

Incorporating Montessori Programs in State Quality Improvement Systems

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Panelists



Wendy Shenk-Evans

Executive Director

Montessori Public Policy Initiative



Denise Monnier

Advocacy Director

Montessori Public Policy Initiative

Recognizing Quality in Different Settings Impacts Access

- At least 30 states have tiered payment rates for programs receiving CCDF funds and/or public PreK funds
- At least 4 states require programs to be higher than level 1 to be providers for a variety of public funding streams



Core Elements of a Montessori Classroom

- *Montessori Trained Teacher*
- *Montessori Materials*
- *3-Year Mixed Age Groups (eg 3-6 year olds)*
- *A High Degree of Freedom*
- *Higher Adult-Child Ratios and Group Sizes*
- *A Classroom Environment Designed to Cultivate Independence and Meet Children's Developmental Needs*
- *Uninterrupted Learning Time*



Montessori is Effective

“Montessori education makes substantial headway in reducing the income gap in achievement across the preschool years” (Lillard, A.S., 2017).

“Montessori students experienced greater achievement growth in ELA, math, and social studies. Further, the benefits of Montessori extend beyond standardized test scores, as Montessori students also demonstrated better school attendance and behavior” (Culclasure et al 2018).



Panelists



Donna Wade

Senior Program Director
Early Childhood Investment
Corporation



Tom Layman

QRIS Policy Director
Illinois Governor's Office of Early
Childhood Development



Rachael Brown-Kendall

Quality Recognition and Improvement
System Administrator
Washington State Department of
Children, Youth, and Families

Resources

- “Broadening Policy for Mixed Delivery: Incorporating Montessori Programs in State Quality Improvement Systems”
<https://buildinitiative.org/resource-library/broadening-policy-for-mixed-delivery-incorporating-montessori-programs-in-state-quality-improvement-systems/>
- “What is Montessori Education?”
<https://montessoriadvocacy.org/wp-content/uploads/2023/01/What-is-Montessori-1.pdf>

Thank you!

Wendy Shenk-Evans

Executive Director

Montessori Public Policy Initiative

wendy@montessoriadvocacy.org

Denise Monnier

Advocacy Director

Montessori Public Policy Initiative

denise@montessoriadvocacy.org

Debi Mathias

Director

ECE Quality Improvement National Learning Network

BUILD Initiative

dmathias@buildinitiative.org

BUILDInitiative.org

