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Executive Summary

Jumpstart Massachusetts requests 705 AmeriCorps minimum-time members (149.25 MSYs) to deliver its supplemental evidence-based early education program to 1,551 children. AmeriCorps members will serve preschool-age children from low-income neighborhoods, helping them build the emergent language and literacy skills they will need to succeed in school. Between September 2013 and August 2014, members will serve in 5 Massachusetts cities with schools eligible for School Improvement Grants (SIG): Boston, Brockton, Lawrence, Lowell and Taunton, and leverage 500 additional volunteers in service projects benefitting these communities. At the end of the academic year, 65% (1,008) of the children will complete the Jumpstart program, and of those, 85% (856) 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 School Readiness/Head Start/Early Childhood Education for young children likely to attend schools that are eligible for SIG or are labeled as Priority Schools. The CNCS investment of \$1,514,969 will be matched by \$1,515,423 in private dollars from individuals, corporations and foundations.

Rationale and Approach

a. Need: In a 2011 letter to the U.S. Senate's Joint Select Committee on Deficit Reduction, Nobel Laureate of Economics, James Heckman, stated, "Our country will be unable to compete in the global economy if it does not address the increasing numbers of children who are not prepared for success in school." The children born into America's low-income communities are at the greatest risk of being left behind and given a very limited chance of reaching their full potential, sadly just because of the zip code of where they were born. A lack of resources in low-income neighborhoods leads a majority of children from these neighborhoods to enter school academically 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 (Coley, 2002; Heckman, 2008). Children who enter 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). In Boston, 27% of young children live below the federal poverty level

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as do 30% in Lowell and Lawrence and 21% in Taunton and Brockton (KIDS COUNT Data Center, 2011). The 2012 Massachusetts Comprehensive Assessment System (MCAS) demonstrated the sustained negative impact of poverty on reading performance. Nearly 2 out of every 3 third graders from Boston, Brockton, Lawrence and Lowell failed to score a grade of "proficient" or higher in Reading. 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.

Inadequate early education is detrimental to Massachusetts' children. It is especially apparent and harmful for children in the low-income communities Jumpstart AmeriCorps members will serve. Jumpstart partners with preschools whose enrollment consists of a majority of children from low-income families. Jumpstart relies on preschools to determine their low-income population through a variety of state and federal guidelines, including the number of families enrolled in free and reduced lunch or school voucher programs. 90% of the children in the majority of Jumpstart's preschool partners are from low-income families.

Jumpstart focusses on preschool-age children 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 investments in quality preschool programs can generate long-term positive effects on education, economic performance and crime prevention (Reynolds, et.al, 2002, p. 2339; Sweinhardt, et.al, 2005). By bringing together colleges/universities, preschools, families and communities, and by providing meaningful adult-child relationships, Jumpstart helps children overcome these disparities (Harris, 2010).

b. AmeriCorps Members as Highly Effective Means to Solve Community Problems: Corps members will teach Jumpstart's proven literacy and language skill development curriculum through individualized relationships with preschool-age children, increase adult-child ratios through classroom service time and expand community engagement and volunteerism.

After extensive training, Corps members are organized into teams of 6 to 10. They serve together for their entire service year. Each team is assigned to a Jumpstart preschool partner and a specific classroom. Each Corps member is partnered with 1 to 3 children. Each Corps member will directly serve the same 1 to 3 children, called "partner children", in the designated classroom for approximately 13 hours a week for 20 weeks. This includes 2, 2-hour weekly Jumpstart "Sessions," 5 to 6 hours of additional classroom service, and 3 hours of team and individual planning. The remainder of their 300 hours is training and coaching.

Corps members' main activities occur when serving their partner children during Session. During each

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2-hour Session, Corps member teams implement Jumpstart's proven curriculum to achieve gains in children's language and literacy skills. This intentional curriculum develops 6 core skills children need to be prepared for school: (1)Alphabet Knowledge, (2)Meaning and Use of Print, (3) Phonemic Awareness, (4)Rhyme Awareness, (5)Vocabulary and (6)Comprehension.

Jumpstart's curriculum progresses through 6 themed units: family, friends, wind and water, the world of color, shadows and reflection and things that grow. Although the content of each Session element changes as the curriculum progresses, Corps members lead their partner children through the following 6 sequential elements during every Session. Each of the 6 Session plan elements has a desired outcome/purpose for every day of service.

