

HomeWorks Trenton

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TRENTON'S CRISIS



Figure 1 - The Trenton Makes Bridge

Trenton Makes the World Takes.

This is one of three bridges a person sees when driving down Route 29, a main highway in Trenton, New Jersey. Anyone who follows the biased media on Trenton would wonder, what does Trenton make that the world would want to take? Drug dealers? High school dropouts? Baby mamas? What does Trenton have that is worth taking?

For one, Trenton is rich in culture and history. From the Old Barracks Museum to the Planetarium on West State Street, downtown Trenton is enveloped with remnants from the Battle of Trenton nearly 240 years ago. Today Trenton's own radio show, Trenton 365, shares with listeners the daily recreational activities, art exhibits, and civic engagement opportunities there are in Trenton. Trenton is also home to the minor league baseball team, The Trenton Thunder, which won minor league team of the year in 2013. On a Saturday afternoon, one can find popcorn, hotdogs, a dancing thunderbird, and cheering fans in the stadium. After a game, these same fans can be found walking past The New Jersey State Prison, which is only five blocks away from the stadium. The joys of the park are overshadowed by the barbed wire. Why is it when a person thinks of Trenton that they remember the jail before the stadium?



Though there are pockets of hope all around the city, Trenton is plagued with poverty. The youth, especially, suffer from an inadequate public education system, hunger, and homelessness. According to the Department of Education, there are currently 1,360,000 homeless students in the nation, and 10,300 in New Jersey alone. These students often miss a week or more of school every three months; because of the stress this puts on them and their families, homeless students are more likely to suffer physical and emotional abuse.

With the growing amount of homeless families in Trenton and the underperforming public education system, there is an increasing need for services that support high school students. According to the Family Housing Fund, “There is hope for homeless students [and at-risk students] via after-school programs, and nutritional support.” We are looking to solve the problem of the way homelessness and unstable home life impact students in school. Trenton is the ideal place to begin to combat these issues because in Trenton, nearly 40% of students move at least once per year, which may or may not move them out of their school district. In addition to frequently moving, 28.4 % of the population lives in poverty.¹ While these high school students have immeasurable potential, the distractions of poverty and instability do not create an environment that allows students to achieve their best. We seek to be an agent for change through our social profit after-school boarding program, HomeWorks.

OUR OFFERING

HomeWorks is a non-profit after-school boarding program that uses project based curriculum to foster a love for learning, provide a safe and stable home, and encourage community engagement through projects and partnerships. HomeWorks keeps the benefits of a boarding school, such as low student to teacher ratio, tight knit community, and group maturity without having to abide by restrictions and financial constraints of a school. HomeWorks will provide a safe place to sleep, daily meals and educational support. We will create a culture where students are inspired to learn and invest in their education so they can give back to their community.

THE TEAM



Brenaea Fairchild '16 has served Princeton and Trenton through providing high-quality and affordable academic support via her small tutoring company B-Fair Tutoring since 2014. Currently her tutors serve at Foundation Academy in Trenton, NJ providing remedial mathematics tutoring to high school students. Raised in Trenton, New Jersey she is connected to the community and has relationships with community activists and educators.



Natalie Tung '18 is Princeton student majoring in English and receiving her certification to teach. As a boarding school graduate, Natalie fully believes that the support and culture that happens outside the classroom reinforces what happens inside the classroom. Natalie has served on the team that helped plan The Lawrenceville School's Multi-Million Dollar Pilot Summer Boarding Program, with responsibilities that include creating a program structure, organizing activities and directing administrative tasks.



Andrew Sharo '16 has an extensive quantitative background, as a Physics major at Princeton. Andrew founded and directed the 2015 Princeton University Physics Competition, an international physics competition that united high school students from around the globe. This competition attracted more than a hundred high school students to Princeton's campus for which he managed the finances, created challenging lesson plans, and networked with parents and students.



