Dear LULAC Council:

On behalf of LULAC Institute Inc. 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 celebrating its 10-year Anniversary!

LULAC and Ford Motor Company Fund – the philanthropic arm of Ford Motor Company – believe that education is the gateway to opportunity and strive to support programs that help Hispanic students achieve on-time graduation and provide a pathway to 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 education organizations to address Hispanic 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 $5,000 each from Ford Fund to support the implementation of their proposed projects from February 2021 through August 2021. Through this initiative, Ford 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 Melissa Cossio, Program Coordinator at LULAC Institute, Inc. via e-mail at FDD@LULAC.org or by phone at 858-461-8520.

==Proposals must be submitted to Melissa Cossio via e-mail at **FDD@LULAC.org** or by using the Google Form on page 10 by January 8, 2021, 5 PM MST.==

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

Sincerely,

Sindy M. Benavides
Chief Executive Officer
League of United Latin American Citizens

Joe Ávila
Manager, U.S. and Latin America
Ford Motor Company Fund

Key Dates
Grant amount: Eight grants of $5,000 each
For more information e-mail FDD@LULAC.org or call 858-461-8520

Date	Item	Notes
Friday, January 8, 2021	Deadline to Submit Proposals By 5PM MST	Submit via email at FDD@LULAC.org
Tuesday, January 26, 2021	Notification to all applicants regarding selection	Recipients will be notified in writing
Wednesday, February 10, 2021	Virtual Training	12:00-2:00 PM MST* *Subject to Change
February 2021	Grants Awarded & Local Projects Launch	
August 2021	Local Projects Conclude	

Program Background
According to data from the U.S. Census Bureau, high school dropout rates across the United States have been steadily declining and are at an all-time low. Most notably, the high school dropout rate among Hispanics significantly decreased from 34% in 1996 to 10% in 2016. During this time, the share of Hispanic high school graduates who enroll in college increased significantly from 32% in 1999 to 47% in 2016. While these improvements in educational attainment among Hispanic students has had a positive impact on the community, high school dropout rates remain higher at 10% compared to their White (5%), Asian (3%), and Black (7%) counterparts.[1]

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 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 Hispanic graduation rates and education equity. We invite all LULAC Councils across the country and in Puerto Rico to apply.

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 a greater sense of community; and fostering 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 conclusion 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, 78 LULAC Councils across 25 states including the District of Columbia and Puerto Rico, have developed effective high school dropout prevention programs in their respective communities, with the support of LULAC and Ford Fund.

Eligibility and Applicant Criteria

All LULAC Councils must meet the following requirements below:

Applicant Requirements	
Requirement	**Notes**
LULAC Council must be in good standing: must have submitted a 2020 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.	1. Tax-exempt educational institution; or tax-exempt organization as described in Section 501(c) of the Internal Revenue Code that is not a private foundation or non-functionally integrated Type III supporting organization. Example: Local high school, Boys & Girls Club, YMCA, LNESC 2. If the partner organization is a fiscal agent, please indicate in the cover page and in your narrative describe the relationship between the fiscal agent and the organization conducting the work. 3. Educational partners must be willing to provide a minimum of one letter of support outlining relationships and how they will support the FDD program.
Must be located in the United States or Puerto Rico	We invite all established LULAC Councils across the country to apply, however, special consideration will be given to STEAM programs.
Must have the capacity to host all program activities through a virtual platform including a	Must be established prior to the program starting.

proper internet connection and functioning laptop/tablet with video camera capabilities.	
Must have a dedicated Program Coordinator to manage the program throughout the duration of the program.	1. Sites must agree to allot compensation for the Program Coordinator from grant funding ($1,500 max per year). 2. Program Coordinator must be present for a virtual training on January 5, 2021.
Applicant Restrictions	
Due to strict conflict of interest policies, LULAC National Board members, and the Councils they hold membership to, cannot receive funds.	
LULAC Youth Councils are not eligible to sponsor a site or apply to receive funds.	
Applicant 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.	

