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ABSTRACT

This report presents longitudinal data on enrollment and performance patterns in Atlanta (Georgia) Public Schools (APS) from 1970-71 to 1990-91 for early childhood development programs and an analysis of selected performance indicators for kindergarten and first grade students in 1989-90 and 1990-91. An introduction describes the history and development of various early childhood programs within the APS. A summary of findings reviews general trends in the research, local findings, and a summary of current data, including the following: (1) fluctuations in enrollment generally resulted from changes in state and federal guidelines for funding and internal adjustments to local programs; (2) the 1990-91 increase in enrollment for various community programs did not result in the expected decrease in the numbers and percentages of students with no preschool experience; (3) about 78 percent of the preschool students attended the APS program for a full year in 1990-91; (4) students made the greatest growth in cognitive and language development; and (5) the difference in performance by preschool experience lessened by the end of first grade, but students with preschool experience continued to perform better than did students with no preschool experience. Included are 6 tables, 1 graph, 2 appendices containing student assessment instruments and a summary of a Georgia Kindergarten Assessment Program, and 12 references. (JB)

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ATLANTA PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM

PATTERNS OF ENROLLMENT AND PERFORMANCE -- From the 1970s to the 1990s --



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**ATLANTA PUBLIC SCHOOLS
EARLY CHILDHOOD DEVELOPMENT PROGRAM
PATTERNS OF ENROLLMENT AND PERFORMANCE
-- From the 1970s to the 1990s --**

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February 1992

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INTRODUCTION

The Atlanta Public Schools (APS) currently operates Early Childhood Development programs at eleven school centers, with funds from the federal Child Care and Development Block Grant administered by the Fulton and DeKalb County Department of Family and Children Services (DFACS); funds from the Atlanta Public Schools, and weekly fees from private clients. The centers include Burgess, East Lake, Gideons, McGill, F. L. Stanton, Toomer and Towns elementary schools; Kennedy and Jones middle schools; Archer High School, and the Reynolds building. The staff consists of the coordinator, secretary, center leaders, and paraprofessionals who provide direct services.

Parents currently must meet the following criteria to be eligible for child care assistance under the Child Care and Development Block Grant: (1) working, attending school or enrolled in a training program; (2) family income of less than 60 percent of the State's median income, (3) child or children under age 13, and/or (4) special-needs child or children under age 19. The cost to parents is assessed using a sliding-fee scale and parents may select child care services from a broad range of providers including the Atlanta Public Schools and other centers, group homes, family day care and approved relatives, neighbors and friends.

The Atlanta Public Schools Comprehensive Child Day Care Program began on March 1, 1971, with funding from the Title IV-A social services provisions of the 1962 and 1967 amendments to the Social Security Act. The services provided were for strengthening family life and fostering child development. The guidelines stated that:

Services may be provided to meet the needs of a child for personal care, protection, and supervision, but only in the case of a child where the provision of such services is needed in order to enable a member of such child's family to accept or continue in employment or to participate in training to prepare such member for employment, or because of the death, continued absence from the home, or incapacity of the child's mother and the inability of any member of such child's family to provide adequate care and supervision for such child.

Day care services under Title IV-A were made available to children of families in the following eligibility categories:

1. current recipients of Aid to Families with Dependent Children (AFDC) for which the need for day care was stated in the individual service plan;
2. former recipients of Aid to Families with Dependent Children within a specified number of months (i.e. three to six months); and
3. potential recipients of or applicants for financial assistance within a specified period of time (i.e. one year).

The social services goals were to enable families to achieve self-support and self-care and to prevent or reduce dependency.

Six school centers, one middle and five feeder elementary schools, were developed in a geographical area of northwest Atlanta in which a large number of

potentially-eligible families resided. The program operated 10 to 11 hours on weekdays and included three components: the day care program for infants, toddlers and prekindergarten children through age 4 or 5; the expanded-day program for five-year-olds who attended the Atlanta Public Schools half-day kindergarten program, and the extended-day program for school-age children ages 6 through 12. The service components included early childhood education, parental involvement and advisory, nutrition, health, social services, staff and parent training, curriculum development, and program monitoring and evaluation.

The Atlanta Public Schools Comprehensive Child Day Care Program operated under the guidelines and social services provisions of Title IV-A from 1971 to 1975. The number of centers increased from 6 to 38, and program participants increased from 1,165 to 3,755. The program cost (cash) was approximately \$1,041,000 for six centers in 1971 and averaged approximately \$3,372,600 for each twelve-month program year from 1972 to 1975. On January 4, 1975, President Gerald Ford signed into law the social services amendment of 1974 (Public Law 93-647). The 1974 amendment became effective October 1, 1975, and replaced the Title VI-A social services provisions with Title XX grants to states for services.

Under Title XX, a primary client was an individual (adult or child) with whom or for whom a specific goal was established and who received social services for the purpose of achieving that goal. The national social service goals for day care were:

1. achieving or maintaining economic self-support to prevent, reduce or eliminate dependency,
2. achieving or maintaining self-sufficiency, and
3. preventing or remedying neglect, abuse or exploitation of children and adults unable to protect their own interests; or preserving, rehabilitating or reuniting families.

