

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		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):		3. DATE RECEIVED BY STATE: 22-NOV-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123444		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHNY0010004														
5. APPLICATION INFORMATION																	
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: Gillian Sharkey TELEPHONE NUMBER: (212) 868-2526 31 FAX NUMBER: INTERNET E-MAIL ADDRESS: gillian.sharkey@jstart.org															
ADDRESS (give street address, city, state, zip code and county): 308 Congress Street 6th floor Boston MA 02210 - 1015 County:		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															
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 043262046		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <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):		10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): New York, NY, including the Bronx, Brooklyn, Manhattan, and Queens		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Jumpstart New York State (NYS) 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" value="NY 008"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>		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;">\$ 830,511.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 777,101.00</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;">\$ 1,607,612.00</td> </tr> </table>		a. FEDERAL	\$ 830,511.00	b. APPLICANT	\$ 777,101.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 1,607,612.00	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	\$ 830,511.00																
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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: Katie Johnson		b. TITLE:	c. TELEPHONE NUMBER: (617) 542-5867														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/22/10															

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Executive Summary

Jumpstart's mission is to engage caring college students in service to work toward the day every child in America enters school prepared to succeed. Jumpstart AmeriCorps members work with children from low-income backgrounds in the classroom setting to build the language, literacy, social, and initiative skills that are the foundation for future school success. Jumpstart New York will recruit Minimum Time AmeriCorps members to work with children across the Bronx, Brooklyn, Manhattan, and Queens.

Rationale and Approach

A. RATIONALE AND APPROACH

COMPELLING COMMUNITY NEED

The community need Jumpstart will address is the achievement gap negatively impacting the future of New York's youngest members. A lack of resources in low-income areas of New York City like Harlem, Morningside Heights, the Lower East Side, Jamaica, and downtown Brooklyn means children in these neighborhoods often enter school far behind their peers from more affluent communities.

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 in later grades (National Research Council, 2000). On average, children from low-income communities experience far fewer literacy experiences at home and are less likely to master emergent literacy skills (National Education Center Studies, 2000). By bringing together colleges and universities, preschools, families and communities, and providing adult-child relationships, an innovative early education program like Jumpstart can help young children overcome this disparity (Schweinhart, 2004).

There is significant documentation demonstrating the educational needs of young children in New York. The English Language Arts (ELA) test results for 2008 demonstrate the sustained negative impact childhood poverty has on reading performance on the children of New York City Public Schools.

Approximately 40% of economically disadvantaged children in New York City and 30% in New York to

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meet 3rd grade reading proficiency standards (Council of Chief State Officers, 2009). The achievement gap is of particular concern in Harlem, where children live in families with incomes that are far below the average income in New York and nationally (Harlem Health Promotion Center, U.S. Census, 2000). In fact, Central Harlem has a poverty rate of 36% and East Harlem has that of 37% (Harlem Health Promotion Center, U.S. Census, 2000). Without early intervention, the approximately half a million young children in New York City living in poverty could enter kindergarten without the skills necessary to succeed in school (Children's Defense Fund, 2007).

In the communities where Jumpstart operates, the failure rate for low-income children is alarming: Just over 30% of third graders in NYC who come from low-income households failed to meet the full spectrum of learning standards on the ELA test (NYC Department of Education, 2009). This statistic, unfortunately, does not change as much for children as they progress through the New York City Public Schools as 31.1% of high school students from low-income backgrounds failed to meet standards for the ELA and only 56.4% of high school seniors graduated by June of 2008 (NYC Department of Education, 2009). Quality early education can help prevent many of these problems before they arise, and Jumpstart New York has demonstrated positive gains in the lives of the children we serve. 66.2% of Jumpstart partner children achieved higher gains than their non-participating peers, according to our annual child assessments.

On top of local and national statistics, Jumpstart has conducted its own research, showing that 95% of Americans feel that early education is a critical issue and that there needs to be more support of this field. Jumpstart also created a white paper gathering our research and major studies, which shows the dramatic need for programs like Jumpstart in our local communities.

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

Jumpstart delivers an early education program designed to address the skill gap between low-income children and their more affluent peers. In each neighborhood, Jumpstart convenes key partners, such as colleges and preschools, to recruit and train college students to work with underserved children. These

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partnerships help improve a child's language, literacy and social skills, all essential for success in school.

During the academic year, Jumpstart AmeriCorps members serve at community-based preschools about 10 hours/week. This includes two, two-hour Jumpstart sessions; two to five hours of classroom service; and two to three hours of team planning. Jumpstart AmeriCorps members strengthen the preschool center community through service projects, family involvement activities and provide additional, critical resources to increase preschool quality.

The core of the Jumpstart program is the Jumpstart session, where teams of 6-10 AmeriCorps members help improve a child's language, literacy and social skills -- foundational skills needed for future success in school. The session is made up of four elements occurring in a predictable order, using research-based techniques and Jumpstart's proprietary curriculum to increase a child's learning and skills:

1. **READING:** For each session plan, AmeriCorps members read a defined core storybook with a small group of children. During the first weekly session, they read for enjoyment, while in the second session of the week, they read using strategies that help the child reconstruct the story, build comprehension, develop oral language skills and strengthen selected vocabulary.
2. **CIRCLE TIME:** This large group learning time offers a chance to build a sense of community. The team leader engages the whole group in four activities that include a variety of songs, poems, and word play. Children have the opportunity to participate, make suggestions, and practice taking turns.
3. **CENTER TIME:** Children choose between open centers and activities, including writing, books, puzzles, dramatic play, and either art or science, designed to provide opportunities to reinforce children's understanding of concepts and story vocabulary from the core storybook. Centers will be set

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up with a specific set of materials and activities that are within the range of what young children accomplish exerting reasonable effort and persistence to support skill development.

4. LET'S FIND OUT ABOUT IT: This is a small group activity all children will participate in over the course of the week. This activity builds children's conceptual knowledge and content vocabulary through discussions and exploration on a specific activity. The activity relates to the core storybook and sometimes informational books or other materials are used to build children's content knowledge. AmeriCorps members also spend an additional 2-5 hours/week assisting classroom teachers, thus improving the adult-child ratio in the classroom and giving children more frequent interactions with adults.

AmeriCorps member roles are distinct from staff and volunteer roles in concrete ways. AmeriCorps members deliver the program directly to children. Volunteers provide support and materials. Staff members build the program structure, provide evaluation, supervise AmeriCorps members and ensure the AmeriCorps member's training and continuous learning. The core of the program, however, centers on the relationship between AmeriCorps members and the children in classrooms.

Jumpstart New York's program structure includes 382 AmeriCorps members total. Members will serve in Harlem, Morningside Heights, the Lower East Side, Jamaica, and downtown Brooklyn. Site Managers will recruit them from Barnard/Columbia, Long Island University's Brooklyn campus, New York University, Pace University, St. John's University, and the City Universities of New York (CUNY). Our relationship with the CUNY schools has traditionally used one Site Manager to work with numerous smaller institutions within the CUNY system. Going forward, Jumpstart will partner directly with individual CUNY colleges, with targeted growth at two CUNY colleges for the fall of 2010, including potential growth at Hunter College, Lehman College, and York College. We will continue to maintain a strong presence at the Borough of Manhattan Community College (BMCC) and City Tech in addition to growth to two of the three colleges mentioned above. Dependent on finalizing agreements with the new

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higher education institutions, new growth in the fall of 2010 could deepen our impact in Manhattan and Queens and expand our reach to include the Bronx; this could expand our work beyond our current footprint of 27 preschool program partners in Brooklyn, Manhattan, and Queens.

The types of member slots Jumpstart New York requests align well with the program design and activities. Jumpstart developed a program model 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 and their families. AmeriCorps members serve 300 hours over the course of the school year in under-resourced community-based preschools while continuing with their studies.

Jumpstart takes several steps to ensure that its program does not violate non-duplication, non-displacement and non-supplementation requirements, as listed in regulation 45 CFR 2540.100. To ensure that Corporation assistance is not used to replace State and local public funds, aggregate non-Federal public expenditures will not be significantly less than the previous fiscal year. Corporation assistance will not be used for religious purposes or toward political activity. All AmeriCorps members receive training on AmeriCorps regulations, including prohibited activities, prior to their service. Site Managers oversee and Team Leaders reinforce guidelines to ensure that regulations are upheld. Nor will Corporation assistance be used to impair existing contracts for services or collective bargaining agreements. Jumpstart currently has no collective bargaining agreements with which it engages and has no such plans in the future. Jumpstart has local staff participating in and monitoring community activity to make sure no duplication occurs, and Jumpstart has specifically defined all AmeriCorps member and staff positions so that no AmeriCorps member will displace a current employee or position, including volunteer positions.

