

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ND125853	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 09NDHMA002														
<b>5. APPLICATION INFORMATION</b>																
LEGAL NAME: Jumpstart for Young Children, Inc. DUNS NUMBER: 963383377	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Karen Domerski TELEPHONE NUMBER: (617) 542-5867 535 FAX NUMBER: (617) 542-2557 INTERNET E-MAIL ADDRESS: karen.domerski@jstart.org															
ADDRESS (give street address, city, state, zip code and county): 308 Congress Street 6th floor Boston MA 02210 - 1015 County:																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 043262046	7. TYPE OF APPLICANT: 7a. National Non Profit 7b. Historically Black College or University (HBCU) Service/Civic Organization Community-Based Organization Faith-based organization 4-year college School (K-12) National Non-Profit (Multi-State) Volunteer Management Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION        B. BUDGET REVISION C. NO COST EXTENSION    D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps National	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Jumpstart National Direct															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Ann Arbor, MI Atlanta, GA Boston, MA	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/11    END DATE: 08/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 009"/> b.Program <input type="text"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 1,964,021.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 2,081,669.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 4,045,690.00</td> </tr> </table>	a. FEDERAL	\$ 1,964,021.00	b. APPLICANT	\$ 2,081,669.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 4,045,690.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 1,964,021.00															
b. APPLICANT	\$ 2,081,669.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 4,045,690.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Karen Domerski	b. TITLE: Director of National Service Programs	c. TELEPHONE NUMBER: (617) 542-5867 535														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 01/25/11														

## Narratives

### Executive Summary

Jumpstart will recruit, train and manage 1,110 AmeriCorps members to serve in low-income communities in twelve states. Corps members will serve 2,330 pre-school children through intense, yearlong, adult-child relationships. Jumpstart's AmeriCorps members help children in low-income neighborhoods build the literacy, language, and social skills they need to enter kindergarten prepared for school success.

### Rationale and Approach

#### COMPELLING COMMUNITY NEED

The community need Jumpstart will address is the achievement gap negatively impacting the future of our country's youngest citizens. Few resources in low-income areas mean children in those neighborhoods often enter school far behind their peers. Jumpstart selected this need as its focus because poverty is the best predictor of a child's failure to achieve in school. Those who start behind often remain behind, requiring more expensive and less effective assistance later on (National Research Council, 2000; Community for Economic Development, 2004), and children from low-income areas have far fewer literacy experiences at home and are less likely to master basic emergent literacy skills (National Education Center, 2000). Jumpstart also chose this need because its results show there is a workable solution to this problem. By convening colleges, preschools, families and communities, and providing one-to-one, adult-child relationships, an innovative early education program like Jumpstart can help young children overcome this disparity (Schweinhart, 2004).

Jumpstart identifies need by working with a wide range of community groups. Local staffs reach out to preschools, young-child families, educators, government officials, faith groups and businesses -- and use local crime and poverty statistics and indicators of education performance - to help identify areas most in need of Jumpstart's program. Jumpstart also taps the intellectual capital of its college partners to integrate the latest research on early education into its model.

In the interest of space, this application will highlight documented examples of need that is

## Narratives

representative across Jumpstart's communities. For example, Jumpstart at Tufts University focuses on the Greater Boston area because of the high level of poverty. 74% of public school students qualify for free or reduced price lunch, three times the state rate. Over a quarter of Boston families with children under 5 live in poverty (Boston Indicators Project, 2008). According to the 2008 Massachusetts Comprehensive Assessment System results, 71% of Boston's 3rd graders failed to receive a score of "proficient" on the reading section, nearly two times higher than the state average (MCAS Report, 2008).

This is true of Jumpstart's other National Direct sites. In Manhattan's Lower East Side, served by the NYU site, 1 of every 3 kindergarteners starts school lacking basic language, literacy and social skills, and 35% of families with children live in poverty (2000 Census). In Seattle, served by the University of Washington and Seattle University sites, over 80% of children living in poverty will enter kindergarten unprepared to succeed (Child Trends Data Bank, 2003).

### DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

Jumpstart proposes an innovative, early education program designed to address the achievement gap between low-income children and their more affluent peers. In each neighborhood, Jumpstart convenes key partners, such as colleges and Head Start and preschool centers serving low-income families, to recruit and train caring college students to work with at-risk children one-to-one. This helps improve a child's language, literacy, social and initiative skills, all essential for success in school.

During the academic year, each Jumpstart AmeriCorps member serves about 10 hours/week at a local preschool or Head Start center, including two, two-hour Jumpstart sessions; two to five hours of classroom service; and two to three hours of team planning. AmeriCorps members strengthen the preschool center community through service projects, family involvement activities and providing additional, critical resources to increase preschool quality.

The heart of the Jumpstart program is the Jumpstart session, with four elements occurring in a predictable order, using research-based, proven techniques to increase a partner child's learning and

## Narratives

skills:

1. ONE-TO-ONE READING is the central component of each Jumpstart session. The AmeriCorps member uses the Dialogic Reading Method, an interactive, research-based technique proven to support early literacy development in children from low-income backgrounds. Each member and his or her partner child read a book, chosen by the child, several times to explore the book's concepts and vocabulary. They discuss the book, and the AmeriCorps member asks the child to articulate the story and helps connect the story to the child's experiences. The AmeriCorps member supports child initiative, comprehension, vocabulary and pre-reading skills development.

2. In CIRCLE TIME, partner children and AmeriCorps members gather and practice language skills and increase peer interaction through songs, poems, word plays and games. These activities balance partner and group interactions to promote social skills. Each AmeriCorps member encourages his or her child and negotiates interactions between children.

3. CHOICE TIME supports the partner child's social engagement, exploration and independent initiative.

Each child is given space to choose an activity and direct play, while the AmeriCorps member supports choices, helps plan and reflect, helps negotiate peer conflict and engages the child through meaningful conversation. Children can also participate in a small group activity set up by AmeriCorps members.

4. The Session concludes with a RECALL period when children reflect on the day and make plans for the upcoming session. This enables children to consolidate experiences and learning and also supports family communication and engagement. AmeriCorps members talk to their partner children one-to-one about the session and encourage their children to share their experience with family.

In addition to biweekly sessions, AmeriCorps members spend two to five hours a week assisting the classroom teacher. This significantly improves the classroom adult-child ratio (from 1:10 to 1:6 or better) increasing child interactions with caring adults. This enables the AmeriCorps member to interact with his or her partner child in a full classroom, help more children, build relationships and exposes the

## Narratives

AmeriCorps member to a more robust classroom experience.

Jumpstart AmeriCorps member roles are distinct from staff and volunteer roles in concrete ways. Jumpstart AmeriCorps members deliver the program directly to a child. Volunteers provide additional, extracurricular support to Jumpstart's preschool partners. Staff build the program structure, provide evaluation, supervise AmeriCorps members, and ensure their training and continued learning. The core of the program, however, centers on the relationship between the AmeriCorps member and the child. AmeriCorps members under this grant, 1,040 minimum-time slots in total, will serve in over 75 preschool and Head Start centers. The centers are located in the following communities, and Jumpstart will recruit AmeriCorps members from the following college and university partners: Chicago (North Park University and Roosevelt University); Ann Arbor (U of Michigan); Eau Claire (Universit of WI-Eau Claire); New York (Long Island U); Camden, NJ (Rutgers U); Boston (Tufts U, Emerson College); Bridgewater, MA (Bridgewater State College) Chestnut Hill, MA (Boston College); Storrs, CT (U of Connecticut); Kingston, RI (U of Rhode Island); Atlanta (Georgia Tech); Los Angeles County (Pitzer College); Seattle (Seattle U, U of Washington); Tallahassee (Florida State U); and DC (American U, Catholic U). This includes sites from every Jumpstart region and represents a national reach.

The types of member slots Jumpstart requests align well with the program design and activities. Jumpstart's model is designed to utilize the talent and energy of full-time college students who want to serve local communities. Minimum-time slots allow Jumpstart to recruit large numbers of college students in service to preschool children. AmeriCorps members serve 300 hours over the school year, and in some cases the summer, in under-resourced preschool and Head Start centers while continuing with their studies.

Jumpstart's plan for member development, training and supervision contributes to achieving desired outcomes in the following ways:

1. NEEDS AND SERVICES MEASURE: AmeriCorps members' service, training and development are central to the school success of their partner children. Jumpstart designed its curriculum and training

## Narratives

program so that nearly any college student committed to service can be successful. Jumpstart builds trainings on a research-based, adult learning model; AmeriCorps members learn core content and apply that content hands-on. During weekly team planning meetings, AmeriCorps members reflect, share ideas and problem-solve, supported by an experienced Team Leader -- a member who facilitates an AmeriCorps member team and is responsible for leading sessions, planning and related tasks. The local Jumpstart Site Manager also supports each member's development through regular observation and feedback, coaching and modeling during sessions. These activities prepare an AmeriCorps member to help increase their partner child's skills.

