



Center for Civic Education

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James Madison Legacy Project Expansion:

Empowering High-Need Students for Informed, Thoughtful, and Productive Citizenship

A popular government without popular information or the means of acquiring it is but a prologue to Farce or Tragedy or perhaps both. Knowledge will forever govern ignorance, and a people who mean to be their own Governors must arm themselves with the power knowledge gives.

—James Madison, 1788

The practice of democracy is not passed down through the gene pool. It must be taught and learned anew by each generation of citizens.

—Justice Sandra Day O'Connor

Submitted to the U.S. Department of Education
Under the Education Innovation and Research Program
Mid-Phase Grant Opportunity

July 7, 2021

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A. Significance

(1) National significance of the proposed project

High-need¹ students lag significantly behind their more advantaged peers on numerous measures of academic achievement. This disparity in educational achievement has been exacerbated by disruptions in learning during the recent coronavirus pandemic (U.S. Department of Education 2021). High-need students are substantially behind their peers in acquiring the knowledge and skills needed to become informed, thoughtful, and productive citizens. Students of all backgrounds contend with a nationwide crisis in which state curricular requirements do not adequately prepare students with the core knowledge, skills, and dispositions needed for effective participation in constitutional democracy (Jeffrey and Sargrad 2019; Dee 2020). Only 24% of 8th and 12th graders performed at or above proficient levels on the National Assessment of Educational Progress (NAEP) civics assessment. Students in high-need groups, including English learners, students of color, and students with disabilities, scored notably below national averages (NCES 2021). They face a “civic empowerment gap”—where political influence is concentrated among more privileged groups—by receiving substandard preparation in the knowledge, skills, and dispositions required to participate competently and responsibly in civic and political life (Levinson 2010, 2012a, 2012b; Reardon 2011). Despite years of awareness of these gaps, young people from disadvantaged backgrounds continue to have fewer school-based opportunities to develop civic, social, and emotional competencies that lead to success in school, the 21st-century workforce, and civic life (Kahne and Middaugh 2008; Snellman et al. 2014; Aspen Institute 2018). Civic education and social and emotional learning (SEL), such as the

¹ High-need students are those at risk of educational failure or in need of special assistance or support, such as students who are living in poverty, at high-minority schools, far below grade level, exiting school before receiving a high school diploma, at risk of not graduating, homeless, in foster care, incarcerated, disabled, or English learners.

development of positive relationships with others, determination, the ability to overcome obstacles, self-esteem through perseverance and earned success, problem-solving skills, and self-regulation, support the acquisition of this set of knowledge and skills (Morgan 2016; Allensworth et al. 2018; Darling-Hammond et al. 2020).

The Center for Civic Education (Center) has an ambitious vision to empower young people in high-risk circumstances throughout the country with civic and SEL competencies that will improve their academic achievement and support success in their lives and careers. As a crucial step in advancing this vision, the Center proposes the James Madison Legacy Project Expansion (JMLPE) for a mid-phase Education Innovation and Research grant. The four-year project will meet Absolute Priorities 1 and 4 and Invitational Priorities 1 and 2 as it innovates, implements, expands, and rigorously evaluates the impact and cost effectiveness of the James Madison Legacy Project (JMLP).

Funded through a SEED grant from the U.S. Department of Education from 2015 to 2020, JMLP was a teacher professional development (PD) and curriculum intervention that significantly increased high-need secondary school students' attainment of civics content standards, enhanced their dispositions to engage in civic life, and improved their SEL competencies (Owen and Riddle 2017; Owen 2018; Owen, Hartzell, and Sanchez 2020). The intervention made use of the Center's widely acclaimed We the People: The Citizen and the Constitution (WTP) curricular program, described in Appendix E. JMLP included a blended-learning PD program that prepared teachers with the content knowledge and pedagogies to engage students in the WTP curriculum effectively. Studies of JMLP showed that, on average, middle school students scored 63% higher, and high school students scored 78% higher on a standards-based civic knowledge test after taking a course taught by a Center-trained teacher

using the WTP curricular program (Owen, Hartzell, and Sanchez 2020).

To meet Absolute Priority 1 and 4, JMLPE will strengthen and further evaluate the JMLP program, which met the What Works Clearinghouse (WWC) moderate-evidence standard.² JMLPE takes a field-based innovation to the next level by designing and evaluating new PD and instructional support materials to empower, engage, and expand the civic and SEL competencies of high-need groups facing persistent achievement gaps exacerbated by the COVID-19 pandemic. The PD program will provide secondary school teachers of high-need students, particularly those instructing high concentrations of English learners, students of color, and students with disabilities, with specialized instructional techniques for adapting and successfully instructing the WTP curriculum. Participating students will gain knowledge, dispositions, and skills essential to becoming informed, thoughtful, and productive people in a constitutional republic.³ The project will focus on equity and prioritize schools impacted by COVID-19 to help close achievement gaps and address Invitational Priorities 1 and 2.

(2) Potential contribution to understanding educational problems and effective strategies

Innovations to the JMLP program will develop and evaluate best pedagogic practices and strategies for implementing WTP in secondary school classes with high concentrations of English learners, students of color, and students with disabilities; expand the evaluation of student outcomes to a wide range of civics and SEL competencies; and assess efforts to overcome barriers to program scaling and sustainability. The research has the potential to increase understanding of:

² The James Madison Legacy Project: Evaluation Report (2020), the comprehensive final report for the JMLP designed to meet standards without reservations, has not yet been evaluated by the WWC.

³ The *National Standards for Civics and Government*, developed by the Center and used as the basis for the NAEP Civics Assessment, sets forth what students should know and be able to do by fourth, eighth, and twelfth grade in order to effectively and responsibly participate in American constitutional democracy.

- PD and instructional methods that lead to improvements in civics and SEL outcomes among English learners, students of color, and students with disabilities;
- blended-learning PD for teachers of high-need students that incorporates online training and support among a professional learning community throughout the academic year;
- curriculum-embedded development of civic and SEL competencies among high-need secondary school populations, particularly in skills targeted by Absolute Priority 4; and
- how to overcome barriers to access, implementation, and sustainability of high-quality civic education and SEL programs for high-need students.

The project will: (1) enhance the JMLP teacher PD program by identifying PD needs and promising instructional practices among JMLP teachers serving English learners, students of color, and students with disabilities; (2) develop new digital materials for PD and classroom instruction to support teachers' working with the aforementioned target student populations; (3) evaluate the effects of the enhanced PD on teachers' knowledge and practice; and (4) evaluate the effectiveness of the JMLP on students' civic and SEL outcomes.

After developing enhanced PD and instructional materials for target student subpopulations in Year One, the evaluation will focus on students of color in Years Two and Three, students with disabilities in Year Two, and English learners in Year Three. Students of color currently make up 53% of public-school students (National Center for Education Statistics 2021a). The size and racial/ethnic diversity of this student population justifies their inclusion in the study in both years. Sufficiently large samples of these students will be recruited to facilitate examination of racial/ethnic differences in the evaluation. Having the PD program spend a given year concentrating on students with disabilities (Year Two) and English learners (Year Three) will give teachers of these student populations a greater opportunity to focus on and develop

innovative pedagogies, interact with teachers in similar situations, and share best practices.

JMLPE also will pilot and evaluate an online innovation to the teacher PD designed to improve teacher support across the academic year while further decreasing cost.⁴ JMLP PD included fifty-two hours of PD that made use of new online professional learning resources. The PD began with a thirty-six-hour summer institute and included sixteen hours of follow-on PD in the ensuing academic year. In JMLPE, the Center will pilot an online-only version of the academic-year follow-up PD that provides regular monthly contact of a shorter duration. Teachers in professional learning communities led by mentor teachers will participate in two hours of online PD each month during the academic year following the initial summer institute. This PD will include four monthly videoconference meetings in the Fall semester and four in the Spring semester. The Center anticipates that this innovation will improve teacher retention and engagement in the PD program and lead to improved learning outcomes among their students. Dr. [REDACTED] and her independent research team at the Civic Education Research Lab (CERL) at Georgetown University will evaluate the JMLPE.

The research will examine teacher and student outcomes on a wider range of civics and SEL competencies. The JMLP SEED grant prioritized measurement of student knowledge outcomes, which the Center will continue to examine during the JMLPE. EIR funding presents the opportunity for more extensive data collection on a broader range of student learning outcomes related to skills and dispositions essential for informed, thoughtful, and productive citizenship. Essential civic skills and dispositions identified in the research literature, including the *National Standards for Civics and Government* developed by the Center, overlap many of the outcomes identified in SEL frameworks. The Center's curricular programs foster competencies across the

⁴ See Appendix F for a description of the PD model to be employed in this project.

SEL framework of (1) self-awareness, (2) social awareness, (3) responsible decision-making, (4) self-management, and (5) relationship management (Zins et al. 2007). Past studies indicate that Center programs, including JMLP, have successfully developed SEL attributes (Hartzell 2020; Rosen 2000; Soule 2000; Liou 2003; Soule 2004). EIR funding will provide new research focusing on the Department of Education’s current SEL priorities and meeting the WWC strong evidence standards.

JMLPE presents an opportunity to conduct research that addresses persistent challenges to providing civic education and supporting SEL among high-need students. Among the challenges are cost, resource limitations, lack of inclusive learning communities in schools, competition with other academic and social priorities, and inequitable access to teachers effective in imparting civic and SEL competencies (Aspen Institute 2018). Nearly 90% of JMLP teachers served large concentrations of high-need students.⁵ JMLPE will likewise recruit at least 90% teachers working in schools with concentrations of high-need students, with priority placed on schools whose patterns of instructional delivery were interrupted by COVID-19. Information on cost, overcoming implementation and sustainability barriers, and program effectiveness will be useful for practitioners making decisions about resource allocation and working with civic and SEL programs, especially for high-need students.

B. Strategy to Scale

(1) Strategies to address barriers to scaling

Many teachers in high-need schools lack content knowledge and pedagogical practices needed to implement effective instruction that increases civics and SEL competencies (Aspen Institute 2018). Most social studies teachers do not feel well-prepared to support students’ civic

⁵ These populations included students living in poverty, students in high-minority schools, students with special needs, English learners, migrant youth, homeless and incarcerated students, and Native Americans.

development. In a 2020 RAND study, significant percentages of secondary school teachers had received no pre-service or in-service training on how to support students' civic knowledge (30%), skills (31%), or dispositions (42%). Teachers of high-need populations, such as English learners and students with disabilities, are even less likely to feel prepared to support civic learning (Hamilton, Kaufman, and Hu 2020). Research indicates that teachers in high-poverty schools and those working with at-risk student populations are more likely to be retained in their positions when they receive quality PD and continuous support through professional networks (Garcia and Weiss 2019).

Despite the need for more PD, teachers face barriers to accessing the Center's PD. These barriers have impacted the number of classes implementing the WTP curriculum. JMLPE will make use of strategies identified by Investing in Innovation grant recipients as effective for scaling up evidence-based educational practices: (1) building a regional and national infrastructure, (2) using multiple methods to establish buy-in, (3) planning for sustainability from day one, and (4) adapting practice based on evidence (Westat 2017). The following paragraphs specify major barriers to scaling and strategies to address those barriers.

Barrier: Lack of strong coordinators and trained mentor teachers who can conduct PD and support teachers in particular geographic areas. JMLPE will ensure that more teachers have access to the program by increasing the number and capacity of mentor teachers and program coordinators in states with significant high-need populations, achievement gaps, and comparatively low numbers of existing teachers and mentors trained in the curricular program. In the second and third years of the JMLPE program, the Center will provide significant support for state-wide capacity development in twelve states: Alabama, Arizona, Colorado, Georgia, Kentucky, Maryland, Mississippi, New Mexico, Ohio, Oklahoma, Tennessee, and West

Virginia.⁶ The Center will organize three-day training-of-trainers workshops to prepare at least three new mentors with experience in the curricular program in each of the target states. The Center will bolster online training and support for existing mentors in those states. New mentors, working with experienced mentors, will develop the skills to provide PD to teachers in future years. The Center will provide training to targeted state coordinators in Years Two and Three focused on building their capacity in program administration, training, outreach, and sustainability. These coordinators work with state partner organizations with a long-term commitment to civics and SEL and have a critical role in expanding and sustaining the PD and curricular programs in the future. From the time they join the project, state coordinators will develop sustainability plans in concert with the Center and local- and state-level educational leaders to ensure that the capacity to implement JMLP PD and the WTP curriculum in each state continues beyond the end of the grant. In Year Four, the Center will organize a two-day training and sustainability workshop for state coordinators and mentor teachers throughout the country to further disseminate lessons learned and best practices for implementing JMLPE innovations.

Barrier: Lack of awareness and teacher support among district and school leaders. In JMLP, district-leader support facilitated successful teacher participation in the PD. In JMLPE, state coordinators will reach out to district leaders from the start to communicate about how the PD fits with state and local district standards and goals for civics, SEL, and improving engagement and learning outcomes among high-need students. Recognizing that many teachers are under pressure to cover other topics and subject areas (Hamilton, Kaufman, and Hu 2020), coordinators will emphasize that the WTP curriculum helps social studies teachers better accomplish the standards and educational outcomes toward which the district already strives.

⁶ See Appendix C for more information on participating states and letters of support.

Using evidence from JMLP, state coordinators will provide district and school leaders with research-based information on program impact, as well as testimonials and success stories of teachers and students from other districts in the state. Coordinators will also work with school and district leaders to assess how the PD, student materials, and other support for the implementation of the WTP curriculum can be incorporated into existing plans and budgets. This evaluation can include allotments for textbooks and district-provided PD, including teacher release time. In addition, national and state dissemination activities, described later in this section, will increase awareness of the PD and its impact among a broad range of education stakeholders and build support at local and state levels for the curricular intervention.

Barrier: States, districts, and schools have funding limitations. Educational leaders must make cost-benefit analyses on how to spend limited funding on different educational needs and goals. In many cases, this has led to STEM and subject areas with high-stakes testing receiving more attention and funding than areas such as civics and SEL (Atwell, Fern, and Godek 2020; Winthrop 2020). There is greater national attention and bipartisan support to improve and fund civic education in recent years, as evidenced in the Educating for American Democracy initiative⁷ and the Civics Secures Democracy Act currently in Congress.⁸ JMLPE state coordinators can capitalize on these national efforts by connecting with new funding opportunities and freely available materials promoting comprehensive civic education for all students. In addition to their work with district and school leaders, coordinators—supported by the Center—will continue their efforts at the state level to include civics and SEL competencies within state standards and curricular requirements (to the extent they are not already covered) and work to achieve regular state funding support for the WTP curricular and JMLP PD

⁷ <https://www.educatingforamericandemocracy.org/>

⁸ <https://www.congress.gov/bill/117th-congress/senate-bill/879>

programs. In addition, JMLPE addresses state and district funding limitations by evaluating a PD innovation designed to reduce costs and conducting a cost-effectiveness analysis that will examine and report on program ingredients and costs in different implementation contexts and calculate per-pupil costs. This approach will be useful for expanding and sustaining the program beyond teachers participating in this research project. Educational leaders can use this information to better compare costs with other interventions and school needs.

Barrier: Teachers have difficulty accessing and finding time to participate in follow-up PD during the academic year. In JMLP and other Center programs, teachers have expressed reluctance to join the program or have dropped out of the program during the school year due to the time and logistics of attending half-day and full-day PD sessions while attending to other personal and professional responsibilities during the academic year. JMLPE addresses this barrier by designing an academic-year program that provides more access, flexibility, and regular contact with mentor teachers. As noted in Section A, the academic-year sessions will consist of shorter monthly sessions conducted online rather than in person. This delivery method will eliminate barriers related to travel, such as transportation, time, and cost. Mentor teachers leading the PD can assign teachers tasks to be completed outside of live meetings using a flipped instruction model by utilizing the twelve hours of online scholar videos, accompanying interactive exercises, and other content and pedagogy resources developed under JMLP and freely available on the Learn.civiced.org platform. Teachers can use the resources to engage in additional learning in their own time. To best accommodate teachers' schedules, mentors and coordinators at each PD site will consult with teachers and schools when developing the schedule for the academic-year sessions. Coordinators will explore with schools and districts the availability of teacher release time to participate in PD sessions.

(2) Broad dissemination of project information to support further development or replication

The Center, CERL, and state coordinators' organizations will broadly disseminate information on the program and evaluation results to support further development and replication. This process will include leveraging the Center's partnerships with organizations across the country, as well as state coordinators' ongoing efforts within their states. As a national non-profit since 1965, the Center has established partnerships with other national-level educational organizations and state-level organizations in each of the fifty states.

From Year One, the Center and JMLPE state coordinators will conduct outreach to local, state, and national educational organizations, policymakers, researchers, education leaders, teachers, parents, and other stakeholders. The Center, CERL, and state partners will have webpages dedicated to the program and its results. The Center will host a JMLPE webpage that will link to all online PD and curricular resources and the evaluation results. Information about these resources and the availability of the PD program will be widely disseminated through the Center's network of educators and other education supporters, the networks of collaborating organizations in each state, and outreach to other organizations and education networks throughout the country, such as the National Education Association, American Association of School Administrators, the National Council for the Social Studies (NCSS), the Civics Renewal Network, and the Collaborative for Academic, Social, and Emotional Learning (CASEL).

The Center will publicize key program activities and results through its monthly e-newsletter to 70,000 recipients; its Facebook, Twitter, LinkedIn, and Instagram networks; press releases; articles submitted to professional publications; and online and in-person presentations at national, regional, and state meetings and conferences, such as the NCSS annual conference. The Center will host publicly accessible hour-long webinars to share best practices and materials for

working with target high-need populations. State coordinators, including coordinators at partner organizations across the country participating in Year Four sustainability activities, will disseminate information at the regional, state, and local levels using online networks, social media, phone calls, emails, letters and articles, meetings, and conference presentations. They will spread information through their networks of past JMLP teachers, teachers implementing the Center's curricular programs, networks of local and state education organizations, educator publications, and websites. This outreach will increase interest and participation in the PD and curricular programs. It will share lessons learned with other PD and instructional programs to increase educational achievement and civic and SEL skills among high-need students.

Reports generated by the research team will be disseminated publicly on CERL's website (cerl.georgetown.edu), the Center's website, social media and other networks previously described, through presentations at professional meetings such as the American Political Science Association and the SEL Exchange hosted by CASEL, in peer-reviewed education research journals such as the *Journal of Teacher Education*, *Social Education*, and the *Journal of Political Science Education*, and edited education volumes.

C. Quality of the Project Design

(1) Conceptual framework underlying the activities

Systematic reviews of research demonstrate that civic education curricula and pedagogy, such as those the Center provides, result in cognitive learning, increases in intellectual and participatory skills, and improved academic achievement (Deakin Crick et al. 2005; Evans and Russell 2019; Campbell 2019; Hartzell 2020). Studies also indicate that civic education coursework increases students' future levels of voting and other forms of political participation (Bachner 2010; Crawford 2010; Owen 2013; Owen and Riddle 2017). Civics instruction in middle and high school can impart lasting democratic proclivities and prime citizenship

orientations that develop over a lifetime (Pasek et al. 2008; Kahne and Sporte 2008).

JMLPE's curricular and PD interventions use evidence-based practices that align with educational standards in civics, social studies, and SEL. More than sixty studies have documented the effectiveness of the Center's PD programs and curricular interventions (Hartzell 2020). The WTP curricular program is aligned to state civics standards and is the only civics curriculum that has been demonstrated in studies meeting the WWC moderate-evidence standards to increase high-need students' civic knowledge and dispositions as compared with control groups taking a standard civics course. JMLP research confirmed increased attainment of state civics standards among high-need students whose teachers participated in the PD program (Owen 2018a; Owen 2018b; Owen and Hartzell 2019; Owen, Hartzell, and Sanchez 2020). WTP also addresses the seven major themes in *The Roadmap to Educating for American Democracy*, a new inquiry-based content framework developed by diverse educational leaders across the country to ensure excellence in history and civics for all learners (Educating for American Democracy 2021). A growing body of research indicates an integrated approach to SEL and academic development is critical for learning, achievement, educational attainment, and future success (Aspen Institute 2018). Brain development science demonstrates that learning depends on social experience, and SEL factors interact with cognitive actions to shape learning outcomes (Immordino-Yang, Darling-Hammond, & Krone 2018). Civic and SEL competencies are mutually reinforcing as both prepare students to navigate political, social, cultural, and economic life that is ever-changing (McGallagher 2019; Jagers, Rivas-Drake, and Williams 2019). WTP integrates SEL with academic learning. When implemented using the active learning methods supported by the Center's PD, the WTP curriculum fosters SEL competencies that improve academic performance and lifelong learning. These include competencies specified in the

CASEL framework: self-awareness, social awareness, responsible decision-making, self-management, and relationship skills (Balfanz and Byrnes 2020; Zins et al. 2007).

As with all of the Center’s PD, JMLPE incorporates elements of effective teacher PD including, (1) content focus, (2) active learning, (3) collaboration, (4) models of effective practice, (5) coaching and expert support, (6) feedback and reflection, and (7) sustained duration (Darling-Hammond et al. 2017). Mentor teachers will serve as instructional coaches throughout the PD year. Research shows that when coaching is combined with PD, teachers are more likely to implement innovations in their classrooms (Buly et al. 2006; Joyce and Showers 2002; Olson and Land 2008).

Materials developed during JMLPE specifically for the instruction of English learners, students with disabilities, and students of color, and for their teachers’ PD, will align with the aforementioned frameworks and use evidence-based practices. The logic model in Appendix G depicts existing conditions, inputs, activities, and anticipated outcomes of the project.

(2) Goals, objectives, and outcomes

Table 1 specifies and aligns project goals with objectives and desired outcomes.

Table 1: Goals, Objectives, Outcomes

Goal 1: Improve civic and SEL outcomes for specific high-need secondary student populations impacted by COVID-19 (students of color, English learners, and students with disabilities)	
Objectives	Outcomes
Identify PD needs and promising instructional practices among WTP teachers serving concentrations of English learners, students of color, and students with disabilities, with attention to students impacted by COVID-19	Report on ten ELL teachers, ten teachers of students with disabilities, and ten teachers of students of color identifies elements to be addressed in content and pedagogy sessions in PD and new digital materials for teachers and students
Develop new digital materials for PD and instruction to support teachers’ instructing WTP with target populations	A training booklet and instructional support materials (including at least three lesson plans or activities and detailed descriptions of instructional strategies for each of the target student groups) are ready for use in PD
Provide PD to teachers working with concentrations of special education students (forty teachers) and students of color (eighty	Teachers have the capacity to implement the WTP curricular program with target populations, measured by teacher pre- and post-surveys, classroom

teachers) in Year Two, and teachers working with concentrations of English learners (forty teachers) and students of color (120 teachers) in Year Three, among four hundred total teachers	observations, and teacher interviews
Evaluate the effects of the PD on target teachers and students through an RCT study	Year Two and Three study reports meeting the WWC strong-evidence criteria address program effectiveness in improving teacher content knowledge and pedagogic practices in civics and SEL; students' civic knowledge, skills, dispositional, and SEL outcomes; and closing civics achievement gaps for the target student populations
Goal 2: Implement and evaluate a PD innovation to improve teacher support during the academic year and decrease cost	
Objectives	Outcomes
Provide PD to four hundred teachers (160 in Year Two and 240 in Year Three) in site-based cohorts averaging twenty teachers per site, which includes monthly two-hour online academic-year follow-up sessions	Teachers are prepared to implement the WTP curricular program with target populations while being supported by a professional learning community
Compare the results of the PD innovation with the existing JMLP blended-learning PD	Report analyzing teacher effectiveness in achieving improvements to student outcomes; analysis of additional skills and dispositional outcomes not examined in JMLP
Goal 3: Improve equity of access to high-quality civics and SEL instruction by increasing implementation of the JMLP PD and curricular interventions in areas with concentrations of high-need students and educational achievement gaps	
Objectives	Outcomes
Increase collaboration with leaders of high-need schools in twelve focus states to recruit and support teachers	More than two hundred school leaders from schools in twelve states work with state coordinators and mentors to support teachers implementing the WTP curriculum; four hundred teachers successfully recruited to the program and provided with instructional facilities and release time, as needed
Increase teacher effectiveness by providing JMLP PD to four hundred teachers of high-need students (160 in Year Two and 240 in Year Three)	Teachers demonstrate a statistically significant content knowledge gain and increase their scores at least 65% from pretest to posttest; teachers demonstrate instructional efficacy with at least 80% implementing JMLP-related pedagogies in their classrooms
Teachers provide at least forty hours of WTP instruction to more than 28,800 students (4,800 in Year Two, 12,000 in Year Three, and 12,000 in Year Four, after the RCT study)	Students demonstrate at least a 50% increase in knowledge scores on a standards-based civics test from pretest to posttest and show statistically significant increases compared to comparison groups; middle school students demonstrate a 10% increase and high school students a 15% increase in civic skills, civic dispositions, and SEL outcomes
Evaluate the costs for providing JMLP PD and instruction	Cost-effectiveness report provides a list of cost ingredients and their amounts, indicates per-pupil costs, and compares costs and benefits with other civics and SEL PD and curricular interventions

Goal 4: Sustain the project's impact	
Objectives	Outcomes
Train thirty-six mentor teachers to implement the JMLP PD	Each participating state has at least three mentor teachers capable of implementing JMLP PD
Train and work with twelve state coordinators to develop and implement outreach and sustainability plans that involve state and local stakeholders	Each partner engages its state's department of education, district, and school leaders from at least five high-need districts, and a variety of local stakeholders in developing and promoting plans to implement, expand, and sustain the PD and curricular programs; twelve state outreach and sustainability plans annually updated
Disseminate project results throughout the country, within states, and to districts serving high-need students through a variety of in-person and online means	Two interim research reports and a final research report published and disseminated on Center and CERL websites and social media; three journal articles submitted for publication; results presented at twenty state/national meetings and conferences; program and school leaders from all fifty states learn about the program and participate in dissemination; sixty new districts involved in the program; increased use of online PD resources, as measured by platform user analytics

(3) Meeting needs of the target population and other educational needs

The need for civic education and SEL support is especially urgent in schools with high concentrations of high-need students, where subjects covered by high-stakes testing have overshadowed other academic, social, and emotional needs. High-need students are particularly disadvantaged in the current system because they have less access to quality civics instruction (Kahne and Middaugh 2008; Kawashima-Ginsburg 2013), and current offerings do not always meet their particular needs.

JMLPE is designed to increase equitable access to effective teachers, rigorous civics coursework, and a curriculum that builds SEL competencies. The project focuses on populations that have long faced educational achievement, attainment, and empowerment gaps and whose learning and interpersonal connectedness have further suffered by educational disruptions caused by the coronavirus pandemic (U.S. Department of Education 2021). By engaging these populations in the WTP curriculum enhanced with new instructional supports, JMLPE provides

high-need students with a foundational core of knowledge and skills essential to understanding and participating in democratic governance. The WTP curriculum incorporates an inquiry-based approach to examine, analyze, and take and defend positions on the history and principles of American constitutional government and the current applications of those principles. The culminating activity is a simulated congressional hearing in which students work in teams to testify before a panel of judges. When teachers effectively implement WTP, the curriculum supports SEL outcomes, including developing positive relationships with others, determination, the ability to overcome obstacles, and self-esteem through perseverance and earned success, problem-solving skills, and self-regulation.

JMLPE PD is designed to increase WTP teachers' capacities to engage students in civic learning and build students' sense of community and belonging by including SEL and active learning pedagogies (Korpershoek et al. 2020). Intentionally promoting students' social, emotional, and cognitive development positively shapes educational outcomes and contributes to safe and well-functioning schools and classrooms, better relationships among and between adults and students, reduced behavior problems, and deeper engagement in learning (Aspen Institute 2018; Farrington et al. 2012; Taylor et al. 2017; Bridgeland, Bruce, and Hariharan 2016).

In Year One of JMLPE, the Center will collaborate with thirty experienced teachers that incorporate the WTP curriculum in classes with concentrations of English learners, students of color, and students with disabilities. The Center and teachers will develop PD and instructional support materials for these groups. A four-day PD and curriculum development workshop and working meeting will include at least one expert consultant in each of the three areas and will engage all participants in working groups to create the materials. The materials will then be further revised and piloted with students. CERL will evaluate the effectiveness of the pilot

project on student outcomes and provide feedback to the Center to inform any revisions to the PD program or the curriculum intervention before implementation. The Center will invite teachers who demonstrate excellence in content and pedagogy to be mentor teachers in Years Two and Three along with other teachers who have experience teaching WTP and fostering SEL competencies with high-need students, have the capacity to provide PD to their peers, and demonstrate strong civics and SEL knowledge and pedagogical skills.

In Year Two of JMLPE, the Center's state coordinators in eight of the twelve participating states (Alabama, Arizona, Colorado, Kentucky, Maryland, Ohio, Tennessee, and West Virginia) will each recruit three mentor teachers and work with districts and school leaders to recruit and support an average of twenty teachers per state. The Center will host a three-day planning and PD workshop for the coordinators and mentor teachers to prepare to implement JMLPE PD. Starting with a summer institute in 2022, the coordinators and mentors will provide teachers in a professional learning community at their PD site with fifty-two hours of PD that includes monthly two-hour online sessions throughout the academic year, following a coaching model. Teachers will implement at least forty hours of WTP instruction in their social studies classes, including student participation in a culminating congressional hearing simulation. Teachers will adapt instruction to meet the needs of learners in their classrooms, as further described in Appendix F. An RCT study of teacher and student outcomes will focus on teachers working with students with disabilities and students of color who will be using the materials developed in Year One along with existing WTP curricular resources.

In Year Three, the program will expand to four additional states in need of the Center's expertise to improve access to WTP PD, support for civics and SEL instruction, and the potential for program sustainability. The Center will intensively support states, such as Georgia,

Mississippi, New Mexico, and Oklahoma, where the need for WTP PD is high and current capacity is inadequate. Similar to Year Two, the Center will host a planning and PD workshop for coordinators and mentors. The coordinators and mentors will conduct PD and support professional learning communities for twenty teachers in their state as the teachers implement WTP in their classes. The RCT study will focus on teachers working with concentrations of English learners and students of color.

Most teachers in the RAND study reported that the pressure to cover other subject areas is an obstacle to civic education, and they indicated the need for better instructional resources and more non-teaching time (Hamilton, Kaufman, and Hu 2020). Four in five teachers want more support to address students' social and emotional development (Aspen Institute 2018). At the same time, ninety-seven percent of principals believe a larger focus on SEL will improve students' academic achievement (Aspen Institute 2018). With educators' needs in mind, the Center's state coordinators will work with district and school leaders to examine resource allocations and support teachers, as described in Section B. JMLPE state, district, and school outreach activities, which will begin in Year One with growing intensity in Years 2 through 4, will endeavor to meet teachers' support needs better and improve program sustainability in target states. In Year Four, the Center will host a national sustainability and dissemination meeting at which coordinators, mentors, and state/district leaders from the twelve focus states will share lessons learned from the instructional, PD, and research programs with the Center's WTP coordinators and mentors from all fifty states.

D. Adequacy of Resources and Quality of the Management Plan

(1) Capacity to bring project to scale on a national level working with partners

The Center and its partners have over fifty years of experience implementing civic education

curricular and PD programs throughout the nation and have managed more than \$300 million of federal funding (detailed in Appendix D). As evidenced in their resumes (Appendix B), Center personnel have broad and significant experience in developing, implementing, and evaluating nationwide civics programs. This has included working with the Center's national network of 486 state and local coordinators and more than 100,000 teachers in all fifty states. Center staff successfully managed JMLP, which reached more than 2,200 teachers and 140,000 students. They will manage JMLPE and work closely with contracted state coordinators and CERL.

The Center's state partner organizations, listed in Appendix C, are 501(c)(3) non-profit organizations and other public and private educational organizations with ongoing missions to work with schools and districts to provide civic education PD and curricular programs at pre-collegiate levels. These partners have years of experience coordinating Center programs and conducting outreach to educational stakeholders throughout their states. They successfully provided WTP PD for teachers in high-need schools during JMLP. They worked with local, district, and state leaders and used JMLP results to convince leaders to support the program. The partners continue to promote civic education and SEL initiatives in their states. Program coordinators working for the Center's partner organizations are deeply experienced in their field and their work with the Center. Many of them are current or former state, district, and school-level educational administrators or social studies supervisors.

In Years Two and Three of JMLPE, the Center will contract with twelve partner organizations possessing the fiscal and administrative capacity to manage project work in their state. As previously noted, these twelve states will benefit from focused technical support from the Center to increase the scale and sustainability of JMLP PD and implementation of the WTP curricular program within their states. These states have specific needs for additional targeted

support to reach high-need schools and districts and build personnel capacity to expand and sustain the programs. They have also been selected to meet program evaluation needs, including recruiting target subpopulations and balancing rural, suburban, and urban schools. The evaluation results will help all fifty states better meet student needs and provide lessons learned to expand and sustain the PD and curricular programs nationally.

The Center will be in regular communication with contracted state coordinators to ensure the project's success and its evaluation. The coordinators will regularly report on their progress, challenges, opportunities, results, and suggestions for improvement. In addition to these regular communications with the Center and data collected by CERL for the evaluation, contractors will submit twice-yearly formal reports specifying progress on annual objectives and activities, costs incurred, and challenges and lessons learned. Information collected from the state partners and program participants will inform program improvement and growth during the grant. As the Center prepares operational guidelines and work processes for each year, it will consider feedback and data gathered from state coordinators and CERL.

The CERL research team has considerable experience in the civic education, political socialization, and media literacy fields. CERL has conducted evaluations of high-quality civic education programs for the U.S. Department of State, Virginia Civics, the Freedoms Foundation, Bill of Rights Institute, and the Pew Charitable Trusts, among others. In JMLP, CERL conducted three large-scale random assignment studies that met the WWC criteria involving over four hundred schools and twelve thousand students.

The Center will share key results and lessons learned from project sites with their national network of civic education partners, other national, state, and local educational organizations, program participants, and other stakeholders throughout the country through the Center and

CERL's previously described dissemination strategies. The dissemination strategies will enable project results to scale to the national level.

(2) Adequacy of management plan, including responsibilities, timelines, and milestones

The Center has considerable experience managing personnel, task timelines, and budgets to achieve program objectives on time and within budget successfully, including the \$16 million JMLP grant and \$30 million annual program budgets through 2011. A project management team at the Center will coordinate with CERL and oversee contractors. The Center will launch the project, conduct training for coordinators and mentors, provide technical assistance to state-level implementation teams, monitor implementation, use formative evaluation information to keep the project on track, and lead its national network in planning for further dissemination and sustainability. The Center will also work with CERL to facilitate the timely gathering of data.

Key personnel from the Center and CERL and their primary responsibilities are listed in the table below. The Center's project management team will include Riano, Nagawiecki, Leming, Gallo, and Irion-Groth. They will be supported by a program coordinator and other departments, including editorial/publishing, accounting, IT, and administrative office staff.

Table 2: Center and CERL Key Personnel

Name, Title	Primary Role in the Project
██████████, President	Project oversight and national dissemination
██████████, Vice President and Chief of Staff	Oversee Center staff; contribute to national dissemination
██████████, Director, We the People	Manage technical assistance to states
██████████ Director, Professional Development and Special Programs	Direct mentor training, PD, and curriculum development
██████████ Director of Program Administration	Oversee contractors; provide support to program sites, with a focus on program administration
██████████ Director of Strategic Affairs and	Lead external communication efforts, including media

Communications	and publications
██████████, Chief Fiscal Officer	Finance director of federal grant funds
CERL Key Personnel	
██████████ Professor, Georgetown University	Leader of the CERL research team
██████████, Research Specialist 2	Senior research specialist on CERL team involved with all aspects of the research and dissemination of results
██████████, Senior Research Assistant	Support data collection and cleaning, production of reports and research-related materials

Milestones, leadership staff, timeline. The Center’s practice is for all major tasks to be undertaken by teams, each with a dedicated team leader. Table 3 sets forth the responsibilities of the team leaders and the timeframe for each key milestone aligned to project objectives.

Table 3: Management Plan

Goal 1: Improve civic and SEL outcomes for specific high-need secondary student populations impacted by COVID-19		
Milestone	Lead Responsible Parties	Timeline (Jan. 2022–June 2026)⁹
Collect data and report on ELL and SPED teachers’ PD needs and promising instructional practices	██████████ and team	February–April 2022
Thirty teachers of ELL, SPED, and students of color; three experts; eight state coordinators; and Center staff participate in PD and curriculum development workshop and working meeting	████████████████████	June 2022
Draft digital training and instructional support materials for teachers of target populations	██████████ ELL/SPED teachers	June–August 2022
Pilot materials in secondary classrooms	ELL/SPED teachers	Sept.–Nov. 2022
Observe and collect data on pilot	██████████ and team	Sept.–Nov. 2022
Report on the pilot of new materials	██████████ and team	Dec. 2022
Refine and digitally publish materials	████████████████████, teachers	Dec. 2022–Feb. 2023

⁹ The Center anticipates requesting a one-year no-cost extension period (automatically provided by the Department of Education upon request) in order to complete Year 4 dissemination activities.

Train state coordinators and mentors in new instructional materials and strategies	█████, select teachers	Feb. 2023
<i>After the pilot in Year One, teachers and students of target subgroups will engage in the PD, curriculum implementation, and evaluation tasks listed under Goals 2 and 3 below with other teachers.</i>		
Goal 2: Implement and evaluate a PD innovation to improve teacher support during the academic year and decrease cost		
Recruit four hundred teachers in twelve states for PD (160 in eight states in Year Two, 240 in twelve states in Year Three)	State coordinators, school/district leaders	Feb.–May 2023
Provide fifty-two hours of PD in site-based professional learning communities; includes sixteen hours of online academic-year PD and coaching by mentors while teachers implement the WTP curriculum	State coordinators, mentor teachers	June 2023–May 2024 June 2024–May 2025
Collection and analysis of coordinator, mentor, teacher, and student data	█████ and team	June 2023–Aug. 2024 June 2024–Aug. 2025
Develop and publish reports on findings	█████ and team	Sept.–Nov. 2024 Sept.–Nov. 2025
Review of findings and adjustment of PD and materials	█████, mentor teachers	Nov. 2024–Jan. 2025 Nov. 2025–Jan. 2026
Goal 3: Improve equity of access to high-quality civics and SEL instruction by increasing implementation of the JMLP PD and curricular interventions in areas with concentrations of high-need students and educational achievement gaps		
Issue contracts to state partner organizations	████████████████	Jan. 2022, 2023, 2024
Outreach to district and school leaders in twelve states	█████ state coordinators	Jan. 2022–June 2026 (ongoing)
State coordinators (eight in Year Two and twelve in Year Three) and mentor teachers (twenty-four in Year Two and thirty-six in Year Three) participate in planning and training workshop	█████ Leming, Gallo, Irion-Groth	Feb. 2023, 2024
Appointment of teachers from participating schools	School administrators	May 2023, 2024
Provide JMLP PD enhanced by JMLPE innovations and ongoing support to four hundred teachers of high-need secondary school students	State coordinators, mentor teachers	June 2023–May 2024 June 2024–May 2025
Four hundred teachers participate in professional learning communities	State coordinators, mentor teachers	June 2023–May 2024, June 2024–May 2025
24,000 high-need secondary school students (four thousand in Year Two, ten thousand in Year Three,	Participating teachers	August 2023–June 2024, August 2024–June 2025,

ten thousand in Year Four) receive at least forty hours of WTP instruction		August 2025–June 2026
Collection and review of semi-annual site performance reports	██████████ ██████████	July 2022, 2023, 2024 Jan. 2023, 2024, 2025
Collection and analysis of coordinator, mentor, teacher, and student data, including costs	██████ and team	June 2023–Aug. 2024 June 2024–Aug. 2025
Develop and publish reports on findings, including cost effectiveness	██████ and team	Sept.–Nov. 2024 Sept.–Nov. 2025
Final summative evaluation report	██████ and team	December 2025
Goal 4: Sustain the project's impact		
Thirty-six mentor teachers prepared to support project teachers, at least three per state from twelve states	██████	Feb. 2023, 2024
Participating state coordinators develop and refine outreach and sustainability plans (annually)	██████████ state coordinators	January 2023, 2024, 2025, 2026
Twelve state coordinators and mentors share project results with local and state stakeholders	State coordinators, mentor teachers	Nov. 2024–June 2026
Fifty state coordinators, fifty mentors, and twelve state/district education leaders participate in national dissemination and sustainability workshop	██████████████████ ██████████████████ ██████	Feb. 2026
Presentations at national and state professional meetings and conferences	██████████████████ ██████████████████, state coordinators	Nov. 2024–June 2026
Dissemination of research findings and project results, including online and print publications	██████████	Nov. 2024–June 2026

(3) Reasonable costs concerning project objectives, design, and potential significance

The Center has implemented successful and cost-effective national projects since 1965 and has considerable experience in assessing the personnel and budget resources required to achieve project goals. In developing this proposal, the Center consulted with state coordinators and CERL and examined its experiences and costs in implementing other programs with similar activities. As a result, the budget reflects reasonable costs to meet project objectives.

JMLPE provides a significant investment into (1) piloting and evaluating PD and curricular innovations, (2) technical assistance to build program capacity and expand implementation in

states with demonstrated needs, and (3) program evaluation that will inform further educational research, practice, and decision making. The project will increase capacity in twelve states, train thirty-six new mentor teachers, serve four hundred teachers, and improve educational outcomes for 28,800 high-need students with the potential to impact many more high-need students in subsequent years as states implement the PD and instructional programs at no additional cost to the grant. Project costs include administrative costs at the Center and state partner organizations, travel for in-person PD, student textbooks, online server costs and support, and the independent evaluation, as specified in the project budget and budget narrative.

With districts spending \$18,000 per teacher annually on PD without teachers demonstrating a significant improvement from one year to the next (TNTP 2015), CERL's cost-effectiveness analysis will help evaluate the costs for a program that successfully increases teachers' effectiveness. The current estimate to administer JMLP PD and teacher support is \$4,000 per teacher and varies by PD site. In JMLPE, the Center and state coordinators will examine and incorporate into sustainability plans different cost models, including models in which districts contribute to costs and include strategies to reduce PD and resource costs. The Center also will bolster state coordinators in their outreach to education leaders, policymakers, and other stakeholders to promote increased support for civics and SEL.

This project will enhance the capacity of program leaders and their associates in each state to provide high-quality PD and curricular programs. Schools are responsible for fostering the development of competent and responsible participation in the nation's political life guided by a reasoned commitment to its democratic principles. However, there are significant achievement and empowerment gaps faced by high-need students that present significant hurdles to achieving this mission. The program's costs are modest given the potential impact and importance of this

work for helping overcome these obstacles.

E. Quality of the Project Evaluation

The project evaluation will (1) determine if the JMLPE PD program has a demonstrable effect on secondary school teachers' subject-area knowledge in civics and American government, their classroom pedagogy, and their integration of SEL into the curriculum and (2) assess students' acquisition of civic knowledge, skills, and dispositions and SEL outcomes resulting from taking a class from a JMLPE teacher who has implemented the WTP curriculum. The JMLPE research focuses on teachers of English learners, students of color, and students with disabilities. (See Appendix J.1.) The research also will evaluate the implementation of the JMLPE in rural, urban, and suburban school contexts, which are each associated with unique pressures and challenges. (See Appendix J.2.) In addition, the evaluation will explore the impact of COVID-19 on teachers and their students in terms of obstacles to implementing the WTP curriculum intervention in classes and opportunities for overcoming pandemic-related barriers presented by the JMLPE. The target student populations in the JMLPE were inordinately affected by the pandemic (U.S. Department of Education 2021).

Pilot research Year One will evaluate the effectiveness of the pedagogies developed during the initial phase of the JMLPE used in WTP classrooms with students in the targeted populations. (See Appendix J.3.) Researchers will conduct impact evaluations in Years Two and Three of the JMLPE using a combination of quantitative and qualitative methods. The quantitative research will consist of multi-site, school-level, randomized controlled trials (RCT) to determine the program's impact on teacher and student outcomes. CERL will conduct classroom observations and semi-structured teacher interviews to gain a greater depth of understanding of the pedagogic practices that teachers are employing in the classroom and to

analyze related student learning outcomes. Observations of intervention teachers' classes will determine how they are instructing students using the approaches imparted in the JMLPE PD, especially those aimed at the target student populations. (See Appendix J.4.) Teacher interviews will identify challenges and breakthroughs in their instructional practices, the impact of COVID-19 on their students and their pedagogic approaches, and best practices for civics instruction. Coordinator and mentor evaluations will be conducted to establish their credentials and experience. (See Appendix J.5.)

Triangulation of the various research strategies in the study will be employed to determine if the findings are consistent and to assess the data's sufficiency. The observational research and teacher interviews will be used to cross-validate the survey data by offering corroborating evidence and providing context for interpreting the results. The qualitative component of the research will expand the range of inquiry by offering depth analysis and helping identify best practices.

Dr. [REDACTED] of Georgetown University will be the external evaluator and lead the CERL research team. [REDACTED], Research Specialist 2 at CERL, will work closely with Dr. [REDACTED] on the study along with research associates trained to handle tasks related to data collection, cleaning, analysis, and reporting. They will document all intervention, research, and evaluation elements on a dedicated research website (<https://cerl.georgetown.edu/>).

(1) Producing evidence of effectiveness that meets the WWC standards.

The core research questions that will guide the evaluation are: (1) To what extent do teachers gain content knowledge of civics and American government from the JMLPE PD program? (2) To what extent do teachers incorporate pedagogical approaches from the JMLPE PD program, including the simulated hearings, in their classrooms? (3) Does the JMLPE PD program improve

teachers' ability to integrate SEL into the WTP civics curriculum? (4) Does the WTP curriculum intervention significantly improve students' civic knowledge, skills, and dispositions? (5) Do students acquire SEL competencies from the WTP curriculum? (6) What impact has COVID-19 had on teachers' ability to implement the WTP curriculum intervention in their classrooms and student learning? The research will address these questions in relation to the three study groups.

The mediating variable in the teacher study is participation in the JMLPE program. Teachers in the intervention group will participate in the JMLPE and instruct the WTP curriculum. Control group teachers will instruct traditional civics, social studies, and American government classes and will have had no exposure to the JMLPE or WTP. Schools with teachers instructing high concentrations¹⁰ of English learners, students of color, and students with disabilities will be recruited for the study. Schools within each of these three categories will be randomly assigned to intervention and control groups. All civics teachers within a school will be recruited for the study to avoid the potential for study contamination. The students of teachers in the study will constitute the student samples. The mediating variable in the student study will be the WTP curriculum intervention. Students in the intervention group will be taught the WTP curriculum, and those in the control group will take a standard civics class.

The multi-site, school-level RCTs used in the study will have sufficiently large sample sizes to ensure high-quality analysis. Separate analyses for the three categories of students will be employed. The sample sizes for students of color (forty intervention/forty control/eighty total schools and 2,400 students in each of Years Two and Three), students with disabilities (twenty intervention/twenty control/forty total schools and 1,200 students in Year Two), and English

¹⁰ "High concentration" is defined as 30% or more of students in the category. It is important to note that concentrations of English learners, students of color, and students with disabilities in secondary school classes tend to be higher than 30% (deBrey et al. 2019).

learners (twenty intervention/twenty control/forty total schools and 1,200 students in Year Three) are adequately powered to detect impacts. (See Appendix J.6 for power analysis computations.) Schools will be randomly assigned to either the intervention group receiving the PD program or the control group. Any differences in assignment probabilities will be adjusted according to the methods specified by the WWC. The study design does not have any confounds given the large sample size. The intervention is not bundled with other interventions or programs.

Researchers will take steps to minimize attrition of schools, teachers, and students participating in the evaluation. CERL and coordinators will maintain regular contact with study participants, provide informational letters and regular updates to stakeholders, and supply detailed instructions for administering student tests. Study participants will receive a financial incentive. Control teachers will be offered the opportunity to participate in future JMLPE opportunities. (See Appendix J.7.) School, teacher, and student attrition will be carefully tracked, and evidence of differential attrition will be identified and appropriately mitigated per the WWC protocols.

A pretest-posttest survey design will be used to gather teacher data. The survey will include measures of teachers' civic content knowledge, the classroom pedagogies they employ, and their teaching of SEL competencies. CERL developed batteries of these items for the JMLP, and the Project Citizen Research Program (PCRP) will be employed here and improved upon where necessary. (See Appendix J.8.1.) The pretest survey will be administered to teachers in the intervention group before starting the PD program to gather baseline data; teachers will take the posttest after they have finished teaching the WTP curriculum. The control teacher surveys will be administered during the same timeframe. Coordinators, CERL staff, mentor teachers, and school principals will proctor the surveys for intervention and control teachers.

Students' attainment of civic knowledge, skills, and dispositions and their acquisition of SEL competencies will be measured using pretest-posttest surveys. Baseline measures will be obtained on the pretest administered to the intervention group during their first WTP class session and to the control group during their first civics class session. Students will take a posttest after completing their class. Teachers will administer the test. The study will incorporate established, reliable, and previously validated outcome measures derived from research studies, including the JMLP and PCRP, state civics rubrics, and standardized tests (e.g., Delli Carpini and Keeter 1996; Niemi and Junn 1998; Torney-Purta et al. 2001; Campbell 2005, 2006). (See Appendix J.8.2.) The measures will meet the WWC standards for reliability (minimum Cronbach's alpha of .80 for teachers; .70 for students). Civic knowledge encompasses content that is standard for civics and social studies classes; it will not be overly aligned with the WTP curriculum. Civic skills are the proficiencies that enable people to participate actively and responsibly as democratic citizens. Civic dispositions are orientations related to democratic character formation, such as political tolerance, concern for the rights and welfare of others, and sense of public duty.

Survey instruments will be administered to teachers and students via a secure online SurveyMonkey Pro platform used previously to evaluate JMLP successfully. Paper tests will be provided where online administration is not possible, and sensitivity analysis will be performed to detect any differences due to test type.

(2) Effective strategies suitable for replication or testing in other settings

The evaluation strategies are well-established in educational research and are replicable in other settings. The evaluation will maintain a high level of internal validity while seeking to enhance external validity. The JMLPE will be implemented widely in a broad, heterogeneous range of classroom contexts that reflect differences in everyday school and district practices. The

evaluation will document conditions that might moderate program implementation and effectiveness, such as rural, urban, and suburban contexts, poverty levels, COVID-19 impact, and schools' access to resources related to program implementation (Kim 2019).

Research reports and materials will include information about significant features of the PD, classroom instruction, evaluation methods, and analyses. Data and specifics on program activities, student and teacher outcomes, benefits and unanticipated effects of the interventions, and cost analysis will be provided. The project's dissemination plan will provide guidance about effective strategies for implementing the PD program and the WTP curriculum intervention for high-need students, particularly English learners, students of color, and students with disabilities. Researchers will offer recommendations for strategies and best practices for instituting the testing in particular settings. CERL will describe the steps in the research process, sampling procedures, testing instruments and rubrics, and analyses sufficiently to enable others to replicate the study. Materials related to the evaluation, including survey instruments, will be accessible for researchers, educators, administrators, policymakers, and other stakeholders without restriction on the CERL website (cerl.georgetown.edu). Data will be made available to researchers through Georgetown University's secure institutional repository (Digital Georgetown) and DataONE. CERL will make recommendations for further research.

(3) Key project components, mediators, and outcomes

The evaluation will assess the fidelity of implementation of the project components, mediators, and outcomes, including measurable thresholds for acceptable implementation. The implementation study will employ relevant elements of the framework developed by Weiss, Bloom, and Brock (2014), focusing on content, quantity, quality, and conveyance. CERL will (1) confirm and track the implementation of the PD program in all participating states, (2) track the

number of schools, teachers, and students participating in the PD program to confirm that target numbers are enrolled, (3) track the outcome of producing coordinators and mentors with demonstrated capacity to instruct JMLPE teachers and implement the PD program to the target student populations. (See Appendix J.6.1.) CERL will assess key project components to determine whether each of the sites is implementing the PD program according to the Center's protocol, all six units of the WTP curriculum are covered in the PD program at each site, and teachers have received the requisite fifty-two hours of PD.

CERL will monitor the program's cost effectiveness by measuring annually whether the JMLPE has served the target number of high-need and total students and calculate the cost per student. The research team will track the implementation of JMLPE in school districts to determine the conditions under which the program is most and least effective, especially for the target student populations who represent not only the nation's cultural diversity but also the diversity of learning styles and capacities. CERL will analyze the cost of implementing the program for teachers instructing different student populations, such as English learners and special needs students, to determine how JMLPE practices can be successfully reproduced and sustained. They will also assess the cost of implementing JMLP compared to the costs of other PD programs offered in these districts. Potential challenges will be addressed, including implementing the PD program and classroom intervention in places where digital resources are limited.

The research team will evaluate the goal of providing teachers with improved capacity to deliver sound instruction in the WTP curricular program to students quantitatively through content knowledge tests and surveys assessing their pedagogy and implementation of SEL practices in the classroom. Researchers will pay special attention to the target student

populations. The primary measurable threshold will be reached if JMLPE teachers' civic content knowledge increases by at least 65% from the pretest to the posttest. The JMLPE teachers' knowledge gain should exceed that of the control teachers, and the difference in scores should be statistically significant ($p \leq .05$). A measurable threshold for successful implementation of the WTP program is that at least 80% of teachers will have used the simulated hearings in their classrooms. The hearings are WTP's culminating activity, and they encompass the active learning and SEL elements of the curriculum. The CERL researchers will measure the teachers' integration of SEL pedagogies in the classroom by pretest-posttest surveys and teacher interviews. Teachers' incorporation of SEL instructional pedagogies in their classrooms should increase by at least 50% across the relevant competencies. (See Appendix J.6.2.)

The research team will assess the outcome of the JMLPE to increase students' scores on objective tests on the attainment of state standards in civics and government using criterion-referenced civic knowledge tests. The measurable threshold for students in the intervention group will be achieved if posttest knowledge scores increase by at least 50% over the pretest scores. The scores of students in the intervention group should be significantly ($p \leq .05$) higher than those of students in the control group. Improvements in students' civic dispositions and skills will be measured using pre/post-program surveys. The study's threshold for middle school students is a 10% increase and for high school students a 5% increase in scores from the pretest to the posttest. Similar thresholds for the acquisition of SEL competencies will be examined based on pre/post-program surveys. (See Appendix J.6.3.)