



Ford Driving Dreams Grants

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

Dear LULAC Council:

On behalf of LULAC National 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, now in its 9th year.

LULAC and Ford Motor Company Fund believe that education is the gateway to opportunity and strive to support programs that help Hispanic students achieve on time graduation and obtain a higher education. We understand the important role LULAC councils play in communities nationwide, the *Ford Driving Dreams Grants* program will award grants through this Request for Proposals (RFP) to selected LULAC councils and their partner organizations to address Latino graduation rates in their local communities and help do their part in achieving education equity across the United States. We invite LULAC Councils across the country and Puerto Rico to apply for this grant. The program provides LULAC Councils and their educational partners the tools to promote academic readiness, leadership, parent engagement, and community service to build stronger communities.

Eight winning proposals will receive up to \$20,000 (\$10,000 per year) 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, high school completion, and promote college enrollment.

In the attached RFP, you will find additional information about the **Ford Driving Dreams Grants** program, as well as criteria and submission guidelines. Questions or comments may be directed to Sandra Caraveo, Education Programs Manager at LULAC Institute, Inc. via e-mail Fdd@LULAC.org or by phone at 915-577-0726.

Proposals must be submitted by 5:00 p.m. MST, Tuesday, March 19, 2019. Those interested in applying are kindly asked to fill out and submit a [Notice of Intent](#) by 5:00 p.m. MST, Friday, January 11, 2019.

We thank you for your commitment and look forward to working with you in this exciting initiative.

Sincerely,

Sindy M. Benavides
Chief Operating Officer
LULAC Institute, Inc.

Joe Avila
Manager, Community Development, U.S. & Latin America
Ford Motor Company Fund



Ford Driving Dreams Grants: Request for Proposals

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

Grant amount: Eight grants of \$20,000 each/ Max \$10,000 per year
For more information e-mail Fdd@lulac.org or call 915-577-0726.

Key dates:

Informational calls	<ul style="list-style-type: none"> • Dec. 10, 2018 • Jan. 18, 2019 • Feb. 7, 2019 • Mar 7, 2019 <p>All calls will take place at 2PM MST.</p>	Dial-in number: 1-866-364-1511 Conference code: 7486909436 Security code: 1212
Notice of intent (NOI)	Due: Jan. 11, 2019 by 5 p.m. MST	2019 Notice of Intent
Grant proposals	Due: Mar. 19, 2019 at 5 p.m. MST	Submit Via Email to Fdd@LULAC.Org
Notification to all applicants regarding selection	By May 30, 2019	Recipients will be notified in writing.
Training	July 11-13, 2019	LULAC National Convention in Milwaukee, WI
Grants awarded and local projects launch	By Sept. 15, 2019	
Projects conclude	By June 30, 2020	Year one concludes and year two LOAs disseminated to top performing sites.

Background information

The Hispanic community is currently 17% of the United States population and is projected to rise to 31% by 2060.¹ Furthermore, Latinos are the second largest group enrolled in secondary education in the U.S. and are projected to make up 41% of students by 2019. Hispanic U.S. high school completion rates have significantly improved over the



last decade reaching a record high of 79%, yet 40% of U.S. high school dropouts in 2013 identified as Hispanic².

These statistics make 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 the students and their families, but also for the nation's economy. Hispanics are enrolling in college at record numbers and have become the largest minority group on U.S. college campuses, but they still trail in comparison to other groups for earning a four-year degree³. Additionally, STEM majors only make up 9% of the total Latino college enrollment. 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 STEAM 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 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. We invite all LULAC Councils across the country to apply; however, special consideration will be given to STEAM programs and programs hosted in the 2019 target areas of Arizona, California, Florida, Illinois, New York, Puerto Rico, Texas, and Washington, D.C.

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 and long-term measurable effects that will have an enduring impact. Through this effort, the *Ford Driving Dreams Grants* program will 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 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.

To date, 74 LULAC Councils in 66 cities across 24 states, as well as the District of Columbia and Puerto Rico, have developed effective high school dropout prevention programs in their respective communities.

Anticipated outcomes

The anticipated outcomes for participating LULAC Councils and their partners include:

- Increase knowledge of and ability to describe how decisions in non-education sectors can influence determinants of Latino high school completion rates and affect education equity.
- Demonstrate a measurably strengthened network of LULAC members, educators, leaders, and community organizations who have the leadership, technical skills, and confidence to bring education into decision-making in non-education sectors.
- Show evidence of increased community ownership and meaningful involvement in a process and/or decision affecting the education of the Latino high school population.



