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Executive Summary

Jumpstart New York requests 522 minimum-time AmeriCorps members (110.48 MSYs) to deliver its supplemental evidence-based early education program to 1,305 children. AmeriCorps members (called "Corps members") will serve preschool children from low-income neighborhoods, helping them build emergent language and literacy skills they will need to succeed in school. Between September 2013 and August 2014, 522 members will serve a minimum of 300 hours in four New York City boroughs: Manhattan, Queens, Brooklyn and the Bronx, and leverage 550 additional volunteers in service projects benefitting these communities. At the end of the academic year, 80 percent of preschool-aged children who complete the Jumpstart program will demonstrate fall-to-spring gains in literacy skills important to school readiness. The project will focus on the Corporation for National and Community Service (CNCS) focus area of Education. The CNCS investment of \$1,087,769 will be matched by \$1,096,071 in private revenue from individuals, corporations, and foundations.

Rationale and Approach

1. Program Design

a. Need: Jumpstart addresses the early childhood education gap, which negatively impacts the future of New York's youngest citizens: children between the ages of three and five. A lack of resources in low-income areas in New York City like the Lower East Side, the South Bronx, Jamaica, and Sunset Park means children in these communities often enter school far behind their peers from more affluent communities (Lee & Burkham, 2002).

On average, children from low-income communities engage in far fewer literacy experiences at home and are less likely to master emergent literacy skills (National Education Center Studies, 2000). These children enter kindergarten with fewer vocabulary words, are less likely to know their letters and numbers and score below their peers from higher-income neighborhoods in early learning and math (Coley, 2002; Heckman, 2008). Children who start school unprepared to learn continue to experience negative outcomes once they enter school; they are less likely to read on grade level by third grade, are more likely to drop out of high school and experience significantly lower earning potential once they enter the workforce (Campbell, et.al, 2002, p.42; Reynolds, et.al, 2002, p. 2339).

Jumpstart focuses on young learners because children who start school behind often remain behind, requiring more expensive and less effective remediation in later grades (Heckman, et.al, 2006).

Longitudinal studies indicate that investments in quality preschool programs can generate long-term positive effects on education, economic performance, and crime prevention (Reynolds, et.al, 2002, p.

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2339; Sweinhardt, et.al, 2005). By bringing together colleges and universities, preschools, families and community members, and by providing meaningful adult-child relationships, Jumpstart helps young children overcome these disparities (Harris, 2010).

All of the communities where Jumpstart serves exhibit high poverty rates and low standardized testing scores. For example, 30% of children in New York City live below the federal poverty level (Kids Count Data Center, 2011). At 58.6%, the Bronx School District 12 communities of Morrisana, East Tremont and Crotona (served by Jumpstart sites Fordham University and Lehman College) have the highest rates of child poverty in New York City (Citizens Committee for Children of New York, 2010). According to the New York State 2012 English Language Arts (ELA) Test Results, 56% of New York City low-income third graders scored below proficient in language arts, and 26% of these students will most likely not graduate high school. This is a devastating trend for children's academic futures, because third grade is the point when children switch from learning to read, to reading to learn.

b. AmeriCorps Members as Highly Effective Means to Solve Community Problems:

Recruiting AmeriCorps members (Corps members) to solve the early education crisis gives Jumpstart access to a motivated and diverse group of individuals who champion the ideals of civic responsibility. In each community, AmeriCorps members serving with Jumpstart implement Jumpstart's research-based curriculum through individualized relationships with preschool-age children, provide teachers with classroom assistance, and allow for higher adult-child ratios through classroom service.

After extensive training, Corps members are organized into teams, assigned to a Jumpstart preschool partner, matched with a classroom and each partnered with three children. Together, an entire team serves all of the children in the classroom. Each Corps member will serve their "partner" children in their preschool for approximately 10 hours a week for 20 weeks. This includes two, two-hour Jumpstart sessions, two to five hours of additional classroom service and two hours of team and individual planning. Additionally, Corps members strengthen the preschool community with service projects and family involvement activities.

Corps members who serve more than one term with Jumpstart often do so as a Team Leader. One Team Leader is assigned to each classroom, lead session activities, coach Corps members on developmentally appropriate practices, facilitate pre- and post-session team meetings and communicate with families. This role is essential to Jumpstart's high-quality program.

Some Corps members choose to help increase Jumpstart's capacity by becoming a Volunteer Coordinator. Serving ten to twelve hours per week, Volunteer Coordinators recruit, train and manage

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volunteers for service projects designed to benefit the children served in sessions and their communities. Other responsibilities include organizing events, volunteer management and tracking and evaluating volunteer activities. As minimum-time members, each Volunteer Coordinator recruits an average of 55 volunteers who give a total of 150 hours of service.

Corps Members greatest impact is during the Jumpstart session. During each two-hour session in a preschool classroom, teams of seven to ten Corps members use research-based techniques to implement Jumpstart's unique curriculum that achieves gains in children's language and literacy skills. This intentional curriculum helps children develop six core skills to better prepare them for school: (1) Alphabet Knowledge, (2) Meaning and Use of Print, (3) Phonemic Awareness, (4) Rhyme Awareness, (5) Vocabulary and (6) Comprehension.

Each Jumpstart session includes the following six sequential elements:

WELCOME: Corps members welcome children to the session from their previous activity. Children build alphabet knowledge through exploration of name cards with other children and Corps members. Over time, children develop an understanding of meaning and use of print.

READING: Each week, the Jumpstart session breaks into groups so that Corps members can read a pre-selected developmentally-appropriate "core storybook" to a small group of children. The content of each week's core storybook corresponds with themes presented throughout the year, ensuring continuity of curriculum. During the first weekly session, Corps members read to children and engage them in the story narrative, teach new vocabulary words and provide an enjoyable book reading experience. In the second session of the week, they use strategies that allow the child to help reconstruct the story, build comprehension, develop oral language skills and strengthen selected vocabulary.

CIRCLE TIME: The Team Leader engages the whole group in four activities, including songs, poems and word play, with themes or vocabulary related to the week's core storybook. Corps members support their partner children by helping them participate and take turns. This large group learning time offers children a chance to learn in a social context.

CENTER TIME: Corps members observe and join children at one of five activities and engage children in language-rich conversations about their choices and ideas. Corps members help children choose from the five activities related to the story and theme, including writing, books, puzzles and tangible learning objects, dramatic play and art or science. The activities are designed to provide child-guided opportunities to reinforce their understanding of concepts and vocabulary from the current storybook. Corps members support children as they attempt to problem solve with materials or other

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children.

LET'S FIND OUT ABOUT IT: Each Team Leader builds conceptual knowledge and content vocabulary through discussions and exploration about a particular theme present in the week's core storybook, such as colors, things that grow or musical instruments. Corps members help children explore new ideas, new information, objects and their use and how things work. Conducted in small groups, "Let's Find Out About It" allows Corps members to devote greater attention to a particular group of children in session while ensuring all children experience the activity.

SHARING & GOODBYE: Team Leaders engage children in dialogue about their favorite session activities by using examples of children's work and rich vocabulary to guide the conversation. Team Leaders tell children what they can look forward to in the next session and conclude with a song to help the children transition out of the session.

Corps members also spend an additional two to five hours per week assisting classroom teachers, intentionally decreasing the adult-child ratio in the classroom and giving children more frequent interactions with adults. This time also allows Corps members to observe and learn from trained teachers.

Corps members' service adds incredible value to the Jumpstart program. The essence of Jumpstart's program is the implementation of a research-based curriculum through individualized relationships between the adults and the children served. At Jumpstart, Corps members implement this curriculum and provide this individualized relationship to the children. This role needs to be filled by highly motivated, diverse individuals who champion the ideals of civic and personal responsibility. Corps members are such individuals, and they are committed to increasing their knowledge of early childhood education.

Jumpstart New York requests 522 minimum-time AmeriCorps members (110.48 MSYs) to give a minimum of 156,600 hours of service to 1,305 children and their communities.

c. Evidence-Based/Evidence-Informed and Measureable Community Impact: For the past 15 years, Jumpstart New York has consistently evaluated its impact. Each year, Jumpstart measures children's gains in literacy and language skills. Gains are measured by the Jumpstart School Success Checklist, a 15-question teacher rating scale derived from the HighScope Preschool Child Observation Record (COR) that measures a range of language and literacy skills. The classroom teacher rates each child's skills before and after they participate in Jumpstart. The results continue to indicate that Jumpstart's program produces strong skill gains in the children served.

Jumpstart is committed to continuously improving quality. In the early 2000's there was an explosion

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of research about language and literacy development in young children. To capitalize on this wealth of knowledge, Jumpstart's education and research department, in conjunction with external experts, began investigating and reviewing the latest research alongside classic seminal research from the field. Jumpstart focused on studies concerning low-income, preschool-age children, the demographic of the children Jumpstart serves. Jumpstart then began working with other experts in the field of early childhood education to develop a new curriculum based on the new research.

In 2006, Jumpstart began piloting a new curriculum adapted from the Opening the World of Learning₂ (OWL) preschool curriculum. OWL is a comprehensive research-based preschool curriculum that recognizes the critical need to provide preschool-age children programs that support multiple aspects of development (Pearson Education, 2009). OWL targets the language, phonological awareness, letter knowledge and social-emotional development of young children. In a two-year study of 100 teachers and 3,000 students using the OWL curriculum, children showed gains on nearly all language and literacy constructs annually, and those gains increased from year to year (Pearson Education, 2009). In 2006, Jumpstart decided to use the OWL curriculum as the foundation for its program and curriculum.

During the two-year pilot phase for this OWL-based Jumpstart curriculum, Jumpstart's evaluation team and independent child assessors gathered data from multiple sources, including direct child assessments and feedback from Jumpstart site staff, team leaders, Corps members and program partner staff. The pilot results indicated that children exposed to Jumpstart's new curriculum outperformed the children who were engaged in Jumpstart's previous curriculum.

At this time, Jumpstart and its preschool partners also recognized that the number of children in need of Jumpstart's services was greater than Jumpstart's one-to-one program model could serve.

Therefore, Jumpstart altered its service model to allow each Corps member to provide individualized service to up to three children. Through this new full-classroom model, teams of Corps members serve entire classrooms. This model has increased the number of children enrolled in Jumpstart by 260 percent in the past six years, while maintaining the program's same high level of child literacy outcomes.

Over its 20 year history, Jumpstart has consistently created measurable impact for young children, Corps members and the communities it serves. More than 80 percent of Jumpstart children who complete the program make gains in overall school readiness, as measured by the Jumpstart School Success Checklist. Early intervention programs, like Jumpstart, also contribute to long-term positive community impact. They have been shown to raise high school graduation rates, enhance the quality

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of the workforce and generate reductions in crime, teenage pregnancy and dependence on public assistance (Reynolds, Temple, Robertson, & Mann, 2001).

At the end of the three-year grant cycle, 1,566 Corps members will have ensured that thousands of economically disadvantaged preschool children start kindergarten better prepared for short- and long-term academic success. Specifically, Corps members will have served, through individualized attention, more than 3,915 preschool children, with at least 2,739 of those children completing the entire Jumpstart program and at least 2,190 of those children being better prepared for school success through gains in key literacy and language skills.

d. Member Recruitment: Jumpstart partners with higher education institutions to recruit Corps members. To publicize Jumpstart's program and recruit members, Site Managers collaborate with college/university community service centers, cultural organizations, work-study offices, student organizations, employment centers and all relevant academic departments, such as education, child development and psychology departments. Through these collaborations, Site Managers host recruitment tables and make presentations to groups of students. Site Managers work closely with current Corps members to engage their peers and use professionally-developed materials including posters, flyers, videos and social media to bring attention to the Jumpstart program. The recruitment process begins in the spring semester and continues through the summer and into the fall.

Jumpstart conducts a rigorous interview process for potential Corps members to ensure the best possible fit for the program. Selection criteria include evidence of: (1) commitment to early childhood education and children, (2) commitment to AmeriCorps and community service, (3) strong team-building, management and communication skills, (4) maturity and good judgment in relating to peers, preschool staff and families and (5) ability to represent Jumpstart to diverse audiences.

Applicants are informed that accommodations can be made for disabilities.

Jumpstart values diversity and recruits Corps members that represent diverse racial and economic backgrounds and speak a variety of languages. Nearly half of Jumpstart's Corps members nationally are racial minorities. Last year, 69% percent of Jumpstart New York Corps members were racial minorities, and 34% percent were bilingual. On a national level, Jumpstart also increases gender diversity in early education with 16 percent male participation, compared to only a 5 percent average in the early childhood education field.

Over the next three years, Jumpstart New York will continue to build a diverse group of Corps members. Jumpstart will partner with work-study offices and departments at these colleges to engage students from minority backgrounds and diverse economic backgrounds.

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e. Member Training: Once recruited, Jumpstart provides initial and ongoing training to orient Corps members to the community in which they will serve, their preschool site and to the service they will perform.

Each year, Jumpstart New York begins a comprehensive training and orientation program for incoming Corps members. During their first interview, Corps members learn about AmeriCorps regulations and responsibilities, including prohibited activities, which are reiterated during pre-service and in-service trainings, as well as before special community events. Once accepted as a Corps member, participants learn about the structure of AmeriCorps, Jumpstart's partnership with AmeriCorps and what it means to be a national service member. Corps members take the AmeriCorps pledge at this time.

Pre-service training also instructs Corps members on the skills needed to serve in a preschool classroom. Prior to classroom service, AmeriCorps members complete up to 40 hours of pre-service training in the fall on early childhood development, family engagement best practices and the Jumpstart curriculum. Each fall, Team Leaders and Volunteer Coordinators attend additional training with Site Managers and Jumpstart staff members who oversee regional programming, focused on developing advanced leadership skills.

Jumpstart also provides support and supervision throughout the year to the Corps members.

Jumpstart's ongoing training sessions and workshops provide Corps members with the tools to grow professionally, derive satisfaction from their service, understand the value of engaged citizenship, successfully complete their term of service and be recognized for their contributions. Once they begin their direct service at preschools, Corps members also participate in team planning meetings. These trainings and meetings focus on ensuring that Corps members are: (1) delivering high quality early childhood content and (2) reflecting on and discussing connections between what they are learning and their hands-on experiences in the classroom.

Jumpstart encourages Corps members to join the AmeriCorps Alumni network at the end of their year of service. In 2011, Jumpstart launched its alumni network which is intended to reconnect with former members through social media, events and other initiatives. Jumpstart's alumni network keeps former Corps members informed about Jumpstart's work, explore professional development opportunities, access resources on civic engagement and have the opportunity to engage in service projects.

f. Member Supervision: Corps members receive regular and ongoing supervision from their Site Manager. In the Observation and Feedback process, Site Managers follow a specifically designed

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observation and feedback form and protocol to ensure each of these visits focus on specific areas from Jumpstart's set of quality standards and checklists, which are designed to encompass all levels of program implementation, with particular emphasis on the quality of standards and checklists, with particular emphasis on the quality of services to children. The Site Manager observes a Jumpstart session and then provides a team with feedback in order to acknowledge progress and highlight areas for growth, including plan for improvement if required. Observation and Feedback occurs at least once a month in the preschool classroom and can be followed up by a coaching visit where the Site Manager provides Corps members with real-time feedback and modeling. Weekly team planning meetings involve debriefing after a Jumpstart session and preparing for the next session. Meetings also provide opportunities for individual teams to plan, train and reflect in small groups, as well as a way for Corps members to integrate their hands-on experiences, raise concerns and collaborate on problem-solving. Additionally, Site Managers meet directly with Team Leaders, providing coaching on how the Team Leader can improve session quality. These one-on-one conversations also contribute to the Team Leader's professional development.

At each Jumpstart site, a network of faculty members, preschool teachers, Jumpstart Site Managers and Regional Program Directors supports Corps members and ensures that members receive adequate support and guidance. Corps members receive their most important supervision from Site Managers on their college campuses. Jumpstart recruits Site Managers with a background in early childhood education, higher education and/or prior service experience. All new Site Managers attend summer training at Jumpstart's national office. Topics of this training include early childhood best practices, AmeriCorps compliance and proper program implementation. Throughout the year, Site Managers participate in ongoing training and evaluation and report to a Regional Program Director. Each Jumpstart site uses specific observation and feedback protocols, allowing the Site Manager to provide teams and individual Corps members with real-time assessment of their service.

g. Member Experience: In order to ensure Corps members have a powerful service experience that creates community impact, leads to continued civic participation and builds a connection with AmeriCorps, Jumpstart is committed to providing Corps members with the tools to be successful during their year of service and to reflect on their impact through service. Jumpstart believes a successful experience is the key to ensuring a lifelong commitment to service and civic engagement. This is especially true for Jumpstart, because it partners with colleges and universities and engages Corps members during a pivotal point in their lives. Jumpstart provides all Corps members with in-depth trainings and ongoing coaching to ensure they are able to reach their full potential in their

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service. Jumpstart also offers five citizenship trainings that Jumpstart Site Managers present for Corps members based on the demographics of their community, including: (1) "The Working Poor," (2) "Defining your AmeriCorps Service," (3) "Rights and Civic Education," (4) "Leadership and Civic Education" and (5) "Jumpstart as a Social Change Agent." Site Managers customize trainings for Corps members to develop an understanding of the value of lifelong service and the skills they need to be engaged and informed citizens.

In addition to training, Jumpstart New York provides many opportunities for Corps members to reflect on and learn from their service. Corps members meet two hours per week, twice-weekly for team planning meetings. During these meetings they participate in scheduled activities that offer them the opportunity to consider the impact of their service, increase their understanding of the children and communities they serve, improve the quality of their service and increase their sense of civic responsibility. Jumpstart Corps members also build connections to the individuals and communities they are impacting through their day-to-day involvement with children and families from diverse backgrounds. Corps members also facilitate and participate in a variety of events supported by other AmeriCorps programs, corporations, universities, community-based organizations, as well as national service days. The aforementioned Volunteer Coordinator (VC) position is responsible for planning such opportunities along with the Site Manager for Corps members as well as other community volunteers. These projects help Corps members recognize that there will be opportunities for them to continue to serve in their future careers and highlight the impact that continued service can have on communities in need.

In addition to training Jumpstart Corps members build life skills through their day-to-day involvement with children, families and community members from diverse backgrounds. Jumpstart's Corps members participate in service projects that contribute to lasting change in the communities where they serve, including classroom material creation days and preschool enhancement days. Jumpstart Corps members also facilitate and participate in a variety of events supported by other AmeriCorps programs, corporations, universities, community-based organizations, as well as national service days. One example is that Corps members may participate in service events during the Martin Luther King, Jr. Day of Service, which Jumpstart has participated in for many years.

Jumpstart ensures that potential applicants are aware that Jumpstart is an AmeriCorps program from the time recruitment starts. All of Jumpstart's recruitment materials clearly indicate that it is an AmeriCorps program, which is reiterated to potential Corps members during the interview process. Once accepted, part of the initial trainings includes an "AmeriCorps Overview" training. Throughout

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their service year, Corps members are required to wear a Jumpstart t-shirt with the AmeriCorps logo while receiving hours at their preschool site, within their universities and in the community. At the end of the year, all Corps members receive a "Life After AmeriCorps" training.

Corps members connect with each other several times per week throughout their service. Corps member teams of eight to ten work together in the classroom and meet twice a week for team planning meetings. At the university/college level Corps member teams of 40 to 80 come together for multiple trainings throughout the year and join together for an end of term celebration. Site Managers work with Corps members to facilitate and participate in a variety of events supported by other AmeriCorps programs, such as the Week of the Young Child. These activities also help Corps members connect to the AmeriCorps brand.

h. Volunteer Generation:

The use of volunteers to expand Jumpstart's reach in local communities beyond its program is of critical importance. Community and family involvement are central to Jumpstart's mission, and volunteers allow Jumpstart to reach beyond its standard program and impact children and families in the larger community. By recruiting community volunteers, Jumpstart New York is able to: 1) increase literacy resources available to young children and their families, 2) extend Jumpstart's reach to additional children, families and communities, and 3) increase New York residents' interest in and commitment to volunteerism.

Jumpstart recruits volunteers through its partnerships with corporate partners, institutions of higher education and community groups. Jumpstart works with each of its corporate partners to publicize volunteer opportunities through company newsletters and intranets. To recruit college student volunteers, Jumpstart partners with many of the same groups that help recruit Corps members and uses similar techniques. Jumpstart recruits community members by giving presentations and posting information on local online volunteer websites.

Jumpstart's ongoing volunteer opportunities include material creation for Jumpstart sessions, cleaning and painting preschool classrooms and printing and organizing take-home materials to support parental engagement. The projects completed by volunteers help Jumpstart serve the "whole child" by addressing needs in the preschools and neighborhoods that impact the children in Jumpstart's program and build public awareness of the need for quality education for all children. Volunteer Coordinators lead the recruitment process for college student and community volunteers and work alongside Jumpstart's Events Associate in recruiting corporate volunteers. Volunteer Coordinators organize all of the non-"skills-based" volunteer activities, assign volunteer roles, prepare

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needed supplies and manage the volunteer activity. They receive management support from Site Managers and Jumpstart staff depending on the scope of the project. Jumpstart New York will leverage 550 volunteers annually. All volunteers receive an orientation that includes a volunteer code of conduct, information on prohibited and unallowable activities, and Volunteer Coordinators and Site Managers ensure compliance.

i. Organizational Commitment to AmeriCorps Identification: Jumpstart is a proud member of the AmeriCorps national service network and displays the AmeriCorps logo prominently at all university and partner preschool sites, on Corps member shirts and gear, in staff email signatures, on printed materials, on its website and in many other visible ways. All Corps members and staff receive initial and ongoing training on appropriate and inappropriate usage of AmeriCorps branding. All staff, especially Site Managers work to ensure that the AmeriCorps name and logo are used appropriately.

Organizational Capability

a. Organizational Background and Staffing: Jumpstart's mission is to ensure every child in America enters school prepared to succeed. The organization was founded in 1993 when 15 Yale University students recognized the life-changing impact that a caring adult providing individualized attention could have on preschool children from low-income neighborhoods.

Since 1993, the organization has recruited more than 25,000 Corps members in service to more than 50,000 young children. Over 75 percent of this growth has occurred within the last five years; this growth rate is due to AmeriCorps funding, with the help of national sponsors including the Pearson Foundation, Tommy Hilfiger and Franklin Templeton Investments. Last year, 382 Jumpstart New York Corps members served young children in 35 preschool centers in the Bronx, Brooklyn, Queens and Manhattan.

Kerri Osborne, Jumpstart New York Senior Program Director, is the primary contact. Kerri has a rich background with the AmeriCorps program, having supported AmeriCorps in four states in her eight years at Jumpstart. Karen Domerski, Jumpstart's Senior Director, National Service and New Business Development, is the secondary contact.

Jumpstart New York has received funding from New Yorkers Volunteer and successfully managed its AmeriCorps program for many years. In 1997, Jumpstart New York launched its first site at Borough of Manhattan Community College, with 35 Corps members serving three preschools in Manhattan. The program has expanded to nine universities across the Bronx, Manhattan, Brooklyn, and Queens, serving over 900 children this year and recruiting 382 Corps members this year.

Additionally, Jumpstart intends to build relationships with Mercy College and the New School to host

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two new Jumpstart sites in the fall of 2013. This growth would expand Jumpstart's impact in Manhattan and the Bronx. Each year, 80 percent of children who complete the program demonstrate fall-to-spring gains in literacy skills important to school readiness. This would not be possible without a consistently successful AmeriCorps program and Jumpstart New York's strong and long-standing partnership with New Yorkers Volunteer.

Every year that Jumpstart has received AmeriCorps funding, it has secured enough private funding and in-kind contributions to meet or exceed AmeriCorps requirements.

Jumpstart has a diverse financial portfolio with both cash and in-kind donations, including grants from government contracts, private foundations, corporations and individuals. At a national level, Jumpstart's current AmeriCorps funding represents approximately 31 percent (\$6.6 million) of total funding. In New York, AmeriCorps funding constitutes approximately 32 percent (\$830,511 from New Yorkers Volunteer and \$98,779 from National Direct) of Jumpstart's revenue.

Jumpstart's organization management structure ensures consistent, high-quality programming throughout Jumpstart's network. Jumpstart uses a regional/market organizational structure to ensure a focus on regions, each supported by Jumpstart's national office to provide consistency and economies of scale through national departments of Finance, Technology, Human Resources, Research and Evaluation and Operations. Each Region/Market is led by an Executive Director. The Executive Director oversees the Program, Development and Executive function areas. Jumpstart's National Board of Directors is composed of 14 leaders from the non-profit, early education, business and philanthropy arenas. Jumpstart's President and Chief Executive Officer, Naila Bolus, reports to and is managed by the Board of Directors.

Jumpstart's staff structure integrates and supports AmeriCorps compliance at every level. Site Managers manage Corps members at each of Jumpstart's higher education partners. Site Managers lead the recruiting, training and managing of Corps members in addition to AmeriCorps compliance and program implementation. Jumpstart New York's Site Managers are overseen by four Program Directors.

Jumpstart New York AmeriCorps program is staffed by 15 Site Managers and four Program Directors. Site Managers receive annual training and ongoing individual support on budgets. Additionally, AmeriCorps file checks are completed by Program Directors at each site biannually, which includes protocol for any necessary follow-up steps.

Jumpstart contracted an outside evaluation of its program to provide external validation of the Jumpstart School Success Checklist assessment tool. The evaluation examined the demographic

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characteristics of the Jumpstart participant and comparison group children. It also assessed whether participating children, in comparison to non-participating children, had greater gains over the program year on a measure of language, literacy, initiative, and social relations skill development.

b. Sustainability: For the past 15 years, Jumpstart has served children and communities in New York. Jumpstart has long-term, mutually-beneficial partnerships with institutions of higher education, preschools, families, private foundations, corporations, individual donors, community groups and local government. Each have a vested interest in maintaining Jumpstart's continued operations. Jumpstart has diversified its funding and developed plans to ensure it is sustainable through the loss of any source of funding. These contingencies have been strengthened in the past several years due to the financial crisis in 2008, current economic downturn and annual threats to AmeriCorps funding. Over the past several years, Jumpstart New York has significantly deepened relationships with long time donors and cultivated new funding partnerships with foundations, corporations and individual donors. Additional activities to expand this support are detailed in the "Cost Effectiveness" section of this document.

A few of Jumpstart New York's key community stakeholders and partners include institutions of higher education, preschools and businesses. Institutions of higher education allow Jumpstart to recruit from its student population and provide in-kind support, like office space and faculty time. They also partner with Jumpstart to create incentives for students to join Jumpstart, like work-study and service learning courses. Preschools partner with Jumpstart to allow Corps members to serve the children in their schools and provide space to perform their service.

c. Compliance and Accountability: Jumpstart supports and oversees its sites with an infrastructure dedicated to ensuring program quality and fiscal compliance. In the national office, the National Service Programs Department specifically focuses on AmeriCorps compliance and administering both state and federal background checks. Both checks have been completed on all current Jumpstart staff and are completed prior to any new staff hired by Jumpstart. In each region, there is a direct line of supervision from the Executive Director to the Program Director, who supervises Site Managers overseeing Corps members at each Jumpstart site. At the campus level, each site is led by at least one full-time Site Manager and a Campus Champion, a faculty or staff person who represents Jumpstart in the university community. Jumpstart's regional and national offices monitor site compliance with fiscal and programmatic requirements. The Jumpstart New York office supports and ensures that sites maintain Jumpstart's overall mission and AmeriCorps standards of compliance. The Regional Executive Director manages fiscal systems, including budgeting and contracting with university

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partners, while New York Program Directors monitor and support program via annual reviews. Jumpstart has developed systems that ensure compliance with AmeriCorps provisions and Jumpstart New York continues to make dramatic improvements in this area over the last three years.

Unfortunately, due to some administrative errors and staff changes, Jumpstart New York did not have 100% of members in compliance with the 30-day exit rule during this reporting period. In order to further emphasize the importance of compliance, Jumpstart maintains detailed corrective action plans for site managers and require them to attend extensive compliance training this fall to ensure continued improvement in this area. Program Directors monitor sites in both the fall and spring to ensure AmeriCorps provisions are understood and are being followed appropriately.

Demonstrated Compliance: During the 2011-2012 year, Jumpstart New York exceeded its target output by serving 952 children (the goal was 825 children). Jumpstart New York also met and exceeded its target output of 701 children completing the Jumpstart program with 825 children completing the program. The goal of 616 children demonstrating fall-to-spring gains in literacy skills was also exceeded; 700 children demonstrated fall-to-spring gains. Of those children who completed the Jumpstart program, 83 percent demonstrated fall-to-spring gains in literacy skills.

Enrollment: Jumpstart achieved 100 percent enrollment of allotted Corps member slots in 2011-2012 through the concerted recruitment efforts of Site Managers and with the support of Program Directors. Site Managers have implemented a practice of enrolling Corps members earlier in the academic year, with some conducting spring enrollment for the following school year when possible. If a Corps member exits service before serving 30 percent of his or her term, Site Managers maintain waitlists to refill Corps member slots quickly. In addition, Program Directors focus their support at the beginning of the school year on helping Site Managers reach recruitment goals. This accomplishment demonstrates that Jumpstart has become a visible presence on the campuses of its higher education partners and that demand for Jumpstart continues to grow.

Retention: Jumpstart New York's retention rate in 2011-2012 was 75 percent. Financial concerns and class scheduling conflicts remain chief reasons that Jumpstart Corps members leave the program early. In many cases Corps members often find that they need to earn more money but cannot balance the academic workload, Jumpstart and an outside job. In one specific case, a Jumpstart Corps member had to leave the program early when her father was deported and she became the primary caregiver to her siblings.

Jumpstart New York will continue to improve retention by strengthening incentives for Corps members through its relationships with university work-study offices in order to leverage as much

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available funding for students as possible. Additionally, Jumpstart continues to create opportunities that boost Corps member morale as well as having conversations with Corps members regarding hours needed to complete their 300 hour commitment. In order to promote morale, Jumpstart organized several events, including competitions, career panels, trainings and etc., which brought together Corps members from across the city.

Cost Effectiveness and Budget Adequacy

E. COST EFFECTIVENESS AND BUDGET ADEQUACY

COST EFFECTIVENESS

Jumpstart is a cost effective program. The cost per member service year will be \$10,304, far below the AmeriCorps maximum. For 15 years, Jumpstart has worked to keep costs minimal and ensure that discretionary expenses are used in direct service with children from low-income neighborhoods.

Jumpstart obtains diverse resources for program implementation and sustainability from a variety of non-government sources, primarily foundations, corporations and individuals. Jumpstart will match Corporation funds at a rate of 42%. Jumpstart New York received cash commitments in the amount of nearly a quarter of a million dollars from corporate sponsors, numerous foundations in New York City, as well as individual donors whose annual support is committed for the long-term. We are on-track to achieve similarly positive results for the 2009-2010 program year and have even received funding from new revenue sources. In addition, Jumpstart's university partners all contribute in-kind support including staff time, office space and program supplies. As relationships with higher education partners strengthen over time, their contributions to Jumpstart typically increase. In all, \$604,023 in committed support will be matched against its request from the Corporation of \$833,252.

Jumpstart New York has had great historical success in securing match sources and has actually exceeded its projected match in recent history: (FY07 Budgeted Match: 48.0%/Actual Match: 51.4%; FY08 Budgeted Match: 39.2%/Actual Match: 41.0%; FY09 Budgeted Match: 38.3%/Actual Match: 44.2%). As a result of this diverse funding base, government funding only constitutes approximately 46% of Jumpstart's regional revenue.

Other strategies that Jumpstart is pursuing include 1) the continued focus on sustainability by the New York Board of Advisors, specifically on fundraising and recruitment of additional board members; 2) creating and sustaining meaningful links between Jumpstart's national, regional and local fundraising efforts in order to grow private giving; and 3) continued growth of Jumpstart's Read for the Record campaign in New York. By implementing these strategies, Jumpstart New York will increase support from individuals and raise awareness of the Jumpstart program and the importance

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of quality early education.

Jumpstart receives substantial in-kind support from its national corporate sponsors (particularly American Eagle Outfitters and Pearson) who provide in-kind donations of AmeriCorps member apparel, toolkits and training guides. Jumpstart also receives substantial in-kind contributions from university and program partners in the form of work-study funds, office space and support, program supplies and staffing -- dollars which could be used directly on their campuses but are instead dedicated toward community service because of their relationship with Jumpstart. In 2008 alone, this in-kind support totaled more than \$1.1 million, in addition to the grant support received from corporate sponsors. Corporate funding equals approximately 25% of Jumpstart's revenue. Jumpstart receives support from local and regional businesses across the country, its four national corporate sponsors, and its five additional Jumpstart's Read for the Record campaign sponsors (American Eagle, Pearson, Penguin, Sodexo and Walmart). For example, Pearson, which has supported Jumpstart for the last eight years, agreed this fall to a renewed commitment, donating \$1 million each year for the next three years.

Jumpstart's plan to increase its share of costs and diversify its non-federal revenue sources has been successful. In the past, total government support equaled as much as 45% of its revenue. Although these funds proved highly effective in bringing Jumpstart to more children, creating a diversified funding base will create a more sustainable program. In 2008-2009, Jumpstart projects federal funds will comprise only 33% of its total revenue. This is an exciting achievement, and Jumpstart will continue to diversify its revenue sources. Jumpstart New York has a broad base of individual support, which promises to help Jumpstart garner greater support from the corporations and foundations with which they are affiliated. We are using events such as our annual gala, Read for the Record campaign, and smaller cultivation events as ways of engaging new individuals and connecting to the institutions they represent. Jumpstart New York also uses outreach strategies such as mailed appeal letters to increase support for Jumpstart's work. Finally, we continue to look for new ways to grow our base of institutional donors to support our work. We have done this successfully, bringing in new foundation contacts and leveraging our existing donor base to learn more about future corporate funders.

BUDGET ADEQUACY

The enclosed budget provides an adequate description of the support required for Jumpstart's program. The budget for each New York site includes the cost of a Site Manager who is responsible for AmeriCorps member recruitment and implementation of the entire program. In order to increase

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retention and ensure program continuity, Jumpstart's Site Managers are full-time employees who are eligible for benefits. The budget also includes the cost to train all AmeriCorps members, including trainings provided at institutes held throughout the program year and costs for assessment and evaluation activities related to performance measure outcomes. Furthermore, there are supplies included in the budget to ensure not only successful implementation of our research-based curriculum but also support for our AmeriCorps members. Jumpstart also includes national staff as part of the AmeriCorps grant, as national staff members often assist directly in regional and site-based work.

Evaluation Summary or Plan

C. EVALUATION SUMMARY OR PLAN: Jumpstart has an outside evaluation of its program completed to provide external validation of the School Success Checklist assessment. The evaluation examines the demographic characteristics of the Jumpstart participants and the comparison group children. It also assesses whether participating children, in comparison to non-participating children, had greater gains over the program year on a measure of language, literacy, initiative, and social relations skill development.

Amendment Justification

N/A

Clarification Summary

N/A

Continuation Changes

N/A