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Chapel Hill, NC, March 6, 2019: The Brady Education Foundation announces the awarding of two grants for measurement development in support of its larger multi-year randomized control study of public Montessori's potential for closing the opportunity and achievement gaps. One of these grants has been awarded to the team at the University of Kansas Center for Montessori Research to support the continued development of a classroom observation instrument that will assess the implementation of Montessori practices, thus allowing researchers to account for variability in Montessori environments in their analysis. The second has been awarded to a team at Boston University to support the continued development of the ACES-Snapshot (Assessing Classroom Sociocultural Equity Scale), a classroom observation instrument that provides information regarding whether children of color are treated equitably and whether their cultural knowledge and social background are being leveraged and incorporated in classroom instruction, with focus on refining and validating the measure for use in Montessori classrooms.

The multi-year study aims to investigate the impact of Primary Montessori Education (PreK-K) in the public sector, specifically focusing on if the approach is equally effective across cultural groups and whether it moderates the effects of family income on children's academic achievement, executive functioning, and social outcomes. Children will be assessed at the start of their first year in the primary classroom (age 3) and assessed again in the spring of their first, second and third years of primary. In addition, classrooms will be observed each year of the study using the implementation measure and ACSES measure currently being developed with the support of these two measurement development grants.

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