

Jumpstart Program and Its Impact on Low-Income Preschool Children's Language and Literacy, Initiative, and Social Development

Alysia Vazquez, Chelsea Cordoba, Anna Ly & Julie Park
 California State University, Fullerton
 Faculty Advisor: Shu-Chen Yen, Ph. D.

BACKGROUND

According to National Jumpstart (2016), children from low-income neighborhoods started kindergarten 60% behind their peers from wealthy communities. Without appropriate intervention, the achievement gap would be widened over time. Studies showed that the opportunity for children to develop their language, literacy, social and emotional skills was crucial for their future academic success (Hilbert & Eits, 2013). Children who participated in early childhood intervention programs, such as Jumpstart, were equipped with appropriate academic and social skills for them to succeed in kindergarten and elementary schools (Harris, 2011). Jumpstart is a national early childhood organization that trains college students with intervention curriculum to assist at-risk preschool children for their school readiness. College students implement a curriculum that focuses on children's language and literacy, initiative, and social development (Jumpstart, 2016). To date, there was not much research done examining the impact Jumpstart had on at-risk children's school readiness. Therefore, it is imperative to examine the program impact on at-risk children as evidence revealed that by age 4, low-income children were 18 months behind their wealthy peers (Early Edge California, 2016).

The purpose of this study was to examine whether Jumpstart impact low-income preschool aged children's language and literacy, initiative, and social development. We hypothesized that participated children's language and literacy, initiative, and social development would improve at a significant level for their final assessment.

METHODS

Participants

Participants included in this study were 133 preschool children between three and five years of age. The final data included 121 children as 12 children were excluded due to missing data. Fifty-seven percent of the participants were boys, and 43% of them were girls who enrolled in seven Head Start programs in Orange County, CA. Eighty-eight percent of the children were identified as Hispanic/ Latino and 12% as others (e.g. White). The majority of Jumpstart children's families identified the language most spoken in their home as Spanish (78%).

Assessment

Head Start teachers utilized the Jumpstart School Success Checklist (JSSC) to evaluate the participants' progress and improvement. The JSSC consisted of 15 items on the Likert-scale ranging from 1 to 5 points and three subcategories: language and literacy, initiative, and social development.



RESULTS

Table 1 Summary of Linear Regression Analysis for Variables Predicting Participants' JSSC Outcome

	Language & Literacy	Initiative	Social Development	Total Score
Age	0.06**	0.39*	0.36**	0.76**
Gender	0.07	0.04	0.08	0.07
Spanish	-0.36**	-0.46**	-0.21**	-0.33**
Ethnicity	0.05	0.02	0.05	0.13

Note: **p < .01, *p < .05, †p < .10



CONCLUSIONS

The result showed that children who participated in the Jumpstart program improved significantly in their language and literacy, initiative, and social development. Older children demonstrated more improvement than younger children. Children whose most spoken language was Spanish showed less improvement than children whose most spoken language was other than Spanish. There was a trend that showed girls improved more than boys in the Initiative score. The result supported our hypothesis that Jumpstart program participants improved at a significant level for their language and literacy, initiative, and social development.

"Every dollar invested in early childhood education produces a return on investment of 10%. Investing in early education benefits society as a whole."

- Higher high school graduation rates and academic achievement
- Lower rates of crime, teen pregnancy, and public assistance dependency
- Higher levels of lifetime workforce productivity"

(Jumpstart, 2016)

- For additional information, please contact Dr. Shu-Chen Jenny Yen at svyen@fullerton.edu (949) 310-6557

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Alysia Vazquez, Chelsea Cordoba, Anna Ly & Julie Park
Department of Child and Adolescent Studies
California State University, Fullerton
Faculty Advisor: Shu-Chen Jenny Yen, Ph. D.

Poster Presentation Date and Time: Wednesday, 04/20, 5:30-7:30 PM
Place: Rayburn House Cafeteria (B-357)

Abstract

This study examined the Jumpstart program and its impact on low-income preschool children's language and literacy, initiative, and social development. Forty-three undergraduate students enrolled in a yearlong Jumpstart program and took both introductory and advanced early childhood practicum seminars, which were designed as service-learning courses. Students were required to attend regular classes, work with their team members to implement weekly Jumpstart sessions, and provide 300 service hours for children enrolled in Head Start programs. The Jumpstart program aimed to assist at-risk children improving their school readiness. One hundred and twenty-one preschool children (69 boys and 52 girls) between three and five years of age participated in this study. Pre- and post-test were conducted to assess children's improvement in their language and literacy, initiative, and social development. Results showed that **Jumpstart children improved significantly in their language and literacy, initiative, and social development** ($t = -9.504, p < .001$). Older children demonstrated more improvement than younger children ($t = 2.94, p < .01$). Children whose most spoken language was Spanish showed less improvement than children whose most spoken language was other than Spanish ($t = -3.74, p < .001$). There was a trend that showed girls improved more than boys in the Initiative score ($t = 1.70, p < .10$). Limitations and recommendations for this study were discussed.

