This handbook describes the LULAC Ford Driving Dreams Grants program developed by Ford Motor Company Fund in partnership with LULAC Institute, Inc. The program aims to help to increase the high school graduation rate among Latinx students.

About LULAC
The League of United Latin American Citizens (LULAC) is the oldest and largest Hispanic membership organization in the country. LULAC works to advance the economic conditions, educational attainment, political influence, housing, health, and civil rights of the Hispanic population of the United States through community-based programs operating at more than 1,000 LULAC councils nationwide and Puerto Rico.

About Ford Motor Company Fund
As the philanthropic arm of Ford Motor Company, Ford Fund’s mission is to strengthen communities and help make people’s lives better. Working with dealers and nonprofit partners in more than 60 countries, Ford Fund provides access to opportunities and resources that help people reach their full potential. Since 1949, Ford Fund has invested more than $2 billion in programs that support education, promote safe driving, enrich community life and encourage employee volunteering. For more information, visit www.fordfund.org or join us at @FordFund on Facebook and Twitter.

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

Ford Driving Dreams has impacted more than 2,260 students since its launch in 2010. To date, 74 grant recipients have worked to keep students on the road to graduation. In 2019, the Ford Driving Dreams initiative will welcome eight new sites and continue the fantastic work of three sites from the 2017-2019 winning Councils.

The back cover of this guide has a list of the Ford Driving Dreams network of LULAC Councils.

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

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

The program sparks a healthy competition among the LULAC community that leads to the creation and implementation of top-notch programs that help stimulate academic achievement, high school
Ford Driving Dreams Grants Program

completion, and college enrollment. Recent studies clearly illustrate that most students do not want to drop out of high school; therefore, this initiative is an essential opportunity to tackle the high school drop-out crisis at the local level.

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

This guidebook is intended to serve as a resource that outlines some key program deliverables and corresponding timetables to help ensure program goals are met and that each site can communicate program achievements, challenges, and any other milestones.

LULAC has designated Melissa Cossio as Program Coordinator to facilitate any assistance the sites may need throughout the implementation of the programs. Ms. Cossio may be reached at (915) 577-0726 or via e-mail at MCossio@LULAC.org.

For media questions, please contact Carmen Marsans at cm@comunicad.com. For social media, please contact Shalimar Alio at sa@comunicad.com.

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

Program Overview

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

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

The different components of each program offer the enrolled students greater access to support systems that provide resources and motivate them to complete high school with the goal of the students continuing on to institutions of higher education. This support includes mentoring and learning from the experience of community leaders.

Program Objectives

- Achieve on-time high school graduation among targeted students;
- Increase student’s 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;
Ford Driving Dreams Grants Program

- Reduce juvenile delinquency and youth involvement in gangs.

**Benchmarks**

- Serve a minimum of 25 students per year, primarily enrolled in 9th and 10th grade.
- 95% of students regularly participating in the program will achieve an on-time promotion rate to the next grade.
- 50% of the project’s 25 participants identified as having a school attendance problem will reduce their number of absences per report card period by 20%.
- 75% of the project’s 25 participants identified as having a disciplinary issue will reduce their number of disciplinary infractions by 25% per report card period.
- 90% of the project’s 25 participants who graduate high school will enroll in a post-secondary institute.
- 75% of students will retain or improve their overall GPAs.

**Student Recruitment**

Program Coordinators will partner with educational entities in their communities to ensure an efficient program. Program Coordinators will meet to select all the program participants. A minimum of 25 eligible students are to be enrolled at each program site. We recommend enrolling a maximum of 40 students.

**Class Profile**

In order to streamline the selection process, recruitment efforts should be tailored to reach students who fit the class profile standards outlined below.

- Program is aimed to serve students primarily enrolled in 9th and 10th grade.
- Equal number of those who identify as male and female, along with an inclusion of those who identify as another gender.

**Student Profile**

Successful programs will identify students who need an extra push to ensure successful completion of high school. Program personnel are encouraged to select students who show an interest in participating or who have been previously selected by the school or educational partner to participate in the Ford Driving Dreams program. No student should be denied participation in this program.

**Suggested Recruitment Plan**

High schools with a high percentage of Latinx students are the primary source of recruitment for program participants. High school teachers, guidance counselors, and principals are excellent contacts for the recruitment effort. Publicize the program to potential participants through distribution of the events organized at the local high schools, utilize local newspapers, create and disburse flyers, promote through social media platforms, and invite students to your introductory meetings. Exhibit 1 displays a sample recruitment plan.
Exhibit 1-Recruitment Plan

<table>
<thead>
<tr>
<th>High School</th>
<th>Key Contacts</th>
<th>Staff Person</th>
<th>Quota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rio Grande High</td>
<td>John Garcia, Principal</td>
<td>Smith</td>
<td>7</td>
</tr>
<tr>
<td>23 Windsor Ave.</td>
<td>Hector Edwards, Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Anytown, USA</td>
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</table>

Marketing Plan:
- Staff visits the target school and introduces the program to contacts, i.e. principals, guidance counselors, and teachers.
- Staff distribute posters/pamphlets displaying program information and contact information. Local media is asked to promote the program.

