



Center for Civic Education

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**Strengthening Democracy through History and Civics
American History and Civics Presidential Academies for Teachers
And Congressional Academies for Students**

*“I know of no safe depository of the ultimate powers of the society but the people themselves;
and if we think them not enlightened enough to exercise their control with a wholesome
discretion, the remedy is not to take it from them, but to inform their discretion.”*

—Thomas Jefferson, 1820

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Summary

The Center for Civic Education is proposing a five-year series of Presidential Academies for teachers and Congressional Academies for students that will address both of the Absolute Priorities as well as both of the Competitive Preference Priorities to improve outcomes for high-need students and use the resources of the National Parks, which is appropriate in honor of the recent centennial of its founding. In each of the summers of 2018-2022, both Academies will include a two-week experience in conjunction with exemplary scholars and mentor teachers. Participants will be immersed in the study of American constitutional history and principles following the intellectual framework of the We the People curriculum on American constitutional history.

The project's objectives are to provide: 1) high-quality professional development (PD) in the content and methods of history and civics for a group of teachers of high-need students each year, 2) high-quality, interactive instruction in history and civics for a group of high-need high school students each year, and 3) outreach and follow-up activities with scholars that will benefit teachers, students, and the general public during the school year. The outcomes will be: 1) improved subject knowledge and pedagogy for 51 teachers/year, leading to high-quality interactive instruction and a professional learning community aided by a History and Civics Online Forum; 2) improved content knowledge, skills, and attitudes for 102 students/year, aided by an Student Online Forum; and 3) a series of eight online videos and four webinars that will help extend the teachers' PD and can also benefit students and the general public. These videos will be available on the Center's website free of charge, which will provide sustainability and scalability, greatly expanding the project's scope.

Appropriate for the study of constitutional history, the Academies will take place concurrently on the campus at James Madison University (JMU). The Center has cooperated for more than 20 years with JMU, which has hosted numerous institutes for the Center with significant success.

The teachers will be selected from schools that have strong administrative support for work with high-need students. For each teacher, two high-need students from that teacher's school or school district will apply conjointly and participate in the Academies. At most sessions the Academies for teachers and students will meet separately but there will be times for joint activities during the summer and school year.

Project Narrative

A. Quality of the Project Design

(i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

Project Design. As noted in the Summary, the Center for Civic Education’s (Center) proposal to conduct Presidential and Congressional Academies addresses both Absolute Priorities 1 and 2 as well as Competitive Preference Priorities 1 and 2 for projects designed to improve academic outcomes for high-need students and uses the resources of the National Parks. Unfortunately, schools with high concentrations of high-need students are 77 percent more likely than affluent schools to be taught by teachers without degrees in the subject matter they are teaching (Jerald and Ingersoll 2002). In this project, as in previously-funded federal projects, the Center will use the U.S. Department of Education’s definition of “high-need” students: “Students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in the Race to the Top application), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners.”

The project will provide five, 51-member cohorts of teachers of high-need classes with Presidential Academy summer sessions and follow-up activities during the school year to continue their learning. The five, 102-member cohorts of Congressional Academy summer and

follow-up sessions for high-need students will intersect strategically with the Presidential Academies for teachers. The teachers will apply conjointly with the students. The Strengthening Democracy Project's goals and objectives are described at greater length later in this document.

National Need for History and Civic Education. The national need to further the historic civic mission of public education in the United States is of particular significance at a time when public trust in government remains near historic lows (Pew Research Center 2014) and the midterm election turnout in 2014 was the lowest in seventy years (Pillsbury and Johannesen 2015). These heightened levels of public cynicism prevent our representative democracy from working effectively by impeding citizen participation in the political process. The continued vitality of American constitutional democracy depends, in no small measure, on what happens in the nation's classrooms and through programs such as those advanced in this proposal.

A major goal of this program is to address these problems by fostering significant gains in teachers' and their students' historical and civic knowledge, skills, and dispositions, which should enhance their capacity and inclination to participate competently and responsibly in the political system. Systematic reviews of research demonstrate that history and civic education curricula and pedagogy result in cognitive learning, increases in intellectual and participatory skills, and improved academic achievement (Deakin Crick et al. 2005). Studies also indicate that history and civic education coursework increases students' dispositions to vote as well as take part in other forms of political participation (Bachner 2010; Crawford 2010). For example, as compared to other young Americans their age, the Center's We the People: The Citizen and the Constitution program alumni had higher levels of voting in the 2004 presidential election, volunteering in political campaigns, participation in marches and demonstrations related to

national and local issues, and other aspects of political participation (Soule 2005). The achievement of these results will be furthered by the provision of high-quality open educational resources for PD to all teachers of history, civics and government in the country and other interested parties with access to the Internet.

The proposed program addresses the well-recognized and documented need to improve education in history and civics in our nation's schools. Both teachers and students need the inspiration and challenge that a rich education in history and civics provides. The Presidential and Congressional Academies in the Strengthening Democracy project will immerse the participants in the study of American constitutional history and principles following the model of the We the People: The Citizen and the Constitution curriculum. Information on the We the People program is found below, with additional information in Appendix C.

We the People. We the People: The Citizen and the Constitution, was developed by the Center in conjunction with prominent scholars and educators in history, political science, and constitutional law. In 1987 it was adopted by the Commission on the Bicentennial of the U.S. Constitution, chaired by Chief Justice Warren E. Burger, as the principal education program of the federal Constitution's bicentennial. The success of the program at the Bicentennial Commission led to Congress continuing the program through the U.S. Department of Education.

The foundation of the We the People program is the classroom curriculum, which is available in print as well as enhanced e-books. It complements the regular history and social studies

curriculum by providing upper elementary, middle, and high school students with an innovative course of instruction on the history and principles of U.S. constitutional democracy. The text covers six units: 1) What Are the Philosophical and Historical Foundations of the American Political System? 2) How Did the Framers Create the Constitution? 3) How Has the Constitution Been Changed To Further the Ideals Contained in the Declaration of Independence? 4) How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices? 5) What Rights does the Bill of Rights Protect? and 6) What Challenges Might Face American Constitutional Democracy in the Twenty-First Century? All of the units and lessons in the texts are framed as questions, emphasizing that the program is inquiry-based and seeks to teach students how to think critically and not what to think.

Culminating Activity. The program's culminating activity is a simulated congressional hearing in which students "testify" before a panel of judges acting as members of Congress. Students demonstrate their knowledge and understanding of constitutional principles and their history, and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. Teachers may engage their students in a noncompetitive simulated congressional hearing, or a competitive hearing at some levels in certain states. Each year a national academic competition for high schools is held in Washington, D.C. culminating with a top ten final round in hearing rooms on Capitol Hill. The student simulated hearing not only deepens student knowledge of the U.S. Constitution and Bill of Rights, it builds important skills and dispositions, such as understanding historical contexts, working cooperatively as a team, public speaking, managing conflict, and reaching consensus. Samples of questions posed in the hearings can be found in Appendix C.

National Implementation Network. The Center has a volunteer network of 50 state-based social studies, history, civics, government, and law programs sponsored by state bar associations and foundations, colleges and universities, state departments of education, and nonprofit educational organizations to promote teaching and learning about the U.S. Constitution and Bill of Rights. We the People state coordinators maintain a network of local volunteer coordinators who support the program's implementation within their communities. The national breadth of the program means it reaches students in every geographical area, from poor rural areas to high-need urban school districts. The curriculum has been correlated with the Common Core Standards as well as the history and civics standards of every state.