Questions? Please contact Dr. Shu-Chen Jenny Yen at syen@fullerton.edu; (949) 310-6557



2016 Posters on the Hill Day: Talking Points

1. Introductions

- Jumpstart is a research-based, cost-effective program that trains college students and community volunteers to serve preschool-age children in low-income neighborhoods. By participating in Jumpstart's yearlong program, children develop the language and literacy skills they need to be ready for school, setting them on a path for lifelong success.
 - Results:
 - 1 million + hours of service to preschool children in low-income communities.
 - 2 million + readers globally through Jumpstart's Read for the Record®
 - Impacted 50,000 preschool children across the country with support in language, literacy skills, and social-emotional competencies
 - 97% of Corps members report overall satisfaction with the program
- We would like to talk about three items today:
 - The Council on Undergraduate Research (CUR's work)
 - Jumpstart program: Federal Work-Study and AmeriCorps Program.
 - Higher Education Act

2. The Council on Undergraduate Research

- The Council on Undergraduate Research (CUR) sponsors Posters on the Hill annually to showcase the work of undergraduate researchers from across the country on Capitol Hill. I am here with dozens of teams of students and faculty mentors who were selected from hundreds of applicants to share our research and experience and to discuss the importance of undergraduate research. We examined the Jumpstart program and its impact on low-income preschool children's language and literacy, initiative, and social development. Our results indicated that Jumpstart children improved significantly in their language and literacy, initiative, and social development.
- The Council on Undergraduate Research, founded in 1978, is a national organization of individual and institutional members representing over 900 colleges and universities. CUR works with the undergraduate research community to ensure that Members of Congress and others who make decisions about research and education policy better understand

undergraduate research, how federal programs support it and why it is important.

- Please come to the Posters on the Hill event **this evening at 5:30 p.m. in the Rayburn Cafeteria.**

Main Message:

- Undergraduate research is an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.
- Images and conversations around undergraduate research often imply an exploration of the sciences, but the exploration of arts and the humanities is how we learn to think creatively and critically, to reason, and to ask questions. Research into the human experience, including the social and behavioral sciences adds to the collective knowledge about our world. Federal support for these endeavors is crucial to our advancement as a nation.

Specific Request:

- As the reauthorization of America COMPETES is considered, it should reflect the findings of a report from the President's Council of Advisors for Science and Technology, "Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics," which cites undergraduate research as an effective strategy for fostering interest and success in the STEM fields among undergraduates.
- Federal spending decisions should reflect the important role undergraduate research plays in advancing the country's competitiveness. Appropriators should support agencies and programs that invest in undergraduate research.
- Congress should support research in all disciplines—social, behavioral and economic sciences, as well as geosciences and the physical sciences. Efforts to limit federal support for certain areas of study do not respect the work and goals of the research enterprise.
- Congress should leverage investments in National Laboratories and other federal research facilities to grow opportunities for undergraduate researchers.

3. The Jumpstart Program

Main Message:

- ***America's early education crisis:*** Imagine starting a race knowing more than half of your competitors will be given a ten minutes head start. Not

exactly fair, is it? But for many children, this isn't too far off from reality. That's because in low-income neighborhoods, children start kindergarten 60% behind their peers from affluent communities, leaving them woefully unprepared (Jumpstart, 2016).

- **What Jumpstart do:** Jumpstart is in the business of changing children's lives. Thousands of lives every year, and all over the country, in fact. It may be a bit difficult to describe all of the ways we do this, but fortunately, ample research paints a vivid picture of the Jumpstart solution.
- In low-income neighborhoods, children start kindergarten **60% behind** their peers from affluent communities.
- When children start kindergarten behind, they are more likely to stay behind for the rest of their lives, and this gap only widens over time. By adulthood, our nation sees an increase in high school drop out rates, unemployment, incarceration, and countless other remediation programs (Jumpstart, 2016).