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

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1. Needs and Service Measure: Jumpstart's AmeriCorps members' service, training and development are central to the school success of their partner children. Jumpstart designed its curriculum and training program so that nearly any college student committed to service can serve successfully and reflects the approaches and philosophies used in the classroom. Jumpstart builds trainings on a research-based, adult learning model, where AmeriCorps members learn core content, then apply that content in hands-on practice opportunities with each other. During weekly team planning meetings, AmeriCorps members reflect, share ideas and successes and problem-solve challenges with the support of a Team Leader. The local Jumpstart Site Manager also facilitates each member's ongoing development through regular observation and feedback, coaching and modeling during Jumpstart sessions. These activities prepare an AmeriCorps member to be capable of increasing their partner children's skills.

2. Strengthening Communities Measure: To strengthen communities, Jumpstart New York will use AmeriCorps Volunteer Coordinators (VCs) to plan and implement projects for community volunteers. VCs receive training to ensure they can plan activities, recruit and orient volunteers, and deliver high-quality experiences to preschools and volunteers. Jumpstart Site Managers give VCs ongoing feedback through weekly check-ins, review of volunteer feedback and event debriefs. VCs also have a set of online tools and resources and participate in group calls and e-message boards to network with other Jumpstart VCs. VCs are exciting positions for AmeriCorps members, as they provide a specialized service to engage whole new community populations in service. Furthermore, Jumpstart New York has partnered with the New York City Civic Corps (NYCCC) to strengthen the communities of New York City by cultivating new volunteers to engage through non-episodic service in a new volunteer reader program. Volunteers from various corporate and community partners will volunteer for an hour every week after receiving training on Jumpstart's educational philosophy and early education best practices. This is an excellent opportunity to further engage community members in preparing NYC's youngest citizens for school.

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3. Participant Development Measure: AmeriCorps members' primary development occurs through pre- and in-service trainings. Training is research-based and practical so AmeriCorps members can participate successfully in their partner children's development as well as providing classroom assistance. AmeriCorps members learn about early childhood best practices, put them into action, and then receive experienced feedback to refine their service. Reflection during weekly planning meetings provides additional opportunities to consolidate learning. The dynamic between education and direct application within a supported environment leads to increased knowledge and, more importantly, a stronger service ethic.

In addition, Jumpstart has combined its Evaluation and Operations Departments to form the Performance Management Department, thus enhancing its already strong evaluation process. This department allows Jumpstart to further integrate its evaluation and technology resources and increase the effectiveness of assessing and reporting on progress made toward meeting performance measures.

Jumpstart created this new department after feedback from its board, community partners and AmeriCorps commissions, and from a mission of constantly building on organizational strengths.

To ensure member compliance regarding prohibited service activities, Jumpstart provides extensive training on AmeriCorps member management to its Site Managers. Site Managers take the lead in ensuring Jumpstart AmeriCorps members avoid prohibited service activities, and information is included in the Jumpstart member handbook and AmeriCorps member contract. Any incident of transgression is reported, investigated and appropriate measures including suspension or termination are followed. 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 active community members and standards of behavior.

Receiving an AmeriCorps grant will provide value to Jumpstart's existing service activities by providing unique resources and opportunities for AmeriCorps members and staff to leverage their service.

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AmeriCorps gives Jumpstart and its staff a network wherein the organization itself is able to grow and develop into a national and community service leader, and opportunities for learning include national service conferences.

Most importantly, AmeriCorps helps Jumpstart connect its members to a broader vision of service. AmeriCorps provides the opportunity for Jumpstart AmeriCorps members to join a national service movement, providing a network where they can serve with AmeriCorps members from other programs, giving members a sense of a national esprit de corps. Jumpstart can provide expertise in training and education, but AmeriCorps members demonstrate what it is to be an active member of one's community. AmeriCorps provides the opportunity for members to be a part of a service movement that transcends their important work with Jumpstart, which helps instill a more robust and lasting service ethic in members.

MEASURABLE OUTPUTS AND OUTCOMES

Jumpstart expects to achieve the following measurable outputs, intermediate outcomes and end outcomes as a result of its activities:

Output: The outputs for the aligned measure demonstrate the number of Corps members providing services to the number of children. Jumpstart New York proposes 382 AmeriCorps members will provide preschool literacy, language intervention experiences to approximately 509 children occurring twice weekly for two hours each session at early childhood programs across New York City.

Intermediate Outcome: Jumpstart preschool program partners will report at least a 3.0 on a scale of 4 on the program partner feedback form, demonstrating that Jumpstart is enhancing children's language and literacy development.

End Outcome: The Needs and Activities measure will show that 60% of Jumpstart participants will show gains in language and literacy skill development between fall and spring of 25% or greater on all scales of the School Success Checklist.

Jumpstart has proven systems it will use to track these outputs and intermediate outcomes. Gathering

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feedback from program partners, which is used to evaluate progress toward the intermediate outcome, is important to Jumpstart as an organization in order to determine if we are providing satisfactory services to the centers with whom we work. Jumpstart New York sites collect mid-year feedback from their program partners, between December and February; end-of-year feedback is collected after sessions have ended at the end of the school year. Information collected from the mid-year feedback process is crucial for performance management and to make any mid-course program corrections that might be necessary.

Jumpstart has an outstanding record of building high-quality systems to collect, manage, analyze and report data to staff and supporters, which it will use to assist in tracking the above outcomes and outputs. SAM (Systematically Achieving Measures) is Jumpstart's primary system for data collection and management and is the key system for tracking Jumpstart's outputs and intermediate outcomes. Jumpstart has used this web-based information management system to streamline and centralize data collection for AmeriCorps members (including tracking hours), program partner centers and higher education partners. SAM makes information collected on the ground available through a user-friendly reporting mechanism. Each year, with input from local staff, Jumpstart improves the functionality of the system, adding new reporting capabilities and evaluation questions. Jumpstart recently co-developed an online School Success Checklist tool to support checklist processing, progress monitoring at a site by site, regional and national level, and to support data report on child outcomes.

Jumpstart's Performance Management and Education and Program Departments track the Needs and Services performance measure and end childhood outcomes through its School Success Checklist, a 15-item assessment of early language, literacy and social-emotional skills based on the High/Scope Educational Research Foundation's Preschool Child Observation Record (highscope.org). Twice a year, Jumpstart administers this quantitative assessment tool across its network where preschool teachers complete the Checklist in the fall and spring. The pre- and post-assessment process allows Jumpstart to track a child's progress and measure impact.

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In addition to the above aligned measure, Jumpstart will also determine its impact on the two following measures, using the above systems to track outputs and outcomes: The Strengthening Communities measure will show how VCs plan and implement projects that allow community volunteers to perform service activities. The Participant Development performance measure will show that by participating in Jumpstart, AmeriCorps members will increase their knowledge of early childhood best practices and become more effective and responsive community members and leaders.

Jumpstart's program will address the Education priority area, and it will not be using standard performance measures.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

Jumpstart ensures continuous program improvement through its quality assurance program. Quality assurance enables Jumpstart to track progress throughout the year. Activities include: 1) monthly Site Manager observation and feedback, where Jumpstart staff observe and provide coaching to member teams at their community-based preschool service sites; 2) at least two annual Site Manager observation and coaching visits, conducted by Regional Program Directors to support the Site Managers' development and make sure Jumpstart's sites are in compliance with organizational and AmeriCorps policies; and 3) yearly standards review to make sure Site Managers are effectively implementing Jumpstart and AmeriCorps standards. At each stage, Jumpstart addresses challenges through improvement plans to make any necessary changes during the program year.

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 at least annual reviews to focus specifically on the Site Manager's performance in support of AmeriCorps member teams. Site Managers and Program Directors then use the performance improvement plan tool to help them create a plan around identified weaknesses and needs. Both receive support from Regional Executive Directors and, as necessary, national staff.

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

COMMUNITY INVOLVEMENT

Jumpstart New York involves the communities it serves in identifying and addressing local needs by collaborating with educators, government officials, colleges and universities, community-based preschools, local community members and business leaders to ascertain which neighborhoods are most in need of early education support. Jumpstart staff extensively review published statistics on educational performance, poverty rates, crime and other indicators of at-risk preschool populations. Once a need is identified for improved early education services, the organization leverages its connections with higher education partners to reach out to preschools in targeted, at-risk neighborhoods. Jumpstart New York then selects participating preschools through an extensive application process that generates additional detailed information about the needs of the local children and families.

