



**DRIVING
EDUCATION**
Further *Since 2010*



2022-2024 Ford Driving Dreams Grants Program Request for Proposals

Dear LULAC Council:

On behalf of LULAC Institute Inc. and Ford Motor Company Fund, we invite you to apply for the 2022 Ford Driving Dreams Grants program. We are pleased to continue this successful education initiative throughout the 2022-2024 program cycle.

LULAC and Ford Fund – Ford’s philanthropic arm– believe that education is the gateway to opportunity. Because of this, we are proud to continue our partnership and support of programs that help Hispanic students achieve on-time graduation and provide a pathway to higher education.

We understand the important role that 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 educational community partners to continue to drive education further by supporting students and families through localized initiatives that address the most pressing needs within communities. These grants are to be used specifically to address Hispanic graduation rates in their communities.

All LULAC councils across the country and Puerto Rico are encouraged to apply for this grant opportunity

Eleven (11) winning proposals will receive up to \$25,000 each from Ford Fund to support the implementation of their proposed projects from November 2022 through June 2024. Through this initiative, LULAC and Ford Fund 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, Community & Workforce Development Program Manager at LULAC Institute, Inc. via e-mail at FDD@LULAC.org or by phone at 915-268-7488. For more information on the Ford Driving Dreams Grants program, please visit LULAC.org/ford.

Proposals must be submitted [through the application link found here](#) by **11:59 PM EST on September 20, 2022**.

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

Sincerely,

Sandra Caraveo
Director of National Programs
LULAC Institute, Inc.

Yisel Cabrera
Senior Manager of Economic Mobility and Hispanic Initiatives
Ford Motor Company Fund

Key Dates*

| Date | Event | Notes |
|--|--|---|
| August 22, 2022 3:00-4:00 PM EST | Informational Call | Google Meet joining info Video call link: meet.google.com/zyu-fzex-cer Or dial: (US) +1 315-710-5338 PIN: 940 979 225# |
| September 6, 2022 12:00-1:00 PM EST | Informational Call | Google Meet joining info Video call link: meet.google.com/zyu-fzex-cer Or dial: (US) +1 315-710-5338 PIN: 940 979 225# |
| September 20, 2022 | Deadline to Submit a Proposal | Click here to submit a proposal. |
| October 17, 2022 | Notifications released to applicants | All applicants will receive a decision notice in writing. |
| October 19, 2022 | Office Hours to answer questions about the LOA | Call-in details will be provided to selected sites. |
| October 24, 2022 | Deadline to submit LOA | Signed LOAs must be submitted to FDD@LULAC.org . |
| November 1, 2022 | Coordinator Training | Virtual. Call-in details will be provided to selected sites. |
| November 2022 - June 2023 | Program Year 1 | |
| August 2023 - June 2024 | Program Year 2 | |

*Subject to change.

Program Background

According to data from the U.S. Census Bureau, high school dropout rates across the United States among general populations of students increased to 6% in 2021 from 5% in 2019. Drop-out rates for Hispanic youth, however, were at 7.7% in 2019. During this time, the share of Hispanic high school graduates who enrolled in college increased significantly from 32% in 1999 to 47% in 2016. However, multiple sources report seeing that number take a notable dip to under 20% and attribute that to obstacles caused by the pandemic. While these improvements in academic attainment among Hispanic students have had a positive impact on the community, high school dropout rates among the demographic remain higher at almost 8% compared to their White (5%), Asian (3%), and Black (6%) peers.

These statistics make the Hispanic high school dropout rate a concern for LULAC and Ford Fund. The dropout rate has a negative impact, not only on the students and their families but also on the nation's economy. Hispanics are enrolling in college in 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 degree.

Additionally, STEAM majors only make up 9% of the total Hispanic college enrollment. Also, Hispanics only make up 2% of the ever-growing STEAM workforce. A 2021 study done by CalState estimates that the number of Hispanic, STEAM field graduates has to triple 'in order for the STEAM Workforce Demographics' to match the demographics of our country. These statistics present a complex issue that requires creative solutions, beginning at the local level. 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. This is an effort to address factors outside of high school classrooms that influence Hispanic graduation rates and education equity. We invite all LULAC Councils across the United States and in Puerto Rico to apply.

Hispanics are this nation's fastest-growing demographic. It is safe to say, therefore, that the economic prosperity of the United States depends on the academic health of our youth. The Ford Driving Dreams Program Grants program presents LULAC Councils with an opportunity to impact their respective communities by presenting creative, localized, and sustainable projects with short and long-term measurable effects. The program will collaborate with LULAC councils and their partners to make education a shared value. It aims to accomplish this by providing involved parties with a greater sense of community. The program also encourages the fostering of collaboration between education and sectors including science, technology, engineering, arts, and mathematics. Further, it aims to 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 the outcome-based goals they developed during their programs. To date, 88 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. As of July 2020, the program has impacted 2,825 students.

Program Description

The Ford Driving Dreams Grants program is a two-year after-school program for high school students that addresses the high school dropout rates and promotes higher education, including non-traditional pathways, in communities through localized solutions. The impactful curriculum centers around higher education and workforce preparedness through robust workshops, academic guidance and mentoring, leadership development, field trip opportunities, career exploration, and much more. The program will support students' educational attainment and connect families with resources to help drive students further in their academic and career goals.

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.

Curriculum

Throughout the duration of the program, awarded sites will be responsible for developing an impactful curriculum that addresses the needs of local students and carrying out programming through the following activations at a minimum on a monthly basis:

- One (1) hour of academic support;
- Two (2) hours of content that aligns with curriculum;
- One (1) hour of supplemental activities that align with priorities and/or additional areas of focus; and
- One (1) hour of Office Hours for students and/or parents to connect on questions about the program or additional needs.

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.

The Ford Driving Dreams Grants program will also provide supplemental support for students and families through the following components:

- **Technology Equipment for Students:** LULAC Institute, Inc. will provide a fund for technology equipment and supplies for partner sites to equip students with a digital device and supplement the costs of Internet. Increasing access to technology equipment and online connectivity will expand students' digital literacy skills and develop responsible online habits with the goal of closing the digital divide. Devices should be used for programming activities and educational support tasks including completing their homework, applying for college or other post-secondary institutions, and identifying scholarship/grant opportunities. Students will keep the equipment

at the conclusion of the program cycle to use in their higher education journey and beyond.

- **Quality of Life Needs:** Partner sites will identify additional quality of life needs among students and their families to support students’ development, growth, and educational attainment. Quality of life needs may include but are not limited to addressing food insecurity, housing insecurity, transportation and mobility challenges, need for supplies to succeed academically.
- **Resource Fair:** At the conclusion of each program year, awarded sites are responsible for hosting a Resource Fair. Resource fairs will connect students, families, and community members with local and national resources and opportunities. Exhibitors will include colleges and non-traditional higher education institutions, community organizations, local agencies and community partners, and more.
- **Parent Sessions:** Partner sites will be responsible for hosting two parent sessions (one per semester) each program year to review program requirements and expectations, upcoming activities calendar, and better understand traditional and non-traditional education and workforce pathways, best practices in supporting their child through their education career, and enrollment processes for higher education for their child.
- **Family Communications:** Each partner site will be responsible for conducting check-ins with students and their parents to better understand their needs and how the program can best support them. Sites will also maintain open lines of communication to inform participants of program updates and upcoming events.

YEAR ONE – HIGHER EDUCATION PREPAREDNESS

The curriculum for Year One of the Ford Driving Dreams Grants program provides participants with a robust understanding of traditional and non-traditional pathways to higher education. The curriculum covers higher education options, how to choose a focus of study, and equips students with higher education readiness skills.

| Timeline | Theme | Notes |
|---------------------------|--------------------------|--|
| Year 1, Semester 1 | | |
| Semester 1 | Parent Session | Parent Session will cover program requirements and expectations, upcoming activities calendar, and better understand traditional and non-traditional education and workforce pathways, best practices in supporting their child through their education career, and enrollment processes for higher education for their child. |
| November - December 2022 | Recruitment + Enrollment | Program Coordinators will recruit and enroll students into the program. <ul style="list-style-type: none"> ● Parent info session(s) ● Student welcome session ● Curriculum Building ● Technology Device Execution |
| Year 1, Semester 2 | | |

| | | |
|-------------------------|----------------------------|---|
| Semester 2 | Parent Session | Parent Session will cover program requirements and expectations, upcoming activities calendar, and better understand traditional and non-traditional education and workforce pathways, best practices in supporting their child through their education career, and enrollment processes for higher education for their child. |
| January - February 2023 | Higher Education Options | Students will be exposed to the various options to pursue higher education as well as the pros and cons of each. Options discussed will include: <ul style="list-style-type: none"> • 4-year university • Vocational / technical schools • Certification programs • Online degree programs |
| March - April 2023 | Choosing a Focus of Study | Students will be exposed to different majors and programs with a strong focus on the STEM fields. They will identify their strengths and skills, engage in career exploration activities, and hear from guidance counselors who will share advice for selecting a major of study. |
| May - June 2023 | Higher Education Readiness | Students will receive college guidance by participating in workshops focused on: <ul style="list-style-type: none"> • College application process • Study strategies • Managing personal finances • Mental health awareness • Healthy habits • Living a balanced life |
| June 2023 | Resource Fair | Resource fairs will connect students, families, and community members with local and national resources and opportunities. |

YEAR TWO – WORKFORCE READINESS

The curriculum for Year Two of the Ford Driving Dreams Grants program provides participants with an introduction to the concepts of workforce development to equip them with the skills to succeed professionally. The curriculum covers career exploration, workforce preparation, and entrepreneurship.

| Timeline | Theme | Notes |
|---------------------------|----------------|---|
| Year 1, Semester 1 | | |
| Semester 1 | Parent Session | Parent Session will cover program requirements and expectations, upcoming activities calendar, and better understand traditional and non-traditional education and workforce pathways, best practices in supporting their child through |

| | | |
|---------------------------|-----------------------|--|
| | | their education career, and enrollment processes for higher education for their child. |
| August - September 2023 | Welcome Back! | Program Coordinators will welcome students back for year two. They will recruit and enroll additional students into the program as necessary. |
| October - December 2023 | Career Exploration | Students will participate in career exploration workshops and hear from keynote speakers who will share their professional journeys. |
| Year 2, Semester 2 | | |
| Semester 2 | Parent Session | Parent Session will cover program requirements and expectations, upcoming activities calendar, and better understand traditional and non-traditional education and workforce pathways, best practices in supporting their child through their education career, and enrollment processes for higher education for their child. |
| January - March 2024 | Workforce Preparation | Students will participate in workforce preparation workshops such as: <ul style="list-style-type: none"> ● Creating a resume ● Applying for a job ● Interviewing skills ● Hard skills vs. soft skills |
| April - June 2024 | Entrepreneurship | Students will learn about entrepreneurship by participating in workshops focused on: <ul style="list-style-type: none"> ● Spirit of entrepreneurship ● Business foundations: product development, market research, financial responsibility, marketing, etc. ● Building a brand ● Social innovation ● Sustainability / environmental impact ● Side hustles |
| June 2024 | Resource Fair | Resource fairs will connect students, families, and community members with local and national resources and opportunities. |

Benchmarks

The program’s progress and success will be measured by site coordinators using qualitative and quantitative, and anecdotal measurements to assess whether:

- 95% of students regularly participating in the program will achieve an on-time promotion rate to the next grade
- 50% of participants identified as having a school attendance problem will reduce their number of absences per report card period by 20%
- 75% of participants identified as having a disciplinary issue will reduce their number of disciplinary infractions by 25% per report card period.
- 90% of participants who graduate high school will enroll in a post-secondary institute.

- 75% of participants will retain or improve their overall GPAs.

Evaluation Requirements

Site coordinators will be required to submit all reporting and data requested by LULAC and Ford Fund as outlined in the grant agreement.

The following items will be submitted as part of Quarterly Impact Reports:

- Narrative
- Activities Report
- Attendance Report
- Budget Report and Receipts
- Media Report
- Student Spotlight Profile

Additional evaluation items required include:

- Participant Surveys
- Coordinator Surveys
- Post-program Tracking Surveys
- 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 key program activations.

Use of Grant Funds

For budgeting purposes, proposals should assume a grant of up to \$25,000 over a two-year period from Ford Fund. The following is a breakdown of what grant funds can and cannot be used for:

| Funding can be used for: |
|--|
| <ul style="list-style-type: none">● Stipend for Program Coordinator(s)● General supplies for workshops and programming activities● Marketing costs● Technology equipment needs for students.● Quality of life needs for students and families.● Other direct program expenses |
| Funding cannot be used for: |
| <ul style="list-style-type: none">● Subsidizing the cost of health care or childcare.● Lobbying, advocating, or political activities.● Construction, renovating facilities or homes.● Subsidizing individuals for the costs of attending professional or personal development conferences. |

| |
|--|
| <ul style="list-style-type: none"> Substituting for funds currently being used to support similar activities. |
| Budget Restrictions: |
| <ul style="list-style-type: none"> Program Coordinator(s) Stipend cannot exceed \$4,000 per year and must be paid out. If a site chooses to provide monetary compensation for additional services to run the program such as assistant program coordinators, tutors, instructors, mentors, speakers, interns, etc. payment must be allocated from the Program Coordinator Stipend line item. Line items cannot exceed \$4,000 per year. Lead Program Coordinator travel to the 2023 LULAC National Convention in Albuquerque, NM is mandatory and cannot exceed \$1,500. Monetary student incentives (I.e., scholarships, gift cards, etc.) cannot exceed 5% of total yearly budget. Overhead costs cannot exceed 10% of total yearly budget. All outstanding accounts payable must be closed out each year by the program closeout in June. Year Two funding is contingent on consistent accounting practices in accordance with non-profit best practices, Ford Driving Dreams Grants and LULAC Institute, Inc. guidelines and review of year one activities to make sure benchmarks have been satisfactorily met. |

Eligibility and Applicant Criteria

All councils must meet the following requirements.

| Requirements | Notes |
|---|--|
| LULAC Council must be in good standing: must have submitted a 2022 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 and/or educational organization to co-host program. | <ol style="list-style-type: none"> Qualifying entities include tax-exempt educational institutions; or tax-exempt organizations 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, LNESCC 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. Educational partner must be willing to provide a minimum of one letter of support outlining the relationship 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. |

| | |
|---|---|
| <p>Must provide a physical and/or virtual space to host program activities.</p> | <ol style="list-style-type: none"> 1) Physical and/or virtual space must be established prior to the program starting. 2) All projects and activities must follow local, state, and federal laws, public health and safety guidelines, and best ethical practices. 3) Sites must obtain the proper parent/guardian permission for students to participate. |
| <p>Must have a dedicated Lead Program Coordinator and Support Coordinator / Parent Liaison to manage the program throughout the duration of the grant cycle.</p> | <ol style="list-style-type: none"> 1) Sites must agree to allot compensation for the Program Coordinator(s) from grant funding (\$4,000 max per year). 2) Lead Program Coordinator must be present for an in-person activation in Albuquerque, NM in July 2023. 3) If the LULAC council president or CEO/ED of the partner organization will serve as a Program Coordinator they must sign a Conflict of Interest Disclosure Form. |
| <p>Special Considerations</p> | |
| <p>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.</p> | |
| <p>Applicant Restrictions</p> | |
| <p>Past grantees are eligible to apply only after a two-year period has passed since their program has ended.</p> | |
| <p>Proposals are scored through a fair process using a point-based rubric system. Due to strict conflict of interest policies, LULAC National Board members, and the Councils they hold membership to, must sign a Conflict of Interest Disclosure Form should they be selected as an awarded proposal.</p> | |
| <p>LULAC Youth Councils and LULAC Collegiate Councils are not eligible to sponsor a site or apply to receive funds.</p> | |
| <p>Applicant Diversity and Inclusion</p> | |
| <p>This program embraces diversity and inclusion across multiple dimensions such as race, ethnicity, gender identity, disability, age, and socioeconomic status. We strongly encourage proposals that will help us expand the perspectives and experiences we bring to our work.</p> | |

Partnerships

LULAC councils are required to partner with a local agency and/or educational organization to co-host the program. If you are a community partner seeking to participate in the Ford Driving Dreams Grants program as the partner organization, contact FDD@LULAC.org to be connected with a local LULAC council. Find a local council in your community lulac.org/about/find_lulac_councils. Find more information about starting a LULAC council at lulac.org/members/new_charter.

Selection Process Criteria

All proposals will be screened for eligibility and assessed by a committee composed of representatives from LULAC Institute, Inc., Ford Fund, Ruder-Finn-Comunicad, and external expert reviewers.

Strong proposals will meet the following criteria:

| Requirements | Notes |
|--|---|
| Demonstrate a need for the program in your community. | Demonstrate need by providing an overview of the Hispanic high school dropout crisis in your community, its impact, and how it would benefit from funding. |
| Achieve a minimum of four (4) hours of programming each month with an additional one (1) hour dedicated to Office Hours. | Include a clear and detailed timeline of programming activities to achieve the required contact hours. |
| Provide a timeline of programming activities for two years (November 2022 to June 2023 and August 2023 to June 2024). | Activities must follow the program curriculum topics and themes as outlined in the 'Curriculum' section on page 3. |
| Engage a minimum of 15 students. | <ol style="list-style-type: none"> 1) Programs can serve a maximum of 20 students. 2) Students must be enrolled and engaged throughout the entirety of the program. 3) LULAC councils must propose to work at the local level only. Proposals will not be evaluated based on "reach" in terms of the affected populations or total number of students reached. |
| Provide a detailed recruitment and retainment plan to have students participate for the entire duration of the two-year program. | Programming must also show meaningful engagement between LULAC councils and educational partner with the program. |
| Provide a budget narrative for two years (November 2022 to June 2023 and August 2023 to June 2024). | The narrative should capture how the funds will be allocated for activities, staffing, supplies, etc. related to the program. Once approved, expenditures will be reported on a quarterly basis to LULAC Institute. |
| Develop a sustainability plan. | Provide a detailed plan to have the program continue once the cycle concludes with the Ford Fund funding. |

Proposal Submission Guidelines & Components

Please submit all materials in PDF format by [clicking here](#).

Applications are due by 11:59 PM EST on September 20, 2022. Before submitting your application, review the following checklist to ensure all necessary components are included:

- Application Form
- Cover Letter
- Implementation Narrative
- Proposed Timeline
- Budget Narrative
- Letter of support
- Key staff resumes
- LULAC council membership roster
- Partner board roster
- Academic calendars for 2022-2023 and 2023-2024

Questions or comments may be directed to Melissa Cossio, Community & Workforce Development Program Manager at LULAC Institute, Inc. via e-mail at FDD@LULAC.org or by phone at 915-268-7488. For more information on the Ford Driving Dreams Grants program, visit LULAC.org/ford.

Application Form

| Section 1: Main Point of Contact for this Proposal | |
|---|---|
| 1. First and Last Name: | 2. Title: |
| 3. Email: | 4. Direct Phone Number: |
| Section 2: LULAC Council Information | |
| 5. LULAC Council Name: | 6. School District (if applicable): |
| 7. Is the LULAC Council in good standing? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure | 8. Select all that apply: <input type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c)(4) <input type="checkbox"/> NA |
| 9. Mailing address (street, city, state, zip code): | |
| 10. Web Address: | |
| 11. Social Media Handles (if applicable): Facebook: _____ Twitter: _____ Instagram: _____ | |
| 12. LULAC Council's Mission: | |
| 13. LULAC Council agrees to cooperate with third-party evaluators that may analyze the data provided under this grant. <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Section 2a: LULAC Council President | |
| 14. First and Last Name: | 15. Title: |
| 16. Email: | 17. Direct Phone Number: |
| Section 3: Educational Partner Organization Information | |
| 18. Organization Name: | |
| 19. School District (if applicable): | 20. Select all that apply: <input type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c)(4) <input type="checkbox"/> NA |

| | |
|--|--------------------------|
| 21. Mailing address (street, city, state, zip code): | |
| 22. Web Address: | |
| 23. Social Media Handles (if applicable): Facebook: _____ Twitter: _____ Instagram: _____ | |
| 24. Organization’s Mission: | |
| 25. Organization agrees to cooperate with third-party evaluators that may analyze the data provided under this grant. <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Section 3a: Organization Leader (Chief Executive Officer / Executive Director) | |
| 26. First and Last Name: | 27. Title: |
| 28. Email: | 29. Direct Phone Number: |
| Section 4a: Lead Program Coordinator | |
| 30. First and Last Name: | 31. Title: |
| 32. Affiliation: | |
| 33. Email: | 34. Direct Phone Number: |
| Section 4b: Support Coordinator / Parent Liaison | |
| 35. First and Last Name: | 36. Title: |
| 37. Affiliation: | |
| 38. Email: | 39. Direct Phone Number: |
| Section 5: Fiscal Agent Information | |
| 40. LULAC Council / Organization’s Legal Name: | |

| | |
|--|--------------------------|
| 41. Mailing address (street, city, state, zip code): | |
| 42. Fiscal Agent First and Last Name: | 43. Title: |
| 44. Email: | 45. Direct Phone Number: |
| Section 6: Demographics of Population Served by the Project | |
| <p>46. Racial and Ethnic: Please provide the percentage of student enrollment by racial and ethnic identity at the school. 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:</p> <p> <input type="text"/> % African American <input type="text"/> % Hispanic/Latino <input type="text"/> % White <input type="text"/> % Asian American <input type="text"/> % Native American <input type="text"/> % Other </p> | |
| <p>47. Income Level: Please provide the percentage of low-income individuals served by the project. If this population is not served by program, insert N/A.</p> <p><input type="text"/> % Low-income (As defined by the U.S. Federal Government Department of Health & Human Services)</p> | |
| <p>48. 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.</p> <p> <input type="text"/> % Students with disabilities (physical, intellectual, and/or learning) <input type="text"/> % Rural (Rural is defined by the U.S. Census Bureau as places of less than 2,500 people.) <input type="text"/> % Urban Cluster (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.) <input type="text"/> % Metro (A metro area is defined by the U.S. Census Bureau as a territory that has a population of 50,000 or more.) </p> | |
| Section 7: Program Format | |
| <p>49. In what format do you plan to host the Ford Driving Dreams Grants program?</p> <p> <input type="text"/> Fully In-person <input type="text"/> Fully Virtual <input type="text"/> Hybrid </p> | |

Cover Letter

Please submit a one-page cover letter describing the need for this program in your community, your interest in the program, and the capacity of your LULAC council and educational partner organization to successfully co-host the program.

Implementation Narrative

All applicants must respond to the following questions. Responses to each question must adhere to 150-300 words max.

1. Explain why your community needs a high school dropout prevention program. Provide details about the Hispanic high school graduation rate and dropout rate in your community.
2. Describe your vision of how the Ford Driving Dreams Grants program can support the mission of your council and educational partner and the community you serve.
3. Describe your LULAC council's experience and capacity to lead youth, educational, and STEM programs. What programs has your LULAC council been a part of in the last three years?
4. Describe the purpose and structure of your proposed localized program initiative. How does it align with the goals of the Ford Driving Dreams Grants program?
5. How do you foresee this program improving the Hispanic high school graduation rate in your community?
6. Explain the role your LULAC council will have when carrying out the program. Explain the role your educational partner will have when carrying out your program.
7. Provide an action plan for recruiting and retaining students for the entire duration of the two-year program, please be as clear and detailed as possible.
8. How do you plan to engage parents/guardians to ensure students are supported in their participation throughout the duration of the program?
9. Provide an overview of how you plan to highlight and promote the program to external audiences. What is your communication plan?
10. Describe how the program can be sustained beyond Ford Fund's two-year funding period.

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. Does your site have the staffing capacity to meet the needs of students?
3. Describe the format your council/organization plans to use to host activities (remote/virtual, in-person, combination).
4. How will you address these impacts of COVID-19 to ensure there are no long-term disruptions to programming?

Proposed Timeline Guidelines & Template

Please use the timeline template in Appendix A to describe a detailed description of how you will:

- Meet with a minimum of 15 students.
- Provide the following activations at a minimum of a monthly basis:
 - One (1) hour of academic support;
 - Two (2) hours of content that aligns with curriculum;
 - One (1) hour of supplemental activities that align with priorities and/or additional areas of focus; and

- One (1) hour of Office Hours for students and/or parents to connect on questions about the program or additional needs.
- Host two parent sessions (one per semester) each program year.
- Host one resource fair at the conclusion of each program year.

A breakdown of each month's activities for the two-year program cycle is required.

Project Budget

Please complete the budget and budget narrative using the template in Appendix B. This information is not binding and if your proposal is selected, we will work with you to finalize the budget. Please provide as much detail as you can at this stage. Please note the Program Coordinator Stipend(s) cannot exceed \$4,000 per program year.

A budget narrative for the two-year program cycle is required. You can find the site budget recommended by LULAC in Appendix C.

Letter of Support

Please attach one letter of support from your key partner's leadership illustrating the relevance of the proposed program to their organization and their commitment to the program.

Evaluation & Program Requirements Form

Complete the form in Appendix D and list the person 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.

Partner & Staff Resumes

Please attach the resumes of your designated (1) FDD Program Coordinator, (2) Fiscal Agent, (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(s)

Please provide the 2022-2023 and 2023-2024 academic calendars of the schools your LULAC Council plans to recruit students from. If a calendar for 2023-2024 is not yet available, please submit a document indicating so.

Appendix A - Timeline Templates

2022-2023 Program Year #1 - Higher Education Preparedness

| Timeline | Theme | Activities |
|---------------|----------------------------|------------|
| November 2022 | Recruitment + Enrollment | |
| December 2022 | Recruitment + Enrollment | |
| January 2023 | Higher Education Options | |
| February 2023 | Higher Education Options | |
| March 2023 | Choosing a Focus of Study | |
| April 2023 | Choosing a Focus of Study | |
| May 2023 | Higher Education Readiness | |
| June 2023 | Higher Education Readiness | |

2023-2024 Program Year #2 - Workforce Readiness

| Timeline | Theme | Notes |
|----------------|-----------------------|-------|
| August 2023 | Welcome Back | |
| September 2023 | Welcome Back | |
| October 2023 | Career Exploration | |
| November 2023 | Career Exploration | |
| December 2023 | Career Exploration | |
| January 2024 | Workforce Preparation | |
| February 2024 | Workforce Preparation | |
| March 2024 | Workforce Preparation | |
| April 2024 | Entrepreneurship | |
| May 2024 | Entrepreneurship | |
| June 2024 | Entrepreneurship | |

Appendix B - Proposed Budget Template

| Line Item | Year One | Year Two | Narrative |
|--------------|-----------------|-----------------|-----------|
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| Total | \$12,000 | \$13,000 | |

Appendix C - Recommended Site Budget

| Line Item | Year One | Year Two | Narrative |
|---|-----------------|-----------------|---|
| Lead Program Coordinator Stipend | \$2,500 | \$2,500 | Responsible for submitting all reporting requirements as requested by LULAC, planning and overseeing execution of programming activities and other tasks as assigned. |
| Support Coordinator / Parent Liaison Stipend | \$1,500 | \$1,500 | Responsible for coordinating and facilitating academic support sessions, family workshops, one-on-one check-ins, family communication efforts, and other tasks as assigned. |
| Technology Equipment for Students / Quality of Life Needs | \$2,500 | \$2,500 | Funds to purchase technology equipment or meet other quality of life needs for students. Needs will be assessed on an individual basis. |
| Recruitment | \$150 | \$100 | Purchase of recruitment materials, ad space on social media, newspapers, etc. |
| Student & Parent Welcome Sessions | \$500 | \$400 | Purchase of food, swag, and other supplies as needed. |
| Workshops - Supplies | \$550 | \$400 | Purchase of workshop supplies as needed. |
| Workshops - Snacks and Refreshments | \$400 | \$400 | Purchase of food, snacks, and refreshments for students. |
| Printing / Marketing | \$500 | \$300 | Printing of program family handbooks, resource guides, text group service, etc. |
| General Supplies | \$600 | \$500 | Paper, pencils, binders, etc. |
| Resource Fair | \$1,000 | \$1,000 | Rental of chairs and tables; printing promotional flyers, signage, guides, etc.; purchase of refreshments |
| Convention Travel | - | \$1,500 | Funds will cover the registration packet, airfare, lodging, and per diem expenses for the Lead Program Coordinator to attend the 2023 LULAC National Convention in Albuquerque, NM. |
| Graduation and/or End of Year Field Trip | \$600 | \$600 | |
| Overhead / Admin | \$1,200 | \$1,300 | Covers organization's overhead expenses |
| Total | \$12,000 | \$13,000 | |

Appendix D - 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.

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

Title

Organization

Email Address

Phone Number

Signature

Date