

A Study of Jumpstart Corps Members

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A Study of the Impact of Participating in Jumpstart as a Corps Member

This report presents findings from a 2012-2013 study of the impact of participating as a college mentor and tutor in Jumpstart, a service-learning literacy program to help preschool children from low-income neighborhoods develop the literacy and language skills needed for academic success in school. The college students, called Jumpstart Corps members, are trained and provide structured reading, writing, and social experiences. While the desired outcomes for Jumpstart preschool students are clear and well documented the goals for Corps members are somewhat less defined and less understood.

What is Jumpstart?

Jumpstart is a literacy based mentoring and service-learning program. Jumpstart began in 1993 with 15 Corps members who worked with 15 preschool children. The program grew tremendously and by 2013 over 4,300 Corps members were serving 11,000 preschool children.¹ Colleges throughout the United States have Jumpstart programs and are partnering with local early childhood organizations to implement the program.

The college-age mentors, *Jumpstart Corps members*, provide literacy-based experiences for preschool children twice a week throughout the academic year. During the fall, Corps members are trained in the Jumpstart approach as well as learn about other educational and pedagogical concepts, such as early literacy, child development, and classroom management. During the academic year Corps members work with their preschool partners twice a week for two hours each time. Each week the students read, discuss and learn about a story book. These two hours of activities with the preschoolers follow a structured routine in all locations, as described here.²

¹ Jumpstart (2013). Jumpstart Announces 20th Anniversary Celebration and Launches New Brand. Retrieved from <http://www.jstart.org/news/jumpstart-announces-20th-anniversary-celebration-and-launches-new-brand>

² Jumpstart (2013). Jumpstart Solutions. Retrieved from <http://www.jstart.org/our-work/jumpstart-solution>

Welcome. Children transition to Jumpstart from their previous activity. Children build alphabet knowledge through exploration of name cards and over time develop an understanding of the meaning and use of print.

Reading. Children and Corps members engage in a shared reading experience.

Circle Time. Children participate by singing songs, playing word and letter games, and reading poems. The whole-group learning experience builds a sense of community among children and adults.

Center Time. Centers are set up with materials and activities that support children's language and literacy skill development. Activities are selected by the unit theme and core storybook, deepening children's understanding of the book and providing opportunities to use story vocabulary.

Let's Find Out About It. A small group activity designed to build children's concept knowledge and vocabulary. Here, children have the opportunity to explore new ideas and information, learn about objects and their use, and understand how things work.

Sharing and Goodbye. Children talk and listen to others share their favorite session activities in a large group setting. Corps members use objects or examples of children's work from Center Time and rich vocabulary to support the conversation.

Prior to and following participation in these structured activities, Corps members meet as a group to plan, discuss and reflect upon their experiences. These meetings provide opportunities for the Jumpstart Corps members to develop a deeper understanding of their experiences and the impact of their activities and actions. Such opportunities to reflect after providing service are one of the essential elements that define service-learning. Service-learning is an educational strategy that integrates meaningful community service with instruction and reflection to enrich the learning and civic experiences of the service providers, in this case Jumpstart Corps members, as well as strengthen communities by providing needed services. Research conducted over the past 20

years has documented the positive and lasting impact of service-learning on students, providers, and on the communities they serve (Billig, 2008; Lundy, 2007; Billig, Root and Jesse, 2005; Lerner, Dowling and Andersen, 2003; Youniss & Yates, 1999).³

The Jumpstart model incorporates the four “essential elements” of service-learning: planning and preparation (for service); action (the service); reflection; and celebration.⁴ Jumpstart further includes the type of institutional commitment to service and civic engagement in the lives of the participants who “graduate” from the program, an additional element that Roehlkepartain (2009)⁵ purports is essential for implementation of high quality service-learning in community based organizations. The current research utilized the service-learning framework and a deep knowledge of prior research about service-learning to develop research questions and avenues of investigation.

The Jumpstart Research Project

A quasi-experimental, pre/post mixed methods research design was used to study the impact of participating as a Corps member in Jumpstart. A Comparison group of similar students who were not Corps members was also included to help ensure observed growth could be attributed to the Jumpstart experiences rather than maturation or on-going college experiences. The research sought to explore the following questions:

³ Billig, S.H. (2008). *Unpacking What Works in Service-Learning: Promising Research-Based Practices to Improve Student Outcomes*. National Youth Leadership Council.

Lundy (2007). Service-learning in life-span developmental psychology: Higher exam scores and increased empathy. *Teaching of Psychology*, 34, 23-30.

Billig, S. H., Root, S., & Jesse, D. (2005). *The Impact of Participation in Service-Learning on High School Students' Civic Engagement*. RMC Research Corp., Denver, CO.

Lerner, R., Dowling, E., Anderson, P. (2003). Positive youth development: Thriving as the basis of personhood and civil society. *Applied Developmental Science*, 7(3), 172-180.

Youniss, J. and Yates, M. (1999). Youth Service and Moral-Civic Identity: A Case for Everyday Morality. *Educational Psychology Review*, 11 (4), 361-376.

Newmann, F. M., & Rutter, R. A. (1983). The effects of high school community service programs on students' social development. Madison, WI: Wisconsin Center for Education Research, National Institute of Education.

⁴ National Service-Learning Cooperative (1999). *Essential Elements of Service-Learning* (Revised Edition). National Youth Leadership Council.

⁵ Roehlkepartain, E.C. (2009). *Guide to Starting and Sustaining High-Quality Programs*. National Service Learning Clearinghouse.

Guiding Research Questions:

- Are Jumpstart Corps members more civically responsible and/or engaged than similar students who do not participate in Jumpstart?
- Are Jumpstart Corps members more knowledgeable about issues related to child development than non-Jumpstart Corps members?
- Are Jumpstart Corps members more satisfied with their college or university experience than students who are not members of Jumpstart?
- Does participation in Jumpstart improve workforce preparation for its members compared to individuals who do not participate in Jumpstart?
- How does participation in Jumpstart impact Corps members' career and educational choices and aspirations?

Sample and Methodology

Participants included Jumpstart Corps members from programs based at four New York City colleges: New York University, NYU (Manhattan); Brooklyn College (Brooklyn); St John's University (Queens) and Lehman College (Bronx.) Two of these colleges are private universities with tuition of approximately \$40,000 a year (NYU and St John's) and two are public schools that are part of the City University of New York with tuition of approximately \$6,000 a year. The Jumpstart national office selected the sites for study and contacted the local Jumpstart Coordinator to engage them in the study. The local sites then selected the Jumpstart Corps members and Comparison students who would participate. The research design called for total sample of approximately 280 Jumpstart Corps members from the four New York City colleges and a similar number of Comparison students from the same colleges who were demographically and academically similar to the Corps members. The student participants were overwhelmingly female (approximately 80% of each group). Pre and post surveys were to be administered to all students with identification numbers assigned by the Jumpstart staff as required by the Jumpstart program policies regarding conduct of research. In addition, a subsample of the Jumpstart Corps members from each college would participate in observations, interviews and/or focus groups during the latter half of the program year.

Instrumentation and Data Collection

Jumpstart Corps member and Comparison Student Surveys

An iterative and collaborative process was used to create the survey that would be administered to Jumpstart Corps members and Comparison students. First, the key construct areas were identified in collaboration with the Jumpstart national and regional staff:

- Civic engagement and responsibility
- Engagement with others
- Satisfaction with college
- Knowledge and skill teaching and/or working with preschoolers

An extensive review of existing validated assessment tools indicated that it would be preferable to write assessment questions that were closely aligned with the Jumpstart experience and outcomes of interest rather than use existing scales which did not closely align. Some assessment questions were adapted from existing reliable assessments previously validated with similar types of students and others were written specifically for this study. As questions were drafted or adapted they were reviewed by the Jumpstart research team, next by Jumpstart staff, and finally by college age students. The final survey included a variety of Likert-type questions and short answers that could be delivered in either a paper or on-line format. Broad topics were as follows:

- *Civic engagement and responsibility*: The survey questions asked students to report upon their level of political and civic engagement in their communities. The assessment was adapted from one created by Lott II & Egan (2011),⁶ with statements contextualized to better align with the goals of Jumpstart.
- *Orientation towards others and problem solving*: Corps members and Comparison students reported how true nine statements were about themselves as a problem solver and their orientation toward others. These statements were included to focus on skills needed to successfully work as a Jumpstart Corps member related to problem solving and working with others. The statements were written after reviewing material about

⁶ Lott, J.L., II, & Egan, M.K., Jr. (2011). Assessing the psychometric properties of civic values. *Journal of Student Affairs Research and Practice*, 48(3), 333 – 347.

Jumpstart and were asked of both Jumpstart Corps members and Comparison students.

- *Knowledge and Confidence in Teaching Pre-School Children about Literacy*: Corps members and Comparison students reported on their level of agreement with statements about their ability to use a variety of techniques when working with pre-school children. The statements were adapted from a measure by Schmidt, Baran, Thompson, Koehler, Mishra, & Shin (2009)⁷
- *Satisfaction with college or university experience*: College Community / College Investment. A series of questions were asked about students' connection to their college or university and investment in their education. Using a 6-item scale that included questions derived from an existing measure, participants rated statements associated with connectedness to their college community (e.g., *There is a strong sense of community on my college campus* and *I feel bored being at college*) on a 1 to 7 scale, from Strongly Disagree to Strongly Agree.
- *Workforce preparedness (post assessment only)*: Workforce Preparation Survey. Respondents were asked about the level of importance of a variety of career-based aspects of working once they graduate. These statements, only asked as part of the post-survey were selected based upon data collected through the focus groups, although both Corps members and Comparison students answered them. A list of 23 skills germane to workforce preparedness was compiled which was used to create a scale in which participants first retrospectively rated their abilities in each area. Next they rated their abilities in these areas at the time of testing. Each statement was rated on a scale from 1 to 5, with higher scores indicating stronger ability to execute a skill.
- *Career and educational interests, choices and aspirations*: Students were asked how much they agreed with statements about learning about and working with others. These statements were written to explore future educational and career interests related to working with others, teaching, etc. Although a great many Jumpstart students are interested in or aspire to become teachers, many students also participate

⁷ Schmidt, D.A., Baran, E., Thompson, A.D., Mishra, P., Koehler, M.J., & Shin, T. (2009). Technological pedagogical content knowledge (tpack): The development and validation of an assessment instrument for perservice teachers. *Journal of Research on Technology in Education*, 42(2), 123 – 149.

in Jumpstart as a resume building or service experience. Students were asked about what they value in a career rather than focus on whether or not they planned to become a teacher.

