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Executive Summary

Jumpstart's mission is to engage caring adults in service to work toward the day every child in America enters school prepared to succeed. Jumpstart AmeriCorps members work with children from low-income backgrounds in the classroom setting to build the language, literacy, social, and initiative skills that are the foundation for future school success. Jumpstart Washington, DC will recruit AmeriCorps members to work with children at preschools across the District of Columbia.

Rationale and Approach

PROBLEM

Jumpstart addresses the early achievement gap, which negatively affects the future of the District of Columbia's youngest members, children between the ages of three and five. A lack of resources in low-income neighborhoods like Anacostia, Shaw, Mt. Pleasant, Columbia Heights, Georgia Avenue, Columbia Heights, LeDroit Park/Pleasant Plains, North Capital Street and Brookland means children in these neighborhoods often enter school far behind their peers from more affluent communities (Lee & Burkham, 2002). Specifically, children from low-income, at-risk neighborhoods enter kindergarten with fewer vocabulary words, are less likely to know their letters and numbers, and score below their peers from higher-income neighborhoods in early learning and math (Heckman, 2008). The impact of this lagging start for preschool-aged children has academic consequences for them, such as a high-rate of students not reading on grade level by third grade, and long lasting implications for society, including higher dropout rates and significantly lower earning potential (Education Commission of the States, 2009; McKinsey & Company, 2009).

Jumpstart has chosen to address this problem because children who start school behind often remain behind, requiring more expensive and less effective remediation in later grades (National Research Council, 2000). The achievement gap persists through high school, leading to higher dropout rates, lower income potential, and unemployment. However, longitudinal studies have shown that quality

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preschool programs have long-term effects on education, economic performance, and crime prevention (Karoly, Kilburn & Cannon, 2005; Belfield, Nores, Barnett & Schweinhart, 2006). 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). By bringing together colleges and universities, preschools, families and communities, and providing adult-child relationships, an innovative early education program like Jumpstart can help young children overcome these disparities (Schweinhart, 2004).

There is significant documentation demonstrating the educational needs of young children in Washington, DC. The National Assessment of Educational Progress (NAEP) results for the 2009 school year demonstrate the sustained negative impact childhood poverty has on reading performance. According to the NAEP results, Over 65 percent of children who were eligible for free or reduced lunch in Washington, DC failed to meet 4th grade reading proficiency standards.

In the communities where Jumpstart operates, the failure rate for children in low-income communities is alarming. According to the DC Comprehensive Assessment System, overseen by the Office of the State Superintendent of Education, 66.08% of economically disadvantaged 3rd graders scored below proficient; this compares to only 37.70% of non-economically disadvantaged children, creating a significant gap.

Quality early education can help prevent this gap before it begins, and Jumpstart Washington, DC has demonstrated positive gains in the lives of the children we serve. 68.6 percent of Jumpstart partner children achieved higher gains than their non-participating peers, according to our annual child assessments for the 2009-2010 school year.

Jumpstart chooses the communities we serve based on several different criteria. The need for our programs is, of course, paramount; we identify preschools that are under-resourced, but still have the structure in place that will allow them to fully benefit from our trained members. Additionally, we

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consider accessibility of the communities to our college volunteers; the challenge of reaching our program partners often has an impact on retention rates and the service experience our members receive. We also consider preexisting connections between universities and communities or schools in an effort to leverage university partner relationships and strengths.

SOLUTION: AMERICORPS MEMBER ROLES AND RESPONSIBILITIES

Jumpstart delivers an early education program designed to address the skill gap between children from low-income backgrounds and their peers from more affluent backgrounds. In each neighborhood, Jumpstart convenes key partners, such as colleges and community-based preschools serving low-income families, to recruit and train college students to serve in classrooms with underserved children. These partnerships help improve children's language and literacy skills that are essential for success in school.

Enlisting AmeriCorps members (Corps members) to solve the stated problem gives Jumpstart access to a highly motivated and diverse group of individuals who champion the ideals of civic and personal responsibility. It takes a trained adult who understands the importance of the adult-child connection and is willing to perform at the highest level with the best of intentions to foster the critical relationship. Such is the connection made by individuals who take the AmeriCorps pledge.

Additionally, engaging AmeriCorps members links Jumpstart to a variety of national service organizations that strengthen its program and increase its capacity to serve more children. The power of leveraging AmeriCorps members is that it allows Jumpstart to be part of a community serving the 'whole child' and have a greater impact. It also allows Jumpstart AmeriCorps members to feel connected to the national service movement by providing additional service opportunities with other AmeriCorps programs.

During the academic year, Jumpstart AmeriCorps members serve at community-based preschools approximately 10 hours/week. This includes two, two-hour Jumpstart sessions; two to five hours of

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additional classroom service; and two hours of team and individual planning. Additionally, some Corps members also strengthen the preschool center community through service projects and family involvement activities.

The foundation of the AmeriCorps members' impact comes during the Jumpstart session. During sessions, teams of five to eight Corps members use research-based techniques and Jumpstart's unique curriculum to achieve significant gains in children's language and literacy skills. The core activities include the following six sequential elements:

Welcome: Children transition to Jumpstart from their previous activity and are welcomed to the Jumpstart session. 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. Corps members review the elements of the Jumpstart session and what comes next.

Reading: For each session plan, AmeriCorps members read a pre-selected developmentally-appropriate core storybook, which corresponds with themes presented throughout the year, to a small group of children. During the first weekly session, they 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 read using strategies that help the child reconstruct the story, build comprehension, develop oral language skills and strengthen selected vocabulary.

Circle Time: This large group learning time offers children a chance to learn in a social context. Corp Members engage the whole group in four activities that include a variety of songs, poems, and word play. Children have the opportunity to participate and practice taking turns.

Center Time: Children choose between open centers and activities, including writing, books, puzzles and manipulatives, dramatic play, and either art or science, designed to provide opportunities to reinforce children's understanding of concepts and vocabulary from the current storybook. Centers are set up with a specific set of materials and activities, corresponding to the current storybook, which are

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appropriate to support skill development.

Let's Find Out About It: This is a small group activity in which all children will participate over the course of the week. This activity builds children's conceptual knowledge and content vocabulary through discussions and exploration during a specific activity. The activity relates to the core storybook and sometimes informational books or other materials are used to build children's content knowledge.

Sharing & Goodbye: During this large group time, Corps members engage children in a dialogue about their favorite session activities by using examples of children's work and rich vocabulary to guide the conversation. Corps members also tell children what they can look forward to in the next session and conclude the session with a song.

AmeriCorps members also spend an additional two to five hours per week assisting classroom teachers, intentionally lowering the adult-child ratio in the classroom and giving children more frequent interactions with adults. Members sometimes engage children in small group literacy activities during this time as well.

Corps members also have the opportunity to serve as peer leaders by taking on the role of Team Leader. The Team Leader prepares a team of Corps members to provide Jumpstart's educational activities to young children, and communicate with families. Responsibilities include planning and implementing effective Jumpstart sessions, facilitating team meetings, and coaching fellow Corps members to use developmentally-appropriate practices with young children. The Team Leader plays a variety of roles including coach, trainer, and observer. This role is essential to Jumpstart's high-quality program.

Jumpstart Washington, DC is requesting 350 AmeriCorps members to deliver the researched backed, proven program to 592 children. Members will serve a total of 105,000 hours in Washington, DC. Site Managers will recruit them from six university partners: American University, Catholic University of

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America, Georgetown University, Howard University, the George Washington University, and one additional university partner to be determined. The service terms needed for these members are Minimum-time slots (300 hours), which allow full-time college students to serve the entire academic year, while having sufficient time to concentrate on their studies and excel in school.

AMERICORPS MEMBER SELECTION, TRAINING, AND SUPERVISION

Jumpstart works with college community service centers, cultural organizations, work-study offices, student organizations, employment centers and relevant academic departments to publicize the Jumpstart program and recruit AmeriCorps members. Faculty and staff work with Site Managers to conduct student orientations and recruitment activities, using professionally developed materials including posters, flyers, videos and Web pages.

Jumpstart conducts a rigorous interview process to ensure the best possible fit for the program.

