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Executive Summary

Jumpstart Washington, DC will have 234 minimum-time AmeriCorps members who will deliver its evidence-based early-education program to 585 children in Wards 1, 2, 5, 6, 7, and 8. At the end of the 1st program year, the AmeriCorps members will be responsible for improving school readiness for 585 children by building the language and literacy skills needed to succeed in school. In addition, the AmeriCorps members will leverage an additional 500 volunteers that will be engaged in service projects that benefit preschool children and their families in the same communities.

This program will focus on the CNCS focus area of education. The CNCS investment of \$479,101 will be matched with \$345,052 in private funding.

Rationale and Approach/Program Design

2. Rationale and Approach/Program Design

a. Need: Jumpstart addresses the kindergarten-readiness education gap, which negatively impacts the future of this country's youngest learners: children between the ages of three and five. Economically disadvantaged children often start kindergarten already behind in their early academic and social-emotional skills. Less than half (48%) of children born into low-income families are ready for kindergarten at age five, compared to 75% of children from families with moderate and high income, a 27% gap (Isaacs, Brookings Institution, 2012). Specifically, children from low-income families enter kindergarten with fewer vocabulary words, and are less likely to know their letters and numbers (Heckman, 2008).

Jumpstart focuses on young learners because children who start kindergarten behind often remain behind; they are less likely to read at grade level by the third grade, which increases chances of academic difficulties in later grades, including dropping out of school before earning a high school diploma (Hernandez, 2011). A growing body of rigorous research suggests, however, that high quality early learning programs can improve kindergarten-readiness, particularly for disadvantaged children (Karoly, 2012).

In the District of Columbia, where 23% of children under the age of five live in families below the federal poverty level (Kids Count Data Center, 2012), the 2013 National Assessment of Educational Progress (NAEP) demonstrates the sustained negative impact that low socio-economic status has on reading performance. In 2013, 4th grade students in Washington, DC eligible for free or reduced-price school lunch had an average reading score on the NAEP that was 50 points lower than students not

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eligible for free or reduced-price school lunch. This performance gap is wider than it was in 1998 by 42 points. Furthermore, only 13% of students eligible for free or reduced-price school lunch met 4th grade reading proficiency standards and only 40% met 4th grade basic reading standards, compared to 86% (basic) and 61% (proficient) of students not eligible for free or reduced-price school lunch (National Assessment of Educational Progress, U.S. Department of Education).

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

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 follows developmentally appropriate practice and 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).

For 20 years, Jumpstart has consistently created measurable gains in language and literacy skills related to school readiness for young children, as well as a powerful impact on Corps members and the communities served. Every year Jumpstart conducts internal evaluations focused on its impact on children's language and literacy skills. Annually, more than 85% of children who complete the Jumpstart program demonstrate gains in overall school readiness, as measured by the Jumpstart School Success Checklist (JSSC) (Jumpstart National Evaluation report, 2013). The JSSC is a 15-question teacher rating scale developed from the HighScope Preschool Child Observation Record (COR). External studies of the internal consistency and external validity of the JSSC total scale indicated that its internal consistency is high (Cronbach's Alpha of .95 and higher); and it is moderately to strongly correlated with other prominent measures of language and literacy such as the Test of Early Reading Ability (Pearson Coefficients ranged from .47-.63 for subtest), the Get Ready to Read (Pearson Coefficient of .63) and the Get It! Got It! Go! (Pearson Coefficients ranged from .44 to .58 for subtests) (Immekus, 2011; Meyers, et al., 2011).

In addition, Jumpstart conducts annual internal and external pre- and post-test quasi-experimental studies that examine the increase of language and literacy skill development of children within the Jumpstart program, as compared to demographically similar children in preschools that do not receive Jumpstart. These results have consistently indicated that children served by Jumpstart achieve greater gains in language and literacy skills as measured by the JSSC than children who do not receive

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Jumpstart (Miller & Abrams, 2010; Miller & Abrams, 2012; Miller & Abrams, 2013).

A number of additional rigorous external research studies have been completed or are in the process of being completed evaluating Jumpstart's impact on both the children it serves and its Corps members. Through the Jumpstart Learning Collaborative (JLC), university-based researchers are recruited to conduct promising research that addresses significant questions on the processes and impact of Jumpstart on children, Corps members, and preschool partners. By engaging in this research, Jumpstart is better able to understand the program's impact, find new ways to capture its effects, and add to the body of evidence enabling it to improve and replicate its program.