2. STRENGTHENING COMMUNITIES MEASURE: To strengthen communities, Jumpstart will use AmeriCorps Volunteer Coordinators (VCs) to plan and implement projects for community volunteers. VCs receive specialized training to plan activities, recruit and orient volunteers, and deliver high-quality experiences to preschools and volunteers. Site Managers give VCs feedback through weekly check-ins, review of volunteer feedback and event debriefs. VCs have an online binder of resources and participate in group calls and e-message boards to network with other VCs.

3. PARTICIPANT DEVELOPMENT MEASURE: AmeriCorps members' primary development occurs through pre- and in-service trainings. Jumpstart's training is research-based and practical so members can participate successfully in their partner child's development. It employs a dynamic of learning and direct application that leads to a more effective service experience and a stronger and more lasting service ethic. AmeriCorps members learn early childhood best practices, put them into action, and receive experienced feedback from Site Managers. Reflection during weekly planning meetings provides additional opportunities to consolidate learning.

To ensure member compliance regarding prohibited service activities, Jumpstart provides extensive training on AmeriCorps member management to Site Managers, who take the lead in ensuring AmeriCorps members avoid prohibited service activities. Any incident is investigated, and appropriate measures, including suspension or termination, follow.

## Narratives

Jumpstart also orients its AmeriCorps members to the prohibited service activities and Jumpstart's policies. These include a commitment to quality service for children from disadvantaged neighborhoods and the importance of civic engagement and standards of behavior. The member handbook and AmeriCorps member contract, both of which are reviewed extensively during pre-service training, include information on prohibited activities.

Receiving an AmeriCorps grant will provide value to Jumpstart's existing service activities by providing unique resources and opportunities for AmeriCorps members and staff. AmeriCorps gives Jumpstart a network where the organization is able to grow and develop into a national and community service leader. Staff can attend national conferences where they learn and share best practices regarding current issues about AmeriCorps policies and other important information.

Most importantly, AmeriCorps helps Jumpstart connect its AmeriCorps members to a broader service vision. AmeriCorps provides a network where Jumpstart AmeriCorps members serve with other members during service days. It offers a framework of service and responsibility, so that members truly understand the value of life-long, engaged citizenship.

### MEASURABLE OUTPUTS AND OUTCOMES

Jumpstart will achieve the following measurable outputs and outcomes:

The Needs and Services measure will show that completion of the Jumpstart program leads to an increase in early literacy, language, initiative and social skills for partner children. National Direct sites will benefit 926 children with one-to-one services and 3,400 children through classroom enrichment. Children served one-to-one will experience 25% gains in the above skills.

The Strengthening Communities measure will show how Volunteer Coordinators (VCs) plan and implement projects that empower community volunteers to perform service activities. VCs will recruit volunteers to participate in preschool and Head Start center enhancement projects, classroom materials creation days, community events and Days of Service. Jumpstart will also engage volunteers in Jumpstart's Read for the Record (a national public awareness and reading campaign).

## Narratives

The Participant Development performance measure will show that by participating in Jumpstart, AmeriCorps members will increase their knowledge of early childhood best practices, and that by using national service training content, Jumpstart will educate members on effective and responsive engaged citizenship. Jumpstart will also implement citizenship training so AmeriCorps members learn civic engagement and the traits of effective leaders.

Jumpstart has an outstanding track record of building high-quality systems to collect, manage, analyze and report data. SAM is the name of Jumpstart's system for data collection and management. For the past five years, Jumpstart has used this web-based information management system to streamline and centralize data collection for AmeriCorps members (including tracking hours served toward AmeriCorps awards), preschool centers and college partners. SAM makes information at each site available nationally through a user-friendly reporting mechanism.

### PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

Jumpstart evaluates its progress toward meeting its goals through a proven process led by Jumpstart's Education Department. Jumpstart tracks its Needs and Services performance measure and childhood outcomes through its School Success Checklist, a 15-item assessment of early language, literacy, social and initiative skills based on the High/Scope Educational Research Foundation's Preschool Child Observation Record ([highscope.org](http://highscope.org)). Twice a year, Jumpstart administers this quantitative assessment tool across its network. The pre- and post-assessment process allows Jumpstart to track a child's progress, measure impact, and improve content and delivery. Teachers at preschool partners complete the Checklist in the fall and spring. The fall pre-assessment gives baseline data on children's skill levels and provides a statistically reliable way of selecting children for participation. In the spring, preschool teachers complete the checklist again. At the end of the program year, the fall and spring scores are compared to assess the program's impact on children's development, and staff review results to ensure improvement.

Jumpstart uses several strategies to track progress toward meeting the Community Strengthening and



## Narratives

Membership Development performance measures. Site Managers collect surveys and responses from program partners, universities and community members to ensure that Jumpstart is meeting its goals. Regional or national staff can view reports in SAM on one site, multiple sites, states, regions or nationally.

In addition, Jumpstart has created a national board-level Program Committee to ensure that the organization maintains high program and assessment standards. This committee, composed of key Jumpstart staff and board members, as well as experts in early childhood education, evaluation, literacy and related fields, provides Jumpstart staff with technical assistance for assessment and program design.

Jumpstart ensures continuous program improvement through its quality assurance system. This provides definitions of program quality and quality assurance activities, including: 1) monthly Site Manager observation and feedback, which provides coaching to member teams; 2) Regional Program Directors observation and coaching visits to support Site Managers' development and ensure Jumpstart and AmeriCorps policy compliance; 3) yearly standards review to ensure Site Managers effectively implement Jumpstart and AmeriCorps standards; and 4) comprehensive reviews, one per site every three years, where Jumpstart staff complete an in-depth, broad review of site performance. At each stage, Jumpstart addresses challenges through improvement action plans.

Jumpstart will identify strengths and weaknesses and gather feedback through a staff reporting system. As stated, Site Managers provide ongoing observation and feedback to teams and Team Leaders to provide immediate assessment of their service. Regional Program Directors provide semi-annual reviews to focus on Site Manager's performance supporting member teams. Site Managers and Program Directors then use the performance improvement plan tool to create and document a plan to improve identified weaknesses and needs. They receive support from Regional Executive Directors and, as necessary, national staff.

### COMMUNITY INVOLVEMENT

## Narratives

Jumpstart involves the communities it serves in identifying and addressing local needs by collaborating with educators, government officials, colleges, preschool and Head Start centers, local community members and business leaders to find which neighborhoods most need early education support. Staff research statistics on educational performance, poverty rates, crime and other indicators of at-risk preschool populations. Once Jumpstart identifies a need for improved early education services, it leverages connections with college partners, such as Rutgers University and the University of Connecticut, to reach out to community preschools in targeted, at-risk neighborhoods. Jumpstart then selects preschools through an extensive application process that generates additional detailed information about the needs of local children and families.

Jumpstart is involved with stakeholders and partners both nationally and locally to help with planning and organizational support. On the national level, Jumpstart works with Citizens Schools, Pre-K Now and America Forward, among others. Locally, Jumpstart works with a large variety of groups, including First Book, America Reads, United Way, Raising a Reader, Teach for America, as well as local community leaders, centers and governments. Jumpstart also benefits locally from its participation in statewide partnerships and coalitions. In Seattle, staff serve on two work groups for the Seattle Early Education Collaborative. In Boston, staff work with Countdown to Kindergarten, and Thrive in Five, an initiative of the Boston mayor.

Jumpstart values families as essential community partners and provides them with multiple opportunities to help identify community needs. Jumpstart AmeriCorps members (with Site Manager support) will continue to engage parents and guardians by organizing meetings and events, often at partner preschool and Head Start centers, that provide families with trainings and resources. Through outreach events, opportunities to review assessments and invitations to speak with staff, families will remain engaged in Jumpstart, its local delivery and implementation.

Jumpstart will continue to engage its community partners and stakeholders, in particular colleges and preschool partners, during the three-year program period through annual program planning and

## Narratives

implementation. Each year, Jumpstart solicits feedback surveys from preschool and Head Start partners to seek out their ideas and gauge satisfaction. Team Leaders talk almost daily with teachers and center directors about ways to improve service. Site Managers engage college partners through Campus Champions (faculty or staff that advocate for Jumpstart within the university). Site Managers are housed at the college and maintain a strong university presence, building ongoing partnerships with key academic departments, centers, schools and offices. Regional Executive Directors also stay in regular contact with college partners and solicit their ideas during planning and throughout the year.

### RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

Jumpstart will build on other national and community service programs by taking advantage of trainings and collaborative opportunities. Trainings and resources, including those available through the national service resource center website, enable staff to improve performance and use ideas from other organizations. As one of the largest part-time AmeriCorps programs, Jumpstart assists other service programs as well. Staff are frequently asked to speak about management strategies and program innovations at national and state events. For example, Program Directors presented on long-term volunteer recruitment and retention at the 2007 National Conference on Volunteering. National staff regularly present at the National Association for the Education of Young Children Conference, the International Service-Learning Research Conference, and National Head Start Research Conference. Jumpstart staff also mentor new AmeriCorps programs at the request of the Corporation for National and Community Service.

In addition to trainings, Jumpstart has established partnerships with a number of AmeriCorps funded organizations locally and plans to continue these collaborations over the next three years. One example is our Washington D.C. program, where Jumpstart partners with CentroNia, an AmeriCorps funded program. Jumpstart D.C. also organizes the annual Collaborative Volunteer Event, which engages community volunteers in a day of service, including AmeriCorps funded programs such as Turning the Page. Jumpstart D.C. also works with Teach for America, another AmeriCorps program, on a pilot

## Narratives

collaboration to support each organization's programs.

Another example is Jumpstart at the University of Virginia, whose volunteers worked with Habitat for Humanity for the Martin Luther King Jr. Day of Service. AmeriCorps members helped construct homes alongside the families who are going to receive these houses, including a family of a Jumpstart child participant.

### POTENTIAL FOR REPLICATION

Jumpstart designed its AmeriCorps program to be highly replicable, and sustainable replication has always been a priority. Since its founding in Connecticut, Jumpstart has grown to serve 20 states and the District of Columbia. Jumpstart uses an affiliate model; it can be replicated anywhere with a higher education partner. Jumpstart provides the university with its high-quality curriculum, training and technical assistance, funding support, branding and marketing. The partner provides Jumpstart with office space, materials, recruitment support, faculty oversight, access to federal Work-Study funds and Site Managers to manage the program on campus. The model's ease of implementation and cost-effectiveness has enabled Jumpstart to replicate to nearly 80 colleges in just 15 years.

Jumpstart is recognized as an organization with effective and efficient national replication. It has grown its national network of college affiliate partners by 7-15 partners per year since 2000. Jumpstart regional staff identify potential university partners in key markets based on a number of factors, including proximity to communities of need and service mission. Following multiple conversations, representatives from potential college partners complete an application, which requires universities to determine the host department, structure and requested budget for the new Jumpstart program. Jumpstart's Regional Executive Director and the National Field Operations Team review each application following set criteria. Senior managers select new sites in the spring prior to the program's launch, and new partners immediately enter into Jumpstart's standardized site management and support structures.

To support replication, Jumpstart standardizes and distributes its program in a format easily available

## Narratives

for all of its regions and sites. The key staff tool for growth and replication is the online Site Management Binder. Available to all staff, this resource provides hundreds of documents, templates and instructions on how to set up and operate a site.

National Direct sites are a central piece of Jumpstart's national growth strategy. One example is St. John's University in Brooklyn. Since St. John's University's partnership began in 2003, the program has doubled in size from 40 to 80 AmeriCorps members. Such successes have helped grow six sites in New York to create one of Jumpstart's largest urban programs.

### Organizational Capability

#### SOUND ORGANIZATIONAL STRUCTURE

Jumpstart was founded in 1993 at Yale University by 15 students who served one-to-one with 15 young children at a local Head Start center. Since then, the organization has recruited 14,000 AmeriCorps members, engaged nearly 60,000 young children and grown to serve more than 350 preschool and Head Start centers in 20 states. Nearly 80% of this growth occurred within the last five years with the help of local and national sponsors and AmeriCorps. Last year, young children participating in the Jumpstart program gained 29% in language, literacy, emotional and initiative skills.

Jumpstart has successfully managed AmeriCorps funding for several years (including, since 1997, a National Direct grant with as many as 21 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 monitors its grant management and fiscal position each year through an annual audit by independent, external auditors. Jumpstart's latest audit shows its ongoing ability to effectively manage multiple grants and sites. Although still in negotiation, Jumpstart's latest I.G. Audit had findings of less than .5%. This signals that Jumpstart is very compliant, has strong oversight, and has strong fiscal and programmatic internal controls.

For example, Jumpstart Seattle launched in 2003 with its first site at the University of Washington.

## Narratives

The site started as a Learn and Serve site with 28 AmeriCorps members. The program now serves five preschool and Head Start centers in Seattle with 75 AmeriCorps members. Jumpstart Seattle has achieved key accomplishments, tripling the AmeriCorps members recruited and becoming a key supporter for local communities: one of Jumpstart Seattle's lead staff is a member of a citywide collaborative, making recommendations for the future of early education in Seattle.

Jumpstart supports and oversees each site 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. Each regional office supports its sites and ensures those sites reflect Jumpstart's mission and AmeriCorps standards. The Regional Executive Director manages fiscal systems, including budgeting and contracting with university partners, while Regional Program Directors provide programmatic monitoring and support.

Jumpstart's National Finance Team oversees and monitors AmeriCorps and fiscal compliance for all sites. Members of the Finance Team conduct regular trainings for regional and site staff and engage in periodic compliance checks. To make sure each site has the financial controls in place to manage an AmeriCorps grant, college partners submit their most recent A-133 audit to Jumpstart's National Finance Team for thorough review. Finance also requires source documentation of all Jumpstart related expenses (part of a standard periodic expense report system tracked online), conducts an extensive review, and if necessary, implements a corrective action plan. The Finance Team follows up with sites as necessary to ensure corrective action plans are followed and that the site is meeting fiscal performance requirements.

Jumpstart employs rigorous selection criteria when selecting new sites to ensure they have adequate programmatic and financial capabilities. Jumpstart targets universities that demonstrate: 1) a community infrastructure that will support the Jumpstart program; 2) a sponsoring program and/or faculty or staff member; 3) support from the university administration; 4) sufficient financial aid to be

## Narratives

allocated to the Jumpstart program; 5) assistance from University Finance in administering grants and reports; 6) a community liaison with ties to local preschools that serve children from low-income backgrounds; and 7) a commitment to helping underserved communities. Jumpstart has learned from years of experience that these characteristics are essential to creating a sustainable partnership.

Jumpstart uses equally rigorous criteria to determine appropriate preschool and Head Start partners. Jumpstart only partners with centers serving children and families in low-income communities. In addition, Jumpstart looks for centers that: 1) practice an educational philosophy that complements the Jumpstart educational approach; 2) have appropriately equipped preschool classrooms to host Jumpstart sessions; 3) are either full or half day preschools; 4) are accessible by AmeriCorps members; 5) are willing to participate in Jumpstart's assessment processes and 6) have staff and teachers who are invested in Jumpstart's success.

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 selection criteria that meet Jumpstart and AmeriCorps standards. New sites must apply to Jumpstart to show they match its criteria. Jumpstart's experienced national and regional staffs then determine how well the university can support a quality program. This thorough vetting ensures that the site meets Jumpstart and AmeriCorps selection criteria and ensures a quality program.

(b) Jumpstart continuously develops innovative pilot programs and assesses the feasibility of replicating these innovations. Part of the yearly site selection process includes selecting sites to pilot innovative program models and curricula. It can take two to three years to implement, assess, and if successful, integrate pilots into Jumpstart's national 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

## Narratives

and sustainable partnerships. Second, regional staffs support local sites, providing observation and feedback, training and coaching, and technical assistance. National departments support regions and sites with fundraising assistance, curriculum development, training modules, pilots, outcome evaluation and analysis, and quality assurance. Third, Jumpstart has a diverse funding base of local and national sources including federal and local government, corporations, foundations, events and individuals. No funding stream exceeds 40% of total revenue.

(d) Jumpstart's national service program is managed by quality leadership and is built on past programmatic success. Jumpstart's leaders have backgrounds in education, nonprofit and executive management, and consulting. With their leadership, Jumpstart has performed consistently over the last five years, maintaining an average of at least 25% gains for child participants nationally while growing the program by an average of 20%.

(e) Jumpstart engages residents of the communities it serves in the design, leadership and operation of the program. As part of the site selection process, Jumpstart involves educators, local leaders, government officials, colleges, universities, preschools and business community members in deciding which neighborhoods most need Jumpstart.

(f) In compliance with 2522.450(c)(1) through (5), Jumpstart uses local, state and national data to target distressed communities that suffer 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. For example, in St. Louis, 20% of families have incomes below poverty level (2000 Census) and a third of St. Louis children live in poverty (kidscount.org). This is representative of Jumpstart's National Direct sites, and serving low-income communities is a key factor in choosing Jumpstart preschool and Head Start centers.