WELCOME: Corps members welcome children. Corps members build each child's alphabet knowledge by exploring name cards with small groups of children and Corps members. Over time, Corps members help children develop an understanding of meaning and use of print. **READING:** Corps members break children into small groups and read a pre-prepared, developmentally-appropriate "core storybook." The content of each week's core storybook corresponds with unit themes and builds concept development, necessary for comprehension, as the year progresses. During the first Session of each week, Corps members read to children and engage them in the story narrative, teach new vocabulary words with child-friendly definitions and introduce new concepts that will be reiterated throughout the rest of Session. In the second Session of the week, Corps members use strategies that allow the child to help reconstruct the story, build comprehension, develop oral language skills and strengthen selected vocabulary. **CIRCLE TIME:** Corps member Team Leaders (described later in this section) lead all children and Corps members in 4 activities, including songs, poems, word play and letter games, with themes and vocabulary related to the week's core storybook. Corps members support their partner children by helping them participate and reiterating the concepts being introduced. This large group learning time offers children a chance to learn in a social context and prepares them for the expectation of k-12 school experiences. **CENTER TIME:** 5 areas of the classroom are set up with activities children can choose to explore, providing specific experiences related to the unit theme and story. Activities include: writing, books, puzzles and tangible learning objects, dramatic play and art or science. The activities are designed to provide child-initiated opportunities to reinforce their understanding of concepts and vocabulary from the core storybook. Corps members support children as they attempt to problem solve with materials or other children. **"LET'S FIND OUT ABOUT IT":** Corps members build children's conceptual knowledge and content vocabulary through discussions and exploration about a particular theme present in the week's core

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storybook, such as colors, things that grow or musical instruments. Corps members help children explore new ideas, new information, objects and how things work. Conducted in small groups, this section allows Corps members to devote greater attention to particular children while ensuring all children experience the activity. This Session allows Corps members to teach specific concepts that are critical to children's early learning. SHARING & GOODBYE: Corps members engage children in a dialog about their favorite Session activities by using examples of children's work and rich vocabulary to guide the conversation. This is another time for children to develop their vocabulary, and it allows them to reinforce the concepts they learned and practiced throughout the Session.

Corps members spend an additional 5 to 6 hours per week as classroom assistants, intentionally increasing the adult:child ratio in the classroom. During this time, Corps members read to children in small groups and lead small group learning activities. Corps members also strengthen the preschool center and community through additional service projects and family literacy activities. During family literacy activities Corps members engage children and their caregivers in learning activities that can be replicated at home to build a child's literacy skills.

Jumpstart Corps members can develop leadership skills by supporting groups of their peers as a Team Leaders. Each Team Leader is assigned to a classroom and a team of fellow Corps members. In this role, they lead Session activities, coach Corps members on developmentally appropriate practices, facilitate pre- and post-Session team meetings and communicate with families. To ensure they are prepared for these responsibilities, Jumpstart provides Team Leaders with additional training and an increased level of ongoing support from Jumpstart staff.

One Corps member, called a Volunteer Coordinator, on each site focusses their entire service on recruiting, training and supporting volunteers for service projects that benefit the children served in Sessions and their communities. Responsibilities include organizing events, volunteer management and tracking and evaluating volunteer activities. As minimum-time members, each Volunteer Coordinator recruits an average of 75 volunteers who give 150 hours of service.

Recruiting AmeriCorps members to solve the early education crisis gives Jumpstart access to a motivated and diverse group of individuals who champion the ideals of civic and personal responsibility. Corps members receive extensive training to serve young children and deliver Jumpstart's curriculum, understand the importance of the adult-child connection, and are willing to perform at the highest level to foster this critical relationship. When asked about her experience with Jumpstart, AmeriCorps and her partner child, Keisha, Corps member Genevieve Redd started "I've realized that my life is bigger than myself. The skills Keisha and I practice will reach beyond my life

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and prepare her to succeed in school. This is the best lesson I can learn as a future policy maker. My life is not mine alone; it is an agent of change to serve others."

Jumpstart partners with AmeriCorps because it needs individuals who value the depth and commitment of national service. Just as Jumpstart's curriculum provides a complete, sequential learning experience for young children, the structure of AmeriCorps allows Corps members to build upon their own experience over the course of their service year; members complete their term of service more civically engaged and with a greater understanding of the critical educational needs of low-income children. Corps members gain the experience, knowledge and desire to become long-term advocates for community service. Corps member, Andrew DiSorbo stated, "When I joined Jumpstart as an AmeriCorps member, I saw it as nothing more than an extracurricular activity. Little did I know that I would be working with a partner child each week..and that it would change both of our lives forever..Without Jumpstart, I would never have found my true calling." Because of this experience, Andrew changed his major and is now a preschool teacher in a low-income community. Jumpstart's partnership with AmeriCorps links it to a network of national service organizations, providing opportunities for Jumpstart and other AmeriCorps organizations to share knowledge and increase one another's capacity. Leveraging Corps members allows Jumpstart to be part of a larger community addressing the needs of young children, teens and young adults -- a network serving the "whole child" from birth to adulthood. When asked about her AmeriCorps experience Mario Mejia said "it helped me realize the power that service has and the impact that one person can have on the community. When you multiply by a group of college students and a group of really passionate leaders, the change you can make is immense."

Jumpstart Massachusetts requests 705 AmeriCorps minimum-time slot members (149.25 MSYs) to give a minimum of 211,500 hours of service to 1,551 children and their communities.

c. Evidence-Based/Evidence-Informed and Measureable Community Impact: Allen Grossman of Harvard Business School stated, "Jumpstart has put performance measurement and management at the core of its culture. The management and the board use the ever-evolving system to continuously improve the impact to the students they serve. Jumpstart defies the stereotype that non-profits cannot measure what they do and sets a standard for the sector."