Application Form: LULAC has created an online application form that is required to be completed by each applicant and will be used to review and select participants. At the coordinator’s discretion, supplemental information can be requested. Coordinators must ensure students complete the student application online by October 15, 2019.*

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

*Date subject to change in accordance with the start of school year

Program Performance Measures
The following are criteria required for each program site:

- The Ford Driving Dreams program must primarily serve students enrolled in 9th and 10th grade.
- Programs must serve a minimum of 25 students each program cycle.
- Students must meet a minimum of 10 hours per month.
- Program Coordinator must collect student applications at the start of the program.
- Students must complete surveys (provided by LULAC National) at the beginning (due October 15, 2019*) and end (due June 20, 2020*) of the school year.
- The program should provide students with mentoring and tutoring.
- Program Coordinator must submit evaluation records required by LULAC.
- Program Coordinator must participate in quarterly conference calls, as requested by LULAC.

Continued funding of program is subject to meeting program goals and reporting requirements.

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

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

Data Collection Checklist

- **Student Information:** All participants must complete a student program application.
- **Grades and Attendance:** Program Coordinator must collect GPA’s of all Ford Driving Dreams participants at the beginning of the program and after its conclusion. Program Coordinators are required to record each student’s cumulative Grade Point Average and the total number of absences the student received the prior academic semester.
- **Qualitative Data:** Program Coordinator must ensure all participants complete the student survey when enrolling in the program and after its conclusion.
- **Coordinators** are required to work with LULAC National staff to coordinate site visits. LULAC National Staff representatives will schedule visits to collect on-site data regarding program effectiveness.

Program Reporting Requirements

Reporting Pre- and Post- Checklist

- **Application Information:** Each student enrolled in the program must fill out the program application provided by LULAC National, the Parent Commitment form, provide their GPA from past semesters, and sign the Media Release form. **Deadline:** October 15, 2019.*
- **Outcome and Evaluation Data:** Pre and post-surveys will be used by sites to track the success of the programs as well as a longitudinal study of grade improvement. All students must complete an entry survey and, at the completion of the program, must complete a follow-up (surveys are available on Google Forms and are provided by LULAC National). **Deadline:** Entry survey: October 15, 2019,* and two follow-up surveys: June 20, 2019 and an FDD Coordinator Survey June 20, 2020.*

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

Required Quarterly Reporting

The following reporting items need to be submitted to LULAC National each quarter (unless noted otherwise in the letter of agreement). Failure to submit required materials each quarter will delay payment. All reports will be submitted via your site’s assigned Google Drive folder. Note that continuation of program funding is contingent on meeting program goals and reporting requirements.

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

- **Activities Log Report:** Program Coordinators will submit the activities log Google Sheet provided
Ford Driving Dreams Grants Program

by LULAC Institute with dates and attendance records of program participation for tutoring, meetings, mentoring, group sessions, extracurricular activities, and events held each month.

- **Financial Reports**: Program Coordinators will be required to submit a budget at the end of each quarter to ensure funding is being adequately spent. All receipts from money spent are to be submitted to LULAC Institute along with the detailed budget narrative.

- **Program Attendance**: Program Coordinators will submit attendance sheets from all meetings, tutoring sessions, events, etc. held each month.

- **Media Report**: Program Coordinators will submit seven (7) photos every quarter of activities that were done by students and publish a minimum of five (5) social media posts using the appropriate handles and hashtags listed below.

- **Program Coordinator Check-In**: LULAC will call you every quarter to get an update on your program. Calls will take place
  - August 2nd, 2019
  - October 17th, 2019
  - January 17th, 2020
  - April 17th, 2020
  - June 28th, 2020

  The following questions will guide the quarterly check-in calls:
  - What are the strongest components of your program?
  - Describe the most successful achievements this quarter.
  - Please describe any challenges encountered and what actions did you take to address those challenges?
  - What are some lessons learned?
  - How have the students been impacted by the Ford Driving Dreams Program thus far?

