



## Museums for America

Sample Application MA-252047-OMS-22  
Project Category: Lifelong Learning

### James Madison's Montpelier

Amount awarded by IMLS:	\$234,782
Amount of cost share:	\$235,138

James Madison's Montpelier will create non-partisan programming to inspire and empower people to become more active, engaged, and educated participants in American democracy. In partnership with the First Amendment Museum and local community organizations, the museum will develop and implement four teacher professional development seminars, 18 community "how-to" workshops, and student workshops expected to reach 2,750 students over the course of the project. The programs will help teachers, students, and the general public learn how to exercise their First Amendment rights of speech, press, assembly, and petition. The museum will contract with an outside evaluator to design and implement formative and summative evaluation components. This project is designed to promote civic engagement and is central to Montpelier's Constitution Initiative, a 10-year venture dedicated to the nation's founding document.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

When preparing an application for the next deadline, be sure to follow the instructions in the current Notice of Funding Opportunity for the grant program and project category to which you are applying.

## **“The Power Which Knowledge Gives”: Promoting Active, Engaged, and Educated Citizenship at James Madison’s Montpelier and the First Amendment Museum**

*A people who mean to be their own Governors, must arm themselves with the power which knowledge gives.*

*- James Madison to W. T. Barry, August 4, 1822*

### **Project Justification**

---

#### **Which program goal/project category and associated objective(s) will your project address?**

Like James Madison, we believe that an informed and engaged populace is essential for a democratic republic. “*The Power Which Knowledge Gives*” will leverage Montpelier’s museum assets as the home of the Father of the Constitution, and a strong partnership with the First Amendment Museum (FAM) in Augusta, Maine, to empower middle and high school students, teachers, and adults to become informed and active participants in American democracy.

Active citizenship lies at the heart of this project. Past Montpelier constitutional programming excelled at providing historical context and information for people to *understand* their founding document. Now, we seek to go further, equipping Americans to take *active* steps to participate in their democracy. Through non-partisan student workshops, teacher professional development seminars, and “how-to” workshops conducted in partnership with diverse civic organizations, we will help teachers, students, and members of both museums’ local communities learn how to exercise their constitutional rights of speech, press, assembly, and petition.<sup>1</sup>

**This project addresses Museums for America’s first goal, “Lifelong Learning,” and the associated objectives to “Support public programs, adult programs, family programs, and early childhood programs” and “Support in-school and out-of-school programs.”**

This project directly supports IMLS’s Lifelong Learning goals by being *experiential* (through participatory workshops for students and the general public), fostering *discovery* (by drawing on facilitated dialogue techniques and shaping programs around participants’ interests), and reaching constituents *of all ages and backgrounds* (by conducting outreach to diverse audiences). Finally, through a comprehensive strategy to prepare staff to lead these programs, we will *support the training and professional development* of the museum workforce.

In addition, this project, particularly the community how-to workshops, has been designed with a strong community engagement component. These workshops directly support IMLS’s Community Engagement goals by being *community-focused* (designed and executed in partnership with local organizations), serving *diverse audiences* (through partnerships with diverse organizations and civic leaders), and *fostering civic discourse* (by presenting strategies for constructive and constitutional civic engagement). Finally, through a formative and summative evaluation process, we will support *audience research and evaluation*, ensuring that our work is responsive to community needs.

#### **How will your project advance your museum’s strategic plan?**

This project is an integral part of Montpelier’s Constitution Initiative, a decade-long (2021-2030) venture dedicated to our nation’s founding document. A comprehensive logic model (Appendix 1) establishes objectives and benchmarks for the success of the initiative. This project directly supports the Constitution Initiative’s mission: to inspire and empower people to become active, engaged, and educated participants in American democracy. Montpelier’s new strategic plan, currently in development, highlights this Constitutional focus in the introductory statement: “The US Constitution - its creation, history, and legacy - lies at the heart of our work ahead and efforts to create a more relevant and robust Montpelier dedicated to People, Place, and Purpose.”