- Display a shared commitment to a relevant, achievable but aggressive goal and agreement on how those goals will be reached, key milestones, and indicators of success.

Partnerships

The *Ford Driving Dreams Grants* program is actively seeking community partners to support LULAC Councils' implementation of the programs developed under each grant. Activities supported by future grants would build on the skills, collaborations, and capabilities achieved through this RFP. All LULAC councils must meet the following requirements below.

<u>Eligibility and Applicant Criteria</u>	
Requirements	Additional Notes
Be in good standing: must have submitted a 2019 re-charter application and dues.	If you need to establish a LULAC Council, refer to www.LULAC.org/membership for more information.
Partner with a local agency / educational organization	<p>1 - Tax-exempt educational institution; or tax-exempt organization as described in Section 501© (3) of the Internal Revenue Code that is not a private foundation or non-functionally integrated Type III supporting organization. Example: Local high school, Boys and Girls Club, YMCA, LNES</p> <p>2 - If the partner organization is a fiscal agent please indicate the fiscal agent as the applicant and in your narrative describe the relationship between the fiscal agent and the organization conducting the work.</p> <p>3 - Educational partner must be willing to provide a minimum of two letters of support outlining relationship and how they will support the FDD program.</p>
Must be located the United States or Puerto Rico	We invite all established councils across the country to apply, however, special consideration will be given to STEAM Programs and 2019 target markets such as Arizona, California, Florida, Illinois, New York, Puerto Rico, Texas, and Washington, DC.



Must provide a physical space to host program activities.	This must be established prior to the program starting.
Must have a dedicated Program Coordinator to manage the program throughout the duration of the program.	Sites must agree to allot compensation for the coordinator from grant funding (\$3500 max per year). Coordinators must be present for an in person training in Milwaukee, WI July 11-13, 2019.
Must work with LULAC Institute and Ford Motor Company Fund for marketing and outreach activities	This includes but is not limited to: photos, social media postings, videos, site visits.
Provide quarterly programmatic reports.	This includes conference calls and check-in, activity, fiscal, marketing reports and other data as requested.

Special Consideration

1. Experience with educational programs or related approaches is recommended. Applicants outside of the education sector, particularly the STEAM sector, are eligible and encouraged to apply.

Restrictions

1. Past grantees are eligible to apply only after a two-year period has passed since their program has ended.
2. Due to strict conflict of interest policy, LULAC National Board members and the councils they hold membership to, cannot receive funds.
3. LULAC Youth Councils and LULAC Collegiate Councils are not eligible to apply to receive funds

Diversity and Inclusion

1. 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

Strong proposals will meet the following criteria.



<u>Criteria</u>	
Requirements	Additional Notes
Must demonstrate a need for program in your community	Must give an overview of the Hispanic high school dropout crisis in their community and its impact and need for funding.
Must achieve a minimum of 10 hours of programming each month.	Must include a clear timeline and student programming to achieve required contact hours.
Provide a timeline of programming events for two years. (2019-2020 / 2020-2021)	Activities must reflect academic achievement in the STEAM sector, on time high school graduation, and promote college enrollment. (example on page 10)
Must engage 25 students	1 - Minimum of 25 but no more than 40. 2 - 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.
Must provide examples of LULAC council’s engagement in the community	Participation in past initiative sponsored by LULAC Institute Inc. and other activities carried out in the local community in recent years.
Provide a detailed recruitment and retainment plan to have students participate for two years.	Target audience is 9-11 th grade high school students. Programming must also show meaningful engagement between LULAC councils, educational partner with the program. No summits, white papers, or forums.
Budget Narrative for two years (2019-2020 and 2020-2021 school years)	This will capture how the funds will be distributed for all activities, staffing, supplies, etc. related to the program. Once approved this will be reported on a quarter basis to the LULAC Institute Program Manager.
Sustainability plan	Must provide a detailed plan to have program continue the program once program concludes with the Ford funding.



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, Communication consulting staff, and anonymous external expert reviewers.

Geographic scope and scale. The *Ford Driving Dreams Grants* program will seek 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, but the *Ford Driving Dreams Grants* program does require a minimum enrollment and engagement of 25 high school students throughout the entirety of the program.

