Jumpstart’s vision is that “every child in America enters kindergarten prepared to succeed.” In service of this vision, Jumpstart works to achieve several goals, including: 1) creating enriched learning environments where children from underserved neighborhoods are supported in the development of language, literacy, and social-emotional skills; and 2) supporting the development of an early childhood education workforce.

In support of the first goal, Jumpstart implemented a revised curriculum in the 2018-2019 program year, which select sites had been piloting during the previous three years. The revision integrates the latest findings in early education research, placing increased focus on oral language and social-emotional development, while building on the existing foundation of Jumpstart’s core programming—caring adult volunteers, trained in effective strategies, engaging preschool children in purposeful interactions and group activities aimed at building children’s language, literacy, and social-emotional skills.

In support of the second goal, Jumpstart continued to provide intensive training for volunteers (“Corps Members”) participating through existing programs, and expanded its workforce development programming—programming that aims to create a pipeline of qualified talent pursuing a career in early childhood education by: 1) leveraging partnerships with higher education institutions to offer early childhood education workforce pathways to college students in communities across the country; and 2) providing professional development to current teachers.
Jumpstart’s Program Models

During the 2018-2019 program year, Jumpstart delivered services through several different program models. Most programs operated during the school year, with trained Corps Members implementing learning activities during twice-weekly, two-hour sessions over the course of 20 weeks (“Traditional Program”). Some programs focused on the teaching workforce (“Workforce Development Program”), either by providing training to current teachers already working in preschools or by working with college students enrolled in an intensive teacher preparation program; in these programs, children’s learning activities did not follow a traditional session format. One program served children through an extended day format (“Extended Day Program”), operating during after-school hours four days a week for the entire school year. During the summer of 2019, Jumpstart operated 6- to 10-week programs (“Summer Program”) in which Corps Members served in multiple classrooms, working with children up to three times per week. Families of children participating in all program models also had the option of enrolling in the Ready4K texting program, in which families received three texts a week with tips on how to boost their child’s learning.

Jumpstart By the Numbers

<table>
<thead>
<tr>
<th>Children</th>
<th>Corps Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year, Traditional Program</td>
<td>9,536</td>
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<td>School Year, Workforce Development Program</td>
<td>873</td>
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<tr>
<td>School Year, Extended Day Program</td>
<td>66</td>
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<tr>
<td>Summer Program</td>
<td>1,101</td>
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<tr>
<td>Total</td>
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</table>

In total, 11,576 preschool children were served by 3,888 Corps Members during 2018-2019. Of the 11,576 children, 9,536 were served through traditional school-year programming, 873 were served through Workforce Development Programs, 66 were served through the New York Extended Day Program, and 1,101 were served through summer programming. In addition to receiving direct Jumpstart services, the children of 4,369 families participated in the Ready4K texting program.

A total of 3,888 Corps Members provided service. Of these, 3,526 did so through traditional school-year programming; most (3,486) were college students and 86 were older adults serving with Jumpstart’s Community Corps sites. Workforce Development Programs engaged 221 Corps Members—126 college students from San Francisco State University and 68 teachers in Arizona. Nineteen Corps Members served with the Extended Day Program, and 122 provided service through summer programs.

Reports

To evaluate Jumpstart’s progress toward its goals, the Research and Evaluation team analyzed child and adult volunteer (i.e., Corps Member) demographic data, child language and literacy assessment data, Corps Member survey data, and feedback collected from program partners. The following mini-reports focus on select results from 2018-2019.

Major Findings for Children: 2018-2019
Major Findings for Corps Members: 2018-2019
Jumpstart’s vision is that “every child in America enters kindergarten prepared to succeed.” In service of this vision, Jumpstart works toward the goal of creating enriched learning environments where children from underserved neighborhoods are supported in the development of language, literacy, and social-emotional skills. To support this goal, Jumpstart implemented a revised curriculum in the 2018-2019 program year, which select sites had been piloting during the previous three years. The revision integrates the latest findings in early education research, placing increased focus on oral language and social-emotional development, while building on the existing foundation of Jumpstart’s core programming—caring adult volunteers, trained in effective strategies, engaging preschool children in purposeful interactions and group activities aimed at building children’s language, literacy, and social-emotional skills.

In total, 11,576 preschool children were served by 3,888 Corps Members during 2018-2019. Of the 11,576 children, 9,536 were served through traditional school-year programming, 873 were served through Workforce Development Programs, 66 were served through the New York Extended Day Program, and 1,101 were served through summer programming. In addition to receiving direct Jumpstart services, the children of 4,369 families participated in the Ready4K texting program.

To evaluate Jumpstart’s progress toward its goals, the Research and Evaluation team analyzed demographic and assessment data for children, as well as feedback collected from program partners and families. This report presents major findings for children from 2018-2019.

RESEARCH QUESTIONS

1. Did children participating in Jumpstart demonstrate gains in language and literacy skill development over the course of the program year?
2. What percentage of Jumpstart participants made substantive gains over the course of the program year?
3. How, if at all, did children’s gains differ based on pre-intervention language and literacy skill level or Dual Language Learner status?
4. How did program partners describe Jumpstart’s impact on child outcomes?
5. How did families participating in the Ready4K texting program describe child outcomes?
METHODS

Participants

Demographics

Of the 11,576 children participating with Jumpstart in 2018-2019, the families of 8,334 shared their children’s demographic information with Jumpstart, and gave consent for this information to be used in reports. Their demographics are summarized below, and presented in full in Appendix A, along with demographics for the JSSC and TOPEL evaluation samples.

The most commonly reported race/ethnicity is Latinx (39%), followed by Black (31%) (see Figure 1).

In terms of language, 66% of children come from homes in which English is the most spoken language, and 23% come from homes in which Spanish is the most spoken (see Figure 2). Although most children come from homes in which English is the most spoken language, many of these children are also acquiring other languages while they are acquiring English. Over one third (36%) of families with English as the most spoken language in the home also reported that other languages are spoken in the home; among these homes, a majority (79%; 18% of the overall Jumpstart population) speak Spanish.

Young children who are acquiring two or more languages at the same time are referred to as Dual Language Learners (DLLs), and comprise 58% of the children participating in Jumpstart during 2018-2019 (see Figure 3).

The average age of participating children was 48.40 months (4 years).

In terms of gender breakdown, 49% of children are male, and 51% are female.
Of the 11,576 children participating with Jumpstart, for the purposes of this report, 2,451 were included in the *Jumpstart School Success Checklist (JSSC)* evaluation sample, and 693 children were included in the *Test of Preschool Early Literacy (TOPEL)* sample. Children in the samples had parental permission for participation in evaluation activities, completed the Jumpstart program (120 days enrolled), and had pre- and post-intervention assessment data. For the purposes of this report, evaluation samples included children in traditional, school-year programming only.

As shown in Appendix A, there were no major differences across the different samples in terms of demographic composition, except that the TOPEL sample had a higher percentage of English monolinguals, and had a slightly higher average age (by less than one month).

**Assessments**

**Jumpstart School Success Checklist (JSSC)**

The *Jumpstart School Success Checklist (JSSC)* is comprised of 15 items from the HighScope Educational Research Foundation’s Preschool Child Observation Record (COR), 2nd Edition (HighScope, 2003), a standardized teacher observational tool. The 15 items focus on language and literacy skills as well as social-emotional competencies that have a language component (e.g., relating to adults through conversation, and making choices and plans by verbally expressing them). On each item, a child is given a score of 1, 2, 3, 4, or 5, where each score corresponds to a specific skill/behavior, and higher scores represent a more developmentally advanced skill. For example, on Item 7 (Reading), a child who receives a 4 recognizes a written word, while a child who receives a 5 can read aloud a simple phrase or sentence.