Selection criteria include evidence of: 1) strong team-building, management, and communication skills; 2) commitment to early childhood education and children; 3) ability to represent Jumpstart to diverse audiences; 4) maturity and good judgment in relating to peers, preschool staff, and families; 5) and commitment to AmeriCorps and community service.

Jumpstart holds diversity as a high priority and ensures this value by recruiting Corps members that represent diverse racial and economic backgrounds and speak a variety of languages. Nearly half of Jumpstart's AmeriCorps members nationally are persons of color. Last year, 50 percent of Jumpstart Washington, DC AmeriCorps members were persons of color and 15 percent were bilingual.

Jumpstart also connects with work-study offices and other college departments to reach out to college students from low-income backgrounds. Locally, Jumpstart also dramatically increases gender diversity in early education with 23 percent male participation, compared to only a 5 percent national average in the Early Childhood Education field.

Once recruited, Jumpstart's ongoing training sessions and workshops provide AmeriCorps members

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with the tools to grow professionally, derive satisfaction from their service, understand the value of engaged citizenship, successfully complete their term of service, and be recognized for their contributions. Jumpstart is also building the capacity of its alumni network by launching a campaign to reconnect past members and make it easier for Corps members to stay informed about Jumpstart's work, access resources on civic engagement, and explore professional development opportunities.

AmeriCorps members also have opportunities throughout the academic year to take on alumni leadership roles as well as to benefit from peer support and feedback.

Jumpstart provides initial and ongoing training as well as a system of support and supervision to orient AmeriCorps members to the community in which they will serve, their placement site, and to the service they will perform.

Each year, Jumpstart Washington, DC delivers a comprehensive training and orientation program for incoming AmeriCorps members, as well as ongoing training throughout their terms. During their very first interview with Jumpstart, Corps members learn about AmeriCorps regulations and responsibilities, which are reiterated during pre-service and in-service trainings. This training introduces members to AmeriCorps, Jumpstart's partnership with AmeriCorps, and what it means to serve. AmeriCorps members also take the AmeriCorps pledge at this time.

Pre-service training also provides AmeriCorps members with the knowledge and skills needed to serve in a preschool classroom. Prior to classroom service, AmeriCorps members complete up to 30 hours of pre-service training on early childhood development, best practices, and specific techniques. A weekend-long training each fall, attended by Team Leaders, Site Managers, Volunteer Coordinators, and Regional Staff Members, provides Team Leaders with advanced leadership skill development.

Once pre-service training is complete, AmeriCorps members participate in ongoing, in-service training and team planning meetings. These trainings and meetings focus on two key components: (1) delivering early childhood content; (2) and ensuring Corps members have the opportunity for

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reflection and discussion around connecting what they are learning to their hands-on experiences.

Jumpstart's plan for supervising AmeriCorps members and ensuring that members receive adequate support and guidance throughout their terms is grounded in a network of faculty members, preschool teachers, Jumpstart Site Managers, and Regional Program Directors. Each Jumpstart site uses specific observation and feedback protocols and performance review processes to ensure that staff effectively manage and support AmeriCorps members. The observation and feedback process allows the Site Manager to provide teams and individual AmeriCorps members with real-time assessment of their service. First, Site Managers select an observation focus area from Jumpstart's set of quality standards and quality checklists. The Site Manager then observes a Jumpstart session and afterwards provides the team with feedback to acknowledge progress, highlight areas for growth, and provide a plan for improvement. Observation and feedback occurs at least once a month and can be followed up by a coaching visit where the Site Manager provides AmeriCorps members with real-time feedback and modeling.

Jumpstart's weekly team planning meetings are opportunities for individual teams to plan, train, and reflect in small groups, as well as a way for Jumpstart AmeriCorps 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 AmeriCorps members with opportunities to raise concerns or issues and with the space to collaborate in problem solving.

Jumpstart Washington, DC is committed to providing structured opportunities for participants to reflect on, and learn from, their service to promote a lifelong service ethic. To this end, Jumpstart provides its AmeriCorps members with several workshops on active citizenship. These workshops include themes on the meaning of AmeriCorps service, social justice, and civic engagement. There are also service days and additional service activities in the community. Jumpstart integrates the "Active Citizens: AmeriCorps In Service to America" curriculum into its training to provide AmeriCorps

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members with an understanding of the value of lifelong service, and to help AmeriCorps members develop the skills they need to become engaged and informed citizens.

Jumpstart Washington, DC intentionally designs its program to expose AmeriCorps members to civic realities. The team planning meetings provide an opportunity for reflection as AmeriCorps members learn from their service, improve their efforts, and increase their sense of civic responsibility. Beyond training, Jumpstart AmeriCorps members in the District of Columbia build life skills through their day-to-day involvement with children, families, and community members from diverse backgrounds. Jumpstart's AmeriCorps members participate in service projects that contribute to lasting change in the communities where they serve, including classroom material creation days and preschool enhancement activities. Jumpstart AmeriCorps members also facilitate and participate in a variety of events supported by other AmeriCorps programs, universities, community-based organizations, as well as national service days, like MLK Day. Jumpstart Washington, DC also organizes additional events for our AmeriCorps members throughout successfully run a citizenship training and diversity day, which leveraged the diversity of university partners to better educate our corps about the diversity within the city.

OUTCOME: PERFORMANCE MEASURES

Jumpstart expects to achieve the following annual measureable outputs and end outcomes as a result of its activities:

592 preschool-age children living in low-income communities will start in a Jumpstart program, participating in high-quality supplemental early language and literacy activities in early childhood education programs (Head Start, child care, and public prekindergarten).

521 (88% of the number who will start) preschool-age children living in low-income communities will complete participation in Jumpstart's high-quality supplemental early language and literacy program.

458 (88% of the number who will complete participation) of the preschool-age children served by

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Jumpstart will demonstrate fall-to-spring gains in literacy skills important to school readiness.

Thus, at the end of our three year grant cycle, over 1350 children will have made demonstrated gains in literacy skills through Jumpstart's program.

Jumpstart has proven systems it will use to track these outputs and outcomes. Jumpstart has a program partner feedback process that will evaluate progress toward the intermediate outcome.

Gathering feedback from program partners is important to Jumpstart to determine that satisfactory service is being provided to the children and centers where Corps members serve. Jumpstart

Washington, DC sites collect verbal feedback through meetings with program partner staff at the mid-point of the program year, and formal end-of-year data, which is collected in the final two weeks of Jumpstart sessions at the end of the program year. Site Managers also meet with center directors one-to-one, using the feedback form as a guide, to further build upon the extensive orientation session at the beginning of the year. Information gathered verbally during the mid-year feedback process is crucial for performance management and to make any mid-course program corrections that might be necessary.

Jumpstart has an outstanding track record of building high-quality systems to collect, manage, analyze, and report data to staff and supporters, and these systems will be used to assist in tracking the above outputs and outcomes. SAM (Systematically Achieving Measures) is Jumpstart's primary system for data collection and management, and is the key system for tracking Jumpstart's outputs and intermediate outcomes. For several years, Jumpstart has used this web-based information management system to streamline and centralize data collection for AmeriCorps members (including tracking hours), program partner centers, and higher education partners. SAM makes information collected on the ground available through a user-friendly reporting mechanism. Each year, with input from local staff, Jumpstart improves the functionality of the system, adding new data, reporting capabilities, and evaluation questions.

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Jumpstart's Education and Research Department tracks the Needs and Services performance measure, as well as children's end outcomes, through its online School Success Checklist tool. This tool was co-developed by Jumpstart to support the processing of child assessments at the site level. This tool enables a research-based assessment of early language, literacy, and social-emotional skills based on the High/Scope Educational Research Foundation's Preschool Child Observation Record (highscope.org). The tool also allows site, Regional, and National Staff to review children's assessment results and produce reports of aggregated data for end outcomes data reporting. Twice a year, Jumpstart administers this quantitative assessment tool across its network where preschool teachers complete the Checklist in the fall (before children begin the program) and spring (after the final Jumpstart session). The pre- and post-assessment process allows Jumpstart to track a child's progress and measure impact.

In addition to the above aligned measure, Jumpstart will also determine its impact on the two following measures, using the above systems to track outputs and outcomes: the Strengthening Communities measure will show how Volunteer Coordinators plan and implement projects that allow community volunteers to perform service activities, and the Member Development performance measure will show that by participating in Jumpstart, AmeriCorps members will attain a high level of knowledge of early childhood best practices by the spring of the Jumpstart program year, and become more effective and responsive community members and leaders.