The volunteer coordinators involve their elected officials at local and national levels, along with their staffs. These officials interact with students and teachers as they evaluate student hearings, visit classes, and speak to teachers at professional development (PD) institutes, which benefits the knowledge of both the students and the officials.

Research Confirming the Program's Effects on Students and Teachers. Numerous studies confirm the significant educational effects of the program. A study of the We the People PD and curricular programs that meets the criteria for inclusion in the What Works Clearinghouse was conducted in 2014–15 by a team of researchers led by Professor Diana Owen of Georgetown University. High school social studies/civics teachers from schools that vary in size, location, and type participated in the research. The study compared the effectiveness of teachers with and without We the People PD in imparting civic knowledge, skills, and dispositions. We the

People-trained instructors, whether they were teaching We the People or a traditional civics or social studies class, were more successful in conveying civic knowledge and orientations than their counterparts. Students in classes taught by We the People teachers evidenced significantly greater gains in knowledge of government and politics at the conclusion of the course than other students. They demonstrated significantly greater dispositions than students of teachers without We the People PD to discuss politics, express opinions, follow and critically evaluate political issues and news coverage of government, entertain a career in government, and consider running for office. They also were significantly more interested in getting involved in their community, participate in elections, and vote when they came of age. Upon completion of the We the People curriculum, 44 percent of students reported that they were “a lot more inclined” to take part in government and politics than before they took the course compared to 37 percent of students who took a traditional civics class with a We the People teacher and 16 percent of students whose instructors did not have We the People PD. In addition, the study found that We the People-trained teachers were the most likely to foster an open and respectful classroom environment that positively contributes to the acquisition of political knowledge and civic dispositions (traits described by Campbell 2005).

The Georgetown research team is also serving as the evaluators of the U.S. Department of Education-funded James Madison Legacy Project (JMLP). The JMLP is a five-year nationwide initiative of the Center for Civic Education targeting high-need students that expands the availability and effectiveness of middle and high school civics instruction. It provides PD for teachers based on the We the People: The Citizen and the Constitution curriculum. In the first two years of the JMLP, approximately 2,000 teachers received PD, benefitting approximately

150,000 students in 46 states and the District of Columbia. The JMLP is funded by a Supporting Effective Educator Development (SEED) grant. The research team is studying the effectiveness of the JMLP for participating teachers and their students. The study released this year shows that the We the People program works. Teachers gain civic content knowledge and improve their classroom pedagogy. Students improve their knowledge of fundamental constitutional principles.

The teachers' civic knowledge in year one (2015–2016) increased significantly after they completed the JMLP. JMLP teachers scored on average 18% higher on a test of civic knowledge (approximately 7 points better on a 60-point scale) than control teachers who did not participate in the JMLP PD. Teachers who took part in the JMLP were more committed to the goals of educating students about core democratic principles and their civic responsibilities than control teachers.

Regarding the students, analysis of the data collected in year one finds that high school students whose teachers received We the People PD scored on average 41% higher on a civic knowledge test (over 5 points better on a 25-point scale) than their peers whose teachers did not receive JMLP training. The difference is statistically significant. Middle school students whose teachers received JMLP training in the first year scored on average 17% higher on a knowledge test (nearly 2 points better on a 20-point scale) than their peers. The difference is statistically significant.

In addition to the Georgetown studies, numerous independent studies have been undertaken on the effects of the We the People program on student growth that have findings consistent with

those of the 2014–15 study. For example, in 2011, Owen found that We the People students and alumni know significantly more about American government than the general public, including those who have taken a basic civics course as well as those who have taken “enhanced” civics courses offered by other organizations. We the People alumni, some of whom have been out of high school for three decades, retain knowledge about government and exhibit higher levels of knowledge than the general public. Such findings are consistent with earlier studies that showed that the program’s students outperformed their peers on objective tests of basic knowledge in civics and government and even outperformed university students in political science classes (see Owen 2015, 2011; Eschrich 2010, 2012; Hartry and Porter 2004; Turnbull et al. 2007; and ETS 1988, 1991a, 1991b; these studies are available in their entirety at civiced.org/resources/research/researchevaluation/re-we-the-people).

Program Goals and Objectives. The 2016 Democracy Schools Project Evaluation identifies keys to effective institutionalization of PD project results. They include: 1) strong administrative support, 2) adequate released time for teachers taking PD during the school year, 3) sustained, high-quality PD that improves academic content and teaching methods, 4) engaged teacher mentors who provide coaching and technical assistance, and 5) adoption of professional learning communities that can assist the teachers to implement classroom instruction effectively. The Strengthening Democracy Project aligns with these key elements.

As noted briefly in the summary, the Strengthening Democracy Project’s goals and objectives are: 1) high-quality PD in the content and methods of history and civics for a group of teachers of high-need students each year, 2) high-quality, interactive instruction in history and civics for a

group of high-need high school students each year, and 3) outreach and follow-up activities with scholars that will benefit teachers, students, and possibly the general public during the school year. The outcomes will be: 1) improved subject knowledge and pedagogy for 51 teachers each year, leading to high-quality interactive classroom instruction and a professional learning community aided by a History and Civics Online Forum, 2) improved content knowledge, skills, and attitudes and dispositions for 102 students each year, aided by a Student Online Forum, and 3) a series of eight online videos and four webinars that will help extend the teachers' PD and can benefit students as well. These follow-up activities during the academic year will be useful for self-directed tutorials and blended and flipped instruction for PD. Selected components of the video programs will be useful in classrooms. The online programs will be available at no charge to educators, students, and the general public. An outline of the project's goals, activities, objectives, and evaluation measures follows in table form.

Selection of Participants. The Academies' participants will apply and be selected in teams comprised of one teacher and two students, which will facilitate follow-up that includes teachers and students; the application and selection processes are described in Section C and in Appendix C.

Goals, Activities, Objectives, and Evaluation

Goal 1: High-quality professional development in constitutional history and principles		
Activity	Objective	Evaluation
Two-week Presidential Academies will be held in Washington, D.C. on	Fifty-one teachers each year will have an enriched understanding of	Evaluation to measure the impact of the summer session PD on teachers' subject-area

constitutional history and principles for teachers of high-need students.	constitutional history and principles as well as appropriate methods for teaching the subject.	knowledge, classroom pedagogy, and engagement with other teachers will include teacher pre- and post-institute survey instruments.
School administrations will approve participation of teams of teachers and students to participate.	Teams’ participation in the Academies and implementation of the project’s results in the classrooms.	The applications from teachers and students will be reviewed by Center staff and mentor teachers. A number of teachers will be observed during the school year in their classrooms.
Goal 2: High-quality, interactive instruction in history and civics for high-need students		
Activity	Objective	Evaluation
Two-week Congressional Academies will be held in Washington, D.C. on constitutional history and principles for high-need students.	One hundred two students each year will improve their content knowledge, skills, and attitudes regarding constitutional history and principles.	Pre- and post-institute survey instruments will measure the impact of the summer session on students’ subject-area knowledge, skills, and dispositions.
Goal 3: Outreach and follow-up activities with scholars that will benefit teachers, students, and possibly the general public		
Activity	Objective	Evaluation
Eight online videos totaling 12-16 hours and four hour-long webinars with scholars will be developed by the Center. The videos will be accompanied by interactive exercises and discussion questions and related reference materials indexed by topic.	Deepened historical and civic learning and teaching methods opportunities for project teachers as well as other teachers across the nation at no charge.	Surveys will be collected from all teachers at the end of the year evaluating the online resources. A number of teachers will be observed in their classrooms during the school year.
The Center will develop and maintain the Presidential Academies Online Forum.	The Forum will provide ongoing support to develop a professional learning community for a minimum of 51 teachers per year.	Surveys will be collected from teachers at the end of each year evaluating the Presidential Academies Online Forum.
Students will have access to the eight online videos and four webinars with scholars.	Although not required, students can be aided by the videos and webinars in	Surveys will be collected from students at the end of each year, evaluating the videos,

	deepening their learning.	webinars, or other activities.
The Center will develop, maintain, and moderate the Congressional Academies Online Forum.	A minimum of 102 students per year will be aided by the Forum in implementing their learning during the school year.	Surveys will be collected from all students at the end of the year evaluating the Congressional Academies Online Forum.