Jumpstart partners with the following higher education partners: Barnard College, Columbia University, the City Universities of New York, Long Island University in Brooklyn, New York University, Pace University, and St. John's University. Students from these institutions as well as other community volunteers will serve in program partners across NYC; there are currently 27 early education centers partnered with Jumpstart New York for the 2009-2010 program year. Our program partners represent an important and longstanding stakeholder and partner for Jumpstart New York. In fact, preschools like Annie G. Newsome Head Start and the Bloomingdale Family Program have been partnered with Jumpstart for over ten years.

Additionally, Jumpstart has partnered extensively with the NYC Department of Education (DOE) and the Administration for Children's Services (ACS) through our annual awareness-building Read for the Record campaign, the DOE Alternative Pathways program, and our program partner selection process.

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Preschool program partners, ACS and DOE have also asked Jumpstart staff to train their staff members.

We also were excited to begin partnerships with local public libraries, including the New York, Queens, and Brooklyn Public Libraries, through our Read for the Record campaign in October 2009. Moreover, City Director Ellen Abbott is the president-elect of the NYC Association for the Education of Young Children, a group that is vitally important in collaborating with organizations across the city.

Our partnerships enable further collaborations; for example, our relationship with Columbia University allowed us to participate in the 2009 Great Children's Read sponsored by the New York Times.

Additionally, as a result of our partnerships with select preschool program partners, we have been able to partner with the Abyssinian Development Corporation and various settlement houses, including Hamilton-Madison House (HMH), Grand Street, and Henry Street Settlements. Our partnerships with preschools have also made us a natural partner for Operation Warm, a group that provides new coats to children in need; Jumpstart distributes coats to many of our program partners each winter. Another similar partnership is with the Tribeca Foundry, a local community service group which recently held a book drive to create a library in a Brooklyn preschool program partner. Finally, we have begun partnering with the Chinese-American Planning Council in our attempts to garner volunteer support for our preschool program partners.

Our collaborations ultimately help serve children in the most effective way. In particular, Jumpstart values families as essential community partners and provides them with multiple opportunities to become involved with program planning and implementation. Jumpstart AmeriCorps members (with the support of Jumpstart Site Managers) engage families by organizing meetings and events, often at partner preschool centers, that provide trainings and resources and involves families in setting learning goals for their children. Through all of these outreach events and other planning processes, families and other community stakeholders will remain meaningfully engaged in the Jumpstart program and its local delivery and implementation.

Jumpstart will continue to engage its community partners and stakeholders, in particular universities

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and preschool partners, during the three-year program period through the planning and implementation of its program each year. Their ongoing roles and responsibilities are as follows: Each year Jumpstart solicits feedback surveys from community-based preschool partners to gauge their ideas and satisfaction. Team Leaders interact almost on a daily basis with preschool teachers and center directors to discuss sessions and ways to improve service. Site Managers engage college partners through Campus Champions (faculty or staff that advocate for Jumpstart within the university), and since they are housed at the college, they maintain a strong university presence and build ongoing partnerships with key academic departments and offices. We also brought together our Campus Champions for a group meeting and discussion in the fall of 2009, a practice which will continue in years to come. Regional staff members also stay in constant contact with both college and preschool 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 in New York by taking advantage of trainings and collaborative opportunities. Trainings and resources available through the national service resource center website enable Jumpstart staff to improve performance and incorporate ideas from other organizations. As one of the nation's largest part-time AmeriCorps programs, Jumpstart is able to provide assistance to other national service programs as well. Staff members are frequently asked to speak about management strategies and program innovations at national and state-level events. In particular, Jumpstart New York program staff recently trained City Year AmeriCorps members on read-aloud strategies for working with children and attendees of the New York City Association for the Education of Young Children (NYCAEYC) conference on the topic of strategies for working well together, including information for teambuilding and meeting facilitation.

In addition to trainings, Jumpstart New York 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 partnership with the NYC Civic Corps (NYCCC). Through this partnership,

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we were able to build our local capacity with two VISTAs to support our volunteer and community engagement efforts. Furthermore, the partnership has enabled collaborations with other service organizations throughout NYC. In addition to our NYCCC and City Year relationships, another key example of affiliations with AmeriCorps-funded organizations is that with Foster Grandparents. This partnership helps build our volunteer base for the aforementioned volunteer readers program as well as for our other service events.

Jumpstart New York receives funding from other Corporation sources. There are two VISTAs and two Recovery VISTAs serving in Jumpstart New York in addition to the two NYC Civic Corps VISTAs.

Jumpstart nationally receives both State Commission and National Direct funding.

POTENTIAL FOR REPLICATION

Jumpstart designed its AmeriCorps program to be highly replicable, and sustainable replication has always been a priority for Jumpstart, which has served in more than 20 states since its founding. It uses an affiliate model and can be replicated anywhere with a higher education partner. Jumpstart provides college partners with its high-quality curriculum, assessments, training, funding support, branding and marketing. The college partner provides Jumpstart with office space, materials, recruitment support, faculty oversight, access to federal work-study stipends and Site Managers who manage the program on campus. This model helped replicate Jumpstart's program to over 60 colleges and universities.

Jumpstart is frequently 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 between 2000-2008. Jumpstart regional staff identify potential university partners based on a number of factors, including their proximity to communities of need and their service mission. Following multiple conversations regarding Jumpstart's partnership and program model, representatives from potential college partners complete Jumpstart's Higher Education Affiliate Partnership Application, which requires universities to determine the vision, host department, structure and requested budget for the new Jumpstart program. Jumpstart's Regional Executive Director and the National Program Team

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review each application following a standard set of criteria. New sites are selected in the spring prior to the program's launch and immediately entered into Jumpstart's standardized site management and support structures.

The key staff tool for this process is the online Site Management Binder. Available to all program staff, this online resource provides 800 documents, templates and detailed instructions on how to set up and run a site. In this way, Jumpstart standardizes its program in a format easily available for all of its regions and sites. Support is also provided on many levels to ensure effective implementation of a new program.

Locally, New York is a key part of Jumpstart's national growth strategy. Since Jumpstart New York was established in 1997, the program has grown by a factor of nearly nine, from 35 members to 300 members in the 2009-2010 program year. Our successful relationship with the City Universities of New York (CUNY) has enabled potential future partnerships with specific institutions within the CUNY system. In fact, we hope to grow to include specific sites at two of the three higher education partners that follow: Hunter College in Manhattan, Lehman College in the Bronx, and York College in Queens.

Organizational Capability

D. ORGANIZATIONAL CAPACITY

SOUND ORGANIZATIONAL STRUCTURE

Jumpstart was founded in 1993 at Yale University by 15 students who served with 15 young children at a local Head Start center. Since then, the organization has recruited over 17,000 AmeriCorps members and engaged nearly 70,000 young children. Much of this growth occurred within the last five years with the help of local and national sponsors and AmeriCorps funding. Last year, young children participating in the Jumpstart program gained 30% in language, literacy and emotional skills.

Jumpstart New York launched in 1997 with its first site at Borough of Manhattan Community College, which is now a part of the City University of New York site, with 35 AmeriCorps members serving three preschools in Manhattan. The program has grown and is now located in six universities across

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Manhattan, Brooklyn, and Queens, serving over 1,000 children each year and recruiting over 300 AmeriCorps members per year. Additionally, we intend to build more permanent relationships with York College, Hunter College, and/or Lehman College to host two new Jumpstart sites in the fall of 2010. This growth would expand our impact in Manhattan and Queens and give us new presence in the Bronx. During this period, Jumpstart New York has achieved a number of key accomplishments, including our recent accomplishments through Jumpstart's Read for the Record, and consistently achieves high program quality.

Jumpstart has successfully managed AmeriCorps funding for the past 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 completed by independent, external auditors. Jumpstart's latest audit demonstrates its ongoing ability to manage effectively multiple grants and sites.

