Justice Teaching Center
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SUBMISSION OF 2021 PROJECT CITIZEN ENTRIES

This year, the Justice Teaching Center will administer the Project Citizen state finals. We will offer flexibility in our implementation models due to the challenges schools face in reopening and their varying instructional alternatives. **Portfolios are due at Florida Southern College on April 15, 2021.** These can be in the form of

- **traditional portfolios** (see guidelines); and
- **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 entries in digital/electronic format via email at apitts@flsouthern.edu.

Classes may elect to submit a digital/electronic portfolio or a traditional portfolio. We will accept a variety of digital/electronic portfolio formats including PowerPoint presentations, Prezi, Wiki Project, Padlet, or other technology-oriented models. The materials 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 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**.

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. To meet this requirement, the Center for Civic Education (2020) highlights the following elements must be present in the problem statement, the proposed public policy, and the action plan.

- A **government entity** must be involved in carrying out its responsibilities; for example, the local school board votes to install metal detectors in the district's schools.

- **Public policy commitments** are made and carried out by **people who have been authorized to act** in accordance with established norms and procedures; for example, the state legislature is empowered to make laws governing the registration of motor vehicles; they in turn authorize the state department of motor vehicles to establish and carry out policies and procedures for auto registration.

- Public policies reflect the **commitment of public assets and direct the flow of resources that affect the public**. These are defined in terms of economic advantage (the city council votes to grant volunteer firefighters a property tax exemption).

- **Individual or group rights** (if the school board opens school facilities for use by outside groups, it may not arbitrarily deny that same right to others);

- **Shifts** in political power (state legislatures are empowered to use official census data to redraw congressional districts). For example, if 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. (Center for Civic Education, 2020)

We will work with all schools this year to ensure students have the opportunity to participate! If we are not able to have face-to-face oral hearings, we will host remote hearings for students to present their portfolios in May. The virtual hearings will be conducted via Zoom. Most schools are already using this platform so it should be an easy transition. As soon as we have all of the entries, we will make contact with teachers to schedule a convenient time for the hearings. We are being flexible and can even record the hearings as needed for judging. The state showcase and mock legislative hearings will be held virtually from Florida Southern College.

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. Classes must be constituted according to the school's normal programming procedures; be part of the school's regular curriculum, such as history/social science, language arts, or other appropriate programmatic areas including, for

example, special education and gifted and talented education; be designated on the school's master program (schedule of class offerings); meet during regular hours; have all enrollees listed in the teacher's record-book It is understood that many schools employ flexible scheduling methods, including the use of "advisory periods." The criteria listed above do not restrict participation by such classes.

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 does 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's evaluation and reflection on their experience.

Questions? Email **apitts@flsouthern.edu** or justiceteaching@flsouthern.edu.

References:

Martinez, J. (n.d.). *Curriculum- Project Citizen*. Civiced.Org. Retrieved August 4, 2020,

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Martinez, J. (n.d.). *Showcases*. Civiced.Org. Retrieved August 4, 2020, from

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