Jumpstart ensures continuous program improvement through its quality assurance program. Quality assurance enables Jumpstart to track progress throughout the year, so it can make mid-course corrections as needed. Activities include: (1) monthly Site Manager observation and feedback, where Jumpstart staff observe and provide coaching to Corps member teams at their community-based preschool service sites; (2) at least one Site Manager observation and coaching visit per year, conducted by Regional Program Directors to support the Site Managers' development, and ensure

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Jumpstart's sites are in compliance with organizational and AmeriCorps policies; (3) and annual standards review to make sure Site Managers are effectively implementing the Jumpstart program in accordance with AmeriCorps standards. At each stage, Jumpstart addresses challenges through improvement action plans to create any necessary changes during the program year.

Jumpstart identifies strengths and weaknesses and gathers feedback through a staff reporting system. In addition to Site Managers' ongoing observation and feedback to Corps member teams and Team Leaders, Regional Program Directors provide at least one annual review to focus specifically on the Site Manager's performance in support of AmeriCorps member teams. Site Managers and Program Directors then use Jumpstart's performance improvement plan tool to create a plan around identified challenges and needs. Both receive support from Regional Executive Directors and, as appropriate, National Staff.

In addition, Jumpstart has created a National Board-level Program Committee to ensure that the organization maintains high program quality and assessment standards. This committee is composed of key Jumpstart staff, Jumpstart National Board Members, and experts in early education, evaluation, and related fields.

VOLUNTEER GENERATION

Volunteers enrich Jumpstart's impact by performing valuable service to improve the lives of the children and families. Jumpstart engages a variety of community members as volunteers who contribute their time and talent to enhance Jumpstart's service to program partners and their students. Within Jumpstart, volunteers are engaged in many activities such as directly interacting with children and families, providing needed services, and participating in special events. Engaging volunteers allows Jumpstart to inform the community about the importance of early childhood education, the ways in which Jumpstart is working to advance this cause, and how they can take action.

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AmeriCorps members can get involved in recruiting volunteers by becoming a Volunteer Coordinator. Serving eight to 12 hours per week, Volunteer Coordinators recruit, train, and manage volunteers for various Jumpstart service projects. The volunteers reflect local diversity with a balance of college students, employees from corporate sponsors, and members of the surrounding communities. Other responsibilities include organizing events, volunteer management and tracking, and evaluation of volunteer activities. As Minimum-time members, Volunteer Coordinators recruit 500 volunteers for a total of 1550 hours of service.

Volunteers are recruited through a wide variety of methods depending on the demographics of potential participants. For corporate volunteers, recruiting events are conducted at local offices to engage employees in the workplace. Volunteer Coordinators are encouraged to form relationships with inter-office contacts in charge of community service. To recruit college students, Corps members target already existing campus groups, some of which already have an early learning focus. They contact department heads and group leaders, visit key classes to give presentations, post flyers on department bulletin boards, and obtain email lists. To recruit community members, Volunteer Coordinators contact local neighborhood centers, senior centers, youth centers, and other community organizations. This targeted approach allows Corps members to tap into groups that already focus on community service and form lasting relationships that will allow Jumpstart to continue collaborating with these organizations beyond a single Corps member's term of service.

PARTNERSHIPS AND COLLABORATION

Jumpstart believes that building community and higher education relationships is crucial to sustain current program activities and expand the organization to serve more children in the future. In recent years, Jumpstart Washington, DC has partnered with over 25 different community organizations throughout the District including America Reads, Discovery Children's Theater, DC Public Schools, DC Village, Food and Friends, and many more. In Washington, DC, Jumpstart partners with thirteen

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local preschools, and collaborates in multiple citywide events each year. Jumpstart Washington, DC also works to build the program into university culture at all four of our existing sites so that, in addition to establishing strong relationships with appropriate faculty and staff, the program has support from individual college students. As Brenna Hagen, George Washington University Corps member stated, "Participation in the Jumpstart program has impacted not only my daily college experience, but my values, priorities and future professional goals. Jumpstart has allowed me to understand and contribute to the community where I live and learn." By deeply integrating the program into communities served, Jumpstart effectively builds supporters essential to its long lasting impact.

Jumpstart also values families as essential community partners, and research indicates that children benefit when strong bonds exist between families and educational institutions. Jumpstart family involvement activities build off of existing relationships between program partners and families to deepen the bonds that are so important to children's school success. Jumpstart AmeriCorps members (with the support of Jumpstart Site Managers) will continue to engage families using three components: (1) building strong relationships; (2) ongoing and consistent communication; and (3) the Jumpstart-home learning connection, which includes providing families with educational resources, activities and strategies they can use at home.

SUSTAINABILITY

Jumpstart's model of sustainability relies on the targeted populations where programs are delivered. Before Jumpstart will enter a new market, there are several key criteria that must be met to ensure the program can flourish, including: (1) a large population of preschool-aged children living in poverty; (2) limited access to high-quality early education programs; (3) presence of local champions and private funders; (4) presence of supportive, early learning school districts, nonprofits, and initiatives; (5) and existence of public funding and support for early childhood education.

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In order to ensure the capacity to raise the future increased match, Jumpstart has taken steps to enhance fundraising and operations capabilities of the organization. This includes hiring a new Chief Development Officer, restructuring and expanding the National Development team, hiring additional Development Staff in key regions, developing new approaches to marketing and cases for support, and hiring a new Chief Operations Officer to free up the CEO to focus on fundraising and external relations. Locally, Jumpstart is working to develop a sustainable portfolio of funders to ensure the long-term sustainability of its work. To meet this goal, Jumpstart Washington, DC has recently convened a local advisory board, now 8 members strong, of interested individuals dedicated to securing adequate resources to sustain Jumpstart's work. The board's work has doubled individual giving and also improved our program of corporate fundraising.

Organizational Capability

ORGANIZATIONAL BACKGROUND

Jumpstart was founded in 1993 at Yale University by 15 students who served with 15 young children at a local Head Start center. Since then, the organization has recruited more than 19,000 AmeriCorps members, and engaged over 70,000 young children. Nearly 80 percent of this growth has occurred within the last five years due to the help of local and national sponsors, and AmeriCorps funding. Last year, young children participating in the Jumpstart program gained 29 percent, or more than one developmental level, in language and literacy skills.

Jumpstart Washington, DC has been working steadily to create lasting collaborations with Washington, DC's educational institutions. Jumpstart has been operating in Washington, DC since 1997; however, we have been administering our current affiliate model since 2002 with George Washington University, followed by Howard University in 2003, Georgetown University in 2006, the University of the District of Columbia in 2007, and American University to open in January 2011. The program has grown to reach roughly 592 children each year in Jumpstart sessions by recruiting 350

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AmeriCorps members per year (189 of whom were funded through the ServeDC grant in 2009).

Jumpstart has been named one of the top nonprofit organizations in the country by Monitor Group and Fast Company and given their Social Capitalist Award for the past four years. Jumpstart also received the Committee to Encourage Corporate Philanthropy's Directors Award. And just recently, Jumpstart received the Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration that recognizes exceptional collaborative work between institutions of higher education and service organizations, which result in innovative programs that benefit communities. . Jumpstart Washington, DC is also regularly asked to present at area conference on early childhood education strategies and civic engagement, fostering a network dedicated to early childhood education in Washington, DC to address fundamental needs of preschool children. The primary contact for this grant application is sekou.biddle@jstart.org and the secondary contact is sandy.keith@jstart.org.

Jumpstart has a very diverse financial portfolio with both cash and in-kind donations, including grants from government contracts, private foundations, corporations, and individuals. At a national level, Jumpstart's current AmeriCorps funding represents approximately 35 percent (\$6.1 million) of total funding. Regionally, AmeriCorps funding constitutes approximately 44 percent (\$479,000) of its revenue.