Jumpstart is able to achieve key accomplishments because of the support of its National Board of Directors, Senior Management Team, and Regional Advisory Boards. Jumpstart's National Board consists of 20 members who meet four times per year. The National Board is responsible for appointing



## Narratives

a chairperson who ensures consistently high board performance; shaping strategic planning, operations and growth; approving annual operational priorities, performance standards and budget levels; monitoring programmatic and fiscal performance, and reaching an agreement with the President on needed corrective actions; employing standing committees that carry out the detailed governing work of the board; and reviewing the President's performance.

Jumpstart's Regional Advisory Boards (RAB) -- one per region - have added significant resources and capacity toward effectively managing growth, fundraising, management and program quality. Each RAB consists of a diverse group of volunteer members, including representatives from Jumpstart's local and regional corporate and foundation sponsors, as well as local businesses, leading state and local educators and higher education representatives.

Jumpstart's National Education Department supports Jumpstart sites by managing curriculum development, AmeriCorps member training and monitoring, impact assessment, and research and development. Senior Vice President Kim Davenport manages the Education Department. She and her team are responsible for the creation and quality of Jumpstart's model, including educating and supporting the entire network on Jumpstart's educational approach, training, assessment, research and curriculum implementation. Each year, the Education Department conducts a comprehensive assessment to evaluate Jumpstart's impact on children and AmeriCorps members.

President James Cleveland oversees Jumpstart's operations, leading the Senior Management Team and representing Jumpstart externally. In his six-year career at Jumpstart, James has served as the Executive Director of Jumpstart's Northeast and Central Regions, and as Chief Operating Officer. Before Jumpstart, James was a Regional Manager for SCORE! and InsideTrack. James is supported both by Benjamin Mahnke, who as Vice President of Finance and Administration, oversees the Finance, Human Resources, Operations and Technology departments, and Erin Cox-Weinberg, Vice President of Field Operations, who oversees the implementation and expansion of the Jumpstart program nationally.

Jumpstart's Senior Management Team consists of the President and the four national Vice Presidents

## Narratives

who meet weekly to review Jumpstart's progress toward goals and ensure that Jumpstart is operating efficiently. The full Management Team consists of Senior Managers and the Regional Executive Directors. Tri-annual management retreats gather all Jumpstart managers for professional trainings and strategic planning. Jumpstart regional staffs hold regional retreats each year to assess the network at the local level, to ensure that there is sufficient capacity to implement Jumpstart's program and to align goals. Jumpstart staff attend state commission Program Director trainings and conference calls to receive technical assistance and share best practices.

Jumpstart's infrastructure provides multi-layer financial and programmatic technical assistance, creating connections between sites and staff to carry out Jumpstart's overall mission at the sites. Each Site Manager is provided with a set of regional and national trainings, technical assistance and ongoing support to ensure program quality. Jumpstart's national and regional offices provide orientation to each new Site Manager through a series of self-studies, conference calls and a four-day new staff orientation at Jumpstart's headquarters. During the year, all Site Managers participate in weekly check-ins with regional Program Directors, as well as bi-weekly conference calls among local Jumpstart sites. This allows Jumpstart to identify and respond to ongoing training and technical assistance needs, and additional trainings and conference calls are provided on staff request. AmeriCorps compliance is reviewed during check-ins, calls and visits as needed.

To further drive quality, local implementation and consistency across sites, Jumpstart documents all of its best practices, effective tools and resources in its Site Management Binder, mentioned previously. This online resource library, updated annually, offers guides and tools for planning, training AmeriCorps members, implementing sessions, developing strong and sustainable partnerships with local preschools, and meeting all AmeriCorps compliance standards.

Jumpstart places a special focus on supporting the needs of new sites during their first year of operation. Experienced Field Operations staff, the Regional Executive Director, and Program Directors provide extra coaching and oversight to site staff and Campus Champions during a new site launch. The

## Narratives

Campus Champion also helps a new Site Manager navigate college systems and resources to ensure success.

Jumpstart Site Managers provide financial and programmatic orientation and technical assistance to each preschool partner. They make monthly visits to each preschool and conduct consistent feedback sessions with directors and teachers to ensure that Jumpstart is meeting their needs. Preschools also occasionally ask Jumpstart to provide trainings for families on strengthening literacy at home.

### SOUND RECORD OF ACCOMPLISHMENTS AS AN ORGANIZATION

Jumpstart recruits and supports a diverse group of volunteers who increase organizational capacity each year. For example, Jumpstart asks preschool directors, teachers, family representatives, campus staff, researchers, early education experts, faculty, donors and community organizers to volunteer time and resources to help Jumpstart craft goals, strategies and implementation plans. This past year, Jumpstart engaged more than 4,000 volunteers in service; more than 1,500 at National Direct sites. One example is Roosevelt University in Chicago, where Dirkson Middle School volunteers helped a Jumpstart preschool partner by recycling old books and preparing new books for the next year.

Another key volunteer opportunity is Jumpstart's Read for the Record Campaign. The Campaign's goal is to create national public interest in early education and engage a larger audience in service. Activities include readings, volunteering at preschool and Head Start centers, book drives and public events where families read together. Last year, Jumpstart recruited thousands of volunteers who helped organize and implement nearly 3,000 events. Every site took part in this opportunity to reach out to new volunteers.

Jumpstart promotes the growth and development of local and national partnerships by bringing neighborhoods together and fostering connections between key community stakeholders. In fact, Jumpstart is regularly asked to present at area conferences and join local committees or consortia addressing early education issues. For example, Jumpstart's Site Manager at the University of Rhode Island sits on the state's Head Start board. By involving key stakeholders in its work, Jumpstart encourages these organizations to work together to address the needs of young children and to help

## Narratives

solve the problem of school readiness in low-income communities. Jumpstart also enables corporate partners to make meaningful connections to their communities, creating a network of caring individuals dedicated to the well-being of at-risk youth.

Jumpstart's success has not gone unnoticed. Jumpstart won the Cause Marketing Forum's Halo Award for Jumpstart's Read for the Record; Bank of America's Neighborhood Builder Award; the Jimmy and Rosalynn Carter Partnership Award for Campus-Community Collaboration; the Committee to Encourage Corporate Philanthropy's Directors Award; the Fast Company/Monitor Social Capitalist Award every year since the award's inception in 2004; and has received a Four-Star rating from Charity Navigator for efficiency and fiscal integrity.

Staff are regularly asked to serve in their communities and are identified for their contribution. Jumpstart was asked to serve on the America Forward coalition ([americaforward.org](http://americaforward.org)). Jumpstart Boston staff were invited to serve on the Mayor's Task Force on Early Education, the Commonwealth Legislative Seminar, LeadBoston (strengthening local leaders), and two Jumpstart staff members have recently served as Schott Fellows (Massachusetts early childhood education policy). In California, local staff serve on a county-wide early education task force. Jumpstart AmeriCorps members also excel in their communities, and one was even presented with the President's Volunteer Service Award by President Bush.

Jumpstart's corporate partners receive recognition with their work with Jumpstart as well. In the past year, Pearson, for its work with Jumpstart, received the Boston Business Journal's Education Partner of the Year award and the Corporation for National and Community Service's Corporate Spirit of Service Award.

While fundraising is always a challenge for non-profit organizations, Jumpstart's university partners, corporate partners and local supporters have enabled the organization to match AmeriCorps dollars each year since 1997. Each of Jumpstart's college partners provides a significant amount of financial and in-kind support to the operation of Jumpstart on their campuses. This includes federal Work-Study

## Narratives

dollars for AmeriCorps members during their service, time and benefits of faculty and staff members who are involved in the management of the program, as well as office space for the Site Manager and space for training. For example, in 2008-09, City University of New York committed \$75,200 in Work-Study funds, while NYU committed \$180,000 of Work-Study funds to AmeriCorps members.

Jumpstart has been very successful in securing its AmeriCorps match requirement. The required match for the National Direct grant for both FY07 and FY08 was \$1,063,977. Jumpstart surpassed that amount by just over \$200K in FY07 and almost \$300K in FY08. Two of Jumpstart's major corporate partners, American Eagle Outfitters and Pearson Education, provide substantial in-kind contributions (AmeriCorps member uniforms and textbooks) that help fulfill this match.