Partnerships

The Ford Driving Dreams Grants program is actively seeking community partners to support LULAC Councils' implementation of the program's development under each grant. Activities supported by future grants would build on the skills collaborations, and capabilities achieved through this RFP.

Selection Process

All proposals will be screened for eligibility and assessed by a committee composed of LULAC Institute, Inc. staff, Ford Fund staff, Comunicad consulting staff, and anonymous external expert reviewers.

Strong proposals will meet the following criteria:

Criteria	
Requirement	**Notes**
Must demonstrate a need for the 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 5 contact hours of programming with students each month.	Must include a clear timeline of student programming to achieve required contact hours, will reflect activities by month.

Provide a timeline of programming events for February 2021 to August 2021.	Activities must reflect academic achievement in the STEAM sector, on-time high school graduation, community involvement, and promote college enrollment.
Must engage 15 students.	1) Minimum of 15 but no more than 20. 2) Program requires a minimum enrollment and engagement of 15 high school students throughout the entirety of the program. 3) LULAC Council 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 and capacity to lead youth, educational, and STEAM programs.	Participation in past initiatives 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 the duration of the program.	Target audience is 9-11th grade high school students. Programming must also show meaningful engagement between the LULAC Council and educational partner with the program. This grant will not be used to sponsor summits, white papers, or forums.
Provide a budget narrative for February 2021 to August 2021.	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 Coordinator. An example can be found in Appendix D of this document.
Sustainability Plan	Must provide a detailed plan to have the program continue once funding through Ford Motor Company Fund concludes.

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 using the selection criteria listed in this RFP and it is possible that more than one proposal from a region will be selected.

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 $1,500) 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 5 hours per month. A minimum of 2 hours of tutoring per month must be offered. In addition, programs must enroll and actively retain a cohort of 15 students for the duration of the program. From beginning to end, the same 15 students must stay enrolled in the program for the entire duration of the grant. Enrollment of more than 15 students, but no more than 20 is strongly encouraged to help offset unforeseen circumstances.

Special Considerations

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 inventions 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.

Activity Format Restrictions

All activities directly related to the program and/or supported by program funds must be carried out virtually. LULAC Institute does not ask or require for any programmatic activities to be hosted in-person. If the awarded LULAC Council and/or educational partner organization chooses to host in-person activities, the awardee understands and acknowledges the risks and contagious nature of the Coronavirus (COVID-19) pandemic. Furthermore, the awardee understands and acknowledges that LULAC Institute is not liable for any liabilities, claims, actions, damages, costs or expenses of any kind arising out of or relating to in-person events.

> If any in-person events are hosted, a parents/guardian for each student must sign a COVID-19 Waiver & Health Symptoms Acknowledgement Form on the day of the event and for each in-person event.

Evaluation and Monitoring

Reporting will be submitted on a quarterly basis (February 2021, April 2021, June 2021, August 2021). All reporting templates will be provided to selected sites by LULAC Institute, Inc. Grantees must submit their deliverables as outlined in the grant agreement. The following reports will be submitted:

1. **Financial Reports** that 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, and parents.
4. **Attendance Report** that will ensure 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 requested by LULAC.

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 training or orientation.

Use of Grant Funds

For budgeting purposes, proposals should assume a grant of up to $5,000 over an eight-month period from Ford 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 cost of health care or child care
General Supplies	Lobbying, advocating, or political activities
Internet Connectivity Stipends for participating students' families	Construction, 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 the important budget restrictions below:
1. Program Coordinator (PC) stipend cannot exceed $1,500 per year and must be paid out.
2. The LULAC Council President or CEO/ED of partner organization cannot serve as a PC.
3. If your site chooses to provide monetary compensation for tutors, assistant program coordinators, speakers, or interns payment must be allocated from the Program Coordinator Stipend line item. Line item cannot exceed $1,500 per year.
4. Example: Program Coordinator receives $1,300 and Tutor receives $200 for a total of $1,500.
5. All outstanding accounts payable must be closed out by August 31st each program year.

Program Structure

Ford Motor Company Fund and LULAC Institute, Inc. will enter into a standard grant agreement with the winning LULAC Councils. Funds ($5,000) will be distributed by LULAC Institute, Inc. over an eight-month period. Disbursements will be made upon submission of timely program reports and subject to adequate program rollout and implementation. A $2,000 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 bi-yearly reports.

Recipients will have no more than eight (8) months to implement and execute their respective programs. The programs are to be implemented between February15th and August 31st during the 2021 year.

The Ford Driving Dreams Grants program's proposed curriculum should feature robust programming including STEM, educational, and college readiness workshops, tutoring, keynote speakers, and community impact opportunities. The program will help students achieve their goals by supporting their academic journey and encouraging future career aspirations.

The Ford Driving Dreams Grants program aims to:
- 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.
- Foster a sense of community in schools and neighborhoods and build better relationships among peers, parents, and teachers.

The *Ford Driving Dreams Grants* program curriculum should follow the model below:

- ***Tutoring***

Through the tutoring component of your program, students will receive support to help them improve their academic performance (grades and test scores) along with achieving on-time promotion to the next grade and graduating high school on-time. If professional tutors cannot be provided, students must be offered a time and location to work on homework assignments with adult supervision who can help with a basic understanding of homework concepts.

Guidelines:
1. A minimum of two (2) hours of tutoring or homework help must be offered per month.
2. Tutoring should focus on the areas you identify as most relevant for your cohort of students.
3. If your site chooses to provide monetary compensation for tutors, payment must be allocated from the Program Coordinator Stipend line item. Line item cannot exceed $1,500 per year.

- *Educational Workshops*
  Educational workshops should be tailored to the specific needs of your students. A variety of focuses can guide your sessions, but they must all aim to provide students with new skills. Workshop themes can include STEM, academic, team-building, leadership, and life skills.

  Please see below for a list of workshop topic ideas you can include in your program:

Communication Skills	Positive Habits	Coding 101
Better Study Habits	Healthy Relationships	Science-In-Action
Time Management	Goal Setting	Flying a Drone
Staying Organized	Working in Teams	Building a Rocket
Creating a Budget	Servant Leadership	Environmental Sustainability
Self-Care	Public Speaking	Saving the Planet with Tech
Stress Management	Growth Mindset	Computer Programming
The Importance of Asking Questions	Responsible Decision-Making	Water Testing

- *College Readiness Workshops*
  College Readiness workshops should be tailored to the specific needs of your students. A variety of focuses can guide your sessions, but they must all aim to provide students

with a well-rounded understanding of the college admissions process and the experiences they can expect to encounter when attending. The importance of attending a higher education institution (technical school, college, four-year university) should also be highlighted through your workshops.

Please see below for a list of workshop topic ideas you can include in your program:

Planning for After High School	Types of Higher Ed Institutions	Funding a College Education
College Applications	Building a Resume	Living Away from Home
Interviewing Skills	Choosing a Major	Loans & Repayment Plans
Living on a Student Budget	STEM Careers	What is a senior thesis?
SAT/ACT Prep	FAFSA Application	Scholarship Workshops
What is a master's & Ph.D.?	What is a college class like?	Common Campus Resources
Hispanic College Student Experience	First-Generation College Student Experience	Undocumented College Student Experience
Local College Prep Resources	Student Orgs and Greek Life	Tips & Tricks to Write a College Essay

- ***Community Impact Opportunities***
  Community impact activities and service projects should address a localized issue or concern faced by your community that relates to STEM, technology, education, or access to resources. All projects and activities must follow local, state, and federal health and safety guidelines.

  Guidelines:
  1. All projects and activities must follow local, state, and federal laws.
  2. All projects and activities must follow public health and safety guidelines.
  3. All projects and activities must follow best ethical practices.
  4. Sites must obtain the proper parent/guardian permission for students to participate.

Ford Driving Dreams Grants: Application

Please submit all materials in PDF format directly to Melissa Cossio, Program Coordinator, by clicking HERE or by emailing them FDD@LULAC.org. Applications are due on **January 8, 2021**. Before submitting your application, review the following checklist to ensure all necessary components are included:

✔	Item	Points
	Cover Pages	3
	Proposal Narrative & Community Impact Project Narrative	40
	Program Timeline	14
	Program Budget	14
	Resumes Must include the following: 1 - FDD Program Coordinator 2 - Fiscal Agent 3 - LULAC Council President 4 - Partner Organization Point of Contact	8
	Evaluation & Reporting Requirements Form	4
	LULAC Council Membership List	4
	Partner Board List(s)	4
	High School Academic Calendar	4
	Bonus Video	5
	TOTAL	**100**

Cover Pages

Section 1: 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) Web Address:	
5) Social Media Handles: Facebook: Twitter: Instagram:	
6) 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	
7) 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 #16)	
LULAC Council President 8) First and Last Name:	
8a) Email:	8b) Cell Phone:
Section II: Partner Organization	
9) Organization's Legal Name:	10) Office Phone Number:
11) Mailing Address (street, city, state, zip code)	
12) Web Address:	
13) Social Media Handles: Facebook: Twitter: Instagram:	
14) Select all that apply: ❏ 501(c)(3) ❏ 501(c)(4)	
15) 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	
16) Will the 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 IV)	
17) Organization's Mission (Summarize):	

Partner Point of Contact 18) First and Last Name:	
18a) Title:	18b) Direct Office Number:
18c) Email:	18d) Cell Phone:

Section III: Ford Driving Dreams Program Coordinator	
Program Coordinator 19) First and Last Name:	
19a) Organization:	19b) Title:
19c) Email:	19d) Cell Phone:

Section IV: 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.	
20) Organization's Legal Name:	21) Office Number:
22) Mailing Address (street, city, state, zip code)	
23) Select all that apply: 501(c)(3) 501(c)(4)	24) Web Address:
25) Fiscal Officer's Full Name:	25a) Title:
25b) Email:	25c) Direct Office Number:

Section V: Budget	
26) Total Program Cost:	27) Amount requested (i.e. $5,000):

28) 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 VI: Demographics of Population Served by the Project

29) 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 where appropriate

     _____% African American   _____% Hispanic/Latino   _____% White
     _____% Asian American   _____% Native American   _____% Other: _____

30a) Income Level: Please provide the percentage of low-income[1] individuals served by the project. If this population is not served by program, insert N/A. Do not leave blank. _____% Low-income[1]

30b) 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 Cluster[3]   _____% Metro[4]

Section: Signatures

31) LULAC Council President
Printed: Signature: Date:

32) Partner Organization Point of Contact
Printed: Signature: Date:

33) Ford Driving Dreams Program Coordinator
Printed: Signature: Date:

34) Fiscal Agent
Printed: Signature: Date:

[1] As defined by the U.S. Federal Government Department of Health & Human Services (https://aspe.hhs.gov/poverty/05poverty.shtml), Housing and Urban Development (https://www.huduser.org/datasets/il/il05/index.html), or U.S. Census Bureau (https://www.census.gov).
[2] Rural is defined by the U.S. Census Bureau as places of less than 2,500 people.
[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

All applicants must respond to the following questions. Responses to the questions must not exceed 4,000 words total. Allocate the word count as you deem necessary. Please number each response in accordance with the question being answered.
Format: Arial, single-spaced, 11-point font.

1. Please provide us with the following information about the individual submitting the application (does not need to be the LULAC Council President):
   - a. Prefix (Mr., Ms., Dr., etc.)
   - b. First and last name(s)
   - c. LULAC Council number
   - d. LULAC Council position
   - e. Email address
   - f. Cell phone number
2. Describe your LULAC Council's experience and capacity to lead youth, educational, and STEM programs.
3. Explain why your community needs a high school dropout prevention program. Provide details about the Hispanic high school graduation rate in your community. Did any students inspire your decision to apply for this grant? If so, please tell us why.
4. Briefly describe the purpose and structure of your proposed program. Please consider activities and projects that relate to STEM, technology, education, or access to resources. All projects and activities must follow local, state, and federal health and safety guidelines.
5. Explain the role your LULAC Council will have when carrying out the program.
6. Explain the role your educational partner will have when carrying out your program. How will they support the program?
7. Why is your LULAC Council interested in participating in this program? How does this program align with your partner(s) mission or key strategies?
8. Provide an action plan for recruiting students for your program and retaining them for the entire duration of the two-year program. Ex: via social media, newsletters, virtual recruitment, etc.
9. Provide an overview of how you plan to highlight and promote the program to external audiences. What is your communication plan?

COVID-19 Program Structuring
1. Describe your LULAC council's capacity to host remote activities and/or in-person activities that comply with social distancing guidelines and CDC health guidelines.
2. Describe your educational partner organization's capacity to host remote activities and/or in-person activities that comply with social distancing guidelines and CDC health guidelines.
3. Does your site have the staffing capacity to meet the needs of students?
4. Describe the format your LULAC council plans to use to host activities (remote/virtual, in-person, combination). (Maximum 400 word count)
5. How will you address these impacts of COVID-19 to ensure there are no long term disruptions to programming?

Program Timeline

Please attach a timeline using the **template in Appendix C.** The timeline should include a detailed description of when, where, and how you will meet with 15 high school students for 5 hours each

month. A breakdown of each month's activities is required.

Project Budget

Please attach a budget and budget narrative using the **template in Appendix D.** This information is not binding and if 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.

Evaluation & Program Requirements Form

The person listed below 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. 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.

By signing this form, I acknowledge I have read and reviewed the reporting requirements and have partner buy-in to fulfill reporting requirements.

_____

Print Name

_____

Signature   Date

_____

Organization   Title

_____

Email Address   Phone Number

Partner and Staff Resumes

Please attach the resumes of your designated (1) FDD Program Coordinator, (2) Fiscal Agent, and (3) Partner Organization Point of Contact, and (4) LULAC Council President.

LULAC Council Membership List

Please 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

Please 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

Please provide 2020-2021 academic calendars of the schools your LULAC Council plans to recruit students from.

Bonus

Submit a 1-minute video describing your program; you must provide the YouTube link.

Appendix A: 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 retention 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 high school dropouts. In other words, dropping out of high school could be called a million-dollar mistake. [12]

Appendix B: Community Impact Project Examples

Virtual/Socially Distanced Community Impact Activities & Service Project Examples			
Focus	**Problem**	**Proposed Solution**	**Anticipated Outcome**
Technology, Education, Access to Resources	Low levels of college enrollment in community	Begin an educational newsletter/blog/website/podcast/etc. with resources for other students based on the knowledge obtained by FDD students during workshops and field trips	Students will share their positive experiences, the importance of attending college, and college readiness resources with other students not participating in the program. A higher audience will be engaged and encouraged to pursue higher education
STEM/ Access to Resources	High levels of pollution	Conduct water testing at different sites, e.g. houses in different sides of the city, school, lakes/rivers in area	Use science to solve real-world problems and increase awareness of drinking water safety
Technology/ Access to Resources	Low computer skills	Host virtual community workshop nights where students volunteer to lead the workshop and teach basic computer skills to attendees (Word, PowerPoint, Excel, etc.)	Increase knowledge of computer skills among community
Education	Low literacy levels in community	Start a writing club at your community center, school, or library	Increase writing skills by providing a space to learn through collaboration
Education	High obesity rates locally compared to national and state average.	Share health education through social media and e-newsletters in your community and encourage community members to enjoy an outdoor walk along nature trails while following social distancing guidelines	Increase awareness of living a healthy lifestyle.
STEM/Access to resources	High levels of improper disposal of waste in ocean	Learn about emerging ocean clean-up technologies and host local clean-up projects while following social distancing guidelines.	Reduce littering and pollution and Learn how STEM can be used to help the environment.

Appendix C: Timeline Template & Example

January 2021 - August 2021 Timeline (Example)		
Month	**Total Hours**	**Topic/Activity**
January 2021	● 2 hours ● 2 hours	● Student Recruitment ● Student & Parent Introduction
February 2021	● 2 hours ● 1.5 hours ● 1.5 hours	● Tutoring (1 hour, bi-weekly) ● Building a Resume Workshop ● Students will lead a virtual workshop to teach community members how to use Google tools.
March 2021	● 2 hours ● 1.5 hours ● 1.5 hours	● Tutoring (1 hour, bi-weekly) ● Intro to Coding Workshop ● Drafting a College Essay Workshop
April 2021	● 2 hours ● 1.5 hours ● 1.5 hours	● Tutoring (1 hour, bi-weekly) ● Funding a College Education Workshop ● Students will write letters to seniors living in the local retirement home.
May 2021	● 2 hours ● 1.5 hours ● 1.5 hours	● Tutoring (1 hour, bi-weekly) ● Intro to Robotics Workshop ● STEAM Professional Keynote Speaker
June 2021	● 2 hours ● 1.5 hours ● 1.5 hours	● Tutoring (1 hour, bi-weekly) ● Scholarship Workshop ● College Recruiter Keynote Speaker
July 2021	● 2 hours ● 1.5 hours ● 1.5 hours	● Tutoring (1 hour, bi-weekly) ● Choosing a College Major Workshop ● STEAM Professional Keynote Speaker
August 2021	● 2 hours ● 1 hours ● 2 hours	● Tutoring (1 hour, bi-weekly) ● Applying for a Summer Internship Workshop ● End-of-Program Celebration

Appendix D: Budget Template & Example

Budget January 2021 - August 2021 (Example)		
Line Item	**Amount**	**Brief Narrative Description**
Program Coordinator Stipend	$1,500	
Recruitment Materials	$500	Printing flyers; Paid promotional posts on social media; Mass texting service
Workshop Supplies	$500	Supplies needed for hands-on activities (if applicable); Printing students' resumes
Student Incentives & Giveaways	$500	T-Shirts; Swag items; Gift cards
Internet Connectivity for Participants	$1,000	Stipend for families to assist with the cost of the internet. $50 stipend per family for 15 families. $37.50 stipend per family for 20 families.
Shipping Costs	$150	To ship student giveaways, incentives, or workshop materials to adhere to social distancing guidelines (if applicable); To cover gas and travel costs if delivering student giveaways, incentives, or webinar materials to students while adhering to social distancing guidelines and safety measures
Administrative Costs	$500*	Organization's expenses including internet service, equipment essentials, subscription for video conferencing software, etc.\n\n*A maximum of 10% of the budget can be used to cover administrative expenses. Awardee can choose to use a smaller amount.
Miscellaneous	$350	Social distancing

		activity/group trip.
TOTAL	**$5,000**	

Please note the important budget restrictions below:
1. Program Coordinator (PC) stipend cannot exceed $1,500 per year and must be paid out.
2. The LULAC Council President or CEO/ED of partner organization cannot serve as a PC.
3. If your site chooses to provide monetary compensation for tutors, assistant program coordinators, speakers, or interns payment must be allocated from the Program Coordinator Stipend line item. Line items cannot exceed $1,500 per year.
    a. Example: Program Coordinator receives $1,000 and Tutor receives $500 for a total of $1,500.
4. All outstanding accounts payable must be closed out by August 31, 2021.

Endnotes

[1] The Pew Research Center, "Hispanic dropout rate hits new low, college enrollment at new high" 2017. https://www.pewresearch.org/fact-tank/2017/09/29/hispanic-dropout-rate-hits-new-low-college-enrollment-at-new-high/

[2] The Pew Research Center, "5 facts about Latinos and education," 2016. https://www.pewresearch.org/fact-tank/2016/07/28/5-facts-about-latinos-and-education/

[3] The Pew Research Center, "Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065," 2015. https://www.pewresearch.org/hispanic/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065/

[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