

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

High School Equivalency Program (HEP) CFDA Number 84.141A

CFDA # 84.141A

PR/Award # S141A160018

Grants.gov Tracking#: GRANT12112931

OMB No. , Expiration Date:

Closing Date: Mar 07, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1242-Congregations Building Communities LOS.pdf, 1246-NLP Solutions LOS.pdf, 1241-Business Alliance LOS.pdf

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="03/07/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Cambridge Academies"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="36-4548494"/>	* c. Organizational DUNS: <input type="text" value="1482951450000"/>

d. Address:

* Street1: <input type="text" value="4120 Dale Rd. Suite J8-157"/>
Street2: <input type="text"/>
* City: <input type="text" value="Modesto"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="CA: California"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="95356-9239"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Geni"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Boyer"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Project Director"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="209.531.8167"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email: <input type="text" value="gboyer@cambridgeacademies.org"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.141

CFDA Title:

Migrant Education_High School Equivalency Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-010716-002

* Title:

Office of Elementary and Secondary Education (OESE): High School Equivalency Program (HEP) CFDA Number 84.141A

13. Competition Identification Number:

84-141A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Enterprise MIGRANT. Map. docx.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Enterprise Migrant Project: Participants will achieve HSE certification, will have opportunities for post-secondary education, increase ESL competency, workforce preparation and subsequent employment.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="474,537.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="474,537.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Enterprise Migrant Project

Migrant Camps in

San Joaquin and Stanislaus Counties

Northern San Joaquin Valley - California

Main Cities: Stockton & Modesto



ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Geni Boyer</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Cambridge Academies</p>	<p>DATE SUBMITTED</p> <p>03/07/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: Cambridge Academies

* Street 1: 4120 Dale Rd., Suite J8-157 Street 2: _____

* City: Modesto State: CA: California Zip: 95356

Congressional District, if known: 10

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Migrant Education_High School Equivalency Program CFDA Number, if applicable: 84.141
---	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix: Dr. * First Name: Geni Middle Name: _____

* Last Name: Boyer Suffix: _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix: Dr. * First Name: Geni Middle Name: _____

* Last Name: Boyer Suffix: _____

* Street 1: _____ Street 2: _____

* City: _____ State: _____ Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Geni Boyer

* Name: Prefix: Dr. * First Name: Geni Middle Name: _____
* Last Name: Boyer Suffix: _____

Title: Executive Director Telephone No.: 209.531.8167 Date: 03/07/2016

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA Provision 427.pdf

Add Attachment

Delete Attachment

View Attachment

Cambridge Academies – GEPA Provision 427

Cambridge Academies and all its programs does not discriminate against employees, students or clients on the basis of race, color, birth origin, gender, sexual orientation, marital status, disability or religion affiliation.

All materials will be developed in English and Spanish and translators will be available to communicate with individuals that speak other languages. In addition materials will be available in visual, auditory, sign and written language. All facilities are handicapped accessible.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Cambridge Academies	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Geni Middle Name:
* Last Name: Boyer	Suffix:
* Title: Executive Director	
* SIGNATURE: Geni Boyer	* DATE: 03/07/2016

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Enterprise Migrant Project ABSTRACT

Cambridge Academies, a non-profit 501(c)(3) corporation, located in Modesto, California, serves disadvantaged and at-risk individuals and families **in partnership** with businesses, non-profit, educational, government and faith-based organizations. The **Enterprise Migrant Project** will serve 60 residential farmworkers and their families per year at **3 sites** provided by **Modesto Junior College and partners** in two Northern California San Joaquin Valley Counties: **San Joaquin and Stanislaus**.

The three program goals, objectives, outcomes and activities **address documented needs** of local and regional migrant families: **GOAL 1:** Offer a basic literacy and job preparation program to project participants, which also includes a path to college certification and degrees in technology fields.

OUTCOMES: **1.** 70% of project participants complete their basic education and 80% have the preparation and support necessary to pursue vocational, career and employment goals. **2.** Instructors increase their skills and expertise, especially in STEM fields and serve students more effectively.

GOAL 2: Offer participants job readiness and job and/or business preparation opportunities.

OUTCOME 2.1: Participants increase their motivation to achieve educational, work and life goals and acquire the knowledge and receive support to start their small businesses, if they wish. **GOAL 3:**

Collaborate with state, federal and local educational agencies that serve migrant families to avoid duplication of services and to ensure alignment, and positive collective impact. **OUTCOME 3.1:**

Linkages among agencies and project partners will be solidified and families will benefit by having effective wrap-around comprehensive services. **PROJECT SERVICES:** Program staff and partners

will help participants achieve HSE certification and post-secondary education, increase ESL competency, workforce preparation and subsequent employment. Participants will also have the opportunity to learn basic computer skills and participate in tech camps (coding; app. development; Web design; &/or robotics) which will serve as motivators for students to explore careers in STEM fields. The project evaluator, WedED, will track and report the *Evidence of Promise* findings.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

1. NEED FOR AND SIGNIFICANCE OF PROJECT (15 points).

i. The magnitude of the need for the services. (3 points).



Cambridge Academies, a non-profit 501(c)(3) corporation, is dedicated to promoting, supporting and sustaining educational opportunities for disadvantaged and at-risk individuals and families in partnership with businesses, non-profit, educational, government and faith-based organizations. The **Enterprise Migrant Project** will serve 60 residential farmworkers and their families per year at **3 sites** provided by **Modesto Junior College and partners** in two Northern California San Joaquin Valley Counties: **San Joaquin and Stanislaus**. Program staff and partners will help participants achieve HSE certification and post-secondary education, increase ESL competency, workforce preparation and subsequent employment. Participants will also have the opportunity to learn basic computer skills and participate in tech camps (coding; app. development; Web design; &/or robotics) which will serve as motivators for students to explore careers in STEM fields.

Local Conditions: The Northern San Joaquin Valley is home to thousands of migrant seasonal workers who live in the poorest neighborhoods, whose children attend the lowest performing schools and also who have the greatest high school dropout rates in the state. **According to the 2010 U.S. census, the percent of persons categorized as earning at 200% below the poverty line in this target area is 57.36%.** Most farmworkers work seasonally at a single farm location no more than 50 miles from home. If both spouses don't work in the fields, generally one of them works seasonally at a cannery or other food processing facility. **Over 70% of migrant adult workers in California have not completed high school. In Stanislaus and San Joaquin Counties data points to 90% and the pattern is being repeated with their own children.**

Migrant Workers' Feedback: Focus group sessions pointed to their top challenge being the

heartache and family breakups brought about by their **disengaged out-of-school (dropout) children** who have little motivation to do any work, many join gangs, rebel against family traditions and end up in prison. Sad comments like the following were echoed by MANY migrant parents: *“We came to California for a better life for our children and here they become “strangers,” disrespectful, lazy and end up in jail. Why?” ... “I left my village to work in the fields because I want our children to study, learn to work and have a better life. Look at what they have become!”*

The Neighborhood: As research clearly points out, disconnection and detachment from the anchor institutions of school and work during the critical ages of 16-24, exact a high cost for these young people and for society. Because youth naturally seek connections and belonging, gangs are a great attraction if they drop out of school and have nothing to do while their parents are at work. Latino youth gangs and violent gang activities are a huge problem in the *Stockton/Modesto* area. The violent crime rate for the **city of Stockton** in 2014 was higher than the *national* violent crime rate average by 300.11% and *higher than the violent crime rate in California* by 265.88%. The property crime rate was higher than the national average by 79.21% and even exceeded the average property crime rate in California by 85.74%. Most criminal activity is associated with minority gangs, of which the Latino youth groups make up the highest percentage. It is impossible to ascertain the ratio of Latino youth gang members to their families’ migrant status, other than by hearing parent after parent share their painfully sad stories of early death of their children and jail. **What is relevant here is the environment these families have to live and raise their kids in and unless they get outside assistance, little will change for them. Program services will increase the education levels and preparation necessary enable participants to improve their employment levels.** The **Enterprise Migrant Project** will be a welcomed ticket to financial improvement.

ii. Focus on serving/addressing the needs of disadvantaged individuals. (4 points)

Research also shows that, on average, people never entirely recover from long spells of youth disconnection; instead they carry the scars of those lost years for the rest of their lives in the form of lower earnings, greater unemployment, and more contact with the criminal justice system.

A recent Human Development Study and Report, Measure of America, A Portrait of California 2014-2015, describes California in terms “**Five Californias**” – One Percent, Elite Enclave, Main Street, Struggling and Disenfranchised - and ascribes a 10-point Human Development Index score to different counties and communities within those Five Californias based on education, health, and jobs. **San Joaquin and Stanislaus Counties, with an Index that ranges between 3.2-4.1, belong in the STRUGGLING California category.** *Youth disconnection rates* reports

show that Stockton’s Latino *disconnected youth* is one of 2 cities that share the “distinction” of having the *highest percentage in the state* at 24.6%. **One in four Latino young people in the project’s target area are neither in school nor working.** This statistical data was corroborated by stories heard from our needs assessments groups. We learned that one or both migrant parents work long hours both in the fields and doing odd jobs in the off seasons while their younger kids go to public school and after school care. Once these youngsters enter high school, they are far less prone to going to after school care so they go an unsupervised home. Many have minimal study skills so they don’t do their homework, get further behind in school, and eventually they give up. **When the lure of independence and freedom outweighs the pain of daily embarrassment at school, they drop out.** Many lie to their parents about their choice and hang around the neighborhood instead. **Several parents reported** that they didn’t know for months that their kids had dropped out of high school. These teen dropouts take two paths: **1.** They join gangs and illegally obtain all the “things” their families can’t afford; **2.** They stay home for

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Enterprise Migrant Project – Cambridge Academies

years, play video games during their waking hours, sleep in, eat and go to parties, having little motivation to accomplish anything different in their lives.