STAFFING

Jumpstart Washington, DC will continue to manage regional operations in the District of Columbia and continue to maintain the organizational mission at each of the sites. Sekou Biddle, Jumpstart Washington, DC Executive Director, has nearly seven years of classroom experience, worked as the Director of Community Outreach with KIPP in Washington, DC, has facilitated workshops for teachers, and has been an active participant in local leadership and education coalitions. He is a serving member of the DC State Board of Education. Jumpstart Washington, DC Program Director, Katie O'Connor, recently joined Jumpstart in January of 2008 as Regional Coordinator and moved

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into the role of Associate Program Director in August 2008. She comes to Jumpstart after working at Save the Children, an international relief and development NGO, for 3 years. Prior to working at Save the Children, Katie obtained a Master's degree in International Education from George Washington University. She earned her Bachelor's in Psychology and English from South Wesleyan University, and also lived in Croatia for a year and taught English as a second language. At the campus level, each Jumpstart affiliate site is led by a full-time Site staff and a Campus Champion. At Jumpstart Howard, Kyieda Rogers (6 years with Jumpstart), manages 65 members; at Jumpstart George Washington, Kymberly Horth (new) manages 45 AmeriCorps members and served with Jumpstart as an undergraduate student at Tufts University; Chris Darragh (new) manages 45 AmeriCorps members and served with Jumpstart as an undergraduate student at University of Pittsburgh; finally, Shana Goolsby (new) manages Jumpstart University of the District of Columbia with a corps of 35 AmeriCorps members. The Campus Champions, are faculty/administrators who help institutionalize the program on campus, including accessing local resources and developing the service-learning pathway. At Jumpstart Washington, DC, Campus Champions include: Jacob Ortiz, Associate Director for Community Services and Rochelle Ford, Associate Dean, Academic Affairs & Sponsored Research at Howard University; Timothy Kane, Director, Office of Community Service at George Washington University; Phyllis Magrab, Director, Georgetown University Center for Child and Human Development; Rachel Petty, Dean, College of Arts & Sciences, and Jayson Greene, Coordinator, Office of Community-based Learning, Research and Service at the University of the District of Columbia. Programmatic support is provided to Jumpstart Washington, DC by Jumpstart's national Education and Research Department. This department manages curriculum development, Corps member training and monitoring, and impact assessment. Jumpstart engages in a comprehensive assessment program to evaluate the impact of the program on children and AmeriCorps members. Jumpstart has consistently achieved --or exceeded - its stated performance outputs and end-outcomes. Jumpstart's

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National Board of Directors consists of 17 members who meet four times per year and an executive committee that meets eight times per year during those months when the full board is not in session. The National Board of Directors shapes Jumpstart's strategic planning, approves annual operational priorities, revenue and expenditure levels, monitors programmatic and fiscal performance, employs standing committees that carry out the governing work of the Board (ex: Nominating, Finance, Program and Executive Committees), and reviews the performance of Jumpstart's CEO. Jumpstart's Senior Management team consists of five senior managers who meet on a weekly basis to review Jumpstart's progress toward goals and to ensure that Jumpstart is operating efficiently in all five regional offices. The full management team consists of the Senior Managers, all regional Executive Directors, as well as the national department heads. Periodic management retreats gather all Jumpstart managers for professional trainings and strategic planning. Jumpstart is dedicated to developing talent and hiring high-quality employees to manage its programs.

Jumpstart has successfully managed AmeriCorps funding for the past several years (including, since 1997, a National Direct grant with as many as 22 sub-grantees). Jumpstart has expertise in raising matching dollars for AmeriCorps funding, managing local government grants (such as Community Development Block Grants), and securing large, private restricted gifts from individuals, corporations, and foundations.

Jumpstart supports and oversees its sites in the District of Columbia through an infrastructure of Site, Regional and National staff dedicated to ensuring program quality and fiscal compliance. At the campus level, each site is led by at least one full-time Site Manager and a Campus Champion. Jumpstart's regional and national offices monitor site compliance with fiscal and programmatic requirements. The Washington, DC regional office supports Jumpstart sites in the District of Columbia and ensures that those sites maintain Jumpstart's overall mission and AmeriCorps standards. The Regional Executive Director manages fiscal systems, including budgeting and contracting with

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university partners, while Regional Program Directors monitor and support program via annual reviews.

Jumpstart's National Finance Department supports and monitors AmeriCorps and fiscal compliance for all sites. Members of the finance team conduct regular trainings for regional and site staff and support periodic compliance reviews. Additionally, to ensure that each site has the financial controls in place to manage an AmeriCorps grant, Jumpstart requires university partners to submit their most recent A-133 audit to Jumpstart's National Finance Department for thorough review. In November, each site provides the finance team with documentation of all Jumpstart related expenses (part of a standard periodic expense report system that Jumpstart tracks online). They conduct an extensive review, and if necessary, implement a corrective action plan.

MULTI-SITE PROGRAMS ONLY

Jumpstart's current programs in Washington, DC are based on the campuses of Howard University, the George Washington University, Georgetown University, and Catholic University of America. We will be adding American University as a site in in January 2011, and plan on adding one additional university site (to be determined) in the fall of 2011. Jumpstart currently works with 13 preschool centers. Jumpstart has a strong relationship with its current university partners. We have been successfully operating at the George Washington University for seven years, Howard University for eight years, the University of the District of Columbia for 4 years, Catholic University for 3 years, and Georgetown University for 5 years. These lasting relationships are a testament to the strength of our partnerships and programs.

Each university partner also contributes a substantial amount of in-kind support to Jumpstart's program in the form of office space, telecommunications and other support, and staff time. This year, these contributions will total more 1.2 million dollars nationally. Perhaps most importantly, universities contribute Federal Work-Study wages to support Jumpstart's Corps members. These funds

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could be used directly on their campuses, but are instead dedicated to community service through Jumpstart.

Jumpstart Washington, DC employs rigorous selection criteria when selecting new sites to ensure they have adequate programmatic and financial capabilities. In addition to identifying university partners that are committed to serving children and families in high need areas, Jumpstart targets universities that demonstrate the following: (1) a campus and community infrastructure that will support the Jumpstart program; (2) a sponsoring program and/or faculty or staff member; (3) support from the university administration, preferably from the President; (4) sufficient financial aid to be allocated to the Jumpstart program; (5) support and expertise from the university's finance department in administering grants and reports; (6) and a community liaison that has a relationship with local preschools that serve children from low-income backgrounds. Jumpstart has learned from years of experience that all six characteristics are essential to creating a long-term and sustainable university partnership.

Jumpstart Washington, DC uses equally rigorous criteria when determining appropriate community-based preschool partners. Jumpstart only partners with centers serving children and families in low-income communities. Jumpstart looks for centers that: (1) practice a curricular and educational philosophy that complements the Jumpstart educational approach; (2) have appropriately equipped preschool classrooms to host Jumpstart sessions; (3) are easily accessible by AmeriCorps members; (4) are willing to participate in Jumpstart's School Success Checklist referral and assessment processes; (5) and have staff and teachers who are excited and invested in Jumpstart's success at their centers.

Jumpstart incorporates AmeriCorps criteria into its site selection criteria and priorities, as is listed in regulation 45 CFR §2522.475:

- (a) Jumpstart ensures the quality of its national service program through consistent and codified site

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selection criteria that meet Jumpstart and AmeriCorps standards. New sites must apply to Jumpstart to demonstrate that they match its criteria. Jumpstart's highly-experienced National and Regional staff determines how well the university can support a high-quality program. This thorough vetting ensures that the site meets Jumpstart and AmeriCorps selection criteria, ensuring quality programming at every site.

(b) Jumpstart continuously develops innovative pilot programs and assesses the feasibility of replicating these innovations. Part of the yearly site selection process includes identifying a number of sites to be pilots, which test innovative program models and curricula. Pilot programs can take from two to three years to be thoroughly implemented, assessed, and if proven successful, integrated into the rest of Jumpstart's program.

(c) Jumpstart ensures sustainability of its national service program by implementing stringent site selection criteria, providing a proven and supportive organizational structure, and generating a diverse funding base. First, Jumpstart selects sites based on criteria proven to be essential to creating successful and sustainable partnerships. Second, Regional staff supports local sites, providing observation and feedback, evaluation and training. National departments support both the regions and sites, providing fundraising assistance, curriculum development, training modules, pilots to innovate programs, outcomes evaluation and analysis, and quality assurance reviews. Third, Jumpstart has a diverse funding base, complete with local and national funders. Jumpstart's revenue sources include the federal government, local government, corporations, foundations, events, and individuals. No one funding stream equals more than 40 percent of Jumpstart's revenue.