#### **What need, problem, or challenge will your project address, and how was it identified?**

It is clear from the nationwide protests following the death of George Floyd in 2020, from student walk-outs in support of climate change efforts, and even from anti-vaccination protests, that Americans of all ages are eager to advocate for

---

<sup>1</sup> These are four of the five freedoms guaranteed by the First Amendment. In this project, we are intentionally excluding freedom of religion and focusing on the four freedoms that can create civic change.

change. And the Constitution - specifically the First Amendment - provides peaceful and highly effective mechanisms for addressing citizens' concerns. Unfortunately, **many Americans are unfamiliar with the principles that underpin their system of government and the rights and responsibilities of citizens. They have not developed the fundamental civic knowledge, dispositions, and skills necessary for informed and meaningful civic engagement.**

In 2020, research revealed that only 56% of Americans could name all three branches of government,<sup>2</sup> while a mere 9% can identify all five of the freedoms guaranteed to them by the First Amendment, including their freedoms of speech, press, assembly, and petition.<sup>3</sup> The storming of the US Capitol on January 6, 2020 - which represents a choice to bypass the constitutionally-established mechanisms for expressing dissent in favor of a violent insurrection - is only the most glaring of many illustrations of this deficiency. In Montpelier's local community, the Unite the Right rally in 2017 in Charlottesville, which resulted in three deaths, casts a long and painful shadow.

The lack of civic knowledge is a challenge for students as well as adults. Although some form of civics is taught in every state, civics is rarely a required stand-alone subject. Even in Virginia, where there is a Civics standardized test at the 8th grade level, the course is combined with Economics. As civic education has largely been sidelined in favor of efforts to improve STEM education, we should not be surprised to find ourselves with a citizenry that lacks the capacity to practice skills they were simply not taught.

Encouragingly, data confirms that Americans recognize the importance of their First Amendment freedoms, and they are aware of their need to become more informed about their Constitution. According to a 2020 study, 94% of Americans believe that the First Amendment is "vital."<sup>4</sup> In a 2018 Montpelier survey, 91% of respondents said that the Constitution was important to them, and 86% were interested in learning more.<sup>5</sup> And Americans are putting this thirst for learning into action. For example, in 2021, Montpelier hosted two virtual six-session online programs: "The Constitutional Toolkit" (in partnership with the Center for Civic Education [CCE]) and "The Five Freedoms" (in partnership with CCE and FAM). The programs primarily drew an audience of non-educator adults, and attendance consistently averaged 75 participants per session (even as the national appetite for virtual programming declined). The need is clear: Americans not only want to understand how their government works, they also want to be involved in constructive and informed ways.

**Montpelier is ideally suited to meet this need due to our institutional expertise on Constitutional issues, strong community relationships and partnerships, and status as a credible content provider with a broad public reach.**

Montpelier's Robert H. Smith Center for the Constitution, established in 2002, has helped over 60,000 teachers, law enforcement officers, international civic leaders, and members of the general public more fully understand the Constitution. Recent programs for the public have included two courses for adults in partnership with the Osher Lifelong Learning Institute (OLLI) at the University of Virginia, a monthly Constitution 101 series, and the two virtual series mentioned above. Our programs for educators have an excellent reputation for increasing teacher confidence in core civic concepts of constitutionalism, representative democracy, human rights, citizenship, and civil society.

We also have significant experience working with teachers and students on successful educational initiatives. From 2015-2017, Montpelier was part of a national SEED (Supporting Effective Educator Development)-funded training program called *The James Madison Legacy Project* that provided professional development to teachers of high-needs students. Then, in 2018, Montpelier joined neighboring Albemarle County Public Schools (ACPS) in a multi-year initiative called *Reframing the Narrative* to develop a culturally responsive and anti-racist curriculum and improve teacher and student efficacy around the teaching and learning of hard history. We worked with ACPS to plan and execute a strategic process of building a teacher cohort, teacher professional development, curriculum development based on the Inquiry Design Model, curriculum implementation, evaluation, and dissemination of tested curricular resources to teachers throughout Virginia. The teacher and student components of *The Power which Knowledge Gives* build directly on models that have proven successful in *Reframing the Narrative*.

