

BUSINESS PLAN / GRANT PROPOSAL

FUNDING EDUCATION REFORM BASED ON REAL-WORLD SKILLS, MENTAL HEALTH & EMOTIONAL INTELLIGENCE

R.E.M.O.D.E.L. EDUCATION

**\$250,000 Grant Proposal + Multi-Phase Growth Strategy
Southern California Launch Implementation – Phase 1**

Submitted by:

Hernandez Foundation for Education | Lifecraft | Mentorship (dba Remodel Education)

The Hernandez Foundation for Education is a 501(c)(3) nonprofit focused on **education reform, lifecraft, and mentorship**. Phase 1 will launch community-based R.E.M.O.D.E.L. hubs that integrate real-world skills, mental-health literacy, mentorship, and **funded extracurricular access** for youth in high-need Southern California communities.

The Foundation is a registered 501(c)(3). All donations are tax-deductible to the fullest extent of the law.

Project Title (Phase 1):

R.E.M.O.D.E.L. Education – Southern California Launch Implementation

Amount Requested (Phase 1):

\$250,000 over 12 months

Project Location:

Southern California – **Los Angeles County and the Inland Empire**
(initial focus on **South Los Angeles, San Bernardino corridor, and Riverside**)

I. Organization & Mission

The **Hernandez Foundation for Education | Lifecraft | Mentorship** (“Hernandez Foundation”) exists to prepare the next generation for **real life, not just tests**.

Through its **Remodel Education (R.E.M.O.D.E.L.)** initiative, the Foundation is advancing a practical, nonpartisan education model that:

- Keeps what works in traditional schooling: **literacy, numeracy, discipline, respect, citizenship**.

- Adds what is missing: **real-world skills, emotional intelligence, mental-health literacy, and access to transformative extracurricular experiences – especially for kids who can't afford them.**

The **R.E.M.O.D.E.L. Education Plan** focuses on four anchor pillars:

1. **Technology-enabled personalized learning**
2. **Home/World Economics (“Adult Sciences”) and real-world skills**
3. **Mental health, emotional intelligence, and mentorship**
4. **Funding for extracurricular activities** (creative arts, sports, martial arts, STEM) for students otherwise priced out

The Foundation’s public plan and 5-school Southern California implementation proposal (the \$5M document) already lay out a full school-embedded model, evidence base, and growth path. Phase 1 is the **launch implementation**, in community hubs, that makes that larger stage fundable and executable.

II. Project Overview – Southern California Launch Implementation (Phase 1)

Goal (Phase 1):

Implement the R.E.M.O.D.E.L. model through **community-based hubs** in **two high-need Southern California regions**, serving roughly **120 youth** over 12 months with lifecraft, mental-health literacy, mentorship, and funded extracurricular access – and build the operational backbone for later **school-embedded implementation**.

Scope of Phase 1 (12 months):

- **2 primary hubs** plus a lighter presence in a third area:
 - **Hub A – South Los Angeles / East LA**
 - **Hub B – San Bernardino corridor (San Bernardino / Rialto / Colton)**
 - **Emerging Hub – Riverside / Moreno Valley** (relationship-building + small pilots)
- Approximately **120 youth** in ongoing lifecraft & mentorship labs
- At least **75 youth** receiving **Extracurricular Opportunity Fund** support
- Core components:
 - Lifecraft labs (Home/World Economics, mental health & emotional intelligence, leadership)
 - Mentorship (peer + adult)
 - Extracurricular Opportunity Fund (sports, arts, martial arts, STEM)
 - Family engagement and community partnerships
 - Data/evaluation, safety, and systems build-out

Funding assumptions (Phase 1):

- **No matching funds are assumed.**
- **No corporate sponsorships or public contracts are assumed.**
- This **\$250,000 grant fully funds Year-1 implementation, evaluation, and basic overhead.**

III. Target Hubs & Populations

To stay hands-on and accountable, Phase 1 will target **three geographic hubs** in Southern California, leveraging existing community organizations, churches, and after-school providers rather than buying facilities.