A number of these studies give strong evidence for Jumpstart's effectiveness in improving children's language and literacy skills. For example, Dr. Sarah Harris at Illinois State University, conducted an experimental study that evaluated the impact of Jumpstart on participating children compared to a same classroom group of control children during the 2007-2008 school year (Harris & Berk, 2011). This study included seventy-four preschoolers from low-income families who were administered pre- and post-test measures of early literacy, school readiness, and social-emotional skills. Assessment results showed medium to large effect sizes for Jumpstart's curriculum in which participating preschool children demonstrated greater pre- to post-test gains on early reading, literacy, school readiness, and social-emotional assessment measures (TERA-3, Get It-Got It-Go, Bracken, DECA). The literacy measures showed that Jumpstart's curriculum is predictive of specific learning outcomes, such as alphabet knowledge and phonological awareness (Harris & Berk, 2011).

During the 2011-2012 school year, Dr. Adena Meyers at Illinois State University conducted a follow-up quasi-experimental study that examined the changes over time in a larger sample (n=275) of preschool children who received the full classroom delivery model compared to demographically matched children attending similar preschool programs but who did not receive Jumpstart. This study also administered pre- and post-test assessments in language, literacy, and social emotional skills (TERA-3, Get Ready to Ready-Revised, IGDIs, Challenging Situations Task, Emotion Recognition Questionnaire, Simon Says, JSSC, Bracken School Readiness Assessment, and DECA). Study results found that Jumpstart children showed statistically significant advantage in literacy development based on the Get Ready To Read -- Revised assessment, and thus show evidence of Jumpstart's effectiveness at improving literacy skills (Meyers, 2012).

During the 2011-2012 school year, Julie Dwyer, Ph.D. of Boston University conducted an impact study, "Vocabulary Instruction and Learning through Jumpstart," analyzing Jumpstart's support of vocabulary development. Dr. Dwyer found that children participating in the Jumpstart program

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increased expressive vocabulary and knowledge of vocabulary taught in the program at significantly higher levels over the course of the year than children who do not receive Jumpstart. Therefore, she concluded, "Jumpstart appears to be the type of program that can begin to narrow the vocabulary gaps that exist between children prior to school entry and to work toward providing all children with an equal chance for school success" (Dwyer, 2012, pg. 58).

Furthermore, a variety of other studies have been conducted by external university researchers, including studies examining Jumpstart's impact on children's executive functioning skills (Doan, 2013) and its impact on Corps member civic engagement, knowledge of child development, work readiness, and teamwork and collaboration skills (Hecht, 2013). 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 of 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."

c. Member Training: Jumpstart provides initial and ongoing training to orient Corps members to the community in which they serve, their preschool site, and to the service they perform. Jumpstart staff who directly oversee Corps members (called Site Managers) also provide support and supervision throughout the year through in-service trainings and regular visits to preschools.

Every year in the fall, Jumpstart Washington, DC begins with a comprehensive training and orientation program for incoming Corps members. During their very first interview, Corps members learn about AmeriCorps regulations and responsibilities (including prohibited activities), which are later reiterated during pre-service and in-service trainings. Accepted Corps members attend the Introduction to AmeriCorps session to learn about the structure of AmeriCorps, Jumpstart's partnership with AmeriCorps, and what it means to be a national service member. Corps members also take the AmeriCorps pledge.

Jumpstart's national program team, in partnership with the Jumpstart Washington, DC regional program team, has a detailed training program for Corps members 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 a pre-service component as well as ongoing trainings throughout the year. Jumpstart's pre-service training includes 25 hours of live training and three hours of self-study. It ensures that Corps members 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

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placed. Training topics include 1) Jumpstart Kickoff 2) AmeriCorps Rules and Regulations (including prohibited activities) 3) Preschool Partner/Community Orientation 4) The Jumpstart Curriculum and Session 5) Adult-Child Interactions 6) Reading with Young Children 7) Language and Literacy Development 8) Supporting Classroom Management 9) Engaging Families, and 10) Team Planning Meetings. The pre-direct service training occurs before Corps members begin their direct service with children.

Jumpstart provides an additional 22 hours of live, in-service trainings, including several citizenships trainings to Corps members throughout their year of service. 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 6) Citizenship: Jumpstart as a Social Change Agent, and 7) Life After AmeriCorps.