---

<sup>2</sup> Annenberg Public Policy Center of the University of Pennsylvania, "Annenberg Civics Knowledge Survey," 2021, <https://www.annenbergpublicpolicycenter.org/political-communication/civics-knowledge-survey/>.

<sup>3</sup> Freedom Forum, *The First Amendment: Where America Stands*, 2021, <https://survey.freedomforum.org/content/uploads/2021/09/Freedom-Forum-Downloadable-Report.pdf>, 20.

<sup>4</sup> Freedom Forum, *The First Amendment*, 3.

<sup>5</sup> The Montpelier Foundation, "National Survey Results," 2018, <https://www.montpelier.org/learn/national-survey-results>.

While the First Amendment Museum is a relatively new organization, it is quickly building a platform of impactful programs with national reach. In 2021, FAM hosted 22 virtual programs (6 in partnership with Montpelier) that reached over 8,000 people. FAM also held virtual field trips for classrooms as disparate as 2nd graders in Maine, 12th graders in Chicago, and elementary students in Bavaria, Germany. Like Montpelier, FAM hosted their own OLLI course on the First Amendment through the University of Southern Maine. FAM also activated a teacher cohort in 2021 that advises the museum staff on engaging Maine teachers. To further our commitment to the work of building and sustaining democratic self-government, both FAM and Montpelier have signed on as Champions of [Educating for American Democracy](#) (EAD).

**Who is the target group for your project and how have they been involved in the planning? Who are the ultimate beneficiaries for this project?**

Our target audiences are teachers nationwide, and middle and high school students and adult members of the general public within Montpelier and FAM's local regions, defined as a 2-hour radius from each site (Montpelier in Orange County, Virginia; FAM in Augusta, Maine). We expect to directly serve approximately 100 teachers, 2,750 students, and 450 members of the public.

**Teachers:** The proposed projects are the natural outgrowth of the work Montpelier has done with teachers for the past 20 years (see Appendix 13). While teachers may feel confident about teaching the civics and government standard curriculum, many are unsure how to support students in civic engagement efforts, especially during a time of extreme public education scrutiny. Through *Reframing the Narrative*, we are currently working with a cohort of 24 civics, government, and economics teachers from ACPS. These teachers have told us that they are most interested in learning from practitioners, not just scholars, about how they can promote active citizenship among their students, even at the elementary level. We will serve 100 teachers nationwide, including at least 8 from Maine and 16 from Virginia.

**Students:** In discussion with teachers and others who work directly with youth, it is evident that students have both passion and readiness to engage in challenging conversations around civic issues. They need and want to be taken seriously. We aim to provide students with programs that integrate the learning of civic knowledge with active pedagogies that promote students' willingness and capacity to engage. We will serve 2,500 Virginia students and 250 students in Maine, focusing on middle and high school students enrolled in Civics or U.S. Government classes.

**Members of the Public, Intergenerational:** Citizens at any stage of life can become better informed and more active citizens. We propose to continue to build on existing partnerships with local community organizations to offer programs to build people's sense of civic capacity, reaching audiences beyond normal museum visitorship. We will serve approximately 300 people in Virginia through 12 workshops and 150 people in Maine through 6 workshops.

**Who are the ultimate beneficiaries for this project?** In addition to the target groups listed above, the thousands of students nationwide who are served by the 100 teachers we train are among the ultimate beneficiaries of our work.