### SUCCESS IN SECURING COMMUNITY SUPPORT

Jumpstart has created strong collaborations that increase the quality and reach of Jumpstart's services. Lasting collaborations with university, preschool and Head Start partners are central to this reach. For example, the site at CUNY is in its 11th year. St. John's has been a partner since 2002, URI Kingston since 2003, and the Tufts partnership is its 15th year. Jumpstart National Direct sites are proud to work with more than 75 high-quality Head Start, faith-based and community-based early childhood centers. As stated above, Jumpstart is a strong partner in community and local government initiatives, receiving commendations for the community collaborations staff helped build and partake in.

Jumpstart's non-financial support from community stakeholders has grown over time because Jumpstart engages a wide variety of stakeholders in its work. Examples of non-financial support from colleges include: mentors for preschool teachers, access to students or staff members as potential volunteers, advice on Jumpstart's research agenda, and strategic guidance on Jumpstart's program, curriculum and delivery. Preschool partners support Jumpstart by hosting it in their centers throughout the year, orienting AmeriCorps members to the center and local community, coaching them during their classroom service, providing space and resources for sessions, and offering feedback on how Jumpstart can improve. The scope and breadth of these partnerships differ based on the unique needs and

## Narratives

resources in each Jumpstart community. At the University of Connecticut, examples of preschool partners include: East Connecticut Vernon Head Start, Hockanum Valley Child Development Center, Indian Valley YMCA Preschool and Mansfield Discovery Depot. Partners at URI Kingston include: A Place To Grow, Beautiful Beginnings, CANE Child Development Center, In- Town, South County Community Action Head Start, Wakefield, and South County Community Action Head Start, Westerly.

### Cost Effectiveness and Budget Adequacy

#### COST EFFECTIVENESS

Jumpstart is a cost effective program. The cost per member service year will be \$8,857, well below the AmeriCorps maximum. Historically, as sites mature, Jumpstart has been able to lower its cost per MSY as college partner commitment and AmeriCorps member numbers grow. For 15 years, Jumpstart has worked to keep costs low and ensure that discretionary expenses go to direct service with children from low-income communities.

Jumpstart obtains resources for program implementation and sustainability from a variety of non-government sources, primarily foundations, corporations and individuals. All university partners contribute in-kind support including staff time, office space and program supplies. As relationships with college partners strengthen over time, contributions to Jumpstart typically increase. Corporate and foundation funding alone equals approximately 41% of private revenue.

Jumpstart receives support from local and regional businesses across the country, its four national corporate sponsors (Pearson, Sodexo, Starbucks and American Eagle) and its five Read for the Record sponsors (Hyatt, Penguin, Leap Frog, Sirius-XM Radio and Hanna Andersson). National sponsors contributed significantly to Jumpstart's match, last year: Pearson at \$298,660, American Eagle at \$136,334 and Starbucks at \$41,424. In particular, Pearson, which has supported Jumpstart for the last eight years, agreed this fall to a renewed commitment, donating \$1 million each year for the next three years.

Jumpstart has had great success in securing match sources and has exceeded its projected match in

## Narratives

recent history: (FY04 Budgeted Match: 56.97%/Actual Match: 60.40%; FY05 Budgeted Match: 45.77%/Actual Match: 49.49%; FY06 Budgeted Match: 44.63%/Actual Match: 50.77%; FY07 Budgeted Match: 41.62%/Actual Match: 44.72%).

To build on this success, Jumpstart will 1) continue to focus on sustainability by Board of Advisors, specifically on fundraising and recruitment of additional board members; 2) create and sustain meaningful links between national, regional and local fundraising efforts to increase private giving; and 3) continue to grow Jumpstart's Read for the Record. Through these strategies, Jumpstart will increase individual support and raise awareness of Jumpstart and the importance of quality, early education. Jumpstart receives substantial in-kind support from its national corporate sponsors (American Eagle Outfitters, Pearson, Sodexo and Starbucks), who provide in-kind donations of office space and support, AmeriCorps member apparel, toolkits, and training guides. Jumpstart also receives substantial in-kind contributions from university and program partners in the form of Work-Study funds, office space and support, program supplies, and staffing -- dollars which could be used for college programs but are instead dedicated toward community service because of their relationship with Jumpstart. In 2008 alone, college and corporate in-kind support totaled more than \$1.1 million. Corporate funding equals about 25% of Jumpstart's revenue.

Jumpstart's plan to increase its share of costs and diversify its non-federal revenue sources has been successful. In the past, total government support equaled as much as 45% of its revenue. Although these funds proved highly effective in bringing Jumpstart to more children, creating a diversified funding base will create a more sustainable program. In 2008-2009, Jumpstart projects federal funds will comprise only 37% of its total revenue. This is an exciting achievement, and Jumpstart will continue to diversify its revenue.

### BUDGET ADEQUACY

The enclosed budget provides an adequate description of the support required for Jumpstart's program. The budget for each site includes the cost of a Site Manager, who is responsible for AmeriCorps member

## Narratives

recruitment and implementation of the entire program. In order to increase retention and ensure program continuity, Jumpstart's Site Managers are full-time employees, eligible for benefits. The budget includes the cost to train all AmeriCorps members, and costs for assessment and evaluation activities related to performance measure outcomes. Jumpstart also includes some national staff as part of the AmeriCorps grant, as national staff often assist directly in regional and site-based work.

### Evaluation Summary or Plan

The full evaluation report has been sent electronically with this application.

### Amendment Justification

N/A

### Clarification Summary

Clarification Items for 2010-2011 Grant Clarification Period

Budget Items:

4. Match used for this grant cannot be used to match any other grant. Please clarify how Jumpstart verifies that match collected from sites and sub-grantees is not used to match any other grant (i.e., is it in the MOU between Jumpstart, subgrantees and sites?) You may provide a narrative response to this in the "Cost Effectiveness and Budget Adequacy" section of the narrative.

For Jumpstart's site and sub-grantee match, an cash and in-kind match form is collected from corporations/university partners. For corporate in-kind match, such as Pearson toolkits and American Eagle uniforms, Jumpstart receives in-kind forms for all the items donated strictly to Jumpstart. The in-kind form notes that this donation is not used as match on any other grant. We then allocate that in-kind donation based on how many toolkits/uniforms each site received. For Jumpstart's university match, the site's cooperative agreement indicates that the match is required for running the Jumpstart program at each site and that this match cannot be used on any other federal grant. We check that the site is on target with their required match when they submit their reimbursement request to Jumpstart



## Narratives

each month.

5. All salary match from subgrantees must be documented by ?personnel activity reports or equivalent documentation (i.e. timesheets)?. Non-profit subgrantees must follow 2CFR Part 230 regulations regarding time and attendance and University subgrantees follow 2CFR Part 225. Please clarify that Jumpstart collects these reports and how often documentation is collected by Jumpstart. You may provide a narrative response to this in the "Cost Effectiveness and Budget Adequacy" section of the 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 two weeks, whether it's offtime (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 are 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.

7. State how Jumpstart documents the fringe benefit match and state how often documentation is

## Narratives

collected. You may provide a narrative response to this in the "Cost Effectiveness and Budget Adequacy" section of the narrative.

For Jumpstart's fringe, a download is provided from the payroll vendor for each bi-weekly pay period which details all the tax deductions which were taken out. That information is then uploaded to Jumpstart's financial system, Financial Edge, so that reports can be printed as needed. For other fringe including health, dental, worker's compensation and 401k, Jumpstart receive monthly invoices for this and then allocates it to the person and project based on how much time each person spends on each project/grant. This allocation is done for each pay period and is uploaded into Financial Edge. For sub-grantees, Jumpstart requires that they provide fringe documentation for the month of November as stated in the cooperative agreement each affiliate site signs. Only after the information is verified that it matches what was submitted for reimbursement does Jumpstart reimburse the site. Jumpstart reserves the right to ask for other periods of documentation as needed.

8. Verify that Jumpstart collects in-kind forms for all other match. If a site does not receive funding and only receives a member, their salary match can be documented by an in-kind form to Jumpstart periodically, but should be supported with time and activity sheets. If Jumpstart funds the grant with \$, time and activity sheets must document both the Salary paid with CNCS funds and the Salary match. You may provide a narrative response to this in the "Cost Effectiveness and Budget Adequacy" section of the narrative.

For Jumpstart's site and sub-grantee match, an cash and in-kind match form is collected from corporations/university partners. For corporate in-kind match, such as Pearson toolkits and American Eagle uniforms, Jumpstart receives in-kind forms for all the items donated strictly to Jumpstart. The in-kind form notes that this donation is not used as match on any other grant. We then allocate that in-

## Narratives

kind donation based on how many toolkits/uniforms each site received. For Jumpstart's university match, the site's cooperative agreement indicates that the match is required for running the Jumpstart program at each site and that this match cannot be used on any other federal grant. We check that the site is on target with their required match when they submit their reimbursement request to Jumpstart each month.

