



Congressional District Coordinator Responsibility Agreement [Insert Year]

*This responsibility agreement defines an arrangement between the Center for Civic Education, congressional district coordinators, and state coordinators. The following describes tasks that are part of a successful **Project Citizen** program. A state coordinator may define additional state-specific goals, responsibilities, and expectations, and be responsible for assessing task completion and awarding coordinators their stipends accordingly. State coordinators may modify these responsibilities to meet the needs of their individual state.*

Textbook Distribution

- Distribute your congressional district's textbook allocation of ten sets.
- Connect textbook distribution to professional development opportunities.
- Balance textbook distribution between teachers who are continuing with the program and teachers who are new to the program.
- Create a reasonable balance of distribution between the use of the texts in classroom settings and in non-classroom settings.
- Ideally, a set of student texts will be used by more than one class of students.
- Distribute one set per teacher.

Outreach

- Conduct awareness-level presentations on **Project Citizen** in your congressional district.
- Ensure that middle grade educators are aware of **Project Citizen**.
- Ensure that leaders of appropriate youth organizations (Boy Scouts, Boys and Girls Club of America, YMCA, YWCA, etc.) are aware of how **Project Citizen** compliments their program goals.
- Invite teachers who are new to **Project Citizen** to showcases and simulated hearings.

Professional Development

- Provide a variety of quality in-service opportunities including, but not limited to, department meetings, conference presentations, day-long workshops, and study groups.

- Actively recruit teachers to attend **Project Citizen** regional, state, and congressional district professional development institutes.
- Ensure that all teachers receive a complimentary copy of the student textbook as part of professional development.

Portfolio Displays and Simulated Legislative Hearings

- Encourage teachers/youth leaders to have their students prepare portfolios for display in the school or community setting
- Encourage teachers/youth leaders to conduct simulated legislative hearings in their classrooms/community settings.
- Encourage teachers/youth leaders to participate in district and state showcases.

Follow-Up

- Once textbooks have been distributed, follow up with teachers/youth leaders to make sure that the books are being used appropriately and effectively in either the classroom or non-traditional settings.
- Follow-up with teachers/youth leaders who have participated in professional development.

Documentation

- Submit complete and accurate documentation using the Center's forms.
- Documentation forms include:
 1. **Project Citizen** Registration (Textbooks)
 2. Hearing/Competition Participation – Classes
 3. Hearing/Competition Participation – Volunteers
 4. Professional Development Report
 5. Professional Development Sign-In Sheet

Contact with Government Officials

- Establish contact with members of your state legislature and their staff.
- Establish contact with other government agencies and officials.
- Periodically update government officials, including member of Congress, and their staff on the success **Project Citizen**.

Community Involvement

- Involve members of Congress, state legislators, and their staff, and other government officials in the program by inviting them to judge at your portfolio showcase and simulated hearing.

- Involve the community as volunteers at your showcase and other program events.
- Inform the media of your showcase so that they can recognize student achievement and in turn promote the program.

Congressional District Coordinator

Congressional District

Date

State Coordinator

Date