Needs Addressed: Although the Enterprise Migrant Program will **focus on engaging *all qualifying family members***, with the help and support of our partners, we will pay **special attention to identifying, informing, and recruiting these disconnected and disengaged migrant young adults** and equipping them with the basic education, training, work ethic, mindset, habits and skills that will allow them to enter the workforce and change their legacies. It is a challenging task but our migrant families not only are seeking this support but the results and impact of the **Enterprise Migrant Project** will benefit the entire family.

Project Partnerships: **Our team of strategically significant partners, each with unique expertise and resources**, is committed to addressing identified needs and collaborating toward a collective positive impact on our participants' lives as well as on the community. The Migrant Regional Head Start program, Migrant Region 23, Congregations Building Communities and Catholic Charities will *specifically* assist with access, communication, identification and recruitment of migrant project participants while other partners will support other areas of the project as subsequently described. Other partners will support education and work preparation activities.

SUMMARY OF CRITICAL NEEDS:

NEED 1: Basic education and English language fluency for migrant workers/families.

NEED 2: Helping young adults develop goals, work ethic motivation and gain employed.

NEED 3: Coordination of services to avoid duplication of efforts and increase efficiency in the use of time, staff, and money.

iii. **Specific gaps or weaknesses in services, infrastructure, or opportunities (4 points)**

GAPS - ISSUES	Specific NEEDS	INTERVENTION	PARTNERS
No HS degree. Limited English skills	ESL, GED, High School Equivalency (HSE)	GED, HSE and ESL Instruction and Tutoring	Learning Quest
Lack of Vocational skills	Vocational / Post Secondary Education	Vocational training & STEM degrees career track	Modesto Junior College
Youth: No goals, present mindset (vs. future goals), no work ethic, no motivation	Career/Work goals, understanding of what it takes to succeed, work ethic & work competencies	Work soft skills, success mindset, career plans; employee coaching/ support once participants are employed	Enterprise RESTART
Limited computer skills	Basic computer skills, job preparation and access	Job preparation skills, computer training, connections to jobs	Stanislaus Workforce Alliance
Lack of work experience	Hands-on work experiences, apprenticeships & employment	Internships & coaching, employment, tuition reimbursement (Amazon)	Regional Distribution Centers; local businesses
<u>Young adults:</u> Lack of motivation, engagement no vision for the future	Engagement, introduction to careers in technology, training opportunities	Technology mentoring, internships, CODEX/other camps	Workforce Alliance, Data Path & MJC
Desire but lack of knowledge on how to start a family business	Skills, strategies & tools to start a family business	Entrepreneurial skills, help setting up and growing a small business	NLP Solutions
Recruitment of eligible participants	Access, Information, Recruitment, ID, Eligibility	Communication, recruitment, family engagement and support, community connections	Congregations Building Communities; Catholic Charities; Workers' Union
Specific preparation to work in regional major distribution centers located in the area	Preparation/Training to work with major distribution centers located in the area	Supply Chain and Logistics boot camp to prepare participants for jobs in the regional <i>Supply Chain and Logistics</i> industry (Amazon, CVS, Kohl's, Grainger, and Restoration Hardware)	Patterson Adult School District (<i>Located on the I-5 corridor that connects migrant camps in Stanislaus and San Joaquin Counties</i>)
Coordination of services to avoid of duplication of efforts, enrichment of current services	Information, recruitment, coordination of services, collaborative planning, wrap-around services to families	Coordinate efforts to identify and serve migrant families	Stanislaus County Migrant Head Start; San Joaquin County Migrant Region 23

iv. Magnitude of the results or outcomes likely to be attained. (4 points)

The **Enterprise Migrant Project** will serve 60 new participants per year and provide follow-up support/ interventions to existing participants so they achieve their education plans, employment and career goals. The project's **ULTIMATE OUTCOME** reflects the realization of dreams voiced by migrant parents and workers during our needs assessment focus groups: **Migrant and seasonal workers AND THEIR FAMILIES are happy and fulfilled in their work, career, family and life; rise above the poverty line; engage in community activities; and make positive contributions to society.**

2. QUALITY OF PROJECT DESIGN (20 points).

The vision of Cambridge Academies is to build on and enhance the current services offered to Migrant disadvantaged families in the Northern San Joaquin Valley by operating a cutting edge educational, job preparation and job placement program that results in increased educational achievement, careers in technology and economic advantages for Migrant families which get them closer to achieving their life goals and dreams. Classes and support services (coaching and financial) will be deployed throughout both counties close to where students live, utilizing the facilities provided by our college and business partners. A Web-based project hub will track/record project activities at all locations; student attendance, progress and assessment data; and be a communication tool among partners, staff and project director. **Periodic partner meetings** will ensure that all goals and objectives are being implemented according to plan.

i. Goals, objectives, and outcomes clearly specified and measurable. (4 points)

NEED 1: No HS education, limited English skills among Migrant workers and their families.

Goal 1: Offer a basic literacy and job preparation program to project participants-which also includes a path to college certification and degrees in technology fields.

OUTCOMES: **1** Participants complete their basic education and have the preparation and

support necessary to pursue vocational, career and employment goals. **2.** Instructors increase their skills and expertise, especially in STEM fields and serve students more effectively.

Objective 1.1: Enroll 60 qualified program participants each year as verified by project participation and attendance records. **OUTCOME:** *Migrant workers and their families have opportunities to increase their educational levels, be the first generation that attends college, pursue careers in STEM and eventually obtain high paying jobs in the technology fields.*

Objective 1.2: Seventy percent (70%) of program participants will successfully complete HSE certification each year of the grant as determined by final assessments. (GPRA Measure 1) **OUTCOME:** *Participants will have attained the basic requirements to either enlist in the military, go to college or obtain employment.*

Objective 1.3: Eighty (80%) percent of HSE recipients will enter postsecondary education or training programs, obtain or upgrade their employment or join the military each year of the grant as measured by registration forms and employment records. (GPRA Measure 2) **OUTCOME:** *Migrant participants will have developed the knowledge, skills and qualifications to attain their employment, military, vocational or career goals.*

Objective 1.4: All personnel involved in the project, including college instructors, will participate in yearly staff development sessions to increase their skills, content knowledge and expertise in working with migrant students and implementing project activities. **OUTCOME:** *All staff working with project students are highly trained and positively impact the educational path and outcomes of project students.*

NEED 2: Helping young adults develop goals, work ethic, motivation and gain employed. Parents wish to start their own home business but have no knowledge nor resources.

Goal 2: Offer participants job readiness and job and/or business preparation opportunities.

.....**OUTCOME:** Participants increase their motivation to achieve educational, work and life goals and acquire the knowledge and receive support to start their small businesses, if they wish.

Objective 2.1: Seventy percent (70%) of project participants will participate in and successfully complete the Enterprise RESTART personal/EQ (Emotional Quotient) development class and meet class expectations as measured by completed career plans, pre/post personal mindset response assessments, pre/post communication skills assessments, and job competencies assessments. **OUTCOME:** *Program participants have a positive outlook on their future, achieve their goals, exhibit strong work ethic and serve as role models for other members of the community.*

Objective 2.2: A Supply Chain and Logistics boot camp to help prepare the participants for jobs in the regional Supply Chain and Logistics industry will be offered yearly. **OUTCOME:** *Boot camp participants will be equipped and qualified for jobs in the Supply Chain and Logistics industry which includes employers such as Amazon, CVS, Kohls, Grainger, and Restoration Hardware, all with distribution centers located in Patterson-along the freeway corridor that connects migrant camps in San Joaquin and Stanislaus Counties.*

Objective 2.3: Two business development classes will be offered to project participants each year to inform and help them develop a vision for their own entrepreneurial small business. **OUTCOME:** *Participating families will understand what it takes to start a small business and will receive the tools, encouragement and support they need to start a small business, if they choose.*

Objective 2.4: Individualized support, coaching and financial assistance will be offered to project participants who enroll in apprenticeships, gain employment or who start a business as

documented by individual requests, coaching session notes and session evaluations. **OUTCOME:** *Each participant gains confidence and feels supported as he/she embarks on a new job, registers and participates in college classes or starts a business.*

NEED 3: Coordination of services to avoid duplication of efforts and increase efficiency in the use of time, staff, and money.

Goal 3: Collaborate with state, federal and local educational agencies that serve migrant families to avoid duplication of services and to ensure alignment, and positive collective impact.

Outcome: Linkages among agencies and project partners will be solidified and families will benefit by having effective wrap-around comprehensive services.