## **Project Work Plan**

---

**What specific activities will you carry out and in what sequence?**

We will develop and implement 4 teacher professional development seminars, 18 community "how-to" workshops, and student workshops reaching 2,750 students, with associated outreach, program design, marketing, and evaluation activities. Activities will take place over three years, with Year 1 focused on formative evaluation, program development, and teacher seminars; Year 2 on student and general public workshops; and Year 3 on summative evaluation.

**Year 1**

In fall 2022, we will work with an outside consultant (RK&A) to implement a robust formative evaluation process. This will include in-depth interviews with members of our target audiences to gauge their interest in the First Amendment and see if our program ideas will achieve desired outcomes. We will design programs in response to the findings. Also in the fall, Montpelier will recruit a cohort of 8 full and part time staff members who will make a two-year commitment to this

endeavour. These employees will facilitate the community and student workshops in Year 2. To prepare them for this work, they will participate in all training and curriculum development activities in Year 1.

Between late fall 2022 and spring 2023, Montpelier will host four 2-day seminars for educators. Each will focus on a specific element of the First Amendment: Press, Speech, Assembly, Petition. Each seminar will be co-taught by a scholar (who will provide content-rich lectures and discussions on constitutional and historical context) and a practitioner (who can speak to the use of the right in the 21st century). These seminars are modeled on the successful teacher professional development seminars that Montpelier has offered for nearly two decades, with the addition of a practitioner to bring a contemporary, active lens alongside the historical and constitutional context provided by the scholar.

Immediately following each seminar, teachers will be invited to stay an extra day to contribute to the design of the on-site Student Workshops at Montpelier. We will be working with compelling questions drawn from the 2021, non-partisan Education for American Democracy (EAD) Framework. During the workshop, we will go over the basics of compiling an inquiry-based lesson plan with local resources using the Inquiry Design Model framework, and will then move into break-out groups to design lesson plans based on museum offerings and teacher needs. Montpelier and FAM staff as well as the scholar and practitioner from the seminar will join this workshop. Teachers will receive a small stipend for participation. Resulting curricula will be shared with educators through the EAD website and both museums' websites.

Also following each seminar, we will conduct on-camera interviews of scholars and practitioners, asking more questions about the history of the First Amendment freedoms and events related to the exercise of the freedoms. This content will be used to develop promotional and introductory videos for the student and general public programs.

In spring 2023, facilitators from the International Coalition of Sites of Conscience will conduct a 2-day training on facilitated dialogue techniques for Montpelier and FAM staff. In spring and summer 2023, we will finalize the program design, evaluation strategies, and digital and print resources for the student and general public workshops. This work will build on data from the formative evaluation and the contributions of teachers, scholars, and practitioners in the curriculum design sessions. We will also purchase needed supplies and equipment for program implementation.

Throughout Year 1, Montpelier and FAM will reach out to local schools, community organizations, and nonprofits to build on existing community relationships and establish new ones. By defining "local" as those areas within a 2 hour radius of each site, we intend to engage with disparate audiences, including those in urban and rural areas. Montpelier staff will also attend regional civic education conferences to disseminate information about the offered programs. This relationship-building will lay the groundwork for the general public and student programs in Year 2.

### ***Year 2***

In fall 2023 and spring 2024, we will offer 1-day student workshops to approximately 2,500 students at Montpelier and 250 students at the First Amendment Museum. We anticipate that most workshops will be in-person, although we will be prepared to offer virtual workshops if necessary. Workshops will integrate historical/contextual background of First Amendment rights and small group facilitated sessions. Participants will be encouraged to identify a problem or issue they care about, and draft a plan to bring their concerns to other members of the community, stakeholders, and/or decision-makers utilizing the rights afforded to them by the Constitution.

Throughout Year 2, we will hold "how-to" workshops in partnership with the local, civically-minded organizations that were cultivated in Year 1. Each will serve approximately 20-30 community members. The design of these workshops closely mirrors that of the Student Workshops listed above. We will work with our partner organizations to design and implement a custom marketing strategy for each program, designed to reach each organization's constituents and local community members. Twelve workshops will be held at locations in central Virginia and six at locations in Maine.