Specific Request:

- Members can make investments to increase access to high-quality early education and care. Please support increase funding for Federal Work-Study so that more college students with financial needs can participate in meaningful programs that help them build important skills while benefiting the community.
- Please support increase funding for AmeriCorps, an important program operated by the Corporation for National and Community Service that support organizations like Jumpstart to engage community members in service.

4. Higher Education Act

Main Message: Early childhood professionals are the linchpins of quality, and although not everyone thinks of early childhood education when they think of the Higher Education Act, HEA is important to supporting,

- Financial aid for early childhood educators who are working to earn degrees
- High quality, effective early childhood educator and leader preparation
- A diverse pipeline of potential leaders and educators

Specific Requests: As Congress considers reauthorization, we hope you will consider:

- Ensuring that those in the early childhood education field, working in all settings, are included in important loan forgiveness, loan cancellation, and other federal student financial aid benefits.
- Restoring year-round Pell grants so that students can get back into the

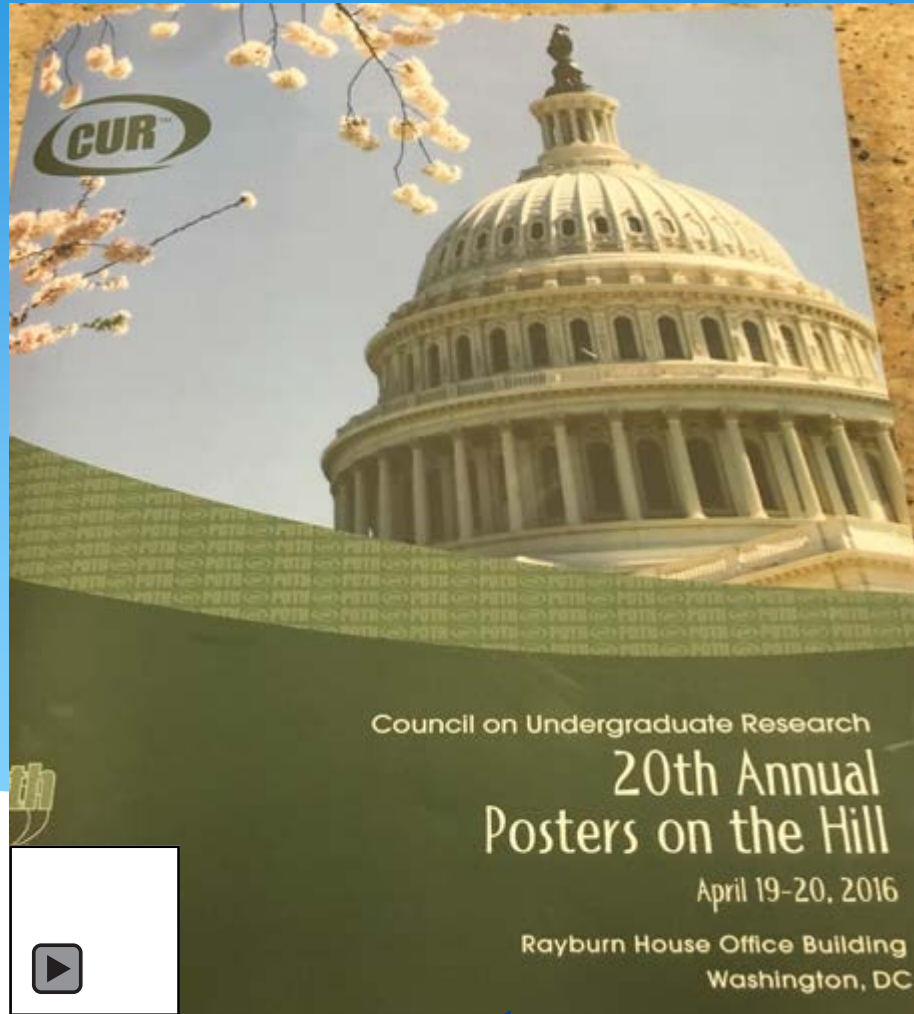
workforce full time as quickly as possible. Many early childhood educators pursue higher degrees while working, and we want more to be able to do this.

