2014-2018
4 YEAR STRATEGIC GROWTH PLAN
AN AMBITIOUS ORGANIZATIONAL MISSION

GENERATION CITIZEN WORKS TO ENSURE THAT EVERY STUDENT IN THE UNITED STATES RECEIVES AN EFFECTIVE ACTION CIVICS EDUCATION, WHICH PROVIDES THEM WITH THE KNOWLEDGE AND SKILLS NECESSARY TO PARTICIPATE IN OUR DEMOCRACY AS ACTIVE CITIZENS.
This 4 year strategic growth plan positions Generation Citizen to effectively scale our organization by focusing on localized impact and growth, and making the case nationally that effective action civics education should become a staple of the American educational curriculum.

OUR VISION

WE ENVISION A COUNTRY OF YOUNG PEOPLE WORKING AS ACTIVE AND EFFECTIVE CITIZENS TO COLLECTIVELY REBUILD OUR AMERICAN DEMOCRACY.
EXECUTIVE SUMMARY

Generation Citizen (GC) was founded because of an idealistic, but real, belief in the power of the democratic spirit, in which individuals come together to make a collective difference in their communities. Its co-founders, Anna Ninan and Scott Warren, started GC as Brown University seniors in 2008, realizing the extent to which this power and sentiment has been lost in our current political environment, especially amongst young people. In 2008, eight Brown University students began teaching action civics in four Providence, Rhode Island school classrooms, helping secondary school students realize the power of their voices to make a difference in their communities. Since then, GC has grown to serve students in four cities, training over 1,200 college volunteers (Democracy Coaches) to empower over 20,000 young people in Providence, Boston, New York City, and the San Francisco Bay Area.

The first four years of GC’s existence have been a pilot phase, and our initial results have been strong. An outside study demonstrated a statistically significant increase in civic skills and self-efficacy amongst our students, and teachers self-report that 73% of their students increase their skills due to GC. 100% of teachers report being satisfied with their experience with GC, while 92% said that GC’s support of existing school priorities was either excellent or very good. We believe that these initial results set us up to deepen our impact in our next stage of growth. At the same time, there has been an expanded need for our work - our broken political process has driven society to recognize the need to better engage our young people in civic life. Similarly, education experts are slowly starting to recognize the benefits of a civics education, as evidenced by the incorporation of certain civic knowledge elements into the new version of the SAT test.

In this spirit, we are embarking on a 2014-18 strategic plan. Over the next four years, GC will deepen our program locally and comprehensively measure its impact, begin to engage intentionally in advocacy and demand-building efforts, and build up our infrastructure and operations systems. We plan on proving our work locally, and using this proof of concept to create national systems-change.

“All my life I just dreamed of changing the world. Many people believe they can’t make a difference because they’re just one person. I’ll gladly give you a speech on how wrong those people are. I have never felt so confident that anybody can make a difference regardless of age or race. I went from knowing nothing at all about politics to realizing that I want to be an activist, and knowing that with Generation Citizen my journey is just beginning.”

- Anthony Mendez, former GC student
OUR HISTORY

Two Brown University seniors, Anna Ninan and Scott Warren, co-founded Generation Citizen (GC) in 2008 in an attempt to revive our country’s democracy by promoting action civics in our country’s public school system. Scott reflected on the power of the democratic process he experienced witnessing emerging democracies while growing up in Kenya, Ecuador, Argentina, and the Dominican Republic, and wanted to try to bring that same democratic energy to young people in this country. GC began operating in Providence in 2008, expanding to Boston in 2009, NYC in 2010 and the San Francisco Bay Area in 2013. Since its founding, GC has grown to serve over 10,000 students annually.

Scott is the recipient of a Draper Richards Kaplan Fellowship, an Echoing Green Fellowship, and was named to Forbes’ Top 30 Social Entrepreneurs Under 30. During college, he served as Student Director of STAND, a national student anti-genocide coalition.
OUR DEMOCRACY IS AT RISK

While the reasons for the troubles in our current American democracy are complex, much of the problem lies in the reality that citizen engagement has faltered. Individuals are uninformed and participating at low levels. The problem starts in our schools - civics has been phased out of the curriculum.