Throughout Year 2, we will collect survey data for use in the summative evaluation in Year 3.

### ***Year 3***

Following the programs, we will work with RK&A on a comprehensive summative evaluation to measure program efficacy. (See Performance Measurement Plan and Appendices 10-11.)

## **What are the risks to the project and how will you mitigate them?**

Risk #1: Appearance of partisanship in the classroom and in the community: As these programs are intended to inform and empower members of the public to be active participants in democracy, it is possible that some students, parents, or community members may perceive this as a partisan endeavor. To proactively address any suggestions of partisanship, Montpelier's marketing team will be working in advance of the grant period to establish appropriate language for communicating about the Constitution Initiative as a whole, as well as the programs suggested in this grant.

To avoid partisanship, real or perceived, we have structured the student and community workshops as participant-led programs. Montpelier and FAM staff will provide a framework for identifying and working through community needs. It is the role of the participants, however, to choose the issues they would like to address. Additionally, staff will receive training on best practices in community facilitation, preparing them to guide discussions without interjecting personal preferences and to navigate any polarizing topics raised by participants.

Risk #2: Not effectively engaging members of our target audiences: Teachers, students, and members of the general public all face barriers in accessing our programs. We have proactively identified some barriers we anticipate, and developed strategies for mitigating them.

- For teachers, we will provide professional development opportunities free of charge, support travel costs, and provide continuing education credit through a partnership with James Madison University.
- For students, transportation is often a significant barrier to engagement, due to schools' budget constraints and bus driver shortages. Accordingly, we will establish a Transportation Fund to assist schools in covering these costs.
- For the general public workshops, we will seek to meet people where they are by hosting the workshops at community venues rather than at Montpelier or FAM. We will seek and follow advice from our partner organizations about marketing strategies and how best to engage their communities. Since building meaningful relationships takes time and commitment, we plan to spend the first year bolstering existing partnerships while seeking out new ones.

Risk #3: COVID-19 and in-person programming: With the wide availability of the COVID-19 vaccine and booster shots, we plan to offer our programs in person, while preparing technical infrastructure to support virtual programming if needed. Recognizing the ongoing impact of COVID-19, we have implemented safety protocols that allowed us to hold socially-distanced programs in fall 2021, and we will continue these protocols as long as the pandemic continues.

## **Who will plan, implement, and manage your project?**

This cross-disciplinary initiative will involve many Montpelier and FAM staff and draw on various professional expertise, as well as partnerships with schools, community organizations, scholars, practitioners, and evaluation professionals.

**Elizabeth Chew, PhD**, Executive Vice President & Chief Curator, will lead the project team and have ultimate responsibility for managing the project to achieve its goals. Under Chew's direction, Montpelier educators will manage the development and execution of specific programs:

- **Emily Voss, MA**, Director of Education for the Robert H. Smith Center for the Constitution: Teacher Seminars
- **Emily Stanfill**, Manager of Student, Family, and Digital Programs: Student Workshops
- **Kyle Stetz, MA**, Director of Education & Visitor Engagement: Community "How-To" Workshops

Chew, Voss, Stanfill, Stetz, and approximately four **Interpreters** will serve as the staff cohort who will participate in all training activities, collaboratively develop the programs for students and the general public, and deliver programs.

Montpelier marketing professionals **Christy Moriarty**, Director of Communications, and **Julie Reed**, Special Projects Coordinator, will conduct outreach to organizations in Virginia and secure partners for the community "how-to" workshops. They will also lead marketing efforts related to the workshops. The **Digital Content and Production Fellow** will produce video introductions for the workshops as well as shorter promotional pieces suitable for social media.