For 20 years, Jumpstart has consistently created measurable gains in literacy and language skills related to school readiness for young children as well as powerful impact on Corps members and the communities served. Annually, more than 85% of children who complete the Jumpstart program make gains in overall school readiness, as measured by The School Success Checklist. The School

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Success Checklist is a 15-question, teacher rating scale developed from the HighScope Preschool Child Observation Record (COR). The measure has been validated several times indicating the effective evaluation of the desired gains in children's literacy and language skills. Classroom teachers administer the checklist pre- and post- Jumpstart intervention (early October and early May). The checklist measures the amount of "gain" children have throughout the year. These results are then compared to the results of The School Success Checklists administered at the same two times of the year to children who did not receive Jumpstart. The results have consistently indicated that children served by Jumpstart achieve greater gains than children who do not receive Jumpstart. The checklist includes 15 items in which a teacher will give the child a 1 through 5 designation (examples of 1 through 5 are given on the tool). Questions from the checklist include things such as, "Does the child point to the words in a book or follow a line of text while telling or reading the story?" and "Does the child create a pair or series of words that start with the same sound?"

A number of additional, rigorous internal and external research projects have been recently completed or are in the process of being completed with Jumpstart Massachusetts. A recent randomized control trial research study conducted by Sarah Harris, Doctoral Candidate at Illinois State University, evaluated the impact of Jumpstart on participating children compared to a same classroom group of control children (Harris & Berk, 2011; <http://www.jstart.org/sites/default/files/resources/HarrisStudy.pdf>). This study included seventy preschoolers from low-income families, who were administered pre- and post-test measures of early literacy, school readiness, and social-emotional skills. Findings indicated that Jumpstart children made greater gains than same-classroom comparison children in literacy, school readiness, and social-emotional skills, yielding gains that were 2 to 3 times as large as comparison children. Jumpstart has a National Early Education Council, made up of influential early education experts. These experts consult with Jumpstart in a number of areas, including curriculum and evaluation, allowing Jumpstart to remain relevant and on the cutting edge of what is being researched in the early education field.

Jumpstart's curriculum is adapted from The Opening the World of Learning₂ (OWL) preschool curriculum. OWL is a comprehensive, research-based curriculum that recognizes the critical need to provide preschool-age children rich support for multiple aspects of development (Pearson Education, 2009). OWL targets the language, phonological awareness, letter knowledge and social-emotional development of young children. In a 2-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).

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At the end of the 3-year grant cycle, 2,000 Jumpstart Massachusetts' Corps members will have ensured that thousands of economically disadvantaged preschool-age children start kindergarten better prepared for short- and long-term academic success. These children will likely attend schools in their communities that are eligible for SIG or are labeled as Priority Schools. Specifically, Corps members will have served, through individualized attention, more than 4,500 economically disadvantaged preschool children, with at least 2,925 of those children completing the entire Jumpstart program and at least 2,486 (85%) of those children will be better prepared for school success through measureable gains in key literacy and language skills. Jumpstart reports out on its performance measures annually to both its staff and to external stakeholders, including preschools and university partners and funders.

During the 3-year grant cycle, Jumpstart Massachusetts will increase services to children in the highest need school districts as deemed by The Massachusetts Department of Elementary and Secondary Education. These districts are called the "Commissioner's Districts" and Jumpstart is currently serving in 5 out of the 10 districts. The districts represent Jumpstart Massachusetts' growth targets for the next 3 years. It is the goal of the organization to serve a significant portion of the incoming kindergarten class in each of these school districts.

For nearly 20 years, Jumpstart Massachusetts has consistently met or exceeded its goals for children served and for the level of gains in literacy and language skill development achieved by those children. During the 2011-2012 year, Jumpstart Massachusetts exceeded its target output for children served and completing the program but slightly missed its goal for children demonstrating fall-to-spring gains in literacy skills. A review of child gains indicated challenges with data collection and entry into a new technology system negatively impacted Jumpstart's ability to achieve its goal. Nationally, 89% of the children who completed at least 120 days of the Jumpstart program demonstrated fall-to-spring gains. Jumpstart Massachusetts created a detailed action plan to ensure it meets all of the targets it sets out to accomplish.

Jumpstart created its performance measure targets based on the latest research identifying the foundational literacy and language skills children need to be successful and are appropriate learning targets for 3 to 5 year old children. Jumpstart also considered the number of Corps members and the enrollment and retention rates of our targeted preschools.

d. Member Recruitment: Jumpstart creates partnerships with colleges/universities to recruit students to become Corps members (Jumpstart's college/university and preschool partnerships are listed in the sustainability section). Jumpstart's college/university partners provide on-campus office space for a

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full-time Jumpstart employee, called Site Manager, to have a continual presence on campus, increasing Site Managers' ability to recruit. Each college/university identifies a staff person to serve as Jumpstart's Campus Champion, who works with the Site Manager to build the relationships necessary to recruit Corps members.