Jumpstart supports and oversees its sites in New York through an infrastructure of site, regional and national staff dedicated to ensuring program quality and fiscal compliance. At the campus level, each site is led by at least one full-time Site Manager and a Campus Champion. Jumpstart's regional and national offices monitor site compliance with fiscal and programmatic requirements. The New York regional office supports Jumpstart sites in New York and ensures that those sites maintain Jumpstart's overall mission and AmeriCorps standards. The Regional Executive Director manages fiscal systems, including budgeting and contracting with university partners, while our Regional Program Director and City Director monitor and support program via annual reviews. Executive Director Myung Lee has a rich background with the AmeriCorps program, having worked with the Corporation during its early years. Senior Program Director Tiffani Gottlieb has a strong history with Jumpstart, having started her service as an AmeriCorps member in college with Jumpstart and continuing through several years as a

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Site Manager and Program Director. Ellen Singer Abbott, City Director for New York City, also oversees programmatic activities at universities as well as our city volunteer initiatives and, currently president-elect, was recently elected to begin her first term as the President of the New York City Association for the Education of Young Children in June 2010, which is a further indication of her knowledge of early childhood best practices.

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

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

Jumpstart uses equally rigorous criteria when determining appropriate community-based preschool partners. Jumpstart only partners with centers serving children and families in low-income

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communities. In addition, Jumpstart looks for centers that: 1) practice a curricular and educational philosophy that complements the Jumpstart educational approach, 2) have appropriately equipped preschool classrooms to host Jumpstart sessions, 3) are easily accessible by AmeriCorps members, 4) are willing to participate in Jumpstart's School Success Checklist referral and assessment processes and 5) have staff and teachers who are excited and invested in Jumpstart's success at their centers.

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

(a) Jumpstart ensures the quality of its national service program through consistent and codified site selection criteria that meet Jumpstart and AmeriCorps standards. New sites must apply to Jumpstart to demonstrate that they match its criteria. Jumpstart's highly-experienced national and regional staff then determines 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 at every site.

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

(c) Jumpstart ensures sustainability of its national service program by implementing stringent site selection criteria, providing a proven and supportive organizational structure and generating a diverse funding base. First, Jumpstart selects sites based on criteria proven to be essential to creating successful and sustainable partnerships. Second, regional staff supports local sites, providing observation and feedback, evaluation and training. National departments support both the regions and sites, providing fundraising assistance, curriculum development, training modules, pilots to innovate programs, outcomes evaluation and analysis, and quality assurance reviews. Third, Jumpstart has a diverse funding base complete with local and national funders. Jumpstart's revenue sources include the federal

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government, local government, corporations, foundations, events and individuals. No one funding stream equals more than 40% of Jumpstart's revenue.

(d) Jumpstart's national service program is managed by quality leadership and is built upon past programmatic success. Jumpstart's organizational leaders have backgrounds in education, nonprofit management, consulting and executive management. With their leadership, Jumpstart has performed consistently over the last five years, maintaining an average of at least 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 New York involves educators, local leaders, government officials, colleges, universities, preschools, and members of the business community in deciding which neighborhoods are most in need of Jumpstart.

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

Jumpstart's current programs in New York are based on the campuses of the City Universities of New York, Columbia University with Barnard College, Long Island University at Brooklyn, New York University, Pace University, and St. John's University. Jumpstart currently works with 27 preschool centers throughout New York City. The State of New York has 2,581,581 families with 4,395,191 children. In New York, 20% of children in low-income families have incomes below poverty level and 40% have incomes below 200% of the poverty level (National Center for Children in Poverty, 2009). The 1999 U.S. Census showed that 21.2% of New York City residents live below the poverty line. Jumpstart is able to achieve key accomplishments in New York because of the support of its National Board of Directors, Senior Management Team, and New York's Regional Advisory Board. Jumpstart's

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National Board of Directors consists of 20 members who meet four times per year. The National Board of Directors is responsible for appointing a chairperson who ensures consistently high board performance; shaping Jumpstart's strategic planning, operations and growth; approving annual operational priorities, performance standards, and revenue and expenditure 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 Board has added significant resources and capacity toward effectively managing growth, fundraising, management and program quality in New York. The New York Regional Advisory Board consists of a diverse group of volunteer members, including leaders in service, early childhood, and corporations.

President James Cleveland oversees Jumpstart's operations, leading the Senior Management Team and representing Jumpstart externally. In his career at Jumpstart (over 6 years), James has served as the Executive Director of Jumpstart's Northeast and Central Regions and as the national Chief Operating Officer. Before coming to Jumpstart, James worked as a Regional Manager for SCORE! and InsideTrack. Additionally, Jumpstart just hired a new Chief Operating Officer to manage internal operations, including our financial operations and other internal systems and procedures.

Jumpstart's National Education and Program Department supports New York Jumpstart sites by managing curriculum development, AmeriCorps member training and monitoring, impact assessment, and research and development. The Education and Program Department is managed by Senior Vice President Kim Davenport. She and her team are responsible for the implementation of Jumpstart's model, including educating and supporting the entire network on Jumpstart's educational approach, training, assessment, research and curriculum implementation. Each year Jumpstart engages in a comprehensive assessment to evaluate the impact of its program on children and AmeriCorps members. Jumpstart has consistently achieved -- or exceeded -- its stated performance measures.

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Jumpstart's Management Team meets on a weekly basis to review Jumpstart's progress toward goals and to ensure that Jumpstart is operating efficiently. The Management Team consists of the President, department heads and all Regional Executive Directors. Three times a year management retreats gather all Jumpstart managers for professional trainings and strategic planning. Jumpstart New York staff holds regional retreats twice 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 members attend the New Yorkers Volunteer Program Director trainings and conference calls to receive technical assistance and share best practices. Where needed, Jumpstart also requests support directly from the New York State Commission on National and Community Service.

To further drive quality and local implementation, 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 guidelines and tools for planning the year, training AmeriCorps members, implementing Jumpstart session elements, developing strong and sustainable partnerships with local preschools, and meeting all AmeriCorps compliance standards.

Jumpstart's infrastructure is designed to provide multi-layer financial and programmatic technical assistance. Each Site Manager is provided with a set of regional and national trainings, technical assistance, and ongoing programmatic 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 two-day new staff orientation at Jumpstart's headquarters in Boston. During the year, all Site Managers participate in weekly check-ins with regional Program Directors, as well as monthly conference calls among local Jumpstart sites. These regular communication tools allow Jumpstart to identify and respond to ongoing training and technical assistance needs, and additional trainings and conference calls are provided when requested by Site Managers or regional staff. AmeriCorps compliance is reviewed during check-ins, calls and visits as needed.

Jumpstart places a special focus on supporting the needs of new sites during their first year of

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

Jumpstart Site Managers also provide programmatic orientation and technical assistance to each preschool partner. Site Managers make monthly visits to each preschool and conduct periodic feedback sessions with preschool directors and teachers to ensure that Jumpstart is meeting its partners' needs. Preschools also occasionally ask Jumpstart site and regional staff 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, faculty, donors and community organizers to volunteer their time and resources to help Jumpstart craft goals, strategies and implementation plans. We have a strong history of engaging volunteers; Jumpstart New York engaged 304 volunteers during the 2007-2008 program year. Over the past year alone, Jumpstart New York has engaged over 400 volunteers, which means we have increased our volunteer population by a third in a year. The 2008-2009 volunteers served over 1,300 hours of service and 98.4% of them said their experience increased their willingness to volunteer again.

Another key volunteer opportunity is Jumpstart's Read for the Record campaign. The goal of the campaign is to create national public interest in early education and to engage a larger audience in service. Activities for this event include readings, volunteering at community-based preschools, book drives and public events where children can read with parents and other community members. This past year, Jumpstart recruited corporate and community volunteers to work alongside our AmeriCorps members, NYC Civic Corps members, and VISTAs through 15 events across the city. Every site in New York took part in this exciting opportunity to reach out to new volunteers by distributing information in

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the streets surrounding the New York Public Library at Bryant Park and by participating in events held in preschools and libraries across the city.

Jumpstart has demonstrated leadership as an organization and in the community it serves through public recognition and participation of staff in the community. Jumpstart's president, James Cleveland, was honored in 2009 at one of the top 40 under 40 leaders in Greater Boston. The Cause Marketing Forum awarded Jumpstart with its Halo Award for Jumpstart's Read for the Record campaign twice. Jumpstart also won 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; and the Fast Company/Monitor Social Capitalist Award every year since the award's inception in 2004. For its efficiency and fiscal integrity, Jumpstart has earned a Four-Star rating from Charity Navigator for the last three years. For its effectiveness and efficiency, the Harvard Business School created a case study, used in graduate courses, on Jumpstart's history and model.