Jumpstart Team Leaders (typically second year Corps members who plan Jumpstart sessions, facilitate team planning meetings and lead implementation of the Jumpstart session) and Volunteer Coordinators (a Corps member who focuses on recruiting non-AmeriCorps volunteers to serve in community service activities that benefit the children and families that Jumpstart serves), attend an additional training in September with Jumpstart staff. This training develops the specific leadership and group facilitation skills needed for success in their roles.

d. Member Supervision: Jumpstart has a detailed, year-long plan of consistent supervision, observation and feedback, and in-service trainings designed to ensure that Corps members receive the high-quality support they need to have impactful, meaningful and successful terms of service. Corps members receive direct supervision from a Site Manager, as well as additional support from the Network Program Director and the Executive Director who supervises Site Managers.

Jumpstart's observation and feedback process guides Site Managers through a sequential observation and feedback continuum for focused Jumpstart session visits. Each visit concentrates on a set of quality standards and checklist items with an emphasis on quality session implementation. The Site Manager observes a Jumpstart session and afterwards provides the Corps members with feedback to acknowledge progress, highlight areas for growth, and provide a plan for improvement, if necessary. 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.

Jumpstart's weekly team planning meetings are opportunities for individual teams to plan, train, and

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reflect in small groups, as well as a way for Corps members to integrate their hands-on experiences with future service plans. Meetings involve debriefing after a Jumpstart session and preparing for the next session. They provide Corps members with opportunities to collaborate in problem solving when needed.

Site Managers provide supervision to Corps member Volunteer Coordinators. In the first month of the Coordinators' term, Site Managers monitor orientation plans on a weekly basis and provide close guidance on all assigned projects. Following the completion of the Coordinator's first month, the Site Manager schedules weekly check-ins to monitor progress on all projects and deliverables, helps problem-solve challenges as needed, and celebrates member achievement. The Executive Director and Regional office staff provides on-going support to the Corps member Volunteer Coordinators by providing pre-service training and on-going support with volunteer projects.

e. 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 become ambassadors both within their university and in the larger community. Jumpstart's goal is to ensure that Corps 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 collateral, including the Corps member uniform that they are required to wear during all service activities, and is prominently displayed throughout Jumpstart's offices and on the website. 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

3. Organizational Capability

a. Organizational Background and Staffing:

Since 1993, Jumpstart has recruited more than 28,000 Corps members to serve over 50,000 young children across the country. Jumpstart Washington, DC, which began serving high-needs children in 1998, has been managing AmeriCorps members for the past 15 years. During the 2012-13 program year, Jumpstart Washington, DC served 616 children and enrolled 259 AmeriCorps members. Jumpstart's staff structure integrates and supports AmeriCorps compliance at the national, regional

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and local level. In Washington, DC an Executive Director manages staff members who oversee the AmeriCorps program. Site Managers oversee training, compliance, and program implementation by supervising Corps members during the program year. These Site Managers report to the Executive Director who oversees the constancy and the quality of programming across the region. Site Managers also work with the Network Program Director who provides direct support for curriculum and programming needs, and acts as a liaison between the national program department and Site Managers. To prevent and detect any AmeriCorps compliance issues, the Executive Director has monthly calls with each Site Manager, conducts file checks and site monitoring visits at a minimum of once per year, and facilitates monthly staff meetings to ensure adequate support is provided. The Network Program Director supports the Site Manager team with monthly calls and trainings to ensure adequate support is provided and best practices shared. The Network Program Director provides weekly individual support to Site Managers in their first year through phone calls and coaching visits, which also focus on AmeriCorps compliance.

Jumpstart Washington, DC is led by an experienced leadership team. Elizabeth Huber, Executive Director, has a strong background in early-childhood education, national service and program management. She works closely with the program team, including the Network Program Director. She oversees 11 regional staff and Site Managers who are based at Jumpstart's university partners. Five Jumpstart Washington, DC staff members have served as AmeriCorps members through Jumpstart, Volunteer Maryland and VISTA, and are able to lead the organization with firsthand knowledge of the AmeriCorps experience.