**Program Promotion**

LULAC and Ford Motor Company Fund want you to let everyone know how your program is positively impacting the lives of participating students. Program Coordinators are required to document the success of their programs through pictures, videos, testimonials, and social media posts. Promoting the program through different means increased visibility among the community and ensures a higher participation rate by students as well as community members. Showcasing the highlights of the program will also ease the process of securing future funding from community organizations. For both printed and digital materials, please always mention that through the support of Ford Motor Company Fund, the Ford Driving Dreams Grants program offers a unique opportunity for young Latinos to continue and complete their studies.

LULAC is currently in the process of updating the Ford Driving Dreams website with the 2019 winners ([www.LULAC.org/Ford](http://www.LULAC.org/Ford)). However, in order to successfully update the website, the cooperation of Program Coordinators is needed. With your participation, the goal is to showcase your good work and share best practices between councils. The work plan for the website is to create a space where each site’s efforts are highlighted, and your accomplishments and future events are promoted. With the help of Program Coordinators sending pictures, videos, anecdotes, and monthly calendars, the website can
be transformed into a great marketing/fundraising tool for all sites.

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

- **Pictures:** High quality pictures are a great and easy way to showcase the success of each program. When pictures are taken, please post them on social media and submit them by email to FDD@LULAC.org. Great moments to take pictures include:
  - Tutoring sessions
  - Mentoring sessions
  - Field trips
  - Special events
  - Graduation celebrations
  - Pictures with program branding
  - Students interacting
  - Student milestones

- **Student Testimonials:** Share the human story of the program with testimonials. Program Coordinators should share at least 2 student testimonials or highlights each quarter.

**Student Spotlight**

As mentioned above, LULAC and Ford Motor Company Fund want to highlight the incredible dreams, goals, and achievements of Ford Driving Dreams Students. When selecting students to highlight, Program Coordinators are encouraged to select those who have demonstrated their dedication to the program by attending and participating in events, served as leaders in their community, and worked to grow and advance personally, academically, and professionally over the course of the program. The stories are highlighted through LULAC and Ford Motor Company Fund’s social media accounts and publications. In addition, the selected students will receive an award certificate honoring their dedication and hard work.

**Social Media**

The creation of Facebook, Twitter and Instagram posts, events, groups, etc. by each program site is encouraged. These social media tools facilitate the outreach and promotions strategy of each program.

Postings about the Ford Driving Dreams program should go on the LULAC Council’s official pages. By doing this, the local LULAC Council will increase traffic on their pages as well as showcase association with a great American brand and company investing in their community. We ask that you publish a minimum of five (5) social media posts per quarter.
When using the social media assets to post pictures or updates of the program, please use the following handles and hashtags:

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<thead>
<tr>
<th>Hashtags</th>
<th>Facebook</th>
<th>Twitter</th>
<th>Instagram</th>
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<tr>
<td>#FordDrivingDreams</td>
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<tr>
<td>#FDDGrants</td>
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<td>@FordFund_</td>
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<td>#FordGivesBack</td>
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<tr>
<td>#FordFund</td>
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</table>

When posting on social media, the Program Coordinator should always tag:

- **LULAC**:
  - Facebook: [http://facebook.com/LULAC.National.DC](http://facebook.com/LULAC.National.DC)
  - Instagram: [https://www.instagram.com/lulac/?hl=en](https://www.instagram.com/lulac/?hl=en)
  - Twitter: [https://twitter.com/LULAC?lang=en](https://twitter.com/LULAC?lang=en)

- **Ford Driving Dreams**:
  - Facebook: [https://www.facebook.com/FordDrivingDreams/](https://www.facebook.com/FordDrivingDreams/)
  - Instagram: [https://www.instagram.com/forddrivingdreams/?hl=en](https://www.instagram.com/forddrivingdreams/?hl=en)

- **Ford Fund**:
  - Facebook: [https://www.facebook.com/FordFund/](https://www.facebook.com/FordFund/)
  - Twitter: [https://twitter.com/fordfund_?lang=en](https://twitter.com/fordfund_?lang=en)
  - Instagram: [https://www.instagram.com/fordfund/](https://www.instagram.com/fordfund/)

**LULAC Youth Council**

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

Benefits of being a member of a LULAC Youth Council include:

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

LULAC Youth Councils are part of an overarching group of community volunteers which, in turn, is part of the nation’s oldest and largest Latino membership-based organization in the United States. LULAC
Ford Driving Dreams Grants Program

Youth Councils are the stepping stone for students to develop their leadership skills so that they can lead LULAC Collegiate Councils, LULAC Young Adult Councils, and later, LULAC Adult Councils.

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

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

Melissa Cossio
Program Coordinator
LULAC Institute, Inc.