(d) Jumpstart's national service program is managed by quality leadership and is built upon long-standing programmatic success. Jumpstart's organizational leaders have backgrounds in education, nonprofit management, consulting and executive management. With their leadership, Jumpstart has performed consistently over the last five years, maintaining an average of at least 28 percent gains for

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child participants nationally.

(e) As part of the site selection process, Jumpstart Washington, DC involves educators, local leaders, government officials, colleges, universities, preschools, and members of the business community in deciding which neighborhoods are most in need of Jumpstart.

(f) In compliance with 2522.450(c)(1) through (5), Jumpstart uses local, state, and national data to target distressed communities that suffer adversely from a lack of resources and historical poverty. These areas have higher unemployment rates, suffer from environmental abuses, and have high percentages of families with low-incomes. Serving predominantly low-income communities is a key factor in choosing partner preschools.

CURRENT GRANTEES ONLY

ENROLLMENT: According to the 2009 Enrollment Rate report, enrollment last year was 109.5% of slots received. This success shows that outreach to new audiences within partner universities has been successful. Jumpstart will continue to build on this success, and is working to extend and broaden its outreach and recruitment. Jumpstart staff partner with work-study offices at partner universities to educate them about Jumpstart and find new ways to reach out to potential members. Jumpstart Washington, DC is engaging more college departments, such as Departments of Education and Teaching and Learning, and Community Service Offices, to find new audiences for recruitment. We are also excited about the new partnership with American University and one additional university partner, which will represent two new recruitment streams.

RETENTION: According to the 2009 Retention Rate report, Jumpstart had 129 member complete service, or 62.3% of its goal. Jumpstart Washington, DC takes its retention rate seriously and will continue to improve efforts to increase the number of AmeriCorps members who successfully complete their service. A key factor in this low retention rate was a vacancy in the Site Manager position at the University of the District of Columbia from February 2010 to June 2010. This caused

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significant attrition in Corps members from the University of the District of Columbia, greatly lowering Jumpstart's retention rate at that site.

To improve upon this, Jumpstart Washington, DC has committed to filling vacancies at the site level more rapidly by working with the university to ensure a smoother and more rapid hiring process. Site Manager transitions occurred over the summer at the George Washington University and Georgetown University, and both positions were filled by August so that Site Managers could begin recruiting Corps members on schedule. Jumpstart is pleased to report that initial retention in the 2010-2011 program year has been strong, and will continue to keep the commission apprised on its progress throughout the year.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS

Jumpstart is a cost-effective program. The proposed cost per member service year is \$9,690, far below the AmeriCorps maximum. For 17 years, Jumpstart has worked to keep costs minimal and ensure that the vast majority of discretionary expenses are used in direct service to children from low-income neighborhoods.

Jumpstart obtains diverse resources for program implementation and sustainability from a variety of non-government sources, primarily foundations, corporations, and individuals. Jumpstart will match Corporation funds at a rate of 34 percent. Jumpstart Washington, DC has cash commitments from several corporate sponsors, numerous foundations in the city, as well as individual donors whose annual support is committed for the long-term. In addition, Jumpstart's university partners all contribute in-kind support in the form of, for example, staff time, office space, and office supplies. As relationships with higher education partners strengthen over time, their contributions to Jumpstart typically increase. In all, \$411,468 in committed support will be matched against its request from the Corporation of \$717,728.

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Jumpstart has had great historical success in securing match funds. In order to ensure that it continues to fundraise local private dollars successfully, Jumpstart is pursuing include (1) the continued focus on sustainability by Jumpstart's Washington, DC Advisory Board, specifically on fundraising and recruitment of additional board members; (2) creating and sustaining meaningful links between Jumpstart's national, regional and local fundraising efforts in order to grow private giving; (3) and continued growth of Jumpstart's Read for the Record, a national marketing and fundraising campaign to break a world record for reading the same book to children on one day in Washington, DC and across the globe. By implementing these strategies, Jumpstart Washington, DC will increase support from individuals and raise awareness of the Jumpstart program and the importance of high-quality early education.

Jumpstart receives substantial in-kind support from its national corporate sponsors (American Eagle Outfitters, Pearson, and Franklin Templeton), which provide in-kind donations of office space and support, AmeriCorps member apparel, recruitment collateral, toolkits, and training guides. Jumpstart also receives substantial in-kind contributions from university and program partners in the form of work-study funds, office space and support, program supplies and staffing -- dollars which could be used directly on campuses but are instead dedicated toward community service because of their relationship with Jumpstart. In 2008 alone, this in-kind support totaled more than \$1.1 million, in addition to the grant support received from corporate sponsors. Corporate funding equals approximately 12 percent of Jumpstart's revenue. Jumpstart also receives support from various local and regional businesses across the country. Notable regional sponsors include Wells-Fargo, MFS Financial, Starbucks, and Staples. National corporate sponsors include American Eagle, Bright Horizons, Franklin Templeton Investments, and Pearson. Pearson, which has supported Jumpstart for the last nine years, agreed this fall to a renewed commitment, donating \$660,000 in each of the next three years.

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CURRENT GRANTEES ONLY

Jumpstart Washington, DC is also focused on continuing to develop its portfolio of local funders. In addition to support from PNC Bank, Verizon, Perennial Strategies Group, and other local corporations that consistently support Jumpstart's work, we received new commitments from Venable LLP and The Horning Family Fund to support our work in the District of Columbia.

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. In 2010-2011, Jumpstart projects federal funds will comprise only 37 percent of its total revenue. This is an exciting achievement, and Jumpstart will continue to diversify its revenue sources.

BUDGET ADEQUACY

The enclosed budget provides an adequate description of the support required for Jumpstart's program. The budget for each Washington, DC 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 often assists directly in regional and site-based work.

Jumpstart has successfully managed AmeriCorps funding for the past several years (including, since 1997, a National Direct grant with as many as 22 sub-grantees). Jumpstart has expertise in raising matching dollars for AmeriCorps funding, managing local government grants (such as Community

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Development Block Grants), and securing large, private restricted gifts from individuals, corporations, and foundations.

Jumpstart supports and oversees its sites in the District of Columbia through an infrastructure of Site, Regional and National staff dedicated to ensuring program quality and fiscal compliance. At the campus level, each site is led by at least one full-time Site Manager and a Campus Champion.

Jumpstart's regional and national offices monitor site compliance with fiscal and programmatic requirements. The Washington, DC regional office supports Jumpstart sites in the District of Columbia and ensures that those sites maintain Jumpstart's overall mission and AmeriCorps standards. The Regional Executive Director manages fiscal systems, including budgeting and contracting with university partners, while Regional Program Directors monitor and support program via annual reviews.

Jumpstart's National Finance Department supports and monitors AmeriCorps and fiscal compliance for all sites. Members of the finance team conduct regular trainings for regional and site staff and support periodic compliance reviews. Additionally, to ensure that each site has the financial controls in place to manage an AmeriCorps grant, Jumpstart requires university partners to submit their most recent A-133 audit to Jumpstart's National Finance Department for thorough review. In November, each site provides the finance team with documentation of all Jumpstart related expenses (part of a standard periodic expense report system that Jumpstart tracks online). They conduct an extensive review, and if necessary, implement a corrective action plan.

Evaluation Summary or Plan

To create a shorter assessment for the children's classroom teachers to use, Jumpstart modified the HighScope Educational Research Foundation's Preschool Child Observation Record (COR).

Jumpstart's version, the School Success Checklist, is comprised of 15 of the 32 items assessing language, literacy, initiative, and social relations skills (the full list of items is available in Appendix C

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of our full evaluation report). The Checklist relies on the teachers' observations and experiences with the children. Jumpstart chose the COR because it has been shown to have good test properties for a diverse group of children and to be helpful for engaging early childhood educators in program improvement.

Two subscales for the Checklist can be derived based on the developmental skills being assessed: language-literacy (8 items) that includes, for example, the abilities to listen to and understand speech, and identify sounds and letters; and initiative-social relations (7 items) that includes, for example, the abilities to express choices and initiate play, relate to adults and children, and resolve conflicts.

In the fall, teachers collected parent permission slips and then were instructed by Jumpstart site managers to complete a School Success Checklist for children in their classrooms. The number of Checklists completed was based on the Jumpstart session model that would be implemented and Jumpstart eligibility factors. The classroom teachers used the following guidelines to identify children who would benefit from participating in the Jumpstart program:

- * Child was between 36 and 59 months old at the start of the program year.
- * Child had excellent or good attendance at his/her early childhood center.
- * Child had limited (but not extremely limited) language, literacy, initiative, and social relations skills.
- * Child did not exhibit highly disruptive behavior in the classroom.
- * Child was not receiving special education services (or likely to) that year.

Checklist ratings were based on teachers' observations of children's skills and abilities. After the forms were completed, Jumpstart site staff entered each child's assessment and demographic information

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into Jumpstart's Online School Success Checklist tool. Site staff used this tool to generate classroom lists that indicated eligible children, children who fell outside of the desired age range, as well as children who had extremely high or low ratings. In classrooms where Jumpstart operated pull-out sessions, the teachers were instructed to offer the Jumpstart program to every other eligible child listed on the rosters starting with those with lower scores until sufficient numbers were enrolled. Those children who were not offered the program and those children whose parents refused the invitation of participation (a small proportion) comprised the comparison group.

In addition to providing Jumpstart sites with lists of eligible children, it should be noted that reserve lists including names of children whose ratings were very high or very low in the fall also were provided for each center. At some centers with small numbers of eligible children, teachers had to offer participation for pull-out and in-classroom Jumpstart sessions to the children on these back-up lists (beginning with children on the very low lists). However, data on these ineligible children were eliminated from the evaluation sample to improve the sample because the fall scores for ineligible children created non-equivalent groups and skewed the results considerably. Data on children who had dropped out of the centers before spring assessments or had too little exposure to the program were also eliminated.

Jumpstart's evaluation report presents the results of the evaluation in relation to the following questions:

1. Did Jumpstart participants and comparison group children being the program year at approximately similar developmental levels?

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2. Did Jumpstart participants demonstrate greater fall-to-spring gains than the comparison group children on a measure of language, literacy, initiative, and social relations skill development?
3. What percentage of Jumpstart participants made gains of 25 percent or greater (one development level) from fall to spring?
4. What percent of the Jumpstart participants showed greater gains than comparison group children in language-literacy and initiative-social relations?

Evaluation Results

To better understand the areas in which Jumpstart had the greatest impact, the evaluation compared the gains that children made on the two subscales of the School Success Checklist: language-literacy, and initiative-social relations skills. The subscale analysis in these school readiness domains provides a more rigorous approach to looking for evidence of the program's effect than looking at changes only in individual skill areas.

The fall 2009 Checklist results indicated that the average baseline scores for participant children were not significantly different than average baseline scores for comparisons (Jumpstart children had an average baseline score of 2.65 on the total scale, while comparison children had an average baseline score of 2.62). This finding indicates that Jumpstart and comparison children's language-literacy and initiative-social relations skills were about the same at the beginning of the program year.

To understand the dimensions of fall-to-spring change for both groups on the total scale and the two

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subscales, percentage gains also were calculated. The percentage gain assumes that a one point (1.0) gain on the scale between fall and spring is a 25 percent gain because a child at the lowest point on the scale (a rating of 1) can improve by as much as four points (to the highest rating of 5). A gain of 25 percent, or one point on each scale, is equivalent to a change of one developmental level.

Jumpstart participants' gains exceeded those of the comparison group on the total scale and both subscales. The differences between the groups' gains, however, were not statistically significant on any of the scales. Nevertheless, the majority (58%+) of Jumpstart children had gains of 25 percent or more on each of the subscales, indicating that many children advanced at least one developmental level during their involvement with Jumpstart. In addition, the majority (51%+) of Jumpstart participants had percentage gains on the School Success Checklist language-literacy and initiative-social relations subscales that exceeded the average percentage gains for the comparison group children.

Amendment Justification

n/a

Clarification Summary

CNCS CLARIFICATIONS -- APRIL 2011

Budget Clarification Items:

Section I.B. Personnel Fringe: Itemize benefits for Georgetown staff as those line items are greater than 30%.

The breakdown for fulltime Georgetown staff fringe is as follows: Defined Contribution: 8.9%, Medical and Dental Benefits: 7.2%, Social Security 5.0%, GURP 4.0%, GU-Empl Tuition Benefits 2.2%, Accrued Leave 2.0%, Medicare 1.5%, Benefits Administration 0.5%, Workers Compensation 0.6%,

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Training/Development 0.1%, Fac/Staff Assistance Program 0.1%, Unemployment Compensation 0.2%.

Section I. G. Training: No justification is necessary for Other 1 (Member Training) previously budgeted at \$400 as that was a cost associated with a site that has been removed from our budget due to the reduction in the grant amount.

Section I. C. Travel: Travel to Training event for Howard University site requiring travel outside University at \$600. Bus travel at \$300 each way, \$600 round trip for all Corps members from Howard University to full day leadership training event that has historically been held at George Mason University's outdoor retreat and training center in Fairfax, VA, known as The EDGE. Howard University department (Howard University Community Association) that hosts Jumpstart covers cost of bus travel for member travel.

Section I. I. Other Program Operating Costs: Please confirm that all staff supported by this grant have the required criminal history background checks and FBI checks.

All Jumpstart Corps members, without exception, are required to successfully complete a criminal background check. Jumpstart's human resources department manages criminal background checks for all Corps members in partnership with site managers and program directors. These checks include both a search of statewide criminal history repositories as well as the National Sex Offender Public Website.

The budget has been updated to reflect the costs of fingerprints, criminal background checks, FBI

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checks for Corps members and staff.

Provide justification in clarification summary for Course Release Tuition reimbursement line item.

\$25,393 is for a Graduate/Program Assistant tuition reimbursement at the Howard University site. This Graduate/ Program Assistant supports Howard's number of Corps members that is larger than the other DC sites. Graduate assistantship is a part-time position, at least 25 hours per week with no outside jobs. The graduate assistantship support package includes: Tuition paid per semester and additional amount is stipend. Graduate assistant tuition for Howard University is \$11,508 per semester with tuition plus associated fees. \$11,508 per semester = \$23,016 per year, and a 10-month tuition waiver and a minimum stipend of \$10,000 for master's students. The \$25,393 is a contribution to this overall package for the Graduate Assistant, which is a much lower rate of compensation than a paid employee.

Programmatic Clarification Items:

We have revised the Executive Summary to remove the specific number of AmeriCorps members.

Our desired Grant Award Start Date and member enrollment period start date are both 9/1/2011.

All Jumpstart Corps members and employees, without exception, are required to successfully complete a criminal background check. Jumpstart's human resources department manages criminal background checks for employees, and all Corps members in partnership with site managers and program directors. These checks include both a search of statewide criminal history repositories as well as the National Sex Offender Public Website.

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Per Jumpstart and AmeriCorps policy, Jumpstart conducts criminal history checks on all grant-funded staff and Corps members. Once the final rule regarding FBI checks is published, Jumpstart will ensure compliance with the new rule.

Jumpstart's 2008-2009 program year retention rate was 78.2%. As mentioned, the Program Director for Washington, DC was managing 9 sites, only 6 of which were in DC. The economic downturn also created pressures on many Corps members (especially non-traditional college students) to seek full- or part-time jobs with greater compensation.

Jumpstart's 2009-2010 program year retention rate was 62.3%. The economic recession continued to have a negative impact on Corps member retention. Some staffing changes also made this an especially challenging year for Jumpstart, with three Site Manager transitions during the program year and the Program Director still overseeing additional sites beyond those located in Washington, DC.

We have addressed these retention problems through several approaches:

- 1) The Program Director for Jumpstart Washington, DC now exclusively manages sites located in Washington, DC. This allows a higher level of support for Site Managers.
- 2) Jumpstart's new curriculum provides more support and structure for Corps members. Feedback from Corps members on the new curriculum has been positive; we anticipate that the greater satisfaction Corps members have will yield higher retention rates.
- 3) While 2010 did see staff transition, 2/3 of the replacement staff members were Jumpstart alumni.

