



## Ford Driving Dreams Grants 2017-2019

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*Providing the keys to the doors of opportunity via a partnership between  
Ford Motor Company Fund and LULAC Institute, Inc.*

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Dear LULAC Council:

On behalf of the LULAC Institute and Ford Motor Company Fund, we invite you to apply for the **Ford Driving Dreams Grants** program. We are pleased to continue this successful education initiative, which has made a tangible difference in 53 communities over the past seven years.

Understanding the important role LULAC councils play in communities nationwide, the *Ford Driving Dreams Grants* program will award seed grants through this Request for Proposals (RFP) to selected LULAC councils and their partner organizations to address Latino graduation rates in their communities and help achieve education equity across the United States. We invite LULAC councils across the country and Puerto Rico to apply for this prestigious grant, which was recognized by the White House Initiative for Educational Excellence for Hispanics last year as one of the “*Bright Spots in Hispanic Education*.” Eight winning proposals will receive up to \$20,000 each from Ford Motor Company Fund to support implementation of the proposed projects over two consecutive school years. Through this initiative, Ford Motor Company Fund and LULAC Institute, Inc. will support innovative, top-notch programs that help stimulate STEAM academic achievement, foster high school completion and promote college enrollment.

In the attached RFP, you will find additional information about the **Ford Driving Dreams Grants** program and submission guidelines. Questions or comments may be directed to Sandra Caraveo, LULAC National Education Programs Manager via e-mail at [SCaraveo@lulac.org](mailto:SCaraveo@lulac.org) or by phone at 915-577-0726.

Proposals must be submitted by 5:00 p.m. ET on Thursday, March 16, 2017. Those interested in applying are kindly asked to complete a [Notice of Intent](#) by 5:00 p.m. MST on Monday, January 16, 2017. We thank you for your commitment to Latino youth and look forward to working with you in this exciting initiative.

Sincerely,

Brent A. Wilkes  
Executive Director  
LULAC Institute, Inc.

Joe Avila  
Community Outreach Manager  
Ford Motor Company Fund & Community Services



# Ford Driving Dreams Grants: Request for Proposals

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*Grant amount: eight grants of \$20,000 each*

**Key dates:**

Applicant calls	<b>Dec. 8, 2016 at 2 p.m. MST</b> <b>Dec. 15, 2016 at 2 p.m. MST</b> <b>Jan. 26, 2017 at 2 p.m. MST</b> <b>Feb. 2, 2017 at 2 p.m. MST</b> <b>March 2, 2017 at 2 p.m. MST</b>	Dial-in number: 1-866-364-1511 Conference code: 202-833-6130 Security code: 1212
Notice of intent (NOI)	Due: Jan. 19, 2017. 5 p.m. MST	<a href="#">Submission Link</a>
Grant proposals	Due: March 16, 2017 at 5 p.m. MST	Submit Via Email at <a href="mailto:SCaraveo@lulac.org">SCaraveo@lulac.org</a>
Notification to all applicants regarding selection	By May 31, 2017	Recipients will be notified in writing.
Training	July 6-8, 2017	LULAC National Convention in San Antonio, TX
Grants awarded and local projects launch	By Aug. 1, 2017	Timelines may vary locally.
Projects conclude year one	By June 30, 2018	Year one concludes and year two LOAs disseminated to top performing sites.
Year two agreement	By Aug. 1, 2018	Year two awards disseminated to top performing sites.

*For more information e-mail Sandra Caraveo at [SCaraveo@lulac.org](mailto:SCaraveo@lulac.org) or call 915-577-0726.*

## **Background information**

High school graduation rates have been steadily rising in the last decade, thanks to several educational initiatives and investments promoting on-time graduation in the United States. In 2015, the Department of Education reported a record-breaking high school graduation rate of 83.2% among high school students.<sup>1</sup> Despite the significant improvements, Hispanic graduation rates (77%) still trail in comparison to Non-Hispanic Whites (89%), Asians (91%) and African American students (82%)<sup>2</sup>.

The high disparity among the aforementioned statistics makes the Latino high school dropout rate a concern for LULAC and Ford Motor Company Fund. The dropout rate has a negative impact, not only for students and their families, but for the economy as a whole. Although Hispanics are enrolling in college at record numbers and have indistinctly become the largest



minority group on U.S. college campuses, Hispanics still fall behind other groups when it comes to earning a four-year degree.<sup>3</sup> Only 16% of Latino students who matriculated at institutions of higher education in 2004 as STEM majors completed a STEM degree by 2009, compared to 25% of White students.<sup>4</sup> These statistics present a complex issue and require creative solutions at the local level. Therefore, the *Ford Driving Dreams Grants* program was created to support LULAC Councils and the communities they serve by funding programs that help stimulate academic achievement, on-time high school completion and college enrollment.