- Strengthen teacher preparation programs by maintaining Title II Teacher Quality Partnership Grants and ensuring they include early childhood education.
- Ensure that the accountability measures for teacher preparation programs in Title II report on measures of productivity and quality that provide meaningful data related to the level of preparation received by teacher candidates and the realities of the early childhood field. Effectiveness should not be determined by test scores for young children taught by programs' graduate, and earnings of graduates should not be the dominate factor in considering an "effective" preparation program, given the current low salary levels of early childhood educators.

5. Thank You and Follow Up

- Inside the folder, we would like to leave you with a few things:
 - Summary: The Jumpstart program and its impact on at-risk children's language and literacy, initiative, and social development
 - Summary: Jumpstart program and its impact on college students' civic engagement, understanding of ECE practices, and professional/leadership development
- We look forward to answering any questions you might have now or in the future and hope you will call on us for support.
- Thank you very much for your time today.

CSUF Jumpstart Posters on the Hill Presentation and Advocacy



Jumpstart

- * Low-income children start kindergarten 60% behind their affluent peers and this gap gets wider overtime (Jumpstart, 2016).
- * Jumpstart is an organization that trains college students with intervention curriculum to assist at-risk preschool children for their school readiness (Jumpstart, 2016).

Jumpstart and Its Impact on Low-income Preschool Children's School Readiness

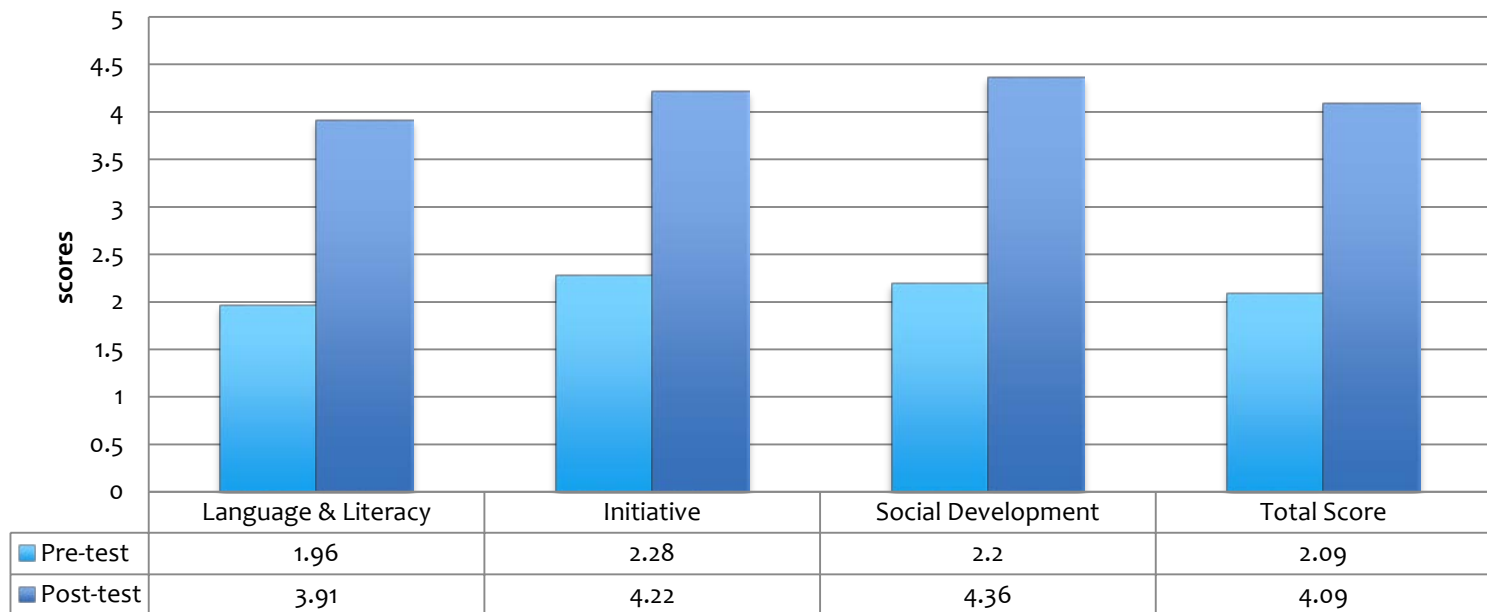
Table 1 Summary of Linear Regression Analysis for Variables Predicting Participants' JSSC Outcome

	Language & Literacy	Initiative	Social Development	Total Score
Age	0.66**	0.58*	0.76**	0.76**
Gender	0.07	0.04†	0.08	0.07
Spanish	-0.36***	-0.40***	-0.32**	-0.33**
Ethnicity	0.05	0.02	0.05	0.13