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This characteristic decreased the attention needed in training for the program model and allowed the new Site Managers the opportunity to focus intensely on their campus community. In addition, these were individuals who could anticipate some of the retention challenges, as they had experienced first-hand the difficulties of long-term engagement.

These changes were implemented in advance of the current program year. As of April 27, our 2010-2011 program year retention rate is 84.6%, and we foresee even higher rates in 2012. As this current cohort of Site managers continue to grow as a team, so will their milieu of recruitment, training, retention, and management strategies. While we believe there is further room for improvement in our ability to support Corps members completing their term of service, this retention rate reflects the success of these increased changes.

Jumpstart members funded through this grant serve at the following preschools and early learning centers:

Bridges Public Charter School

Elsie Whitlow Stokes School

Barbara Chambers Children's Center

Rosemount Center

Banneker Head Start

D.C. Preparatory Academy- Edgewood Elementary Campus

Smothers Elementary School

Malcolm X Elementary School

H. D. Cooke E.S.

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Seaton E.S.

CentroNia

Edward C. Mazique Parent Child Center

Matthews Memorial Child Development Center

Due to the funding level and number of MSYs being considered, we have removed the summer program from our budget.

The staff roles in the budget are as follows:

Program Assistants at universities: assist the Site manager and Associate Site manager in general operational and administrative support, with strong oversight of the Site manager.

Associate Site Manager: overseen by the Site manager, the Associate Site manager assists in CM supervision and support. This includes assisting the Site manager in recruitment, training, and management of the Corps and program quality.

DC Summer Program Site Manager: We have removed this position from the budget as a result of the funding level and MSYs our grant is being considered for.

Associate Director of Marketing and Communication: develops materials related to recruitment, document templates, branding materials, and outreach materials.

Associate Director of National Programming: works to refine the overall curriculum as it relates to

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Jumpstart session activities and training materials.

Chief Executive Officer: Oversees all functions, strategy, and future aspirations of the organization.

Chief Operating Officer: Oversees all internal functions of the organization.

Director of Field Operations Support: oversees the fiscal and functional support activities across the Jumpstart network, including Jumpstart DC.

Director of National Service Programs: oversees organization activities and functions related to any and all obligations stemming from our partnership with the Corporation for National and Community Service.

Director of Operations and Systems; oversees all internal functions as they relate to the infrastructural support of the organization.

Education and Programming Manager: develop tools for the implementation of the curriculum as it relates to Jumpstart session activities and training materials.

Evaluation Coordinator: works with site staff and regional staff to implement on-site evaluation tools as they pertain to programming.

Field Operations Support Coordinator: works directly with the Director of Field Operations Support to develop and implement tools that pertain to the fiscal and functional support activities across the

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Jumpstart network.

Operations Coordinator: develops and implements tools as they pertain to the internal functions related to infrastructural support of the organization.

Operations Manager: assists in the oversight and development of certain internal functions related to the infrastructural support of the organization.

Special Projects Associate: works closely with fiscal management staff on site to ensure adequate management of the grant's fiscal requirements and reporting.

Vice President of Research and Evaluation: oversees all assessment of organizational activities relating to programs.

Web Developer and Database Administrator: works on upkeep of all online operations including our website that assists in recruitment, our intranet that maintains all operational support tools and guidelines, and SAM our internal data-keeping and processing system.

UDC is a university partner for the upcoming year. The university's omission from the list of university partners is an error in the program narrative.

Each staff member at Jumpstart is required to submit a timesheet on a bi-weekly basis. Jumpstart's timesheet system, called Journyx, is a web-based system where each person has a unique login and password. When they enter the system, they can select how they have spent their time for the last

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two weeks, whether it's off-time (PTO, sick, holiday, etc) or working time. For the working time, each of our grants has been set up in the system with a unique code, so the person would select the grant(s) they worked on and the number of hours. Once they completed the timesheet, they will submit it to their supervisor for approval. Once the supervisor has reviewed and approved the timesheet, it is processed by Human Resources. Jumpstart has electronic copies of all timesheets that have been submitted and can provide hardcopies as needed. For sub-grantees at the universities, Jumpstart requires payroll registers that show how much time grant-funded staff spend working on the Jumpstart grant. It is then verified that these reports match what is submitted for reimbursement to Jumpstart. As stated in the cooperative agreement each affiliate site signs, Jumpstart requires this documentation for the November expenses and subsequent months as needed. Only once Jumpstart receives complete documentation does Jumpstart reimburse the site.

The primary responsibility of the Campus Champion is to generate the campus-wide support necessary to launch and sustain a Jumpstart program at his/her school by building Jumpstart into the campus community and network. The Campus Champion works closely with the designated Jumpstart Regional team to bring Jumpstart to the children and families of his/her local community and ensure the long-term success of the university partnership. Additional responsibilities may include assisting with the recruitment of Jumpstart members, Team Leaders and/or Program Assistants; providing training for Jumpstart members; connecting the Site Manager to other campus and community stakeholders; and helping to secure and/or maintain financial support for Jumpstart on campus.

The primary responsibilities of the Jumpstart Faculty Advisor are to support the Jumpstart program and to advise the Jumpstart Site Manager on his/her campus, especially on issues related to program

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content and training in early childhood education and/or student leadership development. Like a Campus Champion, additional responsibilities may include assisting with the recruitment of Jumpstart members, Team Leaders and/or Program Assistants; providing training for Jumpstart members; connecting the Site Manager to other campus and community stakeholders; and helping to secure and/or maintain financial support for Jumpstart on campus.

Often, the Faculty Advisor or the Campus Champion will serve as the Site Manager Supervisor.

The following staff members charged to the grant are from the Education and Research department:

Education and Program Manager

Evaluation Coordinator

Senior Director of Education

Senior Director of National Programming

Senior Vice President of Education and Programming

Vice President of Research and Evaluation

We have adjusted our performance measures to reflect the funding and MSY amount specified in the clarification items from the Corporation.

Jumpstart defines "completing an early childhood education program" as the number of children enrolled in a preschool program who participate in Jumpstart for 120 calendar days or more.

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Jumpstart selected the values for the ED21 (output: # of students completing) and ED24 (intermediate outcome: number of children showing gains in literacy) based on our knowledge and experience with child attrition from preschool programs in which Jumpstart serves and the outcomes tracked during our annual child assessment process. While it is a very rare event that families take their children out of Jumpstart, attrition of children from preschool programs in the low-income neighborhoods we serve (due to relocation, family job changes, etc.) has typically averaged 12 percent in Washington, DC. Our selection of the target value for ED 21 is based on the past 2-3 years of data that Jumpstart has collected. For ED24, our target value is also based on data analysis from the past three years showing that high percentages of Jumpstart participants make gains in literacy skills between program year start and end.

SERVEDC CLARIFICATIONS - JANUARY 2010

Narrative

* Without including UDC, our 2009-2010 retention rate was 67%. This is a 5-point difference from the 62% retention rate including UDC. Overall, we are extremely disappointed with this rate of retention. It does not reflect a typical program year for our sites. Site Manager turnover was a major challenge, with Site Manager transitions at Georgetown (58% retention), early in the year at the University of the District of Columbia (32% retention), and also at George Washington University. These retention figures are dramatically worse than the 2008-2009 program year (down from 82% retention at both Georgetown and UDC). Site Managers, as the key point of contact for our Corps members, are responsible for building and maintaining a relationship with Corps members throughout the school

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year, and it can be difficult to ensure that Corps members finish strong and complete their hours requirement when so much transition occurs.

We have taken steps to correct this human resources challenge. Katie O'Connor, Program Director, now focuses exclusively on our program in Washington, D.C. (instead of managing sites in Washington, D.C. as well as PA) to ensure that she can provide a high level of support for each Site Manager. She has filled the 3 vacant Site Manager positions at existing sites in advance of this program year, using a hiring process that focuses on qualified applicants interested in making a longer-term commitment to Jumpstart. For example, two of the new Site Managers have experience as Jumpstart Corps members, ensuring that they have a deep understanding of both Jumpstart's program and the important role a Site Manager plays in motivating the corps at each university. The third new Site Manager has experience working with other AmeriCorps programs and has experience in supporting Corps members as they complete their term of service. We are confident that our retention will be significantly improved this year as a result of this renewed commitment.

