

JAMES MADISON LEGACY PROJECT EXPANSION

Student Research

Center for Civic Education

CERL Civic Education Research Lab

civiced.org

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OVERVIEW

The James Madison Legacy Project Expansion (JMPLE) was a three-year project that updated the Center for Civic Education's We the People: The Citizen and the Constitution curriculum and teacher professional learning program. Since 1987, over 4 million students have participated in We the People. JMLPE students in classes with high concentrations of students with disabilities (SWD) and English learners (EL) were taught an adapted version of the We the People curriculum designed to benefit all learners. The Civic Education Research Lab (CERL) at Georgetown University conducted an independent evaluation of the JMLPE student outcomes.

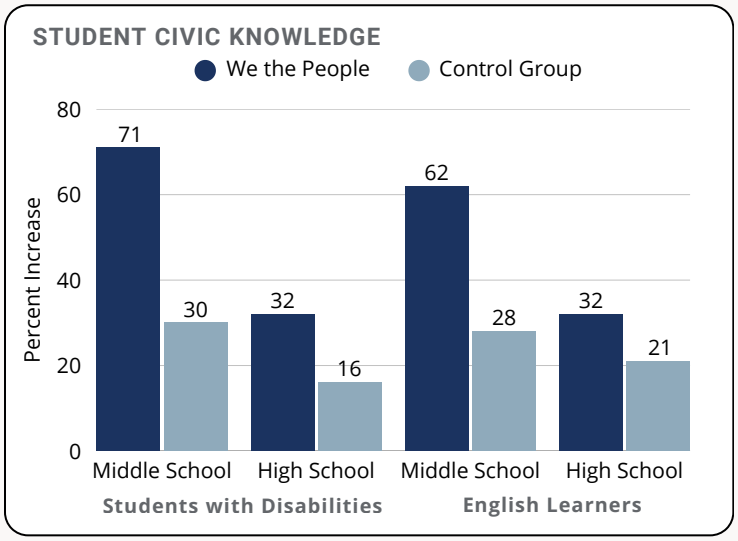
STUDENT STUDY

CERL conducted randomized controlled trials, surveying students before and after their participation in the We the People curriculum or a traditional civics course (control group). CERL evaluated improvements in students' civic knowledge and competencies.



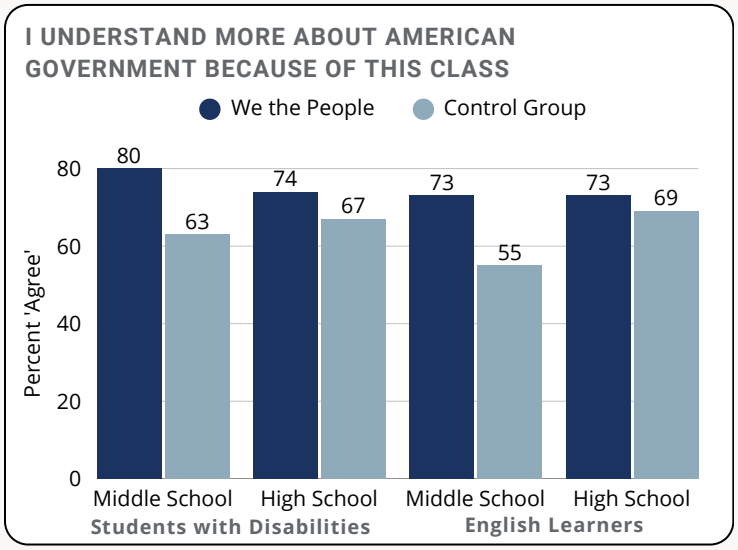
CIVIC KNOWLEDGE

We the People students' civic knowledge improved significantly compared to the control group students.



UNDERSTANDING CIVICS

We the People students had greater improvements in their understanding of American Government compared to the control group students.



Pictured front and back: 2025 WTP National Finals. WTP students participate in a simulated congressional hearing, an authentic performance assessment, as part of the curriculum.