Day care services under Title XX were made available to individuals in four eligibility categories. Income-maintenance clients were recipients of Aid to Families with Dependent Children and Supplemental Security Income (SSI-Aged, Blind, Disabled). Income-eligible clients were determined according to family monthly gross income from Medical Assistance or County General Assistance and included nonrecipients who were within a predetermined income range. Clients who were eligible without regard to income were referrals from the Department of Family and Children Services for children under Protective Services. Provisions for fee-paying clients were instituted in January 1977 to allow former Title XX recipients to pay for services once they exceeded the income-eligible scale. Eligibility under Title XX was related to employment, job training, seeking employment, or referrals from the Department of Family and Children Services.

During the remainder of the 1970s, thirty-five (35) day care centers operated, but the number of children served was reduced as program guidelines redefined eligibility and the client population. The extended-day program for school-age children, and child care for infants were discontinued. By 1984 under the Social Services Block Grant funding, the Comprehensive Child Day Care Program operated in 26 schools and served 1,450 preschoolers ages three through five. In 1986-87, day care programs operated at 23 school centers, served 1,290 children ages three through five on weekdays for an eleven-month program year, and had an annual

program cost (cash) of approximately \$2,321 per child. The broad program goals maintained throughout the operation of the comprehensive child care program were to provide for the social, emotional, physical, and cognitive growth of children; and to assist families with sustaining self-sufficiency, financial self-support, and family life.

Prior to 1979-80, the day care program was staffed with certificated early childhood education teachers and social workers. During the 1980s, a staff of paraprofessionals, under the supervision of the school principal, provided the service components of early childhood development, nutrition, health, parental involvement and social services. A program coordinator assumed the liaison relationship with the administrative, resource, instructional and support staffs. The program coordinator also facilitated planning, implementation, training, monitoring, fiscal management and compliance with state and federal guidelines. Two resource teachers assumed a direct role with program implementation and service delivery at the day care centers. The advisory councils provided consumers, providers and community representatives the opportunity for planning and other advisory functions.

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SUMMARY OF FINDINGS

General Research Findings

Research shows that formal preschool intervention programs share a common short term effect, despite the diversity in intervention sites, age at intervention, length of intervention, and curricula model . Programs of high, medium and low structure show little short-term differences on cognitive measures between intervention groups. The difference occurs between the intervention group and the non-intervention group.^{1-3, 6}

The generalization that may be drawn from the extensive research is that day care and preschool programs frequently have positive effects on the cognitive functioning of children. However, research does not support the superiority of any one type of program, curriculum model, or program approach that provides outstanding advantages above all others. Many variables associated with child development theory and practices are influential in the success of an early childhood education program; particularly teacher characteristics and home and parental involvement. How the curriculum is taught is as crucial as its content. Recognizing what and when children are developmentally ready to learn should be more important than what we have structured to teach.⁴⁻⁸

Local Research Findings

The immediate and sustained effects of day care experiences on school achievement and the association of day care experiences with other student outcomes, were reported in The Educational Benefits of Day Care (1987).⁹

The comparative analysis included school achievement and non-academic variables for students in three groups: Atlanta Public Schools day care, non-Atlanta Public Schools day care programs, and students who had no day care or less than six months of formal day care prior to entering kindergarten in the Atlanta Public Schools.

Achievement differences between students who had day care and those who did not occurred more often for reading, than for mathematics; and were more short-term during kindergarten and the primary grades, than was sustained through the middle and high school grades.

For kindergarten, there was no significant difference in reading and mathematics achievement between students who attended the Atlanta Public Schools day care program and students who attended the non-Atlanta Public Schools day care programs. Differences occurred with the comparison of day care students with students who had no day care; rather than differences among types of day care programs.

Summary of Current Data

The data presented in this report provide a longitudinal perspective of enrollment from 1970-71 to 1990-91, and an analysis of selected performance indicators for kindergarten and first grade students in 1989-90 and 1990-91.

1. Periodic fluctuations in enrollment generally resulted from changes in state and federal guidelines for funding and internal adjustments to local programs (Tables 1, 2 and 3).
2. The enrollment pattern showed that as the numbers and percentages of children in preschool decreased, there was a similar increase in the size of the no preschool group (Tables 2 and 3, Figure 1).
3. In 1990-91, the increase in enrollment for various community programs did not result in the expected decrease in the numbers and percentages of students with no preschool experience (Tables 2 and 3).
4. Approximately 78 percent of the preschool students attended the Atlanta Public Schools program for a full year in 1990-91, and approximately 39 percent remained in the Atlanta preschool program for two consecutive years from 1989-90 to 1990-91 (Table 4).
5. Students entered the Atlanta preschool program with developmental strengths in sensory-motor and social-personal skills, and made the greatest growth in cognitive and language development (Table 4).
6. Approximately 412 students from the 1989-90 Atlanta preschool group entered the Atlanta Public Schools for kindergarten and approximately 90 percent remained through first grade. More than 90 percent of the community preschool students and 80 percent of the students with no preschool experience also attended the Atlanta Public Schools for kindergarten and first grade (Table 5).
7. For each indicator of kindergarten progress (reading basal, GKAP logical-mathematical capability and grade progression) a similarity existed between the Atlanta Public Schools preschool group and the community preschool group; and the difference occurred between the preschool and no-preschool groups (Table 5).
8. The difference in performance by preschool experience lessened by the end of first grade, but students with preschool experience continued to perform better than students with no preschool experience (Table 6).
9. A similar analysis of these data for schools operating preschool programs provided a comparison among more comparable groups; and showed that children from the Atlanta Public Schools preschool program and community programs sustained a similar level of performance and achievement for kindergarten and first grade, and both preschool groups averaged higher performance and achievement than children who did not attend preschool (Popwell, 1987).

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TABLE 1

**ATLANTA PUBLIC SCHOOLS
DAY CARE AND EARLY CHILDHOOD DEVELOPMENT PROGRAM
1971-72 TO 1991-92**

PROGRAM YEAR	NO. OF CENTERS	NO. OF ALLOCATED SLOTS	CHILD CARE PROGRAM		
			DAY CARE	EXPANDED DAY	EXTENDED DAY
1971-72	6	1,165	X	X	X
1972-73	31	3,092	X	X	X
1973-74	39	3,755	X	X	X
1974-75	38	3,755	X	X	X
1975-76	36	3,729	X	X	X
1976-77	35	3,555	X	X	X
1977-78	35	2,347	X	X	
1978-79	35	2,006	X	X	
1979-80	33	1,929	X	X	
1980-81	31	1,500	X	X	
1981-82	30	1,450	X	X	
1982-83	26	1,450	X	X	
1983-84	26	1,290	X		
1984-85	23	1,290	X		
1985-86	23	1,290	X		
1986-87	23	1,290	X		
1987-88	23	1,290	X		
1988-89	23	1,290	X		
1989-90	13	600	X		
1990-91	13	600	X		
1991-92	11	500	X		

Findings

1. New child care legislature over the years resulted in changes in funding priorities, program guidelines, eligibility and the client population.
2. The Atlanta Public Schools child care program received funds from Title IV-A and Title XX Amendments to the Social Security Act, and the Social Services Block Grants to states; and from the Atlanta Public Schools and private fee-paying clients.
3. The most recent Child Care and Development Act provided parents the right to choose the child care arrangement of their choice.

TABLE 2

**ATLANTA PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM
NUMBER AND PERCENT OF KINDERGARTEN STUDENTS BY
PRESCHOOL EXPERIENCE, 1980-81 TO 1990-91**

TOTAL SYSTEM

SCHOOL YEAR	KINDERGARTEN STUDENTS BY PRESCHOOL EXPERIENCE							
	Attended APS Program		Attended Community Program		Did Not Attend Program		Total Group	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
1980-81	846	18	1,949	41	1,964	41	4,759	100
1981-82	899	19	2,020	42	1,853	39	4,772	100
1982-83	845	18	1,987	42	1,894	40	4,726	100
1983-84	873	17	1,994	40	2,164	43	5,031	100
1984-85	872	16	2,066	38	2,539	46	5,477	100
1985-86	921	15	2,472	40	2,722	45	6,115	100
1986-87	877	15	2,430	41	2,652	44	5,959	100
1987-88	956	16	2,481	41	2,662	43	6,099	100
1988-89	744	13	2,456	42	2,618	45	5,818	100
1989-90	692	13	2,413	44	2,394	43	5,499	100
1990-91	412	8	2,631	49	2,354	43	5,397	100

Source: Pupil Project File

Findings:

1. The decreases in the percentage of kindergarten students who attended the Atlanta Public Schools program resulted from changes in federal and state guidelines for funding and the closing and consolidation of centers.
2. The enrollment pattern showed that as the numbers and percentages of children in preschool decreased, there was a similar increase in the size of the no preschool group.
3. In 1990-91, the increase in enrollment for various community programs did not result in the expected decrease in the number and percentage of students with no preschool experience.

**Figure 1. Atlanta Public Schools Early Childhood Development Program
Number and Percent of Kindergarten Students by Preschool Experience
1980-81 to 1990-91**

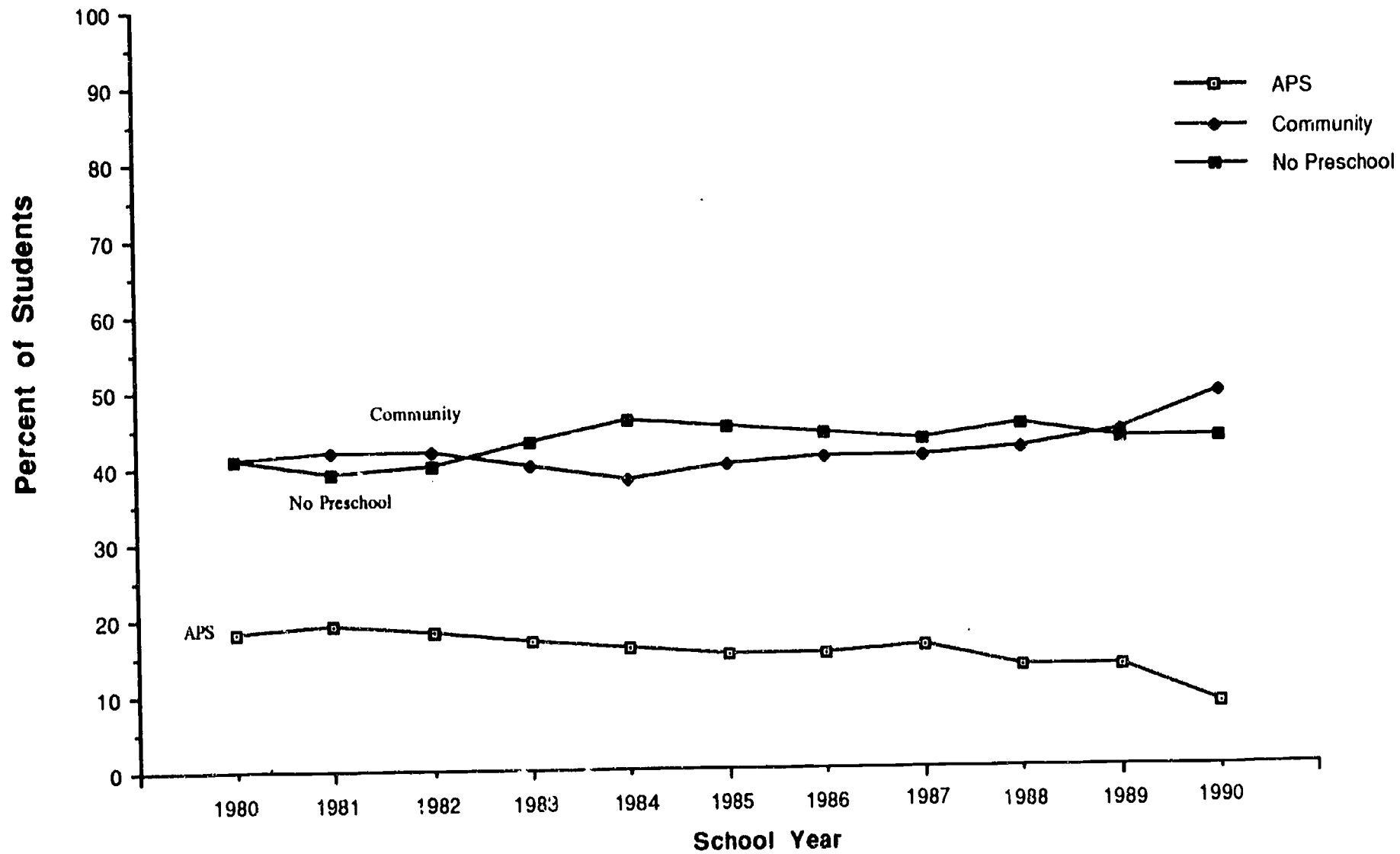


TABLE 3

**ATLANTA PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM
NUMBER AND PERCENT OF KINDERGARTEN STUDENTS BY
PRESCHOOL EXPERIENCE, 1989-90 TO 1990-91
SCHOOLS OPERATING PROGRAM**

Schools Operating Program	Kindergarten Students by Preschool Experience						Total Group	
	Attended APS Program		Attended Community Program		Did Not Attend Program		Number	Percent
	Number	Percent	Number	Percent	Number	Percent		
Burgess Elementary 1989-90 1990-91	5 7	17 23	13 9	30 29	26 15	59 48	44 31	100 100
East Lake Elementary 1989-90 1990-91	14 12	23 19	17 23	27 37	31 27	50 44	62 62	100 100
Gideons Elementary 1989-90 1990-91	34 20	30 26	27 26	24 34	53 31	46 40	114 77	100 100
M. A. Jones Elementary 1989-90 1990-91	22 9	34 14	16 35	25 55	26 20	41 31	64 64	100 100
McGill Elementary 1989-90 1990-91	16 21	31 30	12 17	23 24	24 32	46 46	52 70	100 100
F. L. Stanton Elementary 1989-90 1990-91	21 15	44 24	8 22	17 35	19 26	39 41	48 63	100 100
Toomer Elementary 1989-90 1990-91	19 17	38 41	13 13	26 32	18 11	36 27	50 41	100 100
Towns Elementary 1989-90 1990-91	14 7	28 11	18 45	37 68	17 14	35 21	49 66	100 100
Archer High School (No Kindergarten Data)								
Kennedy Middle School (No Kindergarten Data)								
Reynolds (No Kindergarten Data)								
Total Group 1989-90 1990-91	145 108	30 23	124 190	26 40	214 176	44 37	483 474	100 100
Change	-37	-7	66	14	-38	-7	-9	

Source: Early Childhood Development Program

Findings

1. The numbers and percentages of kindergarten children who attended the Atlanta Public Schools program decreased from 1990 to 1991.
2. Generally for the eight elementary schools operating preschool programs, as the number and percentage of children decreased in the Atlanta Public Schools program, there was an increase in enrollment in community preschool programs; and there was some decrease in the size of the no preschool group.

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TABLE 4

ATLANTA PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM
 YOUNG CHILD ASSESSMENT, 1990-91
 (Children who attended Program for Full Year and Had Pre and Post Assessment Scores)

Developmental Area	Assessment Scores By Age Group		
	3 to 4 years (N = 116) Percent	4 to 5 years (N = 181) Percent	5 to 6 years (N = 48) Percent
Sensory - Motor			
Pre (Emergent)	67	79	86
Post (Stabilized)	86	89	99
Change	19	10	13
Language			
Pre (Emergent)	70	75	80
Post (Stabilized)	90	92	94
Change	20	17	14
Cognitive			
Pre (Emergent)	49	74	73
Post (Stabilized)	79	93	95
Change	30	19	22
Social-Personal			
Pre (Emergent)	88	79	87
Post (Stabilized)	95	92	95
Change	7	13	8

Source: Early Childhood Development Program

Findings

1. The numbers and percentages of students who attended the Atlanta preschool program for a full year in 1991 and had pre and post assessment scores were as follows:
 - 3 to 4 year olds - 116 of 156 (74%)
 - 4 to 5 year olds - 181 of 225 (80%)
 - 5 to 6 year olds - 48 of 60 (80%)
 - Total Group 345 of 441 (78%)
2. Approximately 172 of 441 children (39%) attended the Atlanta Public Schools program for two consecutive years from 1989-90 to 1990-91
3. More children demonstrated emergent skills at pre-assessment for the sensory-motor and social-personal developmental areas, when compared to cognitive and language development.
4. The greatest percentage of growth (change in scores) from pre to post assessment occurred for cognitive and language development.
5. The Young Child Assessment used in the Atlanta preschool program parallels the five capabilities on the Georgia Kindergarten Assessment Program (GKAP), and identifies the developmental status of preschool children on the skills capabilities assessed in kindergarten (Appendixes A and B).

TABLE 5

**READING BASAL PROGRESS, LOGICAL-MATHEMATICAL ASSESSMENT AND
GRADE RETENTION FOR KINDERGARTEN STUDENTS BY
PRESCHOOL EXPERIENCE, 1990-1991**

**(Matched Group of Students Who Were Preschoolers in 1989-90 and
Attended Kindergarten in 1990-91
N = 4,975)**

Kindergarten Students by Preschool Experience	Performance of Kindergarten Students					
	Completed/ Mastered Reading Basal		Overall Capability for GKAP Logical- Mathematical		Retained in Kindergarten	
	Number	Percent	Number	Percent	Number	Percent
Atlanta Public Schools Preschool Program	265	68	374	95	8	02
Community Preschool Program	1,709	70	2,344	95	73	03
No-Preschool Experience	1,273	59	1,854	87	176	08
Total Matched Group	3,247	65	4,572	92	257	05

Sources: Instructional Data System (IDS)
Georgia Kindergarten Assessment Program (GKAP)
Pupil Progression Data

Findings

1. Approximately 412 students from the 1989-90 Atlanta preschool group entered the Atlanta Public Schools for kindergarten and approximately 90 percent remained through first grade. More than 90 percent of the community preschool students and 80 percent of the students with no preschool experience also attended kindergarten and first grade in the Atlanta Public Schools.
2. For each indicator of performance, scores for kindergarten students from the Atlanta Public Schools program and the community programs were similar, and were higher than those for students who did not attend preschool.
3. The performance of kindergarten students who did not attend preschool was lower than the levels for the two preschool groups and total matched group for each of the indicators.

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TABLE 6

READING AND MATHEMATICS BASAL PROGRESS, AND IOWA TESTS OF BASIC SKILLS (ITBS)
FOR FIRST GRADE STUDENTS BY PRESCHOOL EXPERIENCE, 1990-91

(Matched group of students who were preschoolers in 1988-89, and attended kindergarten
in 1989-90 and first grade in 1990-91, N = 4,257)

First Grade Students by Pre School Experience	Performance of First Grade Students							
	Completed Reading Primer or Beyond		Completed 13 Math Units		At/Above National Norm Reading (ITBS)		At/Above National Norm Math (ITBS)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Atlanta Public Schools Preschool Program	391	70	259	46	362	65	365	66
Community Preschool Programs	1,588	82	1,053	54	1,403	72	1,415	73
No Preschool Experience	1,204	69	778	44	987	56	1,082	62
Total Matched Group	3,183	75	2,090	49	2,752	64	2,862	67

Source: Instructional Data System (IDS)
Iowa Tests of Basic Skills (ITBS)

Findings

1. Reading basal progress as expected under the Pupil Progression Plan, and mathematics basal progress as expected for grade-level students, were higher for the large diverse community preschool group when compared with first grade students from the Atlanta preschool program; and both preschool groups had higher basal progress than first grade students who did not attend preschool.
2. The first grade students in all groups performed slightly better for mathematics than reading on the Iowa Tests of Basic Skills.
3. The percentage of students scoring at or above the national norm on the Iowa Tests of Basic Skills was highest for the community preschool group; and both preschool groups performed better than first grade students who did not attend preschool.
4. However when a similar analysis is made within schools operating preschool programs, there is no difference in the performance between student in the Atlanta preschool program and students in the community preschool programs. The difference occurs between the preschool and no preschool groups.

CONCLUSIONS

The heightened level of attention to child care issues is supported by research findings on the importance of early child care and development. Child care issues are discussed in relation to the increased number of young children in need of quality preschool or after-school programs, the concern for the readiness of children to participate in formal education, federal and state policies for welfare reform, and the perennial economic debate on how to pay the escalating cost of providing an intervention model for child care and development.

The Introduction section of this report presented the long-term commitment of the Atlanta Public Schools to providing a model program for early childhood intervention. The Summary of Current Data section detailed the patterns of enrollment and performance from the 1970s to the 1990s, and showed the tremendous impact of the federal and state funding issues on the Atlanta Public Schools' efforts to continue the tradition of providing quality early childhood education.

The cost to families that is assessed on a sliding-fee scale necessitates other sources of funds to maintain a projected program cost. The parental right to exercise choice in the selection of a child care arrangement (from among centers, group homes, family day care and approved relatives, neighbors and friends) stimulates a competitive market not only on measures of quality and effectiveness, but also on factors related to location and access, age of eligible children and length of program year.

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APPENDIXES

**TITLE XX DAY CARE PROGRAM
YOUNG CHILD ASSESSMENT**

Description of Skills

Age Group: 3 to 4 Years

Area of Development: Sensory-Motor

Sensory-Motor development is the change in the way children use their muscles to move around and do things. There are two kinds of muscles—large and small. Sensory-Motor Development also includes physical changes involved in body growth.

CAPABILITIES INDICATORS	Skill Number	Skill Description
	1	Walks downstairs, one foot per step
III C	2	Balances on one foot, two seconds
	3	Jumps in place
	4	Feeds self with spoon or fork
	5	Puts on shoes, coat, or jacket
	6	Builds a stack of five blocks
III D	7	Takes off and puts on the screw-top lid of a jar
	8	Imitates building "bridge" with blocks
	9	Unbuttons and buttons
	10	Zips nonseparating zipper
III A - -	11	Copies circle
II D - -	12	Draws person with head and at least legs or arms
III D - -	13	Pours from one container into another container
	14	Cuts paper with scissors
III A	15	Completes six-to eight-piece puzzle

Area of Development: Language

Language development includes all the ways a child expresses wants and needs and grows in ability to listen to, understand, and use words. Early language development is important as a basis for later reading and writing skills.

	Skill Number	Skill Description
I B - -	1	Points to six body parts, (eyes, nose, ears, mouth, hair, fingers, feet, legs)
III B - -	2	Demonstrates understanding of three prepositions (in, under, in front of, beside, behind)
	3	Answers "who," "what," and "where," questions
I B	4	Tells full name when requested
	5	Sings or repeats short nursery rhyme or finger play
I A - -	6	Names ten pictures of common objects (shoe, ball, car, spoon, tree, bed, dog, bird, apple, cup)
	7	Speaks in five- to six-word sentences
I C	8	Tells two events in order of occurrence

Area of Development: Cognitive

Cognitive development includes the beginning of recognizing objects in the world, remembering things, and forming concepts about things in the world.

<u>Skill Number</u>	<u>Skill Description</u>
	1 Points to big and little object
II A	2 Points to different object
	3 Points to long and short object
II C - -	4 Counts by rote to ten
II B - -	5 Imitates two actions in sequence
I B - -	6 Gives three objects on request
	7 Matches object to picture of object
II A	8 Names two colors (red, yellow, green, blue)
	9 Sorts objects by size and color

Area of Development: Social-Personal

Social-Personal development includes how the child is learning to feel about himself or herself and his or her abilities, how the child feels about other children and adults, and how the child interacts with others.

<u>Skill Number</u>	<u>Skill Description</u>
	1 Shares toys
V A	2 Takes turns
	3 Plays with other children rather than beside them
V B - -	4 Puts toys away with supervision

**TITLE XX DAY CARE PROGRAM
YOUNG CHILD ASSESSMENT**

Description of Skills

Age Group: 4 to 5 Years

Area of Development: Sensory-Motor

Sensory-Motor development is the change in the way children use their muscles to move around and do things. There are two kinds of muscles — large and small. Sensory-Motor development also includes physical changes involved in body growth.

CAPABILITIES INDICATORS	Skill Number	Skill Description
	1	Jumps over low object
III C	2	Walks balance beam
	3	Hops on one foot
	4	Bounces ball
III D	5	Catches bounced ball
	6	Throws ball overhand
III C - -	7	Skips on one foot (gallops)
III A	8	Places shoes on correct feet
	9	Folds paper in half, then in half again
III D - -	10	Pours water from one small container into another container
	11	Uses knife for spreading
	12	Connects dots with pencil or crayon
III A	13	Completes 12- to 15-piece puzzle
	14	Cuts on a line without assistance

Area of Development: Language

Language development includes all the ways a child expresses wants and needs and grows in ability to listen to, understand, and use words. Early language development is important as a basis for later reading and writing skills.

	Skill Number	Skill Description
I B - -	1	Demonstrates understanding of longer two-step directions
III B - -	2	Demonstrates understanding of behind, in front of, and beside
	3	Tells the use of familiar objects (spoon, book, tricycle)
I C	4	Tells a short story
I B - -	5	Answers "how" and "why" questions
I C - -	6	Tells use of senses (seeing, hearing, smelling, tasting)

Area of Development: Cognitive

Cognitive development includes the beginning of recognizing objects in the world, remembering things, and forming concepts about things in the world.

<u>Skill Number</u>	<u>Skill Description</u>
II B - - 1	Points to straight line
II A - - 2	Identifies two shapes (circle, square, triangle)
I B - - 3	Memorizes nursery rhyme
II C - - 4	Repeats four digits in a series
IV B - - 5	Associates activities with the time of day
II C - - 6	Gives five objects when requested
7	Points to hard and soft textures
II A 8	Points to four colors (red, blue, yellow, green)
9	Classifies pictures in groups
10	Sorts objects by size, shape, or color

Area of Development: Social-Personal

Social-Personal development includes how the child is learning to feel about himself or herself and his or her abilities, how the child feels about other children and adults, and how the child interacts with others.

<u>Skill Number</u>	<u>Skill Description</u>
V A - - 1	Plays cooperatively with other children
I A - - 2	Names two emotions from pictures (happiness, anger, sadness)
V A - - 3	Helps adult with household tasks
4	Listens "attentively" to stories or plays "attentively" with toys
IV C 5	Shows pride in own work
V A - - 6	Leads simple competitive table games

**TITLE XX DAY CARE PROGRAM
YOUNG CHILD ASSESSMENT**

Description of Skills

Age Group: 5 to 6 Years

Area of Development: Sensory-Motor

Sensory-Motor development is the change in the way children use their muscles to move around and do things. There are two kinds of muscles — large and small. Sensory-Motor development also includes physical changes involved in body growth.

CKAP
CAPABILITIES
INDICATORS

Skill Number	Skill Description
III C - - 1	Balances on toes and balls of both feet for three seconds
III D - - 2	Catches large ball
III C - - 3	Skips on alternate feet
III D - - 4	Ties a knot
II D 5	Copies a square with a primary pencil or crayon
II D 6	Copies a triangle with a primary pencil or crayon
III A - - 7	Cuts out squares with preschool scissors
II D - - 8	Draws recognizable person with six or seven body parts
III C 9	Walks up and down stairs using alternating feet
10	Marches rhythmically to music

Area of Development: Language

Language development includes all the ways a child expresses wants and needs and grows in ability to listen to, understand, and use words. Early language development is important as a basis for later reading and writing skills.

Skill Number	Skill Description
I C - - 1	Recalls details from a story read aloud
I B - - 2	Follows three-step directions in proper sequence
III B - - 3	Uses prepositions (in, beside, in front of, behind)
I D - - 4	Tells a story using pictures
I A - - 5	Tells opposites (big and little, hard and soft, boy and girl, hot and cold, day and night, man and woman)
I D - - 6	Answers "What happens if" questions

Area of Development: Cognitive

Cognitive development includes the beginning of recognizing objects in the world, remembering things, and forming concepts about things in the world.

<u>Skill Number</u>	<u>Skill Description</u>
II C - - 1	Counts by rote to 20
II A - - 2	Points to a triangle from a group of shapes
_____ 3	Names seven days of the week
I C - - 4	Tells complete address
_____ 5	Tells age and birth date
I D - - 6	Identifies right and left hand
I A - - 7	Names coins (nickle, penny, quarter, dime)
II B - - 8	Demonstrates understanding of light and heavy
II C - - 9	Names numerals from one to five
I A - - 10	Points to pictures of first and last in a series
II B - - 11	Arranges shapes in order from smallest to the largest

Area of Development: Social-Personal

Social-Personal development includes how the child is learning to feel about himself or herself and his or her abilities, how the child feels about other children and adults, and how the child interacts with others.

<u>Skill Number</u>	<u>Skill Description</u>
V A - - 1	Works in small groups
V C - - 2	Follows rules of simple games
V A - - 3	Listens while others talk
IV B - - 4	Initiates own play activities
IV A - - 5	Chooses own friends

GEORGIA KINDERGARTEN ASSESSMENT PROGRAM

The Georgia Kindergarten Assessment Program (GKAP) is designed to provide information about a child's readiness for first grade. Assessment of a child's readiness is required by Georgia's Quality Basic Education Act and by Georgia Board of Education Policy IHE. GKAP assesses a child's capabilities in five areas (described below) and provides one of several sources of information which are used by a child's teacher in making placement and instructional decisions. However, GKAP performance may not be the sole factor for promotion/retention (placement) decisions.

Another significant use of GKAP results is to provide instructionally relevant diagnostic information for kindergarten teachers. In the process of collecting GKAP information, teachers gain insights regarding students' developmental status and subsequent modifications which may be needed in their instructional programs.

Two sources of information (performance on *Structured Assessment Activities* and *behavior observations*) provide information about the child's capabilities. Structured Assessment Activities are standardized, individually-administered activities which are given by the classroom teacher. Behavior observations are made on a continuous basis during regular classroom activities and answer the question "Is the child displaying a specific behavior (C) Consistently, (S) Sometimes, or (N) Never?"

GKAP results should be considered only on a capability-by-capability basis. There is no "total score" for GKAP. GKAP relies on the professional judgment of the teacher. Using evidence collected during regular classroom activities as well as performance on the structured activities, the teacher determines whether the child has demonstrated each of the 17 key indicators which define the five capabilities. The teacher then makes Overall Capability Judgments of Yes or No for each capability.

A "Yes" Overall Capability judgment means the teacher has recorded that the child has demonstrated skills at a level sufficient for the child to succeed in that specific capability area in a developmentally appropriate first grade. A "No" Overall Capability means the teacher has recorded that it is highly likely that the child will experience difficulty in first grade in that specific capability area.

GKAP CONTENT

I. COMMUNICATIVE CAPABILITY

A. Processes Visual Information

Description: The child receives and understands visual stimuli, such as:

- recognizes words in familiar contexts
- recognizes similarities/differences in colors, shapes, letters*, and words
- interprets pictures

B. Processes Auditory Information

Description: The child receives and understands auditory stimuli, such as

- recalls auditory sequences of letters, words*, numbers*, and rhythmic patterns
- discriminates similarities/differences in words*
- follows one- and two-part oral directions
- repeats words and phrases presented orally in songs, poems, stories, finger plays, and chants

C. Communicates Orally

Description: The child communicates orally, such as

- uses languages for social interaction
- retells stories*
- relates experiences
- uses descriptive language
- expands speaking vocabulary

D. Demonstrates Emergent Literacy

Description: The child displays emergent reading and writing skills and concepts, such as

- attends to print (such as notices labels in the classroom, looks at or tries to read words in picture books)
- identifies the main idea of a picture
- sequences pictures to tell a story
- makes predictions
- distinguishes between letter*, word*, and sentence
- dictates stories to be written by the teacher (or other adult recorder)
- demonstrates understanding of the relationship between spoken and written language
- prints name and simple, self-selected words
- attempts to "write," including drawing, scribbling, writing letters, using inventive spelling, using conventional spelling, or writing whole sentences*
- demonstrates understanding of left-to-right and top-to-bottom progression in reading and writing (the child does not have to read or write but understands the direction in which this occurs)*

II. LOGICAL-MATHEMATICAL CAPABILITY

A. Sorts Sets of Objects

Description: The child sorts sets of objects by various characteristics, such as

- sorts objects by size*, shape*, color* and/or texture
- sorts objects by other characteristics (such as sorts foods by food groups, sorts by properties of objects such as hot-cold and living-non-living, sorts plants and animals by habitat)

B. Makes Comparisons

Description: The child compares size, number, and length of objects and describes their relationships, such as

- demonstrates understanding of the concepts of same, fewer, less, more, most, and least*
- demonstrates understanding of the concepts of smaller, larger, and same
- demonstrates understanding of the concepts of longer, longest, shorter, shortest, same length*
- uses graphs to make comparisons

C. Knows Numbers 1 to 10

Description: The child counts and recognizes numbers up to 10, such as

- counts up to at least 10 elements in a set*
- recognizes numerals from 0 to 10*
- matches numerals to sets of 10 or less

D. Extends Patterns

Description: The child continues simple patterns, such as

- continues simple patterns by color*, shape*, size*, or other characteristics
- creates and extends own patterns

III. PHYSICAL CAPABILITY

A. Demonstrates Fine Motor Coordination

Description: The child participates in activities requiring fine motor coordination, such as

- copies simple shapes, designs, numerals, and letters
- writes numerals, letters, and words (such as own name) without samplers
- uses scissors to cut appropriately
- manipulates simple objects (such as puzzle pieces, beads)

B. Understands Spatial Concepts

Description: The child understands concepts pertaining to spatial relationships, such as

- demonstrates understanding of the concepts of near/far, over/above, under/below, on, in, beside, in front, behind, between, across from, top, and bottom

C. Performs Basic Locomotor Skills

Description: The child moves from place to place using large muscles, such as

- running, walking, hopping, jumping, sliding, galloping, leaping, crawling, and rolling

D. Performs Basic Manipulative Skills

Description: The child performs physical activities that require manipulation of objects, such as

- grasping, releasing, throwing, catching, kicking, and striking

IV. PERSONAL CAPABILITY

A. Demonstrates a Positive Self-Concept

Description: The child displays a positive and confident attitude regarding the child's own abilities and potential, such as

- attempts to respond to questions even when unsure regarding the answers (will risk responding incorrectly in an effort to learn)
- attempts new activities without undue anxiety or fear
- plays well with other children (is neither intimidated by nor intimidates other children)

B. Initiates Independent Activities

Description: The child initiates activities with little or no direction from others, such as

- chooses an activity to pursue (with little or no direction from others) when working time is student-focused (such as learning centers)
- makes independent choices during open-ended activities (does not need teacher direction at decision points during the activity such as deciding what to draw during a drawing activity)

C. Acts Responsibly

Description: The child understands responsible behavior and acts accordingly, such as

- follows classroom rules
- treats others and their belongings with respect

V. SOCIAL CAPABILITY

A. Participation in Group Activities

Description: The child participates as a leader and/or follower in group activities, such as

- participates in group activities as a leader and/or follower
- participates in cooperative activities

B. Carries Out Assigned Tasks

Description: The child carries out assigned tasks with a minimum of supervision by the teacher, such as

- carries out tasks to completion that are assigned by the teacher

* = Skills assessed with Structured Assessment Activities.