* Our grant application includes slots and funding for our five sites currently funded by ServeDC: Howard University, University of the District of Columbia, Georgetown University, George Washington University, and Catholic University of America. In addition, it includes funding for a site at American University as well as a Jumpstart summer corps, both currently funded through AmeriCorps*National Direct. It also includes funding for a new site to be opened in the fall of 2011. The new site will be located at Trinity College or UDC Community College.

Performance Measures

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* After inspecting the order of our performance measures in eGrants, we realized that there was an error with the eGrants system causing performance measures from our previous grant to appear in the .PDF file that eGrants generates for the new grant, despite the fact that we had not included them. We have since contacted the eGrants help desk and resolved this issue, removing the erroneous performance measures. We believe that this resolves the concern about the order of our performance measures.

Please note that because we have opted-in to the National Performance measures with Education as our focus area, the 2011 Competitive AmeriCorps State RFA indicates that we should not enter any additional applicant-determined performance measures (see page 23 of the RFA). We continue to be committed to the development of our Corps members and the recruitment of volunteers to strengthen our impact, but we are not able to reflect that in the National Performance Measures available to us in the Education focus area.

Budget

Section 1: Program Operating Costs

* The role of the Associate Site Manager is to support the Site Manager in overseeing the day-to-day operations of the Jumpstart program at their site in order to ensure that Jumpstart Quality Standards are met and the program is meeting grant requirements. The Associate Site Manager will support recruitment, training and management of the program. Most sites that have an Associate Site

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Manager have a larger number of Corps members at their site which is why the extra support is needed in the form of this role.

* The role of the Program Assistant is to work with the Jumpstart staff, usually the Site Manager at the University, to support Corps members work in the classroom, trainings, administrative tasks, and other Jumpstart events on a part-time basis.

* Fringe calculations:

The discrepancy was due to the number of decimal places shown in the fringe calculations. In the list of fringe calculations to be adjusted, we have added to the decimal places in Egrants, which corrects the discrepancy.

* The word "fringe" has been added to 'Senior Director of National Programming'.

* Costs for Travel to CNCS: full amount of \$2,000 falls under national and regional expenses to allow for staff members to travel to CNCS events as necessary.

* Local travel calculation: Local travel to Jumpstart events is calculated by the average of local travel at sites with money allocated for local travel. $300+0+0+0+0+0+75+0=375$. $\$375/8 \text{ sites} = \46.88 on average.

* Member Travel costs:

Different sessions and events -- session travel money is allocated to some sites to alleviate the costs of travel to session (by Metro, bus, etc.) by Corps members as some Corps members must travel a

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distance from their University to their program partner site for session.

* \$600 under grantee for travel to training event at Howard University site. The University matches the cost of Corps member travel to an off-site training event.

* Program supplies calculation: Program supplies are calculated at a rate of \$700 per continuation team and \$1,200 per start-up team. There are a total of 38 continuation teams and 12 start-up teams. $38 \times \$700 = \$26,600$. $12 \times \$1,200 = \$14,400$. $\$26,600 + \$14,400 = \$41,000$. \$300 is also allocated to the DC Summer Program for general program supplies.

* Recruitment line item lists 7 sites because 1 out of the 8 sites does not have funds allocated for recruitment. The Georgetown site does not need or require funds for recruitment.

* Member training facilities for 8 days - \$700 is allocated under CNCS expenses for member training facilities and \$3,240 under grantee share for a total of \$3,940. For 8 training days Daily Rate is \$87.50. \$700 allocated to Howard University's site as there is a charge for the training facility. Howard University matches \$3,240 in costs for member training facilities.

* Justification for 'Other Member Training' line item cost of \$400: \$400 allocated for other member training for the DC Summer Program -- the training sequence schedule for the summer program is different than the rest of the sites which is why the training is placed in this category.

* Explanation and Calculation for Evaluation: Evaluation is calculated by \$3 per Corps member X 350 Corps members = \$1,050. On average, 3 children are served by 1 Corps member. Jumpstart

Narratives

monitors and measures children's progress through a checklist measurement tool.

* Other Program Operating Costs:

o Printing and copies has been updated to list 12 months and 8 sites. Printing: average \$18.93 per 12 months * 8 sites = \$1,817. \$1,300 in grantee for printing costs matched by University sites.

o For TB Tests, 4 sites out of 8 have funds allocated to TB Tests because of requirements at their Universities and/or Program Partners. $\$100 + \$50 + \$400 + \$79 = \$629$. \$350 for TB Tests is matched for the grantee share.

o Costs for Course Release/Tuition Reimbursement breakdown: Full amount of \$25,393 is for a Program Assistant tuition reimbursement at the Howard University site. This Program Assistant helps to support Howard's number of Corps members that is larger than the other DC sites.

o Calculations for FBI and Criminal background checks:

FBI Background Checks -- Calculated at a rate of \$18 per Corps member, $\$18 \times 350$ Corps members = \$6,300

Criminal Background Checks - $\$8.023$ per Corps member $\times 350$ Corps members = \$2,808.

Jumpstart's Human Resources Department gives us the total cost of Criminal background checks for our region and this is the breakdown cost per Corps member.

Section 2: Administrative/Indirect Costs

* Commission Fixed Amount on the CNCS Share:

In our calculation, we have combined the Commission Fixed Amount with the Corporation Fixed Amount. The 5.26% calculation includes both the 4.21% for corporation fixed amount and the 1.05%

Narratives

Commission Fixed Amount.

Continuation Changes

n/a

Performance Measures

SAA Characteristics

- | | |
|--|---|
| <input type="checkbox"/> AmeriCorps Member Population - None c | <input type="checkbox"/> Geographic Focus - Rural |
| <input checked="" type="checkbox"/> Geographic Focus - Urban | <input type="checkbox"/> Encore Program |

Priority Areas

- | | |
|--|---|
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Environmental Stewardship |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Veterans and Military Families | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 49.52

Service Categories

School Readiness/Head Start/Early Childhood Education

Leadership Development

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Each year, 234 Jumpstart college students will provide preschool literacy intervention experiences in a small group setting to approximately 398 children through Jumpstart sessions. Sessions last two hours and take place twice a week in classrooms at 13 preschools and early learning centers throughout the District of Columbia. Jumpstart defines "completing an early childhood education program" as the number of children enrolled in a preschool program who participate in Jumpstart for 120 calendar days or more.

Result: Intermediate Outcome

Result.

315 preschool-age children living in low-income communities will complete participation in Jumpstart's high-quality supplemental early language and literacy program.

Indicator: (PRIORITY) ED24: Children demonstrating gains in literacy skills.

Target :Preschool-age children (3 to 5 years old) living in low-income communities and attending early childhood education programs (Head Start, child care, and public prekindergarten).

Target Value: 315

Instruments: Literacy checklist

PM Statement: 315 of Jumpstart preschool-age children will demonstrate fall-to-spring gains in literacy skills important to school readiness.

Result: Output

Result.

350 preschool-age children will complete the Jumpstart supplemental early literacy and language program.

Indicator: (PRIORITY) ED21: Children completing an early childhood education program.

Target :Preschool-age children (3 to 5 years old) living in low-income communities and attending early childhood education programs (Head Start, child care, and public prekindergarten).

Target Value: 350

Instruments: Literacy checklist

PM Statement: 350 preschool-age children living in low-income communities will complete participation in Jumpstart's high-quality supplemental early language and literacy program. Jumpstart defines "completing an early childhood education program" as the number of children enrolled in a preschool program who participate in Jumpstart for 120 calendar days or more.

Result: Output

Result.

398 children will start the Jumpstart early education program, which provides high quality, supplemental, and developmentally appropriate early literacy and language activities twice a week during the school year.

Indicator: ED20: Children starting in an early childhood education program.

Target :Preschool-age children (3 to 5 years old) living in low-income communities and attending early

National Performance Measures

Result.

childhood education programs (Head Start, child care, and public prekindergarten).

Target Value: 398

Instruments: Literacy checklist

PM Statement: 398 preschool-age children living in low-income communities will start in a Jumpstart program, participating in high-quality supplemental early language and literacy activities in early childhood education programs (Head Start, child care, and public prekindergarten).

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Already on File at CNCS