

PROMISE EARLY EDUCATION:

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Promise Early Education is a program designated for low-income or vulnerable families in the Lewiston-Auburn area. They provide education to income-eligible children who receive social services from the government. Students are evaluated using the GOLD assessment system, which tracks students' progress in different 6 different categories based on a widely held expectation (WHE) score to determine their status towards developmental expectations. The purpose of visualizing this data is to assess factors that may influence learners, in addition to analyzing the progression of students in Promise's program.

Our analysis is based on the Early Head Start (EHS) Program (ages 0-3), with a focus on interpreting group trends within the 2024-2025 school year. Since the dataset was de-identified, preventing us from linking individual children's records across different metrics, we concentrated our visualizations on comparing the pre-established categories available. This allowed us to generate key insights into how groups, such as Dual-Language vs. only English speaking students, performed across domains.

SKILL CATEGORIES

Cognitive

- Demonstrates positive approaches to learning
- Remembers and connects experiences

Language

- Uses language to express thoughts and needs
- Uses appropriate communication skills

Literacy

- Demonstrates phonological awareness
- Demonstrates knowledge of the alphabet

Mathematics

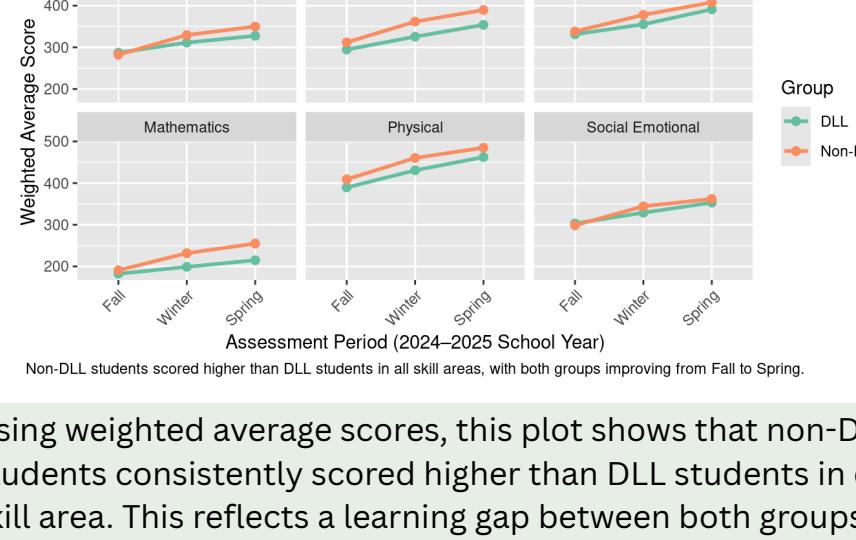
- Explores and describes spatial relationships and shapes
- Demonstrates knowledge of patterns

Physical

- Demonstrates balancing skills
- Demonstrates gross-motor manipulative skills

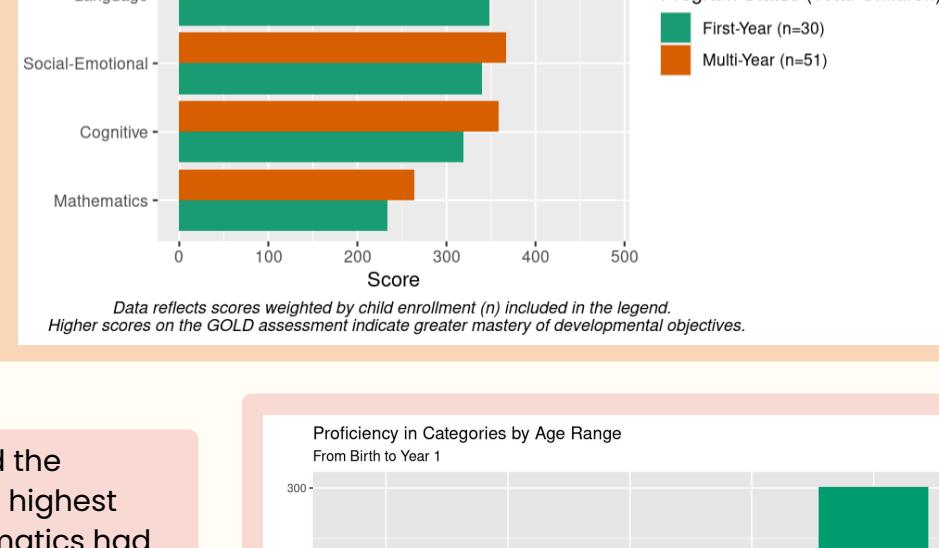
Social Emotional

- Participates cooperatively and constructively in group situations
- Establishes and sustains positive relationships



Using weighted average scores, this plot shows that non-DLL students consistently scored higher than DLL students in every skill area. This reflects a learning gap between both groups. Although they are both improving, the gap is still present for DLL learners.

Multi-Year students consistently received higher average GOLD assessment scores across all categories compared to First-Year students. The data suggests that multi-year participation in the program is associated with greater mastery of developmental objectives across the board and shows the effectiveness of the Promise program.



Data reflects scores weighted by child enrollment (n) included in the legend.
Higher scores on the GOLD assessment indicate greater mastery of developmental objectives.

Across different age groups we found the physical scores were consistently the highest scores across all age groups. Mathematics had the largest increase in scores from Birth to three years old, however all the scores generally rose as the children got older.

Key Takeaways

1. The program is successfully promoting overall child development and school readiness.
2. The program's structure is particularly effective at developing physical and mathematics skills.
3. Extended enrollment (multiple years) provides a significant academic benefit to students.

Why this Matters

Early childhood education programs like Promise Early Education are designed to provide comprehensive services that stabilize and improve the social and economic well-being of entire families.

High-quality early childhood programs have been shown to have long-lasting benefits that extend into adulthood for the child and into the next generation.