Objective 3.1: All project recruiters will be trained to utilize existing program and federally-adopted eligibility processes, forms and determinations in conjunction with the regional Migrant Education Office staff. **OUTCOME:** *To the extent possible, Enterprise Migrant Project staff will follow existing processes to identify, inform and recruit eligible participants in San Joaquin and Stanislaus Counties and will ensure that all participant records are complete and kept secure.*

Objective 3.2: An advisory team composed of representatives from educational agencies, non-profit and business and community partners will meet regularly to ensure alignment of efforts, and to provide input, feedback and guidance in the implementation of the Migrant Enterprise Project as documented by meeting agendas and minutes. **OUTCOME:** *The Enterprise Migrant Project partners communicate and work in alignment to implement project activities and achieve project outcomes.*

ii. Appropriate project design to meet the needs of the target population. (4 points)

Cambridge Academies' mission is to serve and give opportunities to disadvantaged individuals in rural and poor communities where services and opportunities are limited. Cambridge leaders have had great

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success implementing the evidence-based strategies and interventions outlined in this proposal, especially transformative *interventions targeting young unmotivated adults*, as Migrant parents have pleaded so desperately for. **Enterprise RESTART**, a neuro-linguistic programming (NLP) and EQ- (Emotional Quotient) development-based success program, was selected for inclusion in the proposal after evaluating the results of a pilot program for at risk individuals-many of whom were Latino young adults. At the conclusion of the program, 86% of class participants not only completed the program (versus 40% of a control group that did not receive services) but were either employed, in college or enrolled in vocational training. **All Enterprise Migrant Project activities, interventions and programs have been selected to address the specific need of our target clients.**

iii. Linkages with other appropriate agencies and organizations. (4 points)

This project is the result of planning sessions among education providers, employers and community non-profit agencies held by the *Stanislaus Jobs Cohort* members in November of 2015 who were looking for **solutions to increase the supply of trained and job-ready individuals to fill the many open positions that new big box companies' distribution centers are seeking and not finding.** Poverty rates in the area are high, education levels are low, dropout rates are high among Latino youth and employers need qualified employees because jobs are available but fewer qualified applicants are found. This project describes what the following key organizations working with Latino low income communities and farm laborers have outlined and committed to support: **Learning Quest**, regional provider of HSE and ESL services with a significant waiting list for Spanish HSE classes, will offer the needed core education services; **Modesto Junior College** will provide classroom space in both counties, vocational classes and STEM careers; **Congregations Building Communities and Catholic Charities** will assist with recruitment; **Patterson School District** will prepare participants to work in the supply chain and logistic industries necessary for

employment in the regional distribution centers; and **Enterprise RESTART** and **Workforce Alliance** specializing in equipping unskilled and unmotivated individuals with the emotional, mental and basics of work will play key roles in the successful implementation of the project.

Section 418A(d) of the reauthorized Higher Education Act: Project staff will continue to work closely with the **San Joaquin County Migrant Regional Office** and the **Stanislaus Regional Head Start** and **Patterson School District** to maximizing the resources available for migrant students by coordinating services and providing, to the extent possible, wrap-around services to migrant families.

iv. Increase efficiency in the use of time, staff, money, or other resources (4 points)

The collaboration among project partners and alignment and coordination of services, have resulted in implementation strategies that maximize the use of time, staff, money and resources in addition to making access to services and eventually employment, much easier for students. By offering a six-month intensive intervention of HSE and job preparation classes throughout the region during the crops “off season” and providing technology tools to students and specific employment preparation, seasonal holiday employment at partner companies, student of all ages will excel, develop motivation to increase their education, seek full-time employment beyond seasonal farm work, and project objectives and outcomes will be achieved. This can only happen if all partners align services, schedules and resources to support Project students.

v. Strong theory (as defined in 34 CFR 77.1(c)). (4 points)

The **Enterprise Migrant Project’s** key strategies and interventions focus on documented needs and are based on solid research and evidence-based approaches. Brain-based teaching strategies to prepare students for HSE certification and motivational interviewing strategies and success theory principles will guide the Enterprise RESTART methodology to mindset transformation.

ENTERPRISE HEP PROGRAM DESIGN LOGIC MODEL

RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
Partnerships among agencies: 3 non-profit, 4 educational, 3 business, and 1 government	<i>Collaborative planning and coordinated delivery of services: GED, HSE; ESL; internships; job preparation; college classes; career ladder & employment opportunities; job-readiness & logistics bootcamps</i>	-Facilities & services for clients at different locations in 2 counties; -Participant recruitment -Web-based data tracking system to monitor client participation, attendance progress & outcomes	-Evaluation reports document positive impact of classes -Participant recruitment and achievement goals are met -Formative and summative evaluation data generated by Web software is complete, accurate & clear	✓The Enterprise HEP Program serves as a catalyst to change the legacies of hundreds of migrant families in San Joaquin and Stanislaus Counties
Modesto Junior College (MJC) Staff, Classes and Space	Offer vocational preparation & certifications; STEM college career tracks	Non-degree vocational certifications; college enrollment & attendance	15% of program participants/year enroll in college classes (vocational and/or degree)	✓Migrant families celebrate attainment of first generation college degrees and opening a business
Learning Quest Instructors	Deliver Spanish/English HSE preparation & ESL classes to program students	Successful completion of HSE and ESL classes each year	70 % of program participants obtain HSE certification & increase English fluency	✓Migrant and seasonal workers AND THEIR FAMILIES are happy and fulfilled in their work, career, family and life; rise above the poverty line; engage in community activities; and make positive contributions to society.
Enterprise Restart Facilitators	Deliver success mindset, career planning and work soft skills classes	Delivery of 2 classes per year at strategic locations <i>[Eval. Control Group]</i>	80% of class participants obtain jobs, enroll in college classes or advance in their current jobs	
Workforce Alliance & MJC specialists	Deliver basic computer and business applications classes tailored to each participant	Five Instructor-led and online classes available to all participants	50% of students complete computer skills classes and achieve basic skill levels	
MJC and UC Berkeley Student Interns	Facilitate STEM Camps: coding; app. development; Web design; &/or robotics	Delivery of 2 STEM camps per year attended by at least 30 individuals	10% of participants enroll in STEM college degree classes and are supported by tutors	
Cambridge Academies Staff	Offer parenting & family communication classes	Offer 3 classes/year attended by at least 10 parents/class	Parents increase parenting & communication skills	
NLP Solutions Coaches	Offer Entrepreneurial business training & support	Offer 2 business orientation classes/year	At least 3 families per year explore opening a small business	
Regional/Local Employers	Employment opportunities; education reimbursements	Unemployed & willing HSE graduates are hired	80% of “Project ” new employees maintain and succeed in their jobs	

3. QUALITY OF PROJECT SERVICES (15 points).

Equal Access and Treatment of Eligible Project Participants: The **Enterprise Migrant Project will not discriminate against any person** based on race, color, national origin, gender, age, or disability. Many of the **approaches and strategies** outlined in the project and listed in the subsequent sections have been **specifically designed to ensure equal access and treatment for eligible project participants**. Strategies to accomplish equal access include: Dual language information sessions; information presented in visual, verbal and written forms; facilities compliant with ADA standards; and staff able to communicate in two languages and with the background and expertise to work with different cultures and races. **(34 CFR 100.4, 104.5, 106.4, 108.8 and 110.23)**

i. Training or professional development services. (5 points)

The **TRAINING PLAN** includes extensive training and support to ALL project staff.

RECRUITERS: Recruiters will receive extensive and indepth training in the federal HEP and **Enterprise Migrant Project** program requirements and expectations; eligibility requirements for participating in the project; and **how to:** (a) identify prospective participants based on the program's eligibility criteria; (b) work closely with project partners and NFJP and MEP staff to locate eligible participants who potentially qualify; (c) gather eligibility information from prospective participants, their parents, guardians, immediate family and others; (d) make and document eligibility determinations for potential participants; and (e) maintain, in conjunction with other relevant project staff, a record of the eligibility documentation of individuals who are recruited and enrolled.

INSTRUCTORS: The needs of our target clients are unique as they not only lack basic educational and language proficiency but most young adults who show the highest need for project services have had a poor schooling experience in their younger years so their **attitudes may not conducive to a successful academic experience** as adults. Traditional methods of instruction have not worked with them so it is important **that staff are well trained and**

equipped to reach, establish rapport, engage, motivate and inspire students to reach and achieve bold educational and career goals. Based on the surveys conducted while identifying local needs, we clearly have **2 types of migrant project candidates:** **(a)** older adults who work in the fields, and **(b)** their young unmotivated adult children. **Older adults** respond well to traditional methods of instruction and have high respect for their instructors. **Young adults** will require a completely new approach to spark their interest and engagement in education and future work. Thus, **focused professional development is crucial to the success of this project.** Prior to project implementation, all staff will participate in an intensive project “Bootcamp” where they will not only understand and develop specific implementation plans to realize the project goals, objectives, activities and expectations but will receive the initial dosages of effective strategies that will guide instruction and will be addressed in depth weekly as per the project’s professional development plan. In addition, **recruiters will receive intensive training on identification, eligibility, enrollment, forms, and documentation conducted by the San Joaquin Regional Migrant Office.**

The **staff development plan will be deployed as two parallel levels** and address both teaching practices and content expertise, especially in STEM areas addressed in alternate weeks.