Hub 1 – South Los Angeles / East LA (LAUSD & Community Partners)

Need

- LAUSD educates more than **500,000 students**, including large numbers of low-income and English-learner youth. Recent test data show **under half of students meet English language arts standards and roughly one-third meet math standards**, even after recent gains.
- Many families have limited access to **mental-health support** and **affordable enrichment** (sports, arts, STEM).

Phase 1 implementation

- Work with **community partners (churches, youth centers, CBOs)** in South/East LA to host lifecraft labs.
- Focus on **grades 7–11**.
- Emphasize:
 - Home/World Economics (personal finance, work, contracts, housing).
 - Mental-health literacy and emotional intelligence.
 - **Funded extracurriculars:** creative arts, sports, martial arts, STEM clubs.

Hub 2 – San Bernardino Corridor (San Bernardino / Rialto / Colton)

Need

- In **San Bernardino County**, around **17.5% of children under 18 live in poverty**, above the state average.
- The region trails the state in early childhood indicators and higher-education attainment, with many youth facing academic gaps and high stress/trauma exposure.

Phase 1 implementation

- Partner with **local churches, community colleges, and youth organizations** to host lifecraft labs.
- Focus on **grades 6–10**, emphasizing:
 - Real-world financial literacy, work readiness, and path to trades/college.
 - Mental-health coping skills and emotional regulation.
 - Extracurricular funding for **discipline-building activities** (sports, martial arts, structured arts/STEM).

Emerging Hub – Riverside / Moreno Valley

Need

- Riverside County data show substantial **psychological distress** and many residents who report needing mental-health help but not receiving it.

Phase 1 implementation

- Pilot **small-group sessions** and family nights with select community partners.
- Prioritize relationship building with **district and charter school leaders** for Phase 2 (school-embedded implementation).

Populations Served (Phase 1)

Across hubs, Phase 1 will serve:

- **Primarily low-income youth**, many in or near poverty.
- High concentrations of **Latino and Black youth**, many from **non-English-speaking homes**.
- Students with **academic gaps in literacy and math** and **limited access to extracurriculars and mental-health support**.

IV. Program Design – What We Will Implement in Phase 1

Phase 1 adapts the full R.E.M.O.D.E.L. school model into **community-based hubs** while keeping the same core components.

1. Lifecraft Labs – Home/World Economics & Real-World Skills

What we do

- Offer **twice-weekly after-school labs** (90–120 minutes) with groups of ~10–15 youth.
- Core topics:
 - Budgeting, banking, saving, debt, and credit.

- Paychecks, taxes, basic contracts and leases.
- Cost of living, transportation, insurance, health expenses.
- Job search, resumes, interviews, workplace behavior.
- Basic home economics: cooking, cleaning, maintenance.

Why it matters

- Studies of high-school financial education show **better credit scores, lower default rates, and healthier financial behaviors** for students who receive formal finance instruction.

2. Mental Health & Emotional Intelligence

What we do

- Deliver a **structured emotional-intelligence and mental-health literacy sequence** across hubs, covering:
 - Recognizing and naming emotions.
 - Basics of anxiety, depression, trauma, and stress.
 - Coping strategies, boundaries, conflict resolution.
 - When and how to seek help.
- Partner with licensed professionals and/or school mental-health personnel where possible for group sessions and referral pathways.

Why it matters

- Meta-analyses show that **social-emotional learning (SEL) programs improve behavior and can raise academic achievement by 4–8 percentile points**, especially when delivered over several months.

3. Mentorship & Extracurricular Opportunity Fund

What we do

- Create **small mentorship groups**:
 - Peer mentors (older youth).
 - Adult mentors from business, trades, real estate, public service, and the arts.
- Establish an **Extracurricular Opportunity Fund** to cover:
 - Participation fees.
 - Uniforms/gear.
 - Transportation stipends.
- Eligible activities:
 - Team sports and athletics.

- Creative arts and music.
- **Martial arts.**
- STEM clubs, robotics, coding, etc.

Why it matters

- Research and practice consistently show that **structured extracurriculars and stable mentors** are linked to better attendance, fewer behavior problems, and a stronger sense of belonging, particularly for low-income youth.

4. Technology-Enabled Learning (Light-Touch in Phase 1)

What we do

- Use **existing adaptive tools** (where partners already have them) to support remediation and extension in math and literacy during labs.
- Train facilitators to interpret simple dashboards and guide students accordingly.