Each Site Manager works with their Campus Champion and Jumpstart supervisor to create a detailed Recruitment Action Plan (RAP). The RAP is a detailed plan and timeline for recruitment activities designed specifically for each campus. It includes dozens of activities including:

- 1) Collaborate with community service centers, cultural organizations, work-study offices, student organizations, disability communities, employment centers and relevant academic departments to host recruitment tables and make presentations to students groups.
- 2) Engage former Corps members to reach out to peers and encourage involvement.
- 3) Participate in a variety of campus events and host tables to share Jumpstart information.
- 4) Post Jumpstart's marketing materials throughout the campus and maximize social media.

The RAP is an immediate action plan as well as a historical documentation of the most effective recruitment practices for each specific campus. The recruitment process begins during the previous school year's spring semester and continues through the summer and into the fall.

6 of the 15 current Jumpstart Massachusetts colleges/university partners are public institutions. These institutions, particularly community colleges, predominantly serve students from local communities as well as historically underrepresented populations. These partnerships increase Jumpstart's ability to recruit members of these groups as Corps members.

Jumpstart values diversity and recruits Corps members that represent traditionally underrepresented populations, including individuals from diverse racial and economic backgrounds. Nearly half of Jumpstart's Corps members nationally are racial minorities. Last year, 38% of Jumpstart Massachusetts' Corps members were racial minorities, and 26% were bilingual. Applicants are informed that accommodations can be made for disabilities. Jumpstart, with 16% male participation nationally, fosters gender diversity in the field of early childhood education, which traditionally has 5% male participation.

Jumpstart conducts a rigorous interview process to ensure the best possible fit for Corps members and 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, staff and families and 5)ability to represent Jumpstart to diverse audiences.

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e. Member Training: Jumpstart's national program team, in partnership with regional program teams, like Jumpstart Massachusetts, has a detailed training program with a Scope and Sequence intended to ensure the orderly delivery of all necessary content, maximize Corps member learning and offer sustained opportunities for learning. The training program has pre-direct service and ongoing sections. Jumpstart's pre-direct service training includes 28 hours of "live" training and 2 hours of "self-study." It ensures Corps members understand what it means to be an AmeriCorps member. It ensures they have the skills, knowledge, and confidence needed to effectively develop relationships with their partner children, to teach Jumpstart's curriculum, and to engage with the staff, families and communities where they are placed. All trainings include specific local information. Training topics include 1) AmeriCorps Rules and Regulations (including prohibited activities), 2) Preschool Partner/ Community Orientation, 3) Adult-child Interactions, 4) Reading with Young Children, 5) Supporting Classroom Management, 6) Involving Families and 7) Team Planning Meetings. The pre-direct service training occurs in September and October before Corps members begin their direct service with children. Jumpstart provides an additional 20 hours of live, in-service trainings, including several citizenships trainings. These trainings occur monthly from November through March. In-service training topics include 1) Increasing the Value of Family Involvement, 2) Extending Learning Across Session Elements, 3) Citizenship: The Working Poor, 4) Citizenship: Defining Your AmeriCorps Service, 5) Citizenship: Leadership & Civic Engagement and 6) Life After AmeriCorps. Jumpstart staff observes Sessions and meets with Corps members monthly to ensure they are confident in their service activities and providing high-quality direct services to children.

Jumpstart Corps member Team Leaders and Volunteer Coordinators attend an additional 3-day training in September with Jumpstart staff. This training develops the specific leadership skills and group facilitation skills needed in their roles. Team Leaders receive additional training and weekly ongoing support from Jumpstart Site Managers through weekly check-in meetings.

During their very 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. All generated volunteers are informed of AmeriCorps rules regarding prohibited activities. Jumpstart staff attend all volunteer events to ensure they are adhering to rules and regulations.

f. Member Supervision: Jumpstart has a detailed, year-long plan of consistent supervision, observation and feedback, and in-service trainings that Site Managers and Program Directors are required to follow to ensure Corps members receive the high quality support they need to have impactful,

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meaningful and successful terms of service. Corps members receive direct supervision from the Jumpstart Site Manager as well as additional support from Jumpstart's Program Directors who supervise the Site Managers. In addition to weekly supervision meetings, each Site Manager leads Jumpstart's ongoing observation and feedback process. During this process, Site Managers follow a specifically designed protocol to ensure each observation of Corps members' service focuses 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 services to children. After an observation, Site Managers provide Corps members with real-time feedback and modeling. Site Managers guide Corps members in an Action Planning Process to acknowledge progress, highlight growth areas and create an improvement plan, if needed. Corps members participate in weekly team planning meetings to debrief after their direct service time with children and to prepare for the next Session. These meetings allow Corps members to plan and reflect in small groups, raise individual or group concerns and problem-solve. Site Managers meet weekly with Corps member Team Leaders to support their leadership development and group facilitation skills.