FAM's CEO, **Christian Cotz, MA**, will oversee the project's activities in Maine, which will largely be conducted by **Maxwell Nosbisch, MA**, FAM's Manager of Visitor Experience, and his staff of part-time and volunteer educators. Nosbisch will also travel to Montpelier to participate in the teacher seminars and facilitated dialogue training. **Deborah Williams, MA**, Manager of Outreach Engagement, will support community outreach efforts.

Consultants **Stephanie Downey and Katie Chandler of RK&A** will guide the team in formative and summative evaluation. Consultants from the **International Coalition of Sites of Conscience** will lead staff training in facilitated dialogue techniques. The project will also leverage partnerships with local school districts and a wide variety of civic organizations such as community centers, Rotary Clubs, local historical societies, community colleges, and many more. See potential partner listing and support letters (Appendices 5-9).

**What time, financial, personnel, and other resources will you need to carry out the activities?** The total project budget is \$500,016, of which \$250,000 is requested from IMLS and \$250,016 will be provided as cost share. As part of Montpelier's institutional commitment to the Constitution Initiative, staff will make the project a priority focus and we are committed to allocating the necessary financial resources to ensure successful completion. Approximately 11 Montpelier staff will devote time to the project. Other expenses will include honoraria, consultant fees, marketing, program materials, travel to community partner sites and social studies conferences, and audiovisual equipment. (See Budget Justification.) FAM will incur expenses for staffing, travel, marketing, and program refreshments, which will be met through a subaward. Our existing resources, including classroom space, technical infrastructure, and relationships with scholars, practitioners, and community organizations, provide a solid foundation for success.

**How will you track your progress toward achieving your intended results?**

To measure success in meeting educational objectives, we will work with RK&A on comprehensive evaluations. Audience outcomes will guide the design of the workshops and serve as a source of data analysis and interpretation.

**Teacher Seminars:** Survey and interview data will be collected to measure teachers' civic content knowledge, instructional goals, pedagogy, access to resources, and self-efficacy. A pretest survey will be administered to the teachers at the start of each seminar for educators. A posttest survey will be administered at each program's conclusion.

**Student Workshops:** Survey data from the 2,500 Virginia students and 250 students in Maine will be collected to measure how they have applied the knowledge and civic skills they developed from the workshops.

**Community Workshops:** A **formative evaluation**, administered in the fall of year 1 (2022), will use interviews conducted by RK&A to gauge community participants' knowledge, interest, expectations, and concerns regarding issues in their communities as well as their knowledge on how their First Amendment rights can help address identified problems. RK&A will then analyze the qualitative data, prepare a written report with recommendations, and facilitate a workshop to reflect on the implications of the data with Montpelier staff.

The **summative evaluation** will focus on Montpelier and FAM staff, community partners and hosts, and workshop participants. Staff will administer a paper questionnaire designed by RK&A to measure participants' reactions and identify actions they will take in the coming months. RK&A will conduct a second part of the evaluation in Year 3 by sending questionnaires to participants to gauge how they followed through on those action items. The questionnaire will measure the extent to which the program has achieved the desired outcomes as well as gather feedback on the experience of the program and demographics. RK&A will also conduct in-depth telephone interviews with several members of Montpelier and FAM staff and administer an online questionnaire to community partners to measure the success of program implementation, its benefit to community partners, and impact in furthering Montpelier's and FAM's missions.

---

## **Project Results**

**What are your project's intended results and how will they address the need, problem, or challenge you have identified?**

Americans of all ages wish to advocate for change but many are unfamiliar with the way our government functions, the rights and responsibilities of citizens, and the process by which we make change. Through the programs outlined here, Montpelier and FAM will provide students, teachers, and community members with the civic knowledge and skills necessary for more active, informed, and engaged participation in our democracy. The programs funded by this grant will provide educators with tools to better teach active civic engagement in the classroom, empower students to exercise their First Amendment rights, and guide citizens to make impactful, lasting changes in their communities.