Note: $p^{***} < .001$, $p^{**} < .01$, $p^* < .05$, $p^\dagger < .10$

Jumpstart and Its Impact on Low-income Preschool Children's School Readiness

At-Risk Children's Jumpstart School Success Checklist



National Association for the Education of Young Children (NAEYC)



Meet Rhian Evan Allvin, NAEYC Executive Director & Marica Cox Mitchell, Deputy Executive Director

NAEYC Headquarters



NAEYC Headquarters



White House Office of Science and Technology Policy Young Professional Panel



Inside the Eisenhower Executive Office Building



President Obama Leaving for Saudi



Meet CSUF Consultant Ron Hamm



Meet Aissa Canchola, CSUF Alumna and Staff Member to Senator Patty Murray



Hallway Advocacy Talk with Congresswoman Grace Napolitano



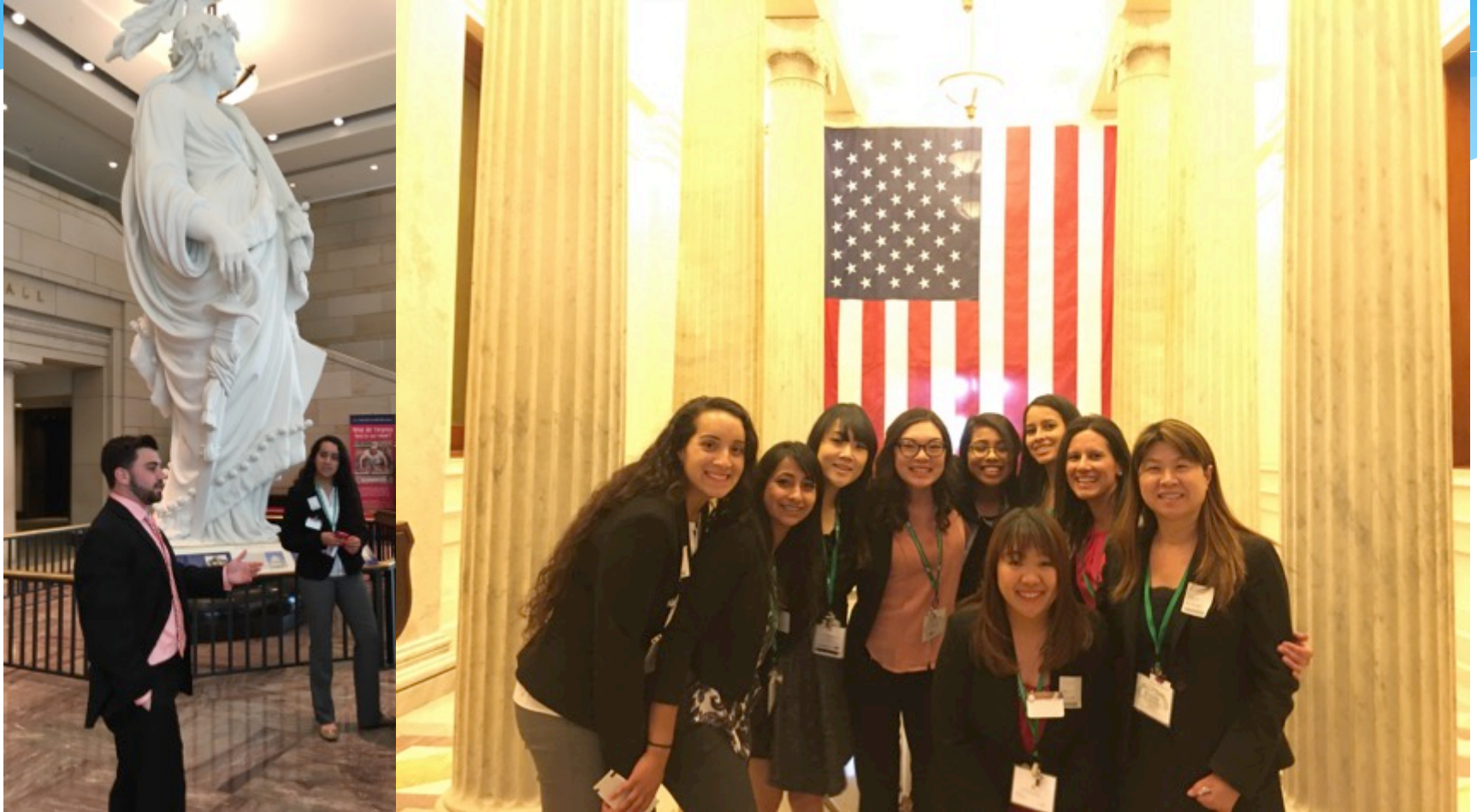
Elevator Conversation with Congresswoman Loretta Sanchez