12. Verify if Jumpstart has collected updated indirect cost agreements from sub-grantees to document the request for Federally Indirect Cost Rates totaling \$613,060 in the grant. You may provide a narrative response to this in the "Cost Effectiveness and Budget Adequacy" section of the narrative.

At the start of every fiscal year, Jumpstart collects, reviews and updates posted documentation for all sub-grantee Universities wishing to use their indirect cost rate agreements. They are filed electronically and reviewed annually.

17. Section I. Other Program Operating Costs: the cost of background checks for corps members are included, but there are no costs for background check for grant funded staff. Please explain how these costs will be covered.

The costs of background checks comes out of Jumpstart's general operating pool which is funded by other sources of revenue.

Programmatic Items:

1. A higher cost/MSY is being requested for FY2010 than in FY2009. Although the application narrative describes the new curriculum Jumpstart is implementing in FY2010, it is unclear why a higher cost/MSY is needed. The narrative explains that the higher cost/MSY is due to the higher intensity of

## Narratives

the curriculum, training and number of books involved. However, this brief explanation does not provide sufficient information to justify the higher cost/MSY. Please provide the following information:

- a. Explain how much additional training is being given to members over FY2009.

An increase in the amount of time is not required but the scope and sequence of Corps member training has been revised to adequately prepare Corps members so that they can successfully understand and implement our new curriculum and delivery model. In crafting our new session plans for this curriculum, Jumpstart has intentionally included strategies and tools to prepare Corps members for the excitement, energy, and opportunities for problem-solving that abound in an early childhood setting. As the set-up of the classroom environment is an important part of the curriculum, it is the job of Corps members to organize and structure materials and activities so that children have opportunities to figure things out, to practice skills, and to gain new knowledge. Training for Corps members now includes opportunities to practice session activities, using the specific materials that must be used (e.g., Jumpstart "core storybooks, song charts, specific puzzles, etc.), so that they can understand how to successfully implement sessions with children and respond to each of their developmental levels and interests. Increased costs are due primarily to the increased goals of children served directly, the increased number and type of materials and books, and the support materials for session preparation for Corps members.

- b. Explain why the "higher intensity curriculum" results in increased costs. Is this because of additional training sessions and training materials needed for Corps members?

Higher intensity curriculum calls for a higher intensity support system for those implementing the session with children. This curriculum is based on a specific set of materials and books that are needed

## Narratives

for training and ongoing support. In addition, Corps members are not asked to spend additional time in their preparation of session, per se, but are asked to complete a longer list of activities during their preparation. Increased costs are due primarily to the increased goals of children served directly, the increased number and type of materials and books, and the support materials for session preparation for Corps members.

c. Explain how many additional books are needed for FY2010 as compared to FY2009.

In 2009 and before, Jumpstart's curriculum would not specify which books were used in session. We could suggest certain books and would frequently provide activities that could be used in conjunction with a certain book, but if that book was not available the session would be implemented. In our new curriculum, each session plan revolves around a pre-selected "core storybook". The core storybook directly connects to the overall "unit theme" (units are comprised of three-four weeks of session) and serves as the inspiration for many of the learning activities included in the session plan. One book serves as the focus for two sessions. All children read and experience the same core storybook. Research supports that certain kinds of learning require some explicit explanations and instruction. All components in the curriculum now, from the organization and flow of the session, to the core storybooks used, to the additional materials that support session activities, are carefully selected to support an overarching sequence of skill development related to Jumpstart's new language and literacy domains of oral language, books and print knowledge, and phonological awareness. Therefore, each Corps must have a copy of each core storybook to read and refer to throughout each of Jumpstart's 20 weeks of session. Each Corps member must be supplied with, therefore, at a minimum, 20 core storybooks. Supplementary books are also encouraged, but are often provided by the hosting community partner or the public library.

## Narratives

2. Jumpstart's North Park and Eau Claire sites will be replaced by 40 slots to expand in TX (at Texas Tech University and to open a new site at Eastfield Community College, 14 slots to expand in Chicago (at Northwestern University, Roosevelt University and DePaul University) and 23 slots to expand at the University of Washington.

### Clarification Items for 2011-2012 Grant Clarification Period

#### Budget Items:

a. There is no budgeted amount for living allowance. Explain how costs for member living allowances will be covered

All Jumpstart Corps members are college students serving part time. Most students receive Federal Work Study (work study costs are not included as part of the budget).

b. Personnel Fringe Benefits: please itemize.

Itemization for fringe benefits for staff on the grant with a fringe benefit rate greater than 30% are as follows:

#### Rutgers:

Site Manager (34.6%): FICA/Medicare (6.68%), Health (22.15%), Pension (3.69%), Sick Leave (.28%), Worker's Comp (1.31%), Tuition Remission (.3%), State Unemployment (.08%), State Disability (.25%), Prior Year Adjust & Rounding (-.14%)

Campus Champion (34.6%): FICA/Medicare (6.68%), Health (22.15%), Pension (3.69%), Sick Leave (.28%), Worker's Comp (1.31%), Tuition Remission (.3%), State Unemployment (.08%), State Disability (.25%), Prior Year Adjust & Rounding (-.14%)

Site Manager Supervisor (34.6%): FICA/Medicare (6.68%), Health (22.15%), Pension (3.69%), Sick Leave (.28%), Worker's Comp (1.31%), Tuition Remission (.3%), State Unemployment (.08%), State

## Narratives

Disability (.25%), Prior Year Adjust & Rounding (-.14%)

Other Site Staff (34.60%): FICA/Medicare (6.68%), Health (22.15%), Pension (3.69%), Sick Leave (.28%), Worker's Comp (1.31%), Tuition Remission (.3%), State Unemployment (.08%), State Disability (.25%), Prior Year Adjust & Rounding (-.14%)

### CSU Dominguez Hills

Site Manager (32%): FICA (8.14%), SUI (1.57%), Worker's Comp. (.77%), Vac. Accrual (4.10%), Retirement (0.00%), Medical (14.58%), Dental (1.62%), Vision (.26%), Life (9.6%)

Campus Champion (32%): FICA (8.14%), SUI (1.57%), Worker's Comp. (.77%), Vac. Accrual (4.10%), Retirement (0.00%), Medical (14.58%), Dental (1.62%), Vision (.26%), Life (9.6%)

Office Manager (32%): FICA (8.14%), SUI (1.57%), Worker's Comp. (.77%), Vac. Accrual (4.10%), Retirement (0.00%), Medical (14.58%), Dental (1.62%), Vision (.26%), Life (9.6%)

### University of Southern California

Site Manager (34%): Social Security (7%), Retirement (9%), Health (9%), Dental (1%), Disability (0%), Worker's Comp (1%), Sabbatical (1%), Employee Termination (1%), Staff Counseling/Development (1%)

Campus Champion (34%): Social Security (7%), Retirement (9%), Health (9%), Dental (1%), Disability (0%), Worker's Comp (1%), Sabbatical (1%), Employee Termination (1%), Staff

Counseling/Development (1%)

Site Manager Supervisor (34%): Social Security (7%), Retirement (9%), Health (9%), Dental (1%), Disability (0%), Worker's Comp (1%), Sabbatical (1%), Employee Termination (1%), Staff

Counseling/Development (1%)

### Temple University

Site Manager (33.9%): Health and Life (14.25%), FICA-OASDI (5.1%), FICA-Medical (1.45%), Pension

## Narratives

(7.19%), Employee Tuition (.59%), Worker's Comp (.63%), Unemployment (.34%), Retirement (3.24%), Study Leave (.7%), Benefits Management (.42%)

Campus Champion (33.9%): Health and Life (14.25%), FICA-OASDI (5.1%), FICA-Medical (1.45%), Pension (7.19%), Employee Tuition (.59%), Worker's Comp (.63%), Unemployment (.34%), Retirement (3.24%), Study Leave (.7%), Benefits Management (.42%)

Other Site Staff (33.9%): Health and Life (14.25%), FICA-OASDI (5.1%), FICA-Medical (1.45%), Pension (7.19%), Employee Tuition (.59%), Worker's Comp (.63%), Unemployment (.34%), Retirement (3.24%), Study Leave (.7%), Benefits Management (.42%)

### University of Pittsburgh

Site Manager I (31.40%): FICA (6.41%), Retirement (7.95%), Health Insurance (11.67%), Tuition Remission (1.81%), Life/Disability (.54%), Unemployment (.3%), Worker's Comp. (.8%), Post Retirement Med. (1.92%)

Site Manager II (31.40%): FICA (6.41%), Retirement (7.95%), Health Insurance (11.67%), Tuition Remission (1.81%), Life/Disability (.54%), Unemployment (.3%), Worker's Comp. (.8%), Post Retirement Med. (1.92%)