By providing focused professional development on freedom of speech, press, petition, and assembly, the Teacher Seminars will expand educators' knowledge of civics and American government. The added opportunity to work closely with both a scholar and practitioner to develop curriculum will further enhance the effectiveness of teachers' civics instruction and overall pedagogy.

The Student Workshops will help students develop the knowledge and skills needed to participate in informed and meaningful civic action. Encouraging them to identify and address an issue they care about, these workshops will use experiential learning to create a deep, lasting educational experience. Students will leave with the knowledge needed to exercise their First Amendment rights and an increased inclination to participate in civic life.

The Community Workshops will develop the public's civic knowledge and skills associated with the First Amendment. To increase participation in these workshops, we will partner with local organizations within a 2-hour radius of Montpelier or FAM. This teamwork will better enable us to foster civic discourse and facilitate community-led efforts that address identified issues. Through facilitated dialogue, audience members will learn strategies for constructive civic engagement.

**How will the knowledge, skills, behaviors, and/or attitudes of the target group change as a result of your project?**

The programs proposed in this grant will increase participants' knowledge of the Constitution and First Amendment, while helping them develop important civic skills. The programs will lead to short and long term outcomes, including changes in participants' attitudes and behaviors. Through our programs, teachers, students, and community members will:

- Increase their understanding of government, the Constitution, and specifically the First Amendment, one of the most important amendments in safeguarding our democracy.
- Develop civic skills necessary to engage effectively in political life and community affairs.
- Build civic dispositions, including political efficacy and a sense of civic duty.
- See the relevance of the Constitution in the present time and their own lives.
- Feel inspired and empowered by the Constitution to become active participants in American democracy.

See Logic Model, Appendix 1. These are draft objectives developed by Montpelier staff; during the formative evaluation process, we plan to refine our objectives based on input from members of our target audiences.

**What products will result from your project?** This project will result in the creation of a wide variety of products:

- **Educational Events:** 4 2-day seminars for teachers, each focused on a First Amendment right: speech, press, petition, assembly; 18 community "How-To" workshops conducted in partnership with community organizations; Workshops for 2,750 students; 1 staff training in facilitated dialogue techniques
- **Educational Resources:** Video recordings of each of the 2-day seminars for teachers and interviews with at least 4 scholars and 4 practitioners; Curriculum resources for student and community how-to workshops, including introductory video, outline for the workshop itself, classroom pre- and post-activities (for student workshop), and evaluation mechanism
- **Promotional Resources:** Short promotional video(s) suitable for marketing programs on social media; Brochure about student workshop suitable for distribution to schools and at social studies conferences
- **Evaluative Resources:** Survey responses from participants in each program; Formative evaluation to inform the design of the community "How-To" workshops; Summative evaluation presenting results of community workshops

**How will you sustain the benefit(s) of your project beyond the conclusion of the period of performance?**

Following the grant period, we will continue to engage with participants to encourage them to expand their learning through future programs. We will learn from our efforts and our participants' experiences as we create additional programs under the banner of the Constitution Initiative. The data gathered through summative evaluation will provide evidence of the efficacy of our work, which will strengthen resource development efforts for future Constitutional programming. In the long term, we believe Montpelier and FAM can become some of America's most recognized and trusted sources of Constitutional knowledge, analysis, and education.



# James Madison's Montpelier

## Schedule of Completion

Task	Year 1: Planning												Year 2: Execution												Year 3: Evaluation					
	2022				2023								2024																	
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
Formative Evaluation																														
Recruit Staff Cohort																														
Teacher Seminars (4)																														
Curriculum Design Sessions (4)																														
Facilitated Dialogue Training																														
Community Outreach																														
Finalize Student Workshops																														
Finalize Community Workshops																														
Produce Video Assets																														
Create Print Resources																														
Student Workshops (2750 students)																														
Community Workshops (12)																														
Summative Evaluation																														