LEVEL 1: All staff will participate in weekly/monthly development sessions that focus on understanding the Culture of Poverty, Values, Plight and Expectations of Migrant Families; Rapport and Effective Communication; Motivational Interviewing Strategies; Multiple Intelligences; Project-Based Learning and Student –Centered Instructional Approaches. **LEVEL 2:** In order to help our students experience success at the college level, instructors need to be highly competent in STEM areas of instruction. **STEM Camps, coding; app. development; Web design; &/or robotics,** will play a major role in **generating motivation to pursue careers in these areas** so it is imperative that STEM Camps facilitators and leaders are highly competent in the specific area

as well as in teaching approaches that engage hard to reach students. **Weekly** staff collaborate planning and learning and sessions will be scheduled to discuss progress, challenges and effective strategies implemented during the week.

ii. Services focused on those with greatest needs. (5 points)

SELECTION PROCESS: Project students will be **selected according to their level of need for academic and supporting services** without regard to background, sexual orientation, race, color, age or disability. A Project recruitment policy and clear procedures and protocols will guide the identification, recruitment, and documentation of each student’s status and needs.

Non-negotiable qualifiers for services: **1.** The individual’s migrant status as determined by his/her primary employment being temporary or seasonal farmwork for at least 75 days in the past 24 months (or be eligible as determined by the San Joaquin County MEP). **2.** Individual has not earned a secondary school diploma or its equivalent and is not currently enrolled in an elementary or secondary school. **3.** Be 16 years of age or older. **4.** Demonstrate desire and commitment to invest in the time and work necessary to achieve HS certification, gain employment or be placed in the Modesto Junior College vocational or STEM career track.

The following priorities, *determined by our needs assessment findings*, with guide the selection process: **1.** Migrant worker/him/herself; **2.** Adult child of migrant worker who has dropped out of school, is unemployed and meets items 3 and 4 of the above non-negotiable qualifiers) ; **3.** Other close family members that qualify for services.

Project staff will work closely with Regional MEP staff to ensure that all forms and required documentation are appropriate and meet all regulatory requirements. All documents regarding eligibility, qualifications and priorities will be securely kept in the individual’s records files.

i. Services lead to improvements in the skills necessary to gain employment. (5 points)

All educational and work preparation interventions planned for project participants have a

documented track record for producing the expected results. **Each student** will be interviewed and given a **validated comprehensive assessment** that includes educational competencies as well as his/her behavioral and motivational profile and career options that map well to the individual's strengths. An **educational, career and employment plan** will then be developed with the students and they will be placed in the classes and receive interventions that will lead to and result in the student meeting the **goals, benchmarks, accountabilities and employment preparation expectations outlined in each work plan**. Two project partners will focus on work skills and personal competencies: **A.** The **County Workforce Alliance** which has successfully equipped hundred of individuals with the **essential skills** needed for employment and, **B.** The **Enterprise RESTART** program which has been a successful vehicle to transform the **mindset** and future of those without hope and no vision for a better life and help them develop the **work ethic and personal competencies** necessary for successful employment.

4. QUALITY OF PROJECT PERSONNEL (10 points).

Employment priority will be given to bilingual qualified applicants. All applicants who meet basic qualifications will receive extensive training in work expectations, communication, professional development, managing responsibilities, program goals, activities and outcomes expected, and other identified areas. The **Enterprise Migrant Project will not discriminate against** any person based on race, color, national origin, gender, age, or disability.

i. The qualifications, of the project director or principal investigator. (5 points)

Project Director: (.7 f.t.e.) The project will be under the direction of Dr. Geni Boyer who is bilingual (English, Spanish) and has extensive experience working at all levels within the school system and with Latino families. She holds a teaching and administrative credential and has extensive experience in program development, direction and administration, both at local, county and state levels. Dr. Boyer has been a categorical State and federal projects director, including Title I programs and has served as categorical programs compliance review trainer and team leader. She has successfully directed and

implemented statewide and local federal grant programs such as two Community Technology Centers and the five-year California PIRC 2 (www.pirc.org) project. She has first-hand knowledge, experience and understanding of the importance of meeting GPRA targets, the submission of quality project performance reports and the documentation necessary to demonstrate program success. She is a hands-on leader and her expertise in working with minority families is a great asset to the **Enterprise Migrant Project**.

ii. The qualifications of key project personnel. (5 points)

Education/Workforce Facilitator: (.6 FTE) Mrs. Mary Starr. Responsible and accountable for the successful implementation of all educational and job preparation and placement interventions and for students meeting the expected goals and outcomes. **Requirements:** Specialized training and expertise in educational and job preparation programs, expertise teaching adult learners, behavior analysis and brain-based teaching strategies, communication and change process; successful experience working with low income at-risk students and Latino families; understanding and sensitivity to challenges faced by migrant families; ability to connect effectively with multiple sectors and establish solid partnerships. **Recruiter (1.0 f.t.e.):** This individual will be **responsible and accountable for** the successful identification, recruitment and ongoing engagement of project participants. **Requirements: (1)** Be bilingual and have access to the population in San Joaquin and Stanislaus Counties and knowledge of the locations within this recruitment area where migrant and seasonal farmworkers reside, work and frequently visit or live; **(2)** ability to work effectively with project partners; **(3)** knowledge of the agricultural community in including the local growers, and agricultural production activities; **(4)** knowledge of the migrant lifestyle, cultures, values, and beliefs, and the ability to develop a strong rapport with migrant and seasonal farmworker families; and **(5)** willingness to work flexible hours and to visit places migrant and seasonal farmworkers are likely to be found. **Program HSE and ESL**

Instructors (3.0 f.t.e.): **Responsible and accountable** for successful student HSE certifications and for student advancement in learning English. **Requirements:** Credentialed teachers,

bilingual preferred, specialized training and successful experience working with low income at-risk Latino students and families; understanding and sensitivity to challenges faced by migrant families; excellent communication and interpersonal skills; ability to plan, organize and multitask; ability to understand and work well with individuals of all ages, races and socioeconomic backgrounds; and proficient in computer technology, learning diagnosis and assessment strategies. **External Evaluator: Contractor: WestEd.** Advanced degree in a field related to educational research and evaluation, extensive experience in evaluation of educational programs, strong communication skills and ability to work cooperatively and effectively with project staff in the design and implementation of the evaluation plan. The consultant will be responsible for observation of program operations, design of evaluation plan, methods and instruments, collection and analysis of data, regular feedback to staff and completion of evaluation reports.

5. QUALITY OF THE MANAGEMENT PLAN (15 points).

The **Enterprise Migrant Project** will be under the **overall direction of Dr. Geni Boyer**. Through Dr. Boyer’s successful involvement in the community many partnerships and relationships have been forged which eventually resulted in the development of this project. This unified vision and collaboration will undoubtedly expedite the implementation of the **Enterprise Migrant Project**. *All individuals working with project students will be selected according to the qualifications outlined in the prior section, and specifically by their demonstrated knowledge and sensitivity to the unique needs of migrant and seasonal farm workers.*

i. The adequacy of the management plan. (5 points)

Activity	2016	2017	2018 -21	Responsibility
Form a Project Advisory Team ; schedule and facilitate mtgs.; hire staff; finalize subcontracts; train recruiters; Start recruitment	7-8/16 →			Project Director (PD); Recruiter (R)
Recruit; complete student assessments, develop	9/16			R; Ed./Workforce



educational plans; start education and job preparation classes				Facilitator (EWF); Contractors
Hire Evaluator, develop eval. procedures, report expectations, feedback sessions, progress reports, surveys, protocols, schedule data collection strategies & mtg. dates	9-10/16			Project Director Project Evaluator; Impl. Team
Develop specs and hire contractor to develop Web-based student data monitoring, tracking and communication system	9/16		→	PD and EWF
Organize <i>Implementation Team</i> and develop implementation action plans, benchmarks, responsibilities – Schedule regular accountability mtgs.	9/16		→	PD, Team Members
Schedule staff orientation, training & prof. dev. sessions, train staff on data collection protocols and process	8/16		→	PD, EWF; R; Instructors (I)
Develop staff individualized professional dev. plans and schedule training calendar	9/16		→	PD, EWF, I
Interview and select student for participation in Technology Camps and schedule college visitations	12/16		→	PD, EWF, R
Collect and evaluate data, complete and submit mid-year and yearly Performance Reports	1/17 8/17	1/18 8/18	1/19 8/19-21	PD EWF
Interview and select students for participation in the Supply Chain and Logistics boot camp	1/16		→	PD, EWF
Schedule and conduct job coaching and support sessions	1/17		→	EWF
Document and publish student successful experiences and use as recruitment tools, disseminate info. radio announcements, , markets; partner agencies; community	6/17		→	R, PD, EWF
Engage community volunteers to support project students who enroll in college	8/17		→	PD, EWF
Collect, report evaluation data; improve program	9/17		→	All staff
All staff development and staff/student travel as well as coordination expenses will be covered by the project. The evaluation plan and timelines will be adhered to as planned. Partner resources will supplement project investments and resources. EDGAR Sec. 206.20 (d)				

ii. The adequacy of the procedures for ensuring feedback/continuous improvement. (5 points)

A **Project Advisory Team** composed of representatives from each of the partner agencies, *including local state and federal programs representatives* will meet bi-monthly to assess the implementation of project activities, **coordinate efforts**, evaluate student progress and needs, *give feedback on project activities*, and ensure that the program addresses and is responsive to the migrant participants' needs. **Staff** will hold *monthly meetings* devoted to reflection and assessment of the program,

individual professional growth, and activity planning. The **Cambridge Academies Board of Directors and Project Advisory Board** members will receive regular reports from the Project Director who will be responsible for **coordinating the start-up tasks, convening the Project Advisory Team** and developing program feedback procedures and guidelines. The Director will work very closely with the **Migrant Education Regional Office and Migrant Head Start** leaders who will be key partners of the program and who **will facilitate recruitment leads, planning, technical assistance, training and program coordination & alignment meetings (section 418A (d)).** The **Project Director, Recruitment Specialist, and Education/Workforce Facilitator** will form the **Implementation Team** which will meet weekly to assess progress, priorities and needs. The **Enterprise Migrant Project** will contract with **Learning Quest** to teach ESL and HSE classes and Project and Contractor managers will work closely and communicate bi-weekly. **Monthly meetings with the External Evaluator** will allow for timely and **regular feedback to the Implementation Team** on the success and progress of implementation, and identify areas for needed improvement.

iii. **The extent to which the time commitments and adequate. (5 points)**

Time commitments for each position are adequate to the effective implementation of the project.

Project Director: (.7 f.t.e) Besides ensuring the effective implementation of the project, Dr. Boyer will work very closely with the key partners of the program **advancing the vision** of the project, facilitating technical assistance meetings and keeping all staff and stakeholders focused on the goals and objectives of the project. **Education/Workforce Facilitator:** (.6 f.t.e.). Ms. Starr will be **responsible and accountable for** the successful implementation of all educational and job preparation and placement interventions and for students meeting the expected goals and outcomes. She will also be the link to Modesto Junior College, where she teaches communication classes.

Recruiters (1.0 f.t.e.): This individuals will be **responsible and accountable for** the successful identification, recruitment and *ongoing engagement* of project participants. **Program HSE and**

ESL Instructors (3. f.t.e.): Responsible and accountable for successful student HSE certifications and for student advancement in learning English and becoming proficient.

6. ADEQUACY OF RESOURCES (10 points).

Implementation the Enterprise Migrant Project will be a collaborative effort among non- and for-profit organizations partnered with **Cambridge Academies** who will align and coordinate resources to avoid duplication of services and efforts, and ultimately better serve project participants.

i. The adequacy of support from the applicant organization. (2 points)

Specialists, Technical Experts and Alliances: **Cambridge Academies, the applicant organization, is a non-profit corporation** whose leaders are experts at providing professional development to professionals working with low income and minority families. The Project Director, who will be multi-funded by Cambridge, will provide the initial training to instructors and Modesto Junior College will provide STEM content training at no cost. In addition, Cambridge is licensed to operate the Enterprise RESTART and work coaching program and the proposed Educational/Workforce Facilitator has been certified to teach the Enterprise RESTART classes, thus saving thousands of dollars and time in a certification process of a new facilitator. The **alliances and pathways** we have developed (as evidenced by the letters of support) will GREATLY facilitate a successful outcome for our students. Our staff has worked for many years with Latino families so we have TRUST and a good footprint in the Latino community as well as county and regional service providers.

ii. Demonstrated commitment of each partner (2 points)

The **Collective Impact Model** developed by Stanford University will guide the steps and actions taken by Cambridge Academies staff, as the backbone organization.

Goal 1	Partners	Services
RECRUITMENT	*Congregations Building Communities & Catholic Charities	Access to migrant families, recruitment, family engagement and support, community connections
	Seasonal Workers' Union	Access to seasonal employee families to recruit field worker family members
	State & Federal MEP Staff (Head Start and Regional)	Leads to migrant families, ID and qualifications, technical assistance

EDUCATION	*Learning Quest	ESL, HSE preparation and certification
	*Modesto Junior College	Vocational training & STEM degrees career track, classroom space in both counties
GOAL 2		
JOB PREPARATION	Enterprise RESTART	Work soft skills, success mindset, career plans
	*Stanislaus Workforce Alliance	Job preparation skills, Computer training, connections to jobs; Technology Camps in collaboration with Modesto Junior College: CODEX, Robotics and design
	*Patterson Adult School District	Supply Chain and Logistics boot camp which will help prepare the participants for jobs in the Supply Chain and Logistics industry-employers such as <i>Amazon, CVS, Kohls, Grainger, and Restoration Hardware, all with distribution centers located in Patterson</i>
	*NLP Solutions	Entrepreneurial skills, business development
EMPLOYMENT AND PROGRAM GUIDANCE	*Data Path Amazon Distribution Center	Technology mentoring, Internships, CODEX training connections
		Employment opportunities, tuition reimbursement for employees, career ladder
Goal 3		
COORDINATED SERVICES	Stanislaus County Migrant Head Start	Coordinate efforts to identify and serve migrant families
	San Joaquin Migrant Region 23	Provide technical assistance and coordinate wrap-around services to families
	Project Advisory Team - Jobs Cohort	Provide input guidance and resources, align and coordinate efforts; employment opportunities
(*)Letters of Support Attached.		

iii. The extent to which the costs are reasonable. (2 points)

All project expenditures have been budgeted to support the objectives and priorities outlined in the proposal: **A.** Development of a Web-based student learning and progress monitoring system that can be accessed by any staff will reduce clerical time. **B.** Contract with Learning Quest to teach HSE and ESL classes. This award-winning non-profit agency specializes in adult education and also has a waiting list of Latino, mostly migrant workers, for Spanish GED classes. Instructors are qualified and ready to teach students as soon as they are qualified to join the program. **C.** Adoption and implementation of a centralized electronic data system. **D.** Staffing and expertise to facilitate the **Collective Impact Partnership Model** with fidelity, and the implementation and coordination of Enterprise RESTART services.

iv. **Reasonable in relation to the number of persons to be served.** (2 points)

All budgeted expenditures support services that meet the unique basic education and training needs of migrant clients and become the core foundation which is *supplemented by additional specialized training services/costs* incurred by partner organizations (Patterson School District, Modesto Junior College, Workforce Alliance) **and not funded by project dollars**. Our funds will only support *student access and needs* to successfully participate in specialized education/training.

v. **Incorporation of project at the end of Federal funding.** (2 points)

All costs will support the development and implementation of a transformational program, model and system that will continue to implemented by Cambridge Academies and its partners, as other programs in the past have become (Enterprise RESTART, Parent Engagement). In addition, the **project's Education/ Workforce Facilitator, being also an instructor at our partner Modesto Junior College,** will ensure that **classroom space** continues to be available and mostly, that **migrant students are supported in this transition to post secondary education.**

7. **QUALITY OF THE PROJECT EVALUATION (15 points).**

Cambridge Academies has a history of working with **West-Ed Program Evaluation** professionals to evaluate all federal and state programs and will also contract for this Project.

i. **Methods of evaluation are thorough, feasible, and appropriate.** (5 points)

Process Evaluation of the **Enterprise Migrant Project** will track and assess the *implementation activities* to meet project goals and objectives. **Outcome Evaluation** will assess the outcome data as identified in the **Project Outcomes** and the **Performance Indicators**: attainment of GPRA measures, changes in rates of educational completion & employment. **The data will be disaggregated** and compared by student age group, site, students with disabilities, students with limited English proficiency, and students who participate in the **EVIDENCE Of PROMISE experimental evaluation** control group.

Goal	Objective	Evaluation Instrument	Qualitative/Quantitative Data	Time	Evaluator
1	1.1	Enrollment Records; Class Rosters. Team Roster Completed Strategic Plan Attendance Records	Complete Student profile, enrollment doc.;	Weekly Monthly	Recruiter (R); (PD) Ed/Work Facil. (EWF)
	1.2	Orientation materials; Class schedules Enrollment Roster; Assessment records; Learning plans; Class observation protocols; Educational certifications Final assessments	Regular attendance. Class schedules and effective tchnng. strategies. Policies to integrate the program; program participation rates; Completion rates; Certifications Minimum of 70 % certifications;	6 months Weekly, Monthly Yearly	
	1.3	College applications; class schedules; vocational or specialized training rosters; training schedules; student surveys	80% successful: first time or upward employment; post sec. education; skills, positive attitude; / completion rates	Monthly Yearly	I, EWF; PD, Evaluator
	1.4	Prof. development plan, agendas & rosters	Class eval.; attendance rosters; lesson plans/observ		
2	2.1	Class rosters; career plans; mindset response assessments; communication skills assessments; job competency assessments	Increased engagement positive attitudes; # of college classes; # of internships & jobs filled by project students; # of Businesses involved with student placements	Monthly Yearly	PD; EWF. Evaluator
	2.2	Bootcamp participation rosters Certifications logs	# of student work placements; employer satisfaction	Monthly Yearly	
	2.3	Class schedules Participation rosters class handouts; surveys	Participant satisfaction; Participant interest and plans	Quarterly Yearly	
	2.4	Request forms; coaching schedules; evaluation forms	Student job success; Successful business startups	Monthly; Semester Yearly	
3	3.1	Training protocols and partners; coordination documents; student/family service records Site Adv. Team Roster Agendas; minutes	Coordinated enrollment protocols and MEP process used; Wrap-around services for families Alignment of partner services; quality feedback	Monthly 6 months 12 months Ongoing	R, PD. EWL Evaluator
	3.2	Attendance Records			

ii: Evaluation methods. (5 points)

Process and Outcome Evaluation: *Quantitative evaluation methods* will track GPRA measures- including documentation of **(1)** Number and percentages of participants enrolled in English literacy classes and foundational English skills who complete the programs in which they are enrolled; **(2)** percentage of students who acquire English language skills (ESL); **(3)** percentage of adults who obtain certification in high school or high school equivalency tests, obtain diploma or State-recognized equivalent; **(4)** Percentage of participants that enter post secondary education or training programs and percentages of adults that complete the courses; and **(5)** Percentage of participants who improve their employment level or obtain first-time employment. *Qualitative evaluation instruments* will determine the effectiveness of services and quality of impact. Questionnaires, surveys, checklists, interview protocols will assess changes in attitudes, perceptions, effectiveness, satisfaction, value placed on project processes and examine responses from all groups. Wherever it applies, a **pre/post test model** will be applied to the **qualitative measurement design** to provide summative data and pin-point progress and personal transformation information and to ascertain program implementation and effectiveness, to improve the program, and to further define the program’s goals and objectives.

iii. Evaluation methods produce evidence of promise (as defined in 34 CFR 77.1(c)). (5 points)

EVIDENCE OF PROMISE STUDY: The focus of the experimental evaluation study will be the **impact of Enterprise RESTART class has on student motivation, educational attainment, employment, sustainability of employment and attainment of life goals (Objective 2.1).** A control group will NOT receive **RESTART services** and formative and summative evaluation methods and tools developed by the Evaluator will assess the impact of the RESTART program. Results will be reported in the yearly Performance Evaluation Reports by our evaluation agency, WestEd. (WestED.org).

Enterprise Migrant Project

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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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(b)(6)

GENI BOYER

(b)(6)

(b)(6)

Summary of Qualifications

Current in the field of brain-based and neuro-linguistic approaches to personal transformation, behavior and acumen analysis, partnerships and collaborations among agencies, adult education, standards-based program development and evaluation, International Baccalaureate (IB) programs, strategic and transformational planning, organizational dynamics, management coaching, bilingual education, and curriculum development, as the result of national, state, county and local leadership. Extensive experience in program development, planning, implementation, analysis and evaluation; management development and coaching; organizational re-engineering, change process and strategic planning, parental involvement policies, educational interventions for special needs students, employee and community relations, consensus building and group problem-solving.

Professional Experience

2004-Present **Executive Director, Cambridge Academies**

Adult Personal Development and Transformation Programs, Success-Focused Program Development and Training; Family, Student Interventions and Tutoring Programs, Family Engagement and Communication Programs *Cambridge Academies, CA*

Individual and family support programs, student assessments and individualized intervention program design and implementation; literacy classes and tutoring for youth and adults; program development for special needs populations and at-risk individuals; partnership facilitation

Program Director for various Federally-Funded regional and State projects (Community Technology Center, Parent Information Resource Center (PIRC), Indian Education projects.

1985 - 2007 **Curriculum Development, Program Evaluation, Content and Performance Standards and Assessment, Organizational Change**

Process, Strategic Planning, Program Development and Bilingual Education Consultant, Boyer Associates and NLP Solutions, Modesto, CA

School coach; external evaluation of elementary and secondary academic programs; *Small Learning Communities* program design and implementation; International Baccalaureate (IB) Program design and implementation; Reading First, underperforming schools and II/USP schools program evaluator; interim superintendent; federal and state categorical programs evaluation; state and federal programs compliance; program quality reviews; curriculum standards, design, mapping and implementation; bilingual education; staff development; brain-based instruction; systemic improvement and change - planning, facilitation and coaching; strategic planning; management coaching; organizational re-engineering; program/project planning and development; personnel and community relations; grant writing; problem-solving, conflict resolution and consensus building.

1995 - 2007 Staff Developer - On-Site Professional Development Program, Association for Supervision and Curriculum Development (ASCD), Alexandria, Virginia

Multiple intelligences in the classroom; teaching for understanding; brain-based instruction; linking standards, curriculum, assessment and outcomes.

1994 - 2005 Educational and Strategic Planning Consultant, Lawrence Livermore National Laboratory, Livermore, CA and Los Alamos National Laboratory, NM

Work with the University Relations, Science and Technology Education and Public Affairs Departments.

1992 - 1994 Assistant Superintendent for Educational Services, Waterford School District, Waterford, CA

Directed Compensatory Education Projects, Curriculum, Bilingual Education, Certificated Staff Development, served as Strategic Planning Facilitator.

1990 - 1992 Educational Consultant, Stanislaus County Office of Education, Modesto, CA

Provided leadership and support services to school districts in systemic change and restructuring; curriculum development; bilingual education and programs; year-round education; administrator inservices; and school program evaluation. Assisted district superintendents and principals in strategic planning and served as a coach to restructuring schools. Extensive work with the California Department of Education on behalf of individual school districts.

- 1981 - 1990** **Director of Educational and Personnel Services, Salida School District, Salida, CA**
- Director of Compensatory Education Projects, Curriculum, Bilingual Education, Certificated and Classified Staff Development, Classified Personnel Director, and District Chief Negotiator with Certificated Unit. Extensive budget and public relations responsibilities. Assisted in facilities planning and directed a successful bond election. Provided leadership in the development and implementation of curriculum; in writing, management and administration of grants and special projects; in selection, supervision, evaluation, termination and layoffs of personnel; in developing and administering target testing/teacher accountability program; and in year-round school program planning and organization.
- 1978 - 1981** **Project Leader / Language Specialist, Title VII Bilingual Project, Keyes Union School District, Keyes, California**
- Responsible for coordinating the operations and services of the Title VII bilingual program; inservice training activities; placement and supervision of program staff; formulation of program entry/exit criteria; selection of instructional materials; community activities; writing continuation proposal; and making reports to Governing Board, State Department of Education and federal agencies. Heavily involved in district curriculum development.
- 1977 - 1978** **Bilingual Teacher, Alhambra School District, Alhambra, California**
- Traveling Bilingual Teacher to Hispanic and Asian students. Provided language arts and reading instruction in Spanish and taught English as a Second Language (ESL).

Administrative Experience and Qualifications

Organizational Management

- Facilitated change process in restructuring organizations and federal agencies.
- Conducted management and leadership coaching sessions.
- Developed strategic and quality plans for governmental agencies, businesses, county offices, school districts and other organizations and agencies.
- Facilitated conflict resolution and consensus building sessions.
- Developed, established and managed budgets.
- Negotiated labor contracts.
- Formulated board and management policies.

- Selected and supervised school certificated and classified personnel and directed layoffs and dismissal proceedings.
- Inserviced principals and managers on employee discipline, supervision and evaluation procedures.
- Established personnel office procedures and developed handbooks.

Curriculum and Instruction

- Developed inquiry-based, student-centered language arts, mathematics, science and technology program models; facilitated standards-based curriculum planning and backward mapping; developed standards-based K-12 assessments
- Developed individual and system-wide staff development and program improvement plans.
- Conducted numerous staff development seminars on *Multiple Intelligences; Effective Teaching Strategies; Brain-based Education; Brain-compatible Instruction; Integrated Thematic Instruction; and Student-centered, Project-based Curriculum Development.*
- Developed, implemented and evaluated curriculum improvement programs in conjunction with administrators, teachers and community members.
- Successfully wrote and implemented innovative curricula to meet the needs of minority, disadvantaged and low achieving students, including Native American students.
- Directed textbook, instructional materials and educational technology selection process for all subject areas.
- Designed experimental programs consistent with state, county and district goals.
- Analyzed organization of schools (K-12) and recommended changes in staff, curriculum and instruction.
- Wrote for and obtained competitive grants that facilitated many and diverse programs and sources of extra funding for school districts and agencies (21st Century Community Learning Centers, Title VII Bilingual/Bicultural, Bank of America Special Partnership Project, Latchkey Program and Latchkey Buildings, Technology, Compensatory Education, Substance Abuse, and Staff Development grants).
- Directed the establishment of essential skills and learning in all subject areas. Developed and administered target testing/teacher accountability programs that resulted in substantially increased student achievement.
- Organized and established vocational courses for junior and senior high students.

- Originated and directed site, district, and county-wide academic competitions.

Federal and State Programs and Projects

- Directed and evaluated state and federal categorical programs.
- Led problem-solving, conflict resolution, and strategic planning committee sessions.
- Chaired many and varied committees.
- Served as school quality and compliance reviews team leader.
- Trained regional program quality and compliance review teams.
- Trained national evaluation and data collection research teams

Academic Background

American University, Graduate Work, 1997-98

Ph.D. in Education, Organizational Change

Chapman College, Orange, California, Graduate Work, 1979-80

Masters Degree in Educational Systems and Management
Administrative Credential (K-14)

Instituto Lenguas Vivas, Buenos Aires, Argentina, 1966-74

Masters Degree in English/Linguistics
Teaching Credential

Other Courses and Workshops

- Bilingual Education
- Standards-based Instruction
- Organizational Change Process
- Strategic Planning
- Personnel Policies and Procedures
- Employee Discipline and Dismissal
- Labor Relations and Effective Negotiations Strategies
- Multiple Intelligences and Brain-based Education
- Curriculum: Numerous Courses and Workshops
- Outcome-Based Education
- Teacher Evaluation and Clinical Supervision
- School Bond Elections
- Comprehensive Program Evaluation

- Yearly Workshops on School Law and Related Legal Issues
- Yearly Personnel Update Courses and Institutes

Credentials and Certifications

- Administrative Services Credential, K - 14
- K - 12 Single Subject Credential, English
- Bilingual Cross-cultural Certificate of Competence
- Strategic Planning Facilitator
- Personnel Administrator
- Neuro-Linguistic Programming Practitioner
- Certified Behavior, Motivator and Acumen Analyst

Other Data

As I speak, read and write Spanish, Russian, and Ukrainian, I have translated letters, articles, handbooks, and short publications into the English and Spanish languages. I have also served as an interpreter of Russian language for the City of Modesto.

MARY STARR

(b)(6)

Qualifications:

- Experienced in development and implementation of effective educational programs and training
- Highly skilled in developing and executing presentations, internal and external communication
- Successful strategic planning and management of communication/marketing/training programs
- Outstanding interpersonal, written and verbal communication skills
- High-energy professionalism distinguished by intuitive research and team-building
- Exceptional organizational skills with attention to detail, priorities and deadlines
- Proven leadership, creativity and critical thinking

PROFESSIONAL EXPERIENCE:

- **Modesto Community College** 2006-Present
Adjunct Instructor
Adjunct Instructor in Speech Communication for *Introduction to Public Speaking* and *Introduction to Human Communication*. Provide instruction and training in research, preparation and delivery of speeches for 25-35 students per semester. Provide overview of the study of human communication, interpersonal communication, intercultural communication and group communication. Facilitate discussion and maintain administrative records.
- **Big Valley Grace Community Church** 2006-Present
Director of Operations
Provide oversight of staff functions, including communication, team building, recognition, and assimilation to the organization. Oversee hiring process including job benchmarking, vetting candidates, interviews, and orientation. Administrate major projects and events, as directed by Executive Team. Develop and implement organizational policies, procedures, and changes which impact staff and congregation. Supervisor and advocate for support staff of more than 40 employees, including training, facilitation of meetings, and events. Coordinate projects which involve multiple departments within the organization. Plan and coordinate special events from concept to completion.
- **Pacific Service Credit Union, Walnut Creek** 2004-2006
Public Relations Representative
Developed and executed highly effective, comprehensive public relations program. Responsibilities included creating brand awareness, establishing organization as industry leader and positioning as employer of distinction. Coordinated corporate community involvement program, including grant review, committee agenda and materials, and interaction with charitable organizations. Oversight of media relations included photography, maintenance of media files, and corporate background materials. Created and distributed releases, fact sheets, and print materials. Supported internal and external communication for various departments, including research and reference materials. Established and maintained relationships with media, government representatives and community partners. Identified and prepared spokespersons. Planned and coordinated special events and media tours. Represented organization at community events and meetings, providing presentations and speeches.

- **Jacoby Center for Community and Regional Studies, Stockton** 2001-2003
Public Relations Coordinator
 Managed internal and external strategic communication program to promote new Center and internship program to students, faculty and community. Made presentations to faculty and students; planned and coordinated information events; involved in curriculum development; produced written materials including brochures, releases and newsletters; conducted media relations; implemented procedures for applications and referrals.
- **University of the Pacific, Stockton** 2001-2003
Teaching and Graduate Research Assistant
 Provided instruction in public speaking, interpersonal communication and public relations. Responsible for classes ranging from 15-35 students, with 4-5 sections per semester. Taught research skills, speech structure, organization and delivery; facilitated group discussions; maintained administrative records. Coordinated audit of area business and employers as part of HUD grant project. Developed and implemented surveys; identified and interviewed employers; conducted data collection and analysis; wrote summary reports for conference presentation and research publication.
- **Providence Communications, Modesto** 2000
Public Relations Assistant
 Developed strategic public relations program for major client. Wrote news releases, articles and newsletters; media relations with local and trade journals; researched market trends, branding and public relations efforts; conducted media audit to measure communication effectiveness.
- **Calvary Temple Christian School, Modesto** 1995-1997
Media Services Specialist
 Established library from inception to completion. Conducted inventory; catalogued all books and resource materials; set up computer system, maintained budget and written proposals; wrote policy manual and newsletters; coordinated fundraisers and promotional events; conducted training and development at affiliated bookstore.

EDUCATION:

- Certified Professional Behavioral Analyst, February 2015
- Certified professional Motivators Analyst, August 2015
- **University of the Pacific, Stockton, CA**
Master of Arts, Communication, 2003
 Focus areas: Public Relations, Intercultural and Organizational Communication
 Outstanding Graduate Student, Department of Communication, 2003
 Thesis: Making Public Relations Personal: An Exploratory Study of the Implications of Palanca and Guanxi on International Public Relations
- **University of the Pacific, Stockton, CA**
Bachelor of Arts, Communication, 2001, Summa Cum Laude
 Major: Communication with emphasis in Public Relations
 Outstanding Graduating Senior, University College
 Outstanding Graduating Senior, Department of Communication

References available upon request

Cambridge Academies
Enterprise Migrant Project
Job Descriptions

Project Director _____

Responsible and accountable for:

- The successful implementation of project activities and attainment of project outcomes and measures.
- Development of balanced budgets, supervision of expenditures and monitoring of all financial transactions related to the project or program.
- Signature authority of project expenditures and accountability for financial transactions.
- Selection, hiring and supervision of project staff.
- Training and coaching of instructional and operational staff.
- Development of program implementation procedures and protocols.
- Effective communication and collaboration with all program partners.
- Communicating with the community, extending the project reach to new partners and eliciting support for project activities.
- Connections with employers and facilitating placements of project students
- Monitoring of project activities and collection of evidence that documents implementation.
- Providing timely updates and reports to the Board of Directors, key partners and US Department of Education as relevant and needed.
- Communicating effectively with project clients, students and families.

Requirements: Teaching and Administrative credentials; specialized training in the culture of poverty, sensitivity and understanding of the challenges faced by migrant families and other Latino immigrant.

Education/Workforce Facilitator _____

Responsible and accountable for:

- The successful implementation of all project educational and job preparation and placement interventions
- Students meeting the expected goals and outcomes.
- Facilitating the Enterprise RESART transformational behavioral and EQ classes
- Linkages with the college and support to students who enroll in college classes

- Set up and supervision of technology camps.

Requirements: Specialized training and expertise in educational and job preparation programs, expertise teaching adult learners, behavior analysis and brain-based teaching strategies, communication and change process; successful experience working with low income at-risk students and Latino families; understanding and sensitivity to challenges faced by migrant families; ability to connect effectively with multiple sectors and establish solid partnerships

Recruiter

Primary responsibilities:

- Identify prospective participants based on the program's eligibility criteria;
- Work closely with MEP staff to locate eligible participants for the project who potentially qualify by being currently eligible for, or having participated in, the NFJP or MEP.
- Gather eligibility information from prospective participants, their parents, guardians, immediate family and others;
- Work with his or her project to make and document eligibility determinations for potential participants; and
- Maintain, in conjunction with other relevant project staff, a record of the eligibility documentation of individuals who are recruited and enrolled.
- Maintain contact with the student and family to ensure successful participation

Requirements:

- Bilingual/Spanish fluent speaker
- Have access to the population in the project's recruitment area that is potentially able to participate in and benefit from the project,
- Be able to communicate with this population about the services offered through and eligibility requirements for participating in the HEP project
- Knowledge of the locations within the Stanislaus and San Joaquin geographical recruitment area where migrant and seasonal farmworkers reside, work and frequently visit, including roads, labor camps, and other housing areas where migrant and seasonal farmworker families typically live;
- Knowledge of local organizations that may assist migrant and seasonal farmworkers and their families in the project's recruitment area, including community agencies that may provide services to them; churches that they and their families attend; events that might attract them; and other local areas where they might gather;
- Knowledge of the agricultural community in the recruitment area, including the local

growers, and agricultural production activities outlined in the project's recruitment plan;

- Willingness and skills to collaborate with local and State MEP staff and programs;
- Knowledge of the migrant lifestyle, cultures, values, and beliefs, and the ability to develop a strong rapport with migrant and seasonal farmworker families;
- Knowledge of the type of student who would most likely benefit from the project;
- Willingness to work flexible hours and to visit places migrant and seasonal farmworkers are likely to be found



435 College Avenue • Modesto, California 95350-5808

mjc.edu

February 25, 2016

Dr. Geni Boyer
Executive Director
Cambridge Academies

RE: Support for the Enterprise Migrant Project

Modesto Junior College is pleased to support the Enterprise Migrant project that will help migrant workers and their immediate families obtain high school certification and learn job readiness skills that will help them gain employment or enroll in postsecondary education or training.

MJC will collaborate with Cambridge Academies and other partners to help migrant participants in Stanislaus and San Joaquin Counties achieve their education goals. We will participate by providing access and support to the vocational/technical courses offered in the instructional facilities of the college.

I look forward to collaborating with other partners in this project and achieving successful results that benefit many migrant families.

Sincerely,

(b)(6)

Brenda Thames
Vice President of Instruction

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March 4, 2016

Dr. Geni Boyer
Executive Director
Cambridge Academies

RE: Support for the Enterprise Migrant Project

DataPath is pleased to support the Enterprise Migrant project that will help migrant workers and their immediate families obtain high school certification and learn and job readiness skills that will help them gain employment or enroll in postsecondary education or training.

DataPath provides specialized professional and network technology services to business and agencies in the region and is highly supportive of community efforts to improve the educational opportunities of those in need.

DataPath will collaborate with Cambridge Academies and other partners to help migrant participants in San Joaquin and Stanislaus Counties achieve their education, career and employment goals. We will participate by providing mentoring and guidance to those students wishing to pursue careers in technology. We will also support their participation in CODEX and other technology-driven camps which will motivate them to pursue careers in STEM fields.

Our entire team looks forward to collaborating with other partners in making this project a success that benefits many migrant families.

