

Project Citizen Checklist for the Portfolio and Documentation Binder

All **Portfolios** must be divided into four **Panels**

All **Portfolios** must be accompanied by a **Documentary Binder** that includes a **Table of Contents**

I. Section One - Explaining the Problem

Display Panel 1	Documentary Binder Section 1
<p>___ A detailed written summary with a clear description of the issue/problem statement, an explanation of why the class chose it and what they learned about it.</p> <p>The written summary should address the following questions:</p> <ul style="list-style-type: none"> ▪ How serious and widespread is the issue? ▪ What level(s) of government or the governmental agencies are responsible for handling the issue/problem? ▪ What individuals or groups in the community share responsibility for dealing with the issue/problem? ▪ What are some disagreements about the issue/problem in the community? ▪ What are the positions taken by various groups of individuals, and what are some advantages and disadvantages of these positions? ▪ What are some examples of how groups or individuals are attempting to influence government to support their views? If a policy exists to deal with the problem, is it adequate? Why or why not? 	<p>Students must document their research and select the best material to include in Part 1 of the binder.</p> <p>Section 1 should include evidence that supports the group's work such as:</p> <p>___ A completed <i>Problem Identification and Analysis Form</i></p> <p>___ Completed interview forms (representative examples)</p> <p>___ Relevant newspaper and/or magazine articles</p> <p>___ Completed radio, television, or printed sources forms</p> <p>___ Other supporting articles, reports, etc.</p>
<p>___ Relevant graphs, photos, illustrations, and/or cartoons should be included (all sources must be cited)</p>	

II. Portfolio Section Two - Examining Alternative Policies

Display Panel 2	Documentation Binder Section 2
<p>___ A one-page written summary for each of the alternative policies</p> <p>The panel 2 written summary for each of the alternative policies presented should address the following questions:</p> <ul style="list-style-type: none"> • What is your group’s alternative and how did you come up with your solution? • What is the source of the proposed policy? (i.e., individual citizen, special interest group, legislature, or city council) • What are the advantages and disadvantages of the alternative policy/solution that is being proposed? (include any supporting data) 	<p>Part 2 of the binder includes evidence that supports the group’s work such as:</p> <p>___ Letters or memos from special interest groups or individuals</p> <p>___ Publicity material circulating in the community</p> <p>___ Other supporting articles, reports, etc</p>
<p>___ An explanation of a related existing policy (if one exists) and an evaluation of its usefulness</p>	
<p>___ Relevant graphs, photos, illustrations, and/or cartoons (all sources must be cited)</p>	

III. Portfolio Section Three - Proposing a Public Policy

Display Panel 3	Documentation Binder Section 3
<p>___A one-two page written summary that explains a specific policy the class is proposing to address the issue/problem and the reasons that the class has agreed to support it. <i>The class can choose to support an existing policy, modify an existing policy, create a new policy, or support one of the alternative policies described in Display Panel Two</i></p> <p>The panel 3 written summary should address the following questions:</p> <ul style="list-style-type: none"> • What is your proposed class policy? • Why is it the policy that best deals with the problem? • What are the advantages and disadvantages of the policy? (support this with current facts and figures including identification of individuals or groups that may be affected by the proposed policy and what the possible impact would be) 	<p>Part 3 of the binder includes evidence that supports the group’s work such as:</p> <ul style="list-style-type: none"> ___Completed copy of the <i>Constitutional Opinion Form</i> ___Government laws, regulations, and/or rules that apply ___Copy of an existing policy or law, or models of new or modified law or policy ___Copies of important court cases or proper citations ___ Other supporting articles, reports, etc.
<p>___An opinion statement on why the proposed policy does not violate the U.S. or state constitutions</p>	
<p>___A rationale statement that identifies the appropriate branch of government or agency that would be responsible for carrying out the proposed policy</p>	
<p>___Graphs, photos, illustrations, and/or cartoons (all sources cited)</p>	

IV. Portfolio Section Four - Developing an Action Plan

Display Panel 4	Documentation Binder Section 4
<p>___A written summary that details the process necessary to get the proposed policy accepted and implemented by the government. <i>The plan should include steps for developing community support for the proposal.</i></p> <p>The panel 3 written statement should address the following questions:</p> <ul style="list-style-type: none"> • How will the class seek to gain support from government for the proposed policy and action plan? • How will the class seek to gain support from special interest groups, community groups, business, or influential individuals for the proposed policy and action plan? • Who are the influential individuals, businesses, special interest groups, or government agencies that might speak out against the proposed policy and action plan and why? • What steps will be taken to implement the action plan? (include costs of implementation, and a timeline) 	<p>In addition to a table of contents, part 3 of the binder should include evidence that supports the group’s work such as:</p> <ul style="list-style-type: none"> ___Written statements of support or opposition ___Publicity material ___Letters from influential individuals or public officials ___Other supporting articles, reports, etc.
<p>___Graphs, photos, illustrations, and/or cartoons (all sources must be cited)</p>	

V. Binder Section 5 - Reflections

**This is a section of the Documentation Binder only*

Documentation Binder Section 5
<p>___ Brief statements and/or letters from students describing what they learned from Project Citizen.</p>