Jumpstart New York has also demonstrated leadership through staff serving in community organizations and Jumpstart's participation in community events and activities. Jumpstart Executive Director Myung Lee has been asked to sit on the United Way taskforce for early childhood and a committee for education through the Laurie M. Tisch Illumination Fund. She has also been a part of the Mayor's press conference with leading service organizations. Jumpstart City Director Ellen Singer Abbott is a member of the New York City Association for the Education of Young Children (NYCAEYC) and has served in two leadership positions with the organization, first as the organization's secretary and now as the president-elect. Jumpstart staff have also been asked to participate in several NYCAEYC conferences and presentations, the NYC DOE and Head Start Interagency Conference, the Annual Conference for NYC Educators, and the National Conference on Service and Volunteering. Jumpstart New York has also participated in the various community events, including the Great American Read, Martin Luther King, Jr. service days, and September 11 service days.

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Jumpstart also acts as a leader by promoting the growth and development of local and national partnerships by bringing neighborhoods together and fostering connections between key community stakeholders. In fact, Jumpstart New York is regularly asked to present at area conferences about early childhood education and join local committees or consortia that are addressing these issues. By involving key stakeholders in its work, Jumpstart encourages these organizations to work together to address the needs of young children and to help 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 New York's youth from low-income communities.

While fundraising is always a challenge for non-profit organizations, Jumpstart's university partners, national corporate partners and local private supporters have enabled the organization to successfully match AmeriCorps dollars each year since 1997. Each of Jumpstart's higher education partners provides a significant amount of financial and in-kind support to the operation of the Jumpstart programs on their campuses. These contributions include 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 large rooms for training events. Additionally, we are fortunate that our AmeriCorps members often benefit from the federal work-study dollars paid to them during their service year, which is given by the university partners.

Two of Jumpstart's major corporate partners, American Eagle Outfitters and Pearson Education, provide substantial in-kind contributions (AmeriCorps member uniforms and textbooks) that also help fulfill the AmeriCorps match requirement. Site Managers solicit in-kind donations on a smaller local scale, such as office space rent, meals for trainings, and books or classroom materials. Jumpstart New York's private funding comes from both the foundation and corporate sectors as well as from individuals and includes our event revenues, sponsorships of our program and events such as our JPMorgan Chase relationship, and gifts to support our operations such as that from the Tiger Foundation.

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SUCCESS IN SECURING COMMUNITY SUPPORT

Jumpstart New York has created strong collaborations that increase the quality and reach of Jumpstart's services, especially within New York's educational institutions. For example, the program at The City Universities of New York is in its thirteenth year of operation, while St. John's University has been a Jumpstart partner for over five years. Jumpstart New York is proud to work with over 25 high-quality Head Start, faith-based and community-based early childhood centers.

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 higher education institutions include: mentors for preschool teachers, access to students or staff members as potential volunteers, advice and counsel on Jumpstart's research agenda; and strategic guidance on the Jumpstart program, its curriculum and delivery. Preschool partners host the Jumpstart program 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 Jumpstart sessions and offering feedback on how Jumpstart can improve its efforts. The scope and breadth of these partnerships differ based on the unique needs and resources in each Jumpstart community.

Cost Effectiveness and Budget Adequacy

E. COST EFFECTIVENESS AND BUDGET ADEQUACY

COST EFFECTIVENESS

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

Jumpstart obtains diverse resources for program implementation and sustainability from a variety of non-government sources, primarily foundations, corporations and individuals. Jumpstart will match Corporation funds at a rate of 42%. Jumpstart New York received cash commitments in the amount of nearly a quarter of a million dollars from corporate sponsors, numerous foundations in New York City,

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as well as individual donors whose annual support is committed for the long-term. We are on-track to achieve similarly positive results for the 2009-2010 program year and have even received funding from new revenue sources. In addition, Jumpstart's university partners all contribute in-kind support including staff time, office space and program supplies. As relationships with higher education partners strengthen over time, their contributions to Jumpstart typically increase. In all, \$604,023 in committed support will be matched against its request from the Corporation of \$833,252.

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

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

Jumpstart receives substantial in-kind support from its national corporate sponsors (particularly American Eagle Outfitters and Pearson) who provide in-kind donations of AmeriCorps member apparel, toolkits and training guides. Jumpstart also receives substantial in-kind contributions from university and program partners in the form of work-study funds, office space and support, program supplies and staffing -- dollars which could be used directly on their campuses but are instead dedicated toward community service because of their relationship with Jumpstart. In 2008 alone, this in-kind support totaled more than \$1.1 million, in addition to the grant support received from corporate sponsors.

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Corporate funding equals approximately 25% of Jumpstart's revenue. Jumpstart receives support from local and regional businesses across the country, its four national corporate sponsors, and its five additional Jumpstart's Read for the Record campaign sponsors (American Eagle, Pearson, Penguin, Sodexo and Walmart). For example, Pearson, which has supported Jumpstart for the last eight years, agreed this fall to a renewed commitment, donating \$1 million each year for the next three years. Jumpstart's plan to increase its share of costs and diversify its non-federal revenue sources has been successful. In the past, total government support equaled as much as 45% of its revenue. Although these funds proved highly effective in bringing Jumpstart to more children, creating a diversified funding base will create a more sustainable program. In 2008-2009, Jumpstart projects federal funds will comprise only 33% of its total revenue. This is an exciting achievement, and Jumpstart will continue to diversify its revenue sources. Jumpstart New York has a broad base of individual support, which promises to help Jumpstart garner greater support from the corporations and foundations with which they are affiliated. We are using events such as our annual gala, Read for the Record campaign, and smaller cultivation events as ways of engaging new individuals and connecting to the institutions they represent. Jumpstart New York also uses outreach strategies such as mailed appeal letters to increase support for Jumpstart's work. Finally, we continue to look for new ways to grow our base of institutional donors to support our work. We have done this successfully, bringing in new foundation contacts and leveraging our existing donor base to learn more about future corporate funders.

BUDGET ADEQUACY

The enclosed budget provides an adequate description of the support required for Jumpstart's program. The budget for each New York site includes the cost of a Site Manager who is responsible for AmeriCorps member recruitment and implementation of the entire program. In order to increase retention and ensure program continuity, Jumpstart's Site Managers are full-time employees who are eligible for benefits. The budget also includes the cost to train all AmeriCorps members, including trainings provided at institutes held throughout the program year and costs for assessment and

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evaluation activities related to performance measure outcomes. Furthermore, there are supplies included in the budget to ensure not only successful implementation of our research-based curriculum but also support for our AmeriCorps members. Jumpstart also includes national staff as part of the AmeriCorps grant, as national staff members often assist directly in regional and site-based work.

Evaluation Summary or Plan

EVALUATION PLAN

SUMMARY

Jumpstart conducts evaluations of program effectiveness using high-quality, research-based methods. At least once every three years, Jumpstart engages independent consultants to design the program evaluation, conduct data analyses, and report the results to AmeriCorps. In addition, Jumpstart's Performance Management department collects and analyzes data on key performance indicators annually. The consultants work with Jumpstart's evaluation team (of the Performance Management department), including the Senior Director of Evaluation.

Over the past several years, Jumpstart has worked with consultants to outline the organization's needs for evaluation and the research questions the evaluation will address. As an organization committed to continuous improvement of its program, Jumpstart uses research and evaluation results, along with other programmatic data and feedback from program directors, site managers, and Corps members, to further enhance the curriculum and improve trainings to ensure overall program delivery increases our impact on Corps members and children.

QUESTIONS

Jumpstart's evaluation of impact on our primary beneficiaries (preschool children) asks the four primary questions that follow. What progress in key school readiness skills (i.e., fall-to-spring percentage gains) do Jumpstart participants achieve? What percentage of Jumpstart participants

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demonstrate gains of 25 percent or greater on a measure of key school readiness skills? Do Jumpstart participants show greater gains than comparison group children over the program year on a measure of school readiness skills? Which preschool children served by Jumpstart benefit the most?

In addition, Jumpstart's evaluation of impact on Corps members seeks to understand the following questions. What percentage of Corps members report on the end-of-year survey that they will engage in education and/or community/public service in the future? Do 70% or more of Corps members answer correctly on the Early Childhood Practices section of the survey (modified from the research-based tool, Teacher Beliefs Scale)?

METHODS

Jumpstart evaluation methods of child outcomes will include pre-post intervention contrasts of gains in school readiness skills among preschool children receiving the Jumpstart supplemental educational intervention and a comparison group of children matched by age and gender. Thus, children in both groups receive similar regular preschool experiences, but Jumpstart participants receive additional services.

To create an assessment for the children's classroom teachers to use, Jumpstart will work with its independent consultants to decide whether Jumpstart's School Success Checklist, which has been modified from the High/Scope Educational Research Foundation's Preschool Child Observation Record (COR), or another school readiness measure will be employed. Both the Preschool COR and the School Success Checklist have high reliability statistics and are valid observational measures of preschoolers' development.

Jumpstart will work with its consultants to ensure a quasi-experimental or experimental design will be

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used to create a comparison or control group against which the gains of Jumpstart participants will be compared. The goal of the evaluation design is to ensure that the evaluation findings can attribute year-end impacts to the Jumpstart program and not to differences between the groups. Following the teachers' spring assessments, the evaluation consultants will eliminate children from the participant group who attend program activities for fewer than four months (these children have not participated long enough to have benefited), and children from both the participant and comparison groups for whom all or the majority of the spring assessment data are missing.

In addition to measuring child outcomes, Jumpstart is committed to evaluating the impact of the program on member development. Jumpstart Corps members complete a pre-service, mid-year and year-end survey regarding their beliefs about early childhood education, civic engagement and citizenship, confidence and leadership development, and career interests.

EVALUATION TIME-PERIOD

Fall: * Pre-program child assessments completed by teachers 2-3 weeks prior to first Jumpstart session

* Fall Corps member survey completed prior to pre-service training * Volunteer generation data completed as events occur

Winter: *Mid-Year Survey completed by Corps members after they return from semester break

Spring: * Spring follow-up child assessments completed within 2 weeks of last Jumpstart session *

Program Partner Feedback Surveys completed by all preschool centers participating in Jumpstart *

Spring End-of-Year Corps member surveys completed within 2 weeks of last Jumpstart session *

Volunteer generation data completed as events occur

INDEPENDENT EVALUATORS

From 2002-2008, Jumpstart worked with Shelby Miller, independent consultant, and Peter Abrams

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Research Services & Consulting to design and carry out Jumpstart's program evaluations. Both individuals are based in New York City. Miller has been a consultant and researcher/evaluator in preschool and early education for the past decade with city and state governments, nonprofit organizations, and government entities. Miller developed the basic evaluation methodology for Jumpstart to measure the effect of the program's impact on participating children. Abrams's firm analyzes the data in consultation with Miller. Throughout the process of data collection, analysis and reporting, the evaluators were completely objective and provided unbiased, high quality analyses and reports on the effect of the Jumpstart program.

For the 2011-13 program evaluation period, Jumpstart will solicit a new evaluation proposal from Miller and Abrams. They bring historical knowledge of the Jumpstart program and have a history of producing relatively low-cost and high-quality evaluation designs, analyses and reports for Jumpstart. In addition, Jumpstart will solicit proposals from two more independent consultants and/or research firms. Criteria and a point system will be developed to rate each proposal to ensure a high quality, independent, objective evaluation of the Jumpstart program will be carried out.

RESULTS

The results from the 2008-2009 evaluation of Jumpstart New York indicated the following: Jumpstart provided services to preschool-age children who had been deemed most at-risk of not being prepared for school; Jumpstart participants made gains in overall development, language literacy, and social-initiative relations skills that were greater than the gains of the comparison group children. The majority of the Jumpstart participants had percentage gains on the School Success Checklist total scale, and its two subscales, that exceeded 25%. Jumpstart is also committed to evaluating AmeriCorps member development. Members complete a fall, mid-year, and year end survey regarding their beliefs about early childhood education, civic engagement, citizenship, confidence and leadership development, and future

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education and career interests. Annual results from AmeriCorps member surveys show that at the end of their service members are more comfortable taking a leadership role and have expanded their knowledge about early childhood education and citizenship. Jumpstart requests all partner preschool centers to fill out an annual Program Partner Feedback Survey. The survey asks about the preschool's satisfaction with Jumpstart's ability to help children develop their language, literacy, initiative and social relations skills. Jumpstart is proud that our preschool partners consistently rate Jumpstart an average of over 3.0 on a scale of 4.0.

Amendment Justification

N/A

Clarification Summary

Budget Clarification Items:

Below is information requested in clarification items as well as adjustments that were made to the budget as a result of the change in the total funds for which we are applying.

Section I. A. Personnel.

Requested personnel descriptions:

-NYU Assistant to Campus Champion: Is responsible for maintaining the student's federal work-study records and timesheets for Jumpstart. In addition, she helps reserve space on campus and within the department; schedules meetings between department staff and the SM; and ensures technology support and reservations for CM trainings and meetings.

-Barnard/Columbia Assistant to Campus Champion: Serves as an administrative support to the Jumpstart program at Barnard College/Columbia University. This includes reserving space for Jumpstart trainings and events and scheduling meetings with the Jumpstart site manager and Campus Champion.

-Long Island University/Administrative Support: Serves as the administrative support and liaison for

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the SM and the department in which Jumpstart is based on campus. She helps the SM reserve space and technology for meetings and trainings; schedules meetings with the staff and professors; and acts as a point person for LIU questions and best practices. She is also the liaison between the SM and the copy center for documents.

-Lehman College Faculty Advisor for Service Learning: Supports Jumpstart's efforts to research service learning opportunities on campus and refers students to apply for the Jumpstart program. This position also supports Jumpstart's volunteer engagement program by advertising Jumpstart service events to students, faculty and staff.

-Lehman College Office Manager: Supports administrative functions including reserving space, supporting with technology needs and introducing the site manager to staff on campus who can add value to the Jumpstart program and outreach efforts.

-Lehman College Administrative Support: Is responsible for administrative duties in the Division of Education office. This includes answering phone calls, fielding inquiries from students and other office tasks that ensure high program quality.

-Senior Director of National Service Programs: Is responsible for AmeriCorps grant compliance, subgrantee monitoring and contracting.

-Director of Operations & Systems: Is responsible for overall strategy and vision related to Jumpstart's internal data collection system for AmeriCorps members, collateral distribution to AmeriCorps members, and AmeriCorps resource and policy communication.

-FAO Schwartz Fellow: Supports the regional office with volunteer engagement and support; helps facilitate CM trainings at seasonal leadership institutes; supports recruitment efforts with SM's and helps facilitate community engagement events. This position (in grantee share) has been deleted as she will focus her time on volunteer engagement outside of site responsibilities.

-Operations Coordinator: Is responsible for managing and enhancing Jumpstart's internal data collection system for AmeriCorps members, which includes data on service location, service hours and

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other key Corps member data points

-Special Projects Associate: Acts as a liaison between site staff and Jumpstart's Grant Manager, providing support in many aspects of the budget. This includes preparing budgets under the guidance of the Executive Director, Program Directors, and university partners; preparing and delivering trainings to site managers and university staff on Jumpstart and AmeriCorps fiscal policies; and meeting with site managers to discuss their budget.

Changes to Personnel Section based on reduced award:

-Site Managers for New Site and Long Island University (LIU) have been removed based on fewer Corps members (CMs). Given that we are now applying for fewer CM slots, we have decided that if we begin a partnership with a new university in the coming year, we will privately fundraise for the full cost of the program. The LIU site may continue to be managed by the same Site Manager in charge of Brooklyn College or this partnership may be put on hold until we are able to grow programs further in Brooklyn. The associated university support staff at LIU and the New Site have also been removed. These changes will also affect future sections of the budget.

-Site Manager at Lehman has been moved to Grantee Share.

-Senior Director of National Service Programs, Director of Operations & Systems, Operations Manager, Senior Vice President of Education & Programming, Vice President of Research and Evaluation:

Reduced percentage of time based on the reduced number of CMs in application. As in the initial application, these positions are on grantee share only.

-Evaluations Coordinator: Reduced percentage of time based on ratio of the number of CMs in NY to the overall number of Jumpstart CMs nationally. This position moved from CNCS share to grantee share.

-Operations Coordinator: Reduced percentage of time based on ratio of the number of CMs in NY to the overall number of Jumpstart CMs nationally. This position remains only in CNCS share.

-Program Director: Reduced percentage of time due to decreased number of sites on this budget. CNCS

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share remains at 75% of salary but 7.89% of salary was removed from Grantee share.

-Senior Director of Education: Initially, this role was listed at 11.5% usage with 50% on CNCS share; moved to 100% grantee share given reduced CNCS budget.

-Senior Program Director: Initially, 75% of this role was CNCS share and 10% was grantee match; deleted grantee share and decreased CNCS to 67.4% given the reduction in CNCS budget.

-Executive Director: Initially, 40% of this role was grantee match; decreased to 31.6% on grantee match given the reduction in CNCS budget.

-Special Projects Associate: Initially, 24% of this role was on CNCS and 10% on grantee match; decreased to 24% on CNCS share and 2.86% on grantee share given reduction in CNCS budget.