The *Ford Driving Dreams Grants* program, a collaboration of Ford Motor Company Fund and LULAC Institute, Inc., will award seed grants through this Request for Proposals (RFP) to selected LULAC councils and their partner organizations to address factors outside of high school classrooms that influence Latino graduation rates and education equity across the United States. We invite all LULAC councils across the country to apply; however, special consideration will be given to STEAM (science, technology, engineering, arts, and math) programs that target areas including Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York, Puerto Rico and Texas.

The Latino high school population is important to the nation's prosperity, and the dropout rates offer an opportunity for LULAC councils to present creative, localized, and sustainable programs with short-term and long-term measurable effects that will have an enduring effect on their communities. Through this effort, the *Ford Driving Dreams Grants* program seeks to collaborate with LULAC councils and their respective partners to:

- Make education a shared value by providing those involved with this initiative with a greater sense of community.
- Foster collaboration between education and other sectors, such as STEAM programs (science, technology, engineering, arts, and mathematics) and involve community organizations in dialogue and decision-making.

At the end of the grant period, LULAC councils will have a clear, community-driven plan of action to achieve their outcome-based goals developed during their programs.

This RFP does not commit Ford Motor Company Fund to accept proposals or contracts for service or pay the cost incurred in the preparation of a response to this RFP.

To date, 60 LULAC councils in 53 cities across 23 states, as well as the District of Columbia and Puerto Rico, have developed effective high school completion programs in their respective communities. More about these programs can be found by downloading our best practices paper, "[Closing the Gap: Identifying effective educational program strategies and best practices for Latino youth.](#)" Summaries of past awardees can also be found by visiting [www.LULAC.org/ford](http://www.LULAC.org/ford).

## **Partnerships**

This grant seeks to build upon the leadership of our LULAC councils and encourage local collaboration with educational partners who have a proven track record of working on valuable, academic programs that service Latino communities.



**Examples of potential partners:** LULAC Institute, Inc. encourages LULAC Councils to partner with local high schools and organizations including, but not limited to, LNESc, LULAC EHAT centers, Boys and Girls Clubs of America, Girls Inc., THINK Together, YMCA, Amigos de las Americas, and Big Brothers Big Sisters of America

## **Eligibility and applicant criteria**

LULAC councils must:

- Be in good standing; must have submitted 2017 re-charter application and dues
- Partner with a local agency, tax-exempt educational institution or tax-exempt organization (as described in Section 501(c) (3) of the Internal Revenue Code) that is not a private foundation or non-functionally integrated Type III supporting organization
- Be located in the United States or Puerto Rico. We invite all councils across the country to apply; however, special consideration will be given to the 2017 target areas: Arizona, California, Colorado, Florida, Illinois, New Jersey, New Mexico, New York, Puerto Rico and Texas.
- Provide the physical space to host the program activities
- Provide compensation for one program coordinator; selected coordinator must be available for in-person training in San Antonio, TX from July 6-8, 2017.
- Work with LULAC Institute, Inc. and Ford Motor Company Fund for marketing and outreach activities
- Provide timely quarterly reporting, pictures and other reporting data, as requested
- Participate in conference calls and other update meetings as they arise

**Special note:** If the LULAC council or partner organization is a fiscal agent for another entity, please indicate the fiscal agent as the applicant. In your narrative, describe the relationship between the fiscal agent and the organization conducting the work.

**Special restrictions:** Past grantees are not eligible to re-apply. Due to a strict conflict of interest policy, LULAC National Board members are unable to act as the Program Coordinator or hold a paid position throughout the program's duration. Furthermore, LULAC youth councils and LULAC collegiate councils are not eligible to receive funding.

**Diversity and inclusion:** This program embraces diversity and inclusion across multiple dimensions, such as race, ethnicity, gender, disability, age, and socioeconomic status. We strongly encourage proposals that will help us expand the perspectives and experiences we bring to our work.

## **Selection process, considerations, criteria, and curriculum**

**Selection process:** All proposals will be screened for eligibility and assessed by a committee composed of LULAC Institute, Inc. staff, Ford Motor Company Fund staff, Communications consulting staff and anonymous external expert reviewers.



***Geographic scope and scale:*** The *Ford Driving Dreams Grants* program seeks to produce a geographically balanced portfolio and aims to fund one applicant from each LULAC membership region. Proposals will be reviewed primarily using the selection criteria listed below, and it is possible that more than one proposal from a region will be selected.

LULAC councils must propose to work at the local level only. We will not be evaluating proposals based on “reach” in terms of affected populations or total number of students reached. The *Ford Driving Dreams Grants* program requires a minimum enrollment of 25 high school students.

***Staff and organizational capabilities:*** We are looking for LULAC councils with leaders from a range of institutions, disciplines, backgrounds, and positions within their organizations. Our goal is to select LULAC councils that are ready to lead to achieve significant impacts, have an orientation toward shared learning, and have experience with collaboration. We are looking for a commitment of time by an individual (program coordinator) who has demonstrated ability (through relevant experience and references) to work with others and work across diverse types of organizations. It is mandatory to include time for a program coordinator in the budget, as this individual will be responsible for grant reporting. Maximum allowed for program coordinator stipend is \$3,500 per academic year. We are looking for individuals who have the support of their LULAC councils and institutions and who are personally committed to the program. Neither matching funds nor in-kind contributions are required.

***Selection criteria:*** Strong grant proposal will include:

- Overview of the Hispanic high school dropout crisis in their communities, demonstrating an understanding of its impact and a need for funding
- Clearly delineated program timeline with student program schedule for achieving 10 hours of programming each month
- Timeline will stimulate academic achievement, on-time high school completion and college enrollment
- Concrete examples of the LULAC council’s engagement and measurable outcomes in education-related initiatives in recent years
- Strategic plan to recruit and retain 25 9<sup>th</sup>-11<sup>th</sup> grade students for a two-year program (no summits, forums, or white papers)
- Formal partnership with a local agency, tax-exempt educational institution or tax-exempt organization
- Strong, effective plan for meaningfully involving LULAC Members and the partner
- Local budget that captures how the funds will be distributed for all activities, staffing, supplies, etc. related to the program
- Support letters from community leaders and relevant decision-makers
- Sustainability plan that provides funding for the program once Ford funding expires

***Program curriculum:*** At the minimum, the program activities are required to bring the students together at least 10 hours per month. For example, the program may follow any of these monthly schedules: at least two hours per week and one brief Saturday



academy/STEAM trip/workshop/or other activity; two Saturday sessions of five hours; any other combination, totaling at least 10 hours each month. In addition, programs must enroll and actively retain a cohort of 25 students for the two-year period. For the entire duration of the grant, the same 25 students must stay enrolled in the program. Enrollment of more than 25 students (but no more than 28) is strongly encouraged to help off-set unforeseen circumstances.

**Special restriction:** We are not accepting proposals for specific interventions or research-based experiments or excursion programs, such as drug cessation, SAT/ACT and standardized testing, leadership conferences, recreational field trips or plated meal events. Similarly, grant funds may not be used for capital expenses (e.g. building community gardens, creating technology centers or painting wall murals).

**Evaluation and monitoring**

Each year, grantees are required to submit a quarterly narrative with financial reports and provide periodic information needed for overall program performance monitoring and management. The *Ford Driving Dreams Grants* program monitors grantees’ efforts and stewardship of grant funds to ensure accountability. Grantees must submit their deliverables and reports according to the schedule outlined in the grant agreement. An independent research group may conduct an evaluation of the grant program. As a condition of accepting funds, grantees must participate in any such evaluation. Finally, LULAC Institute, Inc. staff will visit the grantee up to one time during the course of the program. Historically, visits have coincided with trainings, orientations or graduation ceremonies.

**Use of grant funds**

For budgeting purposes, proposals should assume a grant of up to \$20,000 over a two-year period from Ford Motor Company Fund. The following is a breakdown of how grant funding should and should not be used:

<b>Grant funds <i>can</i> be used for:</b>	<b>Grant funds <i>cannot</i> be used for:</b>
Program coordinator stipend	Subsidizing individuals for the costs of their health care or child care
Supplies	Lobbying, advocating or political activities
Program-related travel	Constructing or renovating facilities or homes
Other direct program expenses, including a limited amount of equipment essential to the program	Subsidizing individuals for the costs of attending professional or personal development conferences
Marketing costs	Substituting for funds currently being used to support similar activities

Please note four important budget restrictions:

1. Program Coordinator (PC) stipend cannot exceed \$3,500 per year.
2. The LULAC Council President or CEO/ED of partner organization cannot serve as Program Coordinator. LULAC National Board Members cannot be paid program coordinators for their support of this program or receive any compensation for their support of local initiatives.





3. Staff-related travel is only permitted for the first year and cannot exceed 7.5% (\$1,500) of the grant. Travel must be used for PC to attend training at LULAC's 88<sup>th</sup> Convention in San Antonio, TX. Staff-related travel is not permitted for the second year unless they accompany FDD student participants.
4. Student travel to LULAC's Convention is permitted for the second year and cannot exceed 7.5% (\$1,500) of the grant. Travel must be used to attend training at LULAC's 88<sup>th</sup> Convention in San Antonio, TX.

### **Program structure and rollout**

- Ford Motor Company Fund and LULAC Institute, Inc. will enter into a standard grant agreement with the winning LULAC Councils. Funds (\$20,000) will be disbursed by LULAC Institute, Inc. over a two-year period. Disbursements will be made upon submittal of program quarterly reports and subject to adequate program roll-out and implementation. A \$2,500 payment will be distributed upon signing the grant agreement at the front end of the program. Additional funds will be disbursed as program criteria are met and are properly reflected on quarterly reports.
- LULAC Council winners will be notified two months prior to the convention and will be publically announced at LULAC's 88<sup>th</sup> Convention in San Antonio, TX. LULAC councils will have no more than two years to implement and execute their respective programs. The programs are to be implemented between August 1 and June 30<sup>th</sup> during the 2017-2018 and 2018-2019 school years



The [Ford Driving Dreams](#) Grants program, a collaboration of [Ford Motor Company Fund](#) and [LULAC Institute, Inc.](#), was established in 2010 to reduce the disparity in the high school dropout rate among Latino youth. To date, 60 LULAC councils in 53 cities across 23 states have developed effective high school drop-out prevention programs in their respective communities. To learn more about these programs, visit the [FDD program description database](#). The Ford Driving Dreams Grants program has funded 52 programs, supported the education for more than 1,500 students and served as a convener and facilitator of the growth of LULAC Councils.

### Application

Please submit all materials in PDF format in one email to [SCaraveo@lulac.org](mailto:SCaraveo@lulac.org). Applications are due at 5:00 p.m. ET on March 16, 2017. Before submitting your application, review the following check-list to ensure all necessary components are included:

- Cover pages (filled out and **counter-signed** by all parties)
- Proposal narrative
- Key staff and partner resumes
- Letters of support
- Timelines
- Budget narrative
- Evaluation and reporting requirements
- LULAC Council membership list
- Partner board list(s)
- High school academic calendar(s)
- Promotion and program recruitment plan
- Bonus

#### ***Breakdown of points:***

<b>Item:</b>	<b>Points:</b>
Cover pages (filled out and signed by all parties)	2
Proposal narrative	32
Key staff and partner resume	4
Letters of support	6
Timelines	8
Budget narrative	8
Evaluation and reporting requirements	4
LULAC council membership list	4
Partner board list(s)	4
High school academic calendar(s)	2
Promotion and program recruitment plan	10
Bonus	2
<b>Total:</b>	<b>86</b>





Cover pages

Ford Driving Dreams Grants Program: Request for Proposal Cover Pages

Section I: LULAC Council Information

1) LULAC Council #:

2) Is the LULAC Council in good standing? YES NO

3) Mailing address (street, city, state, zip code):

4) LULAC Council agrees to cooperate with the 3rd party evaluator that Ford Motor Company Fund or LULAC National may retain to analyze the data provided by LULAC Council under this grant. YES NO

5) Will the LULAC Council serve as the fiscal agent? YES NO

(If YES, the LULAC Council must agree to the following: have a bank account, have a treasurer who must be responsible for handling funds, and cooperate with LULAC National and Ford Motor Company Fund to produce financial documentation in the case of an audit. If NO, please answer question #12)

LULAC Council President

6) First and last name:

6A) Email:

6B) Cell phone:

Section II: Partner Organization

7) Organization's legal name:

8) Office phone number:

9) Mailing address (street, city, state, zip code):

10) Web address:

11) Select all that apply: 501(c)(3) 501(c)(4)

12) Will partner organization serve as the fiscal agent? YES NO (If YES, the organization will be responsible for receiving grant funds agrees to cooperate with LULAC National and Ford Motor Company Fund to produce financial documentation in the case of an audit. If NO, please indicate name of fiscal agent in section III)

13) Partner organization agrees to cooperate with the 3rd party evaluator that Ford Motor Company Fund or LULAC may retain to analyze the data we provide under this grant. YES NO

14) Organization's mission (summarize):

Partner Point of Contact

15) First and last name:

15A) Title:

15B) Email:

15C) Direct office number:

Section III: Fiscal Agent

If neither the LULAC Council nor the educational partner organization has the capacity to serve as the fiscal agent, please indicate an organization that agrees to serve as the fiscal agent. The organization will be responsible for receiving grant funds and agrees to cooperate with LULAC National and Ford Motor Company Fund to produce financial documentation for reporting purposes in the case of an audit.

16) Organization's legal name:

17) Office number:

18) Mailing address (street, city, state, zip code):

19) Select all that apply: 501(c)(3) 501(c)(4)

20) Web address:

21) Fiscal officer's Full Name:

21A) Title:

21B) Email:

21C) Direct Office Number:



**Section IV: Budget**

**22) Total program cost:**

**23) Amount requested (ie. \$20,000.00):**

**24) Other funding sources and amounts, pending and committed (if funds from this request will not cover the total project cost, additional funding sources must be provided):**

**Section V: Application Requirements**

Please submit all materials in one pdf form to Sandra Caraveo at SCaraveo@lulac.org by March 16th, 2017 by 5 PM

MST. Before submitting your application, review the following check-list to ensure all necessary components are included:

- Cover pages (filled out and signed by all parties)
- Proposal narrative
- Key staff and partner resumes
- Letters of support
- Timelines
- Budget narrative
- Evaluation and reporting requirements
- LULAC council membership list
- Partner board list(s)
- High school academic calendar(s)
- Promotion and program recruitment plan
- Bonus

**25) Special populations served by the project:**

Ethnic and cultural background: Provide the percentage of each group participating; total must equal 100%. If you do not track ethnic and cultural data, please make an educated estimate and do not leave any area blank. Use a zero entry where appropriate.

\_\_\_\_\_ % African American                      \_\_\_\_\_ % Hispanic/Latino                      \_\_\_\_\_ % White  
 \_\_\_\_\_ % Asian American                      \_\_\_\_\_ % Native American                      \_\_\_\_\_ % Other (Define) \_\_\_\_\_

**25A) Income level:** Please provide the percentage of low-income<sup>1</sup> individuals served by the project. If this population is not served by program, insert N/A. Do not leave blank. \_\_\_\_\_ % Low-Income<sup>1</sup>

**25B) Other:** If the program serves one or more of the populations below, indicate the percentage served. If one or more population(s) are not served by your organization, insert N/A. Do not leave any area blank.

\_\_\_\_\_ % Students with disabilities (physical, intellectual, and/or learning)    \_\_\_\_\_ % Rural <sup>2</sup>    \_\_\_\_\_ % Urban Cluster<sup>3</sup>  
 \_\_\_\_\_ % Metro<sup>4</sup> \_\_\_\_\_

**26) LULAC Council President**

**Printed:** \_\_\_\_\_ **Signature: X** \_\_\_\_\_ **Date:** \_\_\_\_\_

**27) Partner Organization Point of Contact**

**Printed:** \_\_\_\_\_ **Signature: X** \_\_\_\_\_ **Date:** \_\_\_\_\_

**28) Ford Driving Dreams Program Coordinator**

**Printed:** \_\_\_\_\_ **Signature: X** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Cell Phone:** \_\_\_\_\_

**29) Fiscal Agent**

**Printed:** \_\_\_\_\_ **Signature: X** \_\_\_\_\_ **Date:** \_\_\_\_\_

<sup>1</sup> As defined by the U.S. Federal Government Departments of Health & Human Services (<http://aspe.hhs.gov/poverty/05poverty.shtml>), Housing and Urban Development (<http://www.huduser.org/datasets/i/i105/index.html>), or U.S. Census Bureau ([www.census.gov](http://www.census.gov)).

<sup>2</sup> Places of less than 2,500 persons, as defined by the U.S. Census Bureau.

<sup>3</sup> An urban cluster is defined by the U.S. Census Bureau as a territory that has at least 2,500 people, but fewer than 50,000.

<sup>4</sup> A metro area is defined by the U.S. Census Bureau as a territory that has a population of 50,000 or more.



## Proposal narrative

Please download the form-fillable PDF. You will submit this document with the information below (Cambria, single-spaced, 11point font).