Jumpstart selects Site Managers with a background in early childhood education, higher education and/or national service experience. All new Site Managers attend summer training at Jumpstart's national office. The trainings are led by veteran Jumpstart staff and external experts. Training topics include 1)providing supportive and constructive feedback, 2)early childhood best practices, 3)AmeriCorps compliance and 4)ensuring high-quality program implementation. Site Managers participate in ongoing training and receive supervision from Jumpstart Massachusetts' Program Directors, which are themselves supervised by Jumpstart Massachusetts' Executive Director. Site Managers and Regional Program Directors meet once a week and talk through Jumpstart Quality Standards document to ensure Jumpstart's program is being implemented correctly. Opportunities for improvement and further coaching are discussed. All of Jumpstart Massachusetts' regional Program Directors were previously Site Managers.

g. Member Experience: Jumpstart believes a successful service 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's in-depth trainings and ongoing coaching ensure Corps members reach their full potential during service. Jumpstart provides five citizenship trainings, which all have significant reflection points, 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

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Agent."

Jumpstart Massachusetts provides structured opportunities for Corps members to reflect on and learn from their service, including specific reflection activities during their 2, weekly 1-hour team meetings. Jumpstart ensures Corps members are aware they are AmeriCorps members starting during the recruitment phase. During their initial trainings, Corps members receive an "AmeriCorps Overview" training. Throughout their service, Corps members are required to wear shirts with the AmeriCorps logo at their preschool site, within their universities and in the community. All Corps members receive a "Life After AmeriCorps" training.

Jumpstart Corps members build connections to the individuals and communities through their day-to-day involvement with children, families and community members from diverse backgrounds. To help members connect with each other, Corps member teams of 6 to 10 meet for 2 weekly, 1-2 hour team planning meetings. Corps member teams at each university site come together for multiple trainings and celebrations throughout the year. Jumpstart Massachusetts' Corps members Team Leaders meet for a 3-day training at the beginning of the year. To help Jumpstart Corps members connect with other local and national Corps members, Jumpstart Site Managers engage members in local AmeriCorps events, like AmeriCorps Opening Day, in addition to working with Corps members to facilitate and participate in a variety of events supported by other AmeriCorps programs, such as the MLK Day of Service and networking nights, like The Mass Promise Fellow Networking Night. These activities also help Jumpstart Corps members gain a connection to the AmeriCorps brand.

h. Volunteer Generation: Jumpstart recruits volunteers through partnerships with corporate partners, institutions of higher education, and community groups. Jumpstart has a liaison with each of its corporate partners to publicize volunteer opportunities. To recruit college student volunteers, Jumpstart partners with the same groups that help recruit Corps members. Jumpstart is successful on college campuses because students are aware of the brand and have peers in Jumpstart. Jumpstart recruits community members by giving presentations and posting information at local senior and youth centers and community organizations.

Jumpstart develops volunteer opportunities for individuals and groups, such as college fraternities and office co-workers. Ongoing volunteer opportunities include creating resources used in Sessions, printing and organizing family engagement take-home materials and organizing and participating in awareness building campaigns. Jumpstart offers "skills-based" volunteer opportunities that help Jumpstart improve its marketing, public relations, human resource activities, and more. Volunteers are assigned to help with specific needs and take on specific roles based on their availability, skill-sets,

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and desired involvement.

Jumpstart's Corps member Volunteer Coordinators lead the recruitment process for college student and community volunteers and collaborate with Jumpstart's development staff in recruiting corporate volunteers. Volunteer Coordinators organize all of the non-"skills-based" volunteer activities, assign volunteer roles, prepare 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 Massachusetts will leverage 500 volunteers annually. All volunteers receive an orientation that includes information on prohibited and unallowable activities, and Volunteer Coordinators and Site Managers attend events to ensure compliance.

i. Organizational Commitment to AmeriCorps Identification: Jumpstart is a proud member of the AmeriCorps network and is committed to increasing public awareness of AmeriCorps. All Corps members are given comprehensive trainings on AmeriCorps so that they are ambassadors and advocates at their university and in the community. Jumpstart's goal is to ensure that AmeriCorps members understand the vastness of the network, the opportunities available to them through AmeriCorps, and the tremendous, multifaceted impact AmeriCorps has in communities across the state and country. The AmeriCorps logo is featured on all Jumpstart collateral, including Corps member t-shirts, and is prominently displayed throughout Jumpstart's offices and on the organization's website (www.jstart.org). Jumpstart ensures that all community partners, preschool partner staff, parents and community members understand the importance of AmeriCorps and its vital role in providing Jumpstart services. Jumpstart Corps members and staff receive training on appropriate and inappropriate usage of AmeriCorps branding and are required 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 kindergarten prepared to succeed. It was founded in 1993 when 15 Yale University students recognized the life-changing impact a caring adult providing individualized attention could have on preschool children from low-income neighborhoods. Since 1996, the organization has recruited more than 25,000 Corps members in service to preparing more than 50,000 young children from low-income communities for success in school. Over 75% of this growth has occurred within the last 5 years. Jumpstart Massachusetts has successfully managed its AmeriCorps program for more than a decade and supported thousands of Corps members in preparing more than 4,000 low-income children for school success. In 2012-2013, Jumpstart Massachusetts has recruited, trained and

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supported 257 minimum-time members through formula funding from MSA. Jumpstart Massachusetts, however, has a long history of effectively engaging many more Corps members, including double that number, 515, minimum-time members in 2011-2012. Unfortunately, Jumpstart Massachusetts' ability to maximize its capacity to recruit Corps members and serve children was significantly reduced because it was not funded through the competitive grant process. During a time when both the need for its services and the research proving the powerful individual and societal benefits of early childhood education are increasing, Jumpstart should be maximizing its ability to serve economically disadvantaged children in Boston, Lowell, Lawrence, Taunton and Brockton that could receive its services. 83% of children who completed the program demonstrated fall-to-spring gains in literacy skills important to school readiness.