OPPORTUNITY FOR INNOVATION

Market Conditions and Competition

The Trenton after-school market is primed for a program like HomeWorks. Since Trenton Public High Schools are currently being remodeled, many students are displaced, and co-curricular activities have been modified to accommodate the construction on the school;² many students are left with little to do on the weekdays after-school. High school students in particular are plagued with the responsibility of figuring out something productive and entertaining to do during their after-school hours.

Similar programs include the newly renovated Boys and Girls Club of Mercer County. Their model buses students from Trenton High School to their location in Lawrence, NJ for after-school programming that includes cooking, career launch internships, fencing, and recreation. Families pay an average of about \$8/session for each course that their child takes at the Boys and Girls Club. Our program differs as it is free to families who need and want our services and our location of being in the heart of the Trenton community, unlike the further away Boys and Girls Club, adds an element of responsibility and community ownership. Additionally, the core of HomeWorks is based on academic enrichment and college or vocational preparation, while the Boys and Girls Club is not principally focused on their students' higher education. Furthermore, HomeWorks differs in the way that our target students are homeless, or have unstable home lives, who need a safe and consistent place to stay at night. Boarding is an important element of our program because of the way a change in environment can positively impact a teen's life. The boarding school environment is effective because students are consistently put into situations in which their learning is maximized and their attention is turned toward the lessons in everyday life. Only 10.7% of the population over 25 in Trenton has a Bachelor's Degree or higher. Our students would benefit from consistent interactions with and mentorship from college students and college graduates.



VISION FOR HOMEWORKS

Our Boarding Students

In order to be eligible to be enrolled as a boarding student at HomeWorks, there are two main qualifications:

1. Trenton Public High School student between the age of 13 and 19
2. Demonstrates patterns of at-risk youth with an unstable home life
-or-
3. Qualifies as “Homeless” under the New Jersey State Department of Education. Homeless students are classified as “individuals who lack a fixed, regular, and adequate nighttime residence”.³

Our Day Students

While the core of our program is after-school boarding, we will also accept day students from Trenton Public High Schools who will come twice per week for a few hours for academic support. In addition to providing us with additional funding, this approach will allow us to reach a wider proposition of the community through educational support. Day students will be qualified for the same level of academic support (career prep, college counseling, etc.) for which our boarding students are.

Our Approach

Core Values: The goal of HomeWorks is to grow our scholars as better students and community leaders. Our core values of Lifelong Learning, Kindness, Integrity and Community Focus, will be our guiding blocks to achieve this goal. Through these values, we will guide our students to become invested in their education and committed to serve their own communities.

Skill Building: Through our program, our students will cultivate academic skills in math and english through project based curriculum. Community activities will allow them to develop lifelong skills such as discipline, communication and teamwork. To teach students to become independent, we are expecting our students to take care of their own community and learn to cook and clean. In return, they will be paid for their work, and learn how to budget their own money.



Our Holistic Approach: Eat, Sleep, Educate

Eat: HomeWorks guarantees our students a nutritious meal each night. We will partner with Isles's community gardening program for access to fresh nutritious foods at a low cost. Through this program, our students will also be able to grow and manage their own garden.

Sleep: HomeWorks will provide a safe and consistent place for our students to sleep. In addition to having a stable home, we are also making sure that our students receive a sufficient amount of sleep to improve their health and academic success. There is evidence that chronic sleep loss negatively affects the health, safety and performance of adolescents. According to the American Academy of Pediatrics, there is "an association between decreased sleep duration and lower academic achievement" in high school students. Furthermore, there is a "decreased readiness to learn...,[and] an increased prevalence of anxiety and mood disorders" when teen students do not have enough sleep.⁴ By ensuring that our students are not distracted by family stress or worried about the provision of food and housing, we are putting them on the path to receive a sufficient amount of sleep each night.

Educate: In addition to supporting students in their regularly assigned schoolwork, our academics will include one-on-one and small group tutoring, as well as a project based curriculum. Tutors will help our students develop a deeper understanding of their school work as well as making sure they finish their homework every day. In one-on-one sessions, students will be able to address individual challenges.