Sincerely,

(b)(6)

 James Bates
Co-Founder - Data Path, Inc.



February 24, 2016

Dr. Geni Boyer
Executive Director
Cambridge Academies

RE: Support for the Enterprise Migrant Project

LearningQuest – Stanislaus Literacy Centers is pleased to support the Enterprise Migrant project that will help migrant workers and their immediate families obtain high school certification and learn and job readiness skills that will help them gain employment or enroll in postsecondary education or training.

LearningQuest will collaborate with Cambridge Academies and other partners to help migrant participants in Stanislaus and San Joaquin Counties achieve their education goals. We will participate by providing instruction in High School Equivalency test preparation and English classes for the students who are enrolled. Our agency is a non-profit organization whose mission is to help adults have the education for a better tomorrow.

LearningQuest has 20 years of experience in teaching these subjects to adults and a high percentage of adults who are successful in meeting their goals.

I look forward to collaborating with other partners in this project and achieving successful results that benefit many migrant families.

Sincerely

(b)(6)

Karen Williams
Executive Director



"OUR STUDENTS, OUR COMMUNITY, OUR FUTURE"

510 Keystone Boulevard
Patterson, CA 95363
(209) 895-7700
Fax: (209) 892-5803



02/25/16

PHILIP M. ALFANO
Superintendent

Dr. Geni Boyer
Executive Director
Cambridge Academies

STEVE MENGE
Assistant Superintendent
Administrative Services

RE: Support for the Enterprise Migrant Project

VERONICA MIRANDA
Assistant Superintendent
Educational Services

The Patterson Unified School District Adult Education department is pleased to support the Enterprise Migrant project that will help migrant workers and their immediate families obtain high school certification and learn and job readiness skills that will help them gain employment or enroll in postsecondary education or training.

SHAWN POSEY
Assistant Superintendent
Human Resources/CWA

PUSD will collaborate with Cambridge Academies and other partners to help migrant participants in Stanislaus County achieve their education goals and employment goals. We will participate by providing an opportunity for participants to enroll in a Supply Chain and Logistics boot camp which will help prepare the participants for jobs in the Supply Chain and Logistics industry which includes employers such as Amazon, CVS, Kohls, Grainger, and Restoration Hardware, all with distribution centers located in Patterson.

DAVID HODGE
Executive Director
Special Education

I look forward to collaborating with other partners in this project and achieving successful results that benefit many migrant families.

TRACY MANZONI
Executive Director
Student Services

Sincerely,

JEFFREY ROWE
Executive Director
Career & Technical
Education

(b)(6)

Jeffrey Rowe
Director, Career & Technical Education
Patterson Joint Unified School District

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

Cambridge Academies - Enterprise Migrant Project Budget Project Years 1-5

Enterprise Migrant Project Director: Geni Boyer
Address: 4120 Dale Rd., Ste J8-157
 Modesto, CA 95356
Telephone: 209-531-8167
E-mail: gboyer@cambridgeacademies.org

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel						
Project Director (.7 FTE) Multi-funded position	\$77,000.00	\$77,000.00	\$77,000.00	\$77,000.00	\$77,000.00	\$385,000.00
Education/Workforce Facilitator (.6 FTE) Multi-funded Position Restart Class Instruct. Instructional Supv.	\$43,680.00	\$43,680.00	\$43,680.00	\$43,680.00	\$43,680.00	\$218,400.00
Recruiter (1.0) \$15.00/hour –Work in both counties with the support of partners	\$31,200.00	\$31,200.00	\$31,200.00	\$31,200.00	\$31,200.00	\$156,000.00
Office/Data Clerk (1.0) \$12.00/hour Track project records, student data, office support	\$24,960.00	\$25,200.00	\$25,200.00	\$25,200.00	\$25,200.00	\$125,760.00
Sub Total	\$176,840.00	\$177,080.00	\$177,080.00	\$177,080.00	\$177,080.00	\$885,160.00
Fringe Benefits						
Health and Welfare - \$3637x 3.3 FTE	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$12,000.00	\$60,000.00
Payroll Taxes (18%) (Empl.:1%; SS:6.2%; Medicare: 1.4%; Fed Unempl.:8%; CA Unempl. 2.5%; Work. Comp.024%;Ret.6.8%)	\$31,831.00	\$31,874.00	\$31,874.00	\$31,874.00	\$31,874.00	\$159,327.00
Sub Total	\$43,831.00	\$43,874.00	\$43,874.00	\$43,874.00	\$43,874.00	\$219,327.00
Travel						
Project Director & Ed./Workforce Facilitator travel to 3 sites (.54/mile)	\$1,500.00	\$1,200.00	\$1,200.00	\$1,200.00	\$1,200.00	\$6,300.00
Staff regional/partner Mtgs. mileage, meals	\$950.00	\$900.00	\$900.00	\$800.00	\$800.00	\$4,350.00
DC PD Meeting – airfare, taxi, hotel, meals	\$2,000.00	\$2,100.00	\$2,100.00	\$2,100.00	\$2,100.00	\$10,400.00
Recruiter Travel	\$5,200.00	\$5,000.00	\$5,200.00	\$5,200.00	\$5,200.00	\$25,800.00

Cambridge Academies - Enterprise Migrant Project Budget Project Years 1-5

2 counties – most of his/her recruitment & student/family support work will require travel.(.54/mile)						
Training Workshops Registration Reimbursements/ college Instructional staff	\$800.00	\$900.00	\$800.00	\$800.00	\$800.00	\$4,100.00
Sub Total	\$10,450.00	\$10,100.00	\$10,200.00	\$10,100.00	\$10,100.00	\$50,950.00
Equipment						
						\$0.00
Sub Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Supplies						
Office supplies, paper, brochures, info. Handouts; duplication	\$3,500.00	\$3,500.00	\$3,900.00	\$4,500.00	\$4,500.00	\$19,900.00
HSE & ESL Curric. Materials (150@ student x 60) Years 2-4 college follow-up tutoring aids/materials	\$9,000.00	\$11,300.00	\$11,300.00	\$11,300.00	\$11,300.00	\$54,200.00
Classroom Books and Reading Resources	\$333.00	\$500.00	\$500.00	\$880.00	\$880.00	\$3,093.00
Sub Total	\$12,833.00	\$15,300.00	\$15,700.00	\$16,680.00	\$16,680.00	\$77,193.00
Contractual						
Learning Quest - HSE & ESL Instructors 3 (f.t.e) assigned to each of 3 sites	\$119,200.00	\$119,200.00	\$119,200.00	\$119,200.00	\$119,200.00	\$596,000.00
Sub Total	\$119,200.00	\$119,200.00	\$119,200.00	\$119,200.00	\$119,200.00	\$596,000.00
Other						
Evaluation – WestEd.	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$45,000.00	\$225,000.00
Student Support (Class Incentives, biz startup, travel exp, bus passes, food, general needs.) Approximately \$250/student	\$15,000.00	\$15,000.00	\$14,500.00	\$14,620.00	\$14,620.00	\$73,740.00
Student Assessments (CASAS & Talent, EQ,) \$180/student	\$10,800.00	\$10,800.00	\$10,800.00	\$10,800.00	\$10,800.00	\$54,000.00

Cambridge Academies - Enterprise Migrant Project Budget Project Years 1-5

Web-based student database - Access to master server /tech support (\$250/month)	\$3,000.00	\$3,000.00	\$3,000.00	\$2,000.00	\$2,000.00	\$13,000.00
Laptops (2) for Recruiter & Clerk	\$2,433.00					\$2,433.00
Sub Total	\$76,233.00	\$73,800.00	\$73,300.00	\$72,420.00	\$72,420.00	\$368,173.00
Program TOTAL	\$439,387.00	\$439,354.00	\$439,354.00	\$439,354.00	\$439,354.00	\$2,196,803.00
Indirect Cost 8%	\$35,150.00	\$35,148.00	\$35,148.00	\$35,148.00	\$35,148.00	\$175,742.00
Total Cost	\$474,537.00	\$474,502.00	\$474,502.00	\$474,502.00	\$474,502.00	\$2,372,545.00

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Geni	Middle Name:	Last Name: Boyer	Suffix:
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Address:

Street1:	4120 Dale Rd. Ste J8-157
Street2:	
City:	Modesto
County:	
State:	CA: California
Zip Code:	95356
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
209.531.8167	

Email Address:
gboyer@cambridgeacademies.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Cambridge Academies

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	176,840.00	177,080.00	177,080.00	177,080.00	177,080.00	885,160.00
2. Fringe Benefits	43,831.00	43,874.00	43,874.00	43,874.00	43,874.00	219,327.00
3. Travel	10,450.00	10,100.00	10,200.00	10,100.00	10,100.00	50,950.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,833.00	15,300.00	15,700.00	16,680.00	16,680.00	77,193.00
6. Contractual	119,200.00	119,200.00	119,200.00	119,200.00	119,200.00	596,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	76,233.00	73,800.00	73,300.00	72,420.00	72,420.00	368,173.00
9. Total Direct Costs (lines 1-8)	439,387.00	439,354.00	439,354.00	439,354.00	439,354.00	2,196,803.00
10. Indirect Costs*	35,150.00	35,148.00	35,148.00	35,148.00	35,148.00	175,742.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	474,537.00	474,502.00	474,502.00	474,502.00	474,502.00	2,372,545.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S141A160018

Name of Institution/Organization Cambridge Academies	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524