"The biggest impact I saw was on my student's confidence. Throughout the year we hosted hearings and each time we did it the kids stood up a little straighter and were a little more sure of themselves as speakers and leaders."

- JMLPE Teacher

CIVIC ENGAGEMENT

We the People prepares students for thoughtful and informed engagement in their communities. The capstone experience of simulated congressional hearings gives students the opportunity to demonstrate their knowledge of the Constitution and American government while practicing active citizenship skills.

Following their We the People class, students were more likely to:

01

Engage in their community

We the People students felt more prepared to engage in their community following their civics class.

02

Volunteer to help others

We the People students were more likely to volunteer to help others compared to the control group.

03

Feel efficacious

We the People students were more likely to feel they have a say in government

04

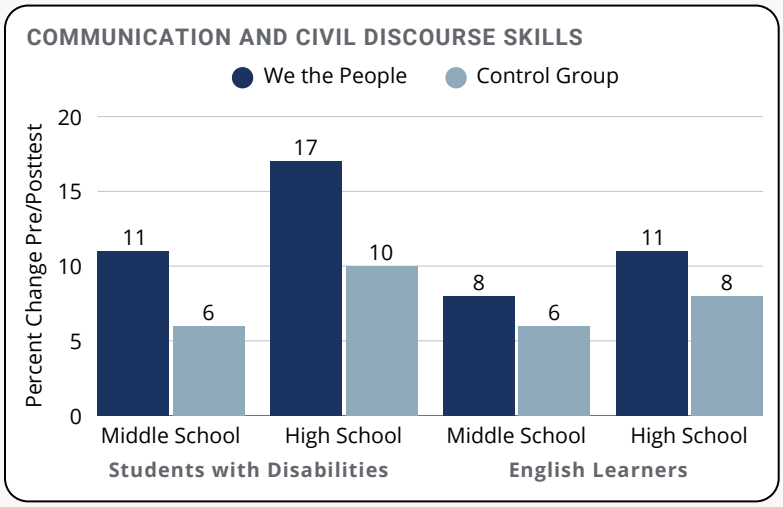
Plan to vote

60% or more of We the People students planned on voting following class.

The contents of this report were developed under a grant from the U.S. Department of Education, Education Innovation and Research (EIR) Program. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

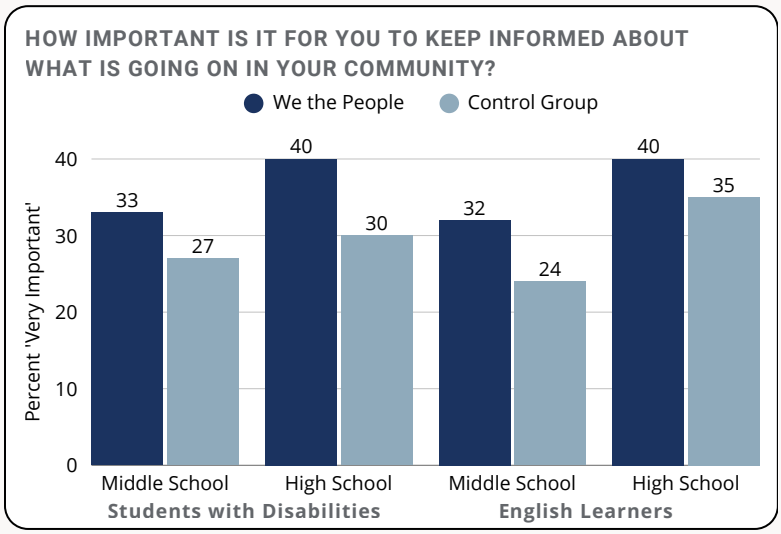
COMMUNICATION & CIVIL DISCOURSE SKILLS

We the People students had greater improvements in their communication and civil discourse skills than control group students.



KEEPING INFORMED

We the People students were more likely to feel it is very important to stay informed about what is going on in their community compared to the control group students.





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