Section I. B. Fringe Benefits.

Changes to Fringe Section based on reduced award:

-Fringe has been reduced and/or moved between CNCS and Grantee share according to the adjustments mentioned in Personnel section.

Fringe in excess of 30% requires itemization:

-As noted above, LIU campus staff have been removed from the budget.

-Fringe for Lehman College staff has been reduced to 29.4% based on updated projections from the institution.

-Fringe for Pace staff is 33.4%. This is itemized as follows - FICA: 7.16%; group life short-term / long-term disability: 0.68%; unemployment / workers comp: 0.75%; dental / medical: 7.45%; post retirement expenses: 3.16%; retirement: 8.4%; tuition remission: 5.8%.

-Fringe for Barnard/Columbia is 33.3%. This is an updated fringe rate from the university and is itemized as follows: 16.65% health insurance; 8.325% as FICA; 8.325% as pension contribution.

Section I. C. Travel:

Narratives

Staff Travel:

- CNCS share: Site Manager (SM) travel costs for SLI, site monitorings, and local Jumpstart meetings and events, and have been reduced based on lowered number of CMs and SMs.
- Grantee share: national Jumpstart training events line item has been reduced based on lowered number of CMs and SMs.

Member Travel:

- Grantee share: CM travel reduced for SLI given fewer CMs.
- CNCS share: CM travel for Jumpstart and Commission events reduced based on fewer CMs located in distant locations.

Section I. D. Equipment:

- Reduced Grantee share for computers for new staff based on reduced number of new staff to be hired.

Section I. E. Supplies

- Office Supplies: Reduced based on revised number of sites
- Program Supplies: Reduced based on 382 CMs (Grantee Share)
- Volunteer Event/Service Day Supplies: Reduced based on revised number of children to be served (Grantee Share)
- Recruitment: Reduced based on lowered number of CMs (Grantee Share)
- Home libraries: Reduced based on revised number of children to be served (Grantee Share)

Section I. G. Training

Staff Training:

- May Leadership Institute: Reduced based on revised staff count (CNCS share)
- September Leadership Institute: Adjusted based on correction to calculation and new staff count. This

Narratives

resulted in an overall increase in the Grantee share.

-National Jumpstart Staff Training Events: Reduced based on revised staff count (Grantee share)

Member Training:

-Calculations requested for CM Summit -- this item has been deleted because of decreased budget and program size.

-SLI Participation for Team Leaders: Adjusted based on correction to calculation and new CM count.

This resulted in an overall increase in the Grantee share.

-Training facilities and incidentals, Training Sequence, and Training materials: Reduced based on fewer sites receiving NY Commission funding (CNCS and Grantee share).

Section I. H. Evaluation:

-The program assessment line item has been corrected (as requested) and decreased to account for the revised number of children being served.

-Requested calculations for \$7,000 external evaluation cost: the \$7,000 is to pay external consultants for data file creation and management, data analysis and report writing. The majority of time will be spent on analysis and report writing. Daily Rate of \$600.

Section I. I. Other Program Operating Costs:

-Printing/Copies, Telecommunication, Office Space, and Postage decreased because of fewer number of sites.

-FBI and CBC: FBI checks and CBC costs reduced due to decrease in projected number of Corps members and site managers. FBI check cost was further reduced due to a revised cost estimate.

Section II. Member Costs

Narratives

-Stipends: Number of stipends reduced from 52 minimum time members to 36 due to decrease in number of Corps members.

-FICA and Worker's compensation were reduced accordingly (based on the reduction in the number of stipends requested).

Programmatic Clarification Items:

-Executive Summary: Number of AmeriCorps members and children served has been removed.

-Grant award start date and member enrollment period start date should be September 1, 2011.

-Criminal history checks, including FBI checks and FBI fingerprint checks, will be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. Per an email communication from CNCS, we understand that the FBI check requirement is on hold for the time being until further notice; we will comply with all mandatory checks after this ruling is announced. In this interim period, we continue to run the other criminal background checks required under AmeriCorps regulations.

Performance Measure Clarification Items:

-Changed number of CMs/MSY and children served in the National Education Performance Measure.

-Removed 3 previous performance measures: Volunteer Recruitment, Citizenship, and School Success as requested. The National Education Performance Measures continue to remain in effect.

Continuation Changes

2011-2012 GROWTH: Jumpstart is excited for the potential to grow the program with 99 additional Minimum Time AmeriCorps members during the 2011-2012 school year. As a part of our national strategy, in addition to enhancing and supporting our existing citywide efforts, Jumpstart will be concentrating on expanding and growing our services in specific neighborhoods of high economic need.

Narratives

In NYC, our first two partner neighborhoods for these deeply concentrated efforts are Hunts Point and the Lower East Side. Jumpstart is working in Hunts Point for the first time in the 2010-2011 program year based on the extreme poverty in the area -- over one-half of residents there live in poverty (NYC Children's Services, August 2008). The Lower East Side was selected for Jumpstart's historically strong presence in the area as well as its significant community need -- nearly one-third of residents of the Lower East Side live in poverty (NYC Children's Services, August 2008). By serving as many children in those neighborhoods as possible in addition to our services across New York City, Jumpstart will be highlighting the importance of early childhood education and engaging communities in improving their educational systems before a child even enters kindergarten.

After our work in the Lower East Side and Hunts Point has made significant progress, we would like to target a community within Brooklyn, given that it is the borough with the second highest poverty rate, just after the Bronx (U.S. Bureau of the Census, 2008 American Community Survey). Further, we have had great success thus far with partners in Brooklyn and have experienced strong demand for our services. Based on this need and past success, we would like to increase the number of members serving the borough in the upcoming year in order to facilitate larger-scale growth in the future.

ENROLLMENT: Jumpstart New York met 99.2% of our 2009-2010 recruitment goal as a result of our year-round efforts. We are proud that our efforts largely paid off despite several obstacles. For example, Jumpstart NY has struggled with recruitment at CUNY campuses because we have traditionally had one site manager for all CUNY campuses, which did not allow us to build a strong brand or presence with any one school. In order to improve recruitment efforts, we are working more in-depth with individual CUNY schools, including Brooklyn College, Lehman College, and York College, in the 2010-2011 school year. Site managers based at the schools are able to build stronger relationships within their individual institutions instead of many relationships across several campuses. These relationships and the higher

Narratives

level of support from local administrations have already produced great recruitment results at Brooklyn College and York College. Jumpstart will build on this success and is working to extend and broaden its outreach and recruitment. Jumpstart NY is engaging more college departments, such as Departments of Education and Community Service Offices, as well as strengthening and maintaining these relationships in order to find new audiences for recruitment. Through these partnerships, Jumpstart NY also hopes to offer opportunities to fulfill internship requirements in addition to the other benefits of the Jumpstart program. In helping Corps members fulfill their academic and professional goals, Jumpstart will further our own recruitment and retention efforts.

RETENTION: Last year, Jumpstart NY had a retention rate of nearly 80%. The retention rate is taken seriously and we 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 graduate for one of two reasons. They either underestimate the time commitment, or their schedules and workloads change. 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 in learning to manage his or her time in such an environment. Additionally, the poor economic environment in recent years has posed further challenges as students seek higher-paying employment, or in some cases, military service, in order to pay for college and living expenses.

Despite these challenges, Jumpstart has been able to maintain a retention rate of nearly 80% throughout the program year, and we are pleased that many Corps members return for multiple years of service as AmeriCorps members or as volunteers with Jumpstart. Staff members have been working diligently to increase retention rates and give AmeriCorps members the support and information they

Narratives

need for a successful year of service. During the 2009-2010 school year, Jumpstart hosted several all-Corps events, including a career panel and two all-Corps get-togethers, in order to improve feelings of connectedness to the program and retention. Site managers also increased outreach efforts around holiday breaks as a retention technique for keeping Corps members engaged when they were not in the classroom weekly. Going forward, Jumpstart also plans to use many of the same efforts proposed in the recruitment section to help keep Corps members engaged throughout the year including partnering with individual CUNY schools, working directly with departments of education whenever possible, and offering internship opportunities.

PERFORMANCE MEASURES: Jumpstart NY will be using the national performance measures for early childhood education since those are available for the 2011-2012 program year. We will continue to track our progress in the Member Development and Strengthening Communities areas should the Corporation be interested in these results.