Why it matters

- Personalized/adaptive learning has been associated with **statistically significant gains in math** and positive gains in reading, particularly when tightly integrated with instruction.

5. Engagement with Districts & Charter Schools

What we do in Phase 1

- Build and deepen relationships with:
 - LAUSD school leaders.
 - Districts and charter schools in San Bernardino and Riverside counties.
- Use hub programming as **demonstration sites** and feeder relationships for school-embedded R.E.M.O.D.E.L. work in Phase 2.

V. Evidence Base – Why This Will Work

Phase 1 does not depend on untested theory. It weaves together components that each have **strong independent evidence**:

- **Personalized/adaptive learning**
 - Schools using personalized learning models show **improved math outcomes and positive reading gains**, especially when technology is integrated into teacher practice.
- **Social-emotional learning & mental-health supports**

- SEL programs improve social behavior, reduce conduct problems, and raise academic performance; long-term programs can lift achievement by **up to 8 percentile points**.
- School-based mental-health interventions are linked to better student mental health and improved school climate.
- **Financial & real-world skills education**
 - States with required personal finance education see **better credit outcomes and lower delinquencies** among young adults who took such courses.
- **Extracurriculars and mentorship**
 - Structured activities and mentoring relationships are associated with **higher engagement, better attendance, and stronger resilience**, particularly for low-income youth.

The existing **R.E.M.O.D.E.L. Southern California Implementation Plan** already compiles much of this evidence for the 5-school stage; Phase 1 applies it at a smaller scale to **two community hubs**, building operational muscle and local proof before scaling.

VI. Implementation Plan & Timeline (Phase 1 – 12 Months)

Months 1–3 – Foundation & Setup

- Finalize **community hub partners** in South LA and San Bernardino corridor.
- Recruit and hire a **full-time Program Director**.
- Adapt existing R.E.M.O.D.E.L. curricula (Home/World Economics, EI, mentorship) to a hub context.
- Develop pre/post surveys and simple data systems.
- Confirm safety protocols (mandatory reporting, boundaries, AB 506 compliance for volunteers).

Months 4–11 – Program Delivery

- Launch **lifecraft labs** in both hubs (2x/week sessions).
- Onboard and support mentors.
- Begin awarding **extracurricular scholarships** on a rolling basis.
- Run **family engagement nights** in each hub each term.
- Collect ongoing data (attendance, survey results, extracurricular participation).

Month 12 – Consolidation & Next-Phase Preparation

- Analyze data and produce a concise **Outcomes & Implementation Brief**.
- Formalize **LOIs/MOUs with at least three schools** (district and/or charter) interested in Phase 2.
- Refine budgets and operating playbooks for the **\$5M 5-school implementation**.

VII. Budget Summary – Phase 1 (12 Months, \$250,000)

All costs in Phase 1 are covered by this grant. No internal funds, corporate sponsorships, or public contracts are assumed.

Category	Amount	Notes
Program Director (full-time)	\$85,000	Leads daily operations, hub partners, safety, volunteers.
Facilitators & Mentors (stipends/contracts)	\$25,000	Paid lead facilitators & key mentors; supplemented by vetted volunteers.
Curriculum & Content / Tech Tools	\$25,000	Adapt R.E.M.O.D.E.L. modules; print/digital materials; licenses for basic adaptive tools.
Data & Evaluation	\$20,000	Survey design, data tracking, analysis, external evaluator support.
Extracurricular Opportunity Fund	\$35,000	Fees, gear, and transport for sports, arts, martial arts, and STEM programs for youth who can't afford them.
Insurance, Legal, Accounting, Admin	\$20,000	D&O and general liability insurance, bookkeeping, basic legal review.
Program Operations (sites, supplies, food, travel)	\$20,000	Site stipends where needed, snacks, supplies, local mileage, small equipment.
Contingency (~4%)	\$10,000	Buffer for unexpected costs or higher-than-expected youth demand.
TOTAL	\$250,000	

Executive Director salary in this model

- In **Phase 1**, the Executive Director (founder) is assumed to carry leadership **without drawing salary from this grant**, to keep the first request extremely program-heavy and funder-friendly.
- Once the organization reaches **\$1M+ annual budget** (Phase 2 / 5-school stage), a reasonable **ED salary target is \$90,000–\$120,000 base**, reflecting market norms for nonprofit executive roles in California.

