

**Justice Teaching Center**

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## *SUBMISSION OF 2024 PROJECT CITIZEN ENTRIES TENTATIVE GUIDELINES*

This year, the Justice Teaching Center will administer the Project Citizen state finals. The winning portfolios will advance to the national showcase.

**Portfolios are due at the Florida Southern College Justice Teaching Center on April 12, 2024.** These can be in the form of:

- **Traditional portfolios**, or
- **Digital/electronic formats**

Schools should mail traditional portfolios and notebooks to the Justice Teaching Center for Civic Learning, McKay Archives Building, 111 Lake Hollingsworth Drive, Lakeland, Florida 33801. We will receive portfolio and notebook entries in digital/electronic format via email at [apitts@flsouthern.edu](mailto:apitts@flsouthern.edu).

Classes may elect to submit a digital/electronic portfolio or a traditional portfolio. We will follow the guidelines provided by the Center for Civic Education once available. Electronic portfolios should conform to the traditional portfolio guidelines and provide all relevant materials but in a digital format. Each presentation should include detailed information on the **problem, alternative policy solutions, selected or created policy resolution, and an action plan**. Students should cover each of these elements in their digital submissions. A **digital notebook** should accompany the **digital portfolio**. See website for additional details.

Digital portfolios may integrate a variety of visual and graphic components as well as animations and video elements. Students may record short audio or video clips for inclusion in their submissions if desired.

**ALL portfolios must address a public policy issue.** Please keep this in mind as your students select a problem to address. To meet this requirement, the resolution must involve a government entity. Project Citizen primarily addresses problems at the local or state level so remember this as students identify problems for this activity. Problems may originate at the school, district, city, county, or state levels. Governmental entities or agencies such as school boards, city commissions, or state legislatures, among others must be involved in the resolution. The resolution may include the creation of city ordinances, state laws, regulations, or school district policies to address the problem. It may involve the allocation of resources or a change in existing public policy. Always begin with the problem. Be able to frame the problem concretely by starting with "The problem is" ...and documenting the extent of the problem. Research is critical as you validate the existence and scope of the identified problem.

Not all problems require government intervention. For example, if the problem is the lack of food for homeless people in a city and the city council approves a program to feed the homeless and authorizes the department of social services to use city resources to do so, it is public policy. When a local church conducts a food drive and distributes the food to indigent members in the same community, it is not public policy. Community service projects that do not involve a government entity do not constitute public policy or policy solutions. Be sure to distinguish between public policy and community service in solving a problem.

We will work with all schools this year to ensure students have the opportunity to participate!

### **Eligibility**

- A. For portfolios originating in an academic setting, the class must be from a fifth to eighth-grade class, for upper elementary and middle school; and/or in grades 9 through 12 for high school. The rest of the rules listed apply to all portfolios.
- B. For portfolios originating in extracurricular or youth organization settings, the group must include a majority of students in the age range of ten to fourteen years for upper elementary to middle school and 15 -18 for high school; be affiliated with a sanctioned school-based program (i.e., afterschool clubs, organizations, or childcare programs); be from a nonprofit community-based youth program (i.e., 4-H, Boys and Girls Schools, YMCA, Boys and Girls Clubs, etc.).
- C. Additional considerations: Portfolios developed by a group of students that do not fall into either of the two categories above are not eligible to represent the state in the Project Citizen National Showcase event. Portfolios developed by an

individual student are never eligible to represent the state in the Project Citizen National Showcase event. The criteria do not restrict participation of students working in a home school consortium recognized by the local education agency.

**Electronic Portfolio—components.** The components for the electronic portfolio are the same as the traditional components, using innovative technology tools and online resources. This includes an online version of the binder with a final section or segment that contains the class evaluation and reflections on their experience.

**Questions?** Email [apitts@flsouthern.edu](mailto:apitts@flsouthern.edu). **If the Center provides additional direction regarding portfolio entries this year, we will share this information. These guidelines are noted as tentative in case CCE changes any of the submission entry details from last year's implementation.**

References:

Martinez, J. (n.d.). *Curriculum- Project Citizen*. Civiced.org. Retrieved August 4, 2020, from <https://civiced.org/project-citizen/curriculum>.

Martinez, J. (n.d.). *Showcases*. Civiced.org. Retrieved August 4, 2020, from <https://civiced.org/project-citizen/showcases>