LULAC National Membership Office
221 N. Kansas Suite 501
El Paso, TX 79901
915-577-0726
MCossio@LULAC.org
FDD@LULAC.org
APPENDIX

Reporting Items Checklist
Memorandum of Understanding (MOU)
Media Use Release Form - Minor
Media Use Release Form - Adult
Media Use Release Form - Minor - Spanish
Media Use Release Form - Adult - Spanish
Parent Commitment Contract
High School Transcript Request Form
Budget Report Template
Activities Report Template
Attendance Report Template
Media Report Template
Photo Tip Sheet
Social Media Tip Sheet
Student Spotlight Questionnaire
Program Sites
<table>
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<tr>
<th>Reporting Items Checklist</th>
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</thead>
</table>

**July 31st, 2019**
- [ ] Letter of Agreement
- [ ] Fiscal Agent Form
- [ ] Program Coordinator Resume
- [ ] Program Coordinator I.D.
- [ ] Program Coordinator Background Check

**3rd Quarter - Due April 15th, 2020**
- [ ] Activities Report
- [ ] Attendance Report
- [ ] Budget Report
- [ ] Receipts
- [ ] Media Report (Marketing Worksheet, Pictures/Videos, Social Media Publications)

**1st Quarter - Due October 15th, 2019**

**Student Items**
- [ ] Parent Commitment Contract (Supplemental)
- [ ] Media Release Form
- [ ] Application / Entry Survey
- [ ] Students' GPA From Spring 2019
- [ ] Students' School Attendance From Spring 2019

**Coordinator Items**
- [ ] Activities Report
- [ ] Attendance Report
- [ ] Budget Report
- [ ] Receipts
- [ ] Media Report (Marketing Worksheet, Pictures/Videos, Social Media Publications)
- [ ] Cohort Listing

**2nd Quarter - Due January 15th, 2020**
- [ ] Activities Report
- [ ] Attendance Report
- [ ] Budget Report
- [ ] Receipts
- [ ] Media Report (Marketing Worksheet, Pictures/Videos, Social Media Publications)

**4th Quarter - Due June 20th, 2020**

**Student Items**
- [ ] Students' GPA From Spring 2020
- [ ] Students' School Attendance From Spring 2020
- [ ] End-of-Year Student Survey
- [ ] Student Spotlight (Questionnaire, Media Release Form, Headshot)

**Coordinator Items**
- [ ] Activities Report
- [ ] Attendance Report
- [ ] Budget Report
- [ ] Receipts
- [ ] Media Report (Marketing Worksheet, Pictures/Videos, Social Media Publications)
- [ ] Cohort Listing
- [ ] End-of-Year Coordinator Survey
- [ ] Year One Site Evaluation
Memorandum of Understanding (MOU)

A Memorandum of Understanding, while not a legally binding document, does indicate a voluntary agreement to assist in the implementation plans of a grant funded collaborative project. The agreement is between the lead agency/applicant and a partnering entity. It generally defines the overall program goals and describes the collaborative nature and relationship between the identified project and MOU-referenced participant.

The initial paragraphs should contain the following information:

- Name of project
- Name of agencies involved in the MOU
- Identification of funding source
- Identification of grant period
- Project goals and key services to be provided
- Project outcomes to be addressed

The body of the MOU should include the following five areas:

1) Term and conditions of the MOU should address the timeframe of agreement and, if applicable, timetable for renewing commitment.
2) Identification of roles and responsibilities of the lead agency.
3) Identification of roles and responsibilities of the partnering agency.
4) Termination clause is very important as it defines how the agreement can be ended (i.e. by written 30 day notice).
5) Signatures of the agency representatives, including date signed, is located at the end of the MOU.
Media Use Release

Being of legal age, I hereby consent and authorize Ford Motor Company, its successors, assigns, nominees and clients to use and reproduce the name, picture(s) (moving and/or still) and statement(s) (oral and/or written) of my minor son/daughter/ward,

__________________________________________
(Minor’s Name)

with the privilege of editing or rearranging but not changing the original meaning, and to copyright and circulate the same for any and all commercial purposes and in any manner, including but not limited to publications, audio-visual presentations and advertisements of all kind in all media.

With respect to the rights granted herein to use the name, above-described picture(s) and/or statements of my son/daughter/ward, no promises or compensation have been made to me to secure my signature to this release.

Further, all statements, opinions and judgments made by me are in my opinion true, accurate and not misleading.

PRINT PARENT / GUARDIAN: __________________________

PARENT / GUARDIAN SIGNATURE: __________________________

DATE: ____________________________________________
Media Use Release

Being of legal age, I hereby consent and authorize Ford Motor Company, its successors, assigns, nominees and clients to use and reproduce the name, picture(s) (moving and/or still) and statement(s) (oral and/or written) of

____________________
(Adult Participant’s Name)

with the privilege of editing or rearranging but not changing the original meaning, and to copyright and circulate the same for any and all commercial purposes and in any manner, including but not limited to publications, audio-visual presentations and advertisements of all kind in all media.