Our Weekly Schedule

Students will arrive at HomeWorks on Sunday night and stay throughout Thursday morning. They will return to their families after school on Thursdays. At full capacity, there will be 80 students in the tutoring program, 40 who are boarding students and 40 who are day students. See below for our Daily schedule.

Daily Schedule



3:30PM



Snack

Students will walk from their local public schools to HomeWorks, have a snack, relax.

6:30PM



Dinner & Digest

A dinner that the girls have helped plan and prepare will be served. (The girls who are designated cooks for the night will start preparing at 6pm)

9:00PM



Project-Based Curriculum Learning & Community Activities

Project-Based Curriculum Learning will be on Mondays and Wednesdays. Students will learn new skills and knowledge through projects that address real-world problems and challenges. Community Activities will be on Tuesdays and Thursdays. This will include community bonding games, movie night, baking cookies etc. On Sundays, we will have heart to hearts, where we will have an open space for the students and staff to open up about anything that's on their mind.

4:00PM



Homework from School with Tutors

Students will be divided into small groups or one on one tutoring sessions, where they will work on assigned homework from school with tutors.

7:30PM

Extra-Curricular Activities

Extracurricular activities will include sports and arts. This is an important part of our program, as it will be a time for our students to release stress, learn time management and explore non-academic interests.

10:30PM

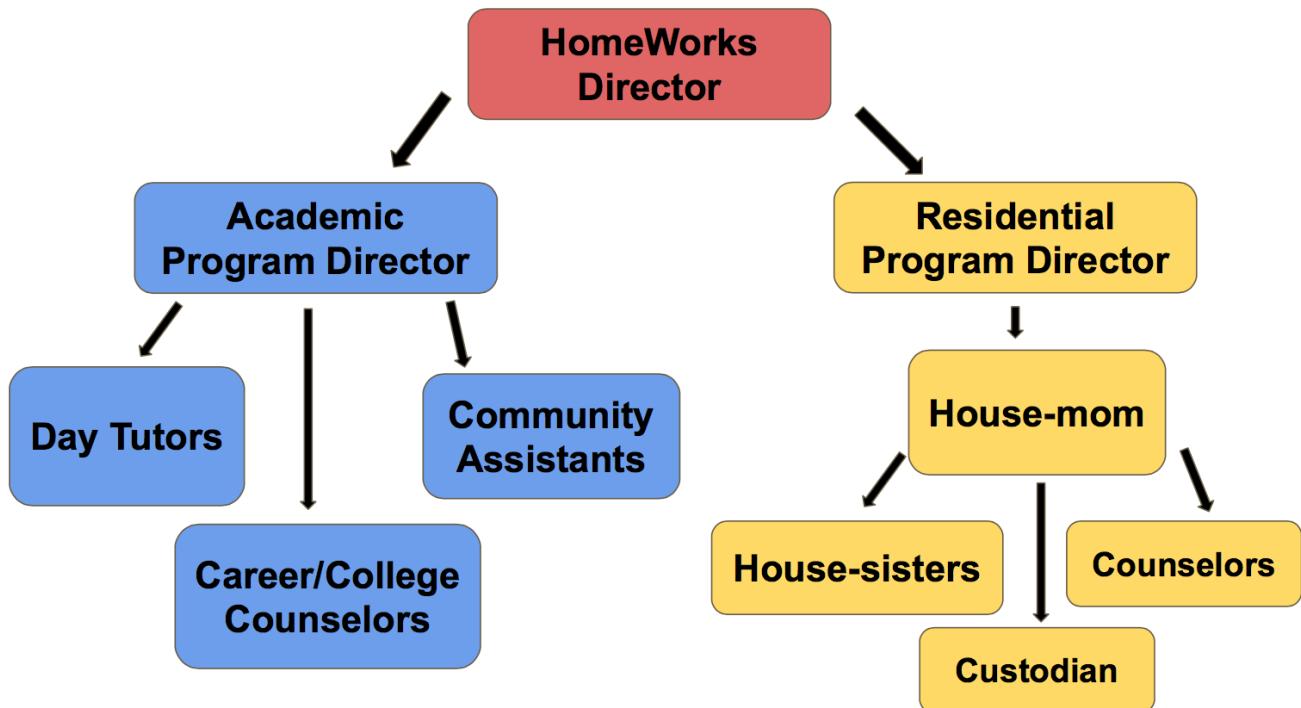


Bedtime

Around 10pm, our students will start preparing for bed and be in bed by 10:30.