VIII. Growth Path & Future Funding Pro Forma

This **\$250,000 Phase 1 Launch Implementation** sits **before** the previously drafted **\$5M Southern California Implementation** and uses that plan as the next operating stage.

Stage 0 – Phase 1 (This Grant – Community Hubs)

- **Years:** 1 (this proposal)
- **Budget:** \$250,000

- **Scale:** ~120 youth across two hubs + early work in a third hub
- **Deliverables:**
 - Functioning lifecraft & mentorship hubs in South LA and San Bernardino corridor.
 - Extracurricular Opportunity Fund operating with clear criteria and tracking.
 - Initial youth outcomes and implementation brief.
 - LOIs/MOUs from at least three schools for school-embedded implementation.

Stage 1 – Southern California 5-School Implementation (Existing \$5M Plan)

- **Years:** 2–4
- **Budget:** **\$5,000,000** (existing Business Plan/Grant Proposal).
- **Scale:** 5 schools (district + charter) across **South LA, San Bernardino corridor, and Riverside/Moreno Valley**, serving **~2,500 students** over three years.
- **Core elements:**
 - Technology-enabled personalized learning in ~25 classrooms.
 - Home/World Economics courses in key grades.
 - Embedded mental-health and emotional-intelligence instruction.
 - Robust mentorship infrastructure.
 - A **\$300,000 Extracurricular Opportunity Fund** (~\$100k/year) for hundreds of students.
- **Cost per student:** **~\$2,000 over 3 years** (~\$667 per student per year), for tech, curriculum, mental-health, mentoring, and extracurricular access.

Stage 2 – California Expansion

- **Years:** 5–7
- **Estimated Budget:** **\$15–\$20M**
- **Scale:** **20–25 schools** across California (expanding within LA County, Inland Empire, and potentially Central Valley), serving **~10,000–12,500 students**.
- **Funding strategy (base case):**
 - Multiple multi-year grants from national education/mental-health/workforce foundations.
 - Additional private/family foundations and donor-advised funds.
 - No public or corporate funding assumed in the base pro forma (treated as upside, not dependency).

Stage 3 – Multi-State, 100-School Implementation

- **Years:** 8–10
- **Estimated Budget:** **~\$50M**
- **Scale:** **~100 schools (~50,000 students)** across multiple states, aligning with the original Remodel Education Implementation Business Plan.

- **Funding strategy:**
 - Pooled philanthropic fund.
 - Select major national funders.
 - District cost-sharing and corporate/government participation treated as **optional accelerants**, not required to keep core programming running.

Stage 4 – Policy & System Integration

- **Years:** 10+
- **Aim:** Use results from stages 1–3 to push the R.E.M.O.D.E.L. blueprint into **state and national policy**, including:
 - Required **Home/World Economics (Adult Sciences)** courses.
 - Systematic, privacy-protected school-based mental-health access.
 - Integration of personalized learning technology and modern school security.
- At this stage, funding becomes **primarily public**, with philanthropy as innovation capital rather than core operating support.

IX. Conclusion

Southern California’s youth do not need another slogan or a new app. They need:

- **Real reading, real math, real history**
- **Real-world skills** – budgets, paychecks, contracts, careers, home economics
- **Real mental-health support and emotional literacy**
- **Real access to sports, arts, martial arts, and enrichment – regardless of family income**

Phase 1 – Southern California Launch Implementation delivers exactly that at a scale and budget that a single committed foundation can fully underwrite.

A **\$250,000 investment** will:

- Launch lifecraft & mentorship hubs in two high-need SoCal regions.
- Open doors to extracurricular opportunities for dozens of young people who are currently priced out.
- Build the curriculum, data, and partnership backbone for the **\$5M, 5-school implementation** and beyond.

We would welcome the opportunity to partner with you to **remodel education**—starting in Southern California, and designed to scale sustainably.

RJ Hernandez

Executive Director

Hernandez Foundation for Education | Lifecraft | Mentorship