Start off your narrative by providing us with the following information about the individual submitting the application (does not need to be the LULAC Council President):

- Prefix (Mr., Ms., Dr., etc.)
- First and last name(s)
- LULAC Council number
- LULAC Council position
- LULAC Council year of establishment
- E-mail address
- Cell phone number

*All applicants must respond to the following list of questions. Responses must not exceed 2,500 words total. Allocate the word count as you deem necessary. In order to keep track of your word count, use a word processing program to create drafts of your responses. Final draft can be pasted on the form-fillable PDF.*

1. Describe your LULAC council's activities for the 2017 calendar year (January 1- December 31, 2017). Please provide a list of all activities.
2. Why does your community need a high school dropout prevention program? Provide details about the Latino high school graduation rate in your community.
3. Why is your LULAC council interested in participating in this program? How does this program align with your partner(s)' mission or key strategies?
4. How does your LULAC council plan to improve the Latino high school completion rate in your community? The purpose and structure of planned activities should be described and explained.
5. Explain your LULAC council's plan for engaging local partners that have experience with addressing the dropout rate and how these partners will contribute to the program. Indicate how your LULAC council will be creating new relationships with these CBOs or building upon existing ones.
6. Describe other key stakeholders who are critical to the achievement of your LULAC council's ultimate outcome (teachers, parents, high school administrators, etc.) Who are the natural partners whose engagement and support your LULAC council will seek, and what new partners does your LULAC council hope to recruit to achieve its desired results? What will be your partners' role(s) in the program?
7. What is your LULAC council's experience and capacity to lead educational programmatic work to achieve specific, measurable outcomes? How do members from your LULAC council plan to be involved?
8. What elements of the training, technical staff assistance, peer learning, or funding provided will provide the greatest impact for your LULAC council and partner(s)?
9. Describe how the program can be sustained beyond Ford's two-year funding period. In other words, do you plan to apply for other grants?

## Key staff and partner resumes



Please attach the resumes for key LULAC council members and potential staff from your partners and describe respective roles within the program. Submitted resumes must include the program coordinator, data analyzer (individual who submits reports) and the fiscal agent. Each resume should be no longer than two pages.

### Letters of support

Please attach two letters of support: one from your potential education partner regarding staff and leadership commitment, program resources and/or access to donated space, and the other from a local high school describing contributions to the proposed effort (student participant referrals, space allocation, tutoring from STEAM teachers, mentoring from counselors, etc.). Letters may be addressed to the *Ford Driving Dreams Grants* program manager Sandra Caraveo.

### Timelines

Describe when, where, and how you will meet with 25 high school students for 10 hours each month. A breakdown of each month’s activity for both academic years is strongly encouraged.

<b>2017-2018 Timeline (Example)</b>	
<b>Month</b>	<b>Topic/Activity</b>
August 2017	<input type="checkbox"/> Hold orientation for students and parents to outline program/activities for year
September 2017	<input type="checkbox"/> Program kicks off <input type="checkbox"/> Program orientation for students and parents <input type="checkbox"/> Community service: beautification of local parks
October 2017	<input type="checkbox"/> Mentoring Program Session: Hispanic Heritage Month <input type="checkbox"/> Leadership Development: LULAC Youth Council Participation <input type="checkbox"/> College Readiness: Highlight STEAM universities <input type="checkbox"/> Speaker: Dr. Karina Molina, Dentist, Norco Smiles LLC
November 2017	<input type="checkbox"/> Student Workshop: How to get involved in high school <input type="checkbox"/> Career Readiness: Resume Building Workshop <input type="checkbox"/> Speaker: Ms. Mayra Rivera, Engineer, NASA
December 2017	<input type="checkbox"/> Volunteer: local soup kitchen <input type="checkbox"/> Student Presentation: Careers in STEAM <input type="checkbox"/> Speaker: Ms. Mariam Chichioco, Mathematics teacher, Garfield High School
January 2018	<input type="checkbox"/> Career Readiness: What Happens After High School? <input type="checkbox"/> Field Trip: four-year university campus <input type="checkbox"/> Speaker: Rodolfo Castellanos, Entrepreneur, Carniceria Corona
February 2018	<input type="checkbox"/> Panel: Careers in STEAM <input type="checkbox"/> Speaker: Mark Zuckerberg, Founder/CEO, Facebook <input type="checkbox"/> Volunteer: local LULAC event



