



Ford *Driving Dreams*
Through Education



**Program Coordinator Handbook
2014-2016**

This handbook describes the LULAC FORD DRIVING DREAMS THROUGH EDUCATION grants program developed by Ford Motor Company Fund in partnership with the LULAC National Office. The program aims to help lower the high school drop-out rate among Latinos students.

About LULAC

The League of United Latin American Citizens (LULAC) is the oldest and largest Hispanic membership organization in the country. LULAC works to advance the economic conditions, educational attainment, political influence, housing, health, and civil rights of the Hispanic population of the United States through community-based programs operating at more than 1000 LULAC councils nationwide.

About Ford Motor Company Fund and Community Services

Ford Motor Company Fund and Community Services works with community partners to advance driving safety, education, and community life. The Ford Motor Company Fund has operated for more than 60 years with ongoing funding from Ford Motor Company. The award-winning Ford Driving Skills for Life program teaches new drivers through a variety of hands-on and interactive methods. Innovation in education is encouraged through national programs that enhance high school learning and provide college scholarships and university grants. Through the Ford Volunteer Corps, more than 25,000 Ford employees and retirees each year work on projects that better their communities in more than 20 countries. For more information, visit <http://community.ford.com>.

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History

Ford Driving Dreams through Education has been positively affecting the lives of Latinos since 2010. This innovative program awards grants to LULAC Councils to implement creative programs that will help engage students to stay in school and continue on to higher education.

Ford Driving Dreams has impacted more than 1,000 students since its launch in 2010. To date, 36 grant recipients have worked to keep students on the road to graduation. In 2014, the Ford Driving Dreams initiative will welcome eight new sites and continue the fantastic work of two sites from the 2012 winning Councils.

Below is a list of the Ford Driving Dreams through Education network of LULAC Councils:

Phase I Sites: 2010-2012

LULAC Council 1086	Mesa, AZ	LULAC Council 4734*	Temple, TX
LULAC Council 1083	Phoenix, AZ	LULAC Council 4537	Plano, TX
LULAC Council 2055*	Salinas, CA	LULAC Council 4967	Houston, TX
LULAC Council 147	Santa Ana, CA	LULAC Council 4782	Farmers Branch, TX
LULAC Council 19002	Midwest City, OK	LULAC Council 326	Milwaukee, WI

Phase II Sites: 2011-2013

LULAC Council 2848	Anaheim, CA	LULAC Council 23044	Bronx, NY
LULAC Council 5218	Aurora, IL	LULAC Council 204558	Syracuse, NY
LULAC Council 5006	Michigan City, IN	LULAC Council 39004	Cincinnati, OH
LULAC Council 10	Davenport, IA	LULAC Council 39000	Dayton, OH
LULAC Council 9607*	Kansas City, MO	LULAC Council 4692	Victoria, TX

Phase III Sites: 2012-2014

LULAC Council 5236	Elgin, IL	LULAC Council 3207	Sacramento, CA
LULAC Council 4969	Houston, TX	LULAC Council 23047*	Queens, NY
LULAC Council 23016	Mott Haven, NY	LULAC Council 21006*	Silver Spring, MD
LULAC Council 3128	Oxnard, CA	LULAC Council 272	Dallas, TX

Phase IV Sites: 2013-2015

LULAC Council 8	El Paso, TX	LULAC Council 4537	Plano, TX
LULAC Council 4619	San Antonio, TX	LULAC Council 8035	Albuquerque, NM
LULAC Council 1057	Tucson, AZ	LULAC Council 7227	Bartow, FL
LULAC Council 3043	Pueblo, CO	LULAC Council 4933	Austin, TX

Phase V Sites: 2014-2016

LULAC Council 2848	Anaheim, CA	LULAC Council 5284	Chicago, IL
LULAC Council 950	Atlanta, GA	LULAC Council 44040	South Jordan, UT
LULAC Council 5001	South Bend, IN	LULAC Council 5238	Chicago, IL
LULAC Council 334	Milwaukee, WI	LULAC Council 4968	Houston, TX

*LULAC Councils that have been awarded an extension of their program for one academic year based on their successful practices.

To learn more about this initiative from LULAC and the Ford Motor Company Fund visit, www.LULAC.org/Ford

Introduction

Ford Driving Dreams through Education seeks to enlist LULAC Councils and local education entities in the development of effective high school drop-out prevention programs in the Latino community.

The drop-out issue is complex and requires creative solutions at the local level. Through this initiative, The Ford Motor Company Fund and LULAC National support LULAC Councils and the communities they serve by helping them implement and execute effective localized solutions that address this critical need. What makes this program unique is that it gives LULAC Councils the flexibility to design frameworks that take into account their respective educational issues, resources, and support systems.

The program is intended to spark a healthy competition among the LULAC community that will ultimately lead to the creation and implementation of top-notch programs to help stimulate academic achievement, high school completion, and college enrollment. Recent studies show that most students do not want to drop out of high school; therefore, this initiative is an essential opportunity to tackle the high school drop-out crisis at the local level.

Successful proposals will present creative, localized, and sustainable programs with short-term and long-term measurable effects. Winning proposals will build on LULAC Councils' community involvement and local insights and education partnerships for the successful implementation of programs that address this issue.

This guidebook is intended to serve as a resource that outlines some key program deliverables and corresponding timetables to help ensure program goals are met and that each site is able to communicate program achievements, challenges, and any other milestones. In order to ensure communication amongst all sites and LULAC National, reporting and communication will be done via <http://lore.com/LULACFDD20142016/>.

LULAC National has designated Karina Castellanos as Program Coordinator to facilitate any assistance the sites may need throughout the implementation of the programs. Ms. Castellanos may be reached at 202 833-6130 Ext. 114 or via e-mail at KCastellanos@LULAC.org.

On behalf of LULAC National and Ford Motor Company Fund, congratulations and welcome to the Ford Driving Dreams through Education LULAC Council Network!

Program Overview

Goal: The Ford Driving Dreams through Education Grants seek to help Latino youth achieve school retention, high school completion, and college enrollment through the creation and implementation of innovative programs around the country.

Programs are designed by LULAC Councils, which demonstrate first-hand knowledge of what the students in their communities need in order to succeed in school. Ford Driving Dreams through Education grants provide a pathway for community leaders to use their creativity and community knowledge to create programs that will be effective in their communities; programs developed from the bottom up rather than from top down approach.

The different components of each particular program offer the enrolled students greater access to support systems that provide resources and motivate them to reach high school completion and to continue on to institutions of higher education; some of the support comes through mentoring and learning about the experiences of leaders in their communities.

Program Objectives

- Achieve on-time high school graduation among targeted students:
 - Increase students' rate of on-time promotion to the next grade;
 - Improve the academic performance of the students (grades and test scores);
 - Improve interpersonal relationships between the students and their peers, teachers, administrators, and family members;
 - Reduce juvenile delinquency and youth involvement in gangs

Benchmarks

- 95% of students regularly participating in the program will achieve an on-time promotion rate to the next grade.
- 70% of the project's 20 participants identified as having a school attendance problem will reduce their number of absences per report card period by 20%.
- 75% of the project's 20 participants identified as having a disciplinary issue will reduce their number of disciplinary infractions by 25% per report card period.
- 90% of the project's 20 participants who graduate high school will enroll in a post-secondary institute.
- 75% of students will retain or improve their overall GPAs

Student Recruitment

Program coordinators will partner with educational entities in their communities to ensure a more efficient program. Program coordinators will meet and select all the program participants. A minimum of 20 eligible students are to be enrolled at each program site.

Class Profile

In order to make the selection process easier and more effective, recruitment efforts should be tailored to reach students who fit the class profile outlined below. The following standards have been established for the program class: 60% of enrolled students **must** be in grades 9-10. The participant group should be composed of an equal number of those who identify as male and female, along with an inclusion of those who identify as another gender.

Student Profile

The program seeks to identify students in the community who need an extra push in school to ensure effective completion of high school. Program personnel are encouraged to select students who show interest in participating or who have been previously selected by the school or educational partner to participate in the Ford Driving Dreams program. No student should be denied participation in this program. The following criteria should be used as a guide when selecting the participants:

Suggested Recruitment Plan

High schools with a high percentage of Latino/ students 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 through distribution of the events organized at the local high schools; utilize local newspapers, create and disburse flyers, and invite students to your introductory meetings. Exhibit 1 displays a sample recruitment plan.

Exhibit 1—Recruitment Plan

High School	Key Contacts	Staff Person	Quota
Rio Grande High 23 Windsor Ave. Anytown, USA	John Garcia, Principal Hector Edwards, Teacher	Smith	7
Marketing Plan: <ul style="list-style-type: none">• Staff visits the target school and introduces the program to contacts, i.e. principals, guidance counselors, and teachers.• Staff distributes posters/pamphlets displaying program information and a person to contact for more information. Local media is asked to run public service announcements about program.			

Application Form: LULAC National has created a sample application form that is required to be filled out by each applicant and used to review and select participants. At the coordinator's discretion, additional information can be requested on a supplemental page. Coordinators must submit copies of student applications to Karina Castellanos via <http://lore.com/LULACFDD20142016/> by October 1st *. See Appendix A.

Please ensure that students enrolled in the program are committed to participating in it for two academic years.

*Date subject to change depending on start of school year

Performance Measures

The following are criteria required for each program site:

- The Ford Driving Dreams program must serve primarily students enrolled in the 9th and 10th grades.
- Programs must serve a minimum of 20 students each program cycle.
- Students must meet at a minimum of 10 hours per month.
- Collect student applications at the beginning of the program. (See Appendix A)
- Students must complete surveys provided by LULAC National at the beginning of the school year as well as at the end of the school year. **Beginning school-year surveys are due by October 1st, and end of school-year surveys are due July 1st *.** See Appendix B.
- The program should provide students with a mentoring and a tutoring component.
- Program Coordinator has to submit all evaluation records as deemed by LULAC National.
- Program Coordinator must participate in monthly conference calls, as requested by LULAC National.
- *Funding of program continuation is subject to meeting program goals and reporting requirements.*

Required Data Collection

LULAC National will use quantitative and qualitative data collection methods to ensure our Ford Driving Dreams through Education program sites are achieving the outlined goals. The evaluation will be comprehensive in its approach and will collect anecdotal data and interview data from site visits, teachers at target schools, project partners, student participants, and guardians. The criteria used as a reference point for data analysis will include pre-program benchmark assessments of individual student attendance, behavior and academic performance, as well as the proposed cohort goals and objectives established at the beginning of the project.

In addition to these assessments, baseline data will include pre-program school attendance data, report card grades, and pre-program surveys of students' skills, which include written teacher assessments and student self-reported survey data.

Data Collection check list

- ✓ *Student Information:* All participants must complete a student program application, and copies must be submitted to LULAC by **October 1, 2014***. See Appendix A.
- ✓ *Grades and Attendance:* Program coordinator must collect GPA's of all Ford Driving Dreams through Education participants at the beginning of the program and after its conclusion. Program Coordinators are required to record each student's cumulative Grade Point Average and the total number of absences the student received the prior academic semester. See Appendix C.
- ✓ *Qualitative Data:* Program coordinator must ensure all participants complete the student survey when enrolling in the program and after its conclusion. See Appendix B.
- ✓ Coordinators are required to work with LULAC National staff to coordinate site visits. LULAC National Staff representatives will schedule visits to collect on-site data regarding program effectiveness.

*Date subject to change depending on start of school year.

*Program Reporting Requirements**

Reporting Pre and Post-Program Checklist

- ✓ ***Application Information:*** Each student enrolled in the program must fill out the program application provided by LULAC National, the Guardian Agreement form, provide their GPA from past semester, and sign the Media Release form. See Appendix A.
Deadline: October 1, 2014**.
- ✓ ***Yearly Timeline:*** All program coordinators must submit a yearly timeline with all major field trips and events planned for the year. LULAC National understands that the timeline might change throughout the year; for this reason, monthly calendars with events and tutoring sessions for that month are required as part of the monthly reporting. See Appendix D.
Deadline: October 1, 2014**.
- ✓ ***Outcome and Evaluation Data:*** Pre and post-surveys will be used by sites to track the success of the programs as well as a longitudinal study of grade improvement. All students must complete an entry survey and, at the completion of the program, must complete a follow-up (surveys are available on Survey Monkey and are provided by LULAC National). See Appendix B.
Deadline: Entry survey: October 1, 2014**, and two follow-up surveys: July 1, 2015 and July 1, 2016**.

*All communication and submission of documents and reports will be done via <http://lore.com/LULACFDD20142016/>.

**Date subject to change depending on start of school year.

Required Monthly Reporting

The following reporting items need to be submitted to LULAC National at the 1st of each month (unless noted otherwise in the letter of agreement). Failure to submit required material on the 1st of each month will delay payment. All reports will be submitted via <http://lore.com/LULACFDD20142016/>. *Note that continuation of program funding is contingent on meeting program goals and reporting requirements.*

All templates for monthly reporting will be provided by LULAC National on a monthly basis.

- ✓ ***Fiscal Reporting:*** Program coordinators will be required to submit a budget from the previous month at the beginning of each month to ensure funding is being adequately spent. All receipts from money spent are to be submitted to LULAC National along with the detailed budget at the end of the month. See Appendix F.

Deadline: 1st of each month

- ✓ ***Activities Log Reporting:*** Program coordinators will submit the activities report provided by LULAC National with dates for tutoring, meeting, mentoring, and events held the previous month. See Appendix G.

Deadline: 1st of each month

- ✓ ***Student Log Reporting:*** Program Coordinator will submit attendance records of program participation including field trips, tutoring sessions, mentoring sessions, group sessions, extracurricular activities, etc. and log information into the Student Interaction Log/Attendance Record. See Appendix H.

Deadline: 1st of each month

- ✓ ***Program Participation:*** Program coordinators will submit attendance sheets from all meetings, tutoring sessions, events, etc. held the previous month. See Appendix I.

Deadline: 1st of each month

- ✓ ***Program Coordinator Check-In:*** LULAC National will call you every month to get an update on your program (See Appendix E). LULAC National will ask you to answer the following questions during the monthly check-in call:

- What are the strongest components of your program?
- Describe the most successful achievements this month?
- Please describe any challenges encountered?
- What actions were made to address the challenges?
- What are some lessons learned?
- How were the students impacted by the Ford Driving Dreams Program?

Marketing

LULAC and Ford Motor Company Fund want to let everyone know how your program is positively impacting the lives of participating students! Program Coordinators are required to document the success of their programs through pictures, videos, anecdotes, and social media tools. Marketing the program through different means increases visibility among the community and ensures a higher participation rate by students as well as community members. Showcasing the highlights of the program will also ease the process of securing future funding from community organizations. For both printed materials and interviews, always mention that the Ford Driving Dreams Through Education was developed by Ford Motor Company Fund in partnership with LULAC National.

LULAC National is currently in the process of updating the Ford Driving Dreams website with the 2014 winners (www.LULAC.org/Ford). However, in order to successfully update the website, the cooperation of program coordinators is needed. With your participation, the goal is to showcase your good work and share best practices between councils. The work plan for the website is to create a space where each site's efforts are highlighted, and your accomplishments and future events are promoted. With the help of program coordinators sending pictures, videos, anecdotes, and monthly calendars, the website can be transformed into a great marketing/fundraising tool for all sites.

LULAC National will provide each program site with a LULAC/Ford Driving Dreams banner as marketing material to enhance marketing done by sites. In certain instances, LULAC National will provide other supplemental marketing materials to be used by sites.



✓ Pictures

Pictures are a great and easy way to showcase the success of each program. When pictures are taken, please post them on Facebook and submit them on <http://lore.com/LULACFDD20142016/>.

Great moments to take pictures:

- Tutoring sessions
- Mentoring sessions
- Field trips
- Special events
- Graduation celebrations
- Pictures with LULAC/FDD Banner



✓ Student Anecdotes

People get to see the real impact the program is having on each student through student anecdotes. Anecdotes can be taken during any moment; the program coordinator should report at least 1 or 2 student anecdotes each month.

Social Media

The creation of a Facebook page and Twitter account by each individual program site is encouraged. These social media tools facilitate the outreach and marketing strategy of each program. For instructions, please visit <https://www.facebook.com/pages/create/>.

- *Facebook:* Many of the LULAC Councils already have Facebook pages to promote their local events; posting on the existing page on behalf of the local Ford Driving Dreams program would be ideal. By doing this, the local LULAC Council will increase the traffic on their page as well as showcase a great program in the community.
 - When posting on Facebook, the Program Coordinator should always “tag”:
 - LULAC <http://facebook.com/LULAC.National.DC>
 - Ford in the Community <https://www.facebook.com/pages/Ford-in-the-Community/135312806480772>
- *Twitter:* When using Twitter to post pictures or updates on the program, please ensure to tag @LULAC and hashtag #FordDrivingDreams

LULAC Youth Council

Ford Driving Dreams program sites are highly encouraged to charter LULAC Youth Councils to maximize students' involvement and participation.

Benefits of being a member of a LULAC Youth Council:

- Develop leadership skills
- Early exposure to professional development
- Becoming a community leader
- Learning how to advocate
- Stand up for your community
- Mobilize your community
- Community service
- Planning events
- Attend LULAC National's Conferences and State Conventions
- Attend LULAC Youth Convention
- Receive school credit in participating districts
- Learning professional etiquette

LULAC Youth Councils are part of an overarching group of community volunteers which, in turn, is part of the nation's oldest and largest Latino membership based organization in the United States. LULAC Youth Councils are the stepping stone for students to foster their leadership skills into LULAC Collegiate Councils, LULAC Young Adult Councils, and later on to LULAC Adult Councils.

If you are interested in forming a LULAC Youth Council in your area, please contact Karina Castellanos at KCastellanos@LULAC.org for more information. You can also access the application on the web at <http://lulac.org/programs/youth/instructions/>.

Ford Driving Dreams through Education
Student Application

Student Information

Program Site _____ Date _____

Name _____

Address _____

City _____ State _____ Zip Code _____

Gender Male Female Date of Birth _____/_____/_____

Email _____ Cell phone number _____

School _____ Grade _____

Ethnicity: American Indian/Native American Asian/Pacific Islander

African American Latina/o White/ Caucasian Other _____

Primary language(s) spoken at home _____

Do you currently work a full-time or part-time job? _____

What is your overall grade point average (G.P.A.)? _____

Are you on track to graduate high school on time/within four years? _____

During the Spring 2014 semester, how many times were you absent from school?

Never 1-5 absences 6-10 absences 10+ absences

Parent or Guardian Information

Parent or Guardian's Name _____

Relationship to Student _____ Occupation _____

Cell Phone _____ Email _____

Parent or Guardian's Highest Education Level:

K- 8th grade Some High School GED High School Diploma

AA Degree Bachelor's Degree Master's Degree Doctorate Degree

Marital Status:

Single Co-Habiting Engaged Married Widowed

Civil Union/Domestic Partnership Separated Divorced

Parent or Guardian's Name _____

Relationship to Student _____ Occupation _____

Cell Phone _____ Email _____

Parent or Guardian's Highest Education Level:

K- 8th grade Some High School GED High School Diploma

AA Degree Bachelor's Degree Master's Degree Doctorate Degree

Marital Status:

Single Co-Habiting Engaged Married Widowed

Civil Union/Domestic Partnership Separated Divorced

Emergency Contact and Health Information

Name _____

Relationship to Student _____

Phone Number _____

If the student has any condition that may require special treatment it is imperative that a medical provider is alerted. Please indicate below any on-going medical or emotional problems that may require special attention (e.g., epilepsy, allergies, asthma, disability, anxiety, depression, etc.). Use reverse side if necessary.

Has the student had any major illness during the past year? _____

If so, please explain _____

Date of last tetanus injection _____

Are contacts or glasses worn? _____

Does the student take any prescribed or over-the-counter medications? _____

If so, what are they?

Allergies to medications, food, etc.

Family Financial Information

Number of family member is your household: _____

Annual Family Income:

>\$10,000 \$10,001-\$25,000 \$25,001-\$50,000

\$50,001-\$80,000 \$80,000-\$100,000 \$100,000 or more

Have you or any family members in your household taken part in one of the following programs within the past year (check all that apply)?

Free/Reduced Lunch Public Housing SNAP Benefits (Food Stamps)

TANF/GC WIC Medicaid

Have you or any family members in your household received one of the following sources of income within the past year (check all that apply)?

Unemployment/Workers Comp. SS SSI Child support

*Please note that LULAC National may contact the student to ask general questions about the program

Appendix B
Student Pre-Survey

Ford Driving Dreams through Education
Student Survey

***PLEASE COMPLETE AT BEGINNING OF THE SCHOOL YEAR**
(Available Online)

Ford Driving Dreams through Education
Student Survey (Page 1 of 4)

Student Name: _____ Grade: _____

Date of Birth: _____ City, State: _____

Program Coordinator Name: _____

High School Name: _____

***PLEASE COMPLETE AT BEGINNING OF THE FIRST SCHOOL YEAR
& AT THE END OF BOTH SCHOOL YEARS***

Please answer each question as *honestly* as possible. Remember that there is no right *or wrong answer*, so please do not answer the questions based on what you think we want to hear. Only the program coordinator will see how you answer the questions and he or she will keep your answers confidential.

Student Survey (Page 2 of 4)

Name:	Not At All	A Little	Somewhat	Quite A Bit	Extremely
Do you like school?					
Do you feel like you fit in at school?					
Do you feel academically challenged at school?					
Do you feel like you are supported/encouraged by your parents?					
Do you think it would be easier to get your GED?					
Do you like to take initiative to get things done?					
Do you feel supported by teachers at school?					
Do you get along with your teachers?					
Are you proud of your grades?					
Are your parents able to help with homework?					

Student Survey (Page 3 of 4)

Name:	Not At All	A Little	Somewhat	Quite A Bit	Extremely
How important is it to you to pass all of your classes?					
How important is it to you to graduate from high school?					
How important is it to you to get accepted into a four-year college?					
How important is it to you to graduate from high school on time?					
How important is it to you to attend school every day?					
Besides LULAC/FDD, how involved are you in other extracurricular activities?					

Student Survey (Page 4 of 4)

1. What would be your ideal G.P.A. for this semester (Fall 2014)? _____

2. Are you going to attend college upon graduating high school? Yes No

If “yes,” please answer questions 3-6. If “no,” please skip down to question 7.

3. Do you plan to attend (check one only):

Fouryear college Communitycollege Other: _____

4. What is your dream school/university? _____

5. What do you plan to major in? _____

6. Will you be the first in your family to attend college? Yes No

7. If “no” do you plan to:

Work Join the Military JoinAmeriCorps Other: _____

8. What profession do you anticipate having a career in? _____

9. Who is/are your role model(s) and why do you look up to them? _____

10. What type of extracurricular activities do you participate in for this upcoming school year? (Sports, clubs, band, volunteer organizations, church groups coaching, etc.) _____

Appendix D
Timeline

**Ford Driving Dreams through Education
2014-2015 Sample Yearly Timeline**

Month	Date	Topic	Locations
1	September 2014	Registrations for Ford Driving Dreams Program (9th - 12th grades)	LULAC
1-4	Sept 15-Dec 11	Tutoring 6-7pm Monday-Thursday	LULAC
1	September 24, 2014	Parent Meeting and Student Orientation. Meet with Driving Dreams 10 th & 11 th grade students from Year 1 to revisit expectations of program and give an overview of previous year 2013/14 and upcoming year 2014/15. Students complete College Readiness Survey (Evaluation Tool) - MID	LULAC
2	October 1, 2014	SAUSD - College Night Discuss upcoming college night with students and encourage participation; Identify 10 colleges to research and approach. Update CSU Mentor site.	LULAC
3	November 5, 2014	Creating a College Readiness Plan - Update In-class assistance with students to help update plans. Overview of financial aid. Research Ten colleges (2-yr, 4-yr and Private)	LULAC
4	December 3, 2014	STEM Industry Partner - Nutrilite Presentation on careers and educational paths, importance of research and exploration in science. Tour of Nutrilite Guest Speaker: Nutrilite Scientists	White House
5-10	Jan 12-June 4, 2015	Tutoring 6-7pm Monday-Thursday	LULAC
5-10	Jan 26- June 4, 2015	SAT Preparation Workshops 4-7pm Monday & Wednesday	LULAC

Appendix E
Required Monthly Coordinator Check-In Log

**Ford Driving Dreams through Education
Monthly Program Coordinator Check-In Log**

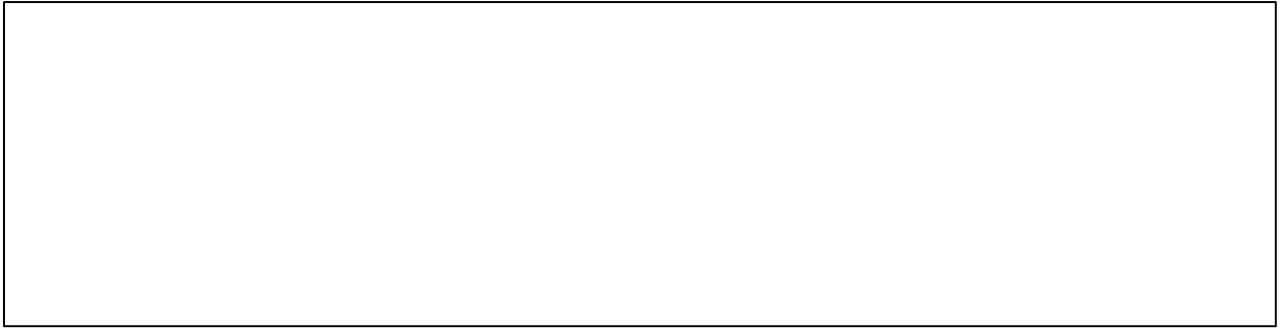
LULAC National will call you every month to get an update on your program. LULAC National will ask you to answer the following questions during the monthly check-in call:

What are the strongest components of your program?

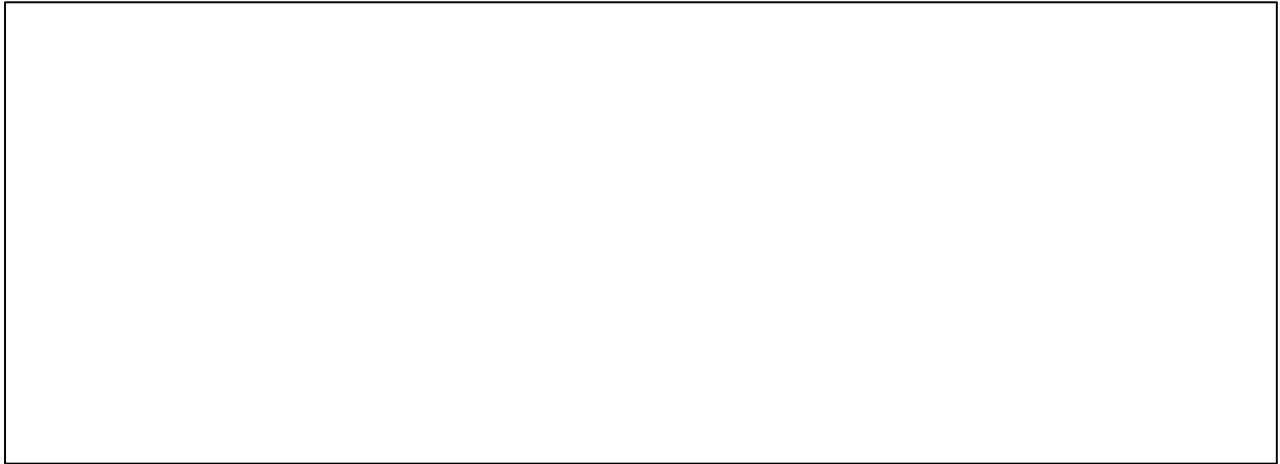
Describe your programmatic achievements:

Please describe any challenges encountered. What actions were taken to address the challenges? What are some lessons learned?

Describe how the program is being promoted in the local community.



Highlight the impact of the program by submitting anecdotes of student success stories, teacher/parent testimonials, stories, principal quotes, etc. Please submit a couple of anecdotes each month.



Each month, report and submit photographs of program activities, success stories, etc. Please submit photos electronically on <http://lore.com/LULACFDD20142016/>.

Appendix F
Required Monthly Budget

**Ford Driving Dreams through Education
Monthly Program Budget**

PROGRAM-SITE BUDGET			
Council #:			
City, State:			
Program Coordinator:			
FDD Individual Site Budget for One Annual Program Cycle			
<i>Ford Driving Dreams Through Education</i>			
FDD Program	Budget	Actual	Variance -\$
P/T Program Coordinator	\$3,500		
Leadership Conference	\$1,500		
Community Service Project	\$300		
Field Trips	\$3,000		
Meeting Snacks	\$600		
Printed Program Materials	\$500		
Office Supplies	\$500		
Program Databases	\$100		
TOTAL:	\$10,000		
*Budget figures rounded to the nearest whole number			
*Please submit a Expenditure and Budget Report Narrative (include any additional money fundraised for the exectuion of this program)			

Appendix G
Required Monthly Activities Log

**Ford Driving Dreams through Education
Program Activities Log 2014-2015**

Council #:

City, State:

Program Coordinator:

Activity Name	Activities Description	Activity Date	Length of Activity	Number of Students	Comments
<i>Kaiser Permanente: Health Fields Presentation</i>	<i>The students will be given a presentation by Monica Marshall, RN, BSN-Director of Clinical Services in the Kaiser Permanente Gilroy Medical Offices. She will review with them fields in the health profession.</i>	<i>9/11/2014</i>	<i>3 hours</i>	<i>25</i>	<i>Please explain the outcomes of this activity. For example: Students were exposed new career opportunities, students build their resumes, students were exposed to mentors, and students gained leadership skills.</i>
<i>Resume Writing</i>	<i>Tutoring for everyone. Group II (returning students) Juan Flores from Memorial Hospital HR dept. came and spoke to the students about career goals and they did a power point presentation on resume writing with more detailed tips.</i>	<i>9/22/2014</i>	<i>2.5 hours</i>	<i>21</i>	<i>Please explain the outcomes of this activity. For example: Students were exposed new career opportunities, students build their resumes, students were exposed to mentors, and students gained leadership skills.</i>

Appendix I
Required Monthly Attendance Log

**Ford Driving Dreams through Education
Monthly Attendance Log**

STUDENTS MUST LOG/SIGN THEIR ATTENDANCE ON THIS SHEET FOR EACH DAY THEY ATTEND AN FDD RELATED EVENT

Council #:
City, State:
Program Coordinator:

Student Name:	9/2	9/3	9/4	9/5	9/8	9/9	9/10	9/11	9/12	9/15	9/16	9/17	9/18	9/19	9/22	9/23
Example: Bryce Celotto	BC	BC	BC	BC	BC	BC	BC	BC	BC	BC						

Important Monthly Checklist:

Due: October 1, 2014	<input type="checkbox"/> Monthly Budget & Receipts <input type="checkbox"/> Monthly Program Activities Report <input type="checkbox"/> Monthly Coordinator Check-In Call <input type="checkbox"/> Monthly Student Interaction/Activities Log <input type="checkbox"/> Monthly Student Anecdotes/Pictures <input type="checkbox"/> Monthly Attendance Sheet <input type="checkbox"/> Yearly Student FDD Program Applications <input type="checkbox"/> Spring 2014 Student's Grades and Absences <input type="checkbox"/> Fall 2014 Student Survey*
Due: November 3, 2014	<input type="checkbox"/> Monthly Budget & Receipts <input type="checkbox"/> Monthly Program Activities Report <input type="checkbox"/> Monthly Coordinator Check-In Call <input type="checkbox"/> Monthly Student Interaction/Activities Log <input type="checkbox"/> Monthly Student Anecdotes/Pictures <input type="checkbox"/> Monthly Attendance Sheet
Due: December 5, 2014	<input type="checkbox"/> Monthly Budget & Receipts <input type="checkbox"/> Monthly Program Activities Report <input type="checkbox"/> Monthly Coordinator Check-In Call <input type="checkbox"/> Monthly Student Interaction/Activities Log <input type="checkbox"/> Monthly Student Anecdotes/Pictures <input type="checkbox"/> Monthly Attendance Sheet
Due: January 9, 2015	<input type="checkbox"/> Monthly Budget & Receipts <input type="checkbox"/> Monthly Program Activities Report <input type="checkbox"/> Monthly Coordinator Check-In Call <input type="checkbox"/> Monthly Student Interaction/Activities Log <input type="checkbox"/> Monthly Student Anecdotes/Pictures <input type="checkbox"/> Monthly Attendance Sheet
Due: February 2, 2015	<input type="checkbox"/> Monthly Budget & Receipts <input type="checkbox"/> Monthly Program Activities Report <input type="checkbox"/> Monthly Coordinator Check-In Call <input type="checkbox"/> Monthly Student Interaction/Activities Log <input type="checkbox"/> Monthly Student Anecdotes/Pictures <input type="checkbox"/> Monthly Attendance Sheet
Due: March 2, 2015	<input type="checkbox"/> Monthly Budget & Receipts <input type="checkbox"/> Monthly Program Activities Report <input type="checkbox"/> Monthly Coordinator Check-In Call <input type="checkbox"/> Monthly Student Interaction/Activities Log <input type="checkbox"/> Monthly Student Anecdotes/Pictures <input type="checkbox"/> Monthly Attendance Sheet
Due: April 1, 2015	<input type="checkbox"/> Monthly Budget & Receipts <input type="checkbox"/> Monthly Program Activities Report <input type="checkbox"/> Monthly Coordinator Check-In Call <input type="checkbox"/> Monthly Student Interaction/Activities Log <input type="checkbox"/> Monthly Student Anecdotes/Pictures <input type="checkbox"/> Monthly Attendance Sheet

LULAC Ford Driving Dreams Through Education

Program Sites

Phase I Sites: 2010-2012

LULAC Council 1086	Mesa, AZ	LULAC Council 4734*	Temple, TX
LULAC Council 1083	Phoenix, AZ	LULAC Council 4537	Plano, TX
LULAC Council 2055*	Salinas, CA	LULAC Council 4967	Houston, TX
LULAC Council 147	Santa Ana, CA	LULAC Council 4782	Farmers Branch, TX
LULAC Council 19002	Midwest City, OK	LULAC Council 326	Milwaukee, WI

Phase II Sites: 2011-2013

LULAC Council 2848	Anaheim, CA	LULAC Council 23044	Bronx, NY
LULAC Council 5218	Aurora, IL	LULAC Council 204558	Syracuse, NY
LULAC Council 5006	Michigan City, IN	LULAC Council 39004	Cincinnati, OH
LULAC Council 10	Davenport, IA	LULAC Council 39000	Dayton, OH
LULAC Council 9607*	Kansas City, MO	LULAC Council 4692	Victoria, TX

Phase III Sites: 2012-2014

LULAC Council 5236	Elgin, IL	LULAC Council 3207	Sacramento, CA
LULAC Council 4969	Houston, TX	LULAC Council 23047*	Queens, NY
LULAC Council 23016	Mott Haven, NY	LULAC Council 21006*	Silver Spring, MD
LULAC Council 3128	Oxnard, CA	LULAC Council 272	Dallas, TX

Phase IV Sites: 2013-2015

LULAC Council 8	El Paso, TX	LULAC Council 4537	Plano, TX
LULAC Council 4619	San Antonio, TX	LULAC Council 8035	Albuquerque, NM
LULAC Council 1057	Tucson, AZ	LULAC Council 7227	Bartow, FL
LULAC Council 3043	Pueblo, CO	LULAC Council 4933	Austin, TX

Phase V Sites: 2014-2016

LULAC Council 2848	Anaheim, CA	LULAC Council 5284	Chicago, IL
LULAC Council 950	Atlanta, GA	LULAC Council 44040	South Jordan, UT
LULAC Council 5001	South Bend, IN	LULAC Council 5238	Chicago, IL
LULAC Council 334	Milwaukee, WI	LULAC Council 4968	Houston, TX

Please contact the LULAC National Office with any questions, comments, or concerns.

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