Subject matter emphasis. Preference will be given to educational programs focusing on the STEAM sector (e.g., science, technology, engineering, arts or mathematics). The subject matter of emphasis should be one that is directly linked to the determinants of education and education equity and that presents an opportunity for significant impact.

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. Time for this individual must be funded through the grant and reflected in the budget (no more than \$3,500 per academic year.) We are looking for individuals who have the support of their LULAC Councils, institutions and are personally committed to the program. Neither matching funds nor in-kind contributions are required.

Program curriculum. At minimum, the program activities are required to bring the students together 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 activity; two Saturday sessions of five hours; or any other combination, totaling at least ten hours each month. In addition, programs must enroll and actively retain a cohort of 25 students for the two-year program. From beginning to end, the same 25 students must stay enrolled in the program for the entire duration of the grant. Enrollment of more than 25 students, but no more than 40 is strongly encouraged to help offset unforeseen circumstances.

Special consideration. We are supporting the expansion or enhancement of existing STEAM programs by community partners, where the LULAC Council is required to play a key role, and the program’s expansion/enhancement is directly linked to the *Ford Driving Dreams Grants* program.



Special restrictions. We are not accepting proposals for specific interventions or research based experiments or excursion programs, such as drug cessation, or SAT/ACT and standardized testing, leadership conferences, or recreational field trips, or plated meal events. Similarly, grant funds may not be used for capital expenses such as building a community garden, technology centers, or painting art on walls.

Evaluation and monitoring

Reporting will be submitted on a quarterly basis. Grantees must submit their deliverables as outlined the grant agreement. The following reports will be submitted:

1. Financial Reports outlines how all funding was allocated every quarter with suitable financial receipts accompanying.
2. Media Report that outlines the marketing efforts to promote the program and display the activities done every quarter.
3. Activities Report that will record contact hours with the students, mentors, parents.
4. Attendance Report that ensures student participation and can log contact hours and dates.
5. Student Surveys to evaluate progress at the beginning and ending of the school year to build a student profile.
6. Other reporting items as needed.

The *Ford Driving Dreams Grants* program monitors grantees' efforts and stewardship of grant funds to ensure accountability. An independent research group may conduct an evaluation of the grant program, and 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 or orientation.

Use of Grant Funds

For budgeting purposes, proposals should assume a grant of up to \$20,000 over a two-year period (\$10,000 per year) from Ford Motor Company Fund. The following is a breakdown of what grant funds can and cannot be used for:

Grant funds can be used for	Grant funds cannot be used for
Program coordinator stipend	Subsidizing the costs of their health care or child care
Supplies	Lobbying or advocating or political activities
Program-related travel for students and staff	Constructing or renovating facilities or homes or payment of rent
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 and must be paid out.



2. The LULAC Council President or CEO/ED of partner organization cannot serve as PC.
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 a two-day training at LULAC's 90th Convention in Milwaukee, WI from July 11-13, 2019. Staff-related travel is not permitted for the second year.
4. Student travel to LULAC's Convention is only 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 91st annual Convention in Washington, DC in 2020. Student travel for year two is not mandatory.

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 timely program reports and subject to adequate program rollout and implementation. A \$2,500 payment will be distributed upon signing the grant agreement at the front end of the program minus the convention training expenses for Program Coordinators. Additional funds will be disbursed as program criteria are met and are properly reflected on quarterly reports.

LULAC Council winners will be announced at LULAC's 90th National Convention in Milwaukee, WI from July 9-13, 2019. LULAC Councils will have no more than two years to implement and execute their respective programs. The programs are to be implemented between September 16th and May 15th during the 2019-2020 and 2020-2021 school years.



Application

Please submit all materials in PDF format directly to Sandra Caraveo, Education Programs Manager by email to Fdd@LULAC.org. Applications are due at 5:00 p.m. MST on **March 19, 2019**. Before submitting your application, review the following checklist to ensure all necessary components are included:

Application Checklist

- 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:

Item:	Points:
Cover pages (filled out and signed by all parties)	3
Proposal narrative	36
Key staff and partner resume	6
Letters of support	6
Timelines	8
Budget narrative	12
Evaluation and reporting requirements	8
LULAC Council membership list	4
Partner board list(s)	4
High school academic calendar(s)	4
Promotion and program recruitment plan	6
Bonus	3
Total:	100



Cover pages

Ford Driving Dreams Through Education: 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 and 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 [email] by March 15, 2011 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-income¹ individuals served by the project. If this population is not served by program, insert N/A. Do not leave blank. _____ % Low-Income¹

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 ² _____ % Urban Cluster³
 _____ % Metro⁴ _____

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: _____

¹ 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).