Site Manager III (31.40%): FICA (6.41%), Retirement (7.95%), Health Insurance (11.67%), Tuition Remission (1.81%), Life/Disability (.54%), Unemployment (.3%), Worker's Comp. (.8%), Post Retirement Med. (1.92%)

### University of Rhode Island

Site Manager (63.20%): SS FICA (6.2%), Med. FICA (1.45%), Staff (.14%), State (4.54%), Retirement (9%), BOG Med. Ret. (4%), Health \$19,035.12

Campus Champion (35.80%): SS FICA (6.2%), Med. FICA (1.45%), Staff (.14%), State (4.54%), Retirement (9%), BOG Med. Ret. (4%), Health \$19,035.12



## Narratives

Other Site Staff (58.9%): SS FICA (6.2%), Med. FICA (1.45%), Staff (.14%), State (4.54%), Retirement (9%), BOG Med. Ret. (4%), Health \$19,035.12

### Florida State University

Site Manager (54.10%): FRS Pension (10.77%), SS (6.2%), Medicare (1.45%), Worker's Comp. (.7%), Terminal Leave (1.3%), Health Care: \$12,760

Associate Site Manager (62.9%): FRS Pension (10.77%), SS (6.2%), Medicare (1.45%), Worker's Comp. (.7%), Terminal Leave (1.3%), Health Care: \$12,760

Campus Champion (52.3%): FRS Pension (10.77%), SS (6.2%), Medicare (1.45%), Worker's Comp. (.7%), Terminal Leave (1.3%), Health Care: \$12,760

### University of Washington

Site Manager I (30.6%): Healthcare (12.2%), Supplemental Ret. (4.2%), Medicare (1.4%), Social Security (5.4%), Public Employees Ret. (1.0%), University Specific Ret (5.7%), Worker's Comp (.4%), Unemployment (.3%)

Site Manager II (30.6%): Healthcare (12.2%), Supplemental Ret. (4.2%), Medicare (1.4%), Social Security (5.4%), Public Employees Ret. (1.0%), University Specific Ret (5.7%), Worker's Comp (.4%), Unemployment (.3%)

Site Manager III (30.6%): Healthcare (12.2%), Supplemental Ret. (4.2%), Medicare (1.4%), Social Security (5.4%), Public Employees Ret. (1.0%), University Specific Ret (5.7%), Worker's Comp (.4%), Unemployment (.3%)

Campus Champion (30.6%): Healthcare (12.2%), Supplemental Ret. (4.2%), Medicare (1.4%), Social Security (5.4%), Public Employees Ret. (1.0%), University Specific Ret (5.7%), Worker's Comp (.4%), Unemployment (.3%)

Fiscal Manager (30.6%): Healthcare (12.2%), Supplemental Ret. (4.2%), Medicare (1.4%), Social

## Narratives

Security (5.4%), Public Employees Ret. (1.0%), University Specific Ret (5.7%), Worker's Comp (.4%), Unemployment (.3%)

### University of Connecticut

Site Manager (55.7%): FICA-Medicare (1.42%), FICA-SS (6.01%), Group\_Life(.14%), Medical (14.18%), Worker's Comp (.89%), Retirement (33.99%), Unemployment (.09%), Under Recovery (-.97%)

Campus Champion (34.8%): FICA-Medicare (1.4%), FICA-SS (5.71%), Group\_Life (.06%), Medical (16.61%), Worker's Comp (.89%), Retirement (9.57%), Unemployment (.09%), Under Recovery (.51%)

Faculty Advisor (34.8): FICA-Medicare (1.4%), FICA-SS (5.71%), Group\_Life (.06%), Medical (16.61%), Worker's Comp (.89%), Retirement (9.57%), Unemployment (.09%), Under Recovery (.51%)

Other Site Staff (36%): FICA-Medicare (1.4%), FICA-SS (5.71%), Group\_Life (.06%), Medical (17.81%), Worker's Comp (.89%), Retirement (9.57%), Unemployment (.09%), Under Recovery (.51%)

### Texas Tech

Site Manager (38%): FICA (4.3%), Retirement (8%), Unemployment (.5%), Medicare (2%), Worker's Comp (3.4%), Tuition Remission (4.1%), Health Care \$7,332

### UCLA

Site Manager (32%): Retirement Matching (4%), OASDI (6.05%), Medicare (1.41%), Health (14.10%), OPEB Health Ins. (4.38%), Life Ins. (.13%), UCNDI (.2%), Worker's Comp. (.8%), Unemployment Ins. (.43%), Dental (.65%), Vision (.39%), Employee Supp. Prog. (.36%)

Clarification regarding Corps member numbers in the national performance measures:

There are 2 additional Corps member roles beyond the Corps members that Jumpstart recruits to serve directly with children. These Corps members are not counted as part of the National Performance

## Narratives

Measure number, which is why the 1,029 Corps members Jumpstart has requested are not all accounted for. The additional roles are Team Leaders and Volunteer Coordinators. Team Leaders support a team of 8-10 AmeriCorps members and do not serve directly with Jumpstart children. Responsibilities include organizing sessions, facilitating team meetings, and coaching members to use developmentally appropriate practices with young children. In the 2011-2012 program year, Jumpstart anticipates there will be 144 Team Leaders. Additionally, each Jumpstart site also has 1-2 Volunteer Coordinators who help expand Jumpstart's mission by recruiting volunteers and organizing Jumpstart service projects. These Corps members do not directly serve with children. In the 2011-2012 program year, Jumpstart anticipates there will be 22 Volunteer Coordinators. The total of 166 Team Leaders and Volunteer Coordinators make up the balance of the 1,029 Corps members that are not accounted for in the Education Standard Performance Measure.

### Continuation Changes

New Site Locations:

Jumpstart proposes to add eight sites to the 2011-2012 National Direct grant. These include higher education partners in Los Angeles and San Francisco, California, New Jersey, Illinois, and Pennsylvania. Because Jumpstart is applying for new AmeriCorps grants in Illinois and Washington, D.C., several sites will be transferred off of the National Direct grant. As a result, the aforementioned sites will only add an additional 70 minimum-time AmeriCorps slots, or 14.8 MSYs, increasing the total minimum-time slots for this proposal to 1,110, or approximately 235 MSYs.

Justification for Expansion:

Jumpstart is working to serve more children through its "School Success for All" initiative, based on the initiative's success in the Roxbury neighborhood of Boston. School Success for All combines Jumpstart's supplemental low-cost, high-impact literacy program and strong university partnerships with intensive outreach to community and government stakeholders. The goal of School Success for All is to unite Corps members, schools, nonprofit and faith-based organizations, volunteers, neighbors, and

## Narratives

government leaders in realizing transformational achievement across entire neighborhoods. In order to achieve Jumpstart's mission of every child in America entering school prepared to succeed, Jumpstart has targeted several neighborhoods across the United States where Roxbury's success can be successfully replicated. To bring Jumpstart's proven program to each and every child in target neighborhoods and implement this initiative, Jumpstart must maximize existing infrastructure, strong community partnerships, and additional AmeriCorps members. By expanding its presence in key emerging markets, Jumpstart can collaborate with community partners to turn Corps member-child relationships into large scale impact. This proposal highlights four major metropolitan areas -- Chicago, San Francisco, Los Angeles and the Greater New York City area (including New Jersey) -- where Jumpstart is scaling up its program.

Achieving School Success for All requires Jumpstart to efficiently allocate resources in cities with potential for deeper impact. In some cases, efficiency means choosing not to renew certain AmeriCorps state commission grants in order to better manage grants where Jumpstart seeks to work on a larger scale, usually in cities where Jumpstart maintains a regional office. Pennsylvania, whose two sites are being transferred from the PennSERVE state commission grant to this National Direct grant, provides a key example of this strategy.

Jumpstart is proud of its investments in Pennsylvania through two very successful sites at Temple University and the University of Pittsburgh. Through targeted outreach and cultivation of key local partners, Jumpstart has impacted literacy in Philadelphia, Pittsburgh City and the Woodland Hills area of Pittsburgh where 72%, 60% and 54% of youth enrolled in schools are from low-income families, respectively (Pennsylvania Department of Education School Report Cards, 2007). The program at the University of Pittsburgh is in its eighth year of operation, while Temple University has been a Jumpstart partner for five years. As it reaches the end of its three-year grant cycle with PennSERVE, Jumpstart has

## Narratives

decided to transfer these two sites to the National Direct grant. Although Jumpstart greatly values the resources and support from PennSERVE, part of Jumpstart's long term plan focuses on building relationships with state commissions where the organization has a greater regional presence; with only two sites in Pennsylvania, it is more efficient for Jumpstart to transfer these sites onto the National Direct grant. Additionally, Jumpstart's Pennsylvania sites are managed nationally rather than through a local office, further highlighting the benefits of including these two sites on the National Direct grant. (Illinois provides an example of where Jumpstart is doing the opposite; by transferring sites from the National Direct grant onto a new state commission formula grant, Jumpstart can work more closely with the Illinois state commission as it scales up programs in the Greater Chicago area.) The addition of Pennsylvania sites to the National Direct grant does not represent any program growth in Pennsylvania but rather an effort to consolidate and better manage sites not located in more densely served areas.

