

# 1,296 Children Served

## Program Description

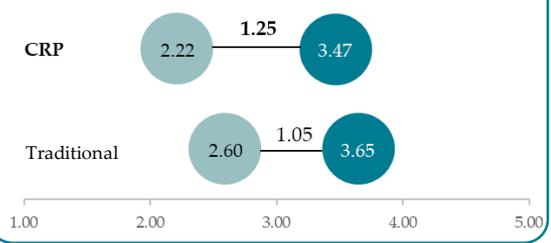
- As compared to the curriculum before the revision ("traditional"), core programming remained the same for Curriculum Revision Pilot ("CRP"): Jumpstart members were trained to use effective strategies and a research-based curriculum that engages children in purposeful interactions and activities aimed at building language, literacy, and social-emotional skills
- Based on current research, revised curriculum places increased focus on oral language and social-emotional development
- Oral language (the system through which we use spoken words to express and understand knowledge, ideas, and feelings) is the most foundational piece to literacy development, but currently receives the least attention in preschool classrooms\*
- Since 2015, a growing number of Jumpstart sites have tested the revised curriculum, with national roll-out in 2019-2020

## Jumpstart School Success Checklist (JSSC)

- Indirect assessment (teacher observation)
- 15 items focus on language/literacy skills and social-emotional competencies that have a language component
- Scores range from 1 to 5
- Gain of 1 point over the course of a school year is considered substantive
- 839 children included in evaluation sample

90% of children in the evaluation sample **made gains**, and **61% made substantive gains**.

Children in CRP programs began with lower **pre-intervention** scores and **made greater pre- to post-intervention gains** as compared to children in traditional programs.



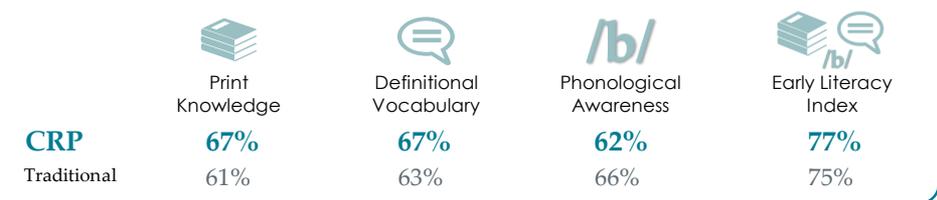
## The future of Jumpstart's curriculum and program evaluation

- After piloting the revised curriculum from 2015 to 2019, Jumpstart has fully transitioned to using it for all sites starting in the 2019-2020 program year.
- The 2017-2018 results reported here validate Jumpstart's decision to roll out the revision nationally.
- While the JSSC has historically been the assessment tool of choice, Jumpstart has gradually been transitioning to the use of the TOPEL, a measure that is better aligned with the revision. Nearly all sites will administer the TOPEL in the 2019-2020 program year.

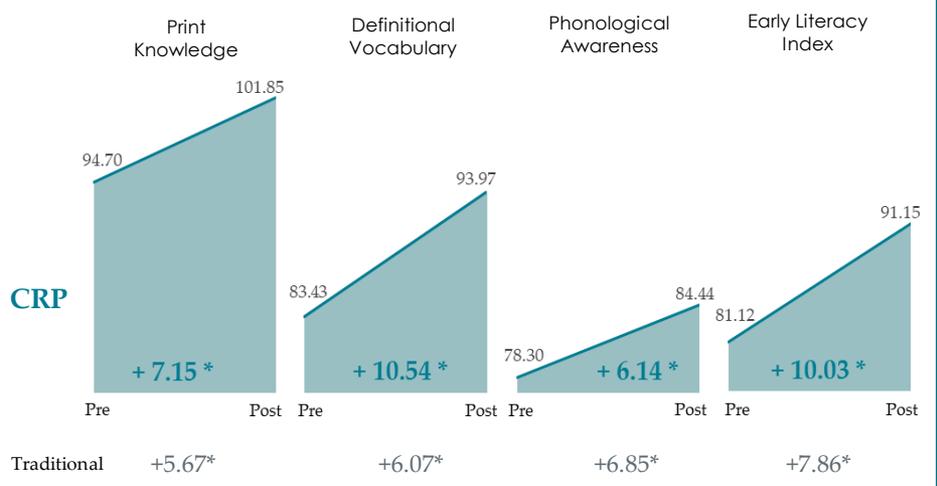
## Test of Preschool Early Literacy (TOPEL)

- Direct assessment
- Raw scores are converted to standard scores that are norm-referenced and account for child's age
- Standard scores of 90-110 are in the "Average" range; children scoring in this range are on track in development of language skills
- Three **subtests**
  - Print Knowledge (**PK**)
  - Definitional Vocabulary (**DV**; aligns with revised curriculum's focus on oral language)
  - Phonological Awareness (**PA**)
- Early Literacy Index (ELI)**: Composite score based on subtest scores; gives picture of overall literacy skills
- 287 children in evaluation sample

A majority of children in the **CRP** evaluation sample **made gains** on the ELI, and on each subtest.



Children in **CRP** made **sizeable, statistically significant gains** on all subtests and the ELI. Largest gains were on the DV subtest, which aligns with the revision's focus on oral language. **Gains** were greater than for **traditional** programs (gains for traditional programs are noted below the graph).



\* Statistically significant, p < .001

\* Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. *The Reading Teacher*, 62, 382-392.

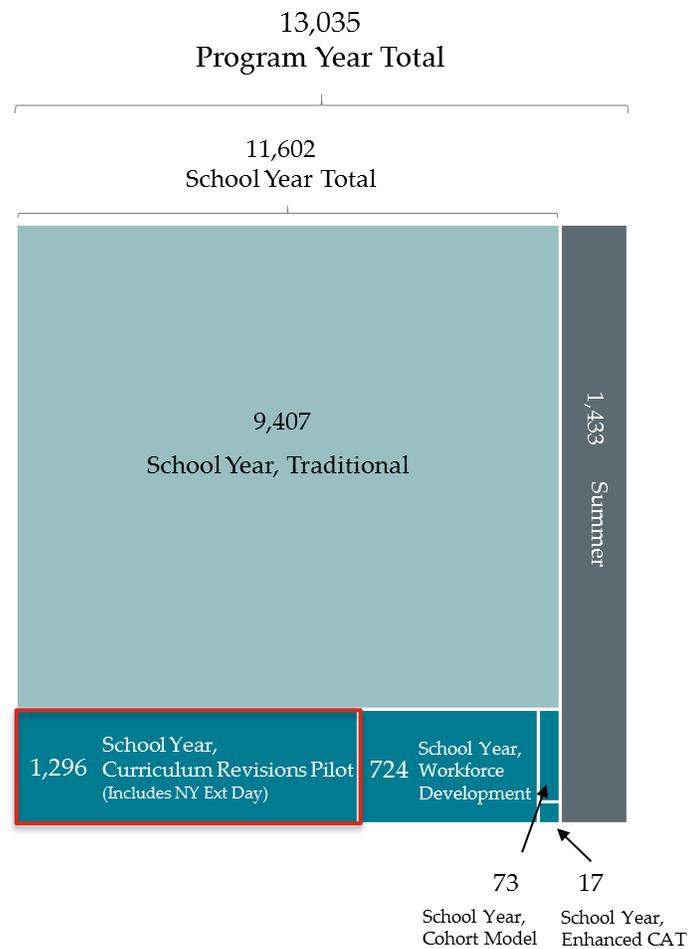
## INTRODUCTION

Jumpstart is committed to providing high-quality programming based on current research in early childhood development. Recently, an explosion of research has enhanced our understanding of oral language and social-emotional development in young children.<sup>i</sup> Working with external researchers and curriculum experts, Jumpstart reviewed the latest research literature and integrated the findings to revise its curriculum.

At its core, Jumpstart’s programming remains the same—Jumpstart members (volunteers recruited from sites<sup>ii</sup>) are trained to use effective strategies and a research-based curriculum that engages children in purposeful interactions and group activities aimed at building children’s language, literacy, and social-emotional skills. Building on this foundation, the revision places an increased focus on oral language and social-emotional development, as well as some new elements and updated strategies.

Oral language—the system through which we use spoken words to express and understand knowledge, ideas, and feelings—is the most foundational piece to literacy development, but currently receives the least attention in preschool classrooms. Reading and literacy depend on the language skills that children acquire in the preschool years; thus, Jumpstart is confident that focusing on oral language is consistent with the core mission to foster the academic skills children need to succeed in kindergarten and beyond. Print-based activities—such as shared reading of a core storybook, or the presence of a Writing center—continue to be key components of Jumpstart programming.

Since the fall of 2015, a small group of Jumpstart sites have been testing and shaping the revised curriculum, and initial evaluation efforts were aimed at assessing the operational implications, needs, and strategies required to implement the revised curriculum in an expanded number of locations, and ultimately, the entire network. During the 2017-2018 school year, the last year of the pilot, nine sites participated in the Curriculum Revisions Pilot (CRP),<sup>iii</sup> serving a total of 1,296 children.<sup>iv</sup> To evaluate how well the revision was working in terms of producing the intended outcomes for children, and to validate Jumpstart’s plan for a national roll-out of the revised curriculum the following year, the Research and Evaluation team analyzed data for children at CRP sites and sites implementing the traditional curriculum.



## RESEARCH QUESTIONS

1. Did children participating in Jumpstart’s CRP demonstrate gains in language and literacy skill development over the course of the program year?
2. What percentage of CRP participants made substantive gains over the course of the program year?
3. How do the results of CRP participants compare to those participating in traditional programming, in terms of percentage of children making gains and the size of the gains?

## Participants

### Evaluation Samples

Of the 1,296 children served through the CRP during the school year, 839 children were included in the *Jumpstart School Success Checklist (JSSC)* evaluation sample for this report, and 287 children were included in the *Test of Preschool Early Literacy (TOPEL)* sample<sup>v</sup>. Children in the samples had parental permission for participation in evaluation activities, completed the Jumpstart program (120 days enrolled), and had pre- and post-intervention assessment data.

Additionally, data were collected for 121 children who did not participate in Jumpstart but were at early childhood centers or preschools similar to those served by Jumpstart (i.e., the comparison group). Analyses of these data can be found in a separate report by an external evaluator.

### Demographics

Of the 1,296 children participating in Jumpstart's CRP, the families of 1,065 shared their children's demographic information with Jumpstart, and gave consent for this information to be used in reports. Their demographics are summarized below, and presented in full in Appendix A, along with demographics for the *JSSC* and *TOPEL* evaluation samples.

In terms of gender breakdown, 48% of children are male, and 52% are female. The most commonly reported race/ethnicity is Latinx<sup>vi</sup> (58%), followed by Black (24%) (see Figure 1). In terms of language, 58% of children come from homes in which English is the most spoken language, and 39% come from homes in which Spanish is the most spoken (see Figure 2). Although most children come from homes in which English is the most spoken language, many of these children are also acquiring other languages while they are acquiring English. Young children who are acquiring two or more languages at the same time are referred to as Dual Language Learners (DLLs), and comprise 67% of the children participating in the revision during 2017-2018. The average age of participating children was 49.41 months (4 years, 1 month).

As described in Appendix A, the demographic composition of children participating in the CRP was somewhat different from those participating with Jumpstart overall (for example, 67% of CRP children were DLLs, as compared to 57% of Jumpstart children overall). However, among children participating in the CRP, those included in the *TOPEL* evaluation sample were more similar to Jumpstart children overall (e.g., 56% DLLs as compared to 57%). As a note, for traditional (i.e., non-CRP) programs, children included in the *TOPEL* sample differed demographically from the larger group participating with non-CRP programs (e.g., 45% of the *TOPEL* sample were DLLs, versus 54% DLL for all non-CRP participants).

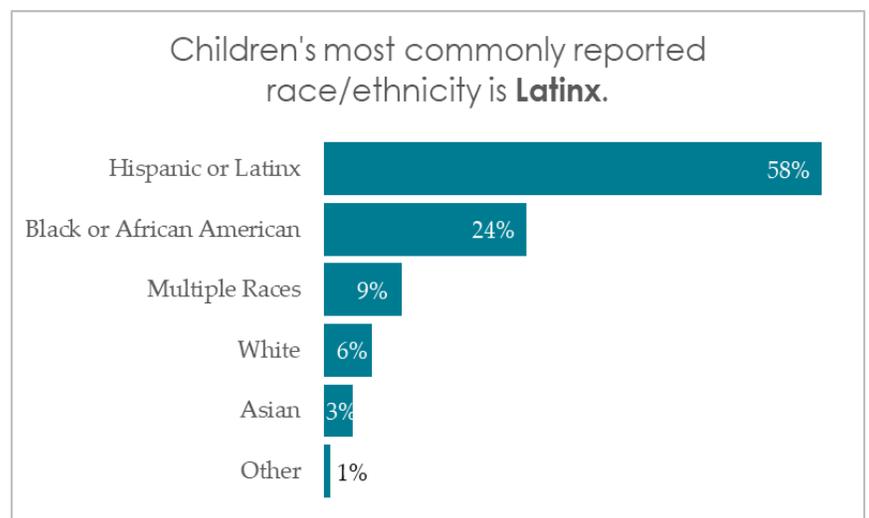


Figure 1. Reported race and ethnicity for children participating in CRP. Note: 97% of children had race/ethnicity reported for them.

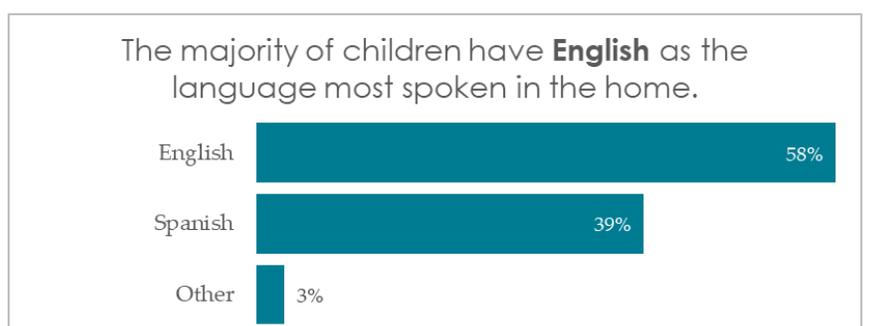


Figure 2. Language most spoken in the homes of children participating in traditional programming. Note: 97% of children had language information reported for them.

## Assessments

### *Jumpstart School Success Checklist (JSSC)*

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

Preschool teachers complete the *JSSC* at pre-intervention (before children attend sessions) and at post-intervention (after program completion). In select sites, teachers also complete the *JSSC* at mid-intervention; those mid-year results are not included in this report. Unless otherwise noted, *JSSC* scores are reported as total scale scores (an average of the scores for the 15 items), rather than as subscales that measure distinct areas.

The *JSSC* measures a broad set of language and literacy skills, and as such, is not perfectly aligned with the revision’s focus on oral language. However, some sites continued to administer the *JSSC* during the 2017-2018 program year due to grant requirements, and it was expected that this tool would capture children’s gains, given the close connection between oral language and other skill domains.

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

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

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

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

### Distribution of Scores

At pre-intervention, Jumpstart children in CRP programs were more likely to have average total scale scores clustering at the low end of the scale, indicating lower language and literacy skills. In fact, 79% of children had scores between 1 and 2.99 (see two left-most bars in Figure 3). By post-intervention, the pattern had reversed; scores clustered around 3 and 4, with most children (72%) scoring between 3 and 5 (see three right-most bars in Figure 3). Figure 6 displays the percentage of children scoring at each level (1-5) on the JSSC at pre- and post-intervention. This change in the distribution of scores suggests that Jumpstart children, as a group, were improving in their language and literacy skills over the course of the year.

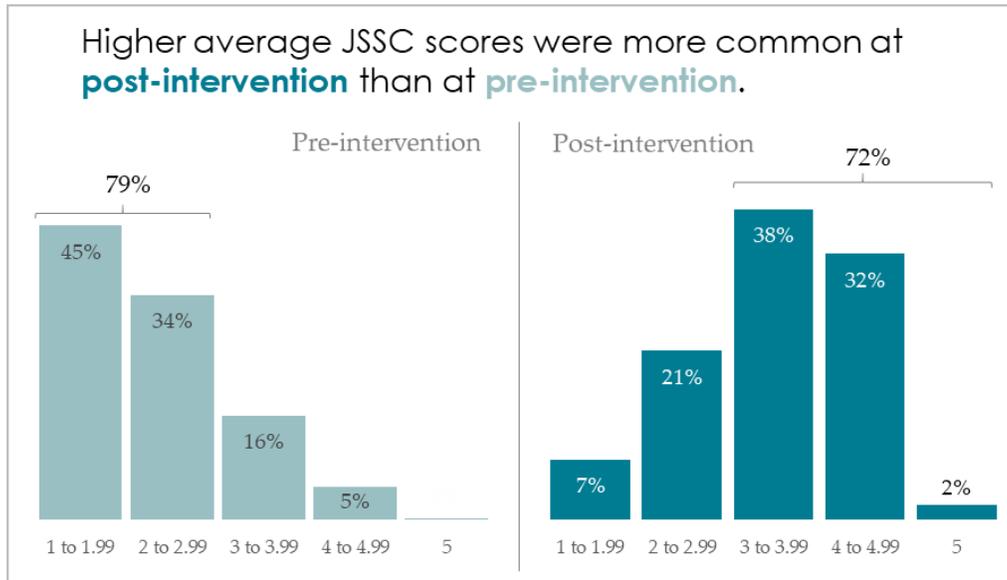


Figure 3. Distribution of children's pre- and post-intervention JSSC total scale scores. Note: Due to rounding, percentages may not appear to sum to their totals.

### Children Making Gains

In addition to looking at the distribution of scores at pre- and post-intervention, each child's individual gain from pre- to post-intervention was calculated. Among the 839 children in the JSSC evaluation sample, 90% (757) made gains; that is, they improved at least some amount in their language and literacy skills during the program year. See Figure 4.

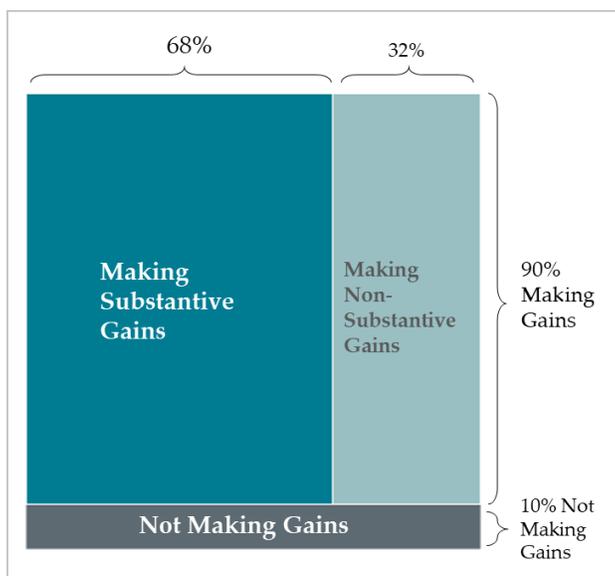


Figure 4. Percentage of children making gains.

Children making gains of one point or more on the five-point scale of the *JSSC* are considered to have made gains that are substantive. Of those making gains, there were more children (68%) making substantive gains than non-substantive gains (32%). See Figure 4. Children making substantive gains comprised 61% of the overall *JSSC* evaluation sample.

The percentage of CRP children making gains is comparable to that for traditional programming (90% and 91%, respectively). However, a higher percentage of CRP children made substantive gains than did children in traditional programming (61% of evaluation sample as compared to 53%). See Table 1.

### Average Point Gains

Children in the CRP evaluation sample began the year with an average pre-intervention score of 2.22 on the total scale of the *JSSC*, and concluded the program year with an average post-intervention score of 3.47. An average post-intervention score of 3.47 indicates that children are likely displaying language and literacy skills that are potentially important for kindergarten success, such as: contributing to an ongoing conversation, making appropriate letter sounds, recognizing a written word, and recognizing print. Over the course of the program year, children made an average gain of 1.25 on the 5-point scale of the *JSSC*. See Figure 5 and Table 1.

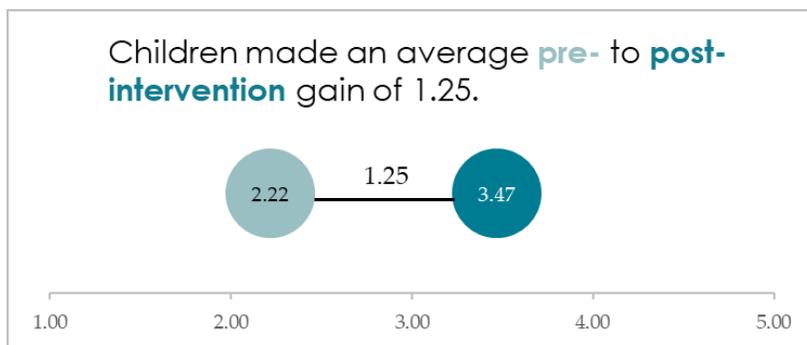


Figure 5. Pre-to post-intervention gains on the *JSSC*.

Children participating in CRP programs began with a lower average pre-intervention score than children participating in traditional Jumpstart programming (2.22 as compared to 2.60), and made greater gains (1.25 as compared to 1.05). See Table 1.

Table 1

Summary of *JSSC* Results for Children in CRP and Traditional Programs

Type of Programming	Average Pre-int <i>JSSC</i>	Average Post-int <i>JSSC</i>	Average Pre-Post Gain	Percentage Sample Making Gains	Percentage of Sample Making Gains of 1 point or more	Percentage of Those who Made Gains Making Gains of 1 point or more
School Year, Traditional Programming	2.60	3.64	1.05	91%	53%	58%
School Year, Curriculum Revisions Pilot	2.22	3.47	1.25	90%	61%	68%

**TOPEL Versus the JSSC**

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

In terms of administration, on the *JSSC*, teachers report whether or not they have ever observed a child displaying a certain skill (e.g., saying the beginning letter or letter sound of any word; item 6, level 5). On the *TOPEL*, assessors use a specific prompt (e.g., by pointing to a specific letter that is printed in the *TOPEL* Picture Book, and, in the moment, children must correctly respond (e.g., by saying what sound the letter makes) in order to receive a point for that item.

In terms of scores, raw scores on the *TOPEL* subtests are converted to standard scores by taking chronological age into account, and as a result, gains on raw scores do not always translate into gains on standard scores. For example, a child who is 3.2 (3 years and 2 months old) may receive a raw score of 14 on Print Knowledge at pre-intervention, which converts to a standard score of 117. If, six months later, the child receives a raw score of 18, four points higher than their previous raw score, this would again convert to a standard score of 117. While it may appear that the child made a gain, based on the four-point difference between the raw scores at pre- and post-intervention, their standard score of 117 remained the same from pre- to post-intervention, and they made a standard score gain of 0. As a 3.8-year-old, the child would have needed to receive a raw score of 19 to see an increase in their standard score. Thus, any gains on the *TOPEL* indicate progress beyond what would be expected for children as a result of typical development. Due to these differences, the percentage of children making gains on the *TOPEL* cannot be directly compared to the percentage making gains on the *JSSC*.<sup>viii</sup>

**Distribution of Scores**

As with the *JSSC*, higher scores were more common on the *TOPEL* at post-intervention than pre-intervention. Figure 6 displays the percentage of children scoring at each level (Very Poor through Very Superior) at pre- and post-intervention on the ELI. At pre-intervention, the distribution of scores is considerably skewed to the left, with a total of 69% of children receiving a below average score (Below Average, Poor, or Very Poor).

This is a much larger percentage than in the normed sample, where 25% of the scores fall in this range. At post-intervention, the scores are slightly more normally distributed, with more children receiving Average or above scores. Scores in the Average range or above suggest that children have gained language and literacy skills that are

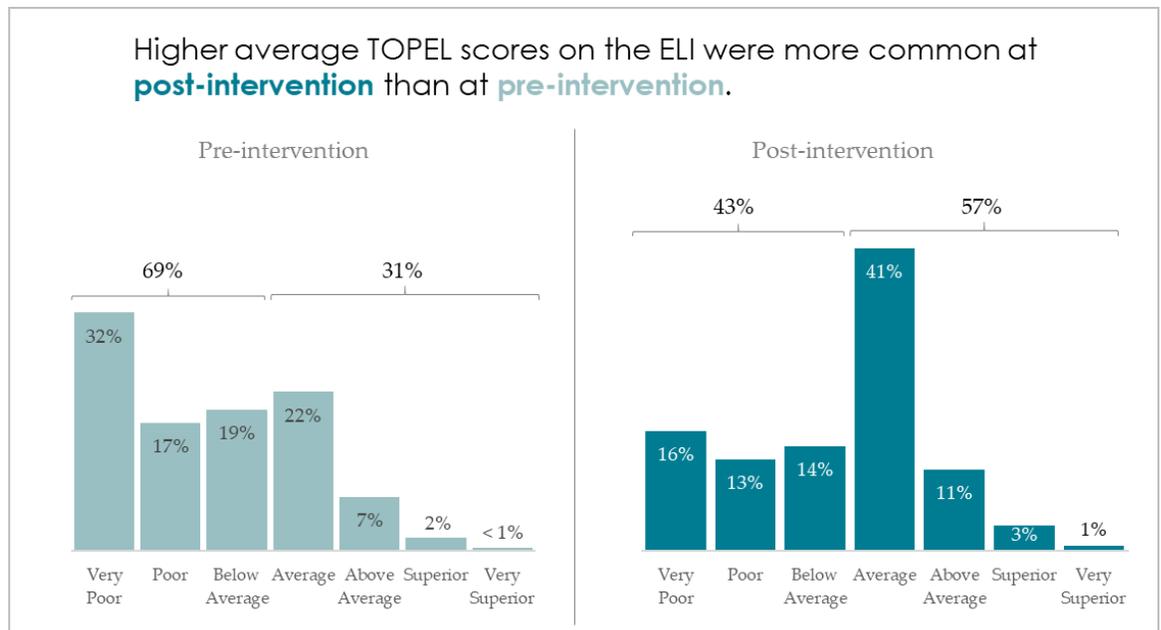


Figure 6. Distribution of children's pre- and post-intervention *TOPEL* standard scores on the ELI. \* Percentages may not sum to their totals due to rounding.

potentially important for kindergarten success. At pre-intervention, a combined 31% of children scored in the Average range or above, and at post-intervention, a combined 57% did so (see four right-most bars for each graph in Figure 6).<sup>ix</sup>

### Children Making Gains

Of the 287 children included in the *TOPEL* evaluation sample, 77% (220) made pre- to post-intervention gains on the ELI.<sup>x</sup> Children demonstrated growth on each of the three subtests; 67% made gains on the Print Knowledge subtest, which measures alphabet knowledge; 67% made gains on Definitional Vocabulary, which measures single-word oral and definitional vocabulary, and 62% of children in the sample made gains on the Phonological Awareness subtest, which measures elision (omission of one or more sounds in a word to form a new word) and blending abilities. See Figure 7.



Figure 7. Percentage of children making gains on each of the subtests and the ELI.

### Average and Above Average Scores

The standard scores for all three subtests and the ELI have a mean of 100; most (50% of) children in the normative sample received a score between 90 and 110, resulting in scores in this range being average scores. Therefore, subsequent test-takers, like Jumpstart children, who receive average *TOPEL* standard scores (i.e., standard scores between 90 and 110), perform like most children their age; their skills related to early literacy are what would be expected. Children who receive above average standard scores (i.e., standard scores above 110) are likely to be competent at a wide range of activities that require skills associated with early literacy.

For all three subtests and the ELI, more children received at least an average score (i.e., a score greater than or equal to 90) at post-intervention than at pre-intervention, and these differences were statistically significant (see Table 2).

Table 2

*Percentage of Children in Curriculum Revisions Pilot Programs Who Received at Least an Average Standard Score on the TOPEL at Pre- and Post-intervention*

Subtest	Percentage of Children Receiving at Least an Average Standard Score at Pre-intervention	Percentage of Children Receiving at Least an Average Standard Score at Post-intervention	Change in the Percentage of Children Receiving at Least an Average Standard Score from Pre- to Post-intervention
 Print Knowledge	48%	74%	+ 26% *
 Definitional Vocabulary	42%	66%	+ 23% *
 Phonological Awareness	27%	41%	+ 14% *
 Early Literacy Index	31%	57%	+ 26% *

\*Note: An exact McNemar's test determined that there was a statistically significant difference in the proportion of children receiving at least an average score at pre- and at post-intervention ( $p < .001$ ).

## Average Gains

Not only did a large percentage of children make gains individually, but as a group, Jumpstart children demonstrated gains on all three subtests and the ELI. Average pre- and post-intervention scores and the differences between them are depicted in Figure 8. Results of paired sample t-tests indicate statistically significant increases for all subtests and the ELI. Children made the largest gains on the Definitional Vocabulary subtest, which measures oral language skills – the focus of the revision. Definitional Vocabulary was also the one subtest on which children started the year below average (below 90 points) and made enough gains (more than 10 points) to end the year with an above average score (above 90) – which is the trajectory we hope our results will take. Children who receive average scores on Definitional Vocabulary use spoken language as expected for their age; they can tell the adults in their lives what they want, make observations about the world around them, and can use most of the words that other children their age use to talk about objects, people, and experiences. These results suggest that as a group, children participating with Jumpstart’s CRP are making overall growth in their language and literacy skills, and finishing the year with the skills they need to be ready for kindergarten.

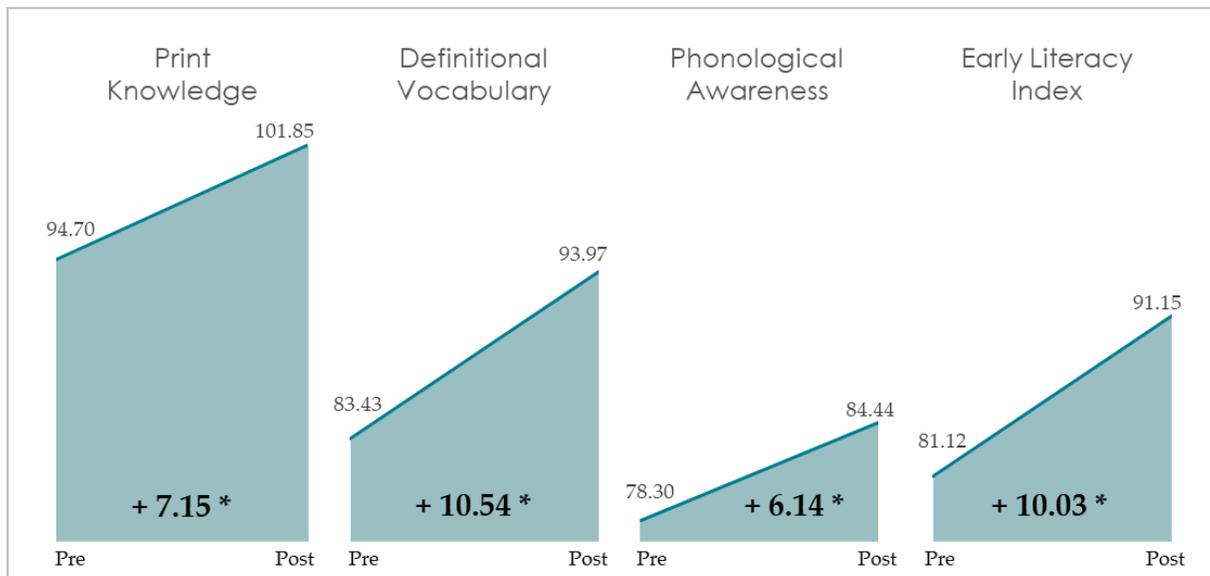


Figure 8. Pre- to post-intervention mean gains on all three subtests and the ELI. \*Statistically significant,  $p < .001$

## Children Who “Closed the Gap”

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

On the Print Knowledge subtest, 52% (148) of children in the *TOPEL* sample received a below-average score at the start of the program year. Of those, 57% (84) closed the gap and received at least an average score by the end of the program year. On the Definitional Vocabulary subtest, 58% of children (166) received a below average score at the start of the program year. Of those, 48% (79) closed the gap by the end of the program year. On the Phonological Awareness subtest, 73% of children (209) received a below average score at the start of the program year. Of those, 30% (62) closed the gap by the end of the program year. On the ELI, 69% of children (198) received a below-average score at the start of the program year. Of those, 38% (76) closed the gap and received at least an average score by the end of the program year. Taken together, these results indicate that many children who began the year with below-average scores were able to close the gap by the end of the year.

## Children Participating in CRP Versus Children in Traditional Programs

On average, outcomes for children participating in CRP programs during 2017-2018 were more positive than for those participating in non-CRP programs<sup>xi</sup>. As shown in Table 3, a larger percentage of children made gains on the ELI (77% for CRP versus 75% for non-CRP), as well as on the Print Knowledge subtest (67% versus 61%) and the Definitional Vocabulary subtest (67% versus 63%). It was expected that the revised curriculum’s explicit focus on oral language would

yield positive results on the Definitional Vocabulary subtest. It was expected that the revised curriculum's explicit focus on oral language would yield positive results on the Definitional Vocabulary subtest. The fact that a larger percentage of CRP children made gains on the Print Knowledge subtest as compared to non-CRP children is also consistent with expectations, given that print-based activities remain key components of the revised curriculum. A smaller percentage of children in CRP programs made gains on the Phonological Awareness subtest as compared to children in traditional programs (62% versus 66%). This may be attributable in part to the fact that the revision shifted focus away from this domain. However, both the percentage of children making gains and the size of the gains (see Figure 9) on this subtest represent an increase from FY17 and FY16.

Table 3

*Percentage of Jumpstart CRP and Non-CRP Children Who Made Gains on Each TOPEL Subtest and the ELI*

CRP (n=287)		Non-CRP (n=427)
67%	Print Knowledge	61%
67%	Definitional Vocabulary	63%
62%	Phonological Awareness	66%
77%	Early Literacy Index	75%

As with the percentage of children making gains, results were positive for the size of gains made. Children in CRP programs made greater gains on the ELI than children in non-CRP programs (+10.03 versus +7.86). The largest difference was seen on the Definitional Vocabulary subtest, on which CRP children made a gain of +10.54 points, as compared to non-CRP children who made a gain of +6.07 points. See Figure 9.

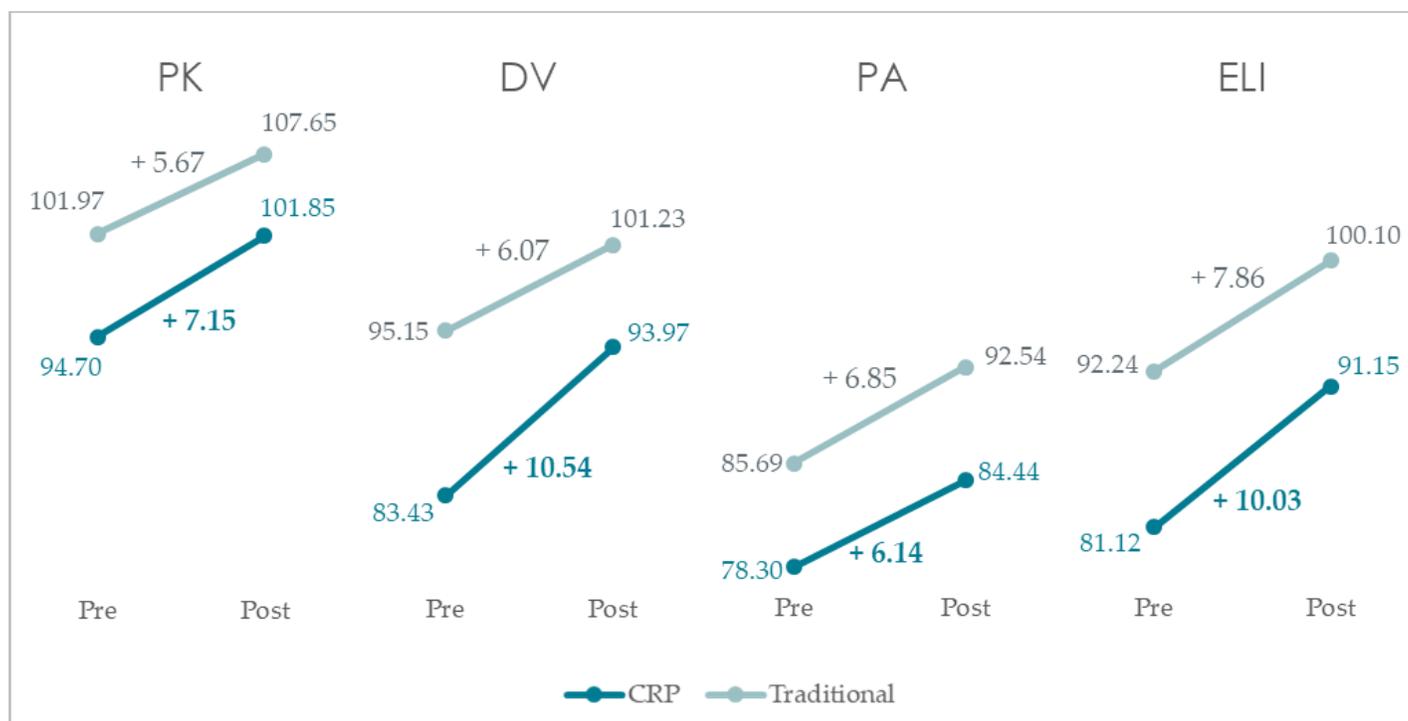


Figure 9. Average pre- and post-intervention scores for children in CRP and traditional Jumpstart programs, on the TOPEL's three subtests and the ELI.

As with the JSSC sample, children in the non-Pilot TOPEL sample began the year with higher pre-intervention averages than those in the CRP sample on all three subtests and the ELI, suggesting that non-Pilot children exhibited stronger language and literacy skills before sessions began. In fact, CRP children posted below average scores on each subtest and the ELI at pre-intervention while their non-CRP peers posted average scores on all subtests except Phonological Awareness and the ELI.

---

## CONCLUSION

---

Taken together, the above results indicate that Jumpstart’s revised curriculum is producing the desired outcomes for children—that is, improvement in their overall language and literacy skills, and in particular, their oral language skills. CRP children’s gains on the *TOPEL*’s Definitional Vocabulary subtest affirm Jumpstart’s choice to focus on oral language development. Simultaneously, CRP children’s gains on the *TOPEL*’s ELI and on the *JSSC* suggest that children participating with Jumpstart are making growth over the course of the year. Furthermore, *TOPEL* data suggest that Jumpstart’s revised curriculum helps children with the lowest language and literacy skills close the gap.

Results from the pilot have been highly encouraging, and have contributed to Jumpstart’s decision to implement the revised curriculum at all sites. However, it is worth noting that children in the Curriculum Revisions Pilot began with considerably lower baseline scores than children in traditional programs. Thus, in the next few years, with the roll-out of the revised curriculum nationally, Jumpstart will carefully monitor the pre-intervention scores of children, how future pre-intervention scores relate to those seen during piloting of the revision, and how future pre-intervention scores might affect the size of the gains that children make from pre- to post-intervention. Regardless of how future years’ results compare to those of the pilot, Jumpstart is confident that the revision has bolstered an already strong curriculum, and represents the organization’s continued commitment to providing high-quality programming that keeps pace with current research in the field of early childhood development.

Demographic data are shown for the 1,065 children participating in traditional programming who had demographic information and family consent for Jumpstart to use their information (second column). Demographic data for the 744 children in the CRP *JSSC* evaluation sample are shown in the third column. Data for the 255 children in the CRP *TOPEL* evaluation sample are shown in the fourth column. As a reference, corresponding data for all Jumpstart children with information and consent, including those who participated in pilots or innovations, are shown in grey (sixth column).

The demographic composition of children participating in the CRP was somewhat different from those participating with Jumpstart overall (for example, 67% of CRP children were DLLs, as compared to 57% of Jumpstart children overall). However, among children participating in the CRP, those included in the *TOPEL* evaluation sample were more similar to Jumpstart children overall (e.g., 56% DLLs as compared to 57%).

*Percentage of children in each demographic category during the 2017-2018 program year*

<b>DEMOGRAPHICS</b>	% Jumpstart Children in CRP (n=1,065)*	% Jumpstart Children in CRP <i>JSSC</i> Evaluation Sample (n=744)*	% Jumpstart Children in CRP <i>TOPEL</i> Evaluation Sample (n=255)*	% Jumpstart Children in non-CRP (n=7,275)*	% All Jumpstart Children (n=9,821)*
Race/Ethnicity					
American Indian or Alaska Native	1%	1%	< 1%	< 1%	1%
Asian	3%	5%	9%	6%	7%
<b>Black or African American</b>	<b>24%</b>	<b>21%</b>	<b>28%</b>	<b>36%</b>	<b>34%</b>
<b>Hispanic or Latinx</b>	<b>58%</b>	<b>59%</b>	<b>46%</b>	<b>37%</b>	<b>40%</b>
Middle Eastern or North African	-	-	-	< 1%	< 1%
Native Hawaiian or Other Pacific Islander	< 1%	< 1%	-	< 1%	< 1%
White	6%	6%	7%	9%	8%
Multiple races	9%	10%	10%	11%	11%
Language Most Spoken in the Home					
Arabic	< 1%	< 1%	-	1%	1%
Cape Verdean Creole	< 1%	< 1%	-	1%	< 1%
Chinese	< 1%	< 1%	< 1%	3%	4%
<b>English</b>	<b>58%</b>	<b>57%</b>	<b>62%</b>	<b>70%</b>	<b>67%</b>
Haitian Creole	< 1%	< 1%	-	1%	1%
Portuguese	< 1%	< 1%	< 1%	1%	< 1%
<b>Spanish</b>	<b>39%</b>	<b>40%</b>	<b>34%</b>	<b>21%</b>	<b>24%</b>
Vietnamese	< 1%	1%	1%	< 1%	< 1%
Other	1%	1%	2%	3%	2%
Dual Language Learner Status					
Monolingual English	33%	32%	44%	46%	43%
<b>Dual Language</b>	<b>67%</b>	<b>68%</b>	<b>56%</b>	<b>54%</b>	<b>57%</b>
Gender					
Female	52%	53%	56%	50%	50%
Male	48%	47%	44%	50%	50%
Age					
Under 3 years (36.00 months) old	4%	4%	1%	6%	7%
3 years (36.00 - 47.99 months) old	39%	37%	33%	40%	40%
4 years (48.00 - 59.99 months) old	55%	57%	62%	51%	50%
5 years (60.00 - 71.99 months) old	2%	2%	4%	3%	3%
6 years (72.00 months) or older	-	-	-	<1%	<1%

Note: Percentages may not total 100% due to rounding. \* The n values shown in this table reflect the number of children in each sample who had demographic information and family consent for Jumpstart to use that information in reports. The total number of participants for each sample is greater than the n values shown, and are as follows:

Children in Jumpstart CRP: 1,296  
Children in Jumpstart CRP *JSSC* sample: 839  
Children in Jumpstart CRP *TOPEL* sample: 287  
Children in Jumpstart non-CRP: 9,407  
All children participating with Jumpstart: 13,035

---

<sup>i</sup> Summarized in Jumpstart’s Education and Research (EDU) Department’s document, [The Case for Oral Language](#)

<sup>ii</sup> Colleges, universities, or community sites from which members are recruited

<sup>iii</sup> California State University - Fullerton, Catholic University of America, Eastern Connecticut State University, Northeastern University, Northwestern University, Temple University, University of California - Irvine, and University of Massachusetts Lowell

<sup>iv</sup> For an evaluation of Jumpstart’s traditional program, see [Major Findings for Children Participating in Jumpstart’s Traditional Programming: 2017-2018 Program Year](#). For an evaluation of summer programming, see [Major Findings for Children Participating in Summer Programs: 2017-2018 Program Year](#).

<sup>v</sup> *TOPEL* results were available from eight of the nine participating sites; the New York Extended Day Program administered the *JSSC* only.

<sup>vi</sup> As part of Jumpstart’s continuing efforts to use inclusive language, the gender-neutral term “Latinx” will be used to refer to individuals previously described as “Latino/a”

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

<sup>viii</sup> However, while not typical practice, if we look at raw scores – which are similar to the *JSSC* scores in that they do not account for age – it is interesting to note that 95% of children received higher *raw TOPEL* scores<sup>viii</sup> at post-intervention as compared to pre-intervention.

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

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

<sup>xi</sup> Excludes summer programs and cohort model, in which the length of children’s participation differed considerably from CRP.