Preschool teachers complete the JSSC at pre-intervention (before children attend sessions) and at post-intervention (after program completion). Unless otherwise noted, JSSC scores are reported as total scale scores (an average of the scores for the 15 items), rather than as subscales that measure distinct areas.

The JSSC has traditionally been the tool Jumpstart used to assess children’s language and literacy skills. It measures a broad set of language and literacy skills with a limited number of items dedicated to children’s use and understanding of spoken words. As such, is not perfectly aligned with the revised curriculum’s focus on oral language. Starting in the 2018-2019 program year, Jumpstart began a phased elimination of the JSSC (and increased use of the *Test of Preschool Early Literacy*). However, some sites continued to administer the JSSC during the 2018-2019 program year due to grant requirements. It was expected that this tool would still capture children’s gains, given the close connection between oral language and other skill domains; therefore, results are presented here.

**Test of Preschool Early Literacy (TOPEL)**

The *Test of Preschool Early Literacy (TOPEL)*, a direct assessment tool for 3-to-5-year-old children widely used in intervention research, has been identified as the tool best suited to evaluate Jumpstart programs. The TOPEL has three subtests: Print Knowledge, Definitional Vocabulary, and Phonological Awareness. The Definitional Vocabulary subtest assesses oral language—the explicit focus of the revised curriculum—while the other two subtests allow us to look at other important language and literacy skills.

Trained assessors administer the TOPEL at pre- and post-intervention. During the test, children score one point for each item answered correctly (e.g., on the Phonological Awareness subtest, correctly pointing to the picture of a lamb when prompted with “now point to lamp without /p/”). The total number of points on each subtest is the raw score for that subtest. A child’s raw scores are converted to standard scores that are norm-referenced and based on their chronological age. Their standard scores on the three subtests are combined to produce the Early Literacy Index (ELI), a composite score that provides a picture of their overall literacy skills. For the purposes of this report, only standard scores are analyzed.

As with the JSSC, higher standard scores on the TOPEL represent more advanced skills. The average score for the three subtests and the ELI is 100, with scores in the average range falling between 90 and 110. The closer a child’s standard score is to 100, the closer their performance is to the expected average for their age. Scores above 110 suggest that children possess skills that are above what is expected for their age, and are likely to be good at a wide range of activities that predict reading and school success.
Distribution of Scores

At pre-intervention, Jumpstart children’s total scale scores were clustered at the low end of the scale, indicating lower language and literacy skills. In fact, 68% of children had scores between 1 and 2.99 (see two left-most bars in Figure 4). By post-intervention, the pattern had reversed; scores were clustered around 3 and 4, with most children (75%) scoring between 3 and 5 (see three right-most bars in Figure 4). This change in the distribution of scores suggests that Jumpstart children, as a group, were improving in their language and literacy skills over the course of the year.

Children Making Gains

In addition to looking at the distribution of scores at pre- and post-intervention, each child’s individual gain from pre- to post-intervention was calculated. Among the 2,451 children in the JSSC evaluation sample, 89% (2190) made gains; that is, they improved at least some amount in their language and literacy skills during the program year.

Children making gains of one point or more on the five-point scale of the JSSC are considered to have made gains that are substantive. Of those making gains, there were more children (55%) making substantive gains than non-substantive gains (45%). Children making substantive gains comprised 49% of the overall JSSC evaluation sample.

The percentage of children making gains is comparable to that for previous years (91% in 2017-2018 and 90% in 2016-2017). The percentage of children making substantive gains is slightly lower than that in previous years (53% in 2017-2018 and 52% in 2016-2017).

Average Point Gains

Children in the JSSC evaluation sample began the year with an average pre-intervention score of 2.52 on the total scale of the JSSC, and concluded the program year with an average post-intervention score of 3.50. An average post-intervention score of 3.50 indicates that children are likely displaying language and literacy skills that are important for kindergarten success, such as: contributing to an ongoing conversation, making appropriate letter sounds, recognizing a written word, and recognizing print. Over the course of the program year, children made an average gain of 0.98 on the 5-point scale of the JSSC. See Figure 5.
Children Making the Greatest Progress

While Jumpstart works to ensure that all participating children are supported in developing the critical skills they need to succeed in kindergarten, there is a particular interest in understanding how we serve those who, at the beginning of their participation, display lower language and literacy skills. To examine the progress made by children who began the program year with lower skills relative to others who receive Jumpstart’s program, children were grouped according to their pre-intervention JSSC average scores. During the 2018-2019 program year, the average pre-intervention score was 2.52. As shown in Figure 6, children beginning the program year with below-average scores made larger gains than their peers beginning with average or above scores. Children beginning the year with below-average pre-intervention scores also finished the year with an average post-intervention score (3.11) that approached that of the overall sample (3.50). See Figure 6.

Dual Language Learners

All of the children Jumpstart serves are language learners due to their young age. While some are acquiring English only (monolinguals), many are learning one or more language in addition to English (Dual Language Learners, or DLLs). Because they are acquiring two or more languages, DLLs develop particular linguistic and cognitive strengths, but may also have specific needs related to their English language development. Supporting DLLs’ English language development is a priority for Jumpstart, and strategies for doing so are embedded within Jumpstart’s programming, as they are effective strategies for all young children. Strong outcomes for DLLs would not only affirm Jumpstart’s efforts to respond to the cultural and linguistic diversity in the classrooms we serve, but also the effectiveness of Jumpstart’s overall approach to supporting language development and kindergarten readiness for all children.

Among children in the JSSC evaluation sample, 1,425 were identified as DLLs, and 790 as monolingual English learners. During 2018-2019, DLLs in the JSSC evaluation sample made greater gains than their monolingual peers (see Figure 7), and this difference was statistically significant, \(t(2214)=2.874, p=0.004\).
OUTCOMES – TOPEL

TOPEL Versus the JSSC

To aid the interpretation of TOPEL results, it is important to highlight some major differences between the assessments, the scores, and gains that we report for the JSSC and those that we report for the TOPEL. While the TOPEL and JSSC both measure children’s language and literacy skills, these assessments are different in several ways. First, the JSSC is a criterion-referenced, indirect teacher observation tool. The TOPEL is a norm-referenced direct assessment of children’s abilities. On the JSSC, children’s growth is measured relative to a fixed set of standards (criteria). On the TOPEL, children’s performance is measured relative to their peer group (the normative sample).

In terms of administration, on the JSSC, teachers report whether or not they have ever observed a child displaying a certain skill (e.g., saying the beginning letter or letter sound of any word). On the TOPEL, assessors use a specific prompt (e.g., pointing to a picture of a bed and asking: What is this?). In the moment, children must correctly respond in order to receive a point for that item.

In terms of scores, raw scores on the TOPEL subtests are converted to standard scores by taking chronological age into account. As a result, gains on raw scores do not always translate into gains on standard scores. For example, take a child who is 3 years and 2 months old and receives a raw score of 14 on Definitional Vocabulary at pre-intervention. Using this child’s age and score, their standard score conversion is 75. Six months later/at post-intervention, the child receives a raw score of 18. While they make a raw score gain of four points, given their age, their standard score remains the same. A child who is 3 years and 8 months old needs to receive a raw score of 19 to see an increase in their standard score. Thus, any gains on the TOPEL indicate progress beyond what would be expected for children as a result of typical development.