Our Support Structure

HomeWorks has an administrative and staff infrastructure that ensures an integrated academic and residential program. The program will be headed by the HomeWorks Director, who is in charge of the finances, student achievement and school performance data analysis. We will have both a Residential Program Director and an Academic Program Director. Each director will be responsible for the program and staff required for the success for their program. They will work closely together to ensure a holistic work-life balance for our students. Our House-moms, tutors and mentors will support through established daily programming. They will foster a sense of community within the dorms and support the students with their academic work and their personal lives. There will also be 2 full time counselors to help students process through their lives. Detailed job descriptions are attached in the appendix.





Our Partnerships and Community Connections

HomeWorks is a choice program. In other words, parents choose to enroll their child in our program. We emphasize that we are not a replacement of their parenting but rather a supplement to their child and their family. We plan to build community trust by working side by side the parents to ensure their child is in the best environment they can be to succeed as a student and community member. We recognize that we will have different relationships with each parent, depending on their family needs and relationship with their child.

Teachers and Schools: HomeWorks will partner with the local high schools Trenton High School West, Foundation Academy Charter School and the Daylight/Twilight High School. These high schools are all situated in the West Trenton area, and are all located at a maximum of ten minutes away by foot from our program. We will contact the counselors of each high school to connect us to students in most need. HomeWorks will be in constant communication with our student's high school teachers and counselors about their academic performance. Based on the feedback we will be able to provide better support for our students.

College Connections: While we have funding allotted to pay tutors and house-sisters, we would like to partner with local teaching colleges to eliminate this fee. Specifically, we are looking to partner with TCNJ, a local college near our site. In 2015, TCNJ was ranked as the top public college by the US News.⁵ We would be partnering with their School of Education to have their students come to tutor as part of their degree. We would partner with their programs in Psychology, Counseling, and Social work to create house-sisters internships to decrease our fee.

Wrap Around Services: HomeWorks will develop partnerships with community organizations to provide wrap around services for our student's families. We will identify key issues with each of our students, and connect them to different organizations. These organizations will include but are not limited to: Isles, HomeFront, Womanspace, Crisis Ministries of Mercer County Emergency Financial Support, Habitat for Humanity, Trenton Area Soup Kitchen Adult Education Program, Literacy Volunteers in Mercer County Adult Programs and NJ Housing Resource Center for Affordable Housing.



Medical Support: We will develop a connection with the Capital Health Hospital (Mercer Campus) and have an on-call doctor for our medical emergencies. We will also partner with them to develop sexual health and awareness classes for our students.

ASSETS

Through her company B-Fair Tutoring, Fairchild has provided supplemental educational services to Foundation Academy Charter School for one year now with proven record of success. With the tutoring provided, 90% of teachers have seen an increase in student classwork and 80% of teachers have seen an increase in student homework and test grades. 98.5% of teachers saw improvement in student confidence, and 100% of students have given positive feedback about B-Fair Tutoring services. We will use this proven success to persuade donors and community members.

We will also use our connection with educational professionals as an asset. These mentors include Raj Vinnakota, founder of the Seeds School, Rob Connor, head of school at the Christina Seix Academy, and Shennette Gray, principal of Isles Youth Institute. The Seed School is America's first and only public boarding school; The Christina Seix Academy is an inner-city boarding school for grades 3-8 in Trenton, New Jersey. The Isles Youth Institute. Isles Youth Institute supports disconnected youth in Trenton New Jersey, helping them working through life challenges while assisting them in meeting their education and career goals.

Through connecting with Trenton teachers principals, and counselors, capitalizing on our relationships with the aforementioned mentors, and highlighting our proven record of success, we plan to persuade the schools to recommend students to our services.