Congressman Ed Royce's Office



Capitol Tour led by Congressman Royce's staff, Scott Greenberg



Meet Jayson Braude, Congresswoman Janice Hahn staff



Photo Op with Senator Barbara Boxer



Posters on the Hill Presentation



Posters on the Hill Presentation



Talking Points

- * Advocate for three items:
 - * Undergraduate research funding
 - * Jumpstart program: Federal work-study and AmeriCorps Program funding
 - * Higher Education Act: financial aid for ECE educators, high quality leader preparation, a diverse pipeline for potential leaders and educators

Participants

Undergraduate students:

Alysia Vazquez, Chelsea Cordoba, Anna Ly, Julie Park,
Saira Jaffry, Vidalia Mena, & Lizeth Perez

Jumpstart site manager:

Katie Herbst

Faculty advisor:

Dr. Shu-Chen Jenny Yen

Acknowledgements

- * This trip would not have been possible without the support of the following offices at CSUF:
 - * CAS department
 - * Center for Internships and Community Engagement
 - * HHD Dean's office
 - * HHD InterClub Council
 - * Government and Community Relations
 - * Office of Research, Creative Activities and Technology Transfer

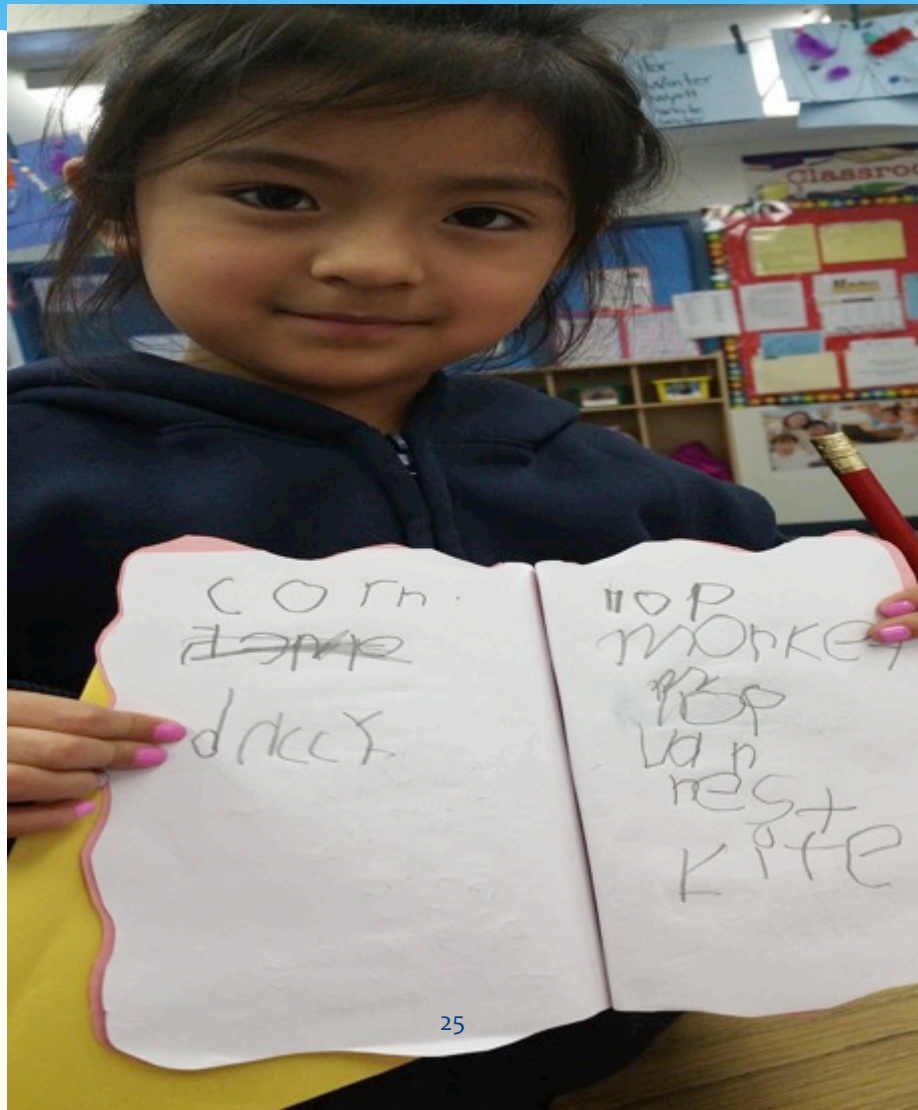
Thank you
Jumpstart



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I Love to Write!