BUDGET CHANGES

Section I. Program Operating Costs

A. Personnel Expenses -- We increased Site Manager (SM) and Program Director (PD) salaries based on the level of education and experience needed to supervise and successfully implement Jumpstart's new curriculum, which ensures an even greater level of quality than in previous years. Further, since salaries for teachers in NYC public schools range from \$45,530 to \$74,796, we are trying to offer salaries at a comparable market rate in order to maintain and retain a staff that can implement a high-quality program. In the past, salaries have not been at these competitive rates, and this decreased our ability to retain high-caliber SMs over multiple years. Therefore, please note increased salaries for each SM. Three new SMs are included to accommodate Corps member (CM) growth. Senior PD increased to \$70,000 at 85% usage; PD (formerly titled City Director) increased to \$57,000 and her percentage of time has

Narratives

increased to 75% paid by CNCS given her focus on AmeriCorps programs in NYC and an additional 7.89% in grantee share; new Associate Program Director (APD) at \$48,000 with 75% in CNCS share and 15.6% in grantee share. Program Associate replaced the APD in the original budget submitted, and her salary is \$39,140 at 85% usage. The Special Projects Associate is also spending a greater percentage of her time on our programs in NYC given the site growth and curriculum logistics, which is why the percentage of her time has increased. One FAO Schwartz Family Foundation Fellow is now listed in the grantee share to reflect the time she spends supporting the programmatic team. Program partner salary has been removed from the grantee share based on difficulty of collecting this information, and university faculty and staff salaries have been adjusted according to their most recent documentation.

National staff members with portions of salary in the CNCS share of the 2011-2012 budget are the Evaluation Coordinator, Operations Coordinator, and Senior Director of Education for a total of \$11,346 in CNCS costs. Additional national staff appear as grantee share costs, including Senior Director of National Service Programs, Director of Operations and Systems, Operations Manager, Senior Vice President of Education and Programming, and Vice President of Research and Evaluation. We have also moved the Executive Director salary to the grantee share in order to be fundraised with private revenue sources. The total salary items in the 2010-2011 budget were \$603,552 (41.9%) of the \$1,439,032 budget or \$472,152 (56.9%) of the CNCS share of the budget. This year, salary items are \$943,929 (48.7%) of the \$1,936,879 budget or \$681,769 (64.6%) of the CNCS share.

B. Fringe - Jumpstart's fringe rate was increased from 21.5% to 22.5%, which, along with slightly higher salaries, increased the overall amount needed for fringe costs. Additionally, new sites and university staff have contributed to an increase in both CNCS and grantee shares for fringe.

C. Travel

Narratives

Staff Travel: The September Leadership Institute (SLI) travel budget decreased to reflect the fact that this training will be held locally in NYC. MLI costs have increased by \$18 due to projected transportation costs, including an additional SM who is based in Queens. We removed the large national conference, new curriculum monitoring, and several Jumpstart-led trainings from this section and the training section as these are one-time costs to support the new curriculum implementation for 2010-2011. Replacing those travel costs are increased travel costs for SMs visiting their preschool partners and monitoring the quality of the CMs' work at those preschools. With increased Metrocard costs and some sites needing alternate transportation, more funds were needed in this area. Additionally, the annual national training for all new SMs is included in the grantee share of staff travel costs; PDs also attend this annual training in order to facilitate trainings. Travel to CNCS-sponsored meetings was updated based on recent costs incurred by such travel.

Member Travel: The SLI travel budget decreased in order to reflect the fact that this training will be held locally in NYC. Local travel expenses have increased to allow CMs to transport the increased number of materials for our curriculum to the preschool partners; due to the volume of materials, taxis are sometimes required.

E. Supplies - Background checks have been moved to "Other Program Operating Costs." CM uniform cost decreased by \$1/CM, and volume of uniforms increased due to the increased number of CMs. Office supplies have increased to \$6,280 total for CNCS and grantee share due to growth in sites and staffing. Also, "office supplies" and "regional office supplies" (previously in section I) have been condensed into one category. There was also a significant decrease in the cost of program supplies due to: (1) cost savings based on successful cost negotiations with vendors and (2) decreases in costs per team for all previously existing sites because many materials can be reused. One other item closely related to program supplies is called "home libraries," which are the books related to Jumpstart's curriculum

Narratives

provided for children in the program to take home. The recruitment materials costs have increased slightly due to the increased number of CMs as well as updated in-kind projections from our vendor. Jumpstart's family involvement materials have changed to include a family calendar and frequent newsletters instead of a booklet as in past years. The calendars are printed in-kind at the cost of \$1000 for all NYC sites. Newsletters are printed at sites with relevant local information, and these costs are included in the printing/photocopying portions of the budget. The "Service Day Supplies" line item has decreased slightly as we are only able to collect in-kind cost projections for a portion of the books we will be distributing in the 2011-2012 school year; it now also includes the costs for family literacy events now held each month in the Bronx. The 2010-2011 budget in "Other" showed two new computers each at \$1,000 for new site staff; the updated budget has a total of six new computers needed for 3 new SMs, 1 new APD, and 2 replacement computers for outdated technology.

G. Training

Staff Training: SLI costs have been decreased, as mentioned in the "Staff Travel" section, to reflect the fact that hotels will not be needed for most attendees; additional SMs and regional staff have been added to mirror the growth in the number of CMs. MLI costs were decreased with the removal of training space and speaker time from the budget, and this cost now appears as CNCS-funded training. The new staff orientation shown in "Staff Travel" replaces the staff professional development conference; this represents a cost savings. As previously mentioned, the new curriculum training has been removed since the curriculum will no longer be in its first year of implementation in NYC.

Member Training: As previously mentioned, SLI costs have been decreased based on holding the training in NYC as opposed to a conference center in another location. CM Training Toolkits have been removed from the budget entirely as this training information will not be formally printed as in past years. A combination of online and self-printed materials will replace the resources currently available in

Narratives

the CM Toolkits. Fall and winter teachers institutes have been condensed to one line item based on their similarity in formats: total cost is \$4,240 in CNCS and grantee costs. The training facilities and incidentals line item has been increased to reflect the costs reported by our university and other community partners who donate space as well as to represent the increased amount of training space that will be needed at new and growing sites; the CNCS cost has decreased for this line item. The training materials line item has increased based on the corps growth as well as the large volume of materials needed for the new curriculum.

H. Evaluation - Program Assessment costs will increase based on the additional children being served by the greater number of CMs. External evaluation has increased based on the projected cost of the evaluation needed in the 2011-2012 program year.

I. Other Program Operating Costs - The amount of office space used at universities has increased based on the new university partners as well as updated projections from current partners. Postage costs have decreased due to more efficient supply delivery methods to sites. Printing and copying costs have increased based on our experience in the first year of our new curriculum in which we learned that more funds are needed to accommodate printing many more materials for the Jumpstart curriculum. As previously mentioned, "regional office supplies" are now listed with all other "office supplies" in section E. Telecommunications costs have increased slightly based on the new sites as well as updated projections for items on the grantee share. "Staff background checks" were listed in the originally submitted budget; these now appear along with CM background checks as "FBI Background Checks" and "Criminal Background Checks." Amounts have increased due to new regulations around FBI checks and fingerprinting.

Section II. Member Costs

Narratives

A. Living Allowance - The number of CM stipends has increased in order to support our growth as well as improve our ability to recruit and retain CMs throughout the entire school year.

B. Member Support Costs - Member support costs increased in the form of FICA and Worker's Compensation as those costs correspond to the increased funds for living allowances.

Section III. Administrative/Indirect Costs

B. Federally Approved Indirect Cost Rate - This section of the budget increased as a result of the increase in the overall budget.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 80.85

Service Categories

School Readiness/Head Start/Early Childhood Education

Leadership Development

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Each year, 382 Jumpstart college students will provide preschool literacy intervention experiences in a small group setting to approximately 825 children through Jumpstart sessions. Sessions last two hours and take place twice a week in preschool and early learning center classrooms in four boroughs of New York City.

Result: Output

Result.

701 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: 701

Instruments: Literacy checklist

PM Statement: 701 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.

616 preschool-age children living in low-income communities will complete participation in Jumpstart's high-quality supplemental early language and literacy program and 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: 616

Instruments: Literacy checklist

PM Statement: 616 of Jumpstart preschool-age children will demonstrate fall-to-spring gains in literacy skills important to school readiness.

Result: Output

Result.

825 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: 825

Instruments: Literacy checklist

PM Statement: 825 preschool-age children living in low-income communities will start in a Jumpstart program,

National Performance Measures

Result.

participating in high-quality supplemental early language and literacy activities in early childhood education programs (Head Start, child care, and public prekindergarten).

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable