



Civic Education for High-Need Students

The **James Madison Legacy Project (JMLP)** is a nationwide initiative of the Center for Civic Education that expands the availability and effectiveness of civics instruction in secondary schools by providing professional development to teachers of high-need students. The goals of the JMLP are to improve teachers' civics, social studies, and American government content knowledge and to enhance their classroom pedagogy to increase student attainment of state civics and government standards. The JMLP successfully increased the number of highly effective teachers who instruct the Center's ***We the People: The Citizen and the Constitution curriculum (WTP)*** in their classrooms. As a result of the JMLP, the civic knowledge and dispositions of students in JMLP teachers' classes increased significantly. The JMLP was funded by a Supporting Effective Educator Development grant from the U.S. Department of Education.

A comprehensive, independent evaluation of the first three years of the JMLP (2015 to 2018) was conducted by the Civic Education Research Lab (CERL) at Georgetown University

JMLP Program Outcomes

Since 2015, JMLP has served:



Over 2.2K Teachers



Over 260K Students



48 States & DC

JMLP serves at-risk youth



More than 90%
of JMLP teachers work
in Title I schools &
districts



74% of JMLP teachers who
serve high-need students
& are highly effective
have taught the WTP
for 2+ years

The JMLP is scalable!

The Center developed a scalable blended-learning JMLP teacher professional development program that is viable, cost-efficient, readily implemented, and highly effective.



Student Knowledge

Georgetown CERL researchers tested students' civic knowledge prior to and following their WTP class. Nationally, JMLP middle & high school students' civic knowledge scores improved significantly and were higher than the scores of control group students.

Middle School

68% improvement in JMLP
students' knowledge

High School

51% improvement in JMLP
students' knowledge



Student Civic Dispositions

The study examined the extent to which students acquired civic dispositions—the commitment to democratic ideals, the development of a sense of public duty, and an inclination to participate in civic life.

As a result of the WTP, students reported their sense of civic responsibility increased markedly

Over 90% of JMLP high school & middle students believed that turning out to **vote in elections** is an important civic duty.

79% of high school & **76%** of middle school students felt that they are more prepared to **become involved in their community**

76% of high school & **69%** of middle school students reported that they **pay more attention** to what's going on in government & politics

75% of high school & **64%** of middle school students felt that it was important to **keep informed about politics**

Teacher Outcomes

The JMLP significantly increased teachers' civic knowledge and improved their pedagogy.

Over 90% of JMLP teachers reported that they learned a great deal about:

- ✓ The philosophical & historical foundations of the American political system
- ✓ The U.S. Constitution & the Bill of Rights
- ✓ American government & political institutions

Well over 90% of teachers indicated that they

- ✓ Felt better equipped to teach their students about American government
- ✓ Gained experience with interactive methods of instruction
- ✓ Gained critical thinking skills
- ✓ Learned best practices for civics instruction
- ✓ Were better able to teach students about good citizenship



JMLP teachers prioritized instructional goals related to social and emotional learning (SEL) after participating in the JMLP.