Due to these differences, the percentage of children making gains on the TOPEL cannot be directly compared to the percentage making gains on the JSSC.

Distribution of Scores

As with the JSSC, higher scores were more common on the TOPEL at post-intervention than pre-intervention. Figure 8 displays the percentage of children scoring at each level (Very Poor through Very Superior) at pre- and post-intervention on the ELI. At pre-intervention, the distribution of scores is slightly skewed to the left, with more children (41%) receiving a below average score (Below Average, Poor, or Very Poor) than an above average score (Above Average, Superior, Very Superior; 21%). At post-intervention, the scores are more normally distributed.

Scores in the Average range or above suggest that children have gained language and literacy skills that are important for kindergarten success. At pre-intervention, a combined 59% of children scored in the Average range or above, and at post-intervention, a combined 70% did so (see four right-most bars for each graph in Figure 8). vii

Higher TOPEL ELI scores were more common at post-intervention than at pre-intervention.

![Figure 8. Distribution of children’s pre- and post-intervention TOPEL standard scores on the ELI. Note: * Percentages may not sum to their totals due to rounding.](image-url)
Given the revised curriculum’s focus on oral language, Jumpstart was particularly interested in how children scored on the Definitional Vocabulary subtest at pre- and post-intervention. As with the ELI, DV scores (shown in Figure 9) were slightly skewed to the left at pre-intervention, with more (35%) children scoring below average than above average (24%). At post-intervention, the scores were more normally distributed.

![Figure 9. Distribution of children’s pre- and post-intervention TOPEL standard scores on the Definitional Vocabulary (DV) subtest. Note: Percentages may not sum to their totals due to rounding.]

Comparing the Jumpstart Sample with the Normative Sample

Because the TOPEL is a normed assessment, TOPEL results for Jumpstart children can be compared to those of the normative sample. In the normative sample, 25% of scores fall below the Average range. Compared to this, 41% of Jumpstart children’s pre-intervention ELI scores fell into this range (Figure 8, three left-most bars), and 35% of pre-intervention DV scores fell into this range (Figure 9, three left-most bars); this confirms that Jumpstart is serving a population that, as a group, began with lower language and literacy skills relative to the normative group. By post-intervention, the percentage of Jumpstart ELI and DV scores falling below the average range (30% for ELI and 28% for DV) was closer to the 25% of the normative group.

In the normative sample, 75% of scores fell into the Average range or above, and 66% of children in the normed sample came from families with incomes of $35,000 or more at the time of norming (well above the poverty threshold for a family). Jumpstart’s mission is to serve preschool-age children from underserved neighborhoods, and seeks to partner with early childhood centers at which at least 75% of children are from low-income families, as defined by federal guidelines for reduced-cost meals (i.e., “free or reduced lunch”). During the 2018-2019 program year, 93% of Jumpstart classrooms met this criterion. Therefore, given the likely income distribution in our Jumpstart sample and the known links between family income and language development, the fact that 73% of our sample (~2 percentage points below the normed sample) finished the year with average or above average DV scores (Figure 9, four right-most bars) is impressive.

Children Making Gains

Of the 693 children included in the TOPEL evaluation sample, 60% (418) made pre- to post-intervention gains on the ELI. Children demonstrated growth on each of the three subtests; 53% made gains on the Print Knowledge (PK) subtest, which measures alphabet knowledge; 52% made gains on Definitional Vocabulary (DV), which measures single-word oral and definitional vocabulary, and 59% of children in the sample made gains on the Phonological Awareness (PA) subtest, which measures elision (omission of one or more sounds in a word to form a new word) and blending abilities. See Figure 10.
These results, while positive, represent a decrease from the previous program year; higher percentages of children made gains in 2017-2018 (61% on PK, 63% on DV, 66% on PA, and 75% on the ELI). Jumpstart implemented several major changes during 2018-2019, and we may be seeing an implementation dip. One major change was the national roll-out of the revised curriculum, which included changes to session elements and activities, a refreshed list of core storybooks, and corresponding changes to Corps Member trainings. To align with curricular content, most sites went from administering the JSSC, an indirect assessment administered by program partner staff, to administering the TOPEL, a direct assessment requiring knowledge and training on the part of assessors as well as considerable effort on the part of young children to sit for a one-on-one assessment. Another major change was the staffing structure. Whereas in previous years, each site was overseen by one site manager (or in the case of larger sites, a team of site managers), in 2018-2019, sites in four cities with a large Jumpstart presence piloted a new structure in which the responsibilities of a site manager were split across three roles (Quality Coach, Volunteer Manager, and Program Coordinator), each of whom supported a portfolio of 2-4 sites.

**Average Gains**

Not only did a large percentage of children make gains individually, but as a group, Jumpstart children demonstrated gains on all three subtests and the ELI. Average pre- and post-intervention scores and the differences between them are depicted in Figure 11. Results of paired sample t-tests indicate statistically significant increases for all subtests and the ELI.

* PK: \( t(692) = -6.755, p<0.001 \)
  
  DV: \( t(692) = -5.660, p<0.001 \)
  
  PA: \( t(692) = -6.055, p<0.001 \)
  
  ELI: \( t(692) = -8.623, p<0.001 \)
Children Who “Closed the Gap”

Jumpstart is particularly interested in understanding how we support the development of children who display relatively low language and literacy skills before participating in the program. Children who began the year with a below-average TOPEL standard score (i.e., a score below 90) are considered to have “closed the gap” if they received an average or above average TOPEL standard score (90 or above) at the end of the program year.

On the ELI, 282 children began the year with a pre-intervention score in the Below Average, Poor, or Very Poor range. Among them, 104 (37%) received at least an average score by post-intervention.

Of particular interest to Jumpstart are children’s gains on the DV subtest, given the curricular focus on oral language. At pre-intervention, 238 children had DV scores below average, and among them 88 (37%) received at least an average DV score at post-intervention.

Taken together, these results indicate that many children who began the year with below-average scores were able to close the gap by the end of the year.

Program Partner Feedback

Each year, Jumpstart sites collect feedback from the early childhood centers or preschools with which they partner (program partners). The feedback survey asks program partners to rate various aspects of Jumpstart programming, and provides spaces for open-ended responses. When asked to rate Jumpstart Corps Members’ ability to help children develop language and literacy skills on a scale of 1 to 4 (1=poor, 2=fair, 3=good, 4=excellent), program partners gave an average rating of 3.63. Some program partners also added comments to this item, noting the following:

“We noticed improvements in language and literacy in all the kids who attend Jumpstart.”
“Children have been observed having increased vocabulary and sentence structure.”
“I hear a lot of child-initiated conversations and Corps Members using target vocab.”
“We see more growth in the classrooms that participate in Jumpstart.”
“Our students in Jumpstart learn much more English than our students who are not in Jumpstart.”

In addition to observations related to growth in children’s skills, program partners responded positively as a group to all survey items, rating Jumpstart’s ability to enhance current educational services at their program as 3.58 (1=poor, 2=fair, 3=good, 4=excellent). One program partner added, “The Jumpstart session goals align well with those of our curriculum being implemented. The sessions especially enhance the language, literacy, and social emotional development of children enrolled in our program.” Another wrote, “Love, Love, LOVE it! We wouldn’t know what to do without Jumpstart. We love CAT [Classroom Assistance Time] and session and all the behavior and emotional support provided to the children.”

Feedback from Families Participating in Ready4K Texting

During the 2018-2019 program year (for the third consecutive year), Jumpstart partnered with ParentPowered to offer Ready4K text messages to all Jumpstart families. In February and March of 2019, Jumpstart enrolled 4,369 families into the texting program. Participating families received three texts a week with fun facts and easy tips on how to boost their child’s learning (e.g., FACT: The grocery store is great for building literacy skills. On the way to the store, ask your child to name all of the fruits and vegetable they can think of; TIP: When you’re at the store, go on a letter hunt. Can your child find an “A” on a sign, box, or food label? What about a “B”? Can they go all the way to “Z”?).

In mid-June of 2019, two weeks after texts ended for the school year, using a ParentPowered portal, Jumpstart texted a survey link to all enrolled families (regardless of their enrollment year). The link was sent to 7,554 families in total. The 12-item survey asked families close-ended questions such as: How easy was it to make Ready4K activities part of your day? How helpful are Ready4K text messages? And, How much has Ready4K helped your preschool-aged child learn important skills like naming letters, writing their name, and describing objects? The survey also included one open-ended item that asked: What did you like most about Ready4K text messages?
The survey was completed by 98 English speaking families and 45 Spanish speaking families – a low response rate, but one that is not atypical for this type of survey engagement. 97% of families said the Ready4K text messages were helpful. When asked specifically about language and literacy support, 99% of families said that Ready4K has made it easier for them to help their children learn skills like naming letters, writing their name, and describing objects. In terms of what they liked most about the text messages, families told us that they liked the activities, especially how easy, yet creative they were. Several families talked about the oral language and relationship building support built into the activities, sharing that they liked:

- “Asking questions and having him name different things he sees on our way to and from school.”
- “[That] they were simple tips that could easily be added to our day but still created a big impact on our conversation.”
- “Learning new words”
- “[Que] me ayudan a relacionarme mas con mi hi[j][, y saber co][] enseñarle a leer y escribir. ([That] they help me build a stronger relationship with my child and teach them how to read and write.)”

These results suggest that Jumpstart, in partnership with ParentPowered, is successfully engaging families to support children’s language and literacy development.

**SUMMARY OF CHILD OUTCOMES**

Overall, results indicate that the Jumpstart program is effective in improving children’s language and literacy skills. Positive results were found between pre- and post-intervention child assessments and in summative statements from preschool/program partners and families.

In looking at the child assessments specifically, 89% of children in the evaluation sample showed growth on specific language and literacy skills as measured by a criterion-referenced assessment (the Jumpstart School Success Checklist, a shortened version of HighScope’s Child Observation Record). On the Test of Preschool Early Literacy (TOPEL), a norm-referenced assessment, more children in the sample (70%) ended the year with average and above average Early Literacy Index (ELI) scores than began the year (59%), indicating that children are closing the gap and developing language and literacy skills that are important for kindergarten readiness. On the Definitional Vocabulary subtest of the TOPEL, which assesses oral language and aligns well with Jumpstart’s revised curriculum, an even higher percentage (73%) of children finished the year with average or above scores. This mirrors the percentage found in the normed sample, in which 75% achieved scores in this range. Given the likely income distribution of Jumpstart families as compared to that of the TOPEL’s normed sample, the fact that Jumpstart children’s score distribution closely resembled that of the normed sample is impressive and suggests that at post-service, as a group, Jumpstart children are comparable to their peers.

Taken together, the JSSC and TOPEL results indicate that children participating with Jumpstart are making strides in their language and literacy skills, both in terms of growth over the course of the program year and in terms of proficiency reached by the end of the year. These findings are reinforced by the feedback from staff at partner preschools/ early childhood centers, who rate the Jumpstart program highly and note that children in Jumpstart classrooms appear to be making strides in language and literacy skills.
Demographic data are shown for the 8,334 children who had demographic information and family consent for Jumpstart to use their information (second column). Demographic data for the children in traditional school-year programs are shown in the third column. Data for children in the JSSC and TOPEL evaluation samples are shown in the fourth and fifth columns, respectively.

**Percentage of children in each demographic category during the 2018-2019 program year**

<table>
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<th>DEMOGRAPHICS</th>
<th>% Jumpstart Children, All Programs (n=8,334)*</th>
<th>% Jumpstart Children in SY Traditional (n=7,156)*</th>
<th>% Jumpstart Children in SY Traditional JSSC Evaluation Sample (n=2,306)*</th>
<th>% Jumpstart Children in SY Traditional TOPEL Evaluation Sample (n=654)*</th>
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</tr>
<tr>
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<td>51%</td>
<td>56%</td>
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<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>6 years (72.00 months) or older</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>-</td>
</tr>
</tbody>
</table>

*Note: Percentages may not total 100% due to rounding. Response rates varied across items, and ranged from 94% to >99%.

*The n values shown in this table reflect the number of children in each sample who had demographic information and family consent for Jumpstart to use that information in reports. The total number of participants for each sample is greater than the n values shown, and are as follows:

Children in all Jumpstart Programs: 11,576
Children in Jumpstart SY Traditional Programs: 9,536
Children in Jumpstart SY Traditional JSSC sample: 2,451
Children in Jumpstart SY Traditional TOPEL sample: 693
As part of Jumpstart’s continuing efforts to use inclusive language, the gender-neutral term “Latinx” will be used to refer to individuals previously described as “Latino/a”.

Sites funded by CaliforniaVolunteers, Foster Grandparents, Massachusetts Service Alliance, Mississippi, New Yorkers Serve, and private grants administered the JSSC.

The TOPEL is a standardized, norm-referenced measure of early language and literacy skills. Norm-referenced tests compare and rank test takers in relation to others who have already taken the test – the normative sample. The TOPEL was normed on a group of 842 children from across the U.S. in 2007. This sample closely approximates the U.S. population by geographic area, gender, ethnicity, family income, families’ educational attainment, exceptionality status (e.g., learning disorders, emotional disturbance, hearing impairment), and age.

For the purposes of this report, the “Lower skills” group refers to children who scored below the pre-intervention JSSC average score of 2.52. While redefining “lower language skills” in this way allows for more meaningful analyses, it also means that the cutoff point will change each year.

236 children in the JSSC sample did not have language information available.

However, while not typical practice, if we look at raw scores – which are similar to JSSC scores in that they do not account for age – it is interesting to note that large percentages of children received higher raw TOPEL Print Knowledge scores at post-intervention as compared to pre-intervention: 84% on Print Knowledge, 78% on Definitional Vocabulary, and 70% on Phonological Awareness.

As a reference, results for the previous (2016-2017) program year were similar; 57% of children in the TOPEL sample scored average or above at pre-intervention, and 79% scored average or above at post-intervention.

In 2004, when the samples used to prepare the TOPEL norms were collected.

Early disparities in language experience and exposure translate to gaps in language ability that remain stable or widen over time (Fernald et al., 2013) and are predictive of academic trajectories during elementary and secondary education (Pace et al., 2017). More than 80% of children from low-income families cannot read proficiently by the end of third grade (Annie E. Casey Foundation, 2013). Unfortunately, children who have experienced poverty and are not reading proficiently in third grade are significantly less likely to complete high school (Hernandez, 2012).

The ELI is a composite score obtained by converting the sum of the standard scores on the subtests to a standard score; it is not an average of the standard scores on the subtests. Each standard score is normed at 100; thus, the percentage of children making a gain on the ELI will not be an average of the percentage of children making gains on the subtests.


Atlanta, Boston, Chicago, and New York
The essential element of Jumpstart’s early childhood learning program is a caring, dedicated adult who forms nurturing relationships with children that foster key skills that are critical for success in kindergarten. These adult volunteers, called Corps Members, are either students at one of Jumpstart’s higher-education partners (i.e., college Corps) or are older adults from the local community (i.e., Community Corps). Jumpstart is committed to supporting the development of these volunteers as potential future members of a high-quality early education workforce.

Corps Members receive intentional training on a research-based curriculum and effective strategies to develop children’s language, literacy, and social-emotional skills. Combined with this, Corps Members gain practical experience in the classroom with ongoing coaching and support. This experience is intended to spark or deepen Corps Members’ interest in the field of early education—either as future teachers providing direct service or as champions and advocates of young children and their education—as well as increase Corps Members’ preparedness to enter the general workforce. Ultimately, Jumpstart aims to improve the quality of the early education workforce by producing a pipeline of early educators who reflect the demographics of the children and communities they serve, and by cultivating a network of advocates that champion the importance of early education.

During the 2018-2019 year, a total of 3,888 Corps Members provided service. Of these, 3,526 did so through traditional school-year programming; most (3,486) were college students and 86 were older adults serving with Jumpstart’s Community Corps sites. Workforce Development Programs engaged 221 Corps Members—126 college students from San Francisco State University and 68 teachers in Arizona. Nineteen Corps Members worked with the Extended Day Program, and 122 provided service through summer programs.

To understand Jumpstart’s progress toward its goals, the Research and Evaluation department analyzed Corps Member data collected through surveys—which included questions about career plans, beliefs and knowledge about early childhood education, general skill development, and reflections on the experience—as well as feedback collected from staff at the early childhood centers with which Jumpstart partnered (“program partners”). This report highlights the major findings for Jumpstart Corps Members during the 2018-2019 year.

**RESEARCH QUESTIONS**

1. In what ways did Corps Members display the interest, knowledge, and beliefs that Jumpstart aimed to foster as a result of their experience?

2. How did program partners describe Jumpstart Corps Members’ ability to help children develop language and literacy skills?
Participants

Demographics

Jumpstart collects demographic information on Corps Members from the Corps Member Survey (see the assessments section below for a description of this tool). Data for all 1,789 Corps Members with demographic information (ethnicity, race, primary language, gender, and age) can be found in Figures 1 through 4. Unless otherwise noted, all figures include data from college and Community Corps Members.

Corps Members serving during 2018-2019—similar to those serving in previous years—were racially and ethnically diverse, with 68% of the sample identifying as people of color (see Figure 1), and spoke a wide variety of languages (see Figure 2).

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Corps Members of many racial/ethnic identities participated

<table>
<thead>
<tr>
<th>Identity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>32%</td>
</tr>
<tr>
<td>Latinx or Spanish Origin</td>
<td>26%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>16%</td>
</tr>
<tr>
<td>Asian</td>
<td>14%</td>
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<tr>
<td>Multiple Races</td>
<td>11%</td>
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<tr>
<td>Middle Eastern or North African</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

*Figure 1. Corps Members’ race and ethnicity. Note: 97% of members reported race/ethnicity. Percentages may not total 100% due to rounding.*

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Most Corps Members indicated English as their primary language, but many (47%) reported speaking other languages fluently in addition to English.

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>91%</td>
</tr>
<tr>
<td>Spanish</td>
<td>26%</td>
</tr>
<tr>
<td>Chinese</td>
<td>2%</td>
</tr>
<tr>
<td>Korean</td>
<td>1%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>1%</td>
</tr>
<tr>
<td>French</td>
<td>1%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>1%</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>1%</td>
</tr>
<tr>
<td>Urdu</td>
<td>1%</td>
</tr>
<tr>
<td>ASL</td>
<td>1%</td>
</tr>
<tr>
<td>Arabic</td>
<td>1%</td>
</tr>
<tr>
<td>Portuguese</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Figure 2. Primary languages and other languages spoken fluently by Corps Members. Note: 92% of Corps Members reported language information. Percentages may not total 100% due to rounding. Among those who indicated English as their primary language, 53% reported that they do not speak any other languages.*
A majority (89%) of Corps Members shared that they are female (see Figure 3).

Roughly half (49%) of college Corps Members reported being first-generation college students—i.e., they were the first in their families to attend college.

The average age of college Corps Members was 20, and the average age of Community Corps members was 70.iv

Evaluation Sample

Of the 3,888 college and Community Corps Members who provided service during 2018-2019, 1,789 were included in the evaluation sample.v Corps Members in the sample gave consent to be included in evaluation activities, had pre- and post-service survey data, and participated through programs operating traditional service models. Data were analyzed separately for Corps Members who participated in Workforce Development programs and, with the exception of one result for San Francisco State University’s program presented in the Corps Member Reflections on Workforce Skills Gained section, are not included in this report.

Assessment

Jumpstart evaluates Corps Member outcomes by administering the Corps Member Survey up to three times a year: before pre-service training in the fall, after additional in-service training in the winter (in select sites; results from the mid-service survey are not reported here), and at post-service.vi The surveys collect information about Corps Members’ demographic and academic backgrounds, future career and advanced degree plans, knowledge of early childhood practices, civic engagement, workforce skills obtained, and satisfaction with the Jumpstart program.
Interest in Education and Related Fields

Jumpstart attracts college students with a wide range of academic backgrounds and career interests. For those who are already studying relevant subjects (see Program of Study section below) and/or are on a path toward a career in early education (see Plans for Future Education and Work section below), Jumpstart aims to deepen their interest and provide opportunities for them to gain skills, knowledge, and practical experience. For those who are on other career paths, Jumpstart hopes that the experience sparks an interest in early education—whether this means they change paths to pursue careers as early educators, choose related career paths in which they would support young children and their educators, or become civically engaged advocates that champion the importance of early education. For all Corps Members, the Jumpstart experience is intended to be an opportunity to develop valuable general workforce skills.

Program of Study

At pre- and post-service, college Corps Members (N = 1,759) were asked to report on their major(s), minor(s), or area(s) of concentration. Their responses are summarized in Figure 4. Nearly half of college Corps Members (797, 45%) began the year already having declared as their major, minor, or concentration one of the following: child development, early childhood education, or education (CD/ECE/Ed) (see Figure 4, two right quadrants).

Among these 797 Corps Members, two-thirds (67%; 531 Corps Members) had maintained their majors/minors/concentrations at post-service (see Figure 4, lower right quadrant). Some illustrative quotes pulled from a separate, open-response item indicate that the Jumpstart experience confirmed and solidified these Corps Members’ interest in early education (See Figure 5 on next page).

Among the 797 who began the year studying CD/ECE/Ed, one third (33%; 266 Corps Members) changed their major, minor, or concentration to another field (see Figure 4, upper right quadrant). Many chose related areas such as Psychology, Speech Pathology, or Pediatrics. For this group, the Jumpstart experience seems to have helped them refine their interests in terms of the way in which they plan to support young children (see Figure 5).

Among the remaining 962 (55% of the sample) who began the year majoring or minoring in a non-relevant field, one fifth (193, 11% of the overall sample) indicated a switch to a relevant field by the end of the year (see Figure 4, lower left quadrant). For these Corps Members, Jumpstart appears to have been a transformative experience in exactly the way that Jumpstart had hoped (see Figure 5).

For some Corps Members, Jumpstart appears to be a way not only to engage in an enriching activity outside of their program of study (see Figure 4, upper left quadrant), but also to finance their education (see Figure 5).
Plans for Future Education and Work

Whether or not Corps Members are studying CD/ECE/Ed, many are planning to pursue future careers or postgraduate degrees in fields relevant to Jumpstart. Corps Members were asked to select the future occupation fields (from a list of 17) and relevant graduate degrees (degrees in the areas of child development, education, early childhood education, or human social services) they were considering. At post-service, 71% of college Corps Members (1,208) selected at least one of the listed graduate degrees or future occupations relevant to their Jumpstart service – human services (social services and social work), education, early childhood education, education policy/advocacy, or a similar field.

Specifically, 41% of Corps Members indicated interest in entering the field of education (any role), and 33% were interested in a teaching role within the field of education. Not mutually exclusively, 30% of Corps Members indicated interest in entering the field of education (any role), and 33% were interested in a teaching role within the field of education. Whether or not Corps Members

Corps Member Reflections on the Impact of Jumpstart on their Paths

Corps Members’ choices of programs of study (fields in which they are majoring, minoring, or concentrating), their plans for future education and work (fields they are considering for careers or postgraduate degrees), and their open-ended reflections on the impact Jumpstart had on them were asked as three separate questions. The responses to these questions were sometimes—but not always—directly aligned. Several factors were likely at play, including members’ year in college and the nature of the relationship between college majors and career paths. What seemed evident, as illustrated in the open-ended reflections, is that there is a likely connection between service and future trajectories; this was also confirmed in a previous external study of Jumpstart. Some Corps Members reflected on how the Jumpstart experience confirmed or solidified their plans, while others shared how Jumpstart influenced them to refine or change their paths—whether this involved changing their programs of study, considering a new career field, or both. Figure 5 displays some illustrative quotes pulled from these responses.

Jum start pushed me out of my comfort zone. I found the leader I had inside of me that I didn’t even know was there. Jumpstart truly changed my life and I am thankful. I have a strong sense of purpose after serving and I know that I want to dedicate my life to education.

Jumpstart helped me realize my passion for working with children. I changed my major and altered my life path because of Jumpstart and I am very grateful.

Jumpstart has changed my life entirely… it began with me just wanting to work with little kids… now I am changing my career plan and want to [be] an elementary school teacher thanks to my time with Jumpstart.

Jumpstart showed me my ability to work with students in younger age ranges, which I did not previously feel strong in. As a teacher, I learned that I loved my preschool work more than my high school work, and so I changed my major to Special Education in order to better serve my community.

I have always enjoyed working with kids but up until recently, it was never more than just something I enjoyed in addition to attending school. I’ve worked as a tutor and as a program leader at an after-school program before, but Jumpstart was the first opportunity I’ve had where I was able to work with students in an official classroom setting and follow a curriculum. It was an incredibly exciting experience. I am earning a degree in Sociology and planned on using it to pursue a Family Law degree. However, because of the amazing experience I have had in Jumpstart, I have decided to double major in education with a specialization in early childhood education. I no longer plan to pursue a career in law and am dedicated to becoming an early childhood educator...

Jumpstart had a bigger impact on my life than I expected. I came in as a Biology major, since I was so sure for many years that I wanted to become a Physician assistant and help kids, but as I developed my relationship with the students in the classroom, I realized I wanted a career that would allow me to build more direct relationships with kids and their families as I helped them better their health. Almost 2/3 into the year, and I officially changed my major to Psychology, as I felt that it would allow me to focus on helping children with what is very important to me and is one of the most important things regardless of age: their mental health.

Jumpstart helped me figure out what I want to do professionally. I changed my major from psychology to communication sciences so I can help kids who have speech impediments.

Jumpstart is an incredible program and allows for me as a marketing major to do what I love. And that is to interact with young children. Additionally the work study funds and stipend are instrumental in me paying for my tuition while I am in college as my financial situation is very precariously on the edge of forcing me to drop out of school due to the lack of funds.

Figure 5. Illustrative reflections on how Jumpstart impacted Corps Members’ programs of study and/or future career plans.
Summary of Corps Member Career Interests

The Jumpstart experience appears to be shaping Corps Members’ paths in a variety of ways. For many who were already committed to becoming early educators, the experience affirmed their passion, gave them confidence, and helped them gain practical experience. For some, the Jumpstart experience appears to have helped refine their interests—whether in terms of the age range of children they want to teach, or in terms of the ways in which they want to support children. For another group, the Jumpstart experience was a turning point that convinced them to change direction, either to begin on a path toward becoming early educators, or to enter related career fields that would support the early education field and its practitioners. For others, participating with Jumpstart was an enriching experience that opened other avenues.\textsuperscript{xii}
Knowledge and Beliefs About Early Childhood Education and Education in General

Each year, at pre- and post-service, Jumpstart asks Corps Members to respond to a series of statements designed to gauge their knowledge of early childhood practices (ECP). For the 2018-2019 program year, the ECP Knowledge items changed significantly from previous versions of the survey so that the assessment aligns better with the training that Corps Members receive and the revised curriculum; the new ECP Knowledge section pulls from an existing questionnaire, the Preschool Teacher Language and Literacy Beliefs Questionnaire, which contains an oral language subscale. In previous years, Corps Members responded to a set of true/false statements, and scores reflected the percentage correct on those items. This year, Corps Members responded to a set of statements about child development and appropriate practices, and scores were on a scale of 1 to 5, with 5 being the highest level of “agreement” between the Corps Member’s response and the appropriate practice.

Most Corps Members began their service with an already high level of knowledge, scoring an average of 3.90 on the 5-point scale. Despite not having a lot of room for growth, they demonstrated a slight increase as a group, scoring an average of 4.02 at post-service (see bottom of Figure 7). This strong knowledge at pre-service highlights a potential benefit of having a knowledgeable Corps at the start of the program year; the expectations and beliefs that educators hold about what children know can guide their practice and decision making.xii,xiii

Because returning Corps Members were likely to have begun the service year with a relatively higher baseline of ECP knowledge and may not have had room to make large gains, and because learning may happen differently for college students as compared to older adults, the Research & Evaluation team examined the average ECP knowledge gains of several subgroups according to length and type of service. Figure 6 illustrates average ECP knowledge gains of college Corps Members by length of service, as well as for Community Corps members as a groupxiv. New college Corps Members scored 3.85 on the ECP items at pre-service, and 4.00 at post-service, demonstrating an average gain of 0.15 points. Returning college Corps Members in their second year of service scored 4.03 at pre-service and 4.07 at post-service, demonstrating an average gain of 0.04 points. College Corps Members who served 3 to 5 years began the service year with a score of 4.12, and finished with 4.14, posting an average gain of 0.02 points.

These results highlight a potential benefit of having a volunteer population that includes returning Corps Members, who not only retain knowledge but also acquire new knowledge. Based on this, Jumpstart has been working to increase Corps Member retention.
Corps Members as Champions of Early Education and National Service

Jumpstart aims to cultivate a high-quality early education workforce, both by preparing Corps Members for direct service as well as by inspiring them to become champions of the importance of early education. In addition to looking at Corps Members’ interest in entering the field of early childhood education and their growth in knowledge, the pre-and post-service surveys asked about their beliefs relating to the importance of early education and of national service.

Overall, Corps Members are strong advocates of the importance of early education. At post-service, the vast majority of Corps Members agreed that early education should be a priority in terms of government funding (95%), that it plays a pivotal role in breaking the cycle of poverty (96%), and that it will enhance life outcomes of children (91%); see Figure 7. At pre-service, Corps Members had already indicated beliefs nearly as strong (not shown), and from this high baseline, they showed a further increase on all items.

The vast majority of Corps Members agree or strongly agree with Jumpstart’s belief statements, championing the importance of early education.

- **The federal government should provide more funding for early childhood education than it does right now.**
  - Agreed: 16%
  - Strongly Agreed: 79%
  - Total: 95%

- **Early childhood education plays a pivotal role in breaking the cycle of poverty.**
  - Agreed: 17%
  - Strongly Agreed: 79%
  - Total: 96%

- **Children who have high-quality early education experiences will do better in life.**
  - Agreed: 27%
  - Strongly Agreed: 63%
  - Total: 91%

- **National service programs play an important role in addressing social problems at the community level.**
  - Agreed: 30%
  - Strongly Agreed: 59%
  - Total: 89%

*Figure 7. Percentages of Corps Members who agreed or strongly agreed with statements about the importance of early education and national service.*
Corps Member Reflections on Workforce Skills Gained

On the post-service survey, using a scale from 1 (Very Weak) to 4 (Very Strong), college and Community Corps Members were asked to reflect on and rate their general workforce skills before and after participating with Jumpstart. These questions appeared on the post-service survey only, and were retrospective in nature; that is, respondents reflected back to the beginning of their service to rate their skills (before service), and rated their skills at the time of the survey (after service). Figure 8 below shows the percentage of Corps Members who selected “Somewhat Strong” or “Very Strong” before and after service for each skill.

Results showed an increase for every skill category. For example, 64% of respondents felt they had strong time management skills at the start of the service year, and 90% felt they did at the end of the service year (for an increase of 26 percentage points). Other items associated with large increases include: taking a leadership role (+26 percentage points); improvising in unexpected situations (+32 percentage points); and problem-solving with children (+39 percentage points). By the end of the service year, 97% of respondents felt they had strong collaboration and teamwork skills, and at least 90% of respondents felt they had strong skills in all other areas surveyed. When asked whether they felt they made an impact on the language and literacy skills of the children in their classroom, 99% of Corps Members responded that they did.

(Note: For results in this section, Corps Members participating with Workforce Development Programs were not included in the evaluation sample. See next section.)

Figure 8. Percentage of Corps Members who felt they possessed specific skills before and after serving with Jumpstart. Note: Respondents could skip items so exact response rates vary; response rates for individual items ranged from 97% to nearly 100%. Due to rounding, percentages shown for “Change” may not appear to equal the difference between the percentages shown for pre- and post-service.)
In addition to the traditional program model, Jumpstart delivers services through several programs focused on the teaching workforce. One of these, the Workforce Development Program at San Francisco State University (SFSU), works directly with college students who are enrolled in an intensive teacher preparation program. During 2018-2019, 126 college students from SFSU participated with Jumpstart, and of these, 61 had pre- and post-service data and were included in the evaluation sample. While they are fewer in number compared to those participating through traditional service programs, their outcomes are of particular interest to Jumpstart, given the organization’s goal to support a pipeline of highly qualified early educators.

As shown in the previous section, Corps Members in traditional service programs reflected positively on the skills they possessed at post-service, both in absolute terms and in comparison to their skills at pre-service (see Figure 8). Strikingly, results for Corps Members from SFSU were even more positive (see Figure 9). For each skill category, the vast majority (90% or more) of SFSU Corps Members rated their post-service skills as strong (not shown); in this respect, there was no notable difference between program models. However, when reflecting back to the beginning of the year, SFSU Corps Members felt, as a group, that their skill levels at post-service represented a greater change from pre-service. Figure 9 illustrates the difference, for each skill category, between the percentage of Corps Members rating their post-service skills as strong and the percentage rating their pre-service skills as strong; results for the Workforce Development Program at SFSU are shown in red, and those for traditional Jumpstart programs, in grey.

![Figure 9](image-url)

*Figure 9. The difference between the percentage of Corps Members who rated their post-service skills as strong and the percentage who rated their pre-service skills as strong.*
Corps Member Satisfaction

At post-service, the vast majority of respondents reported being satisfied with their experience in Jumpstart overall (94%), and would recommend serving in Jumpstart to peers (97%).

In addition to giving feedback about their satisfaction with the program overall, Corps Members also responded to a set of items that get at Jumpstart’s culture of inclusiveness. When asked how much they agreed (1=Strongly Disagree to 4=Strongly Agree) with the statements “I felt my ________ was welcomed and respected,” the vast majority (97%-98%) agreed or strongly agreed across multiple aspects of identity (see Table 1).

Table 1
Percentage of Corps Members Who Agreed or Strongly Agreed that an Aspect of Their Identity was Respected and Welcomed

<table>
<thead>
<tr>
<th>Aspect of Identity</th>
<th>Percentage Who Felt Respected/Welcomed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>98%</td>
</tr>
<tr>
<td>Citizenship status</td>
<td>98%</td>
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<tr>
<td>Physical Ability Status</td>
<td>98%</td>
</tr>
<tr>
<td>Mental Health</td>
<td>97%</td>
</tr>
<tr>
<td>Gender Identity</td>
<td>98%</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>98%</td>
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<tr>
<td>Age</td>
<td>98%</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td>98%</td>
</tr>
<tr>
<td>Languages Spoken</td>
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</tbody>
</table>

Program Partner Feedback

Each year, Jumpstart sites collect feedback from the early childhood centers or preschools with which they partner (program partners). The feedback survey asks program partners to rate various aspects of Jumpstart programming, and provides spaces for open-ended responses. When asked to rate Jumpstart Corps Members’ ability to help children develop language and literacy skills on a scale of 1 to 4 (1=poor, 2=fair, 3=good, 4=excellent), program partners gave an average rating of 3.63.

Related, when asked to rate how well they felt Corps Members’ training and preparation enabled them to serve at their early childhood center (1=poor, 2=fair, 3=good, 4=excellent), program partners gave an average rating of 3.56. Some program partners also added comments to this item, noting the following:

- Very high rating in this area—they were well-prepared and well-trained; so young but understand needs of children and exhibited lots of patience.
- Jumpstart members provide a bank of vocabulary words to our preschoolers that becomes part of their language and literacy competencies...
- The team does an amazing job extending learning and repetitively using developmentally appropriate vocabulary that challenges the children.
- I am amazed to know that most of the members have never really been around children before. They all seem to have the ability to connect with children in a positive way...
- At the beginning, [Corps Members] seemed very timid but gradually improved to the point they were able to handle situations on their own.

The feedback received from program partners suggests that Jumpstart is effective in preparing Corps Members for their work in classrooms, and supporting their development as early educators.
Overall, the Jumpstart experience is positive and rewarding for the Corps Members who participate. Survey results indicate that Jumpstart provides opportunities for college Corps Members to grow academically and develop skills that are beneficial for future careers in the early education field and beyond. These findings are summarized well by Corps Members themselves (all quotes come from the open-ended reflection item on the Corps Member Survey):

I had a wonderful experience working with my Jumpstart team and having the opportunity to interact with the children. I have seen how much of an impact Jumpstart has for the children. They learn to embrace their curiosity and express their thoughts, feelings, and ideas. Being able to adapt and structure activities that best help each kid lets them know that they are listened to and feel a sense of support. It has been an eye opening experience having the opportunity to work with my team members and classroom teachers in order to best support the children in their growth and providing them with a positive learning environment.

My experience with Jumpstart for the last two years has been nothing except amazing. I would not be where I am today as a future teacher without Jumpstart… I was able to gain classroom management skills, and real teaching experience by leading Let’s Find Out About It. I have made life long friends, and have learned more through these kids than I would elsewhere. I am so thankful for such a positive experience.

CONCLUSION

Taken together, these results suggest that many Corps Members are on a path toward becoming early childhood educators and/or champions for high-quality early childhood education for all. By the end of the service year, a combined 71% of college Corps Members expressed interest in pursuing a career relevant to their Jumpstart experience—early childhood, education (in levels other than early childhood), broader work in education (e.g., policy, administration, advocacy, etc.), and health and human services (e.g., health services, social services, social work, etc.). Thirty percent were interested in pursuing a career in the field of early childhood, with 17% expressing specific interest in a teaching role within the field of early childhood. Corps Members also reflected that they gained valuable workforce skills over the course of the service year, such as problem-solving, time management, leadership, and the ability to work to address problems in the community. Program partner staff gave high ratings for Corps Members’ ability to help children develop language and literacy skills, and felt that Corps Members were well-trained and prepared to serve at their early childhood centers. Finally, at the end of the service year, 95% of Corps Members expressed their belief that early childhood education plays a pivotal role in breaking the cycle of poverty, and 95% expressed their belief that early education should receive more government funding.

These results suggest that Jumpstart is making strides toward its larger goal of improving the quality of the early education workforce—whether through training current Corps Members to enhance the outcomes of children they are serving, through preparing future professionals on a pathway to becoming early educators, or through inspiring passionate advocates who will champion the cause of young children and their education.

For some Corps Members, Jumpstart appears to be a way not only to engage in a rewarding activity outside of their program of study, but also to finance their education. This resonates with findings from the recently completed Alumnae Survey Report, which suggest that participation with Jumpstart contributes to college retention, and that the cost of attending college has an impact on Corps Members’ career plans. Jumpstart continues to be committed to understanding and supporting the needs of current Corps Members and Jumpstart Alumnae (former Corps Members) as they navigate their education as well as their entrance into and continuation within the field of early education. In the next several years, Jumpstart aims to expand its Workforce Development programming, and to increase its efforts to advocate for policies that support young children and the early education workforce.
“Jumpstart pushed me out of my comfort zone. I found the leader I had inside of me that I didn’t even know was there. Jumpstart truly changed my life and I am thankful. I have a strong sense of purpose after serving and I know that I want to dedicate my life to education.”

“Jumpstart helped me realize my passion for working with children. I changed my major and altered my life path because of Jumpstart and I am very grateful.”

“Jumpstart has changed my life entirely… it began with me just wanting to work with little kids… now I am changing my career plan and want to [be] an elementary school teacher thanks to my time with Jumpstart.”

“Jumpstart showed me my ability to work with students in younger age ranges, which I did not previously feel strong in. As a teacher, I learned that I loved my preschool work more than my high school work, and so I changed my major to Special Education in order to better serve my community…”

“I have always enjoyed working with kids but up until recently, it was never more than just something I enjoyed in addition to attending school. I’ve worked as a tutor and as a program leader at an after-school program before, but Jumpstart was the first opportunity I’ve had where I was able to work with students in an official classroom setting and follow a curriculum. It was an incredibly exciting experience. I am earning a degree in Sociology and planned on using it to pursue a Family Law degree. However, because of the amazing experience I have had in Jumpstart, I have decided to double major in education with a specialization in early childhood education. I no longer plan to pursue a career in law and am dedicated to becoming an early childhood educator…”

“Jumpstart had a bigger impact on my life than I expected. I came in as a Biology major, since I was so sure for many years that I wanted to become a Physician assistant and help kids, but as I developed my relationship with the students in the classroom, I realized I wanted a career that would allow me to build more direct relationships with kids and their families as I helped them better their health. Almost 2/3 into the year, and I officially changed my major to Psychology, as I felt that it would allow me to focus on helping children with what is very important to me and is one of the most important things regardless of age: their mental health.”

“Jumpstart helped me figure out what I want to do professionally. I changed my major from psychology to communication sciences so I can help kids who have speech impediments.”

“Jumpstart is an incredible program and allows for me as a marketing major to do what I love. And that is to interact with young children. Additionally the work study funds and stipend are instrumental in me paying for my tuition while I am in college as my financial situation is very precariously on the edge of forcing me to drop out of school due to the lack of funds.”

“I had a wonderful experience working with my Jumpstart team and having the opportunity to interact with the children. I have seen how much of an impact Jumpstart has for the children. They learn to embrace their curiosity and express their thoughts, feelings, and ideas. Being able to adapt and structure activities that best help each kid lets them know that they are listened to and feel a sense of support. It has been an eye opening experience having the opportunity to work with my team members and classroom teachers in order to best support the children in their growth and providing them with a positive learning environment.”

“My experience with Jumpstart for the last two years has been nothing except amazing. I would not be where I am today as a future teacher without Jumpstart… I was able to gain classroom management skills, and real teaching experience by leading Lets Find Out About It. I have made life long friends, and have learned more through these kids than I would elsewhere. I am so thankful for such a positive experience.”
Some are current teachers participating with the Arizona Workforce Development program. They were referred to as “members” until the recent change to “Corps Members;” their results were analyzed separately and are not included in this report.

This report focuses on the traditional service model operated by a majority of Jumpstart’s programs, in which Corps Members implement learning activities in preschool classrooms during two-hour blocks twice a week, and can spend up to six additional hours a week assisting teachers and working with children in classrooms, as well as engaging in other community service activities throughout the year. One exception is in the Corps Member Reflections on Workforce Skills Gained section, which presents results for Workforce Development Programs. Other programs, not covered in this report, include innovative service models such as Extended Day Programs and summer programs.

Traditional service models include 1) programs in which children receive the curriculum as it was before the revision (referred to as traditional programming) AND 2) programs in which children receive the revised curriculum (referred to as Curriculum Revisions Pilot programs, or CRP programs—and are not included in the term traditional programming). Thus, “traditional service model” is not synonymous with “traditional programming”. Jumpstart’s Research and Evaluation Department has chosen to group programs in this way because members who participate in Workforce Development Programs and summer programs have a substantively different Jumpstart experience as compared members in traditional service models, whereas all members who participate in traditional service models, regardless of the curriculum they implement, undergo a similar sequence of training and classroom experience.

Race and ethnicity information was collected using a single question.

Age was calculated as of 10/1/2018, a typical start date for programming.

The 1,789 members in the evaluation sample represent 46% of the total population of members providing service (3,888). Survey response rates among college students can vary widely; for a point of reference, see the 2016 National Survey of Student Engagement (http://nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf), in which rates ranged from 5% to 77%, with an average of 29%. Rates depend on a number of factors, such as the makeup of the student body and other institutional characteristics (e.g., public/private status, urban location), as well as the length of the survey, follow-up reminders, and incentives.

Only pre- and post-service data are reported here.

Nearly all employers (91 percent) agree that for career success, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major.”

In a separate set of questions, Corps Members were asked: “Since starting Jumpstart, if you have changed your major or minor/concentration, did you do so because of your Jumpstart experience?” There were 725 who changed their major/minor/concentration, and of these 725, 29% (208) indicated that they had done so as a result of their Jumpstart experience. As a note, the changes in major/minor/concentration reported here include those from relevant to relevant (e.g., Education to Early Childhood), and from non-relevant to non-relevant (e.g., Social/Policy to Politics)—and for this reason, these results can be difficult to interpret if presented alongside the results in the Program of Study section in the main body of the report.


Given the small number (30) of Community Corps Members in the evaluation sample, results were not split by length of service.