With respect to the rights granted herein to use the name, above-described picture(s) and/or statements of the participant, no promises or compensation have been made to me to secure my signature to this release.

Further, all statements, opinions and judgments made by me are in my opinion true, accurate and not misleading.

PRINT ADULT PARTICIPANT NAME: _______________________________

ADULT PARTICIPANT SIGNATURE: _______________________________

DATE: _______________________________
Liberación de Responsabilidad Legal
Para el Uso de los Medios Informativos

Soy mayor de edad y por este medio doy mi consentimiento y autorizo a Ford Motor Company, sus sucesores, asignatarios, nominados y clientes para que usen y reproduzcan el nombre, fotografía(s) (movedizas y/o fijas) y declaración (es) (orales y/o escritas) de mi hijo/hija/pupilo o persona bajo custodia legal, menor de edad,

____________________________________
(Nombre del menor en letra de molde)

con el privilegio de editarlas o reformULARlas pero sin modificar su sentido original, y para registrar los derechos de autor y circularlas para cualquier propósito comercial y de cualquier manera, incluyendo pero no limitándolo a publicaciones, presentaciones audiovisuales y anuncios de toda clase y en todo tipo de medio informativo.

Respecto a los derechos concedidos por este documento para usar el nombre, la(s) fotografía(s) descritas arriba y/o declaraciones de mi hijo/hija/pupilo o persona bajo custodia legal, menor de edad, declaro que no se me han hecho promesas ni se me ha dado compensación alguna para obtener mi firma en esta liberación de responsabilidad legal.

Además, todas las declaraciones, opiniones y juicios hechos por mí son, en mi opinión, ciertos, acertados y no engañosos.

NOMBRE DEL PADRE/TUTOR EN LETRA DE MOLDE: ______________________

FIRMA DEL PADRE/TUTOR: ________________________________

FECHA: ________________________________
Liberación de Responsabilidad Legal
Para el Uso de los Medios Informativos

Soy mayor de edad y por este medio doy mi consentimiento y autorizo a Ford Motor Company, sus sucesores, asignatarios, nominados y clientes para que usen y reproduzcan el nombre, fotografía(s) (movedizas y/o fijas) y declaración (es) (orales y/o escritas) de ______________________

(Nombre del Participante Adulto)

con el privilegio de editarlas o reformularlas pero sin modificar su sentido original, y para registrar los derechos de autor y circularlas para cualquier propósito comercial y de cualquier manera, incluyendo pero no limitándolo a publicaciones, presentaciones audiovisuales y anuncios de toda clase y en todo tipo de medio informativo.

Respecto a los derechos concedidos por este documento para usar el nombre, la(s) fotografía(s) descritas arriba y/o declaraciones del participante, declaro que no se me han hecho promesas ni se me ha dado compensación alguna para obtener mi firma en esta liberación de responsabilidad legal.

Además, todas las declaraciones, opiniones y juicios hechos por mí son, en mi opinión, ciertos, acertados y no engañosos.

NOMBRE DEL PARTICIPANTE ADULTO
EN LETRA DE MOLDE: ______________________

FIRMA DEL PARTICIPANTE ADULTO: ______________________

FECHA: ______________________
Parent Commitment Contract

The following statements identify the commitment that you, as the parent, must display to the ______________ and your child while your child is participating in this program. Parent commitment and involvement is an extremely important and necessary part of a successful school and good role modeling for your child. Please read this contract carefully. Sign this contract if you are truly sincere and are willing and able to commit yourself and be involved with your child, the staff, and this school.

1. I pledge to be an involved parent in my child's education. My goal is to help my child persevere and do their best in school in order to graduate from high school.
2. I understand that this is a supplemental program, and I have the opportunity to get involved by attending monthly parent meetings, student field trips, and additional events sponsored by FDD.
3. I promise to encourage my child to strive to use his/her intelligence, abilities, and talents to gain a deep knowledge from the academic courses.
4. I promise to make sure my child attends school regularly as well as well as FDD program activities
5. I will only call my child "in sick" if my child is truly sick. I will not enable my child to miss school by giving him/her a fake alibi.
6. I will support the Discipline Code of the school and the consequences for my child if they break the rules.
7. I understand that if my child does not show commitment to this school through attitude, behavior, and academic progress, my child will be put on Probation. If my child does not meet the conditions for Probation, my child will be dismissed from this program.
8. I will not hesitate to call the school if I have ideas, concerns, or suggestions to help my child or the school succeed.

I have read this contract and agree to follow each of the points to the very best of my ability. I understand that if I cannot fulfill my commitment, then my child will be dismissed from this school.

Student Name:

Parent Signature: ___________________________ Date: ___________________________
High School Transcript Request Form

To the Ford Driving Dreams Grants Participant:
Please complete this form and give to your high school guidance office.

To the High School:

Please send my official high school transcript to the following address:

LULAC Institute, Inc.
ATTN: Melissa Cossio, Programs Associate
221 N. Kansas, Suite 501
El Paso, TX 79901

Or fax to 915-577-0914

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<table>
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<th>Date</th>
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<table>
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<tr>
<th>Parent/Guardian Signature</th>
<th>Date</th>
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</tbody>
</table>

Questions:
Melissa Cossio, Programs Associate, LULAC Institute, Inc.
Ph: 915-577-0726
Email: FDD@LULAC.org
Budget Report Year One, 2019-2020

[COUNCIL] City, ST
Program Coordinator

INSTRUCTIONS:
1. Please open Budget Report tab.
2. Under the appropriate quarter, document all expenses.

NOTES:
- Receipts must be provided for all documented expenses
- Budget Narrative: Please include notes about how you plan to spend funds
- Program Coordinator payment must be documented through copy of check or paystubs.
- Program Coordinator payment cannot exceed $3,500
- If this is your site’s first year of funding, please allocate $1,500 for Program Coordinator Travel to attend LULAC Convention
- If you need further space for narrative please see Additional Narrative Space tab to continue writing.

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Amount Submitted in Proposal</th>
<th>1st Quarter Spent</th>
<th>2nd Quarter Spent</th>
<th>3rd Quarter Spent</th>
<th>4th Quarter Spent</th>
<th>Brief narrative description of spent funds and anticipation of funds to be spent</th>
<th>Total Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Coordinator Payment</td>
<td>$3,500</td>
<td>$1,000</td>
<td></td>
<td></td>
<td></td>
<td>July-Sept 30 Hours</td>
<td>$2,500</td>
</tr>
<tr>
<td>Program Coordinator Travel</td>
<td>$1,500</td>
<td></td>
<td>$109.83</td>
<td></td>
<td></td>
<td>Took place August 2016</td>
<td>$1,390</td>
</tr>
<tr>
<td>Supplies and Printing</td>
<td>$2,500</td>
<td></td>
<td>$300</td>
<td></td>
<td></td>
<td>University Trips / Museum Trips</td>
<td>$2,200</td>
</tr>
<tr>
<td>Local student travel, meals, field trips</td>
<td>$1,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pens, paper, equipment for students. See receipts.</td>
<td>$1,045</td>
</tr>
<tr>
<td>Marketing and Communications (Facebook)</td>
<td>$250</td>
<td></td>
<td>$0</td>
<td></td>
<td></td>
<td>Facebook ad to promote program. See receipt.</td>
<td>$250</td>
</tr>
<tr>
<td>Other (snacks, etc)</td>
<td>$750</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Database bought to keep track of student’s progress. See receipt.</td>
<td>$650</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$10,000.00</strong></td>
<td><strong>$1,965</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$8,035.26</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Activities Report Year One, 2019-2020

**Program Coordinator**

**INSTRUCTIONS:**
1. Please select the appropriate tab for your program site at the bottom of the sheet.
2. Please document all activities that were administered by program staff.
3. Activities Report must be completed by quarterly due date.

**NOTES:**
- Activity dates must match Attendance Report dates.
- "Time Spent with Students via Activity" refers to the amount of time spent during each activity. Example: Tutoring sessions that last one hour means "1" would be documented under "Time Spent with Students via Activity".
- "Times Met for Activity" refers to how many times the same activity was conducted. If activity was conducted once, please place a "1". Example: Tutoring twice a week for three weeks means "6" would be documented under "Times Met for Activity".
- "Total Time Spent with Students per Activity," "Average student attendance," and "Total Monthly Time Spent with Students" have a pre-set formulas. Do not fill out these columns.