Chief Executive Officer Naila Bolus joined Jumpstart in October 2011, bringing with her exceptional experience in growing organizations and building relationships with diverse donors and constituents, and works closely with the Jumpstart Washington, DC Executive Director. In addition, under the leadership of Senior Vice President Imari Paris Jeffries, the national Department of Field Management and Policy is responsible for providing comprehensive programmatic and operational support to all Jumpstart sites, including Jumpstart Washington, DC. Imari has a long professional history of public/national service and nonprofit leadership, including serving as the Executive Director of Friends of the Children-Boston, and the Director of Programs and Partnerships/COO for the Massachusetts Service Alliance.

b. Compliance and Accountability: Jumpstart supports and oversees its sites in Washington, DC through an infrastructure of university partners, and regional and national staff dedicated to ensuring program quality and fiscal compliance. Jumpstart's National Service Programs Department

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specifically focuses on AmeriCorps compliance and administering both the state and federal background check process. Jumpstart's national Finance Department oversees fiscal management for Washington, DC, including budgeting and contracting with university partners.

In Washington, DC the Executive Director directly supervises Site Managers who oversee the Corps members at each Jumpstart site. The Network Program Director also provides ongoing program support to Site Managers. The Jumpstart Washington, DC office ensures that all sites maintain Jumpstart's overall mission and AmeriCorps' standards of compliance. The Executive Director and Network Program Director monitor and support the program continually, culminating annually with a year-end review. At each university partner, a faculty or staff person serves as a campus champion, and represents and advocates for Jumpstart in the university community.

Jumpstart continually improves 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.

c. Past Performance: During the previous two program years Jumpstart Washington, DC met its performance measures. During that time, Jumpstart Washington, DC served a total of 1,102 children, 73% of whom demonstrated language and literacy gains between the fall and spring.

Compliance: Jumpstart Washington, DC did not experience any major compliance challenges during the previous program year. It was noted that there was some program staff turnover and moderate retention numbers, which Jumpstart Washington, DC has taken steps to address. There were also a few Corps members that were outside of the 30 days compliance and minor issues with some Corps member files, which were addressed immediately with corrective action plans.

Enrollment: Jumpstart Washington, DC achieved 110.7% enrollment of awarded Corps member slots in the 2012-2013 program year through the concerted recruitment efforts of Site Managers and with support from the Network Program Director. Site Managers recruit Corps members early in the academic year, with some conducting spring recruitment for the following school year when possible. Site Managers maintain waitlists to refill Corps member slots quickly in the event a Corps member exits service before serving 30% of his or her term. In addition, the Network Program Director focuses his 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 university partners, and the demand to serve with Jumpstart continues to grow.

Retention: Jumpstart Washington, DC experienced an anomaly during the 2012-13 program year with a retention rate of 69.5%. This lower than projected retention rate is due in large part to the

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elimination or reduction of Federal Work Study slots at university partners during the past program year. The Federal Work Study program is how many Corps members are recruited to the program and are able to serve. In addition, there were several staffing challenges during the 2012-2013 including the exit of three Site Managers, as well as the Washington, DC Executive Director and Program Director.

There is a plan in place to address retention issues for the current and future program years. All open Site Manager positions have been filled, and Elizabeth Huber, a former Site Manager at George Washington University, has been hired as Executive Director. Jumpstart is currently undertaking a strategic planning process to address the issues regarding staff turnover for future years. The strategic plan will take into account the Site Manager Role study conducted during the last fiscal year to examine the duties and responsibilities of Site Managers as well as how to best transition new Site Managers once a veteran Site Manager moves on.

A plan has also been created to increase Corps member retention in Washington DC. For instance, identifying academic opportunities to connect Corps members to service-learning, starting targeted recruitment in the spring for the next program year, utilizing support from National Program staff, shifting slots from sites that are under enrolled to those with a waitlist, working with Site Managers to increase Corps member morale through bonding activities, and offering targeted support from Site Managers and veteran Corps members to first time Corps members on topics such as time management and class scheduling. Corps member retention will be closely monitored on a weekly basis in an effort to assess the situation and act immediately in the event there are any decreases.

d. Continuous Improvement: Jumpstart Washington, DC solicits feedback from all stakeholders throughout the program year through a variety of methods: (1) Jumpstart Washington, DC staff meets with all university and preschool partners twice a year to ensure that the partnerships are working effectively (2) Jumpstart gauges the quality of child learning gains through the Jumpstart School Success Checklist (3) Corps member satisfaction and increased knowledge of early-childhood best practices are assessed through a comprehensive survey that Corps members complete three times a year, and (4) Jumpstart partners with credible outside university researchers to conduct program evaluations that measure the effectiveness of the Jumpstart program and provide Jumpstart with information needed to improve the program.

Jumpstart utilizes a balanced scorecard as a management tool that aligns organizational activities with vision and strategy, improves internal and external communication, and monitors its performance against strategic goals. The balanced scorecard aggregates the number of preschool

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classrooms served, the percentage of children served who achieve gains of at least one developmental level, and the number of Corps members who pursue work in the education field after participating in Jumpstart. Jumpstart monitors the data collected for the balanced scorecard monthly and makes adjustment as needed.

Cost Effectiveness and Budget Adequacy

4. Cost Effectiveness and Budget Adequacy

a. Cost Effectiveness: Jumpstart Washington, DC is a cost-effective program. The proposed cost per member service year is \$9,675 which is well below the AmeriCorps maximum. For 20 years, Jumpstart has worked to minimize costs and ensure that the majority of discretionary expenses are used in direct service to children from low income neighborhoods.

Jumpstart is a cost-effective approach for preventing the education achievement gap. It is the only program of its kind that leverages college students, engages community preschools and partner organizations, and involves families with a focus on kindergarten-readiness. 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 better outcomes in education, health, sociability, economic productivity and reduced crime (Heckman & Masterov, 2007).

During the 2014-2015 program year Jumpstart will continue to increase its capacity to raise funds by expanding its base of national board members, as well as by helping regional offices to develop regional boards with a fundraising focus. Additionally, a Senior Vice President of Development position has been established to guide and expand the organization's overall fundraising strategy and capacity.

In Washington, DC Jumpstart is working to sustain relationships with current funders and to seek additional funding opportunities through individuals, private foundations, and sponsorship

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opportunities such as the Marine Corps Marathon. The leadership of the Washington, DC Local Advisory Board will raise awareness of Jumpstart's work through a number of fundraising events leading up to Jumpstart's Washington, signature fundraising event, Scribbles to Novels, which last year raised \$39,925

b. Budget Adequacy: Jumpstart obtains diverse resources for program implementation and sustainability from a variety of non-government sources, primarily foundations, corporations, and individuals. Jumpstart will match AmeriCorps funds at a rate of 42%. Jumpstart Washington, DC has cash commitments from corporations and foundations, such as the Boeing Company and the Wells Fargo Foundation, as well as individual donors and fundraising events. In addition, Jumpstart's university partners all contribute in-kind support in the form of staff time, office space, and office supplies. In all, \$345,052 in committed support will be matched against its request from Serve DC of \$479,101.

Nationally, Jumpstart receives substantial in-kind support from its national corporate sponsors, including: Pearson, Tommy Hilfiger, and Franklin Templeton, among others which provide in-kind donations of office space and support, Corps member apparel, and recruitment collateral.

Evaluation Summary or Plan

Jumpstart conducts evaluations of program effectiveness using high-quality research methods. As an organization committed to continuous improvement of its program, Jumpstart uses evaluation results pertaining to child outcomes and Corps member outcomes on an annual basis to inform program improvement and development.

In order to assess child gains, Jumpstart modified the HighScope Educational Research Foundation's Preschool Child Observation Record (highscope.org), an assessment independently created and vetted by HighScope, a leading educational institution. Jumpstart's version, the Jumpstart School Success Checklist (JSSC), selects 15 items from the larger 32 item assessment that are directly related to its organizational goal of promoting school readiness skills. Both the COR and the JSSC Total Score have high reliability statistics and are valid observational measures of preschoolers' development.

An online, web-based tool is used to enter and track child outcomes. This platform is called MyImpact. Under MyImpact, Jumpstart can track the children who are receiving Jumpstart services, as well as process student scores on the Jumpstart School Success Checklist. Twice a year, Jumpstart administers the aforementioned quantitative assessment tool across its network by having preschool teachers complete it in the fall (before the program begins) and spring (after program completion).

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The pre- and post-assessment process allows Jumpstart to track a child's progress and measure impact by producing reports of aggregated data at various program levels that are available to Site, Regional, and National Staff using descriptive and inferential statistical methods in order to produce depth of understanding of programmatic effects for both program staff and Jumpstart's supporters.

Other programmatic data and feedback from program partners and Corps members are used to further enhance the curriculum and improve trainings to ensure overall program delivery increases Jumpstart's impact on Corps members and children. These data are managed in a platform called Systematically Achieving Measures (SAM). SAM makes information collected on the ground available so that it can be continuously used at varying levels of the organization to inform program implementation and development decisions.

Amendment Justification

n/a

Clarification Summary

Year 1 Budget clarification items: 2014-2015

1. Sect. III. B. Federally Approved Indirect Cost Rate - Please provide a copy of the federally approved indirect cost rate agreement.

Jumpstart does not have a federally approved indirect cost rate, but calculates 10% as the administrative contribution for all funding that Jumpstart administers. All subgrantees do have have a federally approved indirect cost rate, and a PDF copy of those rate agreements will be submitted by email. Jumpstart applies the federally approved indirect cost rate of each university to the portion of the award and match subgranted to that university.

2. There are service events included in the budget that were not described in the narrative. Please describe these events and how they relate to the program design, or remove the service event costs from the budget.

September Leadership Institute: Outside of Jumpstart's trainings for Corps members, Team Leaders and Volunteer Coordinators receive additional training specific to their unique roles. They have a specific training in September called September Leadership Institute, and the objectives for team leaders are to understand their role

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and responsibilities as a team leader; to be introduced to the skills needed to plan and implement successful Jumpstart sessions and to understand the resources available to support their work, including relationships with other team leaders, their site manager, and the regional staff who will assist them throughout the year.

Volunteer Event/Service Day Supplies: Volunteer Coordinators recruit, train and manage volunteers for service projects designed to benefit the children served in sessions and their communities. These supplies support the service of Volunteer Coordinators.

Family Involvement Event Supplies: Jumpstart seeks to involve families in Jumpstart's work to support their children's school success through ongoing, consistent communication and targeted events related to children's participation in Jumpstart and by providing opportunities for families to extend learning from Jumpstart sessions into the home whenever possible. These supplies support this aspect of the Jumpstart program.

3. There are several staff members included in the budget whose positions are not explained in the narrative. Please describe the role of these staff members as related to the member supervision and compliance and accountability, or remove them from the budget.

Associate Director, Research & Evaluation - leads JS child assessment data collection and reporting protocol

Program Director - ensures quality program implementation at his/her sites

Regional Vice President - manages regional staff/university relationships, ensures program quality

Director, National Program: - oversees vision and planning of direct service model

Manager, Program: - collaborates w/ nat'l and regional staff to implement strategies to advance JS program

Director, National Service Programs - stewards relationships with CNCS and monitors all compliance activities

Vice President, National Program - provides leadership for curriculum development, implementation and evaluation

Site Support Manager - supports sites in DC area in programmatic compliance activities

Manager of Research and Development - leads prog. development to ensure continuous improvement

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Year 1 Programmatic Clarifications: 2014-2015

1. The applicant provides a general framework for member activities, but does not provide specifics. Please provide details on the interventions that will be delivered and how the program will determine which intervention(s) each child receives.

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.

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

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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 their 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.

2. In the Member Training section, Team Leaders and Volunteer Coordinators are included as member roles but do not provide information on the exact member activities for these roles. Please describe the member activities the Team Leaders and Volunteer Coordinators will be doing.

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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 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 100 volunteers who give a total of 300 hours of service.

3. Member Training and Supervision: Specific information is not provided for the additional training that Jumpstart Team Leaders and Volunteer Coordinators receive. Please provide information on these training topics and timeline for the September training. In addition, explain how the supervision for these members is tailored based on their roles.

Outside of Jumpstart's trainings for Corps members, Team Leaders and Volunteer Coordinators receive additional training specific to their unique roles. They have a specific training in September called a Leadership Institute, and the objectives for team leaders are to understand their role and responsibilities as a team leader; to be introduced to the skills needed to plan and implement successful Jumpstart sessions and to understand the resources available to support their work, including relationships with other team leaders, their site manager, and the regional staff who will assist them throughout the year.

The objectives of the leadership institute for volunteer coordinators are to understand their role and responsibilities as a volunteer coordinator; to understand the skills they need to support successful volunteer initiatives at their sites and the tools they will use to do so and to understand the resources available to support their work, including relationships with other team leaders, their site manager, and the regional staff who will assist them throughout the year.

As this additional training is tailored to the unique and specific roles these Corps members are serving, their supervision is also tailored to these unique roles. Site Managers meet with team leaders and volunteer coordinators weekly to ensure they feel supported, to assist in any areas that it is needed,

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and to ensure all goals are being met as the year goes on.

4. The loss of Federal Work Study slots is described as a cause for low retention; but the corrective action plan does not specifically address this factor. Please describe how the program plans to address to mitigate the loss of work study slots.

Site Managers have been working with departments on campus to build and strengthen relationships and to communicate the impact of the Jumpstart program on both the college student AmeriCorps members as well as the children they serve. Jumpstart is also looking into alternatives with colleges, such as creating a service learning course around Jumpstart's program (a strategy that has been successful at some university partners). Departments Jumpstart has been reaching out to include the federal work study office, the education departments, and community service offices on campus.

5. Please explain the specific role of the campus champions in relation to the program activities and delivery.

The Campus Champions are faculty/administrators who help institutionalize the program on campus, including accessing local resources and developing the service-learning pathway. In many instances they are also the on-campus supervisors of the site managers.

6. The applicant was required to submit an evaluation report but CNCS does not have the report on file. Please submit the evaluation report.

This has been submitted.

7. Grant Start Date and Member Enrollment Period: While we will prioritize early submitted start dates in award processing, the earliest possible start date we can consider is 06/01/2014. It is not permitted for an applicant to re-submit with an earlier start date than previously submitted. Please review your desired grant award start date and member enrollment period start date in the Applicant Info section of your application. Please make any corrections necessary. In the Clarification narrative field, please enter a statement confirming the desired grant award start and member enrollment period start.

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Jumpstart intends the program start and member enrollment dates to be 9/1/14-8/31/15 as stated in the Applicant Information Page.

c. Please make the following changes in the Performance Measures screens in eGrants:

1. Please explain how you determined your target values for your outputs and outcomes.

Jumpstart uses historical data and evaluation of its program to determine target values. Additionally, Jumpstart uses national retention rates for preschool children to assist in determining Jumpstart's anticipated retention rates.

2. The application does not adequately describe how the instrument described for the outputs will track the start and completion of a student. Please clarify how this instrument will track the outputs.

There are 2 separate documents that Jumpstart uses; one to assess gains from the beginning of the year to the end of the year, and a second to track the start and completion of the children. My Impact is a system jumpstart uses to preschools, classrooms, and child attendance, and the Jumpstart School Success Checklist is used to assesses language and literacy skills. The Jumpstart School Success Checklist is a 15-question, teacher rating scale developed from the HighScope Preschool Child Observation Record (COR). External studies of the internal consistency and external validity of the Checklist total scale indicated that its internal consistency is high (Cronbach's Alpha of .95 and higher); and it is moderately to strongly correlated with other prominent measures of language and literacy such as the Test of Early Reading Ability (Pearson Coefficients ranged from .47-.63 for subtest), the Get Ready to Read (Pearson Coefficient of .63) and the Get It! Got It! Go! (Pearson Coefficients ranged from .44 to .58 for subtests) (Immekus, 2011; Meyers, et al., 2011).

3. Edit the description of the interventions to include specific activities, how the interventions are chosen for each student, and the dosage of the interventions.

Please see #1 above for explanation of the specific activities.

4. Specify the amount and type of gains that will be counted toward ED24. How do the program's

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assessment methods compare to the state requirements for assessing literacy skills and the recommendations in the 2014 CNCS Performance Measures Instructions?

The Jumpstart School Success Checklist (JSSC) provides Jumpstart with a Total Score that is compared pre- and post- intervention. As the performance measure is written to include all children who make any gains from pre- to post- intervention, the score itself extends to two decimal points, Jumpstart uses 0.01 point as a decision point for quantifying the concept of "any gains".

There is no required assessment tool in Washington DC. The guidance provided by the Office of State Superintendent of Education

(http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/OSSE_PreKindergarten_v4_0.pdf) states, "The Early Learning Standards for Pre-Kindergarten is not meant to be used as an assessment tool. Rather, programs should use an assessment system that links to their curriculum and that will provide data on children's progress in meeting the Standards."

Jumpstart's School Success Checklist consists of items that focus on language and literacy skills as well as social-emotional competencies, and aligns with the variety of preschool assessment methods in practice at Jumpstart's program partner pre-schools.

d. Strategic Engagement Slots Clarification:

1. What percentage of your slots will be targeted to recruiting members with disabilities? What is your program's plan, if any, for outreach and recruitment of members of the disability community?

Any and all of Jumpstart's Corps member slots are available to individuals with disabilities. For example, Jumpstart partnered with the National Service Inclusion Project to acquire translation services for a member who is blind. Disability inclusion language has been incorporated into Jumpstart's recruitment and application materials as to encourage potential members with disabilities to apply to participate. Jumpstart will collaborate with on-campus student groups and offices that work with a large percentage of students with disabilities to encourage applicants with disabilities. Corps members are hired and evaluated on a merit basis and no qualified individual would be excluded from participating or denied benefits of the program by reason of disability.

2. In order to increase the number of individuals with disabilities serving as AmeriCorps members, CNCS is offering applicants the opportunity to request additional MSYs to be filled by AmeriCorps

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members with disabilities.

Jumpstart is not requesting these additional slots at this time.

e. MSY with No Program Funds Attached Clarification

Jumpstart is not requesting these MSY at this time.

Follow up to Clarification b.1.--Describe what is meant by "provide teachers with classroom assistance" and explain how this member activity does not duplicate or displace staff or volunteer duties.

Classroom Assistance Time allows Corps members and program partners to work together to build stronger adult-child relationships, lower the adult-child ratios in classrooms, develop Corps members' teaching skills, and increase collaboration between teachers and Corps members. Corps members can support teachers' needs in delivering their curriculum; much like Jumpstart asks teachers to support the Jumpstart session.

During Classroom Assistance Time, Corps members are engaged in four key activities: supporting partner children, learning about children's development, supporting teachers and classrooms and gaining knowledge and experience. All of these activities are supported by and contribute to communicating and building relationships with classroom teachers. This communication and relationship development is at the center of Classroom Assistance Time success.

Corps members do not displace other staff or volunteers during this time. Teachers are still required in the classroom at all times during Corps member service. In the beginning of the school year, Jumpstart requires all program partners to sign a program partner agreement where AmeriCorps prohibited activities as well as displacement language is noted. Additionally, site managers conduct site visits throughout the year to ensure that displacement is not occurring.

Follow up to Clarification b.3.--Certify that the Team Leaders do not act in a staff capacity including, but not limited to, supervising members and program development and coordination

The Jumpstart Team Leader role is clearly defined to ensure that Team Leaders do not act in a staff capacity during their term of service. Jumpstart certifies they do not act in a staff capacity.

Follow up to Clarification c.4--I identify the specific domain(s) and indicator(s) of literacy skills

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development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument. Provide evidence that a gain of 0.01 point is a significant gain in school readiness of literacy skills as compared to students not receiving the intervention.

Jumpstart's curriculum provides deep focus on key areas of language and literacy development. Select domains and skills were identified based on recent literature demonstrating their importance in the development of emergent or early reading skills among preschool-age children.

The language and literacy domains included in the Jumpstart curriculum are oral language, books and print knowledge and phonological awareness. The associated skills are vocabulary, comprehension, alphabet knowledge, meaning and use of print, phonemic awareness and rhyme awareness.

Jumpstart's annual evaluation includes pre- and post-intervention contrasts for participant children using observational data. The children's classroom teachers in early education and child care centers provide ratings of children's skill levels at the beginning and end of the Jumpstart program. Jumpstart modified the High/Scope Educational Research Foundation's instrument, the Preschool Child Observation Record, to create a shorter version for the classroom teachers' assessments.

Jumpstart's version, the School Success Checklist, contains 15 items assessing language, literacy, initiative and social skills. Children are rated on each of the items on a scale from 1-5 (1=lowest; 5=highest). Children's average gains over the course of the program year are the primary means for measuring Jumpstart's impact on the children it serves.

High Impact Partnering's external evaluation report of Jumpstart's Washington, DC AmeriCorps program confirms that the young children who participate demonstrated gains in more language-literacy and social relations skill areas and greater gains in these areas than their comparison counterparts. The two groups' differences were statistically significant. Jumpstart has the potential to reach even larger numbers of young children from families with low incomes and help them acquire necessary school readiness skills.

Continuation Changes

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n/a

Grant Characteristics