- *Early Childhood Education Pedagogy:* Many Jumpstart Corps members and Comparison group students are pursuing careers in education. Items related to Danielson's Framework for Teaching⁸ were adapted to be appropriate for Jumpstart Corp. Members. Using a 6-item self-report measure, participants rated their confidence in helping a preschool-aged child completing different types of tasks, including *Learn the names and sounds associated with printed letters* and *Develop the ability to remember spoken information for a short period of time*. Participants rated each statement on a scale from 1, "Not at all confident" to 5, "Very confident."
- *Jumpstart experiences:* Students were asked to reflect upon their Jumpstart experiences and what they learned from those experiences. Sixteen statements were written for this study and were completed by only the Jumpstart Corps members who then rated their level of agreement with each statement. (e.g., *I was able to elicit thoughtful responses from my Jumpstart children* and *I was able to provide meaningful feedback to my Jumpstart children about their progress*) based on their experiences.
- *Knowledge related to child development:* In an effort to understand the extent to which Jumpstart Corps members acquire knowledge salient for working in a pre-school educational context, a 16-item scale was presented to all participants. Here, they were asked to indicate whether each of 16 statements about early child learning processes were true or false. These questions ranged in difficulty and participants were allowed to indicate if they did not know the answer to a question. These statements allowed participants to demonstrate their knowledge in a number of important areas germane to child development.

The Jumpstart Corps member survey and Comparison survey were similar in content, although the Jumpstart Corps member survey included additional questions specific to working with young children through Jumpstart. Jumpstart staff assigned each Corps member a unique

⁸ Danielson, C. (2011). *The Framework for Teaching Evaluation Instrument (2011 edition)*. Princeton, NJ: The Danielson Group.

identification number and instructed the students to use this identification number when completing all surveys. The on-line survey or paper survey were distributed by Jumpstart staff in accordance with Jumpstart policies and IRB requirements of the CUNY Graduate Center. The on-line survey link was distributed to Corps members by the Jumpstart staff.

During the data collection process, unforeseen difficulties were encountered that brought into question the usefulness of the pre-survey results. In October 2012, just as the pre-data were being collected a massive storm virtually closed down New York City (Hurricane Sandy.) Each Jumpstart program and their preschool partner sites experienced significant damage and delays that prevented much of the pre-survey data from being collected until late fall (in some cases as late as November.) Furthermore, the process of having Jumpstart staff assign Corps members identification numbers and then collected the survey data using these numbers did not work well and resulted in many surveys that could not be linked pre-post by student. As a result, statistical analyses that required matched data could not be performed.

Observations and focus groups

At least one Jumpstart session for college was observed at the preschool site. Observers included a senior and a junior researcher. Whenever possible the pre-planning sessions were observed (i.e., prior to Corps members working with the preschool children), in addition to the actual tutoring sessions and the post-session reflection. Jumpstart staff selected which session would be observed and was present during the observation. The goals of the observations were to collect data about the Jumpstart experience and to use these observations to help develop focus group questions. Notes were kept during the observation and observers debriefed with Jumpstart staff following the observation.

Focus groups took place at each college Jumpstart site to help contextualize what was learned from the survey data. Following the observations and review of the pre-survey data, focus group questions were written and reviewed by the research team. Jumpstart staff organized the focus groups, determining who would participate and when they would be held. The purpose of these focus groups was to explore the process and impact of Jumpstart Corp members' involvement with Jumpstart, as well as to reflect on their experiences. Focus group participants were asked to talk about key areas of their Jumpstart involvement, such as why they became involved in

Jumpstart, how their Jumpstart participation changed them (e.g., overall, skill development), communication techniques they employed during Jumpstart (e.g., between Corp Members, working together in the classroom), challenges faced, evaluation of their performance, their favorite parts of Jumpstart, and whether or not they would recommend Jumpstart to a peer. Whenever possible, the focus groups included students who had also been observed. The focus groups were conducted by a senior researcher along with a junior researcher who was close in age to the Jumpstart Corps members who participated. All focus groups were recorded and transcribed. They were held prior to administration of the post-survey and were approximately 60 minutes long. They included 10 Jumpstart Corps members, most of whom were female. Each focus group lasted for approximately 60 minutes, and included, on average, 10 students. Participants came to each group with varied degrees of Jumpstart experience (e.g., some were first year Corp Members, others had participated in Jumpstart for two or more years), and having held different roles (e.g., some were Jumpstart team members and others were Jumpstart team leaders). See Table 1 for focus group logistical details.

Table 1. Focus group sites, dates, and number of participants.

Jumpstart College Site	Date	Number of Student Participants
Brooklyn College	May 7, 2013	10
Lehman College	April 5, 2013	10
New York University	March 27, 2013	10
St. John's University	April 17, 2013	10

Data Analytic Approaches

Survey data

Quantitative data cleaning included extensive review of all student responses. A small number of surveys ($n=4$) were eliminated due to missing data (i.e., more than 20% of the questions were unanswered.) A total of 252 pre-surveys and 211 post surveys were collected from Jumpstart Corps members and a total of 244 pre-surveys and 80 post surveys were collected from Comparison students. However, efforts to link pre- and post-test responses for each participant using the Jumpstart assigned identification numbers revealed a significant percentage of Corps

members (63%) and Comparison students (74%) for whom no matching identification number was available. Matched data were obtained from only 92 Jumpstart Corps members and 52 Comparison students. As a result of the small sample size with usable matched data, and the possibility that these students were not representative of the entire sample, the data analyses plans were somewhat adjusted.

Review of survey data and scale construction

Following preliminary cleaning of data, summed scaled scores were computed using a two-step process. First, a principal axis factor analysis was computed to determine whether the items within each anticipated area represented a single construct. The factor analyses identified outlying items (e.g., those that were significantly inconsistent with other questions) and items that needed to be reverse scored (i.e., items whose wording was in the negative direction.) Each group of items loaded onto a single factor with the exception of one set of questions that fell into two scales (Orientation towards Others and Teaching scales.) Alpha reliability analyses (presented in Table 2) showed strong internal consistency of responses for all scales at both pre-test and post-test for each group. Reliabilities ranged from $\alpha=.70$ to $\alpha=.97$.

Table 2. Alpha reliability coefficients for Jumpstart study scales.

Jumpstart Survey Scale	Corps Member		Comparison	
	Pre-Survey	Post-Survey	Pre-Survey	Post-Survey
Civic Engagement and Responsibility	.84	.89	.82	.87
Orientation toward others	.70	.84	.75	.94
Problem Solving	.74	.80	.79	.80
Knowledge About Child Development	N/A	.73	N/A	.71
Satisfaction With College or University Experience	.74	.78	.76	.79
Workforce Preparedness Before Participating in Jumpstart	N/A	.92	N/A	N/A
Workforce Preparedness After Participating in Jumpstart	N/A	.94	N/A	.93
Career and Educational Interests, Choices and Aspirations	.80	.87	.74	.85
Pre-School Pedagogy	.86	.84	.88	.94
Reflections about Jumpstart Experiences	N/A	.97	N/A	N/A

Mean summed scores were then computed for each of the scales. In addition, a content analysis of the open-ended questions was conducted and the results summarized.

Analysis of survey data

Data analyses included both descriptive and statistical analyses of the data. At the outset of the current project, a pre-post matched pairs design was implemented, with the expectation that final data analyses would include analysis of covariance (ANCOVA), wherein mean differences in scores at post-test are evaluated by controlling for differences between Corps member and Comparison groups at pre-test. Due to the substantial percentage of participants who could not be matched pre- to post-test, particularly in the Comparison group (which numbered 80 out of a possible 244 at post-test), significant concerns were raised about the validity of this approach since ANCOVA is susceptible both to missing data and differences in group size. Therefore, this report focuses on mean score Comparisons between Jumpstart Corps members and Comparison group participants using T-tests, both within and across the two time points. Exploratory ANCOVA analyses were conducted to investigate the possibility of existing group differences at post-test despite the issues noted above but failed to reveal any significant differences between groups at post-test when controlling for participant scores at pre-test.

Content analysis of observational and focus group data

Facilitator notes from each observation were reviewed by the research team and used to help develop the focus group questions. Focus group discussions were transcribed and content analyses were completed by researchers who had not been present during the focus groups. The focus group facilitators then reviewed these notes and provided feedback and additional insight as needed. Major themes were identified and descriptive reports prepared. In addition, an analysis of the number of times different words appeared in the focus group transcripts or notes was conducted.

Results and Discussion

This section summarizes what was learned about each of the research questions (see page 4). Data include item level responses, mean summed scores, and focus group data.

*1. Are Jumpstart Corps members more **civically responsible and/or engaged** than similar students who do not participate in Jumpstart?*

On the pre and post-survey Jumpstart Corps members and Comparison students rated the importance of eight indicators of civic engagement in their daily lives (e.g., influencing the political structure, influencing social values, becoming involved in programs to clean up the environment, developing a meaningful philosophy of life, participating in a community action program, helping to promote racial understanding, keeping up to date with political affairs, and becoming a community leader.) They used a 5-point scale that ranged from 1 (not important) to 5 (essential). Mean scale scores were computed by averaging student responses across all statements. Thus the means reflect the same 1 (not important) to 5 (essential) scale. As noted previously, the scales had been found to have high internal consistency evidenced by strong alpha reliability coefficients.

At pre-testing, a small but significant statistical difference was observed between Jumpstart Corps members (mean 3.55, standard deviation .69) and Comparison group participants (mean 3.43, standard deviation .68) with respect to civic responsibility, as indicated by an independent samples t-test ($t_{(494)} = 2.03, p < .05$). These means indicate that for students in both groups being engaged in civic activities is at least moderately important (i.e., out of a 5 point scale, responses fell between somewhat important and very important.) Although this may suggest that students who choose to participate in Jumpstart are slightly more oriented toward being civically responsible or engaged than other students, the means are very similar at pre-testing and differences may not be meaningful.

This difference in endorsement of these items not only held at post-test, but increased somewhat (a mean difference at pre-testing of .12 and a mean of .32 at post-testing) a difference that was statistically significant ($t_{(288)} = 3.5, p < .01$), with a moderate effect size of $d = .44$. These results indicate an overall greater tendency for Jumpstart Corps members to report involvement in civic-related activities as important in their daily lives as compared to Comparison students. Unfortunately, since only a small number of matched data points were available for analysis, the

data had to be examined within condition (i.e., pre-surveys and post-surveys were examined separately) rather than using comparative analyses.

To further explore and characterize the nature of these differences, responses to the eight individual statements were separately examined using independent t-test analyses. On the pre-test responses to only two statements were found to statistically differ, with Jumpstart students more strongly endorsing each. Both statements focused on civic engagement through service activities. Specifically, when asked to rate the importance of “Becoming involved in programs to clean-up the environment,” Jumpstart Corps members reported a mean of 3.28, standard deviation 1.08 and Comparison students a mean of 3.07 and standard deviation of 1.00, ($t_{493} = 2.22, p < .05$). The second statement where a difference was observed was “Participating in a community action program.” Jumpstart Corps members reported a mean of 3.91 and Comparison students a mean of 3.47 ($t_{492} = 5.32, p < .01$). The remaining statements on which differences were most reported focused on more general civic engagement orientation. This suggests that Jumpstart Corps members may begin the program with an orientation toward community service, rather than a general orientation toward civic engagement.

Examination of the post-test results revealed that statistically significant differences were evident between more statements. Table 3 presents the number and percentage of students providing each rating indicator, along with the mean, standard deviation and mean differences (Jumpstart Corps member mean minus Comparison student mean.) Examination of this table indicates that Jumpstart Corps members rated each civic engagement area as more important than Comparison students, although, the majority of students in both groups rated each statement as at least somewhat important. The largest mean differences were found in ratings about the importance of participating in a community action program, influencing the political structure, becoming involved in programs to clean up the environment, and helping to promote racial understanding. This suggests that the college students surveyed believe civic engagement is important, with the Jumpstart Corps students having a somewhat stronger orientation toward civic engagement than the Comparison students both before and after participating. This suggests that while students who choose to participate in Jumpstart may have a stronger than average orientation towards

community service, after participating in Jumpstart there may be a slight shift toward a more positive civic engagement orientation.

Table 3. Corps member and Comparison student post-survey ratings of the importance of civic engagement areas.

Civic Area	Group	N %	Level of Importance					Mean	Std. Dev.	Mean Dif. ¹
			1 Not Important	2 Minimally Important	3 Somewhat Important	4 Very Important	5 Essential			
Participating in a community action program***	Corps Member	N	1	4	50	100	55	3.97	.788	+.50
		%	0.5%	1.9%	23.8%	47.6%	26.2%			
	Comp.	N	4	5	35	18	16	3.47	1.053	
		%	5.1%	6.4%	44.9%	23.1%	20.5%			
Influencing the political structure**	Corps Member	N	9	47	83	46	25	3.15	1.036	+.41
		%	4.3%	22.4%	39.5%	21.9%	11.9%			
	Comp.	N	14	17	31	12	6	2.74	1.145	
		%	17.5%	21.2%	38.8%	15.0%	7.5%			
Becoming involved in programs to clean up the environment**	Corps Member	N	6	24	72	76	32	3.50	.979	+.37
		%	2.9%	11.4%	34.3%	36.2%	15.2%			
	Comp.	N	9	9	30	25	6	3.13	1.090	
		%	11.4%	11.4%	38.0%	31.6%	7.6%			
Helping to promote racial understanding**	Corps Member	N	0	9	39	86	74	4.08	.844	+.37
		%	0.0%	4.3%	18.8%	41.3%	35.6%			
	Comp.	N	4	5	21	30	20	3.71	1.070	
		%	5.0%	6.2%	26.2%	37.5%	25.0%			
Influencing social values*	Corps Member	N	0	12	45	98	54	3.93	.838	+.28
		%	0.0%	5.7%	21.5%	46.9%	25.8%			
	Comp.	N	2	9	19	35	15	3.65	.995	
		%	2.5%	11.2%	23.8%	43.8%	18.8%			
Keeping up to date with political affairs*	Corps Member	N	5	26	85	60	33	3.43	.979	+.27
		%	2.4%	12.4%	40.7%	28.7%	15.8%			
	Comp.	N	6	15	31	14	13	3.16	1.148	
		%	7.6%	19.0%	39.2%	17.7%	16.5%			
Becoming a community leader	Corps Member	N	1	15	57	86	51	3.81	.901	+.25
		%	0.5%	7.1%	27.1%	41.0%	24.3%			
	Comp.	N	5	7	25	24	19	3.56	1.135	
		%	6.2%	8.8%	31.2%	30.0%	23.8%			
Developing a meaningful philosophy of life	Corps Member	N	1	8	45	72	84	4.10	.897	+.11
		%	0.5%	3.8%	21.4%	34.3%	40.0%			
	Comp.	N	0	4	21	27	28	3.99	.907	
		%	0.0%	5.0%	26.2%	33.8%	35.0%			

Note: Values with * indicate significant differences as calculated by independent samples T tests, with * = p < .05; ** = p < .01; *** = p < .001.

¹Mean difference – Jumpstart Corps member mean minus comparison student mean.

An orientation toward being civically engaged and helping others, particularly when beginning Jumpstart, was also evident in responses to another part of the survey. Students were asked to report how true eight statements were about themselves. The statements included both social orientations toward helping others (e.g., doing community service is personally important to me.) These statements were rated by both Jumpstart Corps member and Comparison students on both the pre- and post-survey.

Students used a five-point scale ranging from 1 (not at all true) to 5 (very true.) On the pre-test several statements were more strongly endorsed by the Jumpstart Corp members than the Comparison students. Statistically significant differences were found to four statements on which Jumpstart Corps members more strongly endorsed the statements on the pre-survey. Specifically, at pre-testing, a significantly statistical difference was observed between Jumpstart Corps members and Comparison student responses to: “I enjoy working with young children” (Jumpstart mean 4.62, standard deviation .71; Comparison students mean 4.40, standard deviation .90; ($t_{(490)} = 3.03$, $p < .01$); “I expect to someday be a teacher” (Jumpstart mean 3.21, standard deviation 1.57; Comparison students mean 2.81, standard deviation 1.50; ($t_{(492)} = 2.83$, $p < .01$); “Doing community service is personally important to me” (Jumpstart mean 4.27, standard deviation .87; Comparison students mean 4.11, standard deviation .99; ($t_{(493)} = 1.95$, $p < .05$); and “I prefer to work in a group rather than individually” (Jumpstart mean 3.23, standard deviation 1.05; Comparison students mean 3.00, standard deviation 1.11; ($t_{(491)} = 2.32$, $p < .05$.) In all cases it appears the Jumpstart Corps members enter the program with an orientation toward working with young students.

At post-test, independent samples t-tests revealed that these group differences held for two of the four items, namely “Doing community service is personally important to me” (Jumpstart mean 4.33, standard deviation .76; Comparison students mean 3.99, standard deviation 1.02; $t_{(493)} = 1.95$, $p < .01$) and “I enjoy working with young students” ($t_{(493)} = 1.95$, $p < .01$). In addition, Jumpstart students at post-test reported higher interest in attending a racial/cultural awareness workshop compared to Comparison students, with a higher mean score (4.11 compared to 3.17) revealing statistically significant differences in this area ($t_{(493)} = 1.95$, $p < .01$). Results from the post-test are indicated in Table 4 below.

Table 4. Corps member and Comparison student post-survey ratings of statements about orientation toward others.

Orientation toward others	Group	N %	Rating					Mean	Std. Dev.	Mean Dif. ¹
			1 Not at all true	2	3 Somewhat true	4	5 Very true			
I enjoy working with young students**	Corps members	N	0	1	15	39	154	4.66	.632	+.40
		%	0.0%	0.5%	7.2%	18.7%	73.7%			
	Comp.	N	2	4	9	21	44	4.26	1.016	
		%	2.5%	5.0%	11.2%	26.2%	55.0%			
I would enjoy attending a racial/cultural awareness workshop**	Corps members	N	2	6	44	72	84	4.11	.900	+.40
		%	1.0%	2.9%	21.2%	34.6%	40.4%			
	Comp.	N	4	5	26	20	25	3.71	1.127	
		%	5.0%	6.2%	32.5%	25.0%	31.2%			
I expect to someday be a teacher.	Corps members	N	24	23	48	31	83	3.60	1.397	+.35
		%	11.5%	11.0%	23.0%	14.8%	39.7%			
	Comp.	N	12	14	19	12	23	3.25	1.428	
		%	15.0%	17.5%	23.8%	15.0%	28.8%			
Doing community service is personally important to me **	Corps members	N	1	1	27	78	101	4.33	.755	+.34
		%	0.5%	0.5%	13.0%	37.5%	48.6%			
	Comp.	N	3	2	18	27	30	3.99	1.025	
		%	3.8%	2.5%	22.5%	33.8%	37.5%			
I would like to participate in a leadership training program.	Corps members	N	2	9	37	50	109	4.23	.958	+.15
		%	1.0%	4.3%	17.9%	24.2%	52.7%			
	Comp.	N	4	2	12	28	34	4.08	1.065	
		%	5.0%	2.5%	15.0%	35.0%	42.5%			
I value learning about different people.	Corps members	N	0	1	8	56	144	4.64	.580	+.09
		%	0.0%	0.5%	3.8%	26.8%	68.9%			
	Comp.	N	0	0	9	18	53	4.55	.692	
		%	0.0%	0.0%	11.2%	22.5%	66.2%			
I want a career where I can help others.	Corps members	N	1	1	11	27	168	4.73	.625	+.03
		%	0.5%	0.5%	5.3%	13.0%	80.8%			
	Comp.	N	0	0	8	8	64	4.70	.644	
		%	0.0%	0.0%	10.0%	10.0%	80.0%			

Note: Values with * indicate significant differences as calculated by independent samples t-tests, with * = p <.05; ** = p <.01; *** = p <.001.

¹Mean difference – Jumpstart Corps member mean minus comparison student mean.

Several open ended questions further explored Jumpstart Corps members reflections about the impact of the experience. The first question asked Corps members to describe the impact participation in Jumpstart had on their lives. A content analysis of the narrative responses

revealed that over 20% of the Corps members noted that participation in a community involvement or volunteering program had impacted their lives. Jumpstart Corps members also noted the impact of working with children (15%) and 13% of the Corps members noted that the impact of participation related to their chosen careers or majors and their desire to teach children. Table 5 summarizes these responses.

Table 5. Corps members’ reports of how participation in Jumpstart impacted

Content of Response	Number of Corps members	Percentage of Corps members	Percentage of Responses
Community involvement/volunteerism influenced expectations	31	21.4%	19.4%
Working with children influenced them	24	16.6%	15.0%
Learned about potential career/major	19	13.1%	11.9%
Learned about educating and teaching children	19	13.1%	11.9%
Increased diversity awareness (culture, race, socioeconomic status)	17	11.7%	10.6%
Personally grew (increased responsibility, patience, strengths and weaknesses, perspective change)	16	11.0%	10.0%
Leadership skills developed	11	7.6%	6.9%
Work experience gained	10	6.9%	6.3%
Was able to benefiting preschool students	8	5.5%	5.0%
Gained teamwork skills and communication	3	2.1%	1.9%
Developed task and time management	2	1.4%	1.3%

Analysis of the focus group transcripts suggested that Jumpstart Corps members attributed the experience as providing them an increased awareness of differences among people and in particular, developing an increased awareness about poverty. They cited increased awareness of cultural, linguistic, and socio-economic differences. They also reported becoming more aware of the demographic, diversity and environmental differences within New York City, Some Jumpstart Corps members noted that their Jumpstart experiences exposed them to different community settings and that they observed that the educational services offered in different settings were not always equal. Such awareness is likely aligned with their reported interest in being civically engaged in areas related to understanding and helping others. They further reported being able to better interact with others from different cultures or from families who spoke languages other than English after being part of Jumpstart. Corps members particularly

liked getting the “chance to address the social and academic obstacles that have been put in the way of the young students.”

2. Are Jumpstart Corps members more knowledgeable about issues related to child development than non-Jumpstart Corps members?

To evaluate gains in Jumpstart Corps members’ knowledge about child development (e.g., understanding of differences in the developmental literacy skills of pre-school students, and best pedagogical supports for young children), Corps members and Comparison students were asked to indicate whether they believed 19 statements about child literacy development were true, false or they didn’t know. The questions were asked only on the Post-survey.

Table 6 presents the percentage of Jumpstart Corps members or Comparison students who correctly indicated whether each statement as true or false or if they didn’t know. Examination of this table reveals that some statements were relatively easy for students in both groups to correctly identify as true or false. For example, the statement “Reading storybooks and engaging children in activities focused on specific content topics in early childhood supports their later literacy skills” was correctly noted as correct by over 90% of the students from both groups. Four statements (i.e., Reading storybooks and engaging children in activities focused on specific content topics in early childhood supports their later literacy skills; Sounding out a child’s name, “Paola starts with a /p/ sound,” helps develop phonemic awareness; Young children learn most when they have opportunities to touch, explore, manipulate, and experiment with the world around them; and an understanding of a child’s individual personality, learning style, language, and family background is a component of developmentally appropriate practice.) were correctly answered by over 90% of the students in both groups. In contrast, one statement (i.e., Children develop alphabet knowledge by memorizing how to spell their names) was correctly answered by fewer than 50% of the students in either group, suggesting it is a somewhat difficult concept for all students.

Other statements were relatively easy for the Jumpstart Corps members yet more difficult for the Comparison students. In particular, almost 97% of the Corps members correctly responded to the

statement “Young children learn most when they have opportunities to touch, explore, manipulate, and experiment with the world around them” while only 33% of the students in the Comparison group recognized this statement as true. Overall, a larger percentage of Jumpstart Corps members correctly answered 17 of the 19 statements, with 1.4% to 50.9%, more Jumpstart Corps members being able to answer each correctly than Comparison students.

The statements with the largest percent difference of correct responses were “Communicating with families about children’s interests and the activities they do in early childhood settings can help families support their children’s learning at home” and “In a preschool classroom of 3- to 5-year-olds, it’s typical for individual children’s vocabularies to range anywhere from 2, 000 to 8,000 words,” with almost 30% more students in Jumpstart able to answer this statement correctly. When the total number of correct responses was examined, Jumpstart Corps members on average correctly identified 14.5 of the 19 statements as true or false while Comparison students on average correctly identified 13.1 of the statements as true or false. Observations also documented Jumpstart Corps members often engaged in the types of activities that were included in the true-false questions.

Examination of the “don’t know” response further indicates that the Jumpstart Corps members had learned the relevant concepts. In all cases, the “I don’t know” percentage difference (last column of Table 6) indicated that Comparison students more frequently reported that they didn’t know the truth of a statement than Corps members, evident by the negative difference score.

Table 6. Percentage of Corps members and Comparison students indicating “I don’t know” or correctly answering true-false statements about child development.

True/False Statement	Group				Correct % Dif. ¹	Don't know % Dif. ²
	Corps member (n= 78)		Comparison (n= 80)			
	% Correct	% Don't know	% Correct	% Don't know		
There are two types of vocabulary skills, expressive (words children use) and receptive (words children understand).	82.6%	14.6%	67.1%	30.1%	15.5%	-15.5%
In a preschool classroom of 3- to 5-year-olds, it’s typical for individual children’s vocabularies to range anywhere from 2, 000 to 8,000 words.	72.5%	13.5%	21.6%	48.6%	50.9%	-35.1%

True/False Statement	Group				Correct % Dif. ¹	Don't know % Dif. ²
	Corps member (n= 78)		Comparison (n= 80)			
	% Correct	% Don't know	% Correct	% Don't know		
Adults should use the same approach to instruction and offer identical supports for all young children.	62.5%	9.1%	66.3%	10.8%	-3.8%	-1.7%
Reading storybooks and engaging children in activities focused on specific content topics in early childhood supports their later literacy skills.	96.0%	2.3%	94.6%	5.4%	1.4%	-3.1%
Sounding out a child's name, "Paola starts with a /p/ sound," helps develop phonemic awareness.	97.2%	2.3%	89 %	9.6%	8.2%	-7.3%
If young children argue or experience conflict, it is best for adults to solve the problem so that children can move on to planned learning activities.	65.9%	6.8%	58.1%	17.6%	7.8%	-10.8%
Young children learn most when they have opportunities to touch, explore, manipulate, and experiment with the world around them.	97.2%	2.2%	90.5%	9.5%	6.7%	-7.3%
It is easy for young children to be able to take another person's perspective and consider how others might be feeling.	66.7%	7.9%	68.9%	10.8%	2.2%	-2.9%
Children develop alphabet knowledge by memorizing how to spell their names.	42.1%	11.8%	31.1%	31.1%	11%	-19.3%
An understanding of a child's individual personality, learning style, language, and family background is a component of developmentally appropriate practice.	93.2%	6.2%	89.2%	10.8%	4%	-4.6%
A child who can distinguish between the words and pictures in a storybook is developing understanding of the meaning and use of print.	88.1%	7.3%	70.3%	18.9%	17.8%	-11.6%
Communicating with families about children's interests and the activities they do in early childhood settings can help families support their children's learning at home.	94.9%	3.9%	91.9%	8.1%	3%	-4.2%
Identifying rhymes introduces children to the idea that a word can be broken into parts.	81.5%	10.1%	71.6%	16.2%	9.9%	-6.1%
Young children often need adults to explain and show them how they are expected to participate when new activities or routines are introduced.	87.1%	7.3%	71.2%	16.4%	15.9%	-9.1%
Although children develop in different ways at different paces, overall development proceeds in a fairly predictable sequence.	70.8%	16.3%	66.2%	14.9%	4.6%	1.4%

True/False Statement	Group				Correct % Dif. ¹	Don't know % Dif. ²
	Corps member (n= 78)		Comparison (n= 80)			
	% Correct	% Don't know	% Correct	% Don't know		
Because young children generally understand only the words that they use in their own speech, adults should intentionally use simpler vocabulary to communicate with children.	65.7%	6.7%	62.2%	18.9%	3.5%	-12.2%
Activities that build phonological awareness and books and print knowledge help children connect speech to print so that they can “crack the code” of written words when they begin to read.	81.3%	15.95%	71.6%	27.0%	9.7%	-11.1%
Children who are behind in language and literacy development in preschool usually catch up with other children’s reading and writing abilities in later schooling.	50.3%	22.6%	37.8%	32.4%	12.5%	-9.8%
The skill of comprehension is best supported by asking children close-ended questions.	58.6%	46.8%	11.8	37.8%	15.6%	-23.7%

¹ Correct percentage difference -Corps member percent correct minus comparison student percent correct.

² Don't know difference - Corps member percent I don't know response minus comparison student percent I don't know response.

Another section of the survey is also relevant for this research question. Jumpstart Corps members and Comparison students rated their confidence in helping pre-school aged children learn specific, developmentally-salient literacy skills (e.g., learn the names and sounds associated with words, develop the ability to remember spoken information for a short period of time.) The statements were written to incorporate relevant components from the Framework for Teaching Evaluation Instrument, guiding topics within the Danielson Model of Teacher Evaluation, as a way to help assess if Jumpstart experiences were preparing Jumpstart Corps members for the types of tasks expected of a classroom teacher to rate each statement.

Students used a five-point scale ranging from 1 (not at all confident) to 5 (very confident.) As shown in Table 7, a larger percentage of Jumpstart Corps members than Comparison students were very confident they could help preschoolers learn each of the four skills. Mean scores for each item within the Corps members group were quite high after engaging in Jumpstart, ranging from 4.39 to 4.63 out of 5. Independent samples t-tests were conducted at both pre- and post-test on each item contained in this scale. While only one statement was significantly different in the

pretest (i.e., Detect, manipulate, or analyze the auditory aspects of spoken language, independent of meaning ($t_{(n=251)} = 4.16, p < .01$), all differences were statistically significant on the post-test. Results of the post t-tests are also presented in Table 7.

Table 7. Corps member and Comparison student post-survey ratings of confidence in helping pre-school students with specific literacy skills.

Literacy Skill	Group	N %	Level of Confidence					Mean	Std. Dev.	Mean Dif. ¹
			1 Not at all confident	2 A little confident	3 Neutral	4 Somewhat confident	5 Very confident			
Learn names & sounds associated with printed letters**	Corps Member	N	1	3	9	43	121	4.58	.719	+.41
		%	0.6%	1.7%	5.1%	24.3%	68.4%			
	Comp.	N	3	3	10	21	38	4.17	1.070	
		%	4.0%	4.0%	13.3%	28.0%	50.7%			
Detect, manipulate, or analyze auditory aspects of spoken language independent of meaning***	Corps Member	N	1	4	16	60	97	4.39	.790	+.51
		%	0.6%	2.2%	9.0%	33.7%	54.5%			
	Comp.	N	3	6	14	26	26	3.88	1.102	
		%	4.0%	8.0%	18.7%	34.7%	34.7%			
Learn to write letters in isolation or write name**	Corps Member	N	2	0	6	46	123	4.63	.663	+.38
		%	1.1%	0.0%	3.4%	26.0%	69.5%			
	Comp.	N	3	2	10	18	42	4.25	1.054	
		%	4.0%	2.7%	13.3%	24.0%	56.0%			
Develop ability to remember spoken information for a short period***	Corps Member	N	1	1	16	56	104	4.47	.730	+.56
		%	0.6%	0.6%	9.0%	31.5%	58.4%			
	Comp.	N	3	5	15	25	27	3.91	1.093	
		%	4.0%	6.7%	20.0%	33.3%	36.0%			

Note: Values with * indicate significant differences as calculated by independent samples t-tests, with * = $p < .05$; ** = $p < .01$; *** = $p < .001$.

¹Mean difference – Jumpstart Corps member mean minus comparison student mean.

On the post-survey Jumpstart Corps members’ were asked to reflect about their experiences during Jumpstart by indicating their agreement with 16 statements (e.g., “I had sufficient knowledge about literacy to work with Jumpstart children;” “I was able to assess the progress of my Jumpstart children during the school year;” and “I was able to use a literary way of thinking when working with my Jumpstart children.”) These results also indicated increased awareness of and knowledge about preschool students. On the whole, Corps members strongly endorsed statements that indicated they had positive and successful experiences working with preschool children. Levels of agreement ranged from 82.5% to 94.3% to individual statements. For example, over 90% of the Jumpstart Corp members reported that they were able to adapt their

teaching based on what their Jumpstart children did or did not understand, and that they were able to apply what they knew to their Jumpstart children. Mean scores for every item in this measure were at or above 4.17, revealing consistently strong positive responses to all areas.

Table 8 summarizes this information.

Table 8. Corps member post-survey agreement with statements about Jumpstart experience

About the Jumpstart Experience	N %	Level of Agreement					Mean	Std. Dev.
		1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree		
I had sufficient knowledge about literacy to work with Jumpstart children.	176	4	12	62	94	79	4.28	.840
	%	1.7%	2.8%	6.3%	44.3%	44.9%		
I knew the content I needed to effectively work with my Jumpstart children.	177	3	0	10	79	85	4.37	.744
	%	1.7%	0.0%	5.6%	44.6%	48.0%		
I was able to apply what I knew when working with my Jumpstart children.	177	2	0	8	71	96	4.46	.691
	%	1.1%	0.0%	4.5%	40.1%	54.2%		
I was able to provide clear directions to my Jumpstart children.	177	1	3	13	71	89	4.38	.745
	%	.6%	1.7%	7.3%	40.1%	50.3%		
When I needed help during Jumpstart I was able to locate the resources I needed.	177	1	2	7	65	102	4.50	.684
	%	.6%	1.1%	4.0%	36.7%	57.6%		
I was able to clearly communicate with my Jumpstart children.	177	1	3	13	73	87	4.37	.743
	%	.6%	1.7%	7.3%	41.2%	49.2%		
I was able to use what I knew about my Jumpstart children's background to work with him/her.	176	1	6	26	72	71	4.17	.845
	%	.6%	3.4%	14.8%	40.9%	40.3%		
I had developmentally appropriate expectations for my Jumpstart children.	177	1	5	18	75	78	4.27	.800
	%	.6%	2.8%	10.2%	42.4%	44.1%		
I was able to elicit thoughtful responses from my Jumpstart children.	177	1	4	16	82	74	4.27	.763
	%	.6%	2.3%	9.0%	46.3%	41.8%		
I knew how much time to allow my Jumpstart children to express his/her thoughts.	177	1	4	18	82	72	4.24	.771
	%	.6%	2.3%	10.2%	46.3%	40.7%		

About the Jumpstart Experience	N %	Level of Agreement					Mean	Std. Dev.
		1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly agree		
I was able to assess the progress of my Jumpstart children during the school year.	177	1	3	10	74	89	4.40	.724
	%	.6%	1.7%	5.6%	41.8%	50.3%		
I was able to engage my Jumpstart children in work that was adequately challenging.	177	2	1	14	78	82	4.34	.745
	%	1.1%	.6%	7.9%	44.1%	46.3%		
I was able to provide meaningful feedback to my Jumpstart children about their progress.	177	2	3	26	66	80	4.24	.846
	%	1.1%	1.7%	14.7%	37.3%	45.2%		
I was able to provide opportunities to enhance my Jumpstart children's learning by building on a spontaneous event or child's interest.	177	2	2	18	71	84	4.32	.792
	%	1.1%	1.1%	10.2%	40.1%	47.5%		
I was able to use a literary way of thinking when working with my Jumpstart children.	175	2	0	16	83	74	4.30	.729
	%	1.1%	0.0%	9.1%	47.4%	42.3%		
I was able to adapt my teaching based on what my Jumpstart children did or did not understand.	177	2	0	8	80	87	4.41	.686
	%	1.1%	0.0%	4.5%	45.2%	49.2%		

Results from the focus groups further indicated that Jumpstart Corps members had learned about young children and ways to work with preschool children. During the focus groups Jumpstart Corps members often spoke animatedly about their interactions with and the relationships that they established with the preschool children. When asked to discuss their favorite aspects of participating in Jumpstart, Corps members overwhelmingly reported that they enjoyed interacting and building relationships with younger children. For example, one Corps member reported taking pride in helping a little girl learn to write her name. Another Corps member spoke about a child that did not always participate growing to listen to her. Other Corps members spoke more generally about the children being engaging, liking getting to know the children, and learning about the children's personalities.

Similarly, when Jumpstart Corps members were asked to discuss the challenges that they had encountered when participating in Jumpstart, these challenges also focused on their working with the pre-school children. Responses fell into four main areas: dealing with behavioral issues in classrooms, lack of support from classroom teachers, adhering to lesson plans when wanting to

make changes, and dealing with team management issues. Despite these challenges, Corps members spoke with confidence about how they faced these challenges and learned to meet them head-on. For example, Corps members described behavioral issues that arose in the classroom (e.g., children not viewing Corps members in authority roles, children getting off task), and how they built sets of strategies to address these challenges or developing successful ways to avoid behavioral issues.

*3. Are Jumpstart Corps members **more satisfied with their college or university experience** than students who are not members of Jumpstart?*

Jumpstart Corps member and Comparison students satisfaction with the college or university experience was assessed by asking students how much they agreed with six statements about their college or university experience (e.g., feeling connected to their college, belief that the college provides opportunities to do something important). Students used a five-point scale with options ranging from 1 (strongly disagree) to 5 (strongly agree.) After establishing the alpha reliability of this scale, mean scale scores were computed by averaging student responses to six statements.

Meaningful differences were not evident between Jumpstart Corps members and Comparison group participants at either pre- or post-test, and t-test analyses did not reveal any statistically significant differences. Both groups expressed an overall general satisfaction with their college experiences. Most students agreed with statements related to college connectedness, strength of community, and availability of social support on campus.

Although not statistically significant, as indicated in Table 9, the statement with the largest difference between the two groups was, “There is a strong sense of community on my college campus,” with the Jumpstart Corps members more strongly agreeing. Jumpstart Corps members also reported that they felt a greater connection to the community where they went to college and felt a stronger connection to their college than the Comparison students. Although only a small difference was found when asked if their college had provided an opportunity for them to do something important, it is noteworthy that over 88% of the students in both groups reported

agreement with the statement. These results may suggest that Jumpstart Corps member experiences may be more associated with the Jumpstart organization than the host college. During the focus groups and observations it was evident that Jumpstart Corps members often identified themselves as “Corps members” rather than a student of a particular college.

Table 9. Corps member and Comparison post-survey agreement ratings with statements about their college experience.

About College Experience	Group	N %	Level of Agreement					Mean	Std. Dev.	Mean Dif. ¹
			1 Strongly Disagree	2 Disagree	3 Neither Agree nor Disagree	4 Agree	5 Strongly Agree			
There is a strong sense of community on my college campus.	Corps Member	N	7	23	55	78	47	3.64	1.050	+.42
		%	3.3%	11.0%	26.2%	37.1%	22.4%			
	Comp.	N	8	13	25	20	13	3.22	1.205	
		%	10.1%	16.5%	31.6%	25.3%	16.5%			
I feel connected to the community where I go to college.	Corps Member	N	3	22	71	76	38	3.59	.950	+.23
		%	1.4%	10.5%	33.8%	36.2%	18.1%			
	Comp.	N	6	13	18	29	12	3.36	1.162	
		%	7.7%	16.7%	23.1%	37.2%	15.4%			
I feel a strong connection to my college.	Corps Member	N	4	12	62	94	39	3.72	.896	+.19
		%	1.9%	5.7%	29.4%	44.5%	18.5%			
	Comp.	N	3	11	18	35	12	3.53	1.036	
		%	3.8%	13.9%	22.8%	44.3%	15.2%			
I feel bored being at college.	Corps Member	N	82	69	35	14	9	2.04	1.104	+.09
		%	39.2%	33.0%	16.7%	6.7%	4.3%			
	Comp.	N	29	25	14	5	5	2.13	1.177	
		%	37.2%	32.1%	17.9%	6.4%	6.4%			
College provides opportunities for me to do something important.	Corps Member	N	1	0	22	93	93	4.33	.700	+.04
		%	0.5%	0.0%	10.5%	44.5%	44.5%			
	Comp.	N	0	2	6	38	33	4.29	.719	
		%	0.0%	2.5%	7.6%	48.1%	41.8%			
Someone at my college has taken a personal interest in me.	Corps Member	N	9	24	66	72	39	3.51	1.055	0.0
		%	4.3%	11.4%	31.4%	34.3%	18.6%			
	Comp.	N	7	10	17	26	19	3.51	1.239	
		%	8.9%	12.7%	21.5%	32.9%	24.1%			

¹Mean difference – Jumpstart Corps member mean minus comparison student mean.

4. Does participation in Jumpstart **improve workforce preparation** for its members compared to individuals who do not participate in Jumpstart?

In order to explore whether Jumpstart helped improve workforce preparation, a 23-item scale was administered. This question was included on the post-surveys after the focus groups revealed that Corps members often spoke about work related skill development. Both Corps members and Comparison students were asked to rate their skills in a variety of work-related areas, including “Presenting information to others;” “Public Speaking;” “Working with a diverse group of colleagues;” and “Using current technology to accomplish tasks.” Students rated their competencies using a 5 point scale that ranged from 1 (weak) to 5 (strong). A retrospective survey approach was used with Jumpstart Corps members who rated their competencies in each skill area “BEFORE participating in Jumpstart” and also “AFTER participating in Jumpstart.” Comparison students rated only their present competencies in the same workforce-relevant skills (i.e., at the time of the administration of the post-test questionnaire.) Results are therefore discussed in two ways; first for Jumpstart Corps members by comparing their responses about the two time periods (before and after participating in Jumpstart), and then between Jumpstart Corps members and Comparison students when responding about their current skill level.

Table 10 presents the means and standard deviations for Jumpstart Corps members before and after participating in Jumpstart. These skills have been sorted in order of magnitude of perceived growth in skills as indicated by the mean change (“after” mean minus “before” mean.) As can be noted, Jumpstart Corps members reported improvement in all skill areas. The largest perceived growth was in their ability to manage a group of children, probably the most closely related task to their Jumpstart experience. Other workforce skills on which Jumpstart students reported change were public speaking, improvising in unexpected situations, oral communication, being a leader, time management, and managing a group of colleagues. Matched pairs t-tests were computed for each pair to statistically examine perceived change. Corps members reported statistically significant growth in all areas at a .0001 level.

Table 10. Corps members’ mean retrospective competency ratings of workforce skills (perceived skill level before and after Jumpstart.)

Workforce Skill	Before Jumpstart Experience			After Jumpstart Experience			Mean Dif. ¹
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	
Managing a group of children ***	170	3.09	1.196	171	4.53	.714	+1.44
Public speaking ***	172	3.01	1.221	173	4.10	.913	+1.09
Improvising in unexpected situations ***	170	3.41	1.096	170	4.46	.715	+1.05
Oral Communication ***	173	3.43	1.074	173	4.43	.794	+1.00
Being a leader ***	170	3.19	1.142	171	4.18	.935	+0.99
Time management ***	170	3.18	1.237	171	4.14	.954	+0.96
Managing a group of colleagues ***	170	3.12	1.042	171	4.08	.891	+0.96
Presenting new information to others***	171	3.33	.988	172	4.27	.810	+0.94
Acting with the interests of the larger community in mind ***	169	3.41	1.121	169	4.32	.759	+0.91
Learning from mistakes ***	168	3.61	.954	169	4.46	.772	+0.85
Acquiring new skills ***	169	3.56	.912	170	4.40	.780	+0.84
Recognizing the strengths of others	169	3.66	.999	170	4.48	.672	+0.82
Building collaborative relationships with others ***	170	3.73	1.036	171	4.54	.662	+0.81
Conflict resolution***	170	3.49	1.022	171	4.27	.790	+0.78
Understanding of professional expectations***	170	3.74	.970	171	4.49	.762	+0.75
Integrating knowledge across different disciplines	169	3.55	.963	170	4.30	.820	+0.75
Working with a diverse group of colleagues***	169	3.93	1.078	170	4.62	.706	+0.69
Problem solving ***	170	3.65	1.045	171	4.33	.782	+0.68
Using knowledge and facts to solve problems	169	3.77	.976	170	4.41	.758	+0.64
Taking instructions from others ***	173	3.83	1.020	173	4.45	.845	+0.62
Written Communication ***	172	3.78	1.079	173	4.32	.821	+0.54
Demonstrating personal accountability for actions ***	169	3.82	.974	170	4.36	.790	+0.54
Using current technology to accomplish tasks ***	169	3.72	.983	170	4.19	.845	+0.47

Note: Significant differences as calculated by matched pairs t-tests, with*** = p <.001.

¹Mean difference – Jumpstart Corps member mean minus comparison student mean.

Comparison students rated the same skills on their Post-Survey. This was not a retrospective question but instead asked students to reflect upon their current skill level, at the end of the academic year. Corps members mean post responses are compared with Comparison students mean post responses in Table 11. The areas which show the greatest difference between Comparison students and Corps members are many of the same areas of growth from pre to post for Corps members. These include public speaking, oral communication, and improvising in unexpected situations.

Table 11. Corps members and Comparison students' end of year competency ratings of workforce skills.

Workforce Skill	Corps members Post-Skills			Comparison Group Post-Skills			Mean Dif.
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	
Public speaking***	173	4.10	.913	75	3.56	1.130	0.54
Managing a group of children***	171	4.53	.714	75	4.01	1.007	0.52
Oral Communication***	173	4.43	.794	75	4.0	.959	0.43
Improvising in unexpected situations**	170	4.46	.715	75	4.11	1.034	0.35
Presenting new information to others**	172	4.27	.810	74	3.95	1.032	0.32
Time management	171	4.14	.954	75	3.88	1.039	0.26
Building collaborative relationships with others**	171	4.54	.662	75	4.28	.763	0.26
Conflict resolution*	171	4.27	.790	75	4.04	1.006	0.23
Working with a diverse group of colleagues*	170	4.62	.706	75	4.41	.680	0.21
Managing a group of colleagues	171	4.08	.891	75	3.91	.903	0.17
Taking instructions from others	173	4.45	.845	75	4.3	.824	0.15
Acting with the interests of the larger community in mind	169	4.32	.759	75	4.17	.860	0.15
Being a leader	171	4.18	.935	75	4.05	1.012	0.13
Problem solving	171	4.33	.782	74	4.20	.793	0.13
Recognizing the strengths of others	170	4.48	.672	75	4.35	.744	0.13
Understanding of professional expectations	171	4.49	.762	75	4.40	.753	0.09

Workforce Skill	Corps members Post-Skills			Comparison Group Post-Skills			Mean Dif.
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	
Using knowledge and facts to solve problems	170	4.41	.758	74	4.32	.796	0.09
Acquiring new skills	170	4.40	.780	75	4.37	.712	0.03
Integrating knowledge across different disciplines	170	4.30	.820	75	4.27	.777	0.03
Written Communication	173	4.32	.821	75	4.3	.741	0.02
Using current technology to accomplish tasks	170	4.19	.845	75	4.17	.964	0.02
Demonstrating personal accountability for actions	170	4.36	.790	75	4.36	.816	0.0
Learning from mistakes	169	4.46	.772	75	4.47	.794	-0.01

Note: Values with * indicate significant differences as calculated by independent samples T tests, with * = $p < .05$; ** = $p < .01$; *** = $p < .001$.

¹Mean difference – Jumpstart Corps member mean minus comparison student mean.

As noted previously, based on a principal axis factor analysis the statements within this scale were found to represent a single workforce readiness construct and therefore a mean scale score was computed. Corps members reported retrospectively moderate levels of proficiency across workforce-related skills before participation in Jumpstart, with an overall mean of 3.51 out of 5. This number increased significantly, with Corps members reporting higher levels of workforce preparedness after participation in Jumpstart with a mean of 4.35 out of 5. A matched pairs t-test ($t_{(172)} = 2.5, p < .05$) revealed statistically significant differences, indicating that Jumpstart Corps members reported workforce related gains after participating in Jumpstart. In addition, a test of effect size using Cohen’s *D* metric indicates that this difference represented a large, meaningful magnitude of change (i.e., $d = 1.41$) in these skills over the course of the intervention as reported by Corps members. Suggested interpretation of Cohen’s *D* values indicates that any value $.2 < d < .5$ is considered small, $.5 < d < .8$ is considered moderate, and $d > .8$ indicates a large effect size. Accordingly, this value in this case can be interpreted as reflective of Corps members indicating improved workforce related-skills after participating in Jumpstart, compared with their skills prior to participation in the program.

While within-group differences were observed for Corps members in workforce-related skills, differences at the end of the school year between Jumpstart Corps members and Comparison

students were explored. An independent sample t-test was computed to compare mean scores between the two groups. This t-test ($t_{(246)} = 2.5, p < .05$) revealed a statistically significant difference in the mean scores of Corps members ($\bar{x} = 4.35$) and Comparison participants ($\bar{x} = 4.17$) at post-test. While the difference between was statistically significant, Cohen’s D indicated the difference was a relatively small effect ($d = .33$.)

An additional, related area of skill development germane to workforce preparedness that was examined focused problem-solving skills. Participants rated a series of statements related to problem-solving abilities, including “I am a good problem solver,” “When faced with a challenge, I am good at figuring out what to do,” and “I think about alternative ways to solve a problem”. A factor analysis revealed the emergence of a single factor, 5-item, problem-solving scale. Although not statistically significant, the means for Jumpstart Corps members were higher than those of Comparison students on each of the five items. Table 12 summarizes this information.

Table 12. Corps member and Comparison student post-survey ratings about problem solving.

Problem Solving Area	Group		Rating					Mean	Std. Dev.	Mean Dif.
			1 Not at all true	2	3 Somewhat true	4	5 Very true			
I think about alternative ways to solve a problem.	Corps members	N	0	1	22	74	113	4.42	.696	+.20
		%	0.0%	0.5%	10.5%	35.2%	53.8%			
	Comp.	N	0	2	10	36	31	4.22	.762	
		%	0.0%	2.5%	12.7%	45.6%	39.2%			
I take risks because I feel that I have something to gain.	Corps members	N	3	20	51	73	62	3.82	1.012	+.11
		%	1.4%	9.6%	24.4%	34.9%	29.7%			
	Comp.	N	2	12	16	27	23	3.71	1.16	
		%	2.5%	15.0%	20.0%	33.8%	28.8%			
When faced with a challenge, I am good at figuring out what to do.	Corps members	N	0	1	32	90	86	4.25	.724	+.04
		%	0.0%	0.5%	15.3%	43.1%	41.1%			
	Comp.	N	0	2	8	41	29	4.21	.724	
		%	0.0%	2.5%	10.0%	51.2%	36.2%			
I am reflective about what I do.	Corps members	N	0	2	25	89	92	4.30	.715	+.02
		%	0.0%	1.0%	12.0%	42.8%	44.2%			
	Comp.	N	0	1	12	31	36	4.28	.763	
		%	0.0%	1.2%	15.0%	38.8%	45.0%			
		N	0	0	28	93	88	4.29	.689	+.01

Problem Solving Area	Group	Rating					Mean	Std. Dev.	Mean Dif.
		1 Not at all true	2	3 Somewhat true	4	5 Very true			
I am a good problem solver.	Corps members	%	0.0%	0.0%	13.4%	44.5%	42.1%	4.28	.729
	Comp.	N	0	2	7	38	33		
		%	0.0%	2.5%	8.8%	47.5%	41.2%		

Another indication of Jumpstart Corps members’ improved workforce readiness was evident based on examination of an open-ended question included on the post-survey. Specifically, Jumpstart Corp members were asked to indicate any work skills that they had learned during Jumpstart. A content analysis of their narratives revealed the most common responses included mention of collaboration and teamwork, with over 30% of the students reporting they had learned or developed collaboration and team work skills and over 20% reporting that they had learned communication skills. Table 13 summarizes what was learned.

Table 13. Corps member reports of work-related skills learned during Jumpstart.

Workforce Skill Learned	No. of Corps members	% of Responses	% of Corps members ¹
Collaboration and teamwork	42	20.49%	30.43%
Communication (with parents, within the team, with students)	28	13.66%	20.29%
Time management	20	9.76%	14.49%
Leadership skills	15	7.32%	10.87%
Classroom management	12	5.85%	8.70%
Public speaking	10	4.88%	7.25%
How to teach literacy	9	4.39%	6.52%
Teaching tactics	8	3.90%	5.80%
Career experience (working with kids and/or teaching)	8	3.90%	5.80%
Patience	8	3.90%	5.80%
Conflict management	7	3.41%	5.07%
Improvisation and adaptation to situations	6	2.93%	4.35%
Organization	5	2.44%	3.62%
Child development	5	2.44%	3.62%
Networking	5	2.44%	3.62%
Dedication	4	1.95%	2.90%
How to engage children	4	1.95%	2.90%
Multitasking	3	1.46%	2.17%

Workforce Skill Learned	No. of Corps members	% of Responses	% of Corps members¹
Build positive relationships	3	1.46%	2.17%
Responsibility/accountability	3	1.46%	2.17%

¹Percentages can total more than 100% because students could give more than one response.

A similar trend was found when Jumpstart Corps members answered a question asked about the most important thing learned during Jumpstart were examined. Thirty-four percent of the Jumpstart Corps members reported that teamwork and collaboration was the most important thing learned. Over 20% of the Corps members also reported learning patience, time management, and open communication, workforce skills that were apparent in other parts of the survey as well. See Table 14 for the full content analysis.

Table 14. Corps member reports of the most important thing they learned through Jumpstart

Most important thing learned through Jumpstart	No. of Corps members	% of Responses	% of Corps members¹
Teamwork/collaboration	53	13.80%	33.97%
Patience	39	10.16%	25.00%
Time management	34	8.85%	21.79%
Open and honest communication/feedback	33	8.59%	21.15%
Literacy and language development tactics	18	4.69%	11.54%
Importance of equal early childhood education	15	3.91%	9.62%
Community service/volunteerism	14	3.65%	8.97%
Interacting and working with young children	14	3.65%	8.97%
Personal growth/positive experiences	12	3.13%	7.69%
Leadership skills	12	3.13%	7.69%
Conflict management and problem solving	12	3.13%	7.69%
Classroom management	11	2.86%	7.05%
Differences among how children learn	10	2.60%	6.41%
Adaptability (flexibility, improvisation)	10	2.60%	6.41%
Diversity awareness	9	2.34%	5.77%
Developing children's skills and abilities	9	2.34%	5.77%

Most important thing learned through Jumpstart	No. of Corps members	% of Responses	% of Corps members ¹
Organizing and prioritizing	9	2.34%	5.77%
Role models/positive relationships	9	2.34%	5.77%
Working with different individuals/personalities	7	1.82%	4.49%
Engaging students (using motivation, positivity)	7	1.82%	4.49%
Working with teachers and administration	7	1.82%	4.49%
Importance of paying attention (to materials, to Jumpstart, to students and leaders)	7	1.82%	4.49%
Preparation	6	1.56%	3.85%
Making education and work fun	5	1.30%	3.21%
Public speaking	5	1.30%	3.21%
Dedication/determination	5	1.30%	3.21%
Firmness-affection balance	4	1.04%	2.56%
Teaching tactics	3	0.78%	1.92%
Multitasking	3	0.78%	1.92%
Creativity	2	0.52%	1.28%

¹Percentages can total more than 100% because students could give more than one response.

The focus on workforce skills was also evident in analysis of the focus group transcripts. When a word analysis was completed, the most common words used included team, teachers, communication, help and experience. Throughout the focus groups themes related to workforce preparedness were evident. For example, while some Corps members reported challenges getting their teams to interact successfully, citing lateness, miscommunication, and lack of lesson preparation as key stressors to working together successfully, they reported addressing these challenges by learning to communicate responsibilities more clearly, e.g., “If you don’t prep, I have to make up your work,” directly addressing issues as they arose (e.g., speaking with non-compliant team members about their roles, assignments, and timing.)

5. How does participation in Jumpstart impact Corps members’ career and educational aspirations?

Jumpstart Corps members were asked to “Think about what you hope to do after college and how it has changed because of your experience at Jumpstart. How important are each of the following to you now compared to before you started the Jumpstart program?” They then rated the importance of 12 statements about their future goals or aspirations (e.g., “*Making a difference*, *Obtaining recognition from my colleagues*,” and “*Earning a substantial paycheck*.”) using a seven-point scale from 1 (much less important) to 7 (much more important). There was a great degree of variability in the means. Comparison students were asked to “Think about what you hope to do after college and how it has changed because of your experiences this past year. How important are each of the following to you now compared to at the beginning of the year?” They then rated the importance of the same 12 statements.

On the pre-survey both groups were asked to “Think about what you hope to do after college. How important are each of the following to you?” On the pre-survey, Jumpstart Corps members and Comparison students were quite similar on most areas of future professional aspirations, with the exception of: “Helping promote racial understanding;” “Being in charge or the boss;” “Creating an original work;” and “Being well-off financially;” as indicated by independent samples T-tests. However, these small differences changed dramatically at post-test (see Table 15.) Here, independent samples t-tests revealed a wider range of differences across items between the two groups, with Jumpstart Corps members reporting significantly higher aspirations, as compared to Comparison participants, in four areas: Making a difference, helping others who are in difficulty, helping promote racial understanding, and creating original work. In contrast, Comparison students reported significantly higher aspirations compared to Corps members toward future plans aimed at being well-off financially, earning a substantial paycheck, being in charge or the boss, and being recognized as an expert.

Examination of the raw responses on the post-survey helps highlight the differences. For example, 39% of Corps members rated promoting racial justice as “much more important” whereas only 24% of the Comparison Group members rated the statement at the same level of importance. Interestingly, Corps member mean ratings were lower than Comparison Group student means in regards to statements that focused more upon person recognition and individual success, such as the importance of receiving a substantial paycheck, being considered an expert,

being in charge, getting recognition from colleagues, being an authority in their field, and being well off financially. For example, 17% of Corps members rated earning a substantial paycheck on the three lowest ratings of the 7-point scale, whereas only 4% of the Comparison Group members had similar ratings for this item. Table 15 summarizes these results. These results indicate that at post-test, Jumpstart Corps members report a more consistent orientation toward pro-social and creative professional aspirations than their Comparison counterparts, while Comparison students indicate a greater desire to pursue professional paths that are motivated by obtaining monetary compensation, as well as status and esteem.