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

³ 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.

⁴ 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

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

Begin 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
- Email address
- Cellphone number

All applicants must respond to the following questions. Responses to the questions must not exceed 3,000 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 onto the form-fillable PDF.

1. Describe your LULAC Council's activities for the anticipated 2019 calendar year (January 1, 2019-December 31, 2019.)
2. Why does your community need a high school dropout prevention program? Provide details about the Latino high school graduation rate in your community.
 - a. Did any students inspire your decision to apply for this grant? If so, please provide brief examples of how your proposed program could have made a difference in the lives of those students.
3. How does your LULAC Council hope to improve the Latino high school completion rate in your community? The purpose and structure of planned activities should be described and explained. In addition, you must provide a full description of your LULAC Council's capacity to meet the following outputs:
 - a. Five workshops that expose students to STEAM careers and instill confidence and high perceptions of their abilities.
 - b. Your program must help at least 25 students improve and expand their developmental and remedial education, particularly for math and science, how will you achieve this?
4. Briefly describe your vision of how technology and STEAM education can support the mission of LULAC and the students it plans to serve. Describe your LULAC council's current use of technology with STEAM education, if at all.
5. Having described the difference your LULAC Council hopes to make, what are the key strategies and steps your LULAC Council needs to take? What outcomes will convince your sites that it has reached goals and been successful?
6. Explain how your LULAC Council's plan to engage CBOs that have experience with addressing the dropout rate and how these CBOs will be engaged and contribute to the results your LULAC Council hopes to achieve during the course of the proposed program. Indicate how your LULAC Council will be creating new relationships with these CBOs or building upon existing ones.



7. 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?
8. 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?
9. Why is your LULAC Council interested in participating in this program? How does this program align with your partner(s) mission or key strategies?
10. 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)?
11. 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?

Partner and Staff Resumes

Please attach the resumes for up to two key LULAC Council Members and up to three key staff from your partners and describe respective roles with 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 key partner’s (CBO, educational entity, local agency, etc.) leadership illustrating the relevance of the proposed effort to the CBO and the commitment of staff resources to the program; and one from a local high school describing how it would contribute to the proposed effort (space allocation, tutoring from STEAM teachers, mentoring from counselors, etc.) Letters may be addressed to Sandra Caraveo, Education Programs Manager.

Timeline

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 required.

2019-2020 Timeline (Example)	
Month	Topic/Activity
September 2019	<ul style="list-style-type: none"> ● Program kicks off ● Program orientation for students and parents ● Community service - improvement of local parks
October 2019	<ul style="list-style-type: none"> ● Mentoring program session: Hispanic Heritage Month ● Leadership development: LULAC Youth Council Participation ● College readiness: Highlight STEAM universities ● Speaker: Dr. Karina Molina, Dentist, Norco Smiles LLC



November 2019	<ul style="list-style-type: none"> • Student workshop: How to get involved in high school • Career readiness: Resume Building Workshop • Speaker: Ms. Mayra Rivera, Engineer, NASA
December 2019	<ul style="list-style-type: none"> • Volunteer: local soup kitchen • Student Presentation: Careers in STEAM • Speaker: Ms. Mariam Chichioco, Mathematics teacher, Garfield High School
January 2020	<ul style="list-style-type: none"> • Career Readiness: What Happens After High School? • Field Trip: four- year university campus • Speaker: Rodolfo Castellanos, Entrepreneur, Carniceria Corona
February 2020	<ul style="list-style-type: none"> • Panel: Careers in STEAM • Speaker: Mark Zuckerberg, Founder/CEO, Facebook • Volunteer: local LULAC event
March 2020	<ul style="list-style-type: none"> • Careers in IT workshop • Student Presentation: STEAM College Majors • Community service: beautification of community gardens
April 2020	<ul style="list-style-type: none"> • College Readiness: Summer Internships/Conferences • Student Presentation: Latin@s in STEAM • College Readiness: High School Roadmap to College
May 2020	<ul style="list-style-type: none"> • Field Trip: Arturo Velasquez Institute Campus • Students complete post-survey • Program concludes

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 (year one)	\$1,500	This amount includes travel for the program coordinator for 3 days in Milwaukee, WI (July 2019)



Student Travel (year two optional can be utilized for additional programming)	\$2000	This amount includes travel for up to two students for 3 days to the LULAC National Convention chaperones not included
Supplies and Printing	\$2,500	
Student Travel, Meals, Field Trips, etc.	\$2,000	University visits, field trips, transportation
Marketing and Communication	\$2,000	Databases, advertising posts
Other	\$3,000	
Total	\$20,000	

Evaluation and Reporting Requirements

Delegate who 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 there are any anticipated challenges in fulfilling program reporting requirements, please indicate and explain why. If 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 of submission. Include names, titles (including your media contact), and professional affiliations. 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 of submission. Include names, titles, professional affiliations, phone and email. Please note the submission date on the board list.

High School Academic Calendar(s)

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

Promotion and Program Recruitment Plan

Provide an action plan for recruitment of students 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 June 2019 after grantees are selected. All promotional activities must include the FDD logo provided to all sites and is mandatory for any printed and digital materials that are distributed. Lastly, provide an overview of how you plan to highlight the program to external audiences after program announcement at the 2019 LULAC Convention in July.

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 through distribution of 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	25 students -(10) 9 th graders -(12) 10 th graders
Marketing and promotion plan <ul style="list-style-type: none">• LULAC Council Members visit target school(s) and introduce the program to contacts, i.e. principal, guidance counselors, teachers, etc.• Council will help recruit and retain members for the program• 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			

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

Latino Students in STEM Majors

- Gender, Pre-college characteristics, socio-economic status, family support, attitudes, academic environment, college experience, and type of institution are factors that influence the retentions of Latino Students in STEM majors.⁴
- Academic experience at the elementary and secondary levels, cognitive factors, socio-cultural and gender are all factors that influence Latinos to pursue STEM majors.⁴

High School Graduation Snapshot

- More than 1 in 5 students who start high school each fall will not graduate in four years.⁵
- Special education students, children in care, and English language learners will continue to have the highest dropout rates.⁵
- High school graduates live longer, are less likely to be teen parents, and are more likely to raise healthier, better-educated children. 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.⁶

Hispanic Education

- Currently, 1 in 5 students in the public school system is Latino.⁷
- In 2011 about 14 percent of Hispanics, ages 16 to 24, are high school dropouts. In contrast, the percent of Hispanics dropping out of high school hovered at 28 percent in 2000.⁸
- 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.⁹

Economic Impact

- Latinos are the fastest-growing segment of the U.S. population, poised to make-up one-third of the American workforce by 2050.¹⁰
- Cutting the dropout rate of a single high school class in half would likely support as many as 54,000 new jobs and would likely increase the gross domestic product by as much as \$9.6 billion.¹¹
- 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.**¹²



Endnotes

- ¹ Excelencia in Education, “2015 Factbook” https://www.nccpsafety.org/assets/files/library/The_Condition_of_Latinos_in_Education.pdf
- ² 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/>
- ³ 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/>
- ⁴ 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
- ⁵ Grad Nation, “End the Dropout Crisis,” 2013. <http://www.americaspromise.org/Our-Work/Grad-Nation/Grad-Nation-Guidebook.aspx>.
- ⁶ Alliance for Excellent Education, Issue Brief, November 2011. <<http://www.all4ed.org/files/HighCost.pdf>>
- ⁷ 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.
- ⁸ Pew Hispanic Center, “Hispanic High School Graduates Pass Whites in Rate of College Enrollment,” May 9, 2013. <http://www.pewhispanic.org/>
- ⁹ NCES. “Mini-Digest of Education Statistics 2010,” <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011016>
- ¹⁰ NCLR, “20 FAQs about Hispanics,” http://www.nclr.org/index.php/about_us/faqs/most_frequently_asked_questions_about_hispanics_in_the_us/
- ¹¹ Alliance for Excellent Education, Issue Brief, November 2011. <http://www.all4ed.org/files/HighCost.pdf>
- ¹² Grad Nation, “A Guidebook to Help Communities Tackle the Dropout Rate,” February 2009. <http://files.eric.ed.gov/fulltext/ED505363.pdf>