GOALS AND METRICS

Our Goals:

Our goal is for HomeWorks to be replicable throughout the nation. We plan to support the students their entire high school career, so we can make sure they get into college or vocational school. In the first year we will welcome twenty boarding students into HomeWorks; our homes will be single-sex, and we will begin with girls. We will have strategically controlled growth, adding a new class of 10 freshmen girls each year. Thus by year 3, at full capacity, we will serve 40 girls from grades 9-12. We will concentrate our 4th year on reviewing and planning for our launch of HomeWorks Trenton for boys in year 5.

Why Single-Sex Programming

Structuring HomeWorks as a single sex program will enable our students to focus on growing individually as a person without any teenage distractions of the other gender. As our program proves to be successful, we will expand and open a similar program for boys.

Metrics

| | Program | Boarding Students | Day Students | Details |
|--------|-------------------|-------------------|---------------|---|
| Year 1 | Trenton, Girls | 20 | 20 | 10 freshmen and 10 sophomore girls |
| Year 2 | Trenton, Girls | 30 | 30 | Add 10 more freshmen girls, a total of 10 girls from each grade |
| Year 3 | Trenton, Girls | 40 | 40 | FULL CAPACITY |
| Year 4 | Trenton, Girls | 40 | 40 | Continue established programming; Evaluate girls program; Plan the launch of the boys program |
| | Review & Planning | | | |
| Year 5 | Trenton, Girls | 40 | 40 | Launch the boys program in Trenton |
| | Trenton, Boys | 20 | 20 | |
| Year 6 | Trenton, Girls | 40 | 40 | FULL CAPACITY |
| | Trenton, Boys | 40 | 40 | |
| Year 7 | Review & Planning | FULL CAPACITY | FULL CAPACITY | Review and plan for the reproduction in other cities |
| Year 8 | Review & Planning | FULL CAPACITY | FULL CAPACITY | Review and Plan for the reproduction in other cities |

FINANCES AND FUNDING

Upfront Capital Investment \$400,000 (Building purchase \$320,000 + Repairs \$80,000)

Year 1

| Description | Details | Cost |
|----------------------|--|-------------------|
| Facility | Furnishings (bed, couches, desks, etc) - \$10,000 | \$ 10,000 |
| Staff | House Mom (+ Food & Housing) = \$45,000 2 House Sisters (\$15,000 each or internship) = \$30,000 Counselor (Full Time) = \$33,780 Residential Program Director = \$60,000 Academic Program Director = \$60,000 Custodian = \$10,000 | \$ 238,780 |
| Programming | Evening Programs & Tutors = \$28,450 | \$ 28,450 |
| Food | \$7/dinner for 30 dinners for 180 days = \$37,800 | \$ 37,800 |
| Security & Insurance | 2 Full Time Security Guards = \$50,000 Insurance and Legal Fees = 12,000 | \$ 62,000 |
| Total | | \$ 377,030 |

Year 3

| Description | Details | Cost |
|----------------------|---|-------------------|
| Facility | Furnishings (bed, couches, desks, etc) = \$10,000 Repairs & Updates = \$15,000 | \$ 25,000 |
| Staff | 3 House Mom (+ Food & Housing) = \$135,000 4 House Sisters (\$15,000 each or internship) = \$60,000 2 Counselors (Full Time) = \$67,560 Director = \$90,000 Residential Program Director = \$75,000 Academic Program Director = \$75,000 Student Workers = \$50,000 Custodian = 30,000 | \$ 582,560 |
| Programming | Evening Programs & Tutors = \$53,120 | \$ 53,120 |
| Food | \$7/dinner for 75 dinners for 180 days = \$94,500 | \$ 94,500 |
| Security & Insurance | 2 Full Time Security Guards = \$50,000 Insurance and Legal Fees = 20,000 | \$ 70,000 |
| Total | | \$ 825,180 |



HomeWorks will operate as a 501(c)(3). Our status as a non-profit will allow us to accept tax-deductible donations from individual donors and foundations. A full outline of our expenses are given in the tables above. For the first year, we project our operating costs to be \$377,030 plus an upfront capital investment of \$400,000 for a building. At full capacity in year three, we project our operating costs to be \$825,180. Nearly two-thirds of our operating costs goes to paying staff, indicating that we place a high value on having the best mentors for our students.

Our financial strategy covers a broad set of options including individual donors, grants, and social impact bonds. As the social profit financial landscape is temperamental and unpredictable, our best strategy is to tap into several revenue streams until we find a dependable source.

Initially we will apply to a startup incubator such as the Halcyon incubator. The incubator process will help us make connections with funders who are specifically interested in our mission. Additionally, they will assist us in refining our business strategy and making sure we have a business plan with realistic costs that have been carefully vetted. There are a number of incubators directed specifically at non-profits such as Echoing Green and the Global Social Benefit Institute. We are aware that the incubator process is competitive and carries its own challenges. Regardless of our acceptance into an incubator program, we will pursue the following financial strategies:

Grants:

We will apply for the federal and state grants that match the services we are providing. Grants will make up the majority of our funding until we are substantially funded by private donations. Because our program impacts academic success, decreases teenage pregnancy, high school drop out rates and incarceration rates, there is a wide range of grants that we are eligible for. We will apply to become a 21st Century Community Learning Center (CCLS), a federally funded program supported by the New Jersey Department of Education (NJDoE). The NJDoE regularly offers applications to CCLS programs for grants in the range of \$200,000. Additionally, we will tap into Trenton school district's Title I funds. In 2015, Trenton Central High School received \$542,309.00 through Title I funds alone.⁶ These funds are reserved specifically for students to meet their academic goals. This is the same grant that B-Fair tutoring, Fairchild's tutoring business, currently taps into, thus we are confident that HomeWorks will



also be eligible. Lastly, there are significant funds available through the McKinney-Vento Education of Homeless Children and Youth Program, which is funded through the Title X of the federal government's No Child Left Behind Act. The NJDoE funds an average of \$200,000 on several programs per year.

Additionally, we will use our connections to apply for funding from major foundations such as the Motts Foundation and the Kauffman Foundation, both of which specifically target education. We are optimistic that we can convince one of these foundations, or an individual donor, to purchase a property in Trenton for our program, as well as providing the funds for necessary renovations. Since the cost of housing is so low in Trenton, our mentor Raj Vinnakota of the Seed School suggested that an upfront capital investment makes more sense than renting. The purchase will be a low risk investment for the foundation, as they will be able to sell the property and recoup their costs if the program fails.

Individual Donors:

The majority of our income will come from individual donors and grants. As for individual donors, we will use our Princeton University connections to our grandparent classes of 1966 and 1968 and our parent classes of 1991 and 1993 to appeal to wealthy alumni, especially those who live in central New Jersey and nearby areas. We will specifically appeal to donors who are fed up with the disparity they see between Trenton and Princeton, and are looking for an audacious cause that is not just putting bandaids on Trenton, but healing it from the inside. However, in order to reach these donors, we will need significant publicity. We will increase the local community's awareness of HomeWorks through local events such as Communiversity. Additionally, we will use our Princeton connections to get news coverage in Princeton publications like the Princeton Alumni Weekly. After learning from our interactions with these small news outlets, we will eventually reach larger coverage in the New York Times and national evening news broadcasts. Our unique solution and audacious optimism for our program will win over funders. Additionally, we will reach out to major venture philanthropic groups like Boston's New Profit, a company with a focus specifically on impactful US startups.

Social Impact Bonds:

According to a recent news story in April 2016, social impact bonds are likely to significantly impact Trenton within the next few years.⁷ Correspondingly, The Trenton Area Stakeholders of Millhill Child &



Family Development are considering bringing social impact bonds to Trenton. If social impact bonds do become available in Trenton, we will apply for them. Social impact bonds require a social return on investment that is decided on ahead of time. Since our program is so multi-faceted, it is likely we will fit into any specific need that the social impact bonds are focused on.

Hybrid Model:

As we begin to earn the trust of parents in Trenton when our program proves to be successful, we will consider developing a hybrid profit non-profit model for a stable source of revenue. During the summer, our program will become a for-profit summer programs for paying students. We would attract high school and college-aged students from schools around the nation who are interested learning about urban issues in Trenton. Through this program, the students will learn about the urban challenges in Trenton through an entrepreneurship and educational lens. We would encourage these students to receive funding from their university to attend our summer program. We will also offer an academic residential summer camp for middle and high school students.

We will carefully consider every funding offer to make certain that the stipulations align with our values and goals. We will also develop strong relationships with our funders. Once our program in Trenton proves to be successful, we will use these relationships to acquire more funding for the expansion of our program in other cities. Most urban centers in the US have a significant homeless youth population and thus provide an opportunity for HomeWorks to open a new home.

OUR SOCIAL IMPACT

Trenton high school students are currently the victim of significant rates of social ills such as teenage pregnancy, high school dropouts, and youth incarceration. These factors directly contribute to the elevated poverty rate in Trenton, which is twice the national average. In order to make Trenton a better place to live, organizations such as HomeWorks have an obligation to fight these social ills.

College Dropout

According to the Center for Labor Market studies at Northeastern University, the average high school dropout in the US costs taxpayers \$292,000 over a lifetime. By providing daily help through academic tutoring, as well as a quiet place to study, we will make certain that our students are able to graduate. Additionally, our staff will develop strong relationship with teachers in the Trenton school system, so that we can address academic issues that our students face before they become significant barriers to graduation.

Teen Pregnancy

According to the National Campaign to Prevent Teen and Unplanned Pregnancy, the average cost to taxpayers for health costs and child care for a single teenage pregnancy is \$25,000. Additionally, there are a number of hidden costs associated with teenage pregnancy. Teenage mothers are less likely to graduate from high school and children born to teenage mothers are more likely to suffer health effects due to premature birth and low birthweight. The Schuyler Center for Analysis and Advocacy found that sons of teenage mothers are 13% more likely to end up in prison, and daughters of teenage mothers are 22% more likely to become teenage mothers themselves.⁸ Our program will lessen the likelihood of teenage pregnancy through our sexual health and awareness classes and our single-gender dormitories. We will also teach our students the importance of consent and the respect for their own bodies.

Incarceration

The Vera Institute of Justice found that the average annual cost per inmate in New Jersey is \$54,865.⁹ We will inspire our students to be leaders in their community. Through community based learning projects, our students will be empowered to make positive changes and thus will less likely resort to criminal action to occupy themselves and feel in control.

Explaining Our Social Impact

In addition to the 40 students we will board at full capacity, we will offer academic assistance to an additional 40 students in the afternoons. By providing both tutors and a quiet place to study, our program will help these day students reach their academic potential.



One college dropout, teenage pregnancy and an incarceration costs the tax payer \$371,865. In comparison, our program costs only \$20,630 per student per year, and \$82,520 per student for our entire four year program.

With a poverty rate of 28%, many of the current Trenton residents are caught in a cycle of poverty and hopelessness.¹⁰ One of the most important factors to break this cycle is to provide them with an education. As we are supporting our students through their entire high school career, students will have the opportunity to attend college, vocational school and have steady employment. Our community-based learning project initiative will hopefully convince our students to return to Trenton after finishing their post-secondary education. Their success will provide hope for other students in Trenton.

MEASURING SUCCESS

Consistency and a Safe Home

At full capacity, we will provide a safe and welcoming home for 40 students who otherwise would have been in a homeless shelter or an unwelcoming home.

Incarceration, Pregnancy, Drug and Alcohol Abuse

Measuring our impact will be relatively straightforward. We will ask our students to fill out anonymous surveys about their drug and alcohol use. Any pregnancy or incarceration that our students experience while in the program will be carefully recorded.

High School Graduation and College or Vocational School Enrollment

In order to measure the impact on our students, we will compare high school graduation rates of our day students to Trenton students at large. Additionally, we will stay in very close contact with our graduates, maintaining records of college or vocational school enrollment and rates of incarceration. We will compare this data to other Trenton students.

Core Values and Community-Building

Our overall impact on the Trenton Community will be measured by the number of projects that our students participate in. For example, if we plant vegetable gardens, we will measure how many pounds of produce we grow and how many people we are able to feed. We will also measure the impact of the wrap around services we provide for our student's families.

RISKS

There are many risks that our program takes on by boarding our students. However, we believe that without our program, the risks of incarceration, teenage pregnancy, and homelessness would be even greater. We are confident that our complete wrap-around services are necessary and are what distinguish us from other after-school programs. For students in our program, there are inherent risks, including but not limited to running away, injury, neglect, drug/alcohol violations, molestation, physical abuse, sexual assault, and rape. We will protect against these risks through best practices in hiring, which include verifying references and performing background checks for all persons involved with the program. We've listed some of the common risks and our responses below. In order to protect the students, staff, and advisors of HomeWorks, we will purchase insurance against these risks.

Risk: Runaways, Injury due to intruders

Prevention & Response: After speaking with Joe Juniak and Ginette Howell at the Christina Seix Academy, we decided to have two security guards at the house during all times that students are present.

Risk: Sickness, emergency situations

Prevention & Response: We will have several staff trained in basic first aid as well as develop good relations with Capital Health Hospital (Mercer Campus).

Risk: Pregnancy



Prevention & Response: We will house our students in single-sex dorms and also educate them about contraceptives. Should one of our students become pregnant, we will have to direct them to other facilities in Trenton where they will be able to receive adequate support, such as HomeFront.

Risk: Violence

Prevention & Response: We will offer weekly counseling services. Our students will know our high expectations for their behavior. Through our core values, we will instill and build a culture of non-violence. There will also be a well-established ladder of consequences to prevent this behavior.

SUMMARY

Ultimately, HomeWorks seeks to impact Trenton through providing at-risk youth with a safe place to sleep, healthy meals to eat, and academic support. As a support to Trenton's Public education system, HomeWork seeks to provide Wrap Around support for students and their families through our after-school boarding program. We have the goals of combating poverty, high incarceration rates, teenage pregnancy, and dropout rates among Trenton's youth. Our programming will focus on providing students with stability so that they are built up as agents of their community.



Contact Us



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APPENDIX

Core Job Descriptions

Director

The primary responsibility of the Director is to oversee the program. Responsibilities include managing the finances, fostering community connections, staffing and evaluating student achievement and school performance. The Director will work closely with the Residential and Academic Program Directors.

Residential Program Director

The primary responsibility of the Residential Program Director is to supervise the residential life program and House-moms, while working closely with the Academic Program Director to balance student academic and residential life. The residential program director will plan and organize student weekly residential schedules, including transportation, sports facilities, food, and chores. He/she will also assist in evening community program.

Academic Program Director

The primary responsibility Academic Program Director is to supervise the academic programs and tutors. He/she will plan and organize student academic schedules, including coordinating between day tutors and students and ensuring that students perform to their potential in school. He/she will work closely with the Residential Program Director.

House-moms

The primary responsibility of the House-mom is to provide a safe and secure environment during the night-time hours of the program as well as fostering a sense of community within the dorms. They will lead evening community activities and chores. The House-mom will handle all emergencies and student issues during nighttime and morning hours. They will also communicate with parents, administrators and teachers about student behaviors and trends.



WORKS CITED

Figure 1 - <https://rebeccapressman.wordpress.com/2013/06/03/trenton-makes-the-world-takes/>

¹ U.S. Department of Commerce. (2015). *QuickFacts Trenton city, New Jersey*. Retrieved May 10, 2016, from <http://www.census.gov/quickfacts/table/INC110214/3474000>

² In conversation with Joe Juniak, Director of Services at Christina Seix Academy

³ NJ Department of Education. (2014). *Homeless Definition*. Retrieved May 10, 2016, from <http://www.state.nj.us/education/students/homeless/definition.htm>

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