Table 15. Corps members and Comparison students' ratings of how importance of future plans changed over past year.

Future Plans	Group	N %	How importance changed							Mean	Std. Dev.	Mean Dif.
			1 Now much less important	2	3	4 Did not change	5	6	7 Now much more important			
Helping promote racial understanding**	Corps members	N	1		2	32	29	44	69	5.80	1.220	+0.61
		%	0.6%		1.1%	18.1%	16.4%	24.9%	39.0%			
	Comp.	N	1		1	31	9	15	18	5.19	1.353	
		%	1.3%		1.3%	41.3%	12.0%	20.0%	24.0%			
Helping others who are in difficulty**	Corps members	N		0	2	28	13	48	87	6.07	1.138	+0.51
		%		0.0%	1.1%	15.7%	7.3%	27.0%	48.9%			
	Comp.	N		1	1	18	15	15	25	5.56	1.287	
		%		1.3%	1.3%	24.0%	20.0%	20.0%	33.3%			
Making a difference**	Corps members	N		0	1	16	10	42	108	6.36	.979	+0.45
		%		0.0%	0.6%	9.0%	5.6%	23.7%	61.0%			
	Comp.	N		1	1	12	10	17	34	5.91	1.254	
		%		1.3%	1.3%	16.0%	13.3%	22.7%	45.3%			
Creating original work (e.g. artistic, writing)	Corps members	N	2	1	4	47	29	36	59	5.49	1.371	+0.37
		%	1.1%	0.6%	2.2%	26.4%	16.3%	20.2%	33.1%			
	Comp.	N	0	3	0	29	10	19	14	5.12	1.325	
		%	0.0%	4.0%	0.0%	38.7%	13.3%	25.3%	18.7%			
Becoming a community leader	Corps members	N	1		3	42	32	51	49	5.54	1.222	+0.13
		%	0.6%		1.7%	23.6%	18.0%	28.7%	27.5%			
	Comp.	N	1		2	20	15	15	22	5.41	1.347	
		%	1.3%		2.7%	26.7%	20.0%	20.0%	29.3%			
Working with people I like	Corps members	N	4	2	5	44	29	37	57	5.42	1.464	-0.08
		%	2.2%	1.1%	2.8%	24.7%	16.3%	20.8%	32.0%			
	Comp.	N	1	0	1	18	16	15	23	5.50	1.316	
		%	1.4%	0.0%	1.4%	24.3%	21.6%	20.3%	31.1%			

Future Plans	Group	N %	How importance changed							Mean	Std. Dev.	Mean Dif.
			1 Now much less important	2	3	4 Did not change	5	6	7 Now much more important			
Obtaining recognition from my colleagues	Corps members	N	6	8	10	69	26	25	34	4.75	1.553	-0.21
		%	3.4%	4.5%	5.6%	38.8%	14.6%	14.0%	19.1%			
	Comp.	N	0	0	2	30	20	15	8	4.96	1.071	
		%	0.0%	0.0%	2.7%	40.0%	26.7%	20.0%	10.7%			
Becoming an authority in my field	Corps members	N	5	8	9	63	39	24	30	4.77	1.476	-0.26
		%	2.8%	4.5%	5.1%	35.4%	21.9%	13.5%	16.9%			
	Comp.	N	0	0	4	27	17	15	11	5.03	1.182	
		%	0.0%	0.0%	5.4%	36.5%	23.0%	20.3%	14.9%			
Being in charge or the boss*	Corps members	N	9	13	15	69	28	26	18	4.37	1.536	-0.39
		%	5.1%	7.3%	8.4%	38.8%	15.7%	14.6%	10.1%			
	Comp.	N	0	1	5	28	24	11	6	4.76	1.089	
		%	0.0%	1.3%	6.7%	37.3%	32.0%	14.7%	8.0%			
Being recognized as an expert	Corps members	N	9	4	6	72	30	26	31	4.75	1.531	-0.61
		%	5.1%	2.2%	3.4%	40.4%	16.9%	14.6%	17.4%			
	Comp.	N	0	0	1	21	19	18	16	5.36**	1.147	
		%	0.0%	0.0%	1.3%	28.0%	25.3%	24.0%	21.3%			
Being well off financially	Corps members	N	8	7	4	76	30	26	27	4.68	1.501	-0.67
		%	4.5%	3.9%	2.2%	42.7%	16.9%	14.6%	15.2%			
	Comp.	N	0	0	0	27	13	17	18	5.35**	1.202	
		%	0.0%	0.0%	0.0%	36.0%	17.3%	22.7%	24.0%			
Earning a substantial paycheck	Corps members	N	14	6	10	97	15	21	15	4.21	1.477	-0.92
		%	7.9%	3.4%	5.6%	54.5%	8.4%	11.8%	8.4%			
	Comp.	N	0	0	3	33	8	13	18	5.13***	1.319	
		%	0.0%	0.0%	4.0%	44.0%	10.7%	17.3%	24.0%			

Note: Values with * indicate significant differences as calculated by independent samples T tests, with * = p <.05; ** = p <.01; *** = p <.001

This orientation toward helping others was also evident in responses to another part of the survey, as described in the section which discussed students' civic engagement. Students from both groups reported an interest in a career in which they could help others.

To further explore differences between Jumpstart Corps members and Comparison students' career interests their agreement with five statements about their expectations and plans for the future were examined. The states focused on students interest in working with others, diversity and leadership. Students used a scale that ranged from 1 (not at all true) to 5 (very true.) Table 16 presents the number and percentage of Jumpstart Corps members and Comparison students giving each answer, as well as the means, standard deviations and mean differences. Jumpstart

Corps members were more likely than Comparison students to report that they would enjoy working with young students, expected to be a teacher someday, and Doing community service is personally important to me. Both Jumpstart Corps member and Comparison student reported that they “want a career where I can help others,” with over 90% of the students in each group reporting this statement was either “true” or “very true.”

Table 16. Corps members and Comparison students’ agreement with statements about expectations and plans for the future

Future Expectations	Group	N %	Rating					Mean	Std. Dev.	Mean Dif.
			1 Not at all true	2	3 Somewhat true	4	5 Very true			
I will enjoy working with young students**	Corps members	N	0	1	15	39	154	4.66	.632	+.40
		%	0.0%	0.5%	7.2%	18.7%	73.7%			
	Comp.	N	2	4	9	21	44	4.26	1.016	
		%	2.5%	5.0%	11.2%	26.2%	55.0%			
I would enjoy attending a racial/cultural awareness workshop**	Corps members	N	2	6	44	72	84	4.11	.900	+.40
		%	1.0%	2.9%	21.2%	34.6%	40.4%			
	Comp.	N	4	5	26	20	25	3.71	1.127	
		%	5.0%	6.2%	32.5%	25.0%	31.2%			
I expect to someday be a teacher.	Corps members	N	24	23	48	31	83	3.60	1.397	+.35
		%	11.5%	11.0%	23.0%	14.8%	39.7%			
	Comp.	N	12	14	19	12	23	3.25	1.428	
		%	15.0%	17.5%	23.8%	15.0%	28.8%			
I would like to participate in a leadership training program.	Corps members	N	2	9	37	50	109	4.23	.958	+.15
		%	1.0%	4.3%	17.9%	24.2%	52.7%			
	Comp.	N	4	2	12	28	34	4.08	1.065	
		%	5.0%	2.5%	15.0%	35.0%	42.5%			
I want a career where I can help others.	Corps members	N	1	1	11	27	168	4.73	.625	+.03
		%	0.5%	0.5%	5.3%	13.0%	80.8%			
	Comp.	N	0	0	8	8	64	4.70	.644	
		%	0.0%	0.0%	10.0%	10.0%	80.0%			

Note: Values with * indicate significant differences as calculated by independent samples T tests, with * = p <.05; ** = p <.01; *** = p <.001

Conclusions

Corps members recognized the benefits of participating in a program that allows them to be involved in the community and to provide service to others. While students learned a great deal

about preschool children, their perceptions of the Jumpstart experience and its impact extended beyond the preschool context. As a group, Corps members appeared to be interested in “being involved,” and Jumpstart provided an appealing and engaging way to become involved. A commitment to civic engagement was clear across all areas of the study. While many students expressed an interest in education as a career, others were more concerned about making a difference. They enjoyed the opportunities that Jumpstart provided them to learn about diversity and reported that these experiences had an impact on them. A key area of individual growth as a result of the Jumpstart experience appears to be in the development of workplace related skills. Students learned a range of valuable skills, including teamwork, leadership, patience and time management. They worked collaboratively and learned to deal with problems in a professional manner.

Although the data did not allow for statistical analyses of differential growth between Jumpstart Corps members and Comparison students while controlling for initial differences, the data did indicate that Jumpstart Corps members are learning from an experience which seems to be aligned with many of their attitudes and beliefs as expressed on the pre-survey. As a group, Corps members appear to enroll in the program already oriented toward civic engagement and community service. The Jumpstart program affords them opportunities to put into action these interests. While it is unknown if the Corps members would have found other service activities had Jumpstart not been available, it is clear that participating in Jumpstart provided them with rich and challenging experiences. Furthermore, this experience required commitment and work, helping students develop and practice important workforce skills within the context of a service experience. Overall, Corps members reported positive experiences within the Jumpstart program, which in many cases may provide the foundation for future careers in education. As one Corps member stated, “I’d definitely recommend it to people who ... can look at it and realize that it’s not just a job ... you’re making a difference and what you’re doing, every little thing that you do in that classroom matters, and ... I would definitely recommend it for people who want... that responsibility.” Yet, many Corps members noted that Jumpstart might not be a good fit for everyone because of this need for a strong level of commitment to the program and the children. As one Corps member noted, s/he would recommend Jumpstart with the

qualification that, “you must do it with your heart because you are responsible for a child’s care and education.”