March 2018	Student Presentation: STEAM College Majors Community service: beautification of community gardens •
April 2018	<ul style="list-style-type: none"> <li>• College Readiness: Summer Internships/Conferences</li> <li>• Student Presentation: Latin@s in STEAM</li> <li>• College Readiness: High School Roadmap to College</li> </ul>
May 2018	<ul style="list-style-type: none"> <li>• Field Trip: Arturo Velasquez Institute Campus</li> <li>• Students complete post-survey</li> <li>• Program concludes</li> </ul>

**Budget narrative**

Please complete the budget and budget narrative using the categories below. This information is not binding and, if your application is selected, we will work with you to finalize the budget. Please provide as much detail as you can at this stage. If the inclusion of this information triggers a lengthy review process from your LULAC council and partners, please use discretion to include as much useful information as possible.

Line Item	Amount	Brief Narrative Description
Program Coordinator	\$7,000	\$3,500 per year
Program Coordinator Travel	\$1,500	This amount includes travel for the program coordinator for three days in San Antonio, TX.
Student Travel	\$1,500	This amount includes travel for up to two students for four days in San Antonio, TX
Supplies and Printing	\$2,000	
Local Student Travel, Meals, Field Trips, etc.	\$2,000	
Marketing and Communication	\$2,000	
Other	\$4,000	
Total	\$20,000	N/A

**Evaluation and reporting requirements**

Delegates will be responsible for submitting quarterly reports to LULAC Institute, Inc. Most LULAC Councils assign the reporting responsibility to the program coordinator or council president. In addition, your LULAC council must agree to a written statement that they have read and reviewed the reporting requirements and have partner buy-in to fulfill reporting requirements. If your LULAC council and partner are using additional measurement tools (other than those required by LULAC Institute, Inc.) please provide the corresponding description and outcomes.

**LULAC Council membership list**

Provide an updated list of your LULAC council’s members, as of the date this application is submitted. Include full names, titles and contact information. Please specify if your LULAC council has an education subcommittee. Please note the submission date on the board list.



**Partner board list(s)**

Provide an updated list of the organization's board members, as of the date this application is submitted. Include names, titles, professional affiliations, phone numbers and email addresses. Please note the submission date on the board list

**High school academic calendar(s)**

Provide academic calendars of the schools from which your LULAC council plans to recruit students.

**Promotion and program recruitment plan**

Provide an action plan for student recruitment for your program. For example, describe how the LULAC council and partner(s) will work together to recruit students for your program. Internal recruitment and promotion should start in July 2017, after grantees are selected. In addition, you must provide an overview detailing how you plan to highlight the program to external audiences after the program announcement at the 2017 LULAC Convention.

***Suggested recruitment plan:*** High schools with a high enrollment of Hispanics are the primary source of recruitment for program participants. High school teachers, counselors and principals are excellent contacts for the recruitment effort. Publicize the program to potential participants by distributing the FDD flyer, organizing events at the local high schools, and inviting students to informational meetings. The following is a sample recruitment plan:

High School	Key Contact	Staff Person	Quota
Rio Grande High School 123 Sesame St. Horsetown, USA	Ben Roberts, Principal	Jaime Escalante, Teacher	22 students -10 9th graders -12 10th graders
<b>Marketing and promotion plan</b>			
<ul style="list-style-type: none"> <li>LULAC Council Members visit target school(s) and introduce the program to contacts, i.e. principal, guidance counselors, teachers, etc.</li> <li>LULAC Council Members distribute posters/pamphlets displaying program information and a POC for more information. Local media is asked to run public service announcements about program</li> </ul>			

**Bonus**

Submit a 30-second video describing your program. You must provide the YouTube link





## Appendix: examples and resources

### Best practices, research, checklists, guidelines and other approaches

LULAC's "[Closing the Gap: Identifying effective educational program strategies and best practices for Latino youth](#)" is a report that illustrates a strategy used by LULAC and Ford Motor Company Fund to address the substantial high school dropout rates among Latino students in the United States. Part I of this report describes the *Ford Driving Dreams Grants* (FDD) program that local LULAC councils utilized to help Latino students graduate from high school and attend college. Part II of this report highlights shared themes that stand out across the most successful FDD sites.

