Incorporating Montessori Programs in State Quality Improvement Systems

January 25, 2023
Agenda

1. Welcome and Introduction
2. What is Montessori?
3. Panelist Discussion
4. Response to Participant Ideas
5. Wrap-up
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”

• “What is Montessori Education?”
Thank you!

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