In Newark (served by Jumpstart's New York office), Chicago, Los Angeles, and San Francisco, Jumpstart has developed a growing presence which includes a pre-existing infrastructure, strong higher education and community partners, and local staff who already manage sites. Jumpstart can expand in these cities to serve a greater number of youth with very little increase in infrastructure beyond the required hiring of a Site Manager on each campus to recruit, train, and support Corps members. The addition of Corps members in these cities listed above represents the most cost-efficient way for Jumpstart to increase the number of children served by its highly effective program.

Jumpstart has already begun implementing a School Success for All initiative in the Greater New York City area, specifically in the Bronx's Hunts Point neighborhood and in the Lower East Side; Newark, NJ has been identified as the next focus area with the potential for deep involvement. Building on the success of its Rutgers-Camden site, Jumpstart is working to identify higher education partners and preschools in Newark, where over 25% of children under five are living in poverty.

## Narratives

Over the past eight years, Jumpstart's presence in the Greater Chicago area has grown to serve more than 600 children. Jumpstart's local staff worked with its Regional Advisory Board to conduct local research to target neighborhoods with high poverty rates and high numbers of children age three to five enrolled in school. Need for Jumpstart's programs in Chicago and surrounding areas is staggering: According to Voices for Illinois Children's "Illinois Kids Count 2010" report, 31% of Chicago children live in poverty, while 20% of children under age six across Illinois live below the state poverty line. ([http://voices4kids.org/library/KC10\\_economic\\_crisis.html](http://voices4kids.org/library/KC10_economic_crisis.html))

Growth in Chicago will deepen Jumpstart programs in the Rogers Park, North Lawndale, and Woodlawn neighborhoods, while beginning to implement programs in the Austin, Pilsen, and Little Village areas. Three Chicago-area sites previously included on the National Direct grant have been transferred to the proposed new Illinois state commission formula grant; these sites are replaced by three new National Direct sites in Illinois serving the neighborhoods mentioned above. With the addition of these three new sites, Jumpstart Chicago can join Boston and New York as cities where Corps members have had a measurable impact on the school readiness of entire neighborhoods. As a fully-staffed regional office, Jumpstart staff in Chicago can provide comprehensive support for its increasing number of sites.

In California, Jumpstart's new sites in San Francisco and Los Angeles add to Jumpstart's growing impact in these cities, which also have regional offices and a network of community partners. In Los Angeles, Jumpstart is scaling up programs in Compton and South Los Angeles, where Corps members from the University of Southern California (working in South L.A.) and California State University, Dominguez Hills (working in Compton) have already served pre-schools for a combined three years. Compton, an area with nearly 10,000 children under five but where less than 60% of residents have a

## Narratives

high school diploma, exemplifies the kind of California neighborhood where Jumpstart can make an impact (U.S. Census Bureau, 2005-2009 American Community Survey). San Francisco will expand its current presence in Oakland, where 26% of children live in poverty. Jumpstart will focus on the East Oakland, San Antonio and Fruitvale neighborhoods.

Changes to Budget / Increase in Cost per MSY:

Jumpstart intends to increase the cost per MSY only to include the new FBI background check requirement. At this time, that additional cost is estimated to be \$45 per Corps member, or \$212 per MSY. The other changes to the budget reflect the different sites proposed for this grant and do not change the cost per MSY overall.

Plans to Improve Enrollment and Retention:

Jumpstart's enrollment rate in 2009--2010 was 98.9%. Each year, Jumpstart strives for 100% enrollment of Corps member slots, which occurs in large part to talented Site Managers who successfully market Jumpstart's mission, recruit and train college students, and commit to providing support throughout the school year.

In 2009-2010, despite not reaching 100% enrollment, Jumpstart was remarkably successful in filling Corps member slots. Last year's enrollment gap resulted from an unforeseen delay in launching a new site where Jumpstart had allocated 35 AmeriCorps slots. Administrative hurdles prevented American University from opening in time for the Fall 2009 semester. Jumpstart cancelled the American University site for the duration of the year, which resulted in 35 un-enrolled AmeriCorps slots.

Although American University's failure to launch in 2009 presented a huge barrier to achieving full enrollment, Jumpstart was able to transfer slots to other sites on the National Direct grant. Site managers were able to enroll additional Corps members at their colleges and universities with little difficulty, due to demand at partner colleges and universities. Jumpstart also spent the past year

## Narratives

working to open the American University site, which will begin enrolling Corps members in the 2010-2011 program year.

Last year, Jumpstart retained 79.4% of its Corps members. Jumpstart takes its retention rate seriously and will continue to improve efforts to increase the number of AmeriCorps members who successfully complete their service. Experience shows that most Jumpstart AmeriCorps members do not complete their 300 service hours for one of two reasons: (1) They either underestimate the time commitment, or (2) their schedules and workloads shift mid-year. Jumpstart realizes a student's first priority is schoolwork; in some cases an AmeriCorps member will need to end their service early, despite good intentions. Such challenges stem from the busy nature of college life, as opposed to specific challenges with the program, as well as the difficulty the average student has learning to manage his or her time in such an environment. Despite these challenges, Jumpstart staff members have been working diligently to increase retention rates and give AmeriCorps members the support and information they need to have a successful year of service. Jumpstart recognizes that improvements stem from better communication during the recruitment and orientation processes so that Corps members understand the time commitment. Site managers communicate the time and energy required for Jumpstart service at the beginning of each school year and continue supporting Corps members throughout the year. Site Managers provide year-round training and supervision and communicate with AmeriCorps members during school breaks to ensure continuity of contact when they are away from school.

### State Commission Consultations

Jumpstart sent consultation forms to the following state commissions: CA, CT, FL, GA, IL, MA, MI, NJ, PA, RI, TX and WA. California required an in-depth online consultation form, but has not responded to it; and the following states responded to the consultation form via e-mail: CT, FL, GA, MI, TX. No response was received from MA, IL, NJ, PA, RI or WA.

Performance Measures:



## Narratives

Please note that because Jumpstart has opted-in to the National Performance measures with Education as the focus area, the 2011 Competitive AmeriCorps Application Instructions states that "If you select the Education Focus Area and opt-in to National Performance Measures, you are only allowed to select National Performance Measures. You are not allowed to add any additional, applicant-determined measures. Jumpstart continues to be committed to the development of our Corps members and the recruitment of volunteers to strengthen our impact, but are not able to reflect that in the National Performance Measures available in the Education focus area.

## Performance Measures

### SAA Characteristics

- AmeriCorps Member Population - None  
 Geographic Focus - Urban  
 Geographic Focus - Rural  
 Encore Program

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas      182.65

### Service Categories

- School Readiness/Head Start/Early Childhood Education
- Leadership Development
- Community-Based Volunteer Programs

## National Performance Measures

**Priority Area: Education**

### Strategy to Achieve Results

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

2675 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.

### Result: Output

Result.

2675 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 childhood education programs (Head Start, child care, and public prekindergarten).

Target Value: 2675

Instruments: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol)  
Literacy checklist

PM Statement: 2675 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).

### Result: Output

Result.

2140 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: 2140

Instruments: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol)  
Literacy checklist

PM Statement: 2140 preschool-age children living in low-income communities will complete participation in Jumpstart's high-quality supplemental early language and literacy program.

### Result: Intermediate Outcome

Result.

1819 of the preschool-age children served by Jumpstart will demonstrate fall-to-spring gains in literacy skills important to school readiness.

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: 1819

Instruments: Specific tool to collect information (e.g., behavior checklist, tally sheet, attitude questionnaire, interview protocol)

## National Performance Measures

Result.

Literacy checklist

PM Statement: 1819 of Jumpstart preschool-age children will demonstrate fall-to-spring gains in literacy skills important to school readiness.

### Subapplicants

<u>ID</u>	<u>Organization</u>	<u>Amount Requested</u>	<u>Amount Approved</u>	<u># FTEs Requested</u>	<u># FTEs Approved</u>	<u>Status</u>
Totals:		\$0	\$0	0.00	0.00	

## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable