict resolution
- Positive identity
 - Personal power
 - Self-esteem
 - Sense of purpose
 - Positive view of personal future

Search Institute’s latest research indicates comprehensive, asset-based approaches to education and youth development have tremendous potential to increase academic success of students from all backgrounds. Their research indicates a higher level of assets uniquely contributes to higher Grade Point Average—both concurrently and longitudinally. Students with more assets have a higher grade point average. The following chart references the results of the research:



In 2000 a study was conducted on 429 economically poor Hispanic and African American students in an urban Houston high school (85% eligible for free or reduced lunches). This study concluded that students at successively higher asset levels had 24% to 52% more indicators of thriving, including getting mostly A's, than students at lower asset levels.

Search Institute has also completed initial research to understand the relationship between developmental assets and standardized test scores. These initial findings are promising:

- In Jackson County, Michigan, there was a significant positive correlation between level of developmental assets and Michigan Educational Assessment Program (MEAP) science scores among 8th graders (but not among 7th graders).
- In a 2000 study of 154 California middle and high schools, the greater a school's proportion of students ranking "high" in the assets of caring relationships, high expectations, and meaning participation across the family, school, community, and peer environments, the higher the mean API test scores for that school's students.

Pro-Vision Educational Services, Inc. believes this research offers strong evidence toward building developmental assets in their students and merits implementation at The Pro-Vision Academy as the framework to positively affect student achievement and equity in achievement across student groups. They believe that not only will increasing a student's developmental assets boost his student achievement, but it will also boost the student to be successful in his/her overall growth and development.

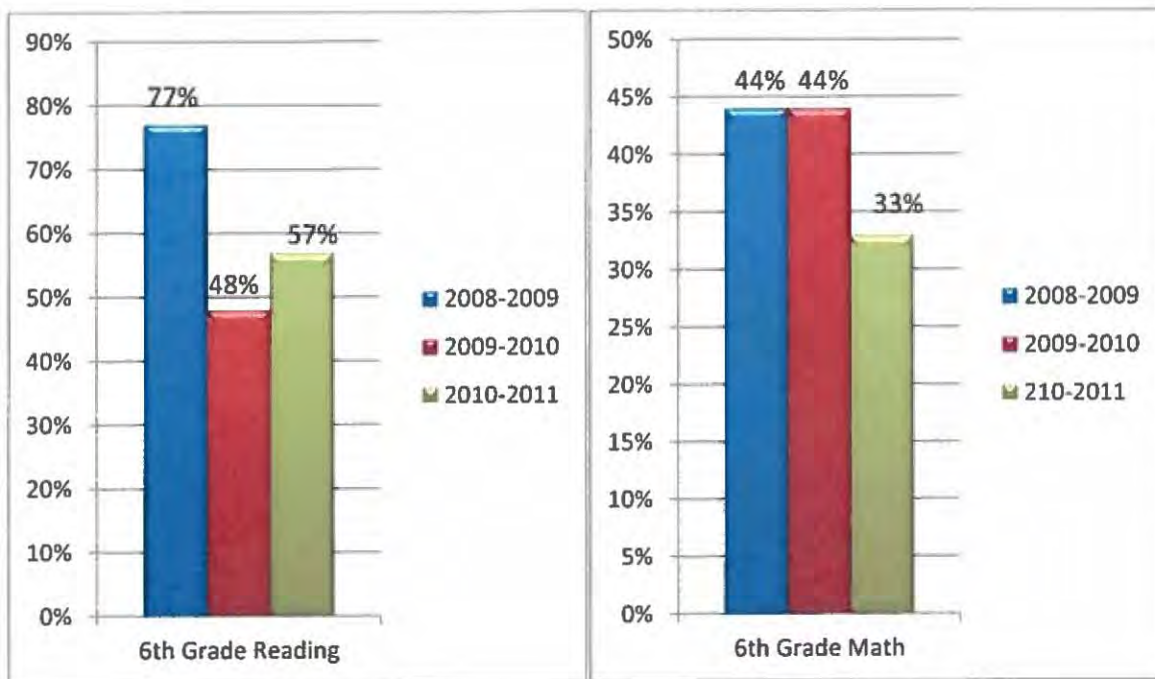
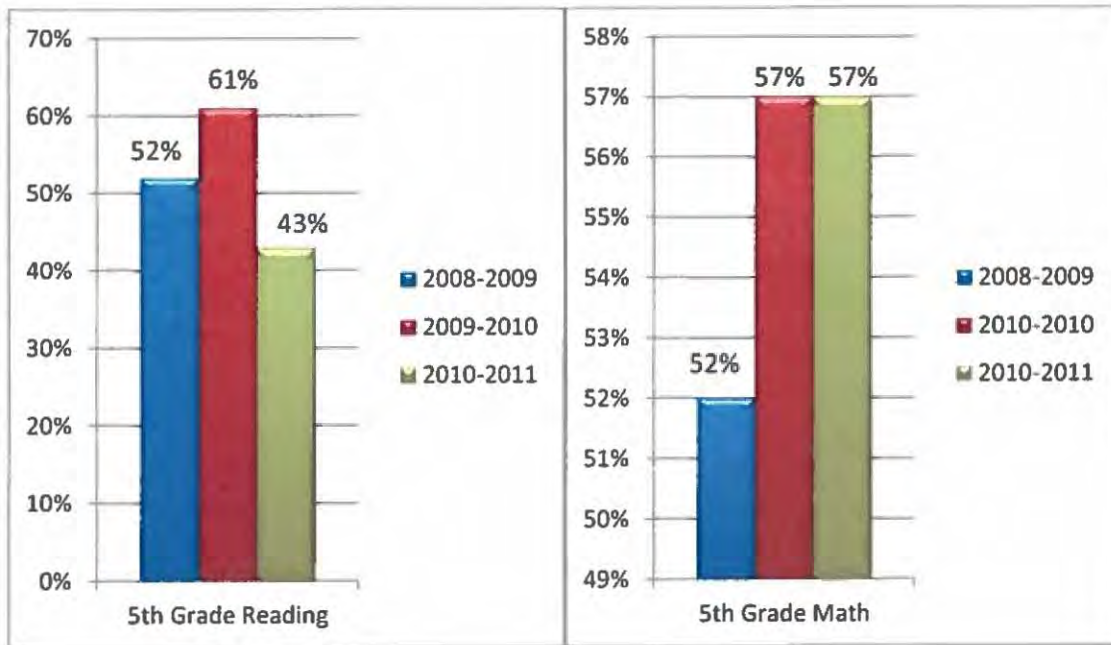
2. Vision of the School

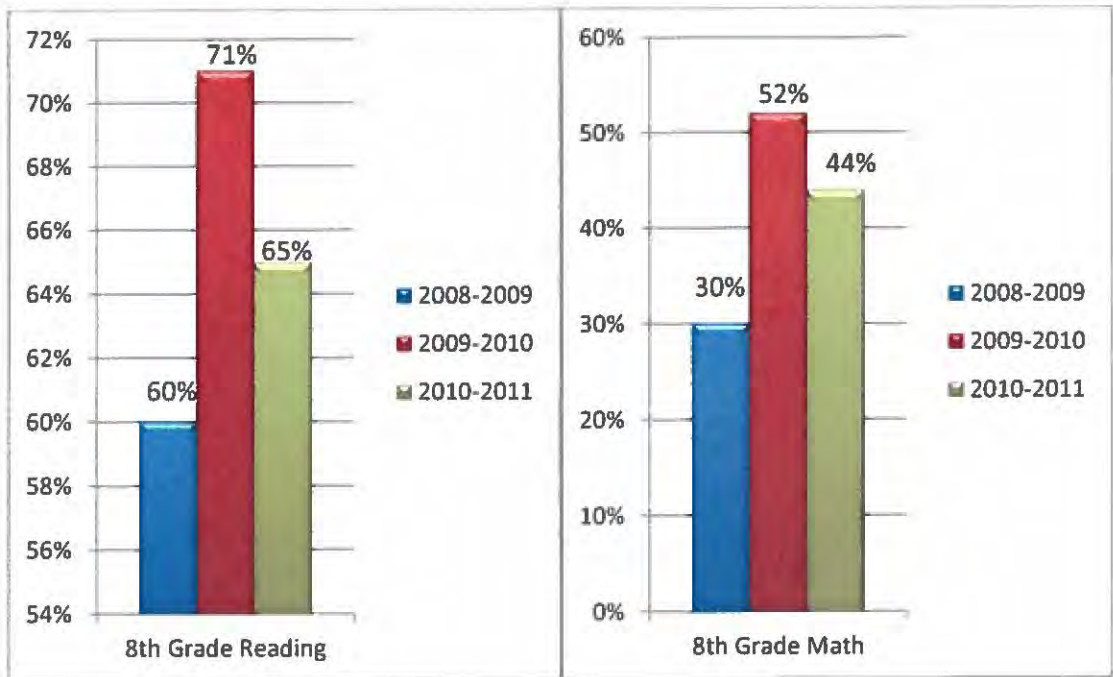
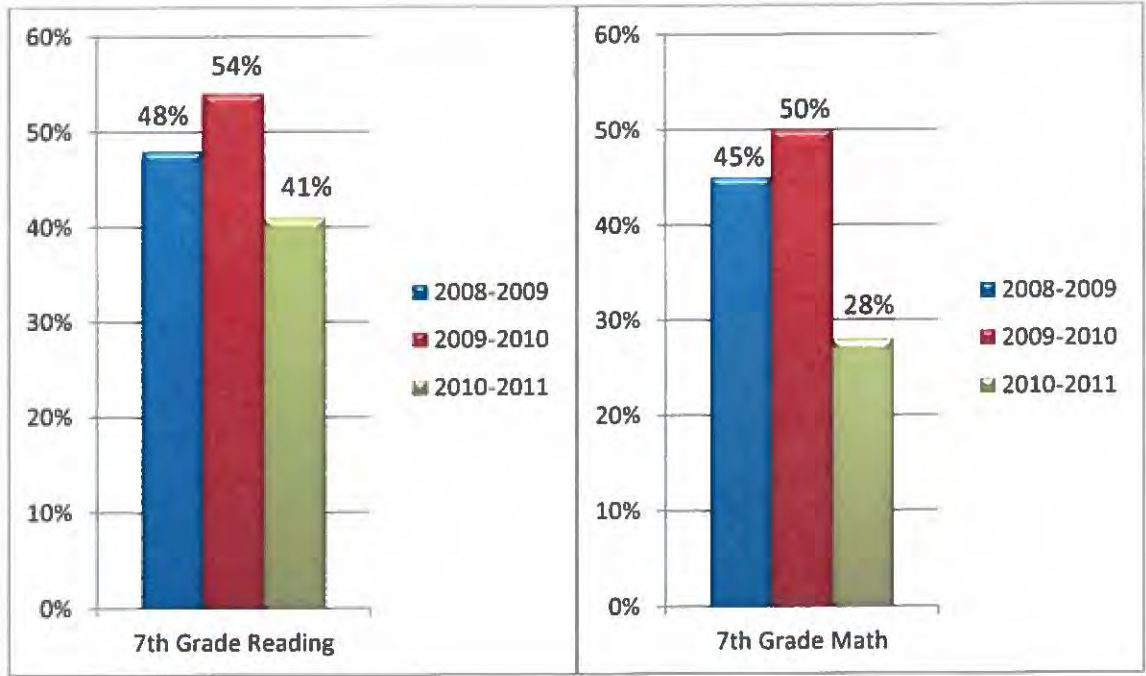
a) **In succinct terms, describe the educational philosophy and pedagogy of the proposed school.**

a) The vision of The Pro-Vision Academy is to inspire hope and purpose by improving the lives of young men and women, and their families, in some of Houston's most underserved neighborhoods. While Pro-Vision (to be renamed The Pro-Vision Academy if awarded a state charter) **currently** operates as an **HISD external** charter middle school and high school for at-risk young men, it is a multifaceted organization designed to engage multiple community resources and individuals to address the underlying causes of the educational and economic disparities that have a disproportionately negative impact on minorities. Pro-Vision Academy will open its doors to female students in an educational model that will offer single sex classrooms and it is the hope and vision that Pro-Vision Academy will enjoy the same successes with the expanded educational model.

The Pro-Vision Academy will invest in all youth in grades 3-12 who need a second chance at success. Historically, over 90% of Pro-Vision's young males demonstrated unsuccessful performance in previous schools, and almost all entered 2-3 grade levels behind their peers academically. Many of the youth have working parents who lack the capacity to provide constructive activities for their children. Despite this background, 90% of Pro-Vision students have gone on to graduate from high school, and after graduation, 97% have gone on to a two or four year college, trade school, or the military.

As an HISD external charter program, Pro-Vision is required to use the HISD instructional curriculum. If Pro-Vision is granted to become a charter school, they will implement curriculum that is specifically tailored for the population of students they target. The current school statistics for 2011-2012 are 82% economically disadvantaged, 80% at risk, 15% special education, and a 37% mobility factor. The following represents grade level TAKS:





As an organization devoted to a segment of society for who most have relinquished hope, Pro-Vision/The Pro-Vision Academy looks to reinvigorate the community's faith in its youth and strengthen its ability to improve itself. The staff and faculty at Pro-Vision are driven by the conviction that within each at-risk youth there is a champion ready to rise up and take responsibility for himself/herself and his/her community. Pro-Vision seeks nothing less than to change the landscape of urban poverty by altering the dismal expectations that have defined the neighborhoods, schools, and homes from which its students come from.

b) Discuss the educational innovations that will distinguish this school from other schools.

b) The leaders of Pro-Vision Educational Services, Inc. originally created Pro-Vision to provide male students with the social and emotional support needed to break the patterns of failure and despair and redirect them into a pattern of long-term success. The current school provides young men with an environment that is designed to be safe, smaller and more intimate so teachers can more properly address individual needs. Through academics, cultural enrichment, professional counseling, life skills training, mentoring, parent involvement, community service, and sports and recreation, students are transformed into intelligent and well rounded young men.

Pro-Vision Educational Services, Inc.'s mission is to serve youth who are considered at high risk for failure, not only academically but also in life. The youth come to Pro-Vision facing a variety of issues and obstacles which put them at a tremendous disadvantage in the pursuit of a normal, healthy adult life.

The design of Pro-Vision/The Pro-Vision Academy school program starts with the emotional and social asset development of the youth enrolled. These youth come to Pro-Vision with many challenges—school failure, drop-out status, delinquency and often violent crime, life in single-parent families, and poverty. In a two pronged approach, Pro-Vision/The Pro-Vision Academy program begins with building a student's "asset" inventory. One of the first, and most critical, assets the school addresses is the need to build positive external and internal relationships. Pro-Vision believes that respectful, healthy, supportive relationships between students and teachers, is critical to the successful development of the student. Building and strengthening relationships is ongoing throughout the career of each student.

An academic program that addresses basic skill development, and has as its goal to close the achievement gap, is offered while the student makes gains in social and emotional development. Once achievement skills are at grade level and social and emotional maturity is evident, students are challenged with a relevant, rigorous curriculum that is driven by assessment.

Innovative programming that currently helps students increase their developmental assets includes the following:

The Community Garden Program - Pro-Vision/The Pro-Vision Academy students grow a variety of fruits, vegetables, and flowers. In addition to gaining invaluable

knowledge about proper diet and nutrition, students help provide a source of fresh produce to a community whose access to anything but fast food is limited. The community and Pro-Vision students maintain a symbiotic relationship. Students are strengthened by the produce from the garden and ultimately these students benefit from the integrity it helps to shape. The Community Garden demonstrates the larger context in which students exist both communally and in the natural world and is an integrated piece of the Pro-Vision/The Pro-Vision Academy daily curriculum.

The following excerpt is taken from a Pro-Vision Newsletter dated November 2010. “The garden here at Pro-Vision has the added benefit of nourishing the soul. On one sunny day last week, I was working with a boy who was brought to me because he was having trouble with the teacher. We picked peas and chatted, and before long, unprovoked, he said “this is helping me.” He returned to class calm and with a sense of accomplishment. I sent him home with a pound of peas and some Zinnias that he picked for his mom. The garden offers these unanticipated gifts. It’s not only a place where food is grown. It’s also a place where people are healed and relationships are mended.”

Art Wares Program – Since 2006, a local artist has been working with Pro-Vision students weekly to produce original ceramic and mosaic art work. The goal of the program is to offer constructive ways for students to express their feelings and emotions. Since males are largely kinesthetic learners, the tactile nature of pottery and mosaic art is an especially logical choice for them. The program is designed to utilize recycled objects, and through the sale of these items, offer Pro-Vision students a concrete way of contributing to their own education. “It’s an inspiring thing” says 9th grader Willie Turner. “It calms me down while also boosting my creativity.”

Flag Football – 2011-2012 is the second year Pro-Vision has had a competitive flag football team. Practices and competition have taken place on the Pro-Vision football field, which serves as a multi-purpose sports field for use in physical education, after school activities, and community gatherings. Funding to construct the field was generously donated by the National Football League (NFL) and the Houston Texans as part of an effort to promote active lifestyles in adolescents and to draw in the surrounding community. The field was also designed to be a retention pond whose water can be re-routed to irrigate the Community Garden. Eventually, the field will include an athletic track around the perimeter.

Basketball – 2011-2012 is the second year Pro-Vision will have a competitive basketball team. The team will practice on the Pro-Vision basketball court which was built with individual donations in 2008. The court features a shock absorbing “Flex Court” surface, which reduces the strain on joints and muscles, decreasing the likelihood of injury. The concrete underneath the basketball court was designed so that it can be used as the foundation of an eventual indoor gym. The court also has 6 high quality adjustable goals

and is used extensively in physical education classes, after school activities and recreational sports.

Track and Field/Soccer – Pro-Vision supports the team sports of track and field and soccer not only for the health benefits of cardiovascular endurance, muscle strength, flexibility, coordination, balance, and weight control, but also for the social benefits. Organized sports will help these youth to further develop discipline, teamwork skills, leadership, fairness, and self-esteem.

Tutoring – Since Pro-Vision students enter school two to three grade levels behind in math and reading, supplementing school instruction with flex tutoring after school is vital to their long term academic success. Small group and one-on-one tutoring is available for two hours before school and two hours after school, ensuring that no matter what a particular student’s schedule is, he/she will have an opportunity to take advantage of this service. Using bi-monthly benchmark tests, tutors closely monitor student progress and adjust their instructional strategies according to each individual student’s strengths and weaknesses. Students are pre and post tested using Star Reading and Star Math. The pre and post testing data provides good insight into the effectiveness of the tutoring program. These tutors also work closely with full time Pro-Vision instructors to coordinate their instructional strategies. This level of customization and focus is not limited to students who are struggling academically, but to every single student who is enrolled in Pro-Vision.

3. Community Support

a) Describe the community where the school will be located and explain why this location was selected. Include the types of resources available in the community.

a) Pro-Vision is located within the Houston Independent School District and operates as an external District Charter School. The Houston Independent School District has 202,000 students and encompasses approximately 301 square miles within the greater Houston area. It is the seventh-largest public school system in the nation and the largest in Texas. Because the mission of Pro-Vision is working with economically disadvantaged, at risk youth, they have always been located in communities of greatest need within the Houston Independent School District.

In 2008 Pro-Vision relocated its current school operation to 4590 Wilmington, Houston, Texas, which is located in the Sunnyside neighborhood. Pro-Vision/The Pro-Vision Academy resides on 21 acres of property in the Sunnyside community and is composed of a school campus that includes a 22,500 square foot school building, football field, basketball courts, and a green area that includes a working community garden and nature trail. The Sunnyside neighborhood is located in the southern part of Houston, outside the 610 Loop and inside Beltway 8 off State

Highway 288 south of Downtown Houston. The community remains predominantly African American, however, between 1990 and 2000 the Hispanic population of Sunnyside increased by between 5 and 10 percent. The Sunnyside community is often characterized as an area with high recreational drug use with PCP being the drug of choice. The area has an unusually high outbreak of syphilis according to the Houston Health Department. In 2010, the Sunnyside area had 118 registered sex offenders; it has the highest concentration of sex offenders of any zip code without facilities designed to house registered sex offenders. Travis McGee, President of The Sunnyside Civic Association, said that the Sunnyside area was a “dumping ground for anything negative” and that he feared for area children.

The Sunnyside neighborhood is a mix of urban and rural characteristics. Some new houses have appeared but the neighborhood still has a preponderance of small churches, horse stalls, original frame houses, open ditches, and vacant lots. Fast food restaurants and convenience stores have begun to dot the community while more traditional sources of food (grocery stores) have not flourished.

Within the community, the Houston Independent School District operates one elementary school, Young Elementary, one middle school, Attucks Middle, and one high school, Worthing High School; Pro-Vision operates as an External District Charter School. KIPP (Knowledge Is Power Program Charter School) operates KIPP Spirit College Preparatory School.

There are several types of resources available in the community for the students:

Texas Children’s Hospital – offers the most comprehensive program for students including immunizations, physical exams, athletic physicals, health education, family planning services, social services assistance, treatment of illness or injury, emotional counseling, detection and treatment of sexually transmitted diseases.

Sunnyside Multi-Purpose Center – provides health care services for the community.

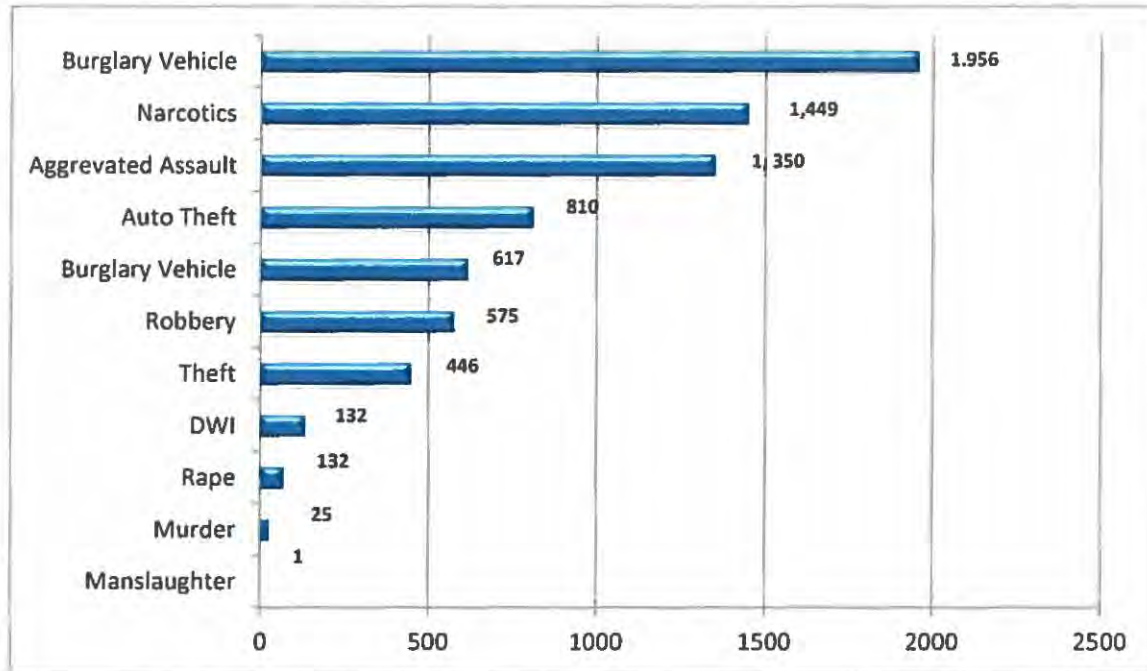
Houston Vision Clinic – addresses the need of schools’ mandated vision testing.

ESCAPE Resource Center – parenting education agency that provides child abuse prevention preventing programs and parenting classes to families looking to create safe, healthy and happy home lives.

Houston Collaborative for Children – non-profit organization focusing on improving the quality of early care and education in Houston.

Bipolar Disorder Association – provides free and confidential support groups that assist individuals in the recovery of depression and bipolar disorders.

Crime statistics for the schools' zip code (77051) are alarming. The following represents crime statistics from January 2010 through August 30, 2010.



The current location of Pro-Vision was chosen to fulfill the mission of Pro-Vision Educational Services, Inc. which is to inspire hope and purpose by improving the lives of youth and their families in some of Houston's most underserved neighborhoods. While Pro-Vision consists of a charter middle school and high school for "at-risk" young men, it is a multifaceted organization designed to engage multiple community resources and individuals to address the underlying causes of the educational and economic disparities that have a disproportionately negative impact on minority children. Pro-Vision Academy will expand enrollment to include female students in single gender classrooms if awarded a charter. For twenty years, more than 3,000 young men have been strengthened by an organization, Pro-Vision, which sees itself not just as a school, but a community.

b) Provide information on the manner in which community groups have been involved and will continue to be involved in the charter school planning process. Include the type of community groups and the type of services they will provide.

b) Pro-Vision Educational Services, Inc. is a nonprofit organization dedicated to developing Houston's underserved young males into leaders of tomorrow. Founded in 1990 by former Philadelphia Eagles all-pro cornerback Roynell Young, the organization is helping countless young males in the greater Houston area become leaders and productive citizens.

Pro-Vision has benefited from the greater Houston community with financial support. The Holthouse Foundation for Kids, was the first major donor to Pro-Vision. Other community financial donors include The Brown Foundation, The Cullen Foundation, M. D. Matthews, NFL Grass Roots, and the Albert and Ethel Herzstein Charitable Foundation. The largest one time gift to Pro-Vision was a one million dollar donation. These financial donations have been used to build the current location of Pro-Vision and fund the programs offered at the school. Pro-Vision is a financially viable organization and anticipates continued financial support from the greater Houston community.

Dr. Rod Paige, former United States Secretary of Education and former Superintendent of the Houston Independent School District offers his support of Pro-Vision in the following quote:

"There's a special task that this school performs, and that is meeting the needs of young men who've found that they just can't be successful in traditional schools and in other schools. Other schools focus on education, academics, reading, writing, and arithmetic. This school focuses on those traits as well, but in an overview of manhood. It teaches young men how to be men; how to be good human beings. A lot of these young boys that come here have been involved in circumstances and experiences that you couldn't imagine. And they have life problems that have to be addressed before, or at least while, you're teaching them the academics. And nobody's better than Roy at that."

Debbie Singleton, former HISD Alternative Education Director, says, "Roy is trying to make Houston a better place to live. He's the whole package to offer kids, and that does not happen in schools". HISD supports the move of Pro-Vision from a District Charter to a State Charter and offers a letter of support from Dr. Terry Grier, current Houston Independent School District Superintendent. Other letters of support are offered from Paula Harris, HISD Board Trustee; Congressman Al Green; Senator Royce West; Councilwoman Wanda Adams; Senator Dan Patrick; and Representative Ron Reynolds.

The financial support of community partners has allowed Pro-Vision to expand its program with such things as a regulation football field, regulation basketball courts, and an afterschool art program. The football field was built with funds from the National Football League (NFL) and the Houston Texans Football team; the basketball courts were built with funds from local individual donations; and the archery field was constructed in partnership with local foundations. Volunteerism is demonstrated with The Art Wares program which is overseen by a community

professional ceramicist; Dr. Robert F. Austin, local pediatrician who has devoted his career to serving poor children, volunteers his time to meet with different grade levels to talk about wellness topics; and countless community volunteers who serve to advise the school and its mission. Every Thursday Men of Tomorrow, a program designed for community leaders, come to provide inspirational talks about different careers and life choices to the students. Minister Alliance comes out as part of a community mentoring counseling program regarding healthy life choices.

In a broader sense of community support, Pro-Vision was the proud recipient of a generous contribution from Houston Community College's ("HCC") Annual Fall 2010 Golf Classic. Pro-Vision received \$10,000 from this event, which also benefited HCC's Minority Male Initiative Summer Bridge Academy, an academic summer experience that will bring success to minority males in high schools and beyond.

In February 2010, Pro-Vision hosted a community Single-Gender School Conference at the campus. Dr. Leonard Sax, National Leader in Single-Gender School Education, was the featured speaker. Also in February 2010, Pro-Vision hosted the "Paula Harris Town Hall Meeting" at the campus. Ms. Harris is an HISD Board Trustee. The Town Hall Meeting was very successful with many community members attending the meeting and giving valuable input to Ms. Harris.

Pro-Vision hosts a Community Leaders Luncheon. The Luncheon is chaired by Pro-Vision board member Willie J. Alexander and emceed by Gina Gaston of KTRK ABC 13. In attendance and offering support to Pro-Vision were community leaders State Representative Borris Miles, Congressman Al Green, and the Reverend Robert Jefferson. Lunch was donated by Frenchy's Restaurant and the event was underwritten by Amegy Bank of Texas and Enterprise Advisory Services, Inc.

Monthly, Pro-Vision hosts a Community/Bridge Breakfast. Various community leaders are invited to the campus for a breakfast forum where the progress of the school is discussed and community involvement is encouraged.

Involvement of the immediate community and the broader Houston community is a key factor to the success of Pro-Vision. The precedent for community involvement has been set and will only strengthen as Pro-Vision Educational Services, Inc. moves forward with their application to become a state charter school.

c) Attachment A, a copy of the published notice of public hearing, clearly showing the name of the newspaper and date of publication. The notice should include the proposed school name, the sponsoring entity name, date, time, place of meeting, and the names of sponsoring entity board members.

c) See Attachment A: Notice of Public Hearing

d) Provide the number of community members, not affiliated in any way with the sponsoring entity or the proposed charter school, who attended the public hearing.

d) The public hearing was held at Pro-Vision on December 8, 2010, at 6:00 PM. There were a total of 56 persons present at the meeting and there were 14 community members present that were not affiliated in any way with the sponsoring entity or the proposed charter school.

e) Submit, as Attachment B, a synopsis of the public hearing held to discuss the proposed charter school plan. The synopsis must identify presenters, provide a summary of their comments, and a list of questions from participants with responses provided by the presenters.

e) See Attachment B: Synopsis of Public Hearing

4. Student Goals

a) Other than the indicators of the state accountability rating and accreditation systems, outline and discuss specific measurable student goals in each of the following areas:

- **Student progress over time;**
- **Student engagement (attendance, continuous enrollment in school); and**
- **Readiness for postsecondary success**

a) Pro-Vision/The Pro-Vision Academy takes students who are academically behind as much as two to three grade levels and alters their self-perception by creating a community that emphasizes social skills, self awareness, and solid work ethic. The key to raising achievement is connecting students with teachers who support them not just as learners, but as people. Pro-Vision takes great care to allow strong mentoring relationships to develop between students and teachers who are referred to as “life coaches”. The emphasis on these relationships is a cornerstone of Pro-Vision’s educational approach as the vast majority of students do not have positive role models. Students have the opportunity to be guided, challenged, and supported by adults who are not just classroom teachers, but who are conveyers of the organization’s core principles. Mentoring relationships are the prism through which students come to understand their worth and abilities.

The following student goals align themselves to Pro-Vision’s commitment to impact a student’s self esteem, job and study skills, a sense of civic responsibility, and an unshakable sense of self worth.

Student progress over time:

1. Each student will receive support from at least three or more non-parent adults over multiple years that support the student not only as a learner, but also as a person.
2. The student accepts and takes personal responsibility for academic achievement.
3. Each student is optimistic about his personal future.

Student engagement:

1. The student will participate in engaging activities and experiences in an afterschool program that will inspire to succeed in a global economy.
2. The student will engage in one service learning project annually.
3. Each student will spend one or more hours per week in lessons or practice in music, debate, art, or other fine arts curricula.

Readiness for postsecondary success:

1. Each student knows how to plan ahead and make choices.
2. All students will be committed to a rigorous and relevant curriculum.
3. Students will embrace strategies such as rigorous curriculum, note taking, time management, binder organization, tutoring, small group collaboration, oral presentation skills, and individual determination in order to become better prepared for post secondary educational opportunities.

b) Describe methods used to measure success toward each goal.

b) Method of Measurements: Student progress over time.

- Increased individual student attendance to 95% or better per grading cycle.
- Increased student graduation/completion rate to 75% or higher.
- Decrease student discipline referrals to less than 5 each grading cycle.
- Increased student achievement to a passing status for 100% of students over time.
- Decrease drop-out rate to 1.6% or less.

Method of Measurements: Student Engagement

- Improved attendance in After School Program to 95%.
- Decrease student behavioral referrals to 5 each grading cycle.
- Increase in the number of students who assume student leadership roles in the school by 25%.
- Increased student achievement to passing status for 100% of students over time.

Method of Measurements: Readiness for postsecondary success

- Increase in the number of students taking Honors and AP courses by 10%.

- Increase in the number of students graduating with a Recommended or Distinguished Diploma by 25%.
- Increased number of students taking Dual Credit Courses (earning college credit while still in high school) by 10%.
- Increase in Grade Point Average by .5% annually.
- Decrease in drop-out rate to 1.6% or less.
- Increased number of students being accepted into 4 year colleges or universities by 15%.
- 100% of the students will be able to articulate post- secondary plans.

c) Describe the ways in which the school and community members will work together to ensure continuous academic growth for all students.

c) In order for student goals to be achieved all stakeholders in the school must be focused, informed, and committed to continuous improvement. At The Pro-Vision Academy, instructional leadership will use every opportunity to create a common language of learning and instruction among staff. In addition, instructional leadership will regularly discuss student learning and success at faculty meetings, department meetings, grade level meetings, in monthly newsletters, e-mail messages, and at any other time community partners are in the school. Graphs and posters depicting student growth at all levels-classroom, grade levels, and school wide will be displayed to prompt discussion between teachers, students, administration, and community stakeholders. Instructional leadership is focused toward excellence. Meeting expectations will not suffice; students will be pushed to achieve the highest performance standards. Conversations with student's parents and community stakeholders will communicate high expectations for both academic and behavioral achievement. Pro-Vision/The Pro-Vision Academy is committed to model and communicate to students that learning is a life-long process.

5. Educational Plan

a) Describe the educational program to be offered, including special education and bilingual education/English as a second language (BE/ESL). Clearly state that each grade level will incorporate the Texas Essential Knowledge and Skills (TEKS). Describe the connection between the TEKS, classroom instruction, and assessment of student progress and provide three specific examples of the ways that the TEKS and the assessment of the TEKS will be incorporated into classroom instruction.

In addition, specifically address each of the following:

- **Describe the manner in which the science curriculum will meet the 40% laboratory and field investigation requirement for middle and high school.**

Other

- **Confirm your understanding that special education teachers must be certified.**

Pro-Vision Academy confirms that special education teachers must be certified.

- **Confirm your understanding that placement of and requirements for special education students cannot be predetermined and will be outlined in each special education student's individualized education program (IEP) by the Admission, Review, and Dismissal (ARD) Committee and that the charter school will offer a full continuum of special education services.**

Pro-Vision Academy confirms that placement of and requirements for special education students cannot be predetermined and will be outlined in each special education student's individualized education program (IEP) by the Admission, Review, and Dismissal (ARD) Committee and that the charter school will offer a full continuum of special education services.

- **Confirm your understanding that bilingual/ESL teachers must be certified.**

Pro-Vision Academy confirms that bilingual/ESL teachers must be certified.

- **Confirm your understanding that the charter will follow state law concerning bilingual/ESL and may be required to offer bilingual classes in accordance with TEC, Chapter 29.**

Pro-Vision Academy confirms that the charter will follow state law concerning bilingual/ESL and may be required to offer bilingual classes in accordance with TEC, Chapter 29.

- **PP. 51- 52: If awarded a charter, the applicant will seek accountability ratings through alternative education accountability (AEA) procedures.**

Pro-Vision Academy, if awarded a charter, will seek accountability ratings through alternative education accountability (AEA) procedures.

- **P. X: Confirm that the charter will provide a valid certificate of occupancy or equivalent certificate issues by the local authorities prior to serving students at any previously approved location.**

Pro-Vision Academy confirms that the charter will provide a valid certificate of occupancy or equivalent certificate issues by the local authorities prior to serving students at any previously approved location.

- Describe the educational program and the setting that will be used to offer courses to meet the requirements of physical education.
- Describe the educational program and the setting that will be used to offer courses to meet the requirements in fine arts and technology.

a) The Pro-Vision Academy is proposing to offer an educational program in grades 3-12 within the first five years as a state charter school. The curriculum to be incorporated at each grade level will be the Texas Essential Knowledge and Skill (TEKS). The required foundation subjects to be taught are English language arts, mathematics, science, and social studies that will include Texas, United States, and world history, government, and geography. The enrichment curriculum to be offered will be a language other than English, health, physical education, fine arts, economics, career and technology education, and technology application. The Pro-Vision Academy makes assurances that it will have policies, procedures, and practices regarding the identification of students with disabilities and will offer a full continuum of educational placements to students with disabilities. Students with disabilities will receive on-grade level instruction in the least restrictive environment. They will have access to all services (benchmarking, tutorials, and interventions) as their non-disabled peers. To meet the needs of Bilingual/ESL students, The Pro-Vision Academy will adopt a late exit Bilingual program, if needed, whereby the use of the student's primary language and English will be used as the basis for academic instruction. The goal is to build proficiency in both languages by building on the primary language and expanding English language skills. Sheltered English instruction will be used as an instructional approach using hands-on activities and visual aids to make academic instruction in English understandable to LEP students. Bilingual/ESL classrooms will have the same resources, level of instruction, and achievement expectations that all other classrooms at that grade level/subject have.

The Pro-Vision Academy is committed to ensuring that all students achieve academic proficiency. As a current HISD External Charter School, Pro-Vision is mandated to use the curriculum materials offered through the Houston Independent School District. If Pro-Vision is selected to become a state approved charter school, they realize their responsibility to research and seek out their own curriculum support materials for the instruction of the TEKS. The Pro-Vision Academy instructional leaders will use the year prior to August 2013 to complete the curriculum plan to be implemented in August 2013.

In order to "build" the curriculum support materials, the instructional leadership will have to answer the key question of, "What do the students at Pro-Vision need to know for success: in school this year, in school next year, in life, and on the state assessment (TAKS, STAAR, and EOC)." The Pro-Vision Academy offers this timeline during the 2012-2013 year to construct the curriculum support plan that will be used once the school converts to a state charter school rather than a District charter school.

September/October 2012

- Meetings with individual grade levels to discuss the process and introduce the “working forms” to be used to identify standards for reading, math, science, and social studies for grades 5-8; all cores subjects for grades 9-12.

November 2012

- Offer professional development on vertical alignment of the school’s curriculum to the TEKS.
- In cross grade-level meetings review the scope of the curriculum
 - Content – specifically what must be taught. Review the identified standards.
 - Complexity – level of rigor; degree of mastery (introduced, mastered, reviewed)
 - Context – how material is tested.

December 2012/January 2013

- Refinement of standards in grade/department meetings
- Sequence and order – indicate the order in which content is presented and ensure TEKS tested on STAAR are taught at mastery level before the tests.
- Pacing – calculate the amount of time usually needed for instruction

February/March 2013

- Professional development to identify strategies for teaching concepts at STAAR rigor.
- Curriculum support materials will identify new approaches for re-teaching as well as resources for enrichment for students who moving toward superior performance.
- Identify common vocabulary per subject area as drawn from the TEKS objectives.
- Identify the main resources to use for instruction (textbooks plus other materials which address what the textbook does not.)

April/May 2013

- Develop a calendar for administering the Benchmark tests for the 2013-2014 year. This benchmarking calendar will include a schedule for pre-assessment, Mini-Benchmark/Common Assessments, and Benchmark Assessments.

August/September 2013

- Re-examine the existing benchmark tests to guarantee that they test what is taught, are aligned to the TEKS, are in STAAR format and rigor that matches what the students will have on their state assessments.
- Professional development that focuses on the value of dependence on data to make decisions to refine, alter, or remove programs.
- Professional development that focuses on areas such as skill checks, lesson planning, benchmarking and formative and summative assessment, gaining a deeper understanding of the TEKS, and strategies for teaching at STAAR rigor.

The Pro-Vision Academy understands essential improvement in student performance occurs with the use of assessments to guide instruction and evaluate the effectiveness of the programs. Pro-

Vision will use three types of assessments to drive instruction and evaluate program effectiveness:

- Skills Checks – Skills Checks are created by teachers and used as part of their classroom instructional strategies to assess if students are mastering the concepts being taught during the lesson. They come in the form of questioning, guided practice, independent practice, pop tests, end of lesson quizzes, and occur frequently throughout the lesson. The final check is usually no more than four questions in STAAR format and STAAR rigor.
 - Teachers will use skill checks during classroom instruction to determine the need during the lesson for additional instruction, use of different strategies, guided practice, or independent practice.
 - Learning gaps that exist among students can also be identified through the use of skills checks in classroom instruction. Students can be grouped who need similar assistance.
 - Through classroom skill checks, individual student intervention, such as one-on-one tutoring, can be determined.
- Mini-Benchmarks/Common Assessments – Mini-benchmarks/Common Assessments will be developed by grade level teacher teams for 5th grade and subject area teams for grades 6-12. These Mini-Benchmarks will consist of four to ten questions in STAAR format and STAAR rigor. The majority of the questions will measure mastery of the objective just taught with at least one additional question over each objective previously taught. Teachers will share their results, discuss the data, and determine how to do any re-teaching that might be needed and/or plan for interventions to ensure struggling students are mastering the new objectives and retaining objectives previously taught. Mini-Benchmarks/Common Assessments help determine:
 - Mastery of new objectives being taught.
 - Retention of objectives previously taught
 - Identifies the need for interventions for students who need assistance.
- Campus wide Benchmarks – The Pro-Vision Academy will use six- week exams (covers material according to the scope and sequence developed), and semester final exams as one form of Benchmark assessment. The Pro-Vision Academy will also use other forms of scientifically researched based educational materials as a source for Benchmark assessment. Benchmarks will be used to:
 - Evaluate the effectiveness of the alignment between curriculum, materials and resources, assessment, classroom instruction, and supplemental instruction.
 - Assess the effectiveness of the curricula
 - Determine if school wide intervention are needed, and if in place, determine whether or not they are making a difference.

Specific examples of the ways that the TEKS, and the assessment of the TEKS will be incorporated in classroom instruction are as follows:

6th grade Mathematics

Learning Focus: Fractions and Decimal Concepts

Students build an understanding of fractions and decimals and the equivalency relationships between them. They model situations involving fractions and decimals with physical and pictorial modes, use equivalent fractions, compare and order fractions and decimals, and use benchmarks to estimate quantities and sums.

Key Concepts:

Fraction, Decimal, Equivalency Relationship, Comparison, Real-life problem

TEK: Math 6.1A

Compare and order nonnegative rational numbers

TEK: Math 6.11A

Identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics

TEK: Math 6.1B

Generate equivalent forms of rational numbers including whole numbers, fractions, and decimals using various methods including manipulatives or pictorial modes.

TEK: Math 6.11D

Select tools such as real objectives, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.

Example #1:

During instruction a method of assessment to **check for understanding** will be the use of questioning. Questions that could be used during instruction to check for understanding are:

1. How can fractions and decimals be compared and represented on a number line?
2. How is a least common denominator (LCD) used to compare and order fractions?

Example #2:

The following activity will be used as an “**end of lesson quiz**” to assess performance. The student will use centimeter and standard rulers to illustrate equivalent forms of decimals and fractions:

Will write in the fractions

$1 \frac{1}{4}$

$1 \frac{2}{8}$

$1 \frac{4}{16}$



Example #3:

The following will describe a form of **common assessment** to be used at the end of the learning focus to assess mastery of the TEK objectives. The students will model situations involving fractions and decimals using tools such as real objects, manipulatives, technology, or mental math and demonstrate an understanding of fractions and decimals by creating models to compare and order fractions and decimals and to illustrate equivalencies among them.

- **Describe the manner in which the science curriculum will meet the 40% laboratory and field investigation requirement for middle and high school courses.**

Pro-Vision/The Pro-Vision Academy has adequate classroom space to support science equipment and field investigations. Working from the requirement that students in grades 6-12 must have 40% of their science instructional time to conduct laboratory and field investigations, Pro-Vision/The Pro-Vision Academy is committed to this science standard. Instructional leaders at Pro-Vision/The Pro-Vision Academy understand that at risk, students learn best when actively engaged in the curriculum. They are invested in making sure students are integrated into the greater Houston community to experience, first hand, local areas that will allow them to interact directly with natural phenomena or with data collected by others using tools, materials, data collections, techniques, and models. Field experiences will be based on TEKS objectives and will be documented in lesson plans.

Pro-Vision/The Pro-Vision Academy currently has an outdoor learning environment that has been in existence for three years. It is the “Community Garden.” The establishment of the “Community Garden” is to serve as an extension of the classroom to the outdoors environment.

Pro-Vision/The Pro-Vision Academy is very committed to a relevant and meaningful science curriculum. For the students at Pro-Vision/The Pro-Vision Academy, being able to explore the surrounding Houston community through field trips and field experiences will not only enhance

their academic performance, but will foster positive relationships with students, teachers, and the community.

- **Describe the educational program and the setting that will be used to offer courses to meet the requirements for physical education.**

The physical education program at Pro-Vision/The Pro-Vision Academy currently meets the state requirements. Students in grades 5-8 are scheduled into a TEKS based physical education class for 50 minutes per day. The master schedule of Pro-Vision/The Pro-Vision Academy includes a TEKS based health class for middle school. Students in grades 9-12 will follow the state plan to meet graduation requirements and will include Foundations of Personal Fitness in the master schedule.

Pro-Vision/The Pro-Vision Academy is located on 21 acres of land that provide ample opportunity for physical education. Six basketball goals have been constructed behind the school which serves as part of the setting for physical education. A football field has also been constructed and there are future plans to build a track around the existing football field. The main school building has a large multipurpose room which is used for physical education classes during inclement weather or when curriculum indicates a more traditional classroom setting.

- **Describe the educational program and the setting that will be used to offer courses to meet the requirements in fine arts and technology.**

The Fine Arts program at The Pro-Vision Academy will offer TEKS based curriculum in art, music, and theater for 5th graders. At the middle school grades 6, 7, and 8, students will take one TEKS based Fine Arts class during one year of middle school. The Fine Arts offering will be art, music, or theater and which course will be offered has not been decided as of the submission of this application. At the high school level, students will take one TEKS based Fine Arts class. The Fine Arts offered at the high school level are art, music, dance, and theater. The Pro-Vision Academy has not decided which Fine Arts course it will offer as of the submission of this application. Currently, Pro-Vision offers the Art Wares program to fulfill the Fine Arts curriculum requirements.

All classrooms at Pro-Vision/The Pro-Vision Academy have been cabled for internet connectivity. The school currently has student computers in all classrooms and teachers have access to technology in the classroom through personal desktop computers. All classrooms have 32 inch monitors to assist teachers in the delivery of instruction. The Technology Application TEKS for Grades 5, 6, 7, and 8 will be integrated throughout the grade level curriculum. The Technology strands for these grade levels are foundations, information, work in problem solving, and communication. In grades 9-12, The Pro-Vision Academy will offer at least one, if not

more, of the following Technology Application courses which will be chosen after the charter application process:

- Computer Science I & II
- Desktop Publishing
- Digital Graphic/Animation
- Multimedia
- Video Technology
- Web Mastering

b) Describe how the teaching methods to be used will provide a rigorous and relevant academic program and state the reasons for choosing them, explaining how the methods enhance student learning and high expectations for all students. Include information about materials, strategies, techniques, and procedures to be used to meet the needs of the student population, including students with disabilities and those requiring BE/ESL services, and clearly state the number of instructional hours per day that will be afforded to students.

b) The teaching methods utilized at Pro-Vision/The Pro-Vision Academy are two pronged. First, students enrolling at the school do not typically come in “ready for learning”. They come with significant emotional baggage and are not ready to realize their potential. Secondly, the students are generally several years behind in their academic achievement and often display negative, boastful behaviors to cover the fact that they are academically behind. The first order of business when students enroll at Pro-Vision/The Pro-Vision Academy is to begin the work to restore a student’s belief in his self. This involves building a student’s efficacy and breaking down barriers so they can become ready to learn and realize their potential. It starts with building respectful and meaningful relationships.

Understanding that the students who enroll at Pro-Vision/The Pro-Vision Academy are emotionally scarred and academically compromised, a teaching methodology was carefully selected that would integrate the best educational practices with powerful and engaging teaching. Pro-Vision has chosen to implement Quantum Learning in their classrooms. It has been proven to increase academic achievement and improve student’s attitudes toward the learning process. Quantum Learning is about bringing joy to teaching and learning with ever-increasing “Aha” moments of discovery. It helps teachers to present their content in a way that engages and energizes students. This model also integrates learning and life skills, resulting in students who become effective lifelong learners who are responsible for their own education.

Quantum Learning holds the beliefs that:

- All students can learn
- Students learn differently
- Learning is effective when it is joyful, engaging and challenging.

The Quantum Keys to Excellence are:

- Integrity
- Commitment
- Failure Leads to Success
- Ownership
- Speak with Good Purpose
- Flexibility
- This Is It!
- Balance

The Keys to Excellence can be integrated into all subjects and grade levels. The Keys are best implemented when parents and community leaders support and reinforce the Keys.

Quantum Learning creates an empowering atmosphere of trust, safety, and a sense of belonging. Establishing engaging, focused traditions creates a sense of belonging and safety and is an effective strategy for classroom management, focusing attention and motivating students to increase participation in learning. Each school day begins with a morning routine and a purposeful first statement. At Pro-Vision/The Pro-Vision Academy, every day begins with the students reciting the poem, "Attitude":

ATTITUDE

"The longer I live, the more I realize the impact of attitude on life. ATTITUDE, to me, is more important than facts.

It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do.

It is more important than appearance, giftedness, or skill.

It will make or break a company. . .a church. . .a home.

The remarkable thing is we have a choice everyday regarding the ATTITUDE we will embrace for that day.

We cannot change our past. . .we cannot change the fact that people will act in a certain way.

We cannot change the inevitable.

The only thing we can do is play on the one thing we have, and that is our ATTITUDE. . .

I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you. . . We are in charge of our ATTITUDE." (Charles Swindoll)

These routines are designed to immediately focus students and create resourceful learning states.

Using Quantum Learning, teachers build a culture of learning that focuses on strategies to develop a sustainable classroom and school wide culture that fosters character traits necessary for success in the 21st century. This is done by:

- Cultivating a positive atmosphere of rapport and respect using models that bring joy and excitement to learning
- Creating an atmosphere of “home court advantage” where students feel safe and supported and have a sense of belonging
- Upgrading student performance and orchestrate new, positive associations with learning through positive student “mental scripts” and traditions
- Establishing a culture that promotes heightened student effort and celebrates the feedback of learning that comes through failure

Academic learning strategies that are used with Quantum Learning are:

- **Test-taking and Study Strategies:** Students learn brain-based strategies for studying, note taking, mind mapping, and overcoming test anxiety. Students learn to approach all test questions with confidence.
- **Memory Techniques:** Students experience memory techniques that can be incorporated in all content areas. By using all three learning modalities, they learn and recall with greater ease, making learning an engaging and positive experience.
- **Learning Styles:** Students discover their individual learning styles and intelligence preferences and how to utilize this knowledge in all academic settings. Students are empowered to be self-directed learners.
- **Reading Strategies:** Students increase reading comprehension and speed with the Quantum Reading process. They learn how to prime their minds for reading and glean the important information while staying completely focused on the text.
- **Writing Tools:** Students learn writing tools applicable for all styles of writing; from narratives to research papers.

The Character Development strategies of Quantum Learning empower students to be valued peers and family members, and successful citizens in the global community. Content is designed to increase self-esteem, self-confidence, and motivation.

- **Leadership:** Students learn the value of taking ownership for their choices and how it leads to greater personal freedom. They gain higher confidence and courage to lead by learning how to navigate peer pressure. They also learn strategies for taking healthy risks and empowering peers to do the same.
- **Goal Setting:** Students learn how to set academic and personal goals to move their lives forward in a positive direction. They learn a framework to outline, take action, and stay committed to their goals as they plan for their future.

- **Conflict Resolution:** Students gain understanding about using language and judgments, and how they impact the ability to manage conflicts between people. They learn both proactive and responsive communication tools and deepen their understanding of the value of respect.
- **Communication Skills:** Students learn tools to listen attentively and clearly vocalize thoughts, feelings and desires. These skills teach them how to offer compliments, resolve disagreements, and create clear communication in school, social, and familial environments.
- **Initiative and Self-Direction:** Students build character through activities about integrity, responsibility, learning from failures, and living in the present. They are empowered to self-manage their lives with positive behavior and thought, benefiting academic and personal endeavors.

In addition to Quantum Learning, Pro-Vision/The Pro-Vision Academy references and builds instructional frameworks using Search Institute’s “Developmental Assets”. Search Institute has identified “40 Developmental Assets” that all youth need to be healthy, caring, principled, and productive. “High Expectations” is one of the forty assets which Pro-Vision/The Pro-Visions Academy strives to achieve through a rigorous and relevant curriculum. In order to achieve high expectations, Pro-Vision/The Pro-Vision Academy understands that school climate (the school’s effect on students) and the school culture (the way teachers and other staff members work together) must work in a harmonious manner. A student’s instructional day will begin at 8:30 AM and end at 3:30 PM. The After-School Program is an optional program for students and available to all students who want to participate. It begins at 3:30 PM and ends at 5:30 PM five days a week.

Pro-Vision/The Pro-Vision Academy instructional leadership (Principal and teachers) whole heartedly support the premise that all students can learn and succeed. This is communicated to students regularly, and the students have a chant that embraces this attitude. The instructional leadership believes in setting high expectations for all students, and there is an intentional emphasis on the student’s strengths rather than his deficits.

Rigor and relevance are key factors in the curriculum at Pro-Vision/The Pro-Vision Academy. Much research supports the fact that rigor and relevance are proven strategies for students who are economically disadvantaged and at-risk for learning. A majority of the students who attend Pro-Vision/The Pro-Vision Academy are from economically disadvantaged homes and are at-risk of failing upon enrollment at the school.

One of the overarching goals of the educational program at Pro-Vision/The Pro-Vision Academy is the school, teachers, and instruction will foster resiliency in the students by building on their strengths. Resiliency is defined as the ability to adapt and succeed in spite of risk and adversity. In order for this goal to be achieved, the administration of Pro-Vision/The Pro-Vision Academy will provide instructional leadership and teachers who believe in a student’s ability to learn and

Instructional Hours

P.37: State the number of instructional hours per day to be offered. Exclude lunch, passing periods, and any other non-instructional time during the proposed 8:30 -3:30 school day.

P.37

Pro-Vision Academy will offer 6.5 hours of instructions each day excluding lunch, passing period, and any other non-instructional time during the proposed 8:30 -3:30 school day.

APPROVED DURING CONTINGENCY PROCESS

are committed to removing educational inequalities related to sex, race, ethnic background, and disability. Teachers will embrace the mantra that all students can learn and succeed, and this will be regularly communicated to students, parents, and community stakeholders. According to Founder and Chief Executive Officer of Pro-Vision, Roynell Young, “No student will be allowed to do anything less than his best.” It is the goal of Pro-Vision/The Pro-Vision Academy to graduate students who have matriculated through the program with a higher academic orientation, higher intrinsic motivation for learning, and increased academic achievement.

Because the population at Pro-Vision/The Pro-Vision Academy is predominately economically disadvantaged and at risk of failure, the following strategies have been selected to be used because they have been researched as “best practice” with this population of student. The strategies that will be used to promote rigor and relevance are as follows:

- **Cognitively oriented instruction** – This involves teaching students how to learn best. This strategy will help students improve the quality of their thinking and will lend support to them in all curricular areas. This includes the cognitive strategy of “**how-to**” and the metacognitive strategies of **planning, preparation, self-checking, and revising strategies**. Curricular examples follow:
 - Reading – a combination of instruction and practice in planning/preparation and summarizing note taking strategies will be used.
 - Writing and oral language – “how to start,” draft, and revise essays and speeches will be used. Along with this peer problem solving and feedback strategies will be used. With this strategy, students will be challenged to write forcefully and for a purpose.
 - Math – a combination of social contexts, peer modeling, meaningful problems to solve, and strategy instruction will be used.
- **Engage students in meaningful activities that incorporate prior knowledge and learning** – When teachers link new information to student’s prior knowledge, they activate the student’s interest and curiosity and this gives the lesson a “sense of purpose” for the student.
- **Class discussion and graphic organizers** – These strategies allow a teacher to activate and illustrate a student’s prior knowledge and facilitate learning.
- **Use a wide variety of learning activities that reflect the student’s cultural diversity and the capacity for the student’s strengths.**
- **Grouping and Cooperative Learning** – Strategies for dividing the class into smaller learning groups will be used. Students with a wide array of learning styles will work together on a higher-level problem-solving project. Differentiation and cooperative learning groups will be implemented which will result in students receiving enriched instruction through positive peer interaction.
- **Hands-on, inquiry-oriented instruction** – Students who are actively engaged through hands-on activities are more likely to develop a higher level of motivation of learning.

Using small groups inquiry-oriented instruction can be achieved whereby students learn to problem solve independently and help each other develop skills. The Community Garden and Nature Trail at the campus of Pro-Vision/The Pro-Vision Academy demonstrates the commitment of the instructional staff to bring “hands-on, inquiry-oriented” support to the students.

- **Recontextualization** – Information to be taught and problems to be solved will be embedded in familiar contexts and will reflect a student’s cultural and ethnic diversity so he can make immediate and practical use of what they learn. A good example of this is relating math and science learning to future careers. This will enhance a student’s attention and motivation.
- **Cultural and language sensitivity** – Teachers will respect the style of students with a nonstandard way of communicating and with culturally different ways of interacting in groups. There will be a need to ensure that students are comprehending their teacher’s speech.
- **Tutoring** – one-on-one, adult to student tutoring, is a proven researched based strategy to work with students to increase rigor and relevance. Peer tutoring will also be a strategy used at The Pro-Vision Academy.

To ensure rigor and relevance for students with disabilities, Pro-Vision/The Pro-Vision Academy will explore the possibility of team or co-teaching models with content area teachers to encourage increased rigor and relevance. Students with disabilities will have the benefit, and access to, the same instructional strategies as their non-disabled peers. Regular education teachers and special education teachers will meet, at least bi-weekly, to examine benchmarking data, lesson plans, teaching strategies, confirm STAAR rigor, and ensure adherence to each student’s modifications and accommodations as per the student’s IEP.

As with students with disabilities, students who are English Language Learners (ELLs), Pro-Vision/The Pro-Vision Academy ensures these students will have the benefit, and access to, the same instructional strategies as their English speaking peers. Further strategies for the ELL population are:

- Use of language acquisition strategies throughout a lesson in a classroom.
- Language accommodations will be used in all classes. Students will have dual language dictionaries to use throughout the day.
- Each content area will develop a dual language dictionary with a glossary of key word/phrases list for their content area.
- ELL students will be given many opportunities to speak in class and do oral presentations. It will be imperative that the Pro-Vision teacher create a risk free environment which is supportive of the ELL students’ efforts to master speaking English.
- High expectations will be set for mastery of the Bilingual/ESL TEKS, English Language Proficiency Standards (ELPS) as well as the TEKS for all content areas.

c) Describe the planned academic assessment program, including the process to be used to determine baseline achievement levels of students and the methods of measurement to be used.

c) Genuine change and essential improvement in student performance compels the use of assessment to guide instruction and evaluate the effectiveness of the instructional programs. The Pro-Vision Academy will use three types of assessment as a cumulative process that continually assesses learning for which students are responsible. They are:

- Formative assessment – guides the instructional process and identifies the need for intervention. Pro-Vision refers to these as “Skills Checks”.
- Common assessment – identifies mastery of new objectives being taught and retention of objectives previously taught.
- Benchmark assessment – used to evaluate the effectiveness of the alignment between curriculum, materials, and resources, assessment, classroom instruction, and supplemental instruction.

For assessment, classroom teachers will use **Formative Assessment** (skills checks) to determine the following:

- Need for additional instruction, use of differentiated instruction, use of different strategies, guided practice, or independent practice.
- Identify which students need assistance due to learning gaps that exist among students.
- The need for individual student interventions such as tutoring.

The Skills Checks are created by teachers and used as part of their classroom instructional strategies to assess if students are mastering the concepts being taught during the lesson. They come in the form of questioning, guided practice, independent practice, pop tests, end of lesson quizzes, and they occur frequently throughout the lesson. The Skills Checks are generally 5 – 10 questions in STAAR format and at STAAR rigor.

Content Departments will use **Common Assessments** to assess the following:

- Mastery of new objectives being taught.
- Retention of objectives previously taught.
- The need for campus intervention for students who need assistance.

The Common Assessment tests will either be created by The Pro-Vision Academy teachers or from sources such as test builder software or commercially produced. The questions on the Common Assessment are in STAAR format and at STAAR rigor. The majority of the questions measure mastery of the objective just taught with at least one additional question over each objective previously taught. All content teachers will give the Common Assessment on the same day, frequently as part of their regular chapter/unit test. The Pro-Vision Academy teachers will

share their results, discuss the data, and determine how to do any re-teaching that might be needed and/or plan interventions to ensure struggling students are mastering the new objectives and retaining objectives previously taught. The Instructional Leadership of The Pro-Vision Academy will make themselves available to these content teams to ensure effective monitoring and services for struggling students.

Campus Benchmark assessment will be used to:

- Evaluate the effectiveness of the alignment between curriculum, materials, and resources, assessment, classroom instruction, and supplemental instruction.
- Assess the effectiveness of the curricula.
- Determine if campus wide intervention is needed, and if intervention is in place, make a determination whether or not they are making a difference.

The Pro-Vision Academy will administer two Benchmark assessments. The first Benchmark Assessment will be administered mid-fall and will assess material that, according to the school's scope and sequence, has been taught during this time period. A second Benchmark Assessment will be administered mid-year and will be a commercially produced assessment.

Timely disaggregation of data will occur after Common Assessments and Benchmark Assessments. The data will be used to target areas in need of improvement with special focus on those objectives directly impacting student achievement. Priority will be placed on student performance in correlation to the weight of the objective as well as the campus strengths and weaknesses. The Pro-Vision Academy teachers will focus on maximizing the student's strong objectives and then move to increase the weaker objectives.

The Instructional Leadership of The Pro-Vision Academy will utilize item analysis to develop growth targets. Leadership will use this information to monitor progress to support interventions, find needed resources, and provide help to teachers who are not being successful. Teachers will use the data to understand student responses and identify student needs to plan instruction and intervention.

It is important to note professional development for teachers to fully understand and embrace the assessment process is critical. The STAAR test represents the state's interpretation of the TEKS. Teachers need to align their teaching with the same format as the interpreted curriculum, the STAAR test. To understand what the state curriculum expects students to leave the grade level knowing, teachers must study the STAAR information on the Texas Education Agency website such as STAAR Blueprints, released test questions, and test design schematics.

d) Describe strategies to ensure the educational program will effectively prepare students to enter kindergarten on or above grade level and ensure a successful transition from prekindergarten into grade school.

d) This is not applicable to The Pro-Vision Academy as it does not intend to offer prekindergarten classes.

e) Describe strategies to be used to prepare all students to meet state graduation requirements, including students with disabilities and those requiring BE/ESL services.

e) The Pro-Vision Academy is aware of the recently enacted House Bill 3 which moved graduation requirements for a Recommended and Distinguished Diploma from 24 credits to 26 credits. The Pro-Vision Academy is aware there are three “tracks” for graduation:

- Minimum High School Plan – 22 credits
- Recommended High School Plan – 26 credits
- Distinguished Achievement Program – 26 credits

It is the goal of The Pro-Vision Academy to graduate students under the Recommended High School Plan which includes the new 4X4 course offerings in the core content areas of Reading/ELA, Mathematics, Social Studies, and Science. This will entail that The Pro-Vision Academy ensure the master schedule reflects viable opportunity for students to get the fourth classes in mathematics and science. Understanding this new legislation, and realizing that many students who come to The Pro-Vision Academy have dropped out of school or have failed many classes, The Pro-Vision Academy will ensure students have all opportunities for credit recovery in order to graduate on time (with their 9th grade cohort) or, at the least, become a “5th” year graduate. For many of the students, the only way to accomplish this will be through credit recovery opportunities. The Pro-Vision Academy will offer credit recovery through the use of on-line courses as part of a student’s regular daily schedule or through the Enrichment Program after school. The Pro-Vision Academy will explore on-line curriculum vendors such as OdysseyWare, Plato, Aventa, etc. to determine which curriculum courses are best aligned to the Texas TEKS to ensure students are able to pass TAKS/ STAAR/EOC requirements.

As a currently operational external District Charter School, Pro-Vision is aware that their 9th grade class beginning in the 2011-2012 school year will be the first group of students who will graduate using the STAAR/EOC requirements. They are aware and understand the “phase-in” of the STAAR graduation requirements.

The graduation plan for students with disabilities will be addressed in the annual ARD process with the student, parent, teacher, and Campus Leadership present. Students whose ARD documents the need for modifications in their grade level curriculum will track the Minimum High School Program plan per House Bill 3. For those students with disabilities who are in grade level curriculum (with and without accommodations), the ARD Committee will make the decision with regard to which graduation program will best fit the needs of the student.

Education Plan

P. 42 Confirm your understanding that any course offered through distance learning technologies, such as, but not limited to, satellite, internet, two-way video conferencing, online courses, the Texas Virtual School Network(TxVSN), and instructional television, will comply with 19 Texas Administrative Code(TAC) 74.23 and that any shift in focus from traditional instructional methods will require approval of a substantive charter amendment request by the commissioner of education.

P.42

Pro-Vision Academy confirms the understanding that any course or courses offered through distance learning technologies such as, but not limited to, satellite, internet, two-way video conferencing, online courses, the Texas Virtual School Network (TxVSN), and instructional television, will comply with 19 Texas Administrative Code(TAC) 74.23 and that any shift in focus from traditional instructional methods will require approval of a substantive charter amendment request by the commissioner of education.

P.46 List the college readiness tests to be administered to students in grades 8, 10, and 11.

P.46

The table below depicts college readiness test to be administered to the 8, 10, and 11 grade students.

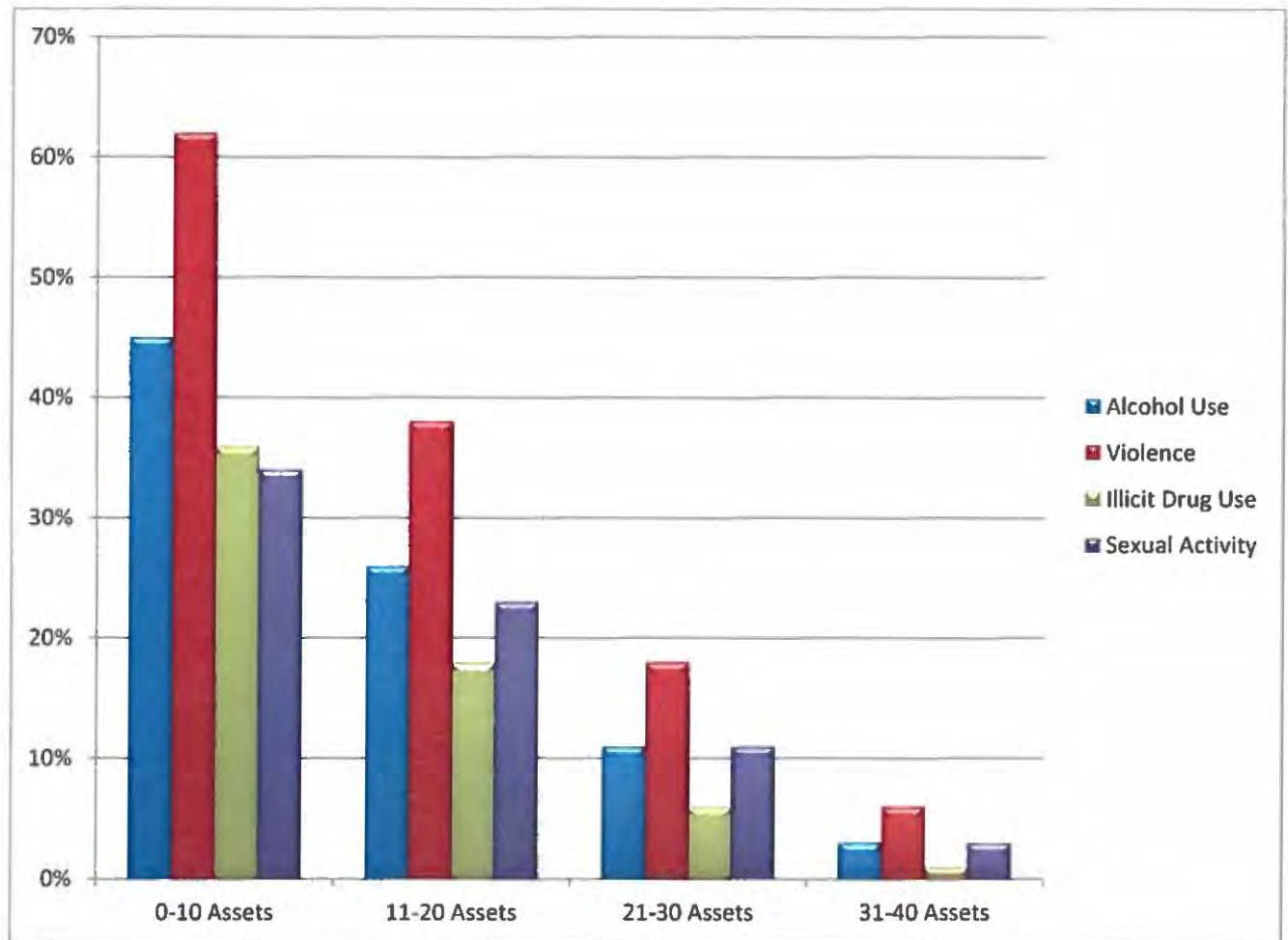
8 th Grade	10 th Grade	11 th Grade
STAAR Math	STAAR EOC English II	STAAR EOC English III
STAAR Reading	STAAR EOC Geometry	STAAR EOC Algebra II
STAAR Science	STAAR EOC Chemistry	EOC Physics
STAAR Social Studies	STAAR EOC World History	EOC US History

For those students requiring BE/ESL services, monitoring their course requirements and readiness for TAKS/STAAR/EOC assessment will be critical. Pro-Vision/The Pro-Vision Academy conducts a Language Proficiency Assessment Committee (LPAC) meeting on all identified LEP students. The LPAC document will address state assessment and determine the need for appropriate accommodations for STAAR, STAAR L, and STAAR Modified. The Pro-Vision Academy will use the strategies from the Sheltered English Instructional Approach for their ELL population. This approach mirrors their philosophy for effective instruction with English speaking students and incorporates hands-on activities and visual aids to make academic instruction in English understandable to ELL students. The Pro-Vision Academy Leadership will establish timelines showing the expected pace for transitioning students from Bilingual/ESL services to mainstream. ELL students, regardless of ability skill set, must participate, and have access to, the same strategies for rigor and relevance as their English speaking peers.

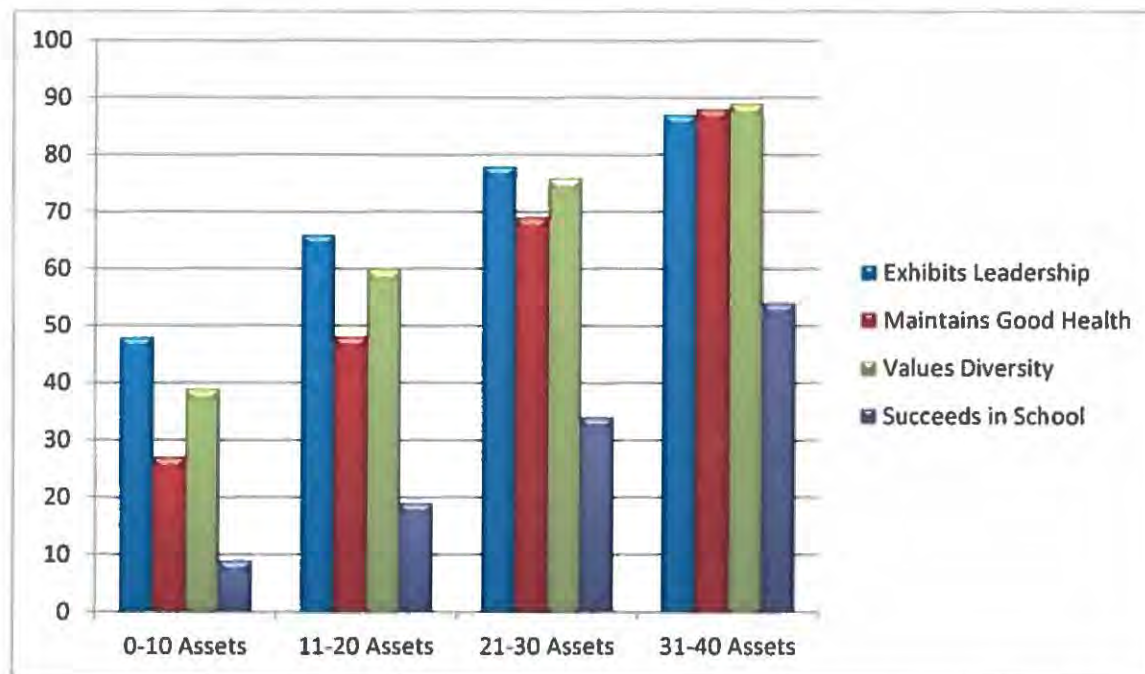
f) Discuss the academic and enrichment support that will be provided to engage or reengage students in school.

f) Pro-Vision/The Pro-Vision Academy Instructional Leaders and Teachers believe in a student's right to learn and are committed to removing educational inequalities related to sex, race, ethnic background, and disability. That being said, the school has designed its entire educational program on helping their students realize their potential for higher academic orientation. Through the program at Pro-Vision/The Pro-Vision Academy students increase their intrinsic motivation for learning and graduate with increased academic achievement.

Working from the Developmental Assets Model Research, Pro-Vision Leadership understands the profound power of the 40 Developmental Assets. The 40 Developmental Assets represent everyday wisdom about positive experiences and characteristics for young people. In addition, research (Search Institute) has found that these assets are powerful influences on adolescent behavior—both protecting young people from many different problem behaviors and promoting positive attitudes and behaviors. This power is evident across all cultural and socioeconomic groups of youth. The Assets have tremendous power to protect youth from many different harmful or unhealthy choices. To illustrate this power, these charts show that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, based on surveys of almost 150,000 6th to 12th grade youth in 202 communities across the United States in 2003.



In addition to protecting youth from negative behaviors, having more assets increased the chances that young people will have positive attitudes and behaviors as the chart below shows.



Pro-Vision/The Pro-Vision Academy believes a comprehensive, asset-based approach to education and youth development has tremendous potential to contribute to the academic success of students including completion of school. The school program is designed to enhance and strengthen the assets that a young man brings to the school and build upon those he may be weak in. Pro-Vision/The Pro-Vision Academy believes that this strength model encourages their students to recognize their potential and successfully graduate.

The program design built around the 40 Developmental Assets Model begins with developing meaningful relationships between teachers and students. All staff members at Pro-Vision/The Pro-Vision Academy are trained to be “Life Coaches”. All students have access to any of the “Life Coaches” for mentoring, support, and guidance. Providing a safe and secure learning environment is the most important aspect of the campus community. Campus Leadership, including teachers, is highly visible during the school day and during the Enrichment After-School Program. Appropriate behavioral expectations are monitored before class, during class, and at transition time. Students are immediately pulled aside, coached, and then asked to return to their setting when inappropriate behavior occurs. Reasonable boundaries are set by students and teachers at the beginning of the year and students flourish with this structure of discipline.

Teachers engage in classroom strategies that encourage students to continue to work, successfully complete courses, and move closer to their graduation plan. Some of the strategies used at Pro-Vision/The Pro-Vision Academy are:

- Credit recovery options for students
- Retesting when a student receives a failing grade on a quiz or test
- Computer assisted instruction

- Tutoring
- Hands-on activities to strengthen student engagement
- Exploring practical application of academic subjects
- Ability to take high school classes that can result in college credit

Pro-Vision has been, and is, a successful external HISD Charter School. The academic and enrichment program design has successfully enabled thousands of students to transfer or re-enter school and successfully complete high school.

g) Discuss the instructional strategies to be used to target college and/or career readiness.

g) In order to promote college and/or career readiness, Pro-Vision will create a college going culture at the school. Each administrator and teacher will display their college banner in the office or classroom and on Friday's staff members will be allowed to wear their college t-shirts to campus.

The following represents other strategies used to promote college and/or career readiness:

- Using High School Allotment monies during the first 5 years of operation the campus will:
 - Pay for the professional development necessary for teachers to provide instruction in advanced academic courses such as AP
 - Pay for fees associated with dual credit and SAT testing
 - Provide academic support by funding such programs as AVID and AP strategies
 - Funding credit recovery programs
- Ensuring 8th, 10th, and 11th grade students take College Readiness tests
- Explore resources from Texas Gear Up, Own Your Own Future, and Naviance to promote college and/or career readiness
- Partner with a larger ISD or Charter School to allow students to attend a school sponsored "College Night"
- Upon entry into 9th grade, all students will have a "Graduation Audit Plan". This plan will be updated at each semester end and reviewed with the students.

h) State the maximum teacher-to-student ratio to be maintained by the proposed school and the rationale for maintaining this ratio.

h) The Pro-Vision Academy will operate classrooms using a 25:1 student to teacher ratio. The school currently operates using this ratio. A new school was designed and built in 2008 that took into account the 25:1 ratio for classroom space. The academic integrity of the program has not been affected by the 25:1 student to teacher ratio. With the discipline model used and the fact that the classrooms are single gender rooms, Pro-Vision/The Pro-Vision Academy feels this ratio is appropriate.

Education Plan

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8 th Grade	10 th Grade	11 th Grade
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STAAR Reading	STAAR EOC Geometry	STAAR EOC Algebra II
STAAR Science	STAAR EOC Chemistry	EOC Physics
STAAR Social Studies	STAAR EOC World History	EOC US History

Teacher to Student Ratio

P.46: Confirm that the maximum teacher to student ratio will be 1:25 for all grades.

P.46

Pro-Vision Academy confirms that the maximum teacher to student ratio will be 1:25 for all grades.

APPROVED DURING CONTINGENCY PROCESS

i) Describe any unique curricular experiences to be offered by the proposed school.

i) The following represent the unique curricular experiences currently offered at Pro-Vision and to continue to be offered if this application is accepted as a state charter:

The Community Garden Program - Under the supervision of a professional horticultural therapist, Pro-Vision students grow a variety of fruits, vegetables, and greens. In addition to gaining invaluable knowledge about proper diet and nutrition, students help provide a source of fresh produce to a community whose access to anything but fast food is limited. The community and Pro-Vision students maintain a symbiotic relationship. Students are strengthened by the produce from the Garden and ultimately the students benefit from the integrity it helps to shape. The Community Garden demonstrates the larger context in which students exist both communally and in the natural world and is an integrated piece of the Pro-Vision daily curriculum.

The following excerpt is taken from Pro-Vision Newsletter dated November 2010. "The garden here at Pro-Vision has the added benefit of nourishing the soul. On one sunny day last week, I was working with a boy who was brought to me because he was having trouble with the teacher. We picked peas and chatted, and before long, unprovoked, he said "this is helping me." He returned to class calm and with a sense of accomplishment. I sent him home with a pound of peas and some Zinnias that he picked for his mom. The garden offers these unanticipated gifts. It's not only a place where food is grown. It's also a place where people are healed and relationships are mended."

Art Wares Program – Since 2006, a local artist has been working with Pro-Vision students weekly to produce original ceramic and mosaic art work. The goal of the program is to offer constructive ways for students to express their feelings and emotions. The program is designed to utilize recycled objects, and through the sale of these items, offer Pro-Vision students a concrete way of contributing to their own education. "It's an inspiring thing" says 9th grader [REDACTED]. "It calms me down while also boosting my creativity."

Track and Field/Soccer – Pro-Vision supports the team sports of track and field and soccer not only for the health benefits of cardiovascular endurance, muscle strength, flexibility, coordination, balance, and weight control, but also for the social benefits. Organized sports will help these youth to further develop discipline, teamwork skills, leadership, fairness, and self-esteem.

j) Describe plans to provide personal attention and guidance to all students.

j) Each student at Pro-Vision/The Pro-Vision Academy has access to trained instructors/life coaches upon enrollment at the school. Because many of the students enrolling have been in a cycle of self-destructive behavior, access to trained teachers/life coaches serves as a significant adult role model that works to develop character and integrity in the students they serve. These mentoring relationships foster and reinforce moral and ethical thinking.

The general atmosphere of Pro-Vision/The Pro-Vision Academy fosters healthy relationships with students. Students are allowed to seek solace when anger management issues arise. A student gave testimonial of the time he had been in trouble in his class and asked to go to the Community Garden area. The staff person covering the garden at the time refocused the student and they picked peas and zinnias which he took home to his Mom. This example of total campus wide support for students is what makes The Pro-Vision Charter School a very unique school. What Pro-Vision offers is a daily curriculum and after-school program that supports field based learning opportunities, in a safe and supportive atmosphere, with caring adult role models. In this environment, students feel connected and empowered, and in turn, increase their internal motivation which results in improved behavior and achievement.

k) If the proposed school will offer a gifted and talented program, describe it.

k) The Pro-Vision Academy will not offer a gifted and talented program.

l) Describe the extracurricular activities (e.g., athletics, clubs, and organizations) that will be offered.

l) Pro-Vision currently offers, and will continue to offer if awarded a state charter, the following extracurricular activities:

Flag Football – 2011-2012 is the second year Pro-Vision has had a competitive flag football team. Practices and competition have taken place on Pro-Vision football field, which serves as a multi-purpose sports field for use in physical education, after school activities, and community gatherings. Funding to construct the field was generously donated by the NFL and Houston Texans as part of an effort to promote active lifestyles in adolescents and to draw in the surrounding community. The field was also designed to be a retention pond whose water can be re-routed to irrigate the Community Garden. Eventually, the field will include an athletic track around the perimeter.

Basketball – 2011-2012 is the second year Pro-Vision will have a competitive basketball team. The team will practice on Pro-Vision basketball court, which was built by Houston Basketball Courts in 2008. The court features a shock absorbing “Flex Court” surface, which reduces the strain on joints and muscles, decreasing the likelihood of injury. The concrete underneath the basketball court was designed so that it can be used as the

foundation of an eventual indoor gym. The court also has 6 high quality adjustable goals and is used extensively in physical education classes, after school activities and recreational sports.

Track and Field/Soccer – Pro-Vision supports the team sports of track and field and soccer not only for the health benefits of cardiovascular endurance, muscle strength, flexibility, coordination, balance, and weight control, but also for the social benefits. Organized sports will help these youth to further develop discipline, teamwork skills, leadership, fairness, and self-esteem.

m) Describe any plans to partner with other public or private agencies for the provision of student activities.

m) The Pro-Vision Academy will research the viability of outsourcing some of the special education identification process to a private vendor source. The school is not yet large enough to support the staff to complete full and individual evaluations. Consultation with the Region IV Service Center will help identify community resources for this service. Further research will be done to determine if transportation services will be outsourced.

n) Describe any strategies to be used that will enhance parental or community involvement in the educational opportunities of the students.

n) The participation of parents in regular, two-way, meaningful communication involving student academic learning is essential to creating a climate of high expectations for student learning. The following strategies are proposed to be used at The Pro-Vision Academy:

- Parents are voluntarily recruited to work in the school as volunteers and as tutors.
- Train people who will lead parental involvement efforts such as booster club parents or PTA president.
- Staff members are encouraged to call or write notes to parents celebrating successes.
- Use the teachers to build a bank of strategies parents can use to help their child succeed as a student.
- Formally recognize volunteers.
- Use food to connect with parents—Coffee at the Curb, breakfasts, cookouts before games or test prep kick-offs, and snacks at parent conference days.
- Build parental involvement by grade level rather than by school. Target activities to the needs of the specific grade level.
- Coach teachers on how to have effective parent teacher conferences.
- Utilize key community members to share information about the school, events, and opportunities.
- Expand the lines of communication by utilizing websites; email lists; telephone calls; newsletters sent home and posted on laundry room walls of apartment complexes, at

churches, at community centers; schoolnotes.com and other free websites; community newspapers; telephone trees. Simplify communication to one day a week so that it becomes routine and assists parents by having a scheduled time to ask questions.

- Plan ahead, develop, and publish a calendar of meetings and activities by month, grading period, and/or year to help parents plan to participate.
- Celebrate success and share information about content area or grade level accomplishments.
- Publish all policies and procedures on a folder in which parents may store other critical communications from the school. Any correspondence should be accessible and understandable to all parents.
- Ensure all information is sent home using the language of the parent.

o) Describe plans for program evaluation and explain the ways in which results will be used to improve instructional programs for students.

o) Improvement planning is an ongoing process in which a school identifies needs, sets goals for improvement, and makes decisions about how and when these goals will be achieved. The plan ultimately serves to inform stakeholders about how the organization intends to close achievement gaps between subgroups of students, build school capacity, and make connections between the funds that flow to the organization and its intended actions.

Charter Schools are required by TEC Section 11.251 to write an instructional plan for State Compensatory Education Funds (SCE). The instructional plan serves as the primary record supporting expenditures attributed to the SCE program. TEC also requires that the board of directors ensure the charter school develops the plan, reviews the plan, and revises the plan annually for the purpose of improving the performance of all students.

SCE funds are used to identify the needs of students at risk of dropping out of school. The SCE program must be addressed in the comprehensive needs assessment and be described in the written Instructional Plan. The Instructional Plan must include the following:

- Comprehensive needs assessment: conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities
- Total amount of SCE funds allocated for resources and staff
- Identified strategies-aligned with the comprehensive needs assessment
- Supplemental financial resources for SCE
- Supplemental FTEs for SCE must be noted if campus personnel are paid from SCE funds
- Measurable performance objectives, stated in terms of what the student is expected to do and stated in terms of measurable and/or observable behavior to ensure that the plan is resulting in academic improvement

- Timelines for monitoring strategies and reaching goals, with a specific schedule for data collection during the school year
- Formative and summative evaluation criteria - periodic measures that are utilized during the actual implementation of the overall project and process evaluation. SCE funds may be used along with Title I, Part A School-wide funds to upgrade the educational program where the actual poverty percentage of the campus is 40% or greater as long as the SCE funds allocated to the campus are supplemental to the costs of the regular education program. The use of these funds must be described and evaluated in the Instructional Plan. SCE resources must be redirected when evaluations indicate the programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

Evaluating the Instructional Plan is accomplished in two dimensions: formative and summative. The formative evaluation, the frequent, ongoing evaluation activities, should be guided by expected results and incremental timelines associated with the activities developed to accomplish the performance objectives. The summative, or annual evaluation, is conducted to assess the degree to which the campus actually accomplished the school year's targeted performance objectives and goals. This evaluation measure is determining if the improvement strategy had the intended effect on overall performance. The guiding questions for the evaluation are:

- What will be used to measure implementation?
- What documentation will be used as data?
- What will be used to measure impact on student achievement?
- What other forms of assessment should be used?
- How will adjustments be made to the plan based on data collected during evaluation?
- What are our timelines for formative and summative evaluations of the plan?

p) Discuss whether or not the charter holder will seek annual state accountability ratings through traditional procedures or alternative education accountability (AEA) procedures for the proposed school. If the evaluation plans include using AEA procedures, explain specifically how this school will qualify for at-risk designation and what makes this proposed school a distinct alternative from the traditional school in the independent school districts in the area.

p) Pro-Vision has been evaluated under alternative education accountability procedures as an external HISD Charter School and will continue to register for the alternative education accountability procedures if awarded to operate as a state charter school. During the 2011 – 2012 school year, Pro-Vision had 80% of their students qualify for the “at risk” status using the “States Criteria for Identification of Students At Risk of Dropping Out of School” as documented in the Financial Accounting Resource Guide. Pro-Vision/The Pro-Vision Academy has as its mission to work with students who are not only at risk of academic failure, but are at risk of failure in life. Pro-Vision Educational Services, Inc. is committed to working in communities that are characterized by poverty, drug use, violent crime, and infrastructural decay. A majority

Other

- **Confirm your understanding that special education teachers must be certified.**

Pro-Vision Academy confirms that special education teachers must be certified.

- **Confirm your understanding that placement of and requirements for special education students cannot be predetermined and will be outlined in each special education student's individualized education program (IEP) by the Admission, Review, and Dismissal (ARD) Committee and that the charter school will offer a full continuum of special education services.**

Pro-Vision Academy confirms that placement of and requirements for special education students cannot be predetermined and will be outlined in each special education student's individualized education program (IEP) by the Admission, Review, and Dismissal (ARD) Committee and that the charter school will offer a full continuum of special education services.

- **Confirm your understanding that bilingual/ESL teachers must be certified.**

Pro-Vision Academy confirms that bilingual/ESL teachers must be certified.

- **Confirm your understanding that the charter will follow state law concerning bilingual/ESL and may be required to offer bilingual classes in accordance with TEC, Chapter 29.**

Pro-Vision Academy confirms that the charter will follow state law concerning bilingual/ESL and may be required to offer bilingual classes in accordance with TEC, Chapter 29.

- **PP. 51- 52: If awarded a charter, the applicant will seek accountability ratings through alternative education accountability (AEA) procedures.**

Pro-Vision Academy, if awarded a charter, will seek accountability ratings through alternative education accountability (AEA) procedures.

- **P. X: Confirm that the charter will provide a valid certificate of occupancy or equivalent certificate issues by the local authorities prior to serving students at any previously approved location.**

Pro-Vision Academy confirms that the charter will provide a valid certificate of occupancy or equivalent certificate issues by the local authorities prior to serving students at any previously approved location.

of the students enrolling in this program are academically failing, unmotivated for learning, and engage in risky behavior that often results in a negative, compromised school status. For these reasons, the alternative education accountability procedures are the most logical choice for the school.

6. Special Needs Students and Programs

Special Education Assurances and Development of Policies and Procedures

6) Pro-Vision Educational Services, Inc. will comply with state and federal requirements if a charter is granted.

Electronic Submission of Charter Policies and Procedures Assurances

Pursuant to the Individuals with Disabilities Education Improvement Act (IDEA 2004) Section 613(a)(1), each charter school must have on file with TEA a plan that provides assurances that it has in effect policies, procedures and programs consistent with State policies and procedures governing special education.

7. Geographic Boundary

(Reviewed by TEA)

a) List the school districts from which the proposed charter school will accept students. If the school will accept students from only a portion of a school district, state exactly what the boundary will be.

Do not list the charter schools located within the designated geographic boundary, but note that, as explained in “c” that follows, the sponsoring entity must send copies of the Statement of Impact form and Application Coversheet, accompanied by a letter to all superintendents of school districts and charter schools within the designated geographic boundary.

a) The geographic boundaries selected by The Pro-Vision Academy include the geographic boundaries of the following school districts:

- Houston Independent School District
- Fort Bend Independent School District
- Pearland Independent School District
- North Forest Independent School District

b) If the proposed charter school will have a “transfer policy” in accordance with 19 TAC, 100.1207(e) (i.e., it will admit students who reside outside of the geographic boundary just described), once all eligible applicants who reside within the geographic boundary have submitted a timely application and have been enrolled, list the school districts from which the proposed charter school will accept transfer students.

Other

- **Confirm your understanding that special education teachers must be certified.**

Pro-Vision Academy confirms that special education teachers must be certified.

- **Confirm your understanding that placement of and requirements for special education students cannot be predetermined and will be outlined in each special education student's individualized education program (IEP) by the Admission, Review, and Dismissal (ARD) Committee and that the charter school will offer a full continuum of special education services.**

Pro-Vision Academy confirms that placement of and requirements for special education students cannot be predetermined and will be outlined in each special education student's individualized education program (IEP) by the Admission, Review, and Dismissal (ARD) Committee and that the charter school will offer a full continuum of special education services.

- **Confirm your understanding that bilingual/ESL teachers must be certified.**

Pro-Vision Academy confirms that bilingual/ESL teachers must be certified.

- **Confirm your understanding that the charter will follow state law concerning bilingual/ESL and may be required to offer bilingual classes in accordance with TEC, Chapter 29.**

Pro-Vision Academy confirms that the charter will follow state law concerning bilingual/ESL and may be required to offer bilingual classes in accordance with TEC, Chapter 29.

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Pro-Vision Academy, if awarded a charter, will seek accountability ratings through alternative education accountability (AEA) procedures.

- **P. X: Confirm that the charter will provide a valid certificate of occupancy or equivalent certificate issues by the local authorities prior to serving students at any previously approved location.**

Pro-Vision Academy confirms that the charter will provide a valid certificate of occupancy or equivalent certificate issues by the local authorities prior to serving students at any previously approved location.

Do not list the charter schools located within the “transfer boundary” but note that, as explained in “c” that follows, the sponsoring entity must send copies of the Statement of Impact form and Application Coversheet, accompanied by a letter to all superintendents of school districts and charter schools within the transfer boundary.

b) The Pro-Vision Academy will have a “transfer policy” and will enroll transfer students from the following school districts if enrollment is not capped with students from its original geographic boundaries:

- Spring Branch Independent School District
- Aldine Independent School District
- Pasadena Independent School District
- Alief Independent School District
- Cypress Fairbanks Independent School District

c) **The sponsoring entity must send copies of the Statement of Impact form and Application Coversheet, accompanied by a letter from the sponsoring entity, to all superintendents of school districts and charter schools within the proposed school’s designated geographic boundary and transfer boundary, if applicable. (The Statement of Impact form and a sample cover letter are included in Appendix 1 of the RFA.) The purpose of sending the Statement of Impact form is to document any adverse impact on a district or charter school. The documents must be sent to districts and charter schools in time to include signed certified return receipt card copies as part of the application submitted to TEA. The proposed charter school is not responsible for ensuring that superintendents return the Statement of Impact forms to TEA. If a superintendent receiving the documents requests a complete copy of the application, the sponsoring entity must provide the document, including all attachments, to the superintendent.**

Submit, as Attachment C, the certified mail receipt cards showing the dates that Statement of Impact form and accompanying documents were received and signed for by the staff of the districts and the open-enrollment charter schools within the proposed school’s designated geographic boundary and transfer boundary, if applicable. In the absence of signed certified mail return receipt cards, the certified mail receipt showing each addressee, fees paid, and the date mailed will be accepted.

c) See Attachment C: Certified/Return Receipt documentation

8. Admission and Enrollment Policies (Reviewed by TEA)

a) **Specify the period (both the beginning and ending dates) during which applications will be accepted. TEC, 12.117, requires that a charter school establish a reasonable application**

deadline for the submission of applications for admission. The application period should not be “year-round” or extended for most of the year.

a) The Pro-Vision Academy admission application period begins the third Monday in January and ends the third Friday in February.

b) Describe the procedures to be followed in conducting a lottery when a grade or class is oversubscribed. Under federal law, a charter school must admit students through a random selection process if the number of applications for a grade or class exceeds the number of available spaces. If the number of applications does not exceed the number of available spaces, a lottery is not required.

b) The lottery system at The Pro-Vision Academy will be a system of random selection of applications that were received during the published enrollment period if a grade level is oversubscribed at the end of the published enrollment period. The lottery drawing will be announced in advance and will be held in public forum at the school’s physical address. The lottery process will occur as follows:

- Names of students from the applications will be written on 3X5 index cards and placed into a reasonable sized box.
- The School Administrator or designee will announce how many cards will be pulled to satisfy the number of available seats for that grade level. The actual “pulling” of cards will then occur with a recorder documenting the student’s names of selection in the order they were “pulled.”
- Once the grade level allotment has been pulled, the remaining cards will be pulled and ranked by number. This “ranked list” then becomes the “Wait List” for future enrollment should an original cohort member decline enrollment or not show up.

c) If the charter school will exempt from the lottery returning students, the siblings of returning students, and/or the children of the school’s founders and teachers (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) as permitted by the federal non-regulatory guidance on the charter school program, state the categories of applicants that will be exempted. *Note that students who attended a private school before it became a public charter school are not to be considered “returning students” and may not be given priority in admission to the charter school. Also note that the federal guidance allows only the siblings of currently enrolled students and children of the founders and teachers as long as it comprised only a small percentage of the enrollment.*

c) Pro-Vision Educational Services, Inc. will set as policy the following lottery exemptions:

- Students who were enrolled in Pro-Vision (operating as an HISD Charter School) at the time it converts to a state open enrollment charter school
- Siblings of students already admitted to or attending the school
- Children of the charter schools founders and teachers/staff members so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's enrollment.

d) Specify the approximate date on which a lottery will be conducted if required.

d) A lottery will be conducted within the first two weeks of March if a lottery is required.

e) State whether a waiting list will be developed for the applicants who were not admitted through the lottery. If a waiting list will be used, describe the process.

- e) The Pro-Vision Academy will develop a "Wait List" with the remaining names not selected from the Lottery drawing. At the lottery, once the grade level allotment has been pulled, the remaining cards will be pulled and ranked by sequential number. This "ranked list" then becomes the "Wait List" for future enrollment should an original cohort member decline enrollment or not show up.

f) If the school will accept applications that are submitted outside of the designated application period, describe how the school will treat such applications.

f) The Pro-Vision Academy will accept applications outside of the designated application period. If a grade level is not oversubscribed, outside of the designated enrollment period, at the time the application is received, the student will be enrolled into the requested grade level at a mutually agreed upon enrollment date.

g) Provide the non-discrimination statement that will be included in the proposed school's admissions policy. TEC 12.111(a)(6) requires that a charter school's admissions policy include a statement that the school will not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic ability, athletic ability or artistic ability or the district the child would otherwise attend.

g) The Pro-Vision Academy does not discriminate in admission of students on the basis of race; ethnicity; color; national origin; religion; sex; disability; age; academic, artistic, or athletic ability; or the school district to which the student would otherwise attend in accordance with the TEC; in its programs and activities.

h) If the proposed school will specialize in performing arts, discuss whether applicants will be required to demonstrate artistic ability for admission to the school. TEC, 12.111(a)(6) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, TEC, 12.1171 permits a charter school specializing in one or more performing arts to require an application to audition for admission to the school.

19 TAC, 100.1207 has the administrative rules clarifying the statutory changes that allow a school specializing in performing arts to hold auditions.

h) The Pro-Vision Academy will not offer a specialization in any of the performing arts areas and will not require any demonstration of ability in the admission process.

i) State whether the school will exclude from admission students with documented histories of any of the types of misconduct listed in TEC, 12.111(6). TEC, 12.111(a)(6) authorizes a charter school to exclude a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under TEC Subchapter A, Chapter 37. Note that TEC, 12.141 requires that the governing body of an open-enrollment charter school adopt a code of conduct for its district or for each campus.

i) The Pro-Vision Academy may reject a student based on a history of a criminal offense, a juvenile court adjudication, discipline problems under TEC Chapter 37.

j) Describe the manner in which the proposed school will admit students under TEC, 25.001. Include the information that an applicant must provide in order to establish eligibility for admission. Note that applicants may not be required to provide transcripts or other academic records until after they are offered admission and are enrolling.

j) At The Pro-Vision Academy the admission process starts with the admission application. The Admission application is to be filled out by each student seeking admission to the school. The admission application will include the following:

- Applicant's name
- Applicant's grade level
- Applicant's residential address
- Applicant's parent's name and contact information
- Whether the applicant has a documented history of a criminal offense, a juvenile court adjudication, or a discipline problem(s) under Chapter 37 of the Education Code
- Whether the applicant has a sibling already admitted to attending the charter school
- Whether the applicant is a child of one of the school's founders
- Whether the applicant is a child of a teacher/staff member of the school

The admission's application will also have the school's non-discrimination statement as a disclosure to the applicant. There will be language on the admission application to notify the applicant that the school's decision to admit an applicant can be withdrawn if the school determines:

- That the applicant provided false information on the admissions application
- That the school's later review of disciplinary records indicates that the student is disqualified from admissions eligibility

The Pro-Vision Academy admission application period begins the third Monday in January and ends the third Friday in February. As admissions applications are received from potential students, the school admissions designee will accurately document the order of receipt. After the application deadline, the school will compare the number of applications received to the number of student seats available in each grade level. If the school receives fewer applications than seats available, then the school can fill the vacancies in the order they were received. If, on the other hand, the school receives more applications than it has seats available, the school will conduct a random lottery as described in Section 8 (b) of this document. Students who are not admitted during the admissions lottery process will be placed on a "wait list" in the order which their names were pulled in the lottery after all available seats were pulled. Students seeking admission after this process will be added to the "wait list" in the chronological order which their applications were received. Future seat vacancies will be filled using the appropriate grade level wait list and working from the applicant name first on the list and then working downward in chronological order.

Students who reside outside the approved geographic boundaries may be admitted once all eligible resident applicants who submitted a timely application are enrolled. Then, The Pro-Vision Academy will admit non-resident transfer students from approved secondary boundaries.

k) Describe the manner in which the proposed school will enroll students under TEC, 25.002 and 19 TAC, 129.1. Include the information that an enrolling student must provide beyond what is required by TEC 25.002. Note that a student may not be precluded from enrolling due to the charter school's failure to receive information required by TEC, 25.002.

k) Once an applicant has been admitted, a letter verifying admission will be sent to the parent. The admission confirmation letter will request enrollment information. The formal enrollment process will require the student to provide, if applicable, the following:

- Educational records including special education evaluations, IEPs, and ARD minutes
- Immunization records
- Birth certificate
- Guardianship records or custody records
- Prior report cards or current Withdrawal form

- Disciplinary records
- Social Security number

No student will be denied enrollment to The Pro-Vision Academy based on failure to provide enrollment information or based on the school's review of the student's enrollment information. An exception to this statement will be only if The Pro-Vision Academy determines that the student provided false information or that the student's disciplinary records indicate that the student is disqualified from admissions eligibility.

Note that if a charter is granted, the sponsoring entity will be required to submit a copy of its admissions policy, admissions application, and enrollment form(s) for review during the contingency process.

9. Governance

(Reviewed by TEA)

In this application and during the application period, the eligible entity making application is called the "sponsoring entity." Once a charter is granted, the sponsoring entity form that point forward is called a "charter holder."

TEC, 12.120 states, "A person may not serve as a member of the governing body of a charter holder, as a member of the governing body of an open-enrollment charter school, or as any officer or employee of an open-enrollment charter school if the person has been convicted of a felony or a misdemeanor involving moral turpitude. . ."

Charter schools must check the criminal history (through the Texas Department of Public Safety) of each person who intends to serve as an employee in any capacity, a member of the governing body of the charter holder, a member of the governing body of the charter school, and any person who files, in writing, an intention to serve as a volunteer. See 19 TAC 100.1151. Please note that the Application Coversheet on page 23 requires the CEO of the sponsoring entity and the application preparer to certify that no members of the governing body of the sponsoring entity or of the proposed charter school nor any officers or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony.

A history of bankruptcy of a member of the governing body of the sponsoring entity or the proposed charter school or of an officer of the proposed school may be relevant to the SBOE's evaluation of the application. The Biographical Affidavit Form that must be completed by each member of the governing body of the sponsoring entity or the proposed school and each identified officer of the proposed school contains questions regarding bankruptcy history.

Governing Body of the Sponsoring Entity

The governing body of a charter holder has the primary responsibility for implementing the public school program authorized by the open-enrollment charter and ensuring the performance of the students enrolled in its charter schools in accordance with the Texas Education Code. See 19 TAC, 100.1101

Members of the governing body of a charter holder will be required to undergo training as provided in 19 TAC, 100.1102.

Records of an open-enrollment charter school and records of a charter holder that relate to an open-enrollment charter school are government records for all purposes under state law. See TEC, 12.1052

As explained on page 1, a faith-based organization applying for a charter should only include information related to the faith-based organization and should not provide any information regarding the nonsectarian organization that will ultimately hold the charter.

a) List the members of the governing body of the sponsoring entity.

a) The members of the Pro-Vision Educational Services, Inc. Board of Directors are:

- Paula Arnold
- Ira Weizel
- Paul Steets
- Dr. Sharon Washington
- John Collier

Submit, as part of Attachment D, a notarized biographical affidavit for each member of the governing body of the sponsoring entity. A sample of the biographical affidavit form is included in Appendix II. The actual form that must be completed is an online form that is located at <http://www.tea.state.tx.us/index.aspx?id=3475>. Biographical affidavits must be notarized within 90 days of the due date of the application.

a) See Attachment D: Biographical affidavits for each member of governing body

b) If the sponsoring entity is an out-of-state organization, state whether or not a majority of the members of the governing body of the sponsoring entity reside within 50 miles of the proposed charter school's designated geographic boundary (as described in response to item "a" in Section 7 Geographic Boundary).

b) The sponsoring entity, Pro-Vision Educational Services, Inc., is not an out-of- state organization. All members of the governing body of the sponsoring entity reside in the greater Houston area and do live within 50 miles of the proposed charter school's designated geographic boundary.

Note that if a majority of the members do not reside within 50 miles of the proposed schools designated geographic boundary, the SBOE's approval of the charter will be contingent upon the sponsoring entity's establishing a secondary governing body (a.k.a., a governing body of the charter school) that is made up entirely of members who reside within 50 miles of the proposed school's designated geographic boundary. Also note that even if a secondary governing body is established as required, Texas law requires the governing body of the sponsoring entity to meet in a location accessible to the public when deliberating charter related matters. See Tex. Att'y Gen. Op. No. JC-0487 (2002); Tex. Att'y Gen. Op. No. JC-0053 (1999) at pp. 5-6. The applicant should consult its own legal counsel about these requirements.

c) Submit, as Attachment E, the 501 (c)(3) determination letter from the Internal Revenue Service (IRS) or a statement that this is not necessary because the sponsoring entity is an institution of higher education or a government entity. A potential applicant without a determination letter may have difficulty obtaining one in time for the application due date. The IRS controls this process and it is often lengthy.

c) See Attachment E: 501 (c)(3) Determination Letter

d) Submit, as Attachment F, the original Articles of Incorporation filed with the Texas Secretary of State, or the state of incorporation, any Restated Articles of Incorporation, and any Articles of Amendment. If the sponsoring entity has amended its original Articles of Incorporation and does not submit both the original Articles of Incorporation and all of the documents reflecting the amendments, this attachment will be considered incomplete. If incorporated after January 1, 2006, substitute with Certificate of Formation and Certificate of Filing. Comparable documents must be submitted if the sponsoring entity is a nonprofit corporation incorporated in another state. If the sponsoring entity is an institution of higher education or a governmental entity, the entity should submit a statement that this requirement is inapplicable.

d) See Attachment F: Original Articles of Incorporation

e) Submit, as Attachment G, a complete copy (originals and any amendments) of the bylaws of the sponsoring entity. If the sponsoring entity is an institution of higher

education or governmental entity, the entity should submit a statement that this requirement is inapplicable.

e) See Attachment G: Complete Copy of Bylaws

f) State the approximate date on which the sponsoring entity was incorporated or established.

f) Pro-Vision Educational Services, Inc. was established on August 24, 2006.

g) Describe the purpose for which the sponsoring entity was established.

g) Pro-Vision Educational Services, Inc. is organized and operated primarily to assist the young men of Houston, Texas and the surrounding areas with the tools and resources necessary to realize educational success and individual personal achievement. The Corporation will also promote the development of responsibility, character, and ethical ideals.

h) Describe the activities in which the sponsoring entity has been engaged in the past and in which it is currently engaged. Agency staff will review the franchise tax status on the website of the State of Texas Comptroller's Office. See <http://window.state.tx.us/taxinfo/franchise/>.

h) Pro-Vision Educational Services, Inc. has been organized since August 24, 2006. Its primary purpose and single function has been the oversight of the Pro-Vision school which operates as an external charter school under the Houston Independent School District. Currently Pro-Vision Educational Services, Inc. is only engaged in the oversight of Vision Academy.

i) Disclose whether the sponsoring entity has operated a private daycare, private school, public daycare, or public school.

i) Pro-Vision Educational Services, Inc. has operated a public school. Pro-Vision Educational Services, Inc. has a contract with the Houston Independent School District to operate an external charter school, Vision Academy.

j) Disclose whether the sponsoring entity is a religious or faith-based organization or engages in any activities with a religious purpose.

j) Pro-Vision Educational Services, Inc. is not a religious or faith-based organization. It does not engage in any activities with a religious purpose.

k) Discuss any litigation in which the sponsoring entity has been involved.

k) Pro-Vision Educational Services, Inc. is not, nor has ever been, engaged in any litigation.

l) Disclose whether the sponsoring entity has been sanctioned by any state regulatory agency.

l) Pro-Vision Educational Services, Inc. has not been sanctioned by any state regulatory agency.

m) Describe the initial incorporators of the sponsoring entity, including their names and professional backgrounds.

m) The initial incorporators are:

Ira Weizel: Mr. Weizel received a Bachelor's degree from St. John's University in 1980 and a JD from the University of Houston Law School in 1987. Mr. Weizel is employed at Ireson, Weizel & Hightower, P.C. and is a Certified Public Accountant and a practicing lawyer in the Houston area. Using his business background as a CPA, Mr. Weizel established a solid reputation helping individuals, families, and businesses with an assortment of legal needs. His specialties include representing taxpayers in disputes with the IRS as well as in cases involving the United States Tax Court. Mr. Weizel has more than 25 years experience counseling clients on various corporate and organization matters such as the purchase and sale of numerous companies throughout Houston and Texas. He also provides assistance to non-profit organizations in their exemption, qualification and tax-related matters and serves on the board of directors of several non-profit organizations.

Roynell Young: During its first twenty years of service Pro-Vision has served over 3,000 youth... and their families, through after-school, weekend, and summer programs which emphasizes the development of the total person. However, this is only the first step along the long route of transferring hope to the young people and their families that come through Pro-Vision's doors. In 1990, Roynell Young decided to pursue a course which has taken him and Pro-Vision on a phenomenal journey over the past twenty-one years. When asked about the impact of Pro-Vision over the years, Coach Roy - - as he is affectionately known by his staff and students - - often remarks,

“We recognized that there was an epidemic enveloping underserved communities in the Greater Houston area and beyond. This “illness” spread rapidly and was producing a generation of loosely connected individuals who lacked the supportive network of family, friends, and educational resources to develop and maintain a meaningful sense of purpose. We have worked in small measure to

shift the vast wasteland of human potential being devastated by the breakdown of family and neighborhood bonds which had long existed; offering now, refuge to young people. ”

Mr. Young has enjoyed a multi-faceted career spanning professional sports, to business and commerce, to motivational speaking and finally as an educator. He has received numerous awards for his community service including:

- The 2010 Texas Women’s’ Empowerment Foundation Community Mentor Award,
- The 2010 Mentoring Award presented by the Houston Metropolitan Chapter of 100 Black Men Inc.,
- The 2008 Community Service Award from Pan-African Orthodox Christian Church,
- Who’s Who 2007,
- Unsung Hero Award of 2004,
- The 1998 Savvy Award presented by Foley’s and the Houston Chronicle,
- The 1995 Channel 13 Community Service Award, and
- The AM 740 Everyday Hero in 1994.

Additionally, both he and Pro-Vision have been recognized as leaders in education and service by:

- Governor Rick Perry,
- Former U.S. Secretary of Education, Rod Paige,
- Former City Councilmember and current Member of Congress Sheila Jackson Lee,
- U.S. Congressman Al Green, and
- Former U.S. Congressman Chris Bell.

Coach Roy, and the Pro-Vision story, has been featured in the New York Times, Time for Kids, Guideposts Magazine and Men’s Journal magazine, among others on a national basis. Locally, features have run in the Houston Chronicle, as well as shown on Channels 11, 13 and 26. Mr. Young received a Bachelors of Science degree from Alcorn State University and is a Senior Fellow of the Houston Chapter of the American Leadership Forum, Educational Class II. Currently he is working toward the completion of his Master’s in Educational Psychology from Capella University.

Ron Smith: A graduate of Northeastern University with a degree in finance and computer science, Ronald Smith has been a technology executive for over 25 years. Starting his career as a financial analyst and then internal auditor for the Bank of Boston, he has served as consultant and manager for leading companies such as Oracle Corporation, Norrell Information Services, and Logica, Plc. Currently, he is Vice President and co-owner of Akisha Networks, Inc., a highly successful digital systems integration company that provides innovative IT outsourcing and custom technology solutions for small to medium sized businesses. He has been an active

member of the Pro-Vision family since 1992 and has proudly served on its board of directors for over 13 years.

Alan Hassenflu: Mr. Hassenflu holds a B.B.A. from Texas Tech University, an M.B.A. from the University of Texas at Austin, and also obtained a CPA certification. He is a licensed real estate broker, a member of the International Council of Shopping Centers, a Full Member of the Urban Land Institute, and a member of a Commercial Retail Council within ULI. Mr. Hassenflu also serves on the Board of Directors for Pro-Vision. He serves on the Advisory Boards of both Amegy Bank and Texas Tech University's Rawls College of Business. Mr. Hassenflu co-founded Fidelis Realty Partners in 2003. As President of the General Partner of the company, Mr. Hassenflu is responsible for its overall operation as well as for leading its Investment and Development division.

n) Discuss any plans for further recruitment of organizers of the proposed school.

n) Pro-Vision Educational Services, Inc. has no plans to recruit organizers of the proposed school.

o) Describe the methods to be used to inform charter school parents, students, and employees about procedures for receiving and responding to complaints. Note that under 19 TAC, 1001033 (c)(6)(c), the governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.

o) Pro-Vision Educational Services, Inc. will encourage all complaints to be resolved at the lowest level possible which is at the Campus level. The following represents the steps that will be incorporated into its formal grievance procedure:

Campus Principal Review of Complaint

1. The individual shall first bring their complaint or concern, in writing, to the campus principal.
2. The complaint must be brought within 15 school days of the date that the complainant knew or should have known of the alleged harm. The complaint must be specific, and where possible, suggest a resolution.
3. The principal must hear the complaint, attempt to remedy the complaint in the best interest of the affected parties, and document the outcome.
4. The principal must respond to the complainant and issue a final decision in writing within 10 days of the principal's receipt of the complaint.

Superintendent

1. If the individual bringing the complaint is not satisfied with the campus principal's final decision, then the individual may file a written appeal to the Superintendent.

2. This written appeal shall be filed with the Superintendent's office within 10 days of the individual's receipt of the campus principal's final decision. The complaint shall include a copy of the written complaint to the campus principal along with a copy of the campus principal's final decision.
3. A copy of the appeal shall also be delivered to the campus principal.
4. The appeal must be specific, and where possible, suggest resolution.
5. The complaint shall not include any new issues or complaints unrelated in the original complaint expressed to the campus principal.
6. The Superintendent, or the Superintendent's designee, shall respond to the complaint and issue a final decision in writing within 15 days of receipt of the written appeal.

Board of Directors Review of Complaint

1. If the individual bringing the complaint is not satisfied with the Superintendent's final decision, then the individual may appeal their complaint in writing to the Board of Directors within 10 days of receiving the Superintendent's final decision.
2. The complaint shall be directed to the President of the Board, and shall include a copy of the written complaint to the Superintendent along with a copy of the Superintendent's final decision.
3. A copy of this appeal shall also be delivered to the Superintendent.
4. The President of the Board, at the next regular meeting of the Board, shall provide a copy of the complaint record to all board members. The Board's decision shall be decided on a review of the record developed at the Superintendent's level. Any action of the Board of Directors regarding the complaint shall be taken in compliance with the Texas Open Meeting Act.
5. A complaint against the Superintendent shall begin at this level of review and shall follow the complaint process in accordance with this procedure and the Texas Open Meetings Act.
6. The failure of the Board to act on a complaint has the effect of upholding the Superintendent's decision.

p) Describe the following elements of governance structure of the governing body of the sponsoring entity. Although some of the information requested below might be addressed by the sponsoring entity's Articles of Incorporation, bylaws, or other documents, please provide the information requested below:

1. **p) The officer position designated**
 - a. President
 - b. Vice President
 - c. Secretary/Treasurer

2. The manner in which officers are selected and removed from office

The Officer shall commit himself/herself to faithfully carry out the work of the Corporation and attend regular and special meetings of the Board of Directors. A candidate must be able to subscribe to the Statement of Purpose, without reservation. He or she must be a person of high moral character. Any vacancy occurring in the Board of Directors and any directorship to be filled due to an increase in the number of Directors shall be filled by a majority vote of the Board of Directors. Directors may be removed by a majority vote of the Board of Directors.

3. The manner in which members of the governing body are selected and removed from office

The member shall commit himself/herself to faithfully carry out the work of the Corporation and attend regular and special meetings of the Board of Directors. A candidate must be able to subscribe to the Statement of Purpose, without reservation. He or she must be a person of high moral character. Any vacancy occurring in the Board of Directors and any directorship to be filled due to an increase in the number of Directors shall be filled by a majority vote of the Board of Directors. Members may be removed by a majority vote of the Board of Directors.

4. The manner in which vacancies on the governing body are filled

Any vacancy occurring in the Board of Directors and any directorship to be filled due to an increase in the number of Directors shall be filled by a majority vote of the Board of Directors. Directors may be removed by a majority vote of the Board of Directors.

5. The term for which members of the governing body serve

A Director's term shall be for two years, unless the director resigns or is removed.

6. Whether the terms are to be staggered

Terms are not currently staggered, however, if a state charter is granted, the terms will be staggered.

Governing Body of the Charter School (if different from the governing body of the sponsoring entity)

Some charter holders choose to delegate some powers or duties of the governing body of the charter holder to a governing body of the charter school. Non-delegable duties are listed in 19 TAC, 100.1033(c)(6)(C). Members of the governing body of a charter school will be required to undergo training as defined by 19 TAC 100.1102.

q) If a governing body of the charter school exists, list the members.

q) A governing body will not/does not exist for the proposed charter school.

r) If a governing body of the charter school exists, describe the powers or duties delegated to it by the governing body of the charter holder. Non-delegable duties are listed in 19 TAC, 100.1033(c)(6)(C).

Submit, as part of Attachment D, a notarized biographical affidavit for each member of the governing body of the charter school. A sample of the biographical affidavit form is included in Appendix II. The actual form that must be completed is an online form that is located at <http://www.tea.state.tx.us/index.aspx?id=3475>. Biographical affidavits must be notarized within 90 days of the due date of the application.

r) A governing body will not/does not exist for the proposed charter school.

S) Describe the following elements of the governance structure of the governing body of the charter school:

1. The officer positions designated
2. The manner in which officers are selected and removed from office
3. The manner in which members of the governing body are selected and removed from office
4. The manner in which vacancies on the governing body are filled
5. The terms for which members of the governing body serve
6. Whether the terms are to be staggered

s) A governing body will not/does not exist for the proposed charter school.

Other Governance

If at some point, the charter holder plans to enter into an agreement with a management company, the contract for services must be approved by the commissioner of education at least 30 calendar days prior to any performance or payments under the contract. See 19 TAC, 100. 1155.

t) Describe the extent to which any private entity, including any management company, other nonprofit group, other governmental agency and/or any other educational organization will be involved in the operation of the charter school. Identify any members of the governing board or officers of the charter school who are affiliated with all such entities.

t) No private entity, including any management company, other nonprofit group, other governmental agency and/or any other educational organization will be involved in the operation of The Pro-Vision Academy.

10. Human Resources Information (Scored by External Review Panel)

a) Submit, as Attachment H, the sponsoring entity's organizational chart. The chart should illustrate all current and proposed operations of the sponsoring entity including: (1) all non-charter operations in which the sponsoring entity is engaged; (2) other charter schools that the sponsoring entity operates; and (3) the operation of the proposed charter school.

a) See Attachment H: Sponsoring entity's organizational chart.

b) Describe how the charter holder board will maintain responsibility for and oversight of:
b)

1. Student and school performance

The Board of Directors of Pro-Vision Educational Services, Inc. is accountable to the general public for the academic performance of the students of The Pro-Vision Academy. The Chief Executive Officer (CEO), Superintendent, and Chief Financial Officer will be responsible to report student and school performance information to the Board using the following resources:

- State Accountability Rating - Published/released by TEA on, or about, August 1 annually. This report will assign an accountability rating to the campus which will indicate if students made academically acceptable performance or unacceptable performance.
- Federal Accountability Reports – Published/released by TEA in early August. This report will assign one of two labels: Met Adequate Yearly Progress (AYP) or Did Not Met Adequate Yearly Progress in the areas of ELA/Reading and/or Mathematics.
- Performance Based Monitoring Analysis System (PBMAS) – In September this report is released by TEA. PBMAS is an evaluation of the performance and program effectiveness of school districts and charter schools. The reports are designed to:
 - Assist school districts and charters in their efforts to improve local performance.
 - Reflect critical areas of student performance, program effectiveness and data integrity.

- Determines program effectiveness for Special Education, Bilingual/ESL, Career and Technical Education, and NCLB.
- Academic Excellence Indicator System (AEIS) - This report is published/released in mid November. AEIS pulls together a wide range of information on the performance of students in each school district and charter school. The reported performance indicators are:
 - Results of TAKS/STAAR by grade, by subject, and by all grades tested
 - Participation in the TAKS/STAAR tests
 - Exit-level TAKS Cumulative Passing Rates
 - Progress of Prior Year TAKS Failures
 - Results of the Student Success Initiative
 - English Language Learners Progress Measure
 - Attendance Rates
 - Annual Drop Out Rates
 - Completion Rates
 - College Readiness Indicators

Performance on each of these indicators is shown disaggregated by ethnicity, sex, special education, low income status, limited English proficient status, at-risk status, and Bilingual/ESL eligibility. The reports also provide extensive information on school and district staff, finances, programs, and student demographics. The accountability rating is visible on the AEIS report.

2. Management and administrative practices

The Chief Executive Officer, Superintendent and Chief Financial Officer will be responsible to inform the board of management and administrative practices. This will be done through ensuring the Board Policies and Procedures are accurate and currently reflect the practice of the organization with regard to the following:

- Financial Operations
- General School Operations
- Students
- Open Meetings and Open Records
- Records Maintenance and Retention
- Human Resources

3. Student attendance accounting reporting requirements

The Superintendent of The Pro-Vision Academy is responsible for safe-keeping of all attendance records and reports generated by the District. The Student Attendance Accounting Handbook

directs schools to maintain three levels of attendance documentation by 6 week reporting periods:

- Student Detail Reports
- Campus Summary Reports
- District Summary Reports

After each report is run at the appropriate 6 week reporting interval, the Campus Principal is responsible to review the attendance information and “sign” the report documenting the attendance is true and accurate. The District Summary Report is generated at the same time and it is the responsibility of the Superintendent to “sign” the District report documenting the attendance is true and accurate. The Chief Executive Officer, Superintendent, and Chief Executive Officer will report to the Board of Directors bi-annually a summary report of attendance reporting to TEA. In the summary report, the Superintendent will disclose any data integrity issues and the Chief Financial Officer will report on average daily attendance FTEs that determine financial payment for the charter school.

4. Compliance with generally accepted accounting principles and generally accepted standards of fiscal management

Charter schools are required to have an independent audit completed by an external audit firm. The audit will assess the school to ensure generally accepted accounting principles are being followed and the school is operating within generally accepted standards of fiscal management. The results of the audit are submitted to, and reviewed by TEA, and the results are used to determine a financial rating (FIRST). Ratings are published/released to charters in September. It will be the responsibility of the Chief Financial Officer to review the results of the Audit and the FIRST rating and report to the Board of Directors at their next regularly scheduled Board meeting.

5. Compliance with special education and bilingual education/English as a second language (BE/ESL) program requirements

The Board of Directors has the responsibility to approve policies, procedures, and programs consistent with State policies and procedures governing special education and BE/ESL for The Pro-Vision Academy. Annually the Superintendent will report to the Board the results of the Performance Based Management Analysis System which reviews program effectiveness for both special education and BE/ESL.

6. Financial accounting reporting requirements, including grant reporting requirements

The Chief Financial Officer will be responsible to report the results of the external financial audit to the Board of Directors. Exceptions noted by the external auditor will be reported to the Board

of Directors. The Superintendent will provide to the Board of Directors a calendar that includes all grant expenditure requirements.

7. Reporting requirements, including those through the Public Education Information Management System (PEIMS)

The Superintendent will be held accountable for certifying the PEIMS data for the District after each required submission. The Superintendent and the Chief Financial Officer will report to the Board of Directors after each PEIMS submission a summary of the data submitted with PEIMS Edit+ reports to back up the data.

8. Reporting annual school and student performance to students, parents, and the public

The Superintendent will be held accountable to ensure state and federal accountability reports for both the school and student performance will be distributed to students, parents, and the public within the timelines given by TEA. The AEIS School Report Card will be distributed in hard copy to students/parents and the NCLB Report Card will be made available through links posted to the school's website. A hard copy of the NCLB Report for the current year will be kept on file in the school's office for public viewing. It will be the responsibility of the Chief Executive Officer, Superintendent, and Chief Financial Officer to bring these reports and their findings to the Board of Directors at the next regularly scheduled board meeting after the release of the reports.

9. Distributing to parents information related to qualifications of each teacher of the program, including any professional or educational degree held by each teacher, a statement of any certification under Subchapter B, Chapter 21, held by each teacher, and any relevant experience of each teacher.

It is the Superintendent's responsibility to ensure the District is in compliance with all state and federal law regarding qualification and certification requirements of teachers. Each September, the Superintendent will report to the Board of Directors the District's status with regard to Highly Qualified, how many classrooms are not being taught by a Highly Qualified teacher, status of parent notification for classrooms not being taught by a Highly Qualified teacher, and the plan to move the District to 100% compliance with Highly Qualified. The Superintendent will prepare a report to the Board listing each teacher, their qualifications, certifications, and the class(es) they teach.

TEC, 12.120 states, "A person may not serve as a member of the governing body of a charter holder, as a member of the governing body of an open-enrollment charter school,

or as an officer or employee of an open-enrollment charter school if the person has been convicted of a felony or a misdemeanor involving moral turpitude. .”

An employee of an open-enrollment charter school who qualifies for membership in the Teacher Retirement System of Texas shall be covered under the system to the same extent a qualified employee of a school district is covered. For each employee of the school covered under the system, the school is responsible for making any contribution that otherwise would be the legal responsibility of a school district. See TEC, 121057.

TEC 12.1059 states, “A person may not be employed by or serve as a teacher, librarian, educational aide, administrator, or counselor for an open-enrollment charter school unless the person has been approved by the agency following a review of the person’s national criminal history record information as provided by Section 22.0832.

Charter schools must check the criminal history (through the Texas Department of Public Safety) of each person who intends to serve as an employee in any capacity, a member of the governing body of the charter holder, a member of the governing body of the charter school, and any person who files, in writing, an intention to serve as a volunteer. See 19 TAC, 100.1151.

School Officers

“School officer” is defined in TEC, 12.1012, as a principal, director, other chief operating officer, assistant principal, assistant director, or a person charged with managing the finances of an open-enrollment charter school.

Some charter holders choose to delegate some powers or duties of the governing body of the charter holder to various school officers. Non-delegable duties are listed in 19 TAC, 100.1103(c)(6)(C).

Charter school officers will be required to undergo training as provided in 19TAC, 100.1103-100.1105.

c) Submit, as part of Attachment D, a notarized biographical affidavit for each school officer. A sample of the biographical affidavit form is included in Appendix II. The actual form that must be completed is an online form that is located at <http://www.tea.state.tx.us/index.aspx?id=3475>. Biographical affidavits must be notarized within 90 days of the due date of this application.

c) See Attachment D: Notarized biographical affidavits for school officers

d) **Submit as Attachment I, a Supplemental Human Resources Information form for each officer position. Note that some duties cannot be delegated by the governing body of the charter holder to a school officer. Non-delegable duties are listed in 19TAC, 100.1033(c)(6)(C).**

d) See Attachment I: Supplemental Human Resources Information Form for each officer position.

A sample of the Supplemental Human Resources Information Form is included in Appendix III. The actual form that must be completed is an online form that is located at <http://www.tea.state.tx.us/index.aspx?id=3475>.

A Supplemental Human Resource Information Form must be completed for the CEO/Superintendent, financial officer, principal, assistant principal, director, assistant director, and any other administrative position that the proposed charter anticipates filling.

General salary information for specific school districts and for the state as a whole may be found at <http://ritter.tea.state.tx.us/adhocrpt/Standard Reports.html>, under the section entitled Staff Reports. Specific salary information may be purchased from the Texas Association of School Boards at <https://www.tasb.org/apps/tasbstore/storeCategory.cfm?cat=3>.

Note that charter schools may not compensate an individual in excess of the fair market value of the service rendered. The fair market value of the services rendered is based on the individuals education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19 TAC, 100.1022(c)(2)(B)(i).

e) Describe professional development opportunities that will be offered to school officers.

e) School Officers will receive professional development in several different ways:

1. Initial Professional Development

School officers will complete the initial required training as delineated in Texas Education Code, Chapter 12, Section 12.123 unless completion has already been documented. The 30-hour training course will be accessed from an approved, registered vendor and will be completed prior to the opening school date.

2. On-going Professional Development

School officers will be expected to complete 15 hours of ongoing professional development annually beyond the 30 hour initial training. This professional development

will be accessed from a registered course provider under 100.1107. Continuing education will also include training on an “as needed basis” in the areas listed below:

- a. School Improvement Plan recommendations
- b. Recommendations by Texas Education Monitoring
- c. Mandates in legislative or commissioner rules updates

3. Regional Professional Development

School officers will participate in training offered by Regional Service Center IV in Houston, Texas.

4. Individual Professional Development

School officers are expected to seek and find training/conferences to stay abreast of the latest trends and changes in their area of expertise.

5. Other

Board members, along with school officers, may attend training provided by vendors such as the Texas Charter School Association, National Charter School Association, and the Texas Association of School Boards conferences.

f) Explain the methods(s) and timelines that will be used to evaluate school officers; designate the responsible party for the evaluations.

f) School officers will be evaluated by their direct supervisor, annually, as illustrated on the table of organization. An evaluation tool will be developed by the organization which will include the following administrative areas to be evaluated:

- School/District organization and morale
- School/District performance improvement
- Instructional management
- Personnel management
- Fiscal management
- Management of facilities
- Student management
- Professional growth and development
- Academic Excellence Indicators and campus performance
- Adequate Yearly Progress
- School Board relations
- A student performance domain will be included in the appraisal of the Principal and Superintendent

It is understood that not all of the above apply to all positions and that staff will be evaluated to their roles and responsibilities at least annually.

Teachers and Other Instructional Staff

Federal law requires that charter school teachers in core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts (theater arts, dance, music, and art) history, and geography) have a bachelor's degree and demonstrate competency in the core academic subject area(s) assigned. See the No Child Left Behind (NCLB) bulletins for further information regarding required teacher qualifications at

http://www.tea.state.tx.us/index4.aspx?id=4261&menu_id=798

Charter school teachers assigned to teach subjects that are not considered core academic subjects under the NCLB must meet the state law minimum requirement of a high school diploma. Furthermore, state law and rule require charter school teachers assigned to teach special education, bilingual education, and English as a second language to be appropriately certified.

g) Submit as Attachment I, a Supplemental Human Resource Information form for all teacher and other instructional staff positions. A sample of the Supplemental Human Resources Information Form is included in Appendix III. The actual form that must be completed is an online form located at <http://www.tea.state.tx.us/index.aspx?id=3475>.

g) See Attachment I, Supplemental Human Resource Information Form for teachers and other instructional staff.

General salary information for specific school districts and for the state as a whole may be found at <http://retter.tea.state.tx.us/perfreport/snapshot/2009/index.html>. Specific salary information may be purchased from the Texas Association of School Boards at <https://www.tasb.org/apps/tasbstore/storeCategory.cfm?cat=3>.

Note that charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19TAC, 100.1022(c)(2)(B)(i).

h) Explain the manner in which the school will distribute to parents information related to the qualifications of each teacher, including any degrees or certifications held and any

relevant experience. (Note that TEC 12.130 further requires charter schools to provide the parent or guardian of each student enrolled in the school written notice of the qualifications of each teacher employed by the school.

h) At the enrollment of each student, the parent/guardian will receive a Student/Parent Handbook. Along with the handbook, they will receive an addendum page listing the teachers at the school, their qualifications, including their degree and/or their certifications, along with a short synopsis of the teacher's relevant experience.

i) Describe professional development opportunities that will be offered to teachers and other instructional staff.

i) Teachers and instructional staff will receive professional development in several different ways:

1. In-Service Days as listed on the school calendar:

Pro-Vision will request a waiver of instructional days from TEA so they may include five days of professional development during the school year. The School Instructional Plan will set the direction for the training each year based on results of state accountability performance reports, AEIS reports, Adequate Yearly Progress Reports, and Performance Based Monitoring Analysis System Reports. An annual needs assessment will be conducted with teachers and other instructional staff on an annual basis for further input. The Superintendent will be responsible, along with the Principal, to coordinate professional development activities.

2. Regional Professional Development

Teachers and instructional staff will have access to training catalogs published by Regional Service Center IV. The Chief Financial Officer, along with the Superintendent, will develop a budget to be presented and approved by the Board that includes a line item for funding the cost of professional development and the substitutes to cover the class in the absence of the teacher. Teachers and instructional staff are expected to seek and find training/workshops/ conferences to stay abreast of the latest trends and changes in their area of expertise.

Pro-Vision/The Pro-Vision Academy leadership believes that the ongoing professional development of staff is of paramount importance in establishing and maintaining the integrity of the educational program. Leadership also believes that teachers will do an excellent job helping all students learn and be successful when they are:

- Well-trained in the use of an array of developmentally appropriate, interactive, multi-level and multi-sensory strategies for instruction and assessment

- Aware of and adept in using strategies to differentiate curriculum and instruction for learners with special needs to maximize their inclusion and success
- Well equipped to use and have ready access to current technology to facilitate student learning
- Knowledge of their grade level TEKS, the accompanying STAAR blueprint, and other key curricula/instructional standards
- Highly aware of the inter-relationship between curriculum, instruction, and assessment as well as the influence the teacher and school/classroom environment have on the students' learning success
- Well trained in accountability strategies and tools which may be used to measure student performance and instructional program effectiveness in promoting learning such as TAKS/STAAR, AEIS, Adequate Yearly Progress, and PDAS

The Pro-Vision Academy leadership believes that teachers perform best in facilitating learning when they see accountability as an important and necessary tool in preparing, evaluating, and adjusting daily their lesson plans and presentations. With the availability of an array of professional development training resources, teachers and administrators of The Pro-Vision Academy will be well motivated and trained to facilitate student learning. The Pro-Vision Academy leadership will establish an incremental incentive system that recognizes and rewards staff who seek a degree, a higher degree, or certifications to expand their knowledge base and skills to promote greater student achievement.

j) Explain the method(s) and timelines that will be used to evaluate teachers and other instructional staff. Designate the responsible party for the evaluations.

j) The leadership of The Pro-Vision Academy will utilize the Professional Development Appraisal System (P.D.A.S.) as its main teacher evaluation instrument and follow the TEA guidelines for scheduling and data collection. They will also develop a classroom observation tool, based on best practices, which will be utilized to provide structure to walk-through visits and to give formative feedback, reinforcement, and encouragement to staff. This observation tool will be completed by the Principal, who will then be available to conference with the teacher to discuss the results. If the teacher needs assistance, the Principal can schedule a conference, discuss the results, make recommendations, and identify a mentor to help the teacher. The observation checklist and P.D.A.S. evaluations will then be integrated into a composite year-end summative evaluation of the teacher. In spring of each year, the Principal will schedule a conference with each teacher to review his/her annual evaluation. The teacher and Principal can determine if there are trainings or other opportunities that would be useful for the teacher. The conferences and evaluations will also provide informal needs assessment data useful for planning professional development for the upcoming school year. The information will become part of the annual needs assessment for inclusion in the School Improvement Plan.

PEIMS Coordinator, Student Attendance Staff, and Other Staff

k) Submit as Attachment L, a Supplemental Human Resources Information Form for the PEIMS coordinator, the student attendance staff person, and any other staff position. A sample of the Supplemental Human Resources Information form is included in Appendix III. The actual form that must be completed is an online form that is located at <http://www.tea.state.tx.us/index.aspx?id=3475>.

k) See Attachment L: Supplemental Human Resources Information Form for the PEIMS Coordinator and others

A Supplemental Human Resources Information Form must be completed for the PEIMS coordinator, student attendance staff, and any other staff position that the proposed school anticipates filling during the staffing process.

General salary information for specific school districts and for the state as a whole may be found at <http://ritter.tea.state.tx.us/perfreport/snapshot/2009/index.html>. Specific salary information may be purchased from the Texas Association of School Boards at <https://www.tasb.org/apps/tasbstore/storeCategory.cfm?cat=3>.

Note that charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties actually performed, and what a typical person with similar skills, experience, and job duties would earn. See 19TAC, 100.1022(c)(2)(B)(i).

l) Describe professional development opportunities that will be offered to the PEIMS coordinator, student attendance staff, and any other staff not already addressed.

l) The PEIMS Coordinator/Student Attendance personnel will receive professional development in several different ways:

I. Regional Education Service Center

The PEIMS Coordinator/Student Attendance personnel will be required to participate in all training offered by the regional education service center (Region IV) pertaining to PEIMS and Student Attendance and will be expected to provide "in-house" training and technical assistance to appropriate school and central office staff. Training includes all scheduled events sponsored by Region IV and the scheduled TETNs offered by TEA.

2. Technical Software Training and Support

The PEIMS Coordinator/Student Attendance personnel will participate in training on the use of the software package approved by the Pro-Vision Educational Services, Inc. Board of Directors to support student attendance and PEIMS data. Technical assistance in the use of the software system will be provided through purchase of a “support” contract with the software vendor to provide timely phone and on-site support/training. The PEIMS Coordinator/Student Attendance personnel will work closely with the Superintendent and the Chief Financial Officer to ensure that data is accurate and current at all times.

3. Individual Professional Development

The PEIMS Coordinator/Student Attendance personnel are expected to seek and find training/workshops/conferences to stay abreast of the latest standards in their area of expertise. As much as possible, The Pro-Vision Academy intends to reimburse staff for the approved training.

m) Explain the method(s) and timelines that will be used to evaluate the PEIMS coordinator, student attendance staff, and any other staff not already addressed. Designate the responsible party for the evaluations.

m) The PEIMS Coordinator/Student Attendance personnel will be evaluated by his/her supervisor (Superintendent) and will be based on accurate and successful completion of the following:

- Production and submission of error free (fatal free) reports in a timely manner
- Production and submission of reports as per the PET criteria for the current year
- Production and submission of accurate “Six-Weeks Reports” through FSP
- Accurate completion of all PEIMS records according to the PEIMS Data Standards Manual
- Production and submission of the four required file collections/reports to TEA
- Assistance to the Leadership Team of The Pro-Vision Academy to collect and provide current, accurate, student and program data; as well as organizing compiling, disaggregating, and reporting student and program data for use in program planning and decision making by the Leadership Team.

11. Business Plan (reviewed by TEA)

Financial History of Sponsoring Entity

a) Discuss the sources of funding used by the sponsoring entity to start up its operation.

a) Pro-Vision has been an external charter school under the Houston Independent School District since 1995 and will be until such time Pro-Vision becomes an open enrollment charter school. This includes the start-up period September 1, 2012 through August 31, 2013.

As can be seen from the Start-up budget included in this filing, Pro-Vision will be getting an estimated \$1,368,744 in ADA funding from the Houston Independent School District during this start-up period. Pro-Vision will also be getting an estimated \$17,325 in high school allotment funds. This should be sufficient to cover the budgeted expenses in the start-up period of \$1,383,475.

In the event that there is a shortfall, Pro-Vision can call on a \$100,000 line of credit with Amegy Bank. The Pro-Vision, Inc. Board of Directors also pledges \$2,500 per year which can be used for the operations of Pro-Vision Educational Services, Inc. This amounts to \$37,500 (15 Board members x \$2,500). For 2012, this money will be restricted to Pro-Vision Educational Services, Inc. to cover any contingencies that might occur.

Pro-Vision also will be holding its Seventh Annual Golf Tournament on October 15, 2012. This tournament has historically netted between \$70,000 and \$80,000. The monies from the tournament in 2012 will also be restricted to Pro-Vision Educational Services, Inc. to cover any unforeseen shortfalls during the start-up period.

b) Discuss the current assets of the sponsoring entity. (Current Asset – Those assets which are reasonably expected to be realized in cash or sold/consumed within a year or within the normal operating cycle of the entity)

b) Current assets of Pro-Vision Educational Services, Inc. as of December 31, 2011 are:

Cash	\$6,229
Prepaid assets	\$8,724

The cash is cash in the bank at Amegy Bank, plus a small amount in petty cash kept on the Pro-Vision premises. The prepaid assets consisted of insurance premiums paid in 2011, but relating to 2012.

c) Discuss the current liabilities of the sponsoring entity. (Current Liabilities – Obligations whose liquidation is reasonably expected to require the use of existing resources properly classified as current assets or obligations that are due on demand or will be due on demand within one year)

c) Current liabilities for Pro-Vision Educational Services, Inc. are:

Accounts payable to Pro-Vision, Inc. \$29,017

The accounts payable amounts are monies due to Pro-Vision, Inc. for salaries, miscellaneous expenses, etc.

d) Disclose any liens, litigation history, and/or any sanctions from any local, state and/or federal regulatory agency against the sponsoring entity. For the purpose of this application “litigation” includes civil suits, bankruptcy proceedings, and any administrative process in which an agency of the federal, state or local government has taken adverse licensing or disciplinary action. “Sponsoring entity” includes any organization, whether incorporated or not, to which the sponsoring entity is successor in interest; any organization, whether incorporated or not, which the sponsoring entity has purchased; and, any organization, whether incorporated or not, for which the sponsoring entity has taken possession of substantially all assets previously possessed by that organization.

d) Pro-Vision Educational Services, Inc. has no liens, litigation history, and/or sanctions from any local, state, and/or federal regulatory agency.

e) State the names of any open-enrollment charters already held by the sponsoring entity.

e) Pro-Vision Educational Services, Inc. currently operates Vision Academy grades 9 - 11 as an external charter under the Houston Independent School District. Pro-Vision, Inc. currently operates The Pro-Vision School grades 5 – 8 as an external charter under the Houston Independent School District. Through this application process, Pro-Vision, Inc. and Pro-Vision Educational Services, Inc. will amend their bylaws to reflect the transfer of governance of grades 5 - 8 from Pro-Vision, Inc. to Pro-Vision Educational Services, Inc. In addition, through the amendment of bylaws and this application process, the new name, The Pro-Vision Academy will be adopted.

f) Submit, as Attachment J, a copy of the most recent audit report. If an audit report is not available, provide one of the following:

1) an unaudited financial statement consisting of:

- **An unaudited statement of financial position**
- **An unaudited statement of activities and**
- **An unaudited statement of cash flows (The unaudited financial statements must include a notarized acknowledgement signed by the chief executive officer and chief financial officer of the sponsoring entity attesting to the accuracy and completeness of the information provided.)**

Or

2) a statement that no documents are being provided because the sponsoring entity was incorporated after January 1, 2009 and has less than \$5,000 in receipts and total assets.

f) See Attachment J: unaudited financial statement

g) Submit, as Attachment K, a credit report of the sponsoring entity. If the sponsoring entity was incorporated after January 1, 2009 and has less than \$5,000 in receipts and total assets, it is not required to provide a credit report and may instead provide a statement that no documents are being provided because the sponsoring entity was incorporated after January 1, 2009 and has less than \$5,000 in receipts and total assets. If the entity was incorporated prior to January 1, 2009 and there is no credit history, a response from one of the credit rating agencies must be attached indicating the entity has no credit history.

g) See Attachment K: Credit Report

h) Submit, as Attachment L, a copy of the most recently filed (IRS) Form 990. Note: Small tax-exempt organizations whose annual gross receipts are normally \$25,000 or less may be required to electronically submit Form 990-N, also known as the e-Postcard, unless they choose to file a complete Form 990 or Form 990-EZ. If the applicant submits the e-Postcard to the IRS, provide, in Attachment L, a copy of the information that was provided to the IRS. A copy of the submitted information can be located on the IRS website at “Annual Electronic Filing Requirements for Small Exempt Organizations-Form 990-N (e-Postcard)” or www.irs.gov/app/ePostcard/. If a form 990 is not available, provide a statement that explains why a Form 990 (990-N) is not available.

h) See Attachment L: IRS Form 990

Current Operations of Sponsoring Entity

i) If non-charter programs are currently operated by the sponsoring entity, describe how, or if, these non-charter programs will relate to the charter school.

i) Pro-Vision Educational Services, Inc. does not currently operate any non-charter programs.

j) If there are plans to begin operating any non-charter programs within the next two years, describe whether these non-charter programs will be related to the charter school.

j) Pro-Vision Educational Services, Inc. has no plans to begin operating any non-charter programs within the next two years.

k) If there are plans to begin operating any non-charter programs within the next two years, discuss the physical location of the programs. Describe how the charter school will maintain separate administrative, business, financial, payroll, personnel and other records.

k) Pro-Vision Educational Services, Inc. does not plan to operate any non-charter programs within the next two years.

Start Up Charter School Operations

l) Provide a statement describing the projected amounts of start-up funding. The statement must identify the amount of each source of funds and the specific source of funding (i.e., private donor, charitable foundation, local government, state/federal agency). Charter school applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 18 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is not to be used for budget purposes, and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated. The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

l) Projected Start Up funds for Pro-Vision Educational Services, Inc. will be:

Line of Credit in the amount of \$100,000

Beginning Net Assets of \$250,000

Total Projected Start Up Funds in the amount of \$350,000

m) Submit, as Attachment M, documentation (i.e. letters of credit, letters from donors, loan agreements, notices of grant awards, etc.) verifying all nongovernmental sources of funding. Letters of support for the proposed school should not be included in Attachment M. If there are no such sources of funds, state this in the attachment.

m) See Attachment M: Nongovernmental sources of funding

k) If there are plans to begin operating any non-charter programs within the next two years, discuss the physical location of the programs. Describe how the charter school will maintain separate administrative, business, financial, payroll, personnel and other records.

k) Pro-Vision Educational Services, Inc. does not plan to operate any non-charter programs within the next two years.

Start Up Charter School Operations

l) Provide a statement describing the projected amounts of start-up funding. The statement must identify the amount of each source of funds and the specific source of funding (i.e., private donor, charitable foundation, local government, state/federal agency). Charter school applicants should be aware that the fiscal year of the charter school should end on August 31. Through a grant application process, federal funds may be available for up to 18 months of post-award planning and up to two years of implementation. However, start-up funds are available for no more than three years. Actual funding depends on the number of eligible charters, the completion of a successful competitive charter grant application, and the continuation of funds from the United States Department of Education. Start-up funding is not to be used for budget purposes, and, if awarded, will not be available to the sponsoring entity until the contract for charter has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated. The federal funds may then only be accessed after a request for reimbursement has been submitted. Generally, the federal funds may not be received until after the charter holder has demonstrated that it has incurred an expenditure that represents an allowable cost pursuant to the requirements of the federal award.

l) Projected Start Up funds for Pro-Vision Educational Services, Inc. will be:

Beginning Net Assets: Cash	\$ 114,856
Add: Estimated ADA/HS Allotment as HISD External Charter School	\$ 1,386,099
Less: Estimated Expenses as HISD External Charter School	<u>\$(1,383,476)</u>
Total Projected Start-up Funds	<u>\$ 117,479</u>

Note: Line of Credit from Bank in amount of \$100,000 is available if needed.

m) Submit, as Attachment M, documentation (i.e. letters of credit, letters from donors, loan agreements, notices of grant awards, etc.) verifying all nongovernmental sources of funding. Letters of support for the proposed school should not be included in Attachment M. If there are no such sources of funds, state this in the attachment.

m) See Attachment M: Nongovernmental sources of funding

n) Describe the process by which the annual budget of the charter school will be adopted.

n) On or before April 31st of each year, the Chief Executive Officer shall cause to be prepared with the Chief Financial Officer a proposed budget covering all estimated revenue and proposed expenditures of The Pro-Vision Academy for the following fiscal year. The budget will be prepared according to accounting principles, rules adopted by the State Board of Education, and adopted policies of the Board of Directors. When the budget has been prepared, the Board President shall call a meeting of the board of directors, stating that the purpose of the meeting is the adoption of the budget for the succeeding fiscal year. The Board President shall provide a public notice to be posted at the school and the administration office. The Board of Directors, at the meeting called for that purpose, shall adopt a budget to cover all expenditures for The Pro-Vision Academy for the next succeeding fiscal year. Any constituent of The Pro-Vision Academy may be present and participate in the meeting. The budget will be reported to the Texas Education Agency through the submission of PEIMS. Public funds of the school may not be spent in any manner other than as provided for in the budget adopted by the Board of Directors, but the board may amend the budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses. Any amendment or supplementary budget must be prepared and filed according to rules adopted by the State Board of Education.

o) Submit, as Attachment N, a start-up budget; the electronic version of this template can be found at <http://www.tea.state.tx.us/index.aspx?id=3475>. A sample can be seen in Appendix IV. Note that only this start-up budget template will be accepted for the purpose of this application. To complete the start-up budget template, use the Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts located at [http://ritter.tea.state.tx.us/financial.audits/resguide14/Charter School Chart of Accounts.pdf](http://ritter.tea.state.tx.us/financial.audits/resguide14/Charter_School_Chart_of_Accounts.pdf).

o) See Attachment N: Start-Up Budget

The start-up budget must include the period between the date that the charter is awarded the State Board of Education and the date that the proposed charter school will begin operations. The start-up budget must identify all sources of funding and anticipated expenses. The private or local sources of funding must be supported by the documentation included in Attachment M. The revenues and expenses for each entry in the budget template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ \$30,000 annual salary = \$90,000 salaries or wages entered to line 6119. These written calculations should be attached following the printout of the completed start-up budget template).

p) Submit, as Attachment O, a budget for the first year of operations; the electronic version of this template can be found at <http://www.tea.state.tx.us/index.aspx?id=3475>. A sample can be seen in Appendix V. If an escalating enrollment is planned and the annual increase in enrollment exceeds 50% of the Year 1 enrollment, a budget must be included for each year that an increase in enrollment is requested up to Year 3. Note that only the budget template will be accepted for purposes of this application. For additional information to use when completing the budget template, see the Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts located at [http://ritter.tea.state.tx.us/financial.audits/resguide14/Charter School Chart of Accounts.pdf](http://ritter.tea.state.tx.us/financial.audits/resguide14/Charter_School_Chart_of_Accounts.pdf). Be advised that funding is only earned for a maximum of 180 days per school year.

p) See Attachment O First Year Budget

The budget for the first year of operations must include the period after the date that the proposed charter school will commence operations. The budget must identify all sources of funding and anticipated expenses. Open-enrollment charter schools may offer either a half-day or full-day prekindergarten program; however, foundation funding for each prekindergarten student is based on half-day eligibility (the student must be scheduled for at least 120 minutes daily to be eligible for half-day prekindergarten.) Please see the Student Attendance Accounting Handbook for additional information. http://www.tea.state.tx.us/index2.aspx?id=7739&menu_id=645&menu_id2=789

Charters may offer either a half-day or full-day (120 minutes of instruction per day for half-day eligibility or 240 minutes of instruction per day), the charter is entitled to full-day funding. Charters offering half-day programs may not count students who attend both the morning and afternoon half-day sessions for eligible full-day attendance. The private or local sources of funding must be supported by the documentation included in Attachment M. State and federal sources of funding must be supported with a written statement or schedule indicating how the amounts were derived. The expenses for each entry in the template must be supported with written calculations indicating how the amounts were derived. (For example, 3 teachers @ \$30,000 annual salary=\$90,000 salaries or wages entered to line 6119.) It is important to budget conservatively and to consider that charter schools often have lower than anticipated attendance rates in the first year of operation. Therefore, a reasonable planning estimate for average daily attendance (ADA) is \$6,000 per student with an estimated daily attendance of 80%. However, a higher daily ADA and/or attendance estimate percentage may be used in the budget if an explanation for the additional funding, with written calculations, is included. A useful source for calculating additional funding can be found under State Funding Worksheets located at the following TEA website: http://www.tea.state.tx.us/index2.aspx?id=7574&menu_id=645.

All written calculations should be included in the application following the completed budget template for the corresponding year.

Note: Consistency between staffing proposed in Section 10 (Human Resources) and the proposed budgets will be reviewed.

Management Company and Other Contracted Services

q) Describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted.

q) An annual audit, by an independent certified public accountant, will be conducted and made available to third parties to fulfill any external reporting obligations. The accountant's report is expected to address the program's financial statements and if necessary, the internal control system. It is the responsibility of the Board of Directors of Pro-Vision Educational Services, Inc. to design a reporting system and evaluate the operations of the program on at least a quarterly basis. The directors are entitled to retain the services of consultants and other advisors to assist them in evaluation of the program operations.

r) Identify any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school.

r) Pro-Vision Educational Services, Inc. will utilize the services of Fred Allen, Jr., Certified Public Accountant for tax purposes. Payroll will be supported through the approved financial software package, TxEIX. If Pro-Vision Educational Services, Inc. is awarded a charter, a formal contract between The Pro-Vision Academy and the Region 4 Service Center will be executed to obtain the annual usage of TxEIS.

s) Discuss the qualifications of the organization(s) and/or individual(s). Include a list of any current or former clients that were charter schools.

s) Fred Allen has been a Certified Public Accountant in Houston for the past 30 years and Pro-Vision, Inc. and Pro-Vision Educational Services have been clients of Mr. Allen for the past fourteen years. Mr. Allen does not have any professional affiliations with charter schools.

TxEIS software (The Enterprise Information System of Texas Schools) will be used for payroll. TxEIS is the most widely used school administrative software in the state of Texas. It is supported through the Region IV Education Service Center and is used by a majority of the charter schools in the greater Houston area. In producing paychecks for each employee, the application takes into account gross pay, deductions, leave taken, Teacher Retirement System

contributions, workers' compensation amounts, federal income tax, unemployment tax, and a wide range of other factors that determine the net pay amount. All federal and state reporting is provided such as TRS, TWC Quarterly reports, and W-2 reporting. As with all TxEIS applications, the HR application is PEIMS compliant.

t) Submit, as Attachment P, a copy of the negotiated service agreement(s) with any organization(s) and/or individual(s) that will provide financial accounting, payroll, and/or tax accounting services for the proposed charter school. If the charter school intends to enter into such an agreement, and if the agreement is not available on the date the application is submitted, include a letter of agreement or understanding outlining the terms negotiated to date. If the charter holder does not intend to enter into such an agreement, state this in the attachment.

t) See Attachment P: Service Agreement

u) Indicate whether the charter holder will adopt the provisions of Texas Education Code (TEC), Chapter 44, Subchapter B, as the process for awarding a contract for the addition to real property. If so, provisions of TEC, Chapter 44, Subchapter B, will control in lieu of Subchapter B, Chapter 271, Texas Local Government Code.

u) The Pro-Vision Academy has no plans for the construction, repair, or renovation of a structure, road, highway, or other improvement or addition to real property.

Financial Accounting System

The financial accounting software must enable the proposed charter school to comply with the requirements discussed in the Special Supplement To Financial Accounting and Reporting, Nonprofit Charter School Chart of Accounts. (An electronic copy of the supplement is located

at:http://ritter.tea.state.tx.us/financial.audits/resguide14/Charter_School_Chart_of_Accounts.pdf.)

v) Identify and discuss the capabilities of the financial accounting software (i.e., the complete name of the software application and the software version) that the proposed charter school will use.

Include information about the following aspects of the software: The ability to track asset, liability, net asset, revenue and expense data; the ability to record and maintain the budget, including amendments, approved by the governing body of the sponsoring entity; the ability to record and maintain information regarding outstanding liabilities; and the ability to submit financial accounting data to be included in the Public Education Information

Management System (PEIMS). If the applicant is aware that data will need to be exported to another software application (e.g., Lotus, MS Excel, MS Access) to be prepared for PEIMS submission, discuss the process that will be used to export the data.

v) The Pro-Vision Academy proposes to use the TxEIS Business system software for financial accounting. TxEIS offers a comprehensive range of powerful business administrative applications written specifically for school districts in Texas. The software applications are client driven and offer:

- Automatic system updates for meeting changing state and federal mandates
- Statewide network support
- Data access using Open Database Connectivity compliant software
- PEIMS compliance for reporting required data to the Texas Education Agency
- A web-based teacher grade book and parent portal for student schedules, assignments, attendance, and grades.

The business applications are comprehensive in nature, performance based, incorporate state-of-the-art functionality, and will significantly increase user productivity. PEIMS requirements, as well as school district practices and educational law, are considered from the inception of new application functions so that the PEIMS extract and submission of data are an integral part of the Business system.

TxEIS Accounts Receivable allows an organization to maintain billing records. This application interfaces directly with TxEIS Finances so that the general ledger is adjusted as soon as an action is performed. The Accounts Receivable features are:

- Credit and debit memos
- Customer information including customer number, name, and address
- Customer Listing
- Inquiry by invoice and customer
- Invoice information including invoice number, request date, customer purchase order number, quantity, and budget codes assigned
- Invoice printing
- Recording of full and partial payments

Accounts Receivable Reports include:

- Customer Listing
- Customer Statement
- Detail Aging
- Detail Aging by Organization
- Invoice Listing by Revenue Code
- Payment Listing
- Summary Aging

- Template Listing

TxEIS Asset Management allows accurate accounting of school districts' capital and inventory assets. Capital asset items include land, buildings, furniture, and equipment. The Asset Management application fixes responsibility for the custody and use of these items and permits the district to hold individuals accountable for items charged to their responsibility. An item is determined to be charged to a particular individual according to its placement in a specific location for which a given individual is responsible. The application is also used to provide current information on the quantity, location, age, and the life expectancy of the asset items.

Districts can customize its use of the Asset Management application by indicating what information is to be collected and what catalog and item numbering systems are to be used. As an added control, the system maintains a file of all changes made to inventory records. In this way, administrators can verify the distribution and disposal of fixed asset items. Reports can be printed based on inventory records. This allows for the conducting of a physical inventory of the furniture and equipment items. Inquires can also be performed of items selected by specified criteria at any time.

GASB 34 compliancy includes depreciation book maintenance as well as depreciation calculations, schedules, distribution codes, and the ability to calculate prior years' depreciation.

Asset Management Features include:

- Automatic item numbering
- Automatic item retrieval from TxEIS Finance
- Depreciation of capital assets
- Forecasting of replacement needs
- Inventory check in and check out
- Manual entry of items
- Mass updates for inventory records
- Required audit trail
- Tracking of manufacturer information
- User-defined codes, for example, property class

Asset Management Reports include:

- Asset Import Listing
- Auditor Analysis
- Book Audit File Listing
- Campus Room Inventory Listing
- Capital Assets/Inventory Listing
- Checked Out Inventory File Listing
- Condition Code Listing

- Depreciation Detail Schedule
- File Report – Detail
- Gain Code Listing
- Insurance Value
- Inventory Audit File Listing
- Property Class Listing

TxEIS Budget provides schools with a great deal of flexibility when preparing the budget. You can build a budget from scratch or use the current year information to generate amounts on which to base your next year budget. The Budget application consists of three types of budget records: requested, recommended, and approved. With this feature, site-based management is easy because the campus can enter their budget amounts in the requested column. Through district-defined user profiles, users can be limited by account number, organizations, program intent codes, etc. This allows you to analyze the requested budget and develop the recommended budget for next year without affecting the current year budget or the general ledger. District-defined cutoff dates for requested, recommended, and approved can be set so no further updates can occur. Notes can be entered for each line item to assist with justification of the account amount.

The reports available through the Budget application allow you to closely monitor your budget, both for verification and for presentation. The Board reports provide you with more compact, summarized reports and should be used for presentation of the recommended budget.

The Budget application has been created with all applicable state and federal regulations in mind while providing the flexibility needed in creating and maintaining a district budget. Budget features are:

- Ability to copy funds to historical file at year-end
- Ability to lock down funds or individual accounts
- District-defined cutoff dates for updating purposes
- Archiving of multiple years of budget accounts and amounts
- Automatic interface with general ledger
- Campus/Departmental entry of budget requests
- Efficient budget creation process
- Percentage increase capability by amended/actual
- Ability to add notes to each account line item

Budget Reports:

- Budget by Fund, Function, Organization, and Program Intent Code
- Simulation
- Budget 85% Compliance Worksheet

- Budget Fund Balance Combined Statement
- School District Budget
- Budget Variable Percent
- Budget Variable Difference Percent
- Budget Variable by Major Object
- Budget Board by Fund, Function, Organization, Object, and Func/Obj
- Budget Board Summaries by Fund/Function, Organization, and Org/Fund/Func/Obj

TxEIS Finance provides an automated method of maintaining the financial records of school districts and assisting districts in controlling district monies in accordance with the Financial Accountability System Resource Guide (FAR). From daily transactions, to ending accounting periods, to closing out a calendar or fiscal year, the Finance application provides the user with the necessary functions. Basic functions such as accrued payables, encumbering and liquidating purchase orders, posting cash receipts, making journal entries, and monitoring account balances are available. The user can record checks produced manually or print checks using the application. Many financial reports are available, as well as printing on customized forms such as check stock and 1099s. The application provides a Positive Pay Export feature which can be used in conjunction with your bank to inhibit unauthorized checks from affecting your checking accounts. Finance features are:

- Ability to copy funds to historical file at year-end
- Ability to “inactivate” an account on the general ledger
- Ability to preview and reprint checks
- Archiving of multiple years of general ledger accounts and transactions
- Automatic assignment of vendor and/or cash receipt numbers
- Bank reconciliation that extracts cash receipts and check transactions
- Generation of a 1099 Work File for 1099 processing and customization of 1099 forms
- Inquiries for PO transactions by vendor and check transactions by vendor
- Option to automatically generate benefit accounts with creation of salary account
- System-forced balanced journal entries
- User-defined bank account groups, cash objects, and investment objects
- Validation of total debits and credits by fund on journal entry screen

Finance Reports:

- Aged Purchase Orders
- Outstanding Credit Memo Listing
- Outstanding Purchase Orders
- Purchase Order History
- Vendor Labels
- Vendor List

- Vendor W9 Reference Listing
- 1099 Report and 1099-Misc Form

Summary/Miscellaneous Reports

- Budget Status Summaries by Organization and Program Intent
- Cash Position by Bank Account
- Chart of Accounts
- Report by Sub-Object within Organization
- Revenue and Expenditure Worksheet
- Summary General Ledger
- Trial Balance and Working Trial Balance
- Current Year Amendment and Amended Budget Reports

The TxEIS PEIMS application provides programs to extract the appropriate data for each PEIMS submission from the TxEIS Business system. These programs are reviewed and modified annually, per the published PEIMS Data Standards, to ensure that the data extracted from the district database is as accurate as possible. The extracts provide some of the edits as defined in the PEIMS Data Standards, and in some cases convert the local codes to the state-mandated code values. Since extracted records may contain information that is incomplete or inaccurate, TxEIS PEIMS provides the data maintenance functions needed to correct the data saved in the district database. The maintenance functions also provide many of the edits defined in the PEIMS Data Standards to help ensure that the data being entered will be accepted by the TEA editor. TxEIS PEIMS provides reports for each record type. In addition, a utility is provided that allows you to merge a TEA format file to the district database.

Student Attendance Accounting

The student attendance accounting software must enable the proposed charter school to comply with the requirements discussed in the Student Attendance Accounting Handbook. For further information, refer to <http://www.tea.state.tx.us/index2.aspx?id=7739&menu id=645&menu id2=789>.

w) Identify the student attendance accounting software (i.e., the complete name of the software application and the software version) that the proposed charter school will use, and discuss the software's ability to produce the required reports and track student-related data required in PEIMS.

w) The Pro-Vision Academy will use TxEIS (The Enterprise Information System for Texas Schools) as its student attendance accounting software. The TxEIS Student system includes the following features:

- PEIMS-compliant for reporting required data to the Texas Education Agency

- Ability to extract student data for all PEIMS submissions
- A real-time relational database
- Data access using Open Database Connectivity compliant software
- Update and read-only security at the control of the district
- User-created reports

The Attendance application incorporates the specific regulations that apply to attendance while allowing each district the flexibility to implement various operational philosophies and methodologies. The application gives you the capability to specify an official attendance accounting period and maintain as many of the other attendance periods as required by local policy. There are many report templates for the Attendance application and schools have the ability to create attendance reports as needed.

The TxEIS PEIMS application provides programs to extract the appropriate data for each PEIMS submission from the TxEIS Student system. These programs are reviewed and modified annually, per the published PEIMS Data Standards, to ensure that the data extracted to the district database is as accurate as possible. The extracts provide some of the edits as defined in the PEIMS Data Standards, and in some cases convert the local codes to the state-mandated code values. Since extracted records may contain information that is incomplete or inaccurate, TxEIS PEIMS provides the data maintenance functions needed to correct the data saved in the district database. The maintenance functions also provide many of the edits defined in the PEIMS Data Standards to help ensure that the data being entered will be accepted by the TEA editor. TxEIS PEIMS provides reports for each record type. In addition, a utility is provided that allows you to merge a TEA format file to the district database.

Reports that are available for student related data are:

- TxEIS Discipline is designed to enable users to maintain information on student behavioral infractions and actions taken by school district personnel in response to those infractions. It keeps track of this data over multiple school years.
- TxEIS Grade Reporting features complete grade reporting functions for both elementary and secondary campuses. The application provides for the traditional two-semester/six weeks, as well as the two-semester/nine-week and four-semester/nine-week concepts.
- TxEIS Registration serves as the core application from which other Student applications draw student demographic information. By enrolling a student through Registration, users are assured that identical information will be available to the other TxEIS Student applications.

- TxEIS Scheduling allows you to create courses, instructors, and sections from the current year master schedule or create new information in the next year master schedule. This application provides campuses the flexibility to use various scheduling concepts, including two-semester, four-semester, alternating block, and team teaching.
- TxEIS Special Education is designed to maintain information on students receiving special education services. It was designed from the beginning with consideration for the many state and federal guidelines for special education.
- TxEIS SHARE provides schools with the ability to maintain health records for everything from immunizations to accidents. Records can be maintained for students as well as for staff. The SHARE application gives schools the tools required to manage school health data in an efficient and cost-effective manner, while collecting the required data to meet the Texas Department of State Health Services reporting guidelines.
- TxEIS Test Scores is an application within the TxEIS Student system. It allows schools to maintain student test score information throughout the year, including TAKS, SDAA II, TELPAS, PSAT, SAT, and ACT. The test score data is maintained over time, so test information from previous years remains available.

Facility Management

x) Provide the physical address of the facility to be used by the proposed charter school and describe the facility.

x) The physical address for The Pro-Vision Academy is:
4590 Wilmington
Houston, Texas 77051

At this physical address is the one story brick building which Pro-Vision, Inc. and Pro-Vision Educational Services, Inc. operates, currently, as a Houston Independent School District external charter school. It includes 22,500 square feet of administrative and classroom space, a student library, multipurpose room, and kitchen area. The school resides on 21 acres of land and includes a football field, basketball courts, community garden, and an archery range. The school was built, as new construction, in 2008.

y) Describe how the facility is currently used or how it was used in the past.

y) The current facility is used as an external charter school. It was built, as a school, in 2008.

z) Explain why the site will be a suitable facility for the proposed charter school.

z) This site is a suitable facility as it was built as a school in 2008. It meets all city and county codes for educational purposes.

aa) Discuss plans to ensure that school facilities are accessible to disabled persons.

aa) The current location was built in 2008. It meets all state and city requirements for accessibility for disabled persons.

bb) Discuss the necessity of renovating and/or repairing the facility to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Identify the dollar amounts of any renovations and repairs.

bb) There are no necessary renovations or repairs to ready the building for school operations.

cc) Submit as Attachment Q the certificate of occupancy or equivalent certificate showing that the facility is appropriate for school use that has been issued by the appropriate governing entity (i.e. local, county, or state authority having justification for the facility.) If a certificate of occupancy is not yet available, so state and provide an assurance that a certificate of occupancy will be obtained and submitted to TEA before serving children.

cc) See Attachment Q: Certificate of Occupancy

dd) Discuss any progress, partnership developments or future steps towards the acquisition of a facility and/or land.

dd) There are no plans at this time for acquisition of land or another facility.

ee) Submit, as Attachment R, a copy of the negotiated lease agreement(s), deed(s) to property, earnest money contract, or purchase agreement(s), as applicable. If none of these documents are available on the date that the application is submitted, include a letter of agreement or understanding outlining the terms negotiated to date or a statement that no lease, deed to property, or purchase agreement has been negotiated. Any agreements or statements submitted must be signed by all parties involved in the transaction. If a location has not been identified, a statement noting this should be included.

ee) See Attachment R: Copy of the lease agreement

ff) Identify the individuals who negotiated the lease or purchase of the facility on behalf of the lessor or seller and the sponsoring entity. Note any relationship or business affiliations between the individuals identified above.

ff) Steve Fyke negotiated the lease of the facility on behalf of Pro-Vision Educational Services, Inc. Mr. Fyke has been employed by both Pro-Vision, Inc. and Pro-Vision Educational Services, Inc.. Mr. William Bown negotiated the lease on behalf of "Pro-Vision, Inc.", the lessor.

gg) Identify all other organizations or individuals that will be using the facility in addition to the proposed charter school.

gg) Pro-Vision, Inc., owner of the building, will operate their Manhood Development Academy and Job Enterprises Academy. Pro-Vision Educational Services, Inc. will lease the school space from Pro-Vision, Inc.

Transportation and Food Service

hh) Describe provisions for transportation for students served by the charter school. Pursuant to federal law, the school must provide transportation to students eligible for special education and related services as required by their Individualized Education Program (IEP).

hh) The Pro-Vision Academy plans to use an independent vendor to provide transportation services for students. At this time, Pro-Vision Academy has not identified a transportation service. The Pro-Vision Academy understands that transportation must be provided to students eligible for special education and related services as required by their Individualized Education Program (IEP).

ii) Describe provisions for food service, if any, for students served by the charter school, including plans for free or reduced lunch and breakfast programs. If 10% of the students qualify for free or reduced breakfast, the school is required by Texas Education Code 33.901 to provide a breakfast program for those students. For additional information, refer to <http://www.squaremeals.org>.

ii) The Pro-Vision Academy will participate in the National School Lunch Program. Breakfast will be provided as well. Although Pro-Vision has a kitchen available on site, they will have meals catered from an outside vendor for the first year of operation. The decision to operate the kitchen and discontinue with a catering vendor will be researched after the first year of operation.

12. Attachments

All attachments should be clearly referenced, numbered, and ordered exactly as indicated on the Application Checklist on page 24 of this RFA.

13. Assurance Documents and Required Campaign Contribution Form (Reviewed by TEA)

The following five required forms should be completed, signed in BLUE ink, assembled in the order indicated below, and placed behind Attachment R:

- 1. Special Education Assurances and Development of Policies and Procedures**
- 2. Bilingual Education/ESL, Section 504, and Dyslexia Assurances**
- 3. General Application of Assurances for Federal Programs**
- 4. Special Assurances Document**
- 5. State Board of Education Disclosure of Campaign Contribution form**

All five forms are to be signed by the chair of the sponsoring entity and submitted as part of the application.

The electronic version of each form can be found at <http://www.tea.state.tx.us/index.aspx?id=3475>

Applications without all completed forms will be deemed incomplete.

Attachment A: Published Notice of Public Hearing

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

COUNTY OF HARRIS:

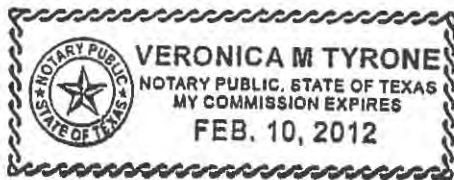
Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared, the Newspaper Representative at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas, and generally circulated in the Counties of: HARRIS, TRINTY, WALKER, GRIMES, POLK, SAN JACINTO, WASHINGTON, MONTGOMERY, LIBERTY, AUSTIN, WALLER, CHAMBERS, COLORADO, BRAZORIA, FORT BEND, GALVESTON, WHARTON, JACKSON, and MATAGORDA and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

PRO-VISION EDUCATIONAL SERVI	24650215	48237221
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SIZE BEING: 1 X 34 L		
product	date	class
hc	Dec 2 2010	1245.0
		page
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Pat McKett

NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this the 2nd Day of December A.D. 2010



Veronica M Tyrone

Notary Public in and for the State of Texas

Public Hearing Notice

Pro-Vision Educational Services, Inc. will submit application in February 2011 to establish The Pro-Vision School as an open-enrollment charter school under Texas State Board of Education guidelines for the school year beginning fall 2012. The school will be governed by a Board presently consisting of Roynell Young, Alan Hassenflu, Ronald Smith and Ira Weizel. A public hearing will be held December 8, 2010 at 6:00 p.m. to discuss public views and address questions related to the application.

Public Hearing**Location:**

Pro-Vision Cafetorium
4590 Wilmington
Houston, Texas 77051

Contact:

Steve Fyke
(713)748-0030
(713) 748-0037 (Fax)

Attachment B: Synopsis of Public Hearing

Attachment B

A synopsis of the public hearing held to discuss the proposed charter school plan. The synopsis must identify presenters, provide summary of their comments, and a list of questions from participants with responses provided by the presenters. Do not include slides of the presentation or a transcript of the proceedings.

The mandatory public hearing was held on December 8, 2010 at 6:00 PM in the Multipurpose Room at Pro-Vision located 4590 Wilmington, Houston, Texas. Pro-Vision is currently operating at an external charter school under the Houston Independent School District and has operated as an external charter school since 1995.

Presenter:

Roynell Young, Founder of Pro-Vision

Summary of Mr. Young's presentation:

Mr. Young opened the meeting announcing that the Board of Directors of Pro-Vision Educational Services, Inc. planned to make application to the Texas Education Agency to become a 16th generation state charter school. He explained to the audience the Board had considered this move in 1997, however, in consultation with Dr. Ron Paige, Superintendent of Houston Independent School District, it was agreed upon that the organization was not ready for independent status. He further explained the idea was again explored in 2003 and decisions were made not to move forward as the organization did not have the proper infrastructure in place for a successful transition. Mr. Young then announced that Pro-Vision had been affiliated with the Houston Independent School District since 1990 and became an external charter school with the District in 1995. He continued to explain the organization is now in their new building, purchased additional property with expansion in mind, has an established comprehensive educational program for severely at-risk youth, and now has the infrastructure and knowledge to move forward to make application to become a state charter school. Mr. Young reflected upon the school's relationship with Dr. Ron Paige and the fact that Pro-Vision is the first single-gender school in HISD and, in fact, in the state of Texas. The move from being an external charter school to a state charter school would allow Pro-Vision to offer a similar program for girls in the community that are considered at-risk for failure in school and failure in life. The goal of Pro-Vision is to provide a comprehensive safety net for students who live in communities of greatest need in the greater Houston area. By becoming a state charter school, Pro-Vision will benefit from enhancements such as transportation, increased counseling and services to students with special needs, and increased college readiness activities.

Questions/comments from audience:

1. With enhancements will you offer a golf program?

Response from Mr. Young: Enhancements must give our young people every opportunity necessary to succeed in life. Our kids need “exposure” to build efficacy and confidence. Pro-Vision embraces sports and consideration to a golf program will be reviewed.

2. What about PTO?

Response from Mr. Young: We currently have an informal group. Our parents are a central role in the success of the school and everything we do. Our goal is to “ramp that up”. We want to enlist your help and that can begin now.

3. What is the 16th generation charter school? Does open-enrollment mean you take girls?

Response from Mr. Young: We will be looking at programs for girls in our long range strategic planning over the next 3 – 5 years. (The Mom articulated that she was scared for her 3rd grade daughter and the community that they are living in. She wants her daughter to get the quality that her son receives at Pro-Vision.) A 16th generation charter school means that the state has been operating charter schools for 15 years and is about to approve the 16th set of applications. If we get approved to be a charter school, we will be known as a “16th generation” charter school.

4. Do you need letters of support for this? Do you have a letter of support from Alma Allen? Do you have a letter of support from Representative Miles?

Response from Mr. Young: We do have some letters of support and any other letters would be very helpful. We look forward to serving the children in communities of greatest need in a more profound way.

5. Dr. Robert Austin asked to be recognized and came forward to speak at the podium:

Dr. Austin began by telling the audience he had made a career of serving poor children in Houston as a pediatrician. He began volunteering at Pro-Vision two years ago and spends weekly sessions with the 9th grade boys talking about health and safety. Since he has come to know the leadership of the school and the students, he has come to know its importance to this community. It has been a major asset to HISD and now is ready to move to the next level. He related that in all of his 46 years as a pediatrician, his experiences in the 9th grade classes is the best he has ever had. He asked everyone in the room to support this school and its commitment to become a state charter school.

6. Ms. Alma Allen asked to be recognized for comment:

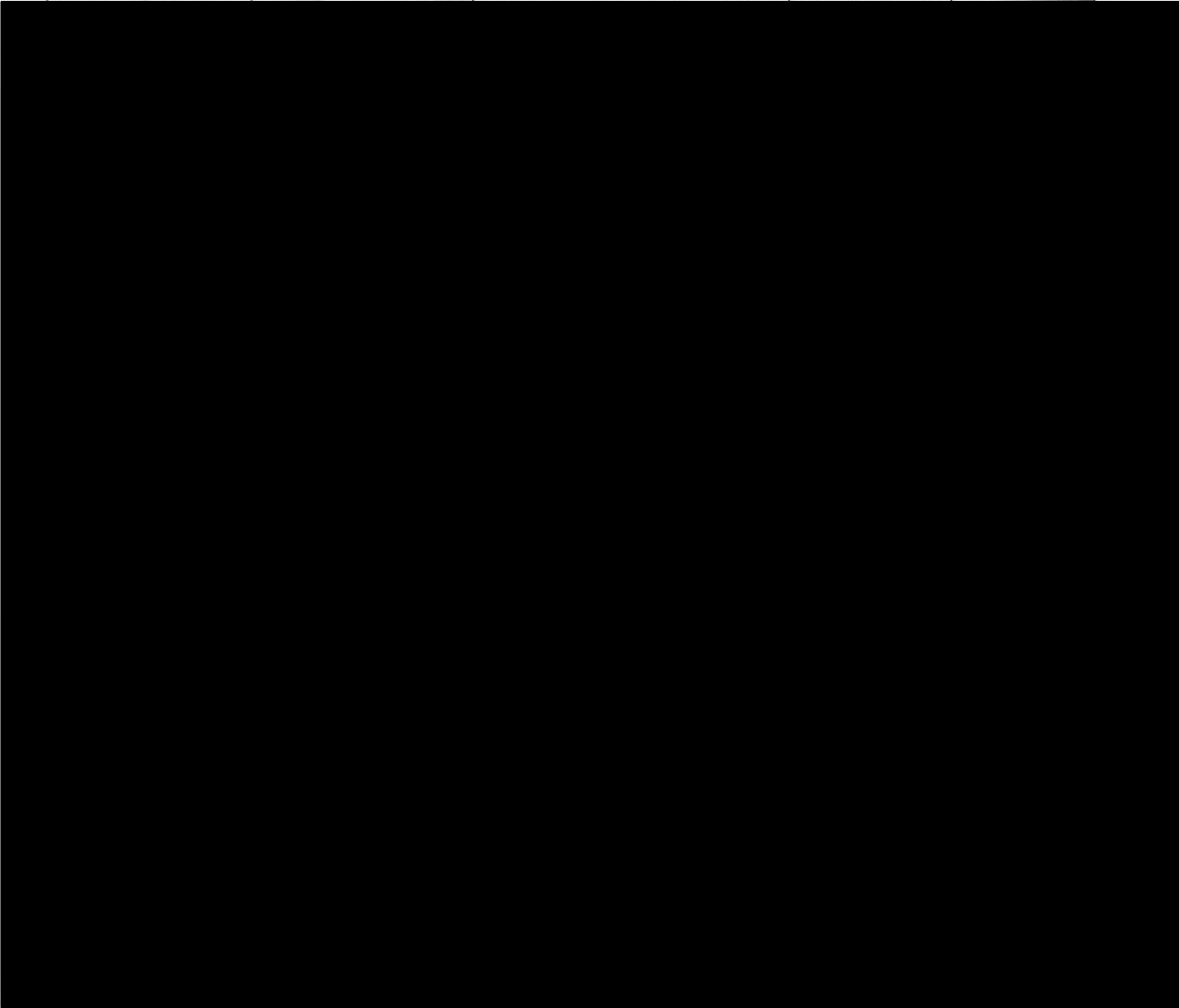
Ms. Allen introduced herself as a state Representative from District 131. She asked everyone to be patient with this process to move an existing school to become a state operated charter school. She spoke of the upcoming Legislative session beginning in January 2011 and the possibility of passing legislation that would allow more "slots" for charters than the existing 215 slots. She encouraged everyone in the room to get involved, to vote, and support Pro-Vision in its efforts to become a state charter school.

There were no further questions or comments and the public meeting was concluded.



State Board of Education Open Enrollment Public Hearing Sign in

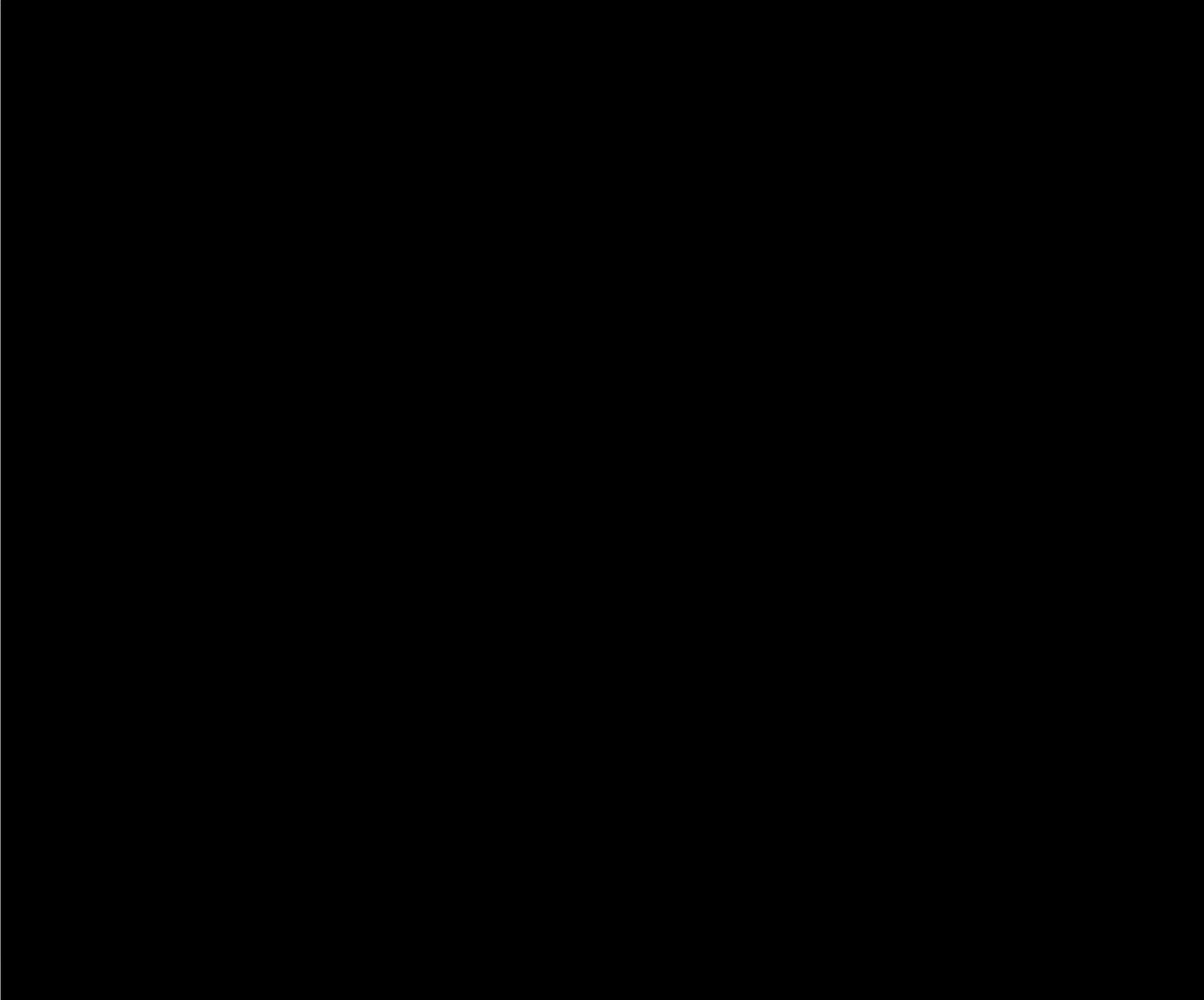
Name	Organization	Email	Community Affiliated? (Yes/No)	Board Affiliated? (Yes/No)
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State Board of Education Open Enrollment Public Hearing Sign in

Name	Organization	Email	Community Affiliated? (Yes/No)	Board Affiliated? (Yes/No)
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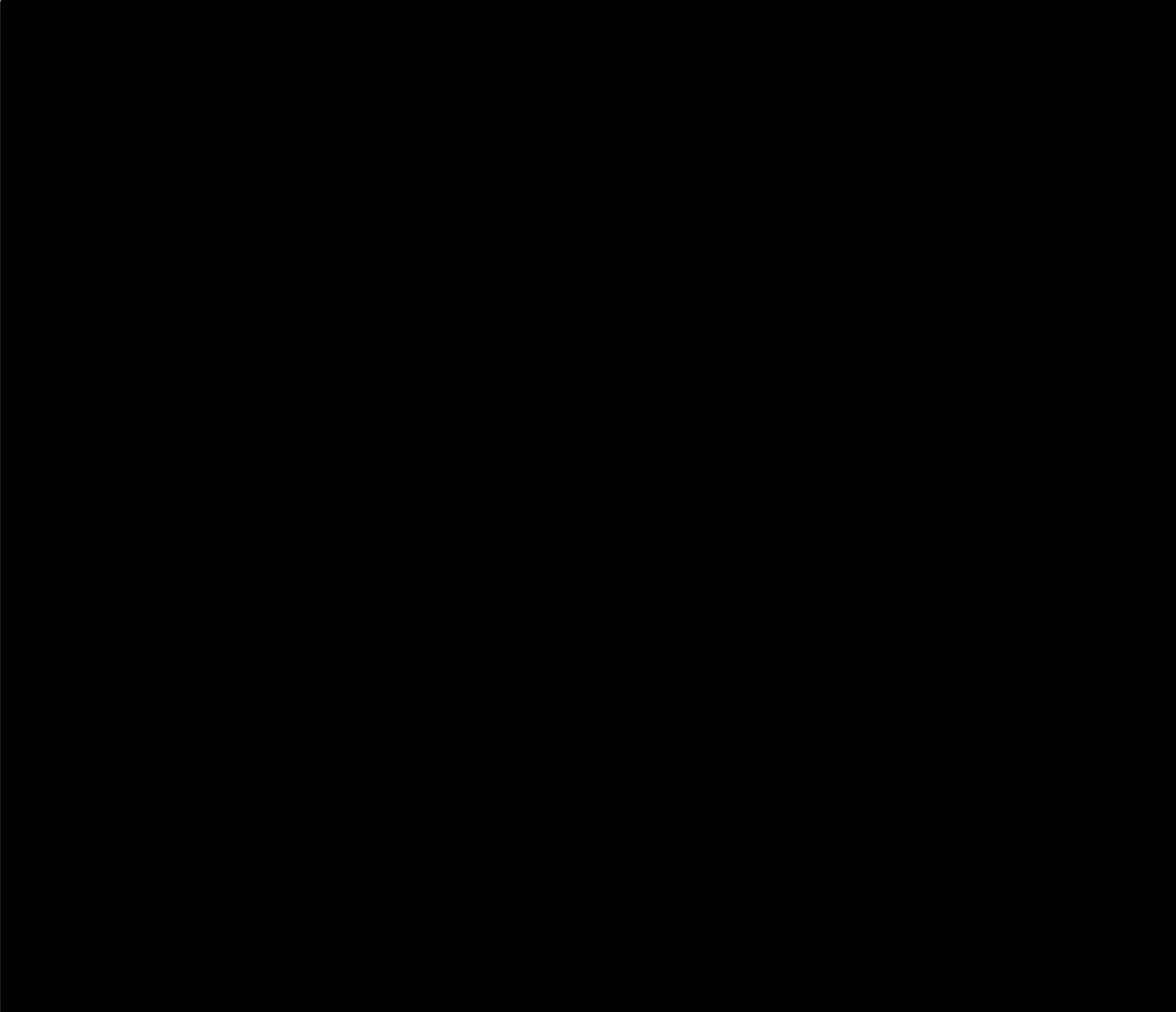


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State Board of Education
Open Enrollment Public
Hearing Sign in

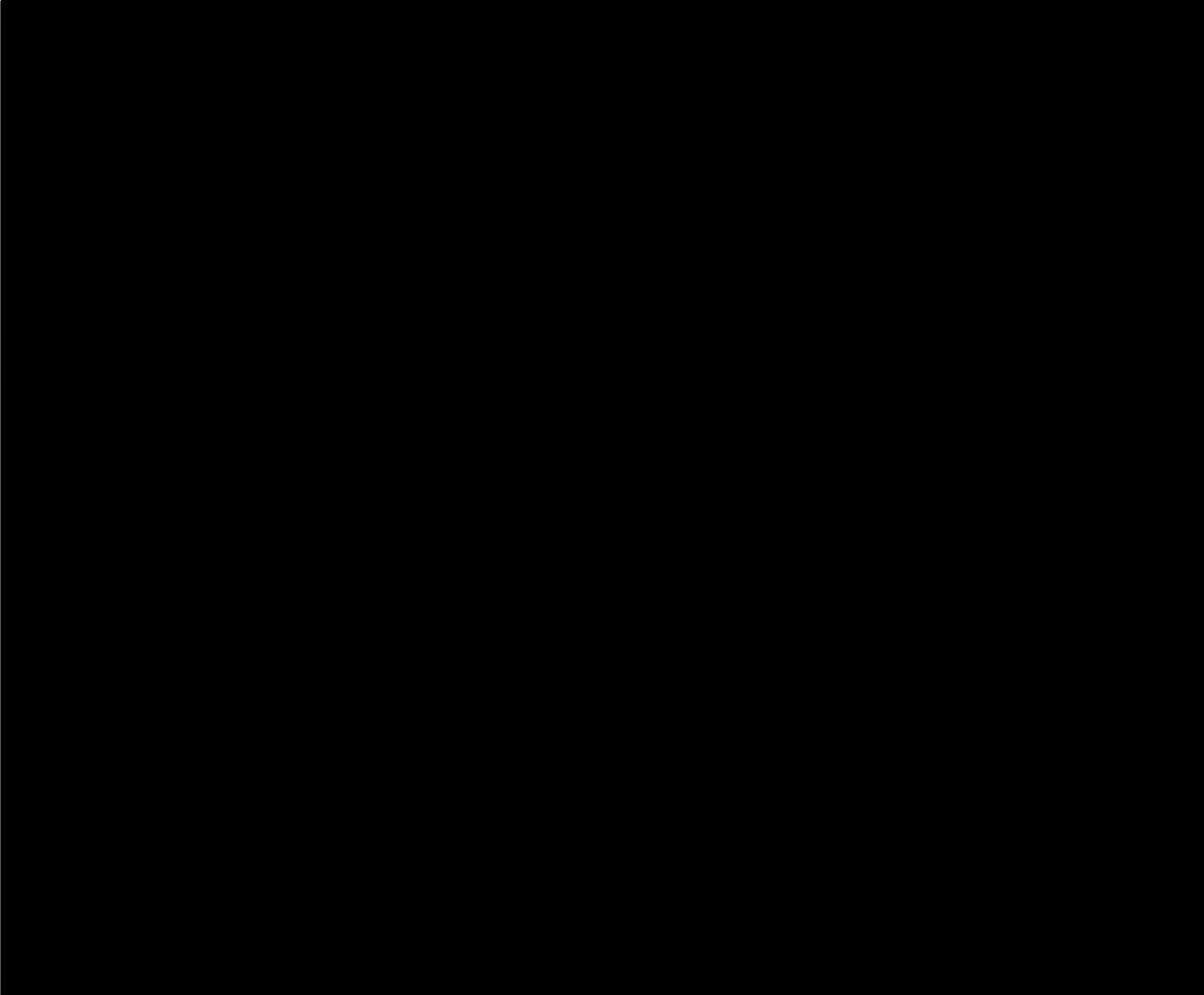
Name	Organization	Email	Community Affiliated? (Yes/No)	Board Affiliated? (Yes/No)
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State Board of Education Open Enrollment Public Hearing Sign in

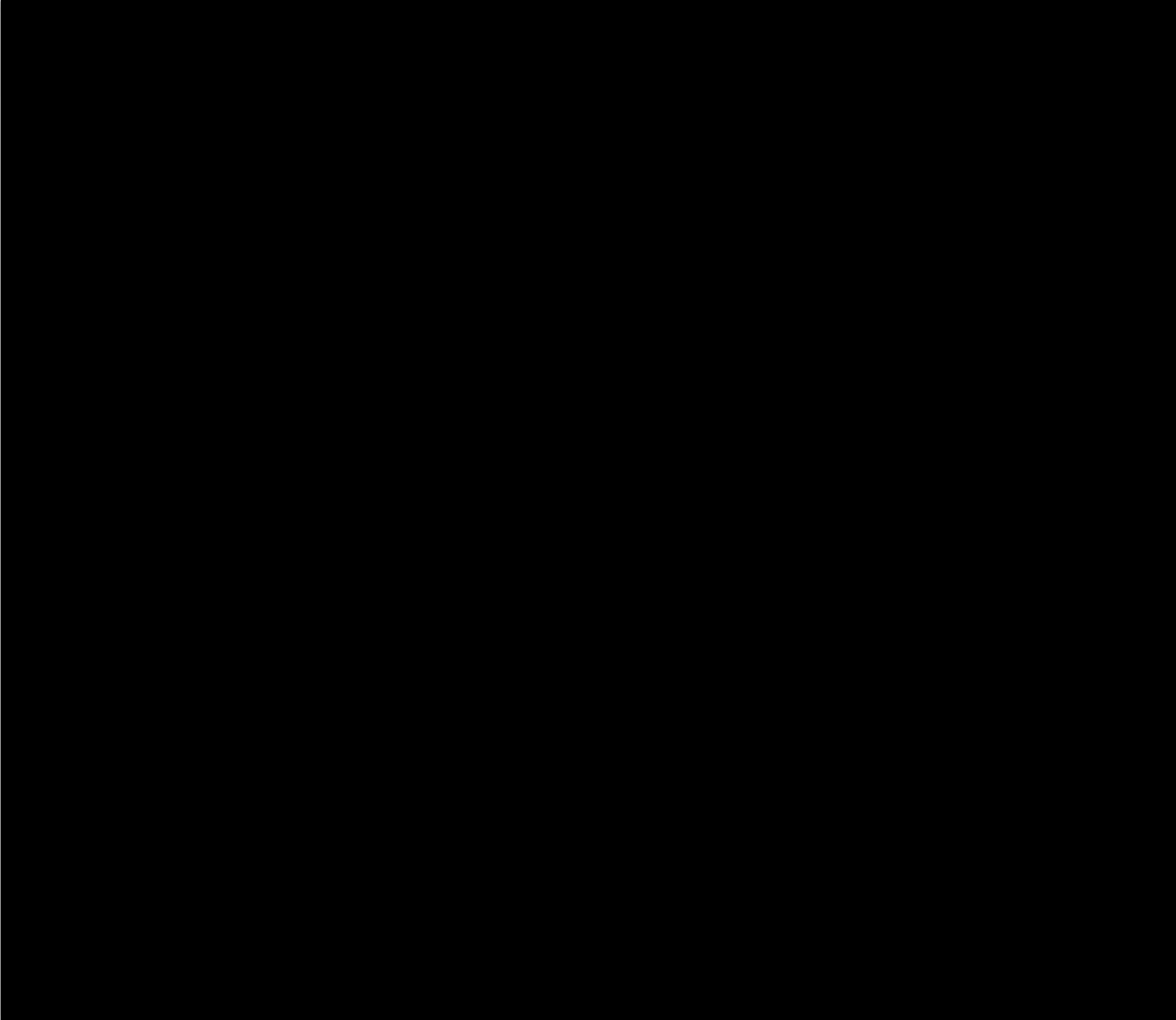
Name	Organization	Email	Community Affiliated? (Yes/No)	Board Affiliated? (Yes/No)
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State Board of Education Open Enrollment Public Hearing Sign in

Name	Organization	Email	Community Affiliated? (Yes/No)	Board Affiliated? (Yes/No)
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Attachment C: Signed Certified Mail Receipt Cards

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Academy of Accelerated Learning, Inc.
6025 Chimney Rock
Houston, Texas 77081

2. Article Number
(Transfer from service) **7011 1570 0001 1578 3788**

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Agent
 Addressee

B. Received by (Printed Name)
 C. Date of Delivery **1/9/12**

D. Is delivery address different from item 1?
 If YES, enter delivery address below:
 Yes
 No

3. Service Type
 Certified Mail
 Express Mail
 Registered
 Return Receipt for Merchandise
 Insured Mail
 C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

7011 1570 0001 1578 3795

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Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees \$	

Sent to
 Accelerated Intermediate Academy
 P.O. Box 20589
 Houston, Texas 77225-0589

Street, Apt. or PO Box No.
 City, State, ZIP+4

7011 1570 0001 1578 4464

**U.S. Postal Service™
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For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage \$	
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees \$	

Sent to
 Aldine ISD
 Mrs. Wanda Bamberg
 14910 Aldine Westfield Rd.
 Houston, TX 77032-3099

Street, Apt. No., or PO Box No.
 City, State, ZIP+4

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
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1. Article Addressed to:

Alief ISD
 Mr. H.D. Chambers
 4250 Cook Rd.
 Houston, TX 77072-1115

2. Article Number
(Transfer from service label) **7011 1570 0001 1578 4488**

COMPLETE THIS SECTION ON DELIVERY

A. Signature
 Agent
 Addressee

B. Received by (Printed Name)
 C. Date of Delivery **1-11-12**

D. Is delivery address different from item 1?
 If YES, enter delivery address below:
 Yes
 No

3. Service Type
 Certified Mail
 Express Mail
 Registered
 Return Receipt for Merchandise
 Insured Mail
 C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

112

SENDER: COMPLETE THIS SECTION

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- Print your name and address on the reverse so that we can return the card to you.
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1. Article Addressed to:

Alief Montessori Community School
 4214 H Street
 Houston, Tx 77072

2. Article Number

(Transfer from service label)

7011 1570 0001 1578 3801

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) E. Garcia

C. Date of Delivery 1-10-12

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

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- Print your name and address on the reverse so that we can return the card to you.
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1. Article Addressed to:

All Saints Academy
 8415 W. Bellfort Ste 200
 Houston, Texas 77071

2. Article Number

(Transfer from service label)

7011 1570 0001 1578 3825

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) [Signature]

C. Date of Delivery 2012 JAN 9

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Alphonso Cruthch's Life Support Center
 7115 Clarewood
 Houston, Texas 77036

2. Article Number

(Transfer from service label)

7011 1570 0001 1578 3832

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) V. B. [Signature]

C. Date of Delivery 12/9/11

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

113

7011 1570 0001 1578 3849

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Return Receipt Fee (Endorsement Required)			
Restricted Delivery Fee (Endorsement Required)			
Total Postage	\$		

American Academy of Excellence
P.O. Box 52877
Houston, Texas 77052

Sent To
Street, Apt. No. or PO Box No.
City, State, ZIP

PS Form 3800

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
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For delivery information visit our website at www.usps.com

OFFICIAL USE

Postage	\$		Postmark Here
Certified Fee			
Return Receipt Fee (Endorsement Required)			
Restricted Delivery Fee (Endorsement Required)			
Total Postage & Fees	\$		

Aristoi Classical Academy
21207 Ganton
Katy, Texas 77450

Sent To
Street, Apt. No. or PO Box
City, State

PS Form

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Amigos Por Vida-Friends For Life
5500 El Camino Del Ray
Houston, TX 77081

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
X khivere

B. Received by (Printed Name) C. Date of Delivery
 HOUSTON, TEXAS
 JAN 09 2012

D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7011 1570 0001 1578 3856
 PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

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- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Bay Area Charter School
P.O. Box 2126
League City, TX 77574

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
X Sabrina Davis

B. Received by (Printed Name) C. Date of Delivery
 Sabrina Davis
 JAN 12 2012

D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7011 1570 0001 1578 3870
 PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

114

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>[Signature]</i></p> <p>B. Received by (Printed Name) <i>Isha Mayes</i></p> <p>C. Date of Delivery <i>1/10/12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>Beatrice Mayes Institute Charter 5807 Calhoun Houston, TX 77021</p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label) 7011 1570 0001 1578 3887</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>	

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Postage	\$	
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees		\$

Benji's Special Education Academy
2903 Jensen Dr.
Houston, Texas 77026

7011 1570 0001 1578 3894

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>[Signature]</i></p> <p>B. Received by (Printed Name)</p> <p>C. Date of Delivery <i>1-10</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>Calvin Nelms Charter School 20625 Clay Road Katy, Texas 77449</p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label) 7011 1570 0001 1578 3900</p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>	

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Postage	
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fr	

Postmark Here

Sent To
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

Comquest Academy
 31089 Quinn Rd.
 Tomball, TX 77375

PS Form 3800, Aug

7011 1570 0001 1578 3917

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OFFICIAL USE

Postage	
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fr	

Postmark Here

Sent To
 Street, Apt. No. or PO Box No.
 City, State, Zi

Crossroads Community Ed Ctr
 6711 Bellfort
 Houston, TX 77087

PS Form 300

7011 1570 0001 1578 3924

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Cypress Fairbanks ISD
 Dr. Mark Henry
 10300 Jones Road
 Houston, TX 77065-4208

2. Article Number
 (Transfer from service label)

7011 1570 0001 1578 4495

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

- A. Signature *Cy-Fair ISD* Agent
Ben Cantelero Addressee
- X
- B. Received by (Printed Name)
- C. Date of Delivery
 1-9-12
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Draw Academy
 3920 Stoney Brook Dr.
 Houston, TX 77063

2. Article Number
 (Transfer from service label)

7011 1570 0001 1578 3931

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

- A. Signature *Mania Pluro* Agent
 Addressee
- B. Received by (Printed Name)
- C. Date of Delivery
 1-10-11
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

116

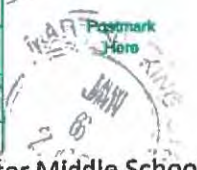
7011 1570 0001 1578 3955

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OFFICIAL USE

Postage	\$	
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage	\$	



Sent To
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

**Eastpark Prep Charter Middle School
 1306 Cowden Ct.
 Missouri City, TX 77489**

PS Form 3800, February 2004

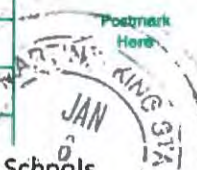
7011 1570 0001 1578 3948

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Postage	\$	
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage	\$	



Sent To
 Street, Apt. No., or PO Box No.
 City, State, ZIP+4

**East Texas Charter Schools
 3131 Drennanburg
 Katy, TX 77449**

PS Form 3800, February 2004

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

**Excel Academy
 1001 Preston, 9th Floor
 Houston, TX 77002**

2. Article Number (Transfer from service label) **7011 1570 0001 1578 3962**

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
Arthur Simpson

B. Received by (Printed Name) **ARTHUR SIMPSON** C. Date of Delivery

D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

**Faith-Fulfilling An Inter-Trust Healing
 P.O. 96303
 Houston, TX 77213**

2. Article Number (Transfer from service label) **7011 1570 0001 1578 3979**

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent Addressee
Arthur Simpson

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? Yes No
 If YES, enter delivery address below:

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes



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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

George I Sanchez Charter
6001 Gulf Freeway
Houston, TX 77023

2. Article Number
(Transfer from service label)

7011 1570 0001 1578 3986

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Amelia Quod* Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
- Registered Return Receipt for Merchandise
- Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Fort Bend ISD
Dr. Timothy Jenney
16431 Lexington Blvd.
Sugar Land, TX. 77479-2308

2. Article Number
(Transfer from service label)

7011 1570 0001 1578 4426

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Ker Brooks* Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
- Registered Return Receipt for Merchandise
- Insured Mail C.O.D.

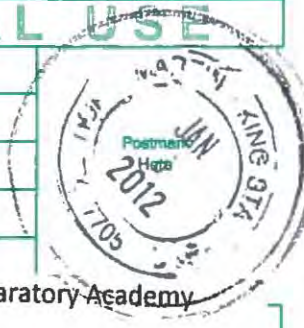
4. Restricted Delivery? (Extra Fee) Yes

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Postage	\$	
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage	\$	



Sent To
Girls & Boys Preparatory Academy
7615 Vickijohn
Houston, TX 77071

PS Form 3800

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Postage	\$	
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage	\$	



Sent To
Gulf Shores Academy
11300 South Post Oak #1
Houston, TX 77035

PS Form 3800

7011 1570 0001 1578 3993

7011 1570 0001 1578 4006

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to: Harmony School of Innovation 9321 W. Sam Houston Pkwy South Houston, TX 77099		B. Received by (Printed Name) C. Date of Delivery	
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
2. Article Number (Transfer from service label)		7011 1570 0001 1578 4037	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-1540	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to: Harmony School of Science-Houston 9321 W. Sam Houston Pkwy South Houston, TX 77099		B. Received by (Printed Name) C. Date of Delivery	
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
2. Article Number (Transfer from service label)		7011 1570 0001 1578 4044	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-1540	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to: Harmony Science Academy 9321 W. Sam Houston Pkwy South Houston, TX 77099		B. Received by (Printed Name) C. Date of Delivery	
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
2. Article Number (Transfer from service label)		7011 1570 0001 1578 4051	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-1540	

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SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee <i>[Signature]</i>	
1. Article Addressed to:		B. Received by (Printed Name) <i>B Lovet</i> C. Date of Delivery <i>1/10/12</i>	
Harmony School of Excellence 9321 W. Sam Houston Pkwy South Houston, TX 77099		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label) <u>7011 1570 0001 1578 4020</u>		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		Domestic Return Receipt 102595-02-M-1540	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee <i>[Signature]</i>	
1. Article Addressed to:		B. Received by (Printed Name) <i>[Signature]</i> C. Date of Delivery	
Hope-Helping Others Pursue Excellence P.O. Box 96303 Houston, TX 77213		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label) <u>7011 1570 0001 1578 4013</u>		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		Domestic Return Receipt 102595-02-M-1540	

7011 1570 0001 1578 4068

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Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

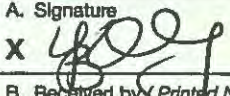

Sent to
Street, Apt. No., or PO Box No.
City, State, ZIP+4

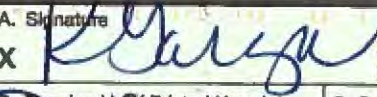
Houston Alternative Preparatory
Charter
17300 El Camino Real, Ste. 107A
Houston, TX 77058

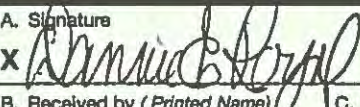

PS Form 3800, 1-07

Postmark Here

120

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) 	C. Date of Delivery 1-9-12
1. Article Addressed to: Houston Gateway Academy, Inc. 3400 Evergreen Dr. Houston, TX 77087	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label) <u>7011 1570 0001 1578 4075</u>		
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) R. Garza	C. Date of Delivery
1. Article Addressed to: Houston Heights High School 1125 Lawrence St Houston, TX 77008	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label) <u>7011 1570 0001 1578 4082</u>		
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) 	C. Date of Delivery
1. Article Addressed to: Houston Heights Learning Academy, Inc 902 W. 8 th St Houston, TX 77007	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label) <u>7011 1570 0001 1578 4099</u>		
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540		

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

KIPP, Inc. Charter
10711 KIPP Way
Houston, TX 77099

2. Article Number

(Transfer from service label)

7011 1570 0001 1578 4150

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Ilene Benzman* Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

ILENE BENZMAN

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

 Yes**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

KIPP Southeast Houston
10711 KIPP Way
Houston, TX 77099

2. Article Number

(Transfer from service label)

7011 1570 0001 1578 4143

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *Ilene Benzman* Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

ILENE BENZMAN

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

 Yes**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Koinonia Community Learning
Academy
3229 Hadley
Houston, TX 77004

2. Article Number

(Transfer from service label)

7011 1570 0001 1578 4167

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X *L. Molina* Agent
 Addressee

B. Received by (Printed Name)

C. Date of Delivery

L. Molina

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

 Yes

123

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

OFFICIAL USE

7011 1570 0001 1578 4174

Postage	\$	
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage * ---		

Postmark Here

Sent to
 Street, Apt. No. or PO Box No.
 City, State, ZIP

PS Form 3800

La Amistad Love & Learning Academy
 6600 Stanford Rd.
 Houston, TX 77096

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Love-Life's Outreach Vocational Ctr.
 P.O. Box 96303
 Houston, TX 77213

COMPLETE THIS SECTION ON DELIVERY

A. Signature *Talmarie Shayer* Agent
 Addressee

B. Received by (Printed Name) *Talmarie Shayer* C. Date of Delivery

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

JAN 13 2012
 HOUSTON TX 77013

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7011 1570 0001 1578 4174

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Medical Center Charter School
 1920 N. Braeswood
 Houston, TX 77030

COMPLETE THIS SECTION ON DELIVERY

A. Signature *Melissa Kangas* Agent
 Addressee

B. Received by (Printed Name) *Melissa Kangas* C. Date of Delivery *1/10/12*

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7011 1570 0001 1578 4198

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

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SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>X <i>[Signature]</i></p> <p>B. Received by (Printed Name): <i>A. Jones</i> C. Date of Delivery: <i>JAN 10 2012</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>Pasadena ISD Mr. Kirk Lewis 1515 Cherrybrook Pasadena, TX 77502-4099</p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label) <u>7011 1570 0001 1578 4471</u></p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>	

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>X <i>[Signature]</i></p> <p>B. Received by (Printed Name): <i>Richard Amador</i> C. Date of Delivery: <i>1/9/12</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>Pearland ISD Dr. John Kelly 1928 N. Main Pearland, TX 77581-3306</p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label) <u>7011 1570 0001 1578 4433</u></p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>	

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>X <i>[Signature]</i></p> <p>B. Received by (Printed Name): <i>[Signature]</i> C. Date of Delivery: <i>[Signature]</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>
<p>1. Article Addressed to:</p> <p>POWER P.O. Box 96303 Houston, TX 77213</p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>
<p>2. Article Number (Transfer from service label) <u>7011 1570 0001 1578 4242</u></p>	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540</p>	

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
 The Varnett Public School
 P.O. Box 1457
 Houston, TX 77251

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
X Eugene W. ...
- B. Received by (Printed Name) *Eugene W. ...* C. Date of Delivery *7/8/12*
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7011 1570 0001 1578 4358

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
 Victory Prep
 6000 Heatherbrook Drive
 Houston, TX 77085

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
X Lisa Richards
- B. Received by (Printed Name) *Lisa Richards* C. Date of Delivery *1-10-12*
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7011 1570 0001 1578 4365

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
 Walipp-TSU Preparatory Academy
 5760 Cullen Blvd.
 Houston, TX 77021

COMPLETE THIS SECTION ON DELIVERY

- A. Signature Agent Addressee
X A. ...
- B. Received by (Printed Name) C. Date of Delivery *1/10/12*
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.
4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7011 1570 0001 1578 4389

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7011 1570 0001 1578 4372

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(Domestic Mail Only; No Insurance Coverage Provided)

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OFFICIAL USE

Postage	\$	
Certified Fee		
Return Receipt Fee (Endorsement Required)		
Restricted Delivery Fee (Endorsement Required)		
Total Postage & Fees	\$	

Sent To
 Street, Apt. No.,
 or PO Box No.
 City, State, ZIP+4

Postmark Here

Wa-set Preparatory Academy
 10835 Rockley Rd
 Houston, TX 77099-3405

PS Form 3800, August 2003

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Yes Prep Public Schools, Inc.
 353 Crenshaw
 Houston, TX 77034

2. Article Number
 (Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) Agent
 Addressee

C. Date of Delivery

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

7011 1570 0001 1578 4376

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Zoe Learning Academy
 6701 Cullen Blvd.
 Houston, TX 77021

2. Article Number
 (Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressee

B. Received by (Printed Name) Agent
 Addressee

C. Date of Delivery

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

7011 1570 0001 1578 4402

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Attachment D: Notarized Biographical Affidavits

**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity Pro-Vision Educational Services, Inc.

Full Name of Proposed Charter School The Pro-Vision Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Paula Stewman Arnold

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: Marriage

Maiden name (if female): Stewman

Other names used at any time: Paula Beth Stewman (before marriage)

3. Current home address: 1520 Tulane Houston, TX 77008

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 832-409-5575

5. Education: Dates, Names, Locations and Degrees

College: 1971 University of Houston: BA Sociology

Graduate Studies: 1979 University of Texas Health Science Center Houston, TX Master of Public Health

Others: _____

6. List membership(s) in professional societies and associations:

None

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7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

1999-2003-Paula Arnold and Associates, 1925 Greenwich Terrace, Houston, Texas 77019 - Sole Proprietor
2003-12/2010-Arnold and Langrand Communications, 1113 Vine St. #210, Houston, Texas 77002- General Partner
12/2010-present-Paula Arnold Associates, 1520 Tulane, Houston, Texas 77008-Sole Proprietor

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Paula Arnold Associates
Women Stadium Investors

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

Board of Directors for Pro-Vision Educational Services, Inc.

10. List all previous experience with any charter school management company including dates, management company, address and position held:

N/A

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Texas Real Estate License - 1992 approx. I began a new career and did not renew my license

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

N/A

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

N/A

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

N/A

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

N/A

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

N/A

135

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt: N/A

Date of each bankruptcy judgment: N/A

Description of the circumstances surrounding each bankruptcy:
N/A

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

N/A

Dated and signed this 13th day of February, 2012.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Paula Arnold
(Signature of Affiant)

VERIFICATION

State of Texas

County of Harris

On this day, Paula Arnold (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 13th day of February, 2012.

Brenda G. Mack
(Notary Public)

(SEAL)



My commission expires 10/31/12

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**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity Pro-Vision Educational Services, Inc.

Full Name of Proposed Charter School The Pro-Vision Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Ira Daniel Weizel

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: N/A

Maiden name (if female): N/A

Other names used at any time: N/A

3. Current home address: 17928 Country Walk Drive, Spring, TX 77379

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: None

5. Education: Dates, Names, Locations and Degrees

College: St. John's University, Jamaica, N.Y., Bachelor of Science - 1980

Graduate Studies: N/A

Others: University of Houston Law Center, Houston, Tx. Doctor of Jurisprudence 1988

6. List membership(s) in professional societies and associations:

American Bar Association
State Bar of Texas

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7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

Ireson & Weizel, PLLC
1225 North Loop West
Suite 1020
Houston, Texas 77008

Founding partner since 1992

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Ireson & Weizel, PLLC
50% Interest

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

Provision, Inc. - HISD Charter
Board Member since 1990

10. List all previous experience with any charter school management company including dates, management company, address and position held:

N/A

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Certified Public Accountant - 1982
State Bar of Texas - 1988

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

N/A

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

N/A

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

N/A

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

N/A

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

N/A

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17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt: N/A

Date of each bankruptcy judgment: N/A

Description of the circumstances surrounding each bankruptcy:
N/A


18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

N/A

Dated and signed this 15th day of February, 20 12
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.


(Signature of Affiant)

VERIFICATION

State of Texas

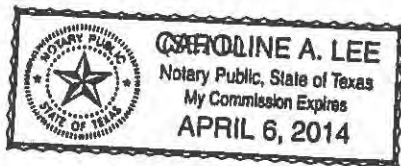
County of Harris

On this day, Ira Weizel (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 15 day of February, 20 12.


(Notary Public)

My commission expires 4/6/14



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**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity Provision Educational Services, Inc.

Full Name of Proposed Charter School Provision Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Paul Anthony Steets

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 3111 Plumb St. Houston, TX 77005

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 713-666-8879

5. Education: Dates, Names, Locations and Degrees

College: 9/74-6/75 Mount St. Mary's College Emmitsburg, MD; 9/75-6/77 University of South Florida Tampa, FL

Graduate Studies: N/A

Others: N/A

6. List membership(s) in professional societies and associations:

Texas Municipal Advisory Council

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7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

7/1/85 - Present The GMS Group 5075 Westheimer Houston, TX 77056 Branch Manager
4/1/06 - Present The GMS Group 5075 Westheimer Houston, TX 77056 Executive Vice President

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

The GMS Group (of which I am a principle) served as an underwriter for bonds issued by LaVernia Higher Ed. Corp on behalf of Kipp Inc.

10. List all previous experience with any charter school management company including dates, management company, address and position held:

None

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Financial Industry Regulatory Authority Municipal Securities Representative Series 52 Issued 11/21/1981
FINRA General Securities Registered Representative Series 7 Issued 7/16/1983
FINRA General Securities Sales Supervisor for Options and Municipal Securities Series 8 Issued 8/22/1986
FINRA State Uniform Securities Agent Series 63 Issued 11/10/1987
FINRA Municipal Securities Principal Series 24 Issued 10/1/1997

Texas Department of Insurance License No. 1250895 General Lines Agent Issued 10/27/03 Issued 10/1/1997 to Present

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

143

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 3RD day of FEBRUARY, 2012.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Paul A. Skets

(Signature of Affiant)

VERIFICATION

State of Texas

County of Harris

On this day, 3rd of February / Paul A. Skets (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 3rd day of February, 2012

Fern Centineo
(Notary Public)

My commission expires 3/14/2015



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**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity Pro-Vision Educational Services, Inc.

Full Name of Proposed Charter School Pro-Vision Charter School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) John Calvin Collier, Jr.

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 4024 Lanark Lane, Houston, TX 77025

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 713-669-8030

5. Education: Dates, Names, Locations and Degrees

College: University of Texas, fall 1961-Jan. 1966 BBA:

Graduate Studies: SMU-Perkins School of Theology, M.Div. 1968-1969; Rice University MA and abd 1979-1984

Others: Asbury Theological Seminary 1966-68

o. List membership(s) in professional societies and associations:

Texas Annual Conference United Methodist Church
Board of Directors, Rotary Club of West University
Board of Directors, PACT (Police and Clergy Team)
Board of Directors Pro-Salud
Board of Directors Emmaus Ministries

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7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

1969-1977 University of Tulsa Wesley Foundation Director
1977-1979 Associate Pastor Asbury United Methodist Church, Tulsa Oklahoma
1979-1982 Full Time Student, Rice University
1982-2006 Associate Pastor West University United Methodist Church 3611 University Blvd, Houston 77005
2006-2011 Caring Friends, Inc. Executive Director 4024 Lanark Lane, Houston 77025

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

NONE

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

cheerleader enthusiast for some, but no work related position and no connection to a board or official organization in any charter school.

10. List all previous experience with any charter school management company including dates, management company, address and position held:

NONE

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

NONE

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details]

Dated and signed this 17th day of January, 2012
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

John Collier
(Signature of Affiant)

VERIFICATION

State of TEXAS

County of HARRIS

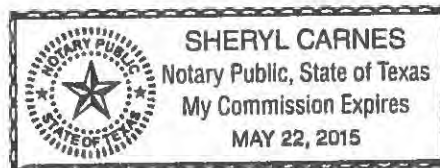
On this day, JOHN COLLIER (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 17th day of JAN, 2012.

Sheryl Carnes
(Notary Public)

(SEAL)

My commission expires _____



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**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing body of the sponsoring entity
- Member of the governing body of the charter school
- School officer: _____ (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity _____

Full Name of Proposed Charter School _____

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Sharon Washington

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: Marriage

Maiden name (if female): Washington

Other names used at any time: Sharon Washington-Perry

3. Current home address: 813 Delano St.

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

- Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 281.620.6913

5. Education: Dates, Names, Locations and Degrees

College: 1993; Columbia University; New York City, NY; BA

Graduate Studies: 2006; New School for Social Research; New York City, NY; MA, PhD.

Others: _____

6. List membership(s) in professional societies and associations:

None

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7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

2009-Current: Co-Founder, Our Public School; www.ourpublicschool.org
2005-Current: Founder and President, Anthropologi Educational Research & Development; anthropologi.org
2003-2005: Founder and Director, BLCC Tutoring, In-School Tutorial/Mentoring partnership with a local church and the University of Houston
Summer 2003, Visiting Scholar, Zapatista Autonomous School of Oventic, Chiapas, Mexico
2000, 2001: Visiting Scholar, Transregional Center of Democratic Studies, Cape Town, South Africa
1996-1999: Co-founder & Social Studies Teacher, The Learning Project One Middle School

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Anthropologi Educational Consulting, LLC
Our Public School, 501c3

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

None

10. List all previous experience with any charter school management company including dates, management company, address and position held:

None

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

New York State Teacher's License; 1996-1999; New York State; License expired and was not renewed because I moved out of New York

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

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17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 30th day of January, 2012.
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Sharon Washington
(Signature of Affiant)

VERIFICATION

State of Texas

County of Harris

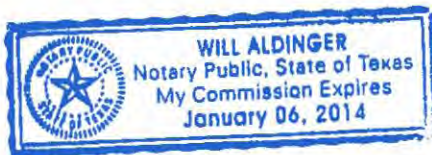
On this day, Sharon Washington (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 30th day of January, 20 12.

Will Aldinger
(Notary Public)

(SEAL)

My commission expires 1-6-14



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**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: Chief Executive Officer (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity Pro-Vision Educational Services, Inc.

Full Name of Proposed Charter School The Pro-Vision Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Roynell Young

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 11823 Beinhom Houston, TX 77065

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 281-890-7339

5. Education: Dates, Names, Locations and Degrees

College: 1980 Alcorn State University Lomeli, MS BS - General Studies

Graduate Studies: _____

Others: _____

6. List membership(s) in professional societies and associations:

American Leadership Forum Education (Class 2), National Association for Single Sex Public Education Advisory Board

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7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

1990-Present (Founder\Executive Director) Pro-Vision, Inc.

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Not Applicable

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

Pro-Vision, Inc.
4590 Wilmington St.
Houston, TX 77051
(Founder\Executive Director)

10. List all previous experience with any charter school management company including dates, management company, address and position held:

Not Applicable

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Independent Insurance Broker, Cetified NCI Instructor

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive. 66,000

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

155

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 6th day of February, 2012
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Handwritten Signature]
(Signature of Affiant)

VERIFICATION

State of Texas

County of Harris

On this day, Ronald Young (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 6th day of February, 2012.

[Handwritten Signature]
(Notary Public)

(SEAL)

My commission expires 1-10-15



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**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: Superintendent (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity Pro-Vision Educational Services, Inc.

Full Name of Proposed Charter School The Pro-Vision Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Carrie Dukes-Tate

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: marriage

Maiden name (if female): Carrie Dukes

Other names used at any time: Carrie Sanders

3. Current home address: 14223 Umber Cove Court

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 713-731-1884

5. Education: Dates, Names, Locations and Degrees

College: Prairie View A & M University Bachelor of Science (December, 1982)

Graduate Studies: _____

Others: Certified Generalist (4-8) and Special Education(EC-12)

6. List membership(s) in professional societies and associations:

Alpha Kappa Alpha Sorority, Inc., _____, Church Choir and _____

157

7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

1989- Present Pro-Vision, Inc. Teacher\Chief Administrator

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Not Applicable

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

Pro-Vision, Inc.
4590 Wilmington Street
Houston, Texas 77051
(Teacher\Chief Administrator

10. List all previous experience with any charter school management company including dates, management company, address and position held:

Not Applicable

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Personnel Administration Officer (United States Army (1st Lieutenant) Honorable Discharge, 1993, Licensed Child Care Administrator (State of Texas)

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive. 64,000

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

159

17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt: 1

Date of each bankruptcy judgment: December 2009

Description of the circumstances surrounding each bankruptcy:
financial challenges

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

Dated and signed this 6th day of February, 2012
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Carrie Tate
(Signature of Affiant)

VERIFICATION

State of Texas

County of Harris

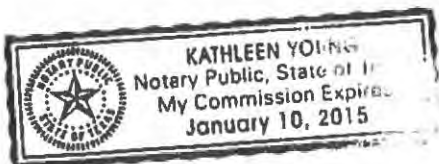
On this day, Carrie Dukes Tate (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 6th day of February, 2012.

Kathleen Young
(Notary Public)

(SEAL)

My commission expires 1-10-15



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**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: Principal (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity Pro-Vision Educational Services, Inc.

Full Name of Proposed Charter School The Pro-Vision Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Vaughn Fitzgerald Brock

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: None

3. Current home address: 9720 Debbie Lane, Houston, Texas 77038

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 713 524 3774

5. Education: Dates, Names, Locations and Degrees

College: 1998 - 2006, Texas Southern University, B. A. Speech Communications

Graduate Studies: _____

Others: _____

6. List membership(s) in professional societies and associations:

Disabled American Veterans

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7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

2006 - Present Pro-Vision, Inc 4590 Wilmington, Houston, Texas 77051	Principal/Teacher
2004 - 2006 Texas Southern University 3100 Cleburne, Houston, Texas 77004	Student
2000 - 2004 Republic Waste Services 444 Wilson Road, Humble Texas	Driver/Dispatch
1998 - 2000 Texas Southern University 3100 Cleburne, Houston, Texas 77004	Student

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

Not Applicable

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

Pro-Vision, Inc.
4590 Wilmington
Houston, TX 77051
(Teacher)

10. List all previous experience with any charter school management company including dates, management company, address and position held:

Not Applicable

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Texas Teachers' Certificate September 2006

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

Not Applicable

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive.

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

Not Applicable

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

Not Applicable

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

Not Applicable

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

Not Applicable

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17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt: Not Applicable

Date of each bankruptcy judgment: Not Applicable

Description of the circumstances surrounding each bankruptcy:
Not Applicable

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:
Not Applicable

Dated and signed this 2/6/12 day of February, 20 12
I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]
(Signature of Affiant)

VERIFICATION

State of Texas

County of Harris

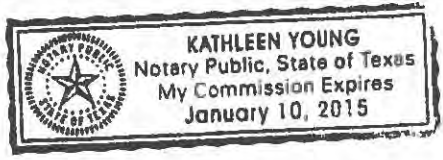
On this day, Vaughn Fitzgerald Brock (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 6th day of February, 20 12.

[Signature]
(Notary Public)

(SEAL)

My commission expires 1-10-15



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**Seventeenth Generation Open-Enrollment Charter Applicant Biographical Affidavit
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

Member of the governing body of the sponsoring entity

Member of the governing body of the charter school

School officer: Chief Financial Officer (State position as defined in TEC, §12.1012.)

Full Name of Sponsoring Entity Pro-Vision Educational Services, Inc.

Full Name of Proposed Charter School The Pro-Vision Academy

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Steven Thomas Fyke

2. Have you ever had your name changed or used another name? Yes No

If yes, give reason for the change: _____

Maiden name (if female): _____

Other names used at any time: _____

3. Current home address: 3920 Milton Houston, TX 77005

If you are a member of the governing body of the sponsoring entity and the sponsoring entity is an out-of-state organization, do you reside within 50 miles of the geographic boundary of the proposed charter school?

Yes No N/A (because I am not a member of the governing body of the sponsoring entity or the sponsoring entity is based in Texas).

4. Current home telephone number: 713/667-9569

5. Education: Dates, Names, Locations and Degrees

College: 1977 Texas A&M University College Station, TX B.B.A. Accounting

Graduate Studies: 1980 University of Houston at Clear Lake City Houston, TX M.S. Finance

Others: _____

6. List membership(s) in professional societies and associations:

None

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7. List complete employment record, including self-employment (up to and including present jobs, positions, directorates or officerships) for the past 10 years including dates, employers, addresses and positions held:

2004 - present: Pro-Vision, Inc. Business Manager/Chief Financial Officer Houston, TX
2002 - 2004: RTM Services Group, Inc. Vice-President, Accounting Houston, TX
1999 - 2002: Entergy Power Generation Corporation Director, Business Development Houston, TX

8. List all businesses or organizations of which you are a partner or in which you have a majority interest:

None

9. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held:

2004 - present: Pro-Vision, Inc. Business Manager/Chief Financial Officer Houston, TX

10. List all previous experience with any charter school management company including dates, management company, address and position held:

None

11. List any professional, occupational, or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. State date license was issued, issuer of license, date terminated, reasons for termination:

Certified Internal Auditor by the Institute of Internal Auditors 1983

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12. During the last 10 years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

Yes No

If yes, give details:

13. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

Yes No If so, please state the compensation you expect to receive. 48,000

Also explain any other compensation you expect to receive for service on the governing body of the sponsoring entity.

None

14. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

Yes No

If so, give details:

15. Will any relative(s) within the third degree of consanguinity or affinity (See definitions in Question 14 above.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

Yes No

If so, give details:

16. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

Yes No

If so, give details:

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17. Have you ever been adjudged bankrupt? Yes No If so, please provide the following information.

Number of times adjudged bankrupt:

[Empty box for number of times adjudged bankrupt]

Date of each bankruptcy judgment:

[Empty box for date of each bankruptcy judgment]

Description of the circumstances surrounding each bankruptcy:

[Empty box for description of circumstances surrounding each bankruptcy]

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

Yes No

If so, give details:

[Empty box for details if applicable]

Dated and signed this 6th day of February, 2012.

I hereby certify under penalty of perjury that I am acting on my own behalf and that the foregoing statements are true and correct to the best of my knowledge and belief.

Steven Thomas Fyke
(Signature of Affiant)

VERIFICATION

State of Texas

County of Harris

On this day, Steven Thomas Fyke (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 6th day of February, 2012.

Kathleen Young
(Notary Public)

(SEAL)

My commission expires 1-10-15



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Attachment E: 501(c)(3) Determination Letter from IRS

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **JAN 26 2012**

PRO VISION EDUCATIONAL SERVICES INC
4590 WILMINGTON
HOUSTON, TX 77051

Employer Identification Number:
20-5490040
DLN:
17053237344001
Contact Person: THOMAS C KOESTER ID# 31116
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
August 23, 2011
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

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Letter 947 (DO/CG)

PRO VISION EDUCATIONAL SERVICES INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lois G. Lerner".

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

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Attachment F: Articles of Incorporation

AUG 25 2006

**CERTIFICATE OF FORMATION
OF
PRO VISION EDUCATIONAL SERVICES, INC. Corporations Section**

The undersigned natural person of the age of eighteen (18) years of more, without regard to place of residence, domicile, or organization, acting as organizer of a corporation (hereinafter referred to as the "Corporation"), under the Texas Business Organization Code (hereinafter referred to as the "Code"), a non-profit corporation, does hereby adopt the following Articles of Incorporation for such Corporation.

ARTICLE ONE

The name of the Corporation is Pro Vision Educational Services, Inc.

ARTICLE TWO

The period of existence of the Corporation is perpetual.

ARTICLE THREE

The Corporation is a non-profit Corporation.

ARTICLE FOUR

This nonprofit Corporation is organized and operated for educational, scientific and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of the United States of America. The Corporation primary purpose is to provide educational services and support in a positive educational environment for students of all socioeconomic backgrounds.

The Corporation is expressly authorized to exercise all powers reasonably necessary to carry out its purposes provided that such powers shall be exercised in a manner consistent with its educational purpose.

The Corporation is expressly prohibited from engaging in any political activity proscribed by Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of the United States of America. The Corporation is free to associate and cooperate with other non-profit organizations which support organizations with similar educational and philanthropic purposes.

Upon the dissolution of the organization, any remaining assets shall be distributed for one or more exempt organizations within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purpose. Any such assets not disposed of by the county court of the county in which the principal office of the organization is then located, shall be distributed exclusively for such purposes or to such organization(s), as said