CSUF News Center

CSUF NEWS SERVICE

Titans to Present Research in Washington, D.C.

Feb. 4, 2016

Representing Cal State Fullerton will be:

- Alumna Brenna Biggs '15 (B.S. chemistry) presenting on “A Sustainable Alternative Energy Device to Convert Carbon Dioxide to Power.” Her faculty mentor was John Haan, assistant professor of chemistry and biochemistry.
- Senior liberal studies major Alysia Vazquez, sophomore human services major Anna Ly and junior human services major Chelsea Cordoba will present “Jumpstart Program and Its Impact on Low-Income Preschool Children’s Language, Literacy and Social Development.” Their faculty mentor is Shu-Chen “Jenny” Yen, associate professor of child and adolescent studies.

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Costello, Kathleen

From: Macy, Dawn
Sent: Monday, April 25, 2016 11:43 AM
To: Yen, Shu-Chen; Rikli, Roberta; Roades, Laurie; Bono, Katherine; Costello, Kathleen; Bockman, Peggy; oholmes@fullerton.edu; McLaren, Pamela; zz-Nguyen, Andrew
Cc: Herbst, Kathleen
Subject: RE: Jumpstart Posters on the Hill Trip Report

Jenny,

Great job of documenting the trip! I'm so glad that CICE was able to help support your research and this fantastic experience for our students! Thank you for all you do for our students in the areas of high impact teaching and learning. I'm looking forward to seeing the video sometime.

Sincerely, Dawn

From: Yen, Shu-Chen
Sent: Monday, April 25, 2016 11:14 AM
To: Rikli, Roberta <rrikli@Exchange.FULLERTON.EDU>; Roades, Laurie <lroades@Exchange.FULLERTON.EDU>; Bono, Katherine <kbono@Exchange.FULLERTON.EDU>; Costello, Kathleen <kcostello@Exchange.FULLERTON.EDU>; Macy, Dawn <dmacy@Exchange.FULLERTON.EDU>; Bockman, Peggy <pbockman@Exchange.FULLERTON.EDU>; oholmes@fullerton.edu; McLaren, Pamela <pmclaren@Exchange.FULLERTON.EDU>; zz-Nguyen, Andrew <zz-andnguyen@Exchange.FULLERTON.EDU>
Cc: Yen, Shu-Chen <syen@Exchange.FULLERTON.EDU>; Herbst, Kathleen <kherbst@Exchange.FULLERTON.EDU>
Subject: Jumpstart Posters on the Hill Trip Report

Dear all,

On behalf of CSUF Jumpstart program, I would like to express our sincere gratitude to all of you. Without your support, this trip would not have been possible! Seven Jumpstart students presented their research outcomes to several congressional representatives, policymakers, and conference attendees. Our study demonstrated that Jumpstart children improved significantly in their language and literacy, initiative, and social development after the yearlong treatment.

Owen's connection with CSUF consultant Ron, Hamm had made our congressional visit a great one. With his all-day company, we were able to make five visits and a photo op in a short timeframe.

Students also visited the National Association for the Education of Young Children and shared pre-service teachers' perspective with NAEYC Executive Director and Deputy Executive Director. The Deputy Executive Director invited students to submit their advocacy experience with NAEYC members in a blog format. Also, I am in the process of getting students' reflection, and we will showcase their trip in the Connection magazine, a professional publication from California Association for the Education of Young Children for its summer issue.

As a faculty member, I am very proud of our students as each of them did an amazing job advocating for intervention programs for low-income children; their passion toward at-risk children and their scientific approach for advocating funding were great. They presented CSUF well!

Attached please find a PowerPoint presentation I made documenting our trip! I also made a movie but the file is too big to attach in an email. Enjoy the pictures! Thank you again for your support!

Sincerely,
Jenny Yen