Jumpstart's management structure was created to ensure consistent, high-quality programming, nationally, while ensuring a focus on local areas. Each of Jumpstart's Regions/Markets is supported by the national office to provide consistency and economies of scale through national departments of Finance, Technology, Human Resources, Research, Program & Evaluation and Operations. Each Region/Market is led by an Executive Director. The Executive Director oversees the Program, Development, and Executive/Operational 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, is managed by the Board of Directors. Jumpstart's staff structure integrates and supports AmeriCorps compliance at every level. Staff working on the national, local and site levels collaborate to manage Jumpstart's AmeriCorps program. Site Managers directly manage Corps members at each Jumpstart college and university partner. Site Managers lead the recruiting, training and managing of Corps members as well as AmeriCorps compliance and program implementation. Massachusetts' Site Managers are overseen by 4 Program Directors, who are overseen by an Executive Director. Jumpstart's national departments, including a department solely focused on Jumpstart's National Service Programs, provide support to Jumpstart's Program Directors and Executive Director.

Jumpstart Massachusetts' AmeriCorps program is staffed by 18 Site Managers and 4 Program Directors. Site Managers, who have experience in early childhood education, higher education and/or national service, receive annual training and ongoing individual support on budgeting and operations. Jumpstart has developed several tools that ensure Site Manager's comprehension and enforcement of compliance matters. For example, there is a checklist at the front of each Corps member's files to ensure files are accurate and complete. Additionally, AmeriCorps file checks are completed by

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Program Directors at each site annually (even when not required by MSA site visits), which includes protocol for any necessary follow-up steps.

Jumpstart Massachusetts' 4 Program Directors all have an average of nearly four years of experience managing AmeriCorps members and programs. Kristyn Buhl-Lepisto is Massachusetts' Senior Program Director. Kristyn joined Jumpstart in March of 2010. She has a MA in Education and was a preschool teacher. Beth Bauer, Program Director, has served as a Jumpstart Corps member, Volunteer Coordinator, and Team Leader. She was been with Jumpstart since 2006. Tessa Brickley Weaver, Associate Program Director, began with Jumpstart in 2009 as a Site Manager at Simmons College and then Northeastern University. Leslie Randall is an Associate Program Director and started with Jumpstart in 2011 as a Site Manager at the University of Massachusetts Lowell site. Both Tessa and Leslie have educational and career backgrounds focused in education. Jumpstart Massachusetts' Program Department is managed by the Executive Director and Chief Program Officer, Susan Slater. Susan joined Jumpstart in 2004 as a Site Manager. She has a Masters in Child Development and is a graduate of the Schott Fellowship in Early Care and Education and LeadBoston. Jumpstart's Site Managers, Program Directors and Executive Director lead Corps member trainings with support from Jumpstart's Education and National Service Programs Departments. Jumpstart has an internal Research and Evaluation staff to support internal evaluations, which Jumpstart has been completing for more than a decade. Additionally, those staff help manage at least three external evaluation projects every year. Jumpstart has full-time staff dedicated to ensuring programmatic and financial compliance. Because of Jumpstart's consistently high-level of compliance and responsiveness, it is considered a low-risk program by the MSA. Additionally, Jumpstart regularly has clean A133 fiscal audits in relation to managing federal funds.

b. Sustainability: For 18 years, Jumpstart has served children and communities in Massachusetts. Jumpstart has always provided its service through partnerships with multiple stakeholders. Jumpstart has long-term, mutually-beneficial partnerships with institutions of higher educations, preschools, families, private foundations, corporations, individual donors, community groups and local government.

Jumpstart has funding and strategic plans to ensure sustainability through the loss of current funding. These contingency plans are strengthened annually, especially to increase its preparedness since the financial crisis in 2008 and annual threats to AmeriCorps funding. Jumpstart has a sophisticated, diverse private fundraising strategy that secures annual increases in private revenue and in-kind support. Jumpstart has long-term partnerships with many funders and adds new donors every year.

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Jumpstart Massachusetts receives 40% of its private revenue from 25 private foundations, 30% comes from more than 30 corporations and 30% comes from hundreds of individual donors. Jumpstart Massachusetts Advisory Board is a fundraising board comprised of established business and community leaders, who provide connections to new corporate and individual donors. Jumpstart's National Fundraising Department also raises helps Jumpstart Massachusetts raise private revenue. Its organizational structure allows Jumpstart to build relationships on a national, state and local level which aid in both programmatic and fundraising efforts. Jumpstart highlights its service activities as part of its fundraising strategy. Jumpstart's fundraising plan is discussed in "Cost Effectiveness" section.

A few of Jumpstart Massachusetts' key community stakeholders and partners include colleges/universities, preschools, businesses and community members. Jumpstart Massachusetts' currently partners with 15 Massachusetts institutions of higher education including state schools, like the University of Massachusetts Lowell, private institutions, like Tufts University and community colleges, like Roxbury Community College. Jumpstart staff and its preschool partners meet regularly to ensure Corps members have a quality space to host Sessions and that children are receiving high quality services. Preschool partner staff helps Jumpstart evaluate child gains and provide regular feedback on the effectiveness of the Jumpstart program and the quality of the partnership. Jumpstart Massachusetts currently partners with more than 60 preschools including community preschools, like 12th Baptist Church in Roxbury, Head Start programs, like Self Help Head Start in Brockton, family child care providers, like Acre Family Child Care, and public schools, like Baldwin Early Learning Center.

The cost-savings from in-kind support and revenue generated from these partnerships has an immediate impact on Jumpstart. Because these partnerships are mutually beneficial, however, they also contribute to the long-term stability of Jumpstart's program. Colleges/universities have a stake in Jumpstart's long-term stability because the Jumpstart program is important to students, provides them an excellent learning opportunity and helps colleges/universities improve relationships with their local communities. Preschools are invested in Jumpstart because it helps improve their ability to teach children and parents want their children to be in preschools that have a partnership with Jumpstart. Individual and business leaders are in invested in Jumpstart's long-term health because it is important for their communities to improve the strength of their future workforce. Jumpstart's ability to secure in-kind gifts has been demonstrated year after year in the organization's ability to meet match requirements by AmeriCorps. Currently Jumpstart Massachusetts is generating a match

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rate of 50%.

c. Compliance and Accountability: Jumpstart infrastructure of Site, Regional and National staff supports, oversees and ensures all of its Massachusetts sites are compliant and accountable. Jumpstart has a National Service Programs Department specifically focused on AmeriCorps compliance and accountability. The National Service Programs Department works closely with Jumpstart Massachusetts staff to ensure all staff understand and are accountable for AmeriCorps compliance expectations. It is also responsible for administering both the state and federal background check process. Both checks, plus CORI and SORI checks, have been completed on all Jumpstart staff and Corps members and are completed prior to any new hiring.

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 (Jumpstart site is a college/university partner who then works directly with approximately 4-5 preschool partners). Jumpstart Massachusetts' office supports Jumpstart sites in Massachusetts and ensures that those sites maintain Jumpstart's overall mission and AmeriCorps standards of compliance. The Regional Executive Director manages fiscal systems, including budgeting and contracting with university partners, while Massachusetts' Program Directors monitor and support program sites via weekly check-in calls and a minimum of twice yearly coaching visits to each Jumpstart university site. Multiple compliance items are reviewed and documented during these visits including complete and accurate Corps member files, accurate record keeping within My AmeriCorps, and proper storage of all sensitive information. At the site level, at least one full-time Site Manager and the site's Campus Champion, a faculty or staff person who represents Jumpstart in the university community, work together to ensure compliance.

Jumpstart has worked for many years to build systems ensuring compliance with AmeriCorps provisions. In cases of noncompliance, Jumpstart maintains a detailed corrective action plan under which all cases of noncompliance are addressed within 30 days of the occurrence.

Demonstrated Compliance: During the 2011-2012 year, Jumpstart Massachusetts exceeded its target to serve 1,350 children by serving 1,403 children. Jumpstart Massachusetts also met and exceeded its target output of 1,080 children completing the Jumpstart program; 1,159 children actually completed the program. Because of challenges with data collection and entry, Jumpstart was unable to show that it met this performance measure. While 1,159 children completed the Jumpstart program; only 891 children were part of the final evaluation sample. Therefore, Jumpstart Massachusetts barely missed its goal of 918 children demonstrating fall-to-spring gains in literacy skills. Of those children

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whose completed the Jumpstart program and who completed a final evaluation, 83% demonstrated fall-to-spring gains in literacy skills, close to the target 85%. Jumpstart's Program and Evaluation department has worked to resolve data collection issues within Jumpstart's control, and new guidelines and trainings have been created for Site Managers to increase the quality and quantity of data collection. The number of children Jumpstart serves is impressive and the organization is committed to capturing complete and accurate data on the children who are served. Jumpstart's national and regional offices created a swift action plan to ensure that Jumpstart meets the targets it sets out to accomplish.

Enrollment: Jumpstart achieved 100% 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% 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 Massachusetts' retention rate in 2011-2012 was 88.5%. A key factor contributing to this rate was the addition of three new university partners, including two community colleges. It typically takes 1 year of brand awareness to see a steep increase in applicants on a campus. Despite a high interest in program participation on multiple campuses, Jumpstart Corps members are students who are often balancing other life and financial hardships such as full-time jobs, challenging schedules on campus, and family obligations. Some students were forced unexpectedly to not only discontinue their term of service but to put their education on hold as well due to financial hardship. This is often the case in many schools that have non-traditional college students, but where Jumpstart sees an incredible value of having a presence due to the ability to recruit diverse Corps members who represent the service population well.

Jumpstart Massachusetts will continue to improve retention by strengthening incentives for Corps members through relationships with university work-study offices in order to leverage as much available funding for students as possible. Additionally, Site Managers will increase their support of Corps members who are experiencing outside life or academic challenges that threaten their completion of their year of service, including working with individuals to continue to adapt their hours

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and graduation plans or referring students to departments on campus for counseling support. In addition, during the past year Jumpstart in Massachusetts has developed a partnership with the Department of Early Education and Care to help Corps members become certified as early educators through their Jumpstart service experience. Jumpstart shepherds Corps members through the certification process because their service in the classroom contributes to the overall requirements for teacher certification. Jumpstart can expedite this process due to the partnership with the Department of Early Education and Care. Jumpstart is committed to seeing Corps members through their term of service and will continue to work on building incentives both on a broad sweeping and individual level.

Cost Effectiveness and Budget Adequacy

The proposed cost per member service year is \$10,151, which is below the AmeriCorps maximum is only minimally more than last year's rate of \$10,129. This slight increase is due to cost increases for program supplies, materials and cost of living. For 20 years, Jumpstart has minimized costs and ensured the vast majority of discretionary expenses are for Corps member's direct service to children. Jumpstart obtains diverse private resources from foundations, corporations and individuals to support program implementation and ensure sustainability. This proposed AmeriCorps funding represents 50% of the project budget. Jumpstart has successfully managed both state commission and national AmeriCorps funding since 1997. The proposed funding request from CNCS represents 37% of Jumpstart Massachusetts' operational budget.

To secure the non-CNCS support needed for the program, Jumpstart has developed a sophisticated, diverse private fundraising strategy that continually secures annual increases in private revenue and in-kind support. Jumpstart has deep, long-term partnerships with many of its funders and adds new donors every year. Jumpstart Massachusetts currently receives 40% of its private revenue from twenty-five private foundations with grants ranging from \$5,000 per year to a 4-year/\$1.2 million grant from the Barr Foundation. 30% of its private funding comes from more than 30 corporations with support ranging from a \$1,000 to a \$250,000 annual gift from MFS Investment Management. Corporate supporters provide program grants as well as sponsorships to Jumpstart events like its Scribbles to Novels Gala. The final 30% of private revenue comes from hundreds of individual donors whose gifts range from \$5 to \$100,000. These gifts are made as annual program gifts and at events. Support from individuals and corporations provide the greatest potential for increased funding. Jumpstart Massachusetts' 11-member Advisory Board is comprised of established business and community leaders, who provide connections to new corporate and individual donors. To grow

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individual giving, Jumpstart became a Boston Marathon Charity Partner, expanded the Boston Young Professionals Board, and enhanced online giving capabilities. To increase funding from corporations, Jumpstart has expanded corporate volunteer engagement opportunities, a valuable resource to corporate sponsors. Jumpstart's national Development department also raises private funding to support Jumpstart's Regional programs, like Jumpstart Massachusetts.

Jumpstart receives substantial in-kind support from national corporate sponsors, including Franklin Templeton Investments, Lakeshore Learning, Tommy Hilffiger and Pearson, which provide in-kind donations of office space, AmeriCorps member apparel, recruitment collateral, toolkits and training guides. In 2011-2012, this in-kind support totaled more than \$1.3M. Jumpstart's university partners all contribute in-kind support in the form of staff time, office space, and office supplies. As relationships with higher education partners strengthen over time and their Jumpstart program grows, their in-kind support increases. An example of this is the increased number of service-learning courses offered because of the Jumpstart experience.

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 percent 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.

Jumpstart has expertise in raising matching dollars for AmeriCorps funding, managing local government grants (such as Community Development Block Grants), and securing large gifts from individuals, corporations and foundations. Jumpstart Massachusetts has had great historical success in securing match funds: In FY10 the budgeted match was 39% and the actual match 43.7%; in FY11 the budgeted match was 42% and the actual match was 42%; and in FY12 the budgeted match was 46% and the actual match was 48%. In all, \$1,514,969 in committed support will be matched against Corporation request of \$1,515,423.

Jumpstart is a cost-effective approach for preventing the education achievement gap. The effects of maximizing a child's early learning years lasts a lifetime and benefit society as well as the individual. Nobel Prize winner James Heckman, professor of Economics at the University of Chicago, stated, "It makes sense to invest in children from disadvantaged environments... Early interventions that partially remediate the effects of adverse environments can reverse some of the harm of disadvantage and have a high economic return" (Heckman & Masterov, 2007). Research suggests that preschool interventions are the most cost-effective approach to preventing the achievement gap and the rate of return for investment in quality early childhood education is 6 to 10 percent per annum through

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better outcomes in education, health, sociability, economic productivity and reduced crime (Heckman & Masterov, 2007).

b. Budget Adequacy: The budget provides a clear and detailed description of the support required for Jumpstart's program described above. The budget for each Massachusetts' site includes the cost of a Site Manager, who is responsible for AmeriCorps member recruitment and implementation of the program. In order to increase 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. Jumpstart also includes National staff as part of the AmeriCorps grant, as National staff assists directly in regional and site-based work.

Evaluation Summary or Plan

Jumpstart recently had 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