<table>
<thead>
<tr>
<th>July 2019 - Quarter 1</th>
<th></th>
<th>Description</th>
<th>Student Attendance</th>
<th>Time Spent with Students via Activity (in hours)</th>
<th>Times Met for Activity</th>
<th>Total Time Spent with Students per Activity (in hours)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: College Application Writing Seminars</td>
<td>07/01-07/30</td>
<td>Students and families attended workshops at their school about how to plan for college, how to apply, and how to fill out financial aid. We check in with LULAC FDD students to make sure they are on track to graduate high school and develop a good college application.</td>
<td>20</td>
<td>4</td>
<td>7</td>
<td>28</td>
<td>The school coordinates these seminars that also bring in outside groups to help families prepare for and apply to college</td>
</tr>
<tr>
<td>Example: Guest Speaker from University of Texas</td>
<td>07/15</td>
<td>Students attended a guest lecture about summer programs available to high schoolers at their local university. The application process and scholarship opportunities for the program were presented to students.</td>
<td>30</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Average Student Attendance</td>
<td>25</td>
<td>Total Monthly Time Spent With Students</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**Attendance Report Year One, 2019-2020**

**[COUNCIL] City, ST**

Program Coordinator

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>July-Sept.</td>
<td>October 15, 2019</td>
</tr>
<tr>
<td>Jan.-Mar.</td>
<td>April 15, 2020</td>
</tr>
<tr>
<td>Apr.-Jun.</td>
<td>June 20, 2020</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS:**
Please place a “1” for each student for each day that they attend a LULAC / FDD event.

**EXAMPLE PAGE**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Example: Emily Romero</td>
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<td>Example: Melanie Armendariz</td>
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<td>Example: Fernando Perez</td>
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**August 2019**

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</tbody>
</table>
Media Report

[COUNCIL] City, ST
Program Coordinator

To complete the Quarterly Marketing Report:

1. Please upload a minimum of seven (7) pictures or videos to the assigned quarter folder.
2. Please publish a minimum of five (5) social media posts using the appropriate handles and hashtags and fill out the table below to document all social media activity.
3. Please answer the following questions on this worksheet.

   a. Describe how the program is being promoted in your local community (newspaper, radio, social media, flyers, etc.).

   b. Please highlight the impact of the program by sharing anecdotes of the student success stories, teacher/parent testimonials, stories, principal quotes, etc.
### Facebook Link:

Please outline your Facebook posts below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Post Text</th>
<th>Likes</th>
<th>Shares</th>
<th>Hashtags Used</th>
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</thead>
<tbody>
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</tbody>
</table>

### Twitter Link:

Twitter Handle:

Please outline your Twitter posts below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Post Text</th>
<th>Likes</th>
<th>Retweets</th>
<th>Hashtags Used</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Instagram Link:

Instagram Handle:

<table>
<thead>
<tr>
<th>Date</th>
<th>Post Text</th>
<th>Likes</th>
<th>Views (Videos)</th>
<th>Hashtags Used</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
**Photo Tip Sheet**

As part of your reporting requirements we ask that you submit a minimum of 7 pictures of your activities every quarter. Pictures allow LULAC and Ford Motor Company Fund to promote the great work your program is doing and they also serve as great promotional materials for the Ford Driving Dreams Grants Program in the future. For these reasons we want to ensure your Council is taking the best pictures possible so that they are the highest quality.

Tips on how to get the best pictures:

- Photos taken at events should highlight the theme of the event including any persons speaking, a rally, group projects, etc.
- Gather any students and specials guests and LULAC members for a group photo.
- Take pictures throughout the events.
- If you are on a field trips/community service event, please make sure that you take a group photo including the Ford/LULAC banner that has been provided to you.
- It is okay to take pictures of only a few students or a single student, every picture does not have to have all the people that are present at the event.
- Posed photos are fine for certain things—awards ceremonies, important visitors, etc. However, the best and most compelling photos are usually candid shots. These are the photos that are taken as your subjects do something other than be photographed. This is the best way to capture the true emotion and expressiveness of your subjects.
- **Lastly, when submitting your photos please include a caption for each photo for your report.**
- Video of events are certainly welcomed
- We do ask that you submit 2 student quotes each quarter
  - Can be about progress in school/program
  - In reference to the activities they have participated in
Social Media Tip Sheet

As part of your reporting requirements we ask that you publish a minimum of 5 social media publications of your activities every quarter. Social media publications allow your site, LULAC, and Ford Motor Company Fund to promote the great work your program is doing and they also serve as great outreach materials for your community to learn and get involved with the Ford Driving Dreams Grants Program in the future. For these reasons we want to ensure your Council is following social media best practices so you reach the widest audience.

Tips on how to increase social media engagement:

- **Use all appropriate hashtags and handles.**
- Plan ahead and remain consistent with posts.
- Proofread all posts before publishing.
- Share stories about students, volunteers, parents, or other people who have been touched by the program. Some ideas for stories include:
  - Anecdotes about the impact the program has had on students.
  - Students’ academic and career aspirations.
  - Meaningful or impacting quotes
- Share stories of the work and events the program is doing
  - Community service projects
  - Celebrations
  - Fairs
  - Distinguished Speaker events
- Post pictures to accompany your posts.
- Share relevant content that adds value:
  - Scholarships available for students
  - Additional upcoming opportunities in the community for students
- Interact with your audience by responding to comments.
- Write thank you messages to guests, community members, or others who helped/participated in FDD events.
STUDENT SPOTLIGHT QUESTIONNAIRE

Please Include (1) a copy of the student’s signed media release form, (2) a picture of the student, and (3) the completed questionnaire and quote.

<table>
<thead>
<tr>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
</tr>
<tr>
<td>LULAC Council Number</td>
</tr>
<tr>
<td>LULAC Council City/State</td>
</tr>
<tr>
<td>LULAC Council Partner</td>
</tr>
<tr>
<td>LULAC Council Program Name</td>
</tr>
<tr>
<td>Contact Information: Phone Number</td>
</tr>
<tr>
<td>Contact Information: Email Address</td>
</tr>
</tbody>
</table>

Please Print

Please answer each prompt below.

Please do not exceed 200 words for each response.

- Briefly introduce yourself.

- How did you first learn about Ford Driving Dreams (FDD)?

- Briefly describe your program.
● How has FDD impacted you?

● How has FDD helped you prepare for your future?

● What are your plans after you graduate high school?

  ● If you’ll be attending a post-secondary institution (college, university, vocational/trade school, etc.), what is the name of the school? What major will you be pursuing?

● If you could share one piece of advice with future FDD students, what would it be?

● Please share your favorite memory during your time with the program, or describe a moment when you felt very proud of your accomplishments.

● Is there anything else you would like to share?
LEAVE US WITH YOUR OWN QUOTE

Please tell us how this program, as funded through the Ford Driving Dreams Grants Program, has positively impacted your life. Who would you like to thank for this opportunity?

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge. Comunicad, LLC. reserves the right to review submissions and make typographical amendments as deemed necessary.

Signature

Date
# LULAC Ford Driving Dreams Grants Program Sites

## Phase I Sites: 2010-2012

<table>
<thead>
<tr>
<th>LULAC Council</th>
<th>City, State</th>
<th>LULAC Council</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1086</td>
<td>Mesa, AZ</td>
<td>4734*</td>
<td>Temple, TX</td>
</tr>
<tr>
<td>1083</td>
<td>Phoenix, AZ</td>
<td>4537</td>
<td>Plano, TX</td>
</tr>
<tr>
<td>2055*</td>
<td>Salinas, CA</td>
<td>4967</td>
<td>Houston, TX</td>
</tr>
<tr>
<td>147</td>
<td>Santa Ana, CA</td>
<td>4782</td>
<td>Farmers Branch, TX</td>
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<tr>
<td>19002</td>
<td>Midwest City, OK</td>
<td>326</td>
<td>Milwaukee, WI</td>
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## Phase II Sites: 2011-2013

<table>
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<tr>
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<th>LULAC Council</th>
<th>City, State</th>
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</thead>
<tbody>
<tr>
<td>2848</td>
<td>Anaheim, CA</td>
<td>23044</td>
<td>Bronx, NY</td>
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<td>Cincinnati, OH</td>
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<td>10</td>
<td>Davenport, IA</td>
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<td>Dayton, OH</td>
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<tr>
<td>9607*</td>
<td>Kansas City, MO</td>
<td>4692</td>
<td>Victoria, TX</td>
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## Phase III Sites: 2012-2014

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<th>LULAC Council</th>
<th>City, State</th>
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<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Elgin, IL</td>
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<td>Sacramento, CA</td>
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<td>4969</td>
<td>Houston, TX</td>
<td>23047*</td>
<td>Queens, NY</td>
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<tr>
<td>23016</td>
<td>Mott Haven, NY</td>
<td>21003*</td>
<td>Silver Spring, MD</td>
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<tr>
<td>3128</td>
<td>Oxnard, CA</td>
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## Phase IV Sites: 2013-2015

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<td>4619</td>
<td>San Antonio, TX</td>
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<td>Alburquerque, NM</td>
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<td>Pueblo, CO</td>
<td>4933</td>
<td>Austin, TX</td>
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<td>Phase V Sites: 2014-2016</td>
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<th>Phase VI Sites: 2015-2017</th>
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<td>LULAC Council 5285</td>
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<th>Phase VII Sites: 2016-2018</th>
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<td>Phase IX Sites: 2018-2020</td>
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<th>Phase X Sites: 2019-2021</th>
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<td>LULAC Council 14834 Cataño, Puerto Rico</td>
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<td>LULAC Council 22325 Austin, TX</td>
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