#### *High School Graduation Snapshot*

- 1 in 5 students who start high school each fall will not graduate in four years.<sup>5</sup>
- Special education students, children in daycare and English language learners will continue to have the highest dropout rates.<sup>5</sup>
- Studies show that high school graduates live longer, are less likely to be teen parents and are more likely to raise healthier, better-educated children.
- Data suggests that high school graduates are also less likely to commit crimes, rely on government health care or use other public services, such as food stamps or housing assistance.<sup>6</sup>

#### *Hispanic Education*

- Currently, 1 in 5 students in the public school system is Latino.<sup>7</sup>
- In 2011, approximately 14% of Hispanics ages 16 to 24 were high school dropouts. In 2000, the rate of Hispanics dropping out of high school hovered around 28%.<sup>8</sup>
- Nearly all Latino youth (89%) agree that a college degree is important for getting ahead in life; however, just under half of Latinos ages 18 to 25 say they plan to get a college degree.<sup>9</sup>

#### *Economic Impact*

- Latinos are the fastest-growing segment of the U.S. population, poised to make-up one-third of the American workforce by 2050.<sup>10</sup>
- Cutting the dropout rate of a single high school class in half would likely support as many as 54,000 new jobs and increase the gross domestic product by as much as \$9.6 billion.<sup>11</sup>
- The average annual income for a high school dropout in 2005 was \$17,299, compared to \$26,933 for a high school graduate, a difference of \$9,634. College graduates earn on average \$1 million more over a lifetime than do high school dropouts. In other words, dropping out of high school could be called a "million-dollar mistake".



## Endnotes

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<sup>1</sup> The Pew Research Center, "U.S. high school dropout rate reaches record low, driven by improvements among Hispanics, blacks," 2014. <http://www.pewresearch.org/fact-tank/2014/10/02/u-s-high-school-dropout-rate-reaches-record-low-driven-by-improvements-among-hispanics-blacks/>

<sup>2</sup> Pew Research Center *Hispanic Trends*, "High School Dropouts, by Nativity and Region of Birth: 2013," 2015. [http://www.pewhispanic.org/2015/09/28/statistical-portrait-of-the-foreign-born-population-in-the-united-states-1960-2013/ph\\_2015-06\\_statistical-portrait-of-the-foreign-born\\_current-17/](http://www.pewhispanic.org/2015/09/28/statistical-portrait-of-the-foreign-born-population-in-the-united-states-1960-2013/ph_2015-06_statistical-portrait-of-the-foreign-born_current-17/)

<sup>3</sup> Pew Research Center, "5 facts about Latinos and education," 2015. <http://www.pewresearch.org/fact-tank/2015/05/26/5-facts-about-latinos-and-education/>

<sup>4</sup> Hispanic Association of Colleges and Universities, "Overview of Hispanics in Science, Mathematics, Engineering And Technology (Stem): K-16 Representation, Preparation and Participation," July 2012. [http://www.hacu.net/images/hacu/OPAI/H3ERC/2012\\_papers/Crisp%20nora%20-%20hispanics%20in%20stem%20-%20updated%202012.pdf](http://www.hacu.net/images/hacu/OPAI/H3ERC/2012_papers/Crisp%20nora%20-%20hispanics%20in%20stem%20-%20updated%202012.pdf)

<sup>5</sup> Grad Nation, "End the Dropout Crisis," 2013. <http://www.americaspromise.org/Our-Work/Grad-Nation/Grad-Nation-Guidebook.aspx>.

<sup>6</sup> Alliance for Excellent Education, Issue Brief, November 2011. <<http://www.all4ed.org/files/HighCost.pdf>>

<sup>7</sup> NCES. "Mini-Digest of Education Statistics 2010," <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011016>  
Grad Nation, "A Guidebook to Help Communities Tackle the Dropout Rate," February 2009.

<sup>8</sup> Pew Hispanic Center, "Hispanic High School Graduates Pass Whites in Rate of College Enrollment," May 9, 2013. <http://www.pewhispanic.org/>

<sup>9</sup> NCES. "Mini-Digest of Education Statistics 2010," <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011016>

<sup>10</sup> NCLR, "20 FAQs about Hispanics," [http://www.nclr.org/index.php/about\\_us/faqs/most\\_frequently\\_asked\\_questions\\_about\\_hispanics\\_in\\_the\\_us/](http://www.nclr.org/index.php/about_us/faqs/most_frequently_asked_questions_about_hispanics_in_the_us/)

<sup>11</sup> Alliance for Excellent Education, Issue Brief, November 2011. <http://www.all4ed.org/files/HighCost.pdf>

<sup>12</sup> Grad Nation, "A Guidebook to Help Communities Tackle the Dropout Rate," February 2009. <http://files.eric.ed.gov/fulltext/ED505363.pdf>

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