Academy Topics. Both Academies will have four topics at their core. Treatment of the topics will include a wide array of perspectives in teaching and learning American history and civics.

These topics are:

1) **The philosophical and historical foundations of the American political system and the creation of the U.S. Constitution**, e.g., classical republicanism; the natural rights philosophy including such principles and values as popular sovereignty, political equality, individual rights, and the common good; constitutionalism and the rule of law; majority rule and minority rights and federalism. Historical documents to be addressed would include Magna Carta, the Petition of Right of 1628, the Bill of Rights of 1689, the Habeas Corpus Act of 1679, the Declaration of Independence, the Articles of Confederation, selected early state constitutions, the Virginia Plan, the U.S. Constitution and Bill of Rights, and the Federalist.

2) **Changes in the U.S. Constitutional system that have furthered the ideals contained in its Preamble and the Declaration of Independence**, e.g., the establishment of and impact of judicial review, the emergence of political parties, the Civil War amendments, the impact of the interpretation of the due process and equal protection clauses of the 14th Amendment, the Civil Rights Act of 1964, the Voting Rights Act of 1965, *Brown v. Board of Education*, and the impact of amendments 16, 19, 24, and 25.

3) The impact of the values and principles in the Constitution and its Preamble on

American governmental institutions and practices, e.g., the role and functions of Congress in the American constitutional system, the role of the president in the American constitutional system and the expansion of presidential power, the role of the Supreme Court in the American constitutional system and the expansion of its powers. Historical documents to be addressed would include the Federalist; the U. S. Constitution; and the Civil Rights Acts of 1866, 1871, 1875, 1957, 1960, 1964, 1968, and 1991, among others.

4) Rights protected by the Bill of Rights and subsequent amendments, e.g., freedom of belief, freedom of expression, the right to due process of law, the right to the equal protection of the law, the right to vote and hold public office, and the right to political equality. Historical documents to be addressed would include the Constitution and its amendments, landmark Supreme Court cases such as *Everson v. Board of Education*, *Employment Division v. Smith*, *Church of the Lukumi Babalu Aye, Inc. v. City of Hialeah*, among others.

Presidential Academies. The Academies will devote three days to each of these topics. The Presidential Academy sessions will feature lectures and discussions by constitutional historians, political scientists, and legal scholars. These lecture/discussions will take place both at the host site and at various historical sites as described below. Participants will have the opportunity to engage in whole group model lessons provided by experienced and knowledgeable mentors and to work in small groups along with mentors to explore further and discuss the content of the scholars' lectures. These academies will also conduct sessions on engaging and demonstrably productive methodology useful in addressing the content in the participants' classrooms. The Center recognizes that the diverse group of participants will have their own expertise, the sharing

of which will benefit the entire group and help to build a functioning professional learning community. The selection process is explained in Section C below.

Congressional Academies. After “ice-breaking” activities to start building a community among the students, the Congressional Academies for students will include short lectures and discussions led by scholars and the Center’s most experienced mentor teachers. Students will also break into eight small groups, each led by a mentor. The students will have discussion groups that are similar to those of the Presidential Academy, with investigations of the topic in further depth and the sharing of perspectives. The mentors will also teach the students how to make effective presentations so they will be prepared to lead discussions with other students when they return to school on what they have learned during the Academies. One day of each of the four topical sessions will be devoted to a field trip, as described below. Detailed model agendas for each Academy are provided in Appendix C.

As with previous institutes, the Center will ensure that the participants can earn academic credits for their work. Additional information on credits is included in Section C below. The teachers will receive a \$500 stipend and the students will receive a \$100 stipend.

Venue for the Academies. The Presidential and Congressional Academies summer sessions will take place on the James Madison University campus, which is located in Harrisonburg, Virginia. The high-quality facilities and modest size of the campus will provide Academies participants with an excellent atmosphere for both serious study and developing learning communities among the teachers and students. There will also be cultural opportunities and “fun” activities, particularly for the students. The participants will have access not only to the University’s academic facilities but also the recreational facilities. Of course, this part of Virginia also affords

many excellent opportunities for field trips that will provide a great combination of high quality interactions with scholars and public officials at important sites.

Field Trips. Field trips to notable destinations will provide excellent opportunities for participants to deepen their understanding of American constitutional history and to see how historical conflicts and experiences reflect American constitutional principles and civic culture. The trips will include experiences at James Madison's Montpelier, Monticello, Civil War Shenandoah Valley battlefields, the U.S. Capitol, Supreme Court, National Archives, and Mount Vernon. The groups will meet with scholars and, where relevant, public officials. At the Capitol, the participants will meet with the House and Senate historians. These field trips will provide points of intersection for the two Academies, with both teachers and students visiting the same sites. At these sites, the participants will divide up into smaller groups as appropriate to facilitate tours, questions, and discussions.

Scholars. Fundamental to the success of the Academies will be the quality of the academic content and its presentation by scholars at the summer session. The Center will employ scholars who are knowledgeable, articulate, and experienced in working collegially with teachers. These scholars are specialists in constitutional history and principles who can address diverse perspectives and experiences in American history and civics. They will not only serve as lecturers and discussion leaders for the Presidential Academies but their presentations will be recorded and edited into a series of videos. The scholars will be the Honorable Susan Leeson, a political scientist who served on the Oregon Supreme Court; Scott Casper, Dean of the College of Arts, Humanities, and Social Sciences and Professor of History at the University of Maryland, Baltimore County; Vikram Amar, Dean and Iwan Foundation Professor of Law at the University

of Illinois at Urbana-Champaign; and Francene Engel, Professor of Political Science at the University of Maryland, College Park. Each scholar will handle one of the topics. Their letters of endorsement of the project and brief bios are in Appendix B. Another scholar from the Center's scholars network will be providing additional lectures at the Academies, such as Henry L. Chambers, Jr. of the University of Richmond, Professor of Law and Special Assistant Attorney General for the Commonwealth of Virginia.

Academic Year Follow-up. During the following school years, with the guidance of the Center's state coordinators, the teachers and students will be encouraged to work jointly with other students in their schools to implement relevant high-quality history and civics programs of their choice, possibly including programs such as History Day and We the People. These programs could also include new projects created by the participants. The online forums to be developed by the Center will greatly aid this process, as will the support of the Center's network of state coordinators.

Videos. In the first year, the Center will record eight scholarly lecture-discussions at the Presidential Academy. Following the example and success of the online scholarly videos produced last year for the James Madison Legacy Project, the lectures will be edited into five- to seven-minute segments focusing on the central topics of the Academy. The programs will include not only the lectures but also interactive elements. Each video segment will be followed by highly interactive, objective online exercises to enable viewers to self-check for their understanding and retention of the material as well as their capacity to apply their learning. Each

segment also will be followed by open-ended questions that can be used in onsite or online group discussions of the content presented. Discussions will provide opportunities to check for understanding of content and explore issues raised by the scholars' presentations.

Given that many Center institute participants are asked to conduct PD sessions with their colleagues during the school year, the video resources could be used not only for local PD conducted by Presidential Academy participants but also by teachers in their classrooms with their students. Being made available for free online, they can also be used by any other teachers in the country.

Online Forums. The Center will develop online forums for the Presidential and Congressional Academy participants. These will be modeled upon the online forum developed for the James Madison Legacy Project.

A moderator selected from among the mentor teachers will proactively engage teachers in the Presidential Academy forum by posting material and discussion questions, which are likely to be drawn from the videos. The resultant collegial exchange of ideas, experiences, best practices, resources, and results of research and evaluation will enhance teachers' knowledge and practices and have the potential to contribute to the advancement of teacher and school leadership theory through lessons learned during the implementation and evaluation of the programs. Participation in this nationwide community of practice will be open to other practitioners and interested parties.

The Congressional Academy student forum will not only be separate but it will be open only to students in the Congressional Academies. It will be moderated by the Center. The Center will

protect the students' privacy and their participation will require approval from their parents and schools.

(ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

National Implementation Network. The Center's national network of scholars, educators, and partner organizations housing coordinators in every state will be fundamental to the success of the Academies. Network members will be vital in recruiting teachers and students to participate and will assist Center staff in following up during the school year with the teachers and students. A more extended description of the network is included in Section C below.

Administration of the Academies. The Center has conducted many teacher institutes and academic events that include up to 1,200 students apiece. Within the past two years alone, through the James Madison Legacy Project, the Center and its partners in the We the People state network have conducted 78 institutes for more than 2,000 teachers. This summer the Center is conducting the 16th iteration of the intensive National Academy for Civics and Government at Occidental College (evaluations from the most recent National Academy are in Appendix C). The Center recognizes the special demands that student programs place on the Center's program staff. The Center will work closely with JMU's staff, which has many years of experience in handling summer youth programs and teacher institutes. JMU will donate all the meeting space as well as other in-kind services of great value—more than \$25,000 per year—to the project. JMU is described in more detail in Section C.

Production of Online Videos. The Center will also work with Gregory Bernstein, Associate Professor and Assistant Director for Film at Arizona State University who is also an attorney, to produce the videos to be made of the scholarly and methods presentations. Professor Bernstein, a former member of the Center’s staff, will direct the video production crews. The scholarly videos that he shot for the James Madison Legacy Project were of high professional quality and are being used for PD in that project. Preliminary JMLP research indicates that teachers receiving PD from the videos achieved statistically significant improvements in knowledge and civic skills when compared with control group teachers. As with the videos shot for that project, the videos to be shot for the Academies will be posted on the Center’s website, with appropriate protections for the privacy of the participants. The four webinars per year will be posted as well. As noted above, the videos and webinars will be freely available to teachers across the country and the interested general public as well. Those resources will provide ongoing PD opportunities that will sustain the project’s results after the grant period. They also will give the project “scalability” that theoretically could reach every history and civics teacher in the country.

(iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

Research in the field of PD suggests that it takes a minimum of 30 contact hours—with even more hours recommended, if possible—for the PD to be effective in producing significant gains in teachers’ learning and ability to pass along the fruits of that learning to their students. The

research on the James Madison Legacy Project is seeking to determine the effects of 30-hours of PD when compared with PD of 56 hours. It is also testing the efficacy of face-to-face versus blended learning institutes. The Presidential Academies, which will provide more than 70 contact hours of study, will far exceed the minimum number of 30 PD hours that research has determined to be necessary to achieve significant results.

Webinars. Effective PD also includes follow-up support during the school year. In order to help keep the participants up-to-date with research and effective practices, four hour-long webinars will be conducted during the academic year approximately every two months. Each webinar will include a scholar and a master teacher, who will review an issue of the day and its constitutional implications. The scholars and mentor teachers, who will be drawn from the Center's network, are first-rate in their scholarship as well as their abilities to work well with teachers and students. They will present a topic, interact with each other, and then will field questions from Academy participants. The interpretations of new Supreme Court decisions and actions of Congress and the executive branch will be likely topics. These webinars will provide reinforcement to the study of constitutional history and principles from the summer sessions. Because it is hardly possible to get all of the Academy teachers and students online at the same time due to disparate schedules and time zones, the webinars will be recorded and posted on the Strengthening Democracy Project's site and will be available to all teachers, students, and the general public.

B. *Significance*

(i) The extent to which the proposed project is likely to build local capacity to provide, improve or expand services that address the needs of the target population.

The Strengthening Democracy Project will build local capacity of participating teams of teachers and students (as described in Section C) to improve the quality of history and civic education for high-need students through students' direct involvement as participants in the Congressional Academies and teachers' involvement in the Presidential Academies.

The Academies' participants will apply and be selected in teams comprised of one teacher and two students; the application and selection processes are described in Section C and in Appendix C.

Academic year follow-up programs. Support from the participants' administrators will ensure that teachers will be able to apply their deepened expertise in American history and civics to their entire classes and not just to Congressional Academy participants. In addition to the readings provided at the Academies, the teachers will have other resources they can use that will be developed by the Center, such as the online videos. These can be used in Academy teachers' classes as well as in PD activities with other local teachers. They will also have support in building local capacity through the webinars and the online teacher forum. These will continue to connect the participants to the scholars, mentors, and staff of the Academies. As they will be accessible to all teachers in the participants' schools and districts, they can also serve to broaden the base of high-quality history and civic education in their schools.

Furthermore, all of the teachers in the school districts will be free to use the Center's existing online resources, including the James Madison Legacy Project's videos and interactive

exercises. The impact of the online sessions, recorded videos, webinars, and the teacher forum will be amplified because they will be made available to anyone with an online connection.

The student participants will prepare a presentation, using PowerPoint or some other means of display, to present to their classes on what they thought were the most interesting lessons and experiences they gained from their participation. They will lead a discussion regarding what they learned. They will also be encouraged to work jointly with other students in their schools to implement relevant high-quality history and civics programs of their choice, possibly including programs such as History Day and We the People. These applications could also include new projects created by the participants that can then be featured in the online teacher and student forums.

Involvement of scholars, master teachers, and community resource persons. As previously noted, the Center's institutes' content and pedagogy have been validated as a leading model in the field, as determined by the What Works Clearinghouse. The Center has always placed a priority on ensuring the high quality of its programs by drawing upon the assistance of highly qualified scholars in the fields of political science, political philosophy, political history, constitutional law, and education. The contributions of these scholars have been enhanced by the participation of master teachers, social studies supervisors, and public- and private-sector practitioners in government and law. The Center will continue to draw upon such expertise in the development and implementation of this program to ensure its high quality. Such participation has resulted in the Center's PD and curricular programs being widely respected,

including an endorsement by the National Staff Development Council (NSDC), for their substantive validity, usefulness to teachers and students, and nonpartisan approach.

(ii) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

Importance of the results. The Academies will provide rich opportunities for learning, reflection, and action regarding history and civics for both teachers and students. As noted, the research by Professor Owen and the report by the National Staff Development Council affirm that the Center’s Academies should produce statistically significant gains in the learning of history and civics and increased civic engagement for the students of teachers in the Presidential Academies. The magnitude of the outcomes will be enhanced by the online availability of the PD resources to be developed and made available to all teachers, students, and the general public.

C. Quality of the Management Plan and Personnel

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines for accomplishing project tasks.

Timeline. The timeline for the first phase of the Strengthening Democracy Project is below. It should be noted that the first “year” or phase of the project will actually cover the period from the grant start date of October 1, 2017 through the summer session in July 2018 and the follow-

up activities through May 2019. The budget is written for five years, but the Center will request a no-cost extension to cover the follow up activities through the entire school year. Thus the five-year budget will actually cover five years and 7 months. The timelines for years two through five of the project will use effectively the same dates as phase one, with minor adjustments.

Strengthening Democracy Timeline	
Activity	Date
Project start date; contract signed with JMU	October 1, 2017
Preparations begin and continue through project year with scholars, mentors, and other project personnel	October 2017–September 2018
Academy applications posted on website and national publicity begins	November 1, 2017
Deadline for teacher and student applications	March 15, 2018
Applicants notified	April 15, 2018
Teacher and student online forums launched	May 1, 2018
Mentors meet via Skype with staff and scholars	May 16, 2018
Academies conducted at JMU; scholars' sessions recorded; evaluators on-site	July 8–21, 2018
Pre-tests of teachers and students	July 8, 2018
Focus groups and post-tests of teachers and students	July 21, 2018
Film producer and Center staff develop video programs	July 24–December 1, 2018
Teachers and students share their learning with colleagues; evaluators conduct site visits to schools	September 2018–May 30, 2019
Report to the Center from the evaluation team	September 1, 2018
Webinar with scholar and mentor regarding Constitution Day	September 14, 2018
Second webinar	November 16, 2018
Videos posted on Center website	December 1, 2018
Report to the Center from the evaluation team	December 1, 2018
Third webinar	February 15, 2019
Report to the Center from the evaluation team	March 1, 2019
Fourth webinar	April 12, 2019
Evaluators submit annual report to the Center and the U.S. Department of Education	September 30, 2018

Application and Selection Process. The selection process for the Academies' teams that are comprised of one teacher and two students from each participating school will be thorough and will emphasize intellectual curiosity, geographic and ethnic/racial diversity. The Academies will not discriminate on the basis of race, color, national origin, sex, disability, or age, with the exception that the students in the Congressional Academies will be high school-aged. All applicable Federal guidelines and nondiscrimination statutes will be followed in such selections, with an effort to select a diverse group of participants who represent the variety of the nation's educators. A complete description of the selection process is included in Appendix C.

The Center for Civic Education. The Center is a nonpartisan nonprofit organization based in California with a network of program coordinators in every state in the country and in more than eighty emerging and advanced democracies throughout the world. The mission of the Center is to promote an enlightened and responsible citizenry that is committed to democratic principles and actively engaged in the practice of democracy. To this end, the Center administers a wide range of critically acclaimed curricular, teacher-training, and community-based programs in conjunction with civic educators around the world.

Center Goals. The principal goals of the Center's programs are to help students develop (1) an increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded, (2) the skills necessary to participate as competent and responsible citizens, and (3) the willingness to use democratic procedures for making decisions and managing conflict. Ultimately, the Center strives to develop an enlightened

citizenry by working to increase understanding of the principles, values, institutions, and history of constitutional democracy among teachers, students, and the general public.

Center History. The Center has its roots in the interdisciplinary faculty Committee on Civic Education formed at the University of California, Los Angeles, in 1965 to develop more effective curricular programs in elementary and secondary civic education. In 1969, the Center became affiliated with the State Bar of California. In 1981, the State Bar of California established the Center for Civic Education as an independent 501(c)(3) nonprofit organization. Funding for the Center comes from a variety of public- and private-sector sources in the United States and in other nations. Over the years the Center has administered more than \$300 million in grants and contracts for programs that have reached more than 30 million students and 90,000 teachers.

We the People Programs. The Center's We the People programs have implemented more than 150 state-based and national institutes over the years. The James Madison Legacy Project is adding another 78 institutes for more than 2,000 teachers of high-need students and their classes to those totals. In addition, the Center has conducted the National Academy for Civics and Government 15 times, providing a model for extremely rigorous study. The institutes listed above have ranged from 30 hours to four weeks in length. Elements of these institutes have influenced the planning of the Strengthening Democracy Project. In addition, the Center conducted a poll of teachers, who determined that two weeks was the preferred length for intensive Academies.

Research on the effects of its PD and curricula indicates that the Center offers the most effective programs in civic education for democracy, including We the People: The Citizen and the

Constitution. The programs address the full range of civic education activities, from the development of educational policy, standards, curricular frameworks, and materials to teacher education, K-12 classroom implementation, and research and evaluation. Because of this experience, the U.S. Department of Education and the Pew Charitable Trusts selected the Center to develop such foundational documents as the *National Standards for Civics and Government*.

Use of Educational Technology. As part of its continuing commitment to improve the quality of civic education throughout the world, the Center offers all of its curricula in electronic form, including enhanced e-books with the most advanced communication tools in the history/social studies field. There are also numerous free online resources for educators, community youth-group leaders, scholars, other civic education practitioners, and the general public.

National Network. Over the course of four decades the Center's national network has included more than 250 people who have been coordinators at the state level, 2,000 coordinators at the congressional-district level, and 90,000 teachers. In addition, it now includes a PD cadre of more than 250 highly trained and experienced mentor teachers, 100 scholars expert in the presentation of content from their disciplines that is most useful for teachers of history and civics, and more than 2,000 volunteer professionals from public- and private-sector organizations, including practitioners of politics and government experienced in the theory and day-to-day operations of governmental institutions.

This extraordinary network of highly trained and skilled professionals provides a base of support upon which the Strengthening Democracy program will rely. The Center will employ this resource by disseminating information regarding applying to the Academies to

administrators, teachers, and students across the nation. This process has proved to be very effective. Extensive Center experience, most recently in the nationwide James Madison Legacy Project, with its institutes for teachers of high-need students, but also the three-week National Academy for Civics and Government, which has been offered 16 times over the years, and the We the People program funding under which more than 150 state-based institutes were conducted by its state coordinators and local scholars.

Mentor Teachers. The network includes mentor teachers from which the Center will draw the five mentors for the Presidential Academies and eight mentors for the Congressional Academies. These mentor teachers will be selected for their expertise and teaching skills in their own classrooms and their capacity to collaborate with other teachers to extend their own learning, advance successful school improvement efforts through PD, and support shared visions and values. It is expected that some teachers, after participating in the Presidential Academies, will become Center mentor teachers. The addition of mentor teachers to the Center's network will expand its base of colleagues skilled in implementing, sustaining, and improving classroom practice in civics and government and providing PD to their peers. The network will also enhance the Strengthening Democracy project through the online history and civics forums to be established on the Center's website, which will be available to them.

Personnel. The proposed project will be managed by the senior leadership of the Center, which has had broad and significant experience since 1965 in the development, implementation, coordination, and evaluation of nationwide programs in constitutional history, civics and government. The senior staff members have 30 years of experience in history and civic education

on average. This has included extensive experience in intensive PD, from short-term workshops to four-week, university-based residential institutes. It has also included leading roles in the development of: curricular frameworks, standards, and evaluation instruments for the state of California since the late 1960s; *Civitas, A Model Civic Education Curriculum Framework*; the *National Standards for Civics and Government*, *Res Publica, an International Framework on Education for Democracy*; and the framework and test items for the NAEP Civics Assessments. Principal staff to participate in Strengthening Democracy are as follows. Their resumes may be found in Appendix A.

Key Personnel or Consultant	Qualifications
Charles N. Quigley, Executive Director	Mr. Quigley is broadly recognized as one of the most prominent curriculum and program developers in the field. He is the author and editor of many textbooks, curricular materials, e-publications, and articles on civic education. He is the creator of <i>We the People: The Citizen and the Constitution</i> , <i>Project Citizen</i> , the <i>CIVITAS Model Civic Education Curriculum Framework</i> , the <i>National Standards for Civics and Government</i> , and the <i>Civitas International Programs</i> . He has served as a senior consultant and organizer for numerous civic education reform efforts, including two White House conferences, four Congressional Conferences on Civic Education, and the National Commission on Civic Renewal. He will direct the Strengthening Democracy Through History and Civics Project.
John Hale, Associate Director	A former program officer at the NEH, Mr. Hale has directed numerous institutes and scholarly conferences, both in the United States and overseas, including the National Academy for Civics and Government. He has co-authored and edited many Center texts and other curricular materials. He is a member of the Steering Committee of the California Campaign for the Civic Mission of Schools. He will work on all elements of the proposed Academies, including the PD and student institutes, and will have the principal staff responsibility for the project's evaluation efforts.
Robert Leming, Director of the We the People Program	For the past nineteen years Mr. Leming has managed the national network implementing <i>We the People</i> at the upper elementary, middle, and high school levels in every state. He initiated the Center's national

	<p>efforts to develop and conduct high-quality onsite PD institutes, workshops, and seminars for teachers throughout the nation, including the Center’s High-Need Initiative and Civil Rights Institutes. He has directed online PD courses from the Center in conjunction with Kansas State University. In this project, he has helped draft the agendas and select the scholars and mentors for the Academies and will work with the Center’s network to disseminate information about the project. He has been working on these tasks with Maria Gallo, the Director of Professional Development, and will continue to collaborate with her in the conduct of the Academy sessions and online PD resources.</p>
<p>Mark Molli, Associate Director</p>	<p>Mr. Molli has served for 26 years as the director of strategic and daily operations for the Center’s Washington, D.C., office. He works with Mr. Quigley and others on the staff and with the national network to develop resources and implement programs. He manages the Center’s efforts to provide support for its programs, provides public information, and delivers presentations on the programs. He has co-managed and presented at numerous major conferences in the United States and overseas, where he has also provided teacher PD. Being based in Virginia, he will work with JMU and with other staff to manage the project’s summer sessions and arrange for visits to historic sites. He will also work with Mr. Hale to manage the research and evaluation efforts by the Center staff and by the research team from Georgetown University.</p>
<p>Maria Gallo, Director of Professional Development</p>	<p>Ms. Gallo is one of the three principal staff members to administer the James Madison Legacy Project. She works with Mr. Leming to direct the Center’s PD efforts and presentations of Center curricula at the national and state levels. As the director of the School Violence Prevention Demonstration Program she managed a network of program sites across the country that provided civic education as a means of preventing school violence through an intensive course for the full academic year, reaching more than 500,000 students. She has led the Center’s Native American Initiative. She developed and guided the PD programs for each of the sites as well as Training of Trainers Institutes. In this project she has worked with other staff to select scholars and she was the principal developer of the Academies’ agendas. She will work with Mr. Leming, Ms. Irion-Groth, and Mr. Hale to manage the implementation of the Academies.</p>
<p>Alissa Irion-Groth, Director of Program Administration</p>	<p>Ms. Irion-Groth works in collaboration with other Center staff to develop and manage all programmatic and financial aspects of large- and small-scale grant-funded programs. In her more than eleven years at the Center, she has served as a program officer and compliance officer on grants funded by the U.S. Department of Education, State, and USAID. For the James Madison Legacy Project she oversees planning, contracting, implementation, evaluation, and closeout for an annual budget of over \$6 million. This includes coordination with site</p>

	<p>coordinators from 46 U.S. states. In this project she will work particularly with Mr. Leming and Ms. Gallo to facilitate communication, administer subcontracts, and provide support to the Academies participants.</p>
<p>Mark Gage, Director of Curriculum, Publishing, and Digital Content</p>	<p>An experienced author and editor of print and electronic curricula, project manager, and digital content manager, Mr. Gage has ensured the timely and accurate production of the online components of the James Madison Legacy Project, including compiling and editing the educational resources for the scholarly videos, working with the IT director on the blended learning platform, and creating a Civics and Government Online Forum. He will perform similar functions in the Strengthening Democracy Project, including both teacher and student online forums.</p>
<p>Diana Owen, Georgetown University</p>	<p>Diana Owen, a political scientist at Georgetown University, will conduct the program’s research and evaluation efforts. She teaches in the Communication, Culture, and Technology graduate program and has also served as the director of the American Studies Program. Her areas of expertise are political psychology/sociology, American government and politics, and research methodology. She has conducted studies funded by the Pew Charitable Trusts and other sources on civic education, student learning, and youth political and civic engagement. She is the author of numerous books, book chapters, and journal articles in the fields of civic education and engagement, media and politics, political socialization, elections and voting behavior, and political psychology/sociology. She has prepared major evaluation reports, including <i>A People Looking Forward: Action and Activation for Partnership</i> (with Ignatius Bau for the President’s Advisory Commission on Asian Americans and Pacific Islanders) and <i>An Evaluation of the Influence of the New Voters Project on Opinion Leaders’ Attitudes about Youth as a Political Constituency</i>. Her current research explores the relationship between civic education and political engagement over the course of citizens’ lives, new media’s role in politics, and digital media literacy for civic education.</p>
<p>Gregory Bernstein, Arizona State University</p>	<p>The Center’s former general counsel, administrator, and contributing writer, Mr. Bernstein is now Associate Professor and Assistant Director for Film at Arizona State University. He received his law degree from UCLA and was executive editor of the <i>UCLA Law Review</i>. He also holds master’s degrees in film direction and public administration. He has served as a business and legal executive at entertainment corporations, taught and lectured at USC and Chapman University, and helped lead the Writers Guild of America. An accomplished writer, producer, and director, Bernstein co-authored <i>The Conspirator</i>. Included in his duties at the Center were direction of the Center’s media development, website, video production, and online applications. His scholarly and legal background, thirty years of experience in producing films, his successful production of the James Madison Legacy Project</p>

	videos, and his familiarity with the content of the We the People program highly qualify him to direct the development and filming of the Strengthening Democracy scholarly videos.
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James Madison University. As noted, the location of summer activities is James Madison University, with which the Center has had a working relationship for approximately two decades. JMU seeks to “be the national model of the engaged university because we believe engagement is a critical pathway to student enlightenment. As a reflection of our namesake, our most important intended outcome is to help create high-character citizen-leaders who contribute to improving the human condition.” The Associate Director of the James Madison Center for Civic Engagement, William Wilson, has been the Center’s principal contact person for all of that time. Because of the existing partnership between JMU and the Center, the classroom space, meeting rooms and instructional equipment will be provided free of charge.

Through its Office of Outreach & Engagement JMU can offer Continuing Education Units for interested teachers, with the charge for CEUs in 2018 likely to be \$20/per individual. JMU will also offer three graduate credits in history or political science, though there is an extra charge for the credits. Students will also be able to earn college credits, though there is an extra charge.

Other than for teachers pursuing credits, the only payment for JMU will be for the meals and rooms in the residence halls that will house the participants. JMU will recruit and vet the counselors that will accompany the student participants at all times and stay in the residence halls. The conference center staff is on-call 24 hours/day, as are security personnel. The JMU Public Safety officers are sworn and commissioned police officers. The JMU campus is bordered on two sides by the local rescue squad and fire department, and an excellent medical center is

only three miles from the center of campus. JMU will also coordinate the reservations and rental of the buses that will be used for field trips.

As noted above, four field trips will be included to National Parks sites. Although there are some long drives, there will be fun and educational activities on the buses. At all the locations in DC as well as the other field trips, the group will meet and learn from scholars and perhaps with public officials. The U.S. Capitol visit will include talks by the historians of the US Senate and US House of Representatives. JMU and the Center have conducted the field trip to DC in the past and despite the travel time the participants have always thought it was a very fruitful day.

(ii) The adequacy of mechanisms for ensuring high-quality products and services from the proposed project.

The Center has had a laudable track record since 1965 of producing high quality materials and programs with the assistance of scholars, practitioners, and extensive peer review processes. Each of the Center's curricula and programmatic activities starts with an examination of the wide range of responsible scholarship in relevant fields such as constitutional history and political science. Curricular materials are typically drafted by scholars and then the Center's educational writers produce drafts of these materials adapted for classroom use. The drafts are reviewed by the scholars to ensure their accuracy and then reviewed by curriculum specialists and master teachers in the field. Similarly, the Center's major video projects, such as the James Madison Legacy Project video series, embody high-quality scholarship. The same filmmaker who produced that series will produce the Presidential Academies videos.

Much like the process of developing materials, planning for PD activities is also an iterative process, with high-quality scholarship at the core. The agendas crafted for the Academies and other Center institutes have been critiqued by historians, political scientists, teachers, and other experts in developing teacher and student educational experiences. The quality of the Center's institutes benefit from the fact that the scholars are prominent experts in both subject matter and methodology. They will be working with mentor teachers who have rich backgrounds in both scholarship and teaching practice.

Adhering to collaborative protocols and schedules that the Center applies to all major projects, during the five-year course of the Strengthening Democracy Project, Center staff will conduct weekly meetings to review progress on the planning and administration of the Academies. The ultimate responsibility for the success of the project will belong to the Center's Executive Director, but most of the Center's senior staff will also be very involved in the work, as they have been involved in developing the plans for the Academies.

Regarding evaluation, the formative and summative assessments from the Georgetown University research team will be thorough and authoritative, providing both qualitative and quantitative evidence. The assessments will be conducted by evaluators who are on the leading edge of civic education research. The results from the formative evaluations will be used to inform program implementation. For example, participant feedback from the first summer Academies will inform support services provided during the academic year and inform planning and decision-making for the second summer Academies for the next cohort of teachers and students.

Professor Owen will be granted released time by Georgetown University to conduct the research. The evaluation budget was calculated based on the personnel required and estimated time to accomplish each evaluation task, and is sufficient. Based on the experience of the James Madison Legacy Project, in which the research team has met every deadline and exceeded expectations for close consultation with the Center, both the Center and Georgetown have high confidence that the evaluation budget is appropriate for the task. A description of the evaluation follows in Section D.

In addition to the evaluation team, the Center will be regularly collecting feedback from participants on their experiences at each program event, on the video products created, on the design and content of online forums and the like. The staff will solicit feedback on such program elements as the online videos and forums. As always, Center staff members will be readily available to work with Academies participants and school districts via email and telephone.

D. Quality of the Project Evaluation

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Evaluation. Professor Diana Owen of Georgetown University is an evaluator with an impressive track record of conducting high quality research. She is one of only two evaluators who have

conducted research in the field of the social studies PD that has met the rigorous standards of evidence required to be approved by the Department of Education's What Works Clearinghouse. She is also a political scientist and a member of the faculty of Georgetown's American Studies program, of which she has served as Director. She has deep knowledge of constitutional history and principles in the US and other countries as well as the evaluation of the effects of curricula and PD on the teaching and learning of constitutional history and principles.

Professor Owen will conduct an external project evaluation and prepare a research study of the Academies for teachers and students. The overarching goals of the project evaluation are to (1) determine if the Academies have a demonstrable impact on teachers' subject matter knowledge, their ability to be effective instructors, and their classroom pedagogy; (2) evaluate the effectiveness of the Academies on students' subject-area knowledge, civic dispositions, and civic skills; and (3) assess the program's fidelity of implementation. A combination of quantitative and qualitative methods will be employed. The evaluation research will consist of (1) quasi-experimental studies of the impact of the Academies on teachers and students and (2) site visits to the Academies to conduct ethnographic research and interviews with participating teachers and students.

The evaluation research team will author a study of the Academies that includes (1) a review of the extant literature and research on PD programs for civics teachers and civics programs for students, (2) findings from the evaluation research on the effectiveness of the Academies for teachers and students based on quantitative and qualitative data, and (3) best practices for civic educators who are teaching constitutional history and principles that are derived from the

Academies. The evaluation research will be conducted for all five years of the program. All elements of the intervention, research, and evaluation will be documented and made readily available in a form that facilitates replication via presentations at professional meetings, publication, and posting online.

Research Questions. The following core research questions will guide the evaluation of the impact of the Academies on teachers and students:

1. To what extent do teachers gain content knowledge from participating in the Academies?
2. To what extent do teachers adopt curriculum elements and pedagogies from the Academies in their classroom teaching?
3. To what extent do the Academies foster teacher professional engagement, self-efficacy, and satisfaction?
4. To what extent do students gain content knowledge from participating in the Academies?
5. To what extent do students develop civic skills and disposition from participating in the Academies?
6. How effective are the follow-up videos, webinars, and any student projects in promoting students' civic learning?

Quantitative Impact Evaluation. A quasi-experimental research design will be employed for the quantitative evaluation of the Academies for teachers and students. The program evaluation will consist of three surveys administered to teachers and students (1) before the start of the Academies, (2) after completion of the Academies, and (3) after completion of the follow-up activities. The teacher surveys will assess the effectiveness of the Academies in imparting

content knowledge, curriculum elements, and instructional pedagogies, and instilling teacher self-efficacy. The student surveys will measure their acquisition of civic knowledge, dispositions, and skills as a result of the Academies and the follow up activities. The research design will compare the effectiveness of the use of live scholars and videos for instruction at the Academies. All teachers and students taking part in the Academies will be included in the evaluation research. The surveys will be administered online via the SurveyMonkey Pro platform. If necessary due to lack of online access, paper copies of the surveys can be used, and a sensitivity analysis performed to determine if there are significant differences in responses due to the format in which the tests were taken. The quantitative impact evaluation will rely on established, reliable, and previously validated outcome measures in composing the teacher and student survey instruments (e.g., Delli Carpini and Keeter 1996; Niemi and Junn 1998; Torney-Purta et al. 2001; Campbell 2014; Owen and Soule 2015; Owen 2013; Owen 2015a; Owen 2015b).

Teacher Survey Measures

Content knowledge will measure core concepts that are standard for civics and American government classes. The measures will not be over-aligned with the intervention, and will consist of items commonly used to meet state and national civics standard evaluations, such as the National Assessment of Educational Progress social studies test. The scope of the content covers the following: (1) the philosophical and historical foundations of the American political system and the creation of the U.S. Constitution, (2) the ideals contained in the Preamble to the Constitution and the Declaration of Independence, (3) American governmental institutions and practices, and (4) the Bill of Rights and subsequent constitutional amendments.

The evaluation will measure the extent to which teachers adopt the curriculum elements presented at the Academies in their classrooms. These measures will examine how well teachers have implemented the goals and followed the sequencing of the curriculum as specified by the Academies.

Classroom pedagogy will take into account teachers' use of particular resources in the classroom (e.g., online resources and film), approach to teaching (e.g., lecture, Socratic method, blended learning, and flipped instruction), incorporation of active-learning elements (e.g., simulated congressional hearings and debates), and the implementation of the follow-up associated with the Academies.

Classroom pedagogy will take into account teachers' use of particular resources in the classroom (e.g., online resources and film), approach to teaching (e.g., lecture, Socratic method, blended learning, and flipped instruction), incorporation of active-learning elements (e.g., simulated congressional hearings and debates), and the implementation of the follow-up associated with the Academies.

Teacher self-efficacy is the teachers' belief that s/he is able to achieve desirable student learning and engagement outcomes. Self-efficacy has been shown to improve as a result of teacher PD programs that enhance content knowledge and pedagogy. Survey items will tap whether or not a teacher feels that s/he can get through to students and if they feel confident to share information and instructional skills with colleagues.

Demographics and Teacher Background Information. Background data will be gathered on teachers, including demographic characteristics, their education, the length of time that they have been teaching, how long they have been at their school, their experience teaching civics, and whether they have completed other PD programs.

Student Measures

Student content knowledge will measure the core concepts that are standard for civics and American government classes. The measures will not be over-aligned with the intervention, and will consist of items commonly used to meet state and national civics standard evaluations, such as the National Assessment of Educational Progress social studies test. The items will be grade-level appropriate. The scope of the content covers the following: (1) the philosophical and historical foundations of the American political system and the creation of the U.S. Constitution, (2) the ideals contained in the Preamble to the Constitution and the Declaration of Independence, (3) American governmental institutions and practices, and (4) the Bill of Rights and subsequent constitutional amendments.

Civic dispositions are orientations related to democratic character formation. Indicators of civic dispositions measure students' political tolerance, concern for the rights and welfare of others, sense of public duty, support for and trust in political institutions and leaders, and participation in the political life of their communities and the nation. Studies demonstrate that civic dispositions and skills increase with enhanced knowledge of American government (Delli Carpini and Keeter, 1996; Galston, 2001; Galston, 2004).

Civic skills are the proficiencies that enable people to participate actively and responsibly as democratic citizens. They encompass how efficacious students feel in understanding or engaging in civic and political life. The survey will measure how competent students feel they are to fulfill their responsibilities as citizens, vote, express opinions, and become active participants in politics and their community. Civic skills also take into account students' ability to gather and process information, use the media to follow and engage in politics, and think critically about societal issues.

Classroom climate indicates how free students feel to express themselves during instructional periods. The student survey will include classroom climate measures of students' perception of the openness of their classroom to student input, voicing opinions, discussion about political ideas, and respectful teacher-student and student-student disagreements. Additional information about students will be ascertained, including demographic characteristics and grade point average. School-level factors, such as public or private institution, technical or traditional school, region, graduation rates, and socioeconomic status of the surrounding environs, will be incorporated in the analysis as controls.

Qualitative Impact Evaluation. The quantitative evaluation will be complemented by ethnographic research and semi-structured interviews with teachers and students taking part in the Academies. The ethnographies will include site visits to the Academies and classroom visits to observe the follow up projects in classrooms. The qualitative analysis is designed to (1) provide in-depth insights into the implementation and effectiveness of the Academies in promoting civic learning and (2) to gain the perspectives of the participants about the content and

usefulness of the Academies. The research team will work from coding rubrics to track observations of the Academies and follow-up projects. The team will film Academy sessions and teacher and student interviews as part of the analysis process. Short videos highlighting the Academy themes, teacher and student insights, and best practices derived from the program will be produced and circulated online through a website and social media dedicated to the Academies.

Qualitative Data. The data-collection instruments for the qualitative evaluation methods—ethnographic observations of the Academies, follow-up projects and teacher interviews—will be derived from established studies and prior research conducted by the Georgetown team. In addition to the descriptive information that will be incorporated into research reports, numerical data will be derived from the classroom visit rubrics and analyzed statistically. The notes from the classroom observations and transcripts of the teacher interviews will be content-analyzed for trends by the research team. The team will conduct five site visits to classes each year to assess the value of the learning gained during the Academies. They will also conduct separate focus groups with teachers and students at the end of the summer sessions.

Performance Feedback and Periodic Assessment of Progress. The timing of the data collection and reporting strategies is designed to provide regular feedback to the Center throughout the program. The evaluations will provide empirical guidance about the viability of the Academies as well as the effectiveness of the scholars and the video/digital resources. The research term will provide frequent updates to the Center and other key personnel about the

performance tracking data and information gleaned from the data collection. Reports are timed to coincide with the completion of phases of the quantitative impact evaluation.

Resources. As noted above, Dr. Owen and the Georgetown University research team have considerable experience in the field of civic education, including work on grant-funded projects and evaluations of high-quality civic education programs. These include the federally-funded James Madison Legacy Project, in which more than 2,000 teachers are participating in the PD and the research study. The team has conducted research using rigorous methods as specified by the US Department of Education's What Works Clearinghouse on time and within budget. Dr. Owen will recruit graduate student research assistants with the requisite analytical and empirical skills. Members of the team have the skills required to build and maintain a project website and to establish and administer social media related to the research. The team has access to the necessary resources (space, computers with required software, etc.) to accomplish the specified tasks.

- (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

As noted, the evaluators will provide formative assessments to the Center staff continually. For instance, the evaluators will attend the Academies and confer every day with Center staff. The evaluation team will provide written quarterly reports to the Center that will serve as formative evaluation. Although the evaluators will be required by the Center to submit quarterly reports, it is expected that the Center staff and Professor Owen will be in much more frequent and open contact, as has been the case with the James Madison Legacy Project. These reports will be shared with the Department of Education.

Conclusion

As Jefferson, Madison, Adams and other Founders noted, the fundamental importance of a sound history and civic education for a democracy cannot be overstated. Students must learn from their studies and their communities that citizens in a democracy need to be the masters, not the servants, of government. They must learn that, in Lincoln's words, governments are to be "of the people, by the people, and for the people." Teachers must be well equipped to foster among students the knowledge, skills, and dispositions to become civically engaged in the political life of their community to further the realization of the ideals of democracy. To focus upon high-need students, as this program intends, is to help alleviate the problem of underrepresented and underserved elements of the society and therefore promote equality of opportunity and a more just society.

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