AT A LARGER AMERICAN SOCIETY LEVEL:

» Only 1/3 of the population can name all three branches of government; 1/3 can’t name any.

» In recent national elections, on average, 1/2 of eligible voters don’t vote.

» Social trust and community participation are falling across the board. Only 17% of citizens trust our government to do the right thing.

IT STARTS WITH YOUNG PEOPLE

» Students now receive only one semester of civics in school, whereas they used to receive six.

» In a recent National Assessment of Educational Progress test, only 28% of 12th graders scored proficient on the civics exam- the lowest rate of every subject except history.

» This low knowledge translates into actual civic behavior. In the 2012 election, 18-30 year-olds voted at a 45% turnout. Citizens older than 30 voted at a 66% rate.

THE UNITED STATES IS RANKED 139 OF 172 DEMOCRACIES IN VOTER PARTICIPATION.
WE HAVE A DEMOCRACY INEQUALITY PROBLEM

IN THE 2008 PRESIDENTIAL ELECTION, young people with college experience were twice as likely to vote as those without college experience.

IN THE 2012 PRESIDENTIAL ELECTION, citizens who made more than $75,000 voted at 77%. Those who made less than $50,000 voted at a 62% rate. There is no better predictor of political participation than income level.

According to a study by the American Political Science Association, the poorest quintile of citizens have little-to-no effect on their senators’ votes.

A REIGN OF CYNICISM PREVAILS AMONGST YOUNG PEOPLE.

Young people want to make a difference. But they do not see government as the way to do so. Recent polling shows that young Americans, by a 2 to 1 margin, think that the best way to make positive societal change is through volunteering, not political participation.

THIS LEADS TO A VICIOUS CYCLE

YOUNG PEOPLE DON’T PARTICIPATE IN POLITICS

POLITICIANS PAY LESS ATTENTION TO YOUNG PEOPLE.
THE PROBLEM STARTS IN OUR SCHOOLS

TRADITIONAL CIVICS IS INEFFECTIVE.

Civics is viewed as one of the most boring classes in school. Students learn the three branches of government, how a bill becomes a law, and simply take a test.

CIVICS HAS BEEN PUSHED OUT OF OUR SCHOOLS ENTIRELY.

In the midst of growing accountability, schools do not have the resources or training to focus on educating their young people to be active citizens in our democracy. It is one of the first subjects phased out of the curriculum.

When Americans turn 16 years old, they can get their driver’s license. In the year before, they take driver’s education, get a permit, and ultimately take a test. It’s a comprehensive process for a rite of passage in life.

When Americans turn 18, they can vote. But we do not prepare them adequately to take the reins. We need a driver’s education course for our democracy.

THE SOLUTION ALSO STARTS IN OUR SCHOOLS

GC PROMOTES ACTION CIVICS IN SCHOOLS—STUDENTS LEARN ABOUT THE POWER OF DEMOCRACY BY TAKING ACTION ON ISSUES THEY CARE ABOUT.
THE SOLUTION STARTS IN OUR SCHOOLS

» As its core program, GC promotes action civics by partnering trained college volunteers (Democracy Coaches or “DCs”) with secondary school teachers to teach a semester-long “action civics” curriculum

» Students choose a local issue they care about to focus on (including gang violence, public transit, and teen jobs)

» Students learn about the political process through taking real action (including meeting with legislators about specific bills, and writing opinion articles, and hosting rallies)

» Students and teachers present their issue and action to local decision makers at Civics Day

"Generation Citizen not only creates change in the community, but also in the individual students in the classroom. Young people gain confidence, grow as leaders and as students, and understand that anyone can make a positive difference. I became a Democracy Coach to make a substantial difference in my life, in the lives of young people in Rhode Island, and in the community around me."

- Summer Kennedy, Brown University Democracy Coach
INNOVATION IN OUR PROGRAM

EMPHASIS ON ACTION
We provide structured opportunities for students to make their voices heard, while promoting an action civics pedagogy, which increase learning and motivation.

IN-SCHOOL, ACHIEVEMENT-ORIENTED CLASSES
By operating within school hours as a regular class, Generation Citizen ensures that all students learn about their pivotal role in the political process. The curriculum is academically rigorous and aligns to district and Common Core standards. Our current core program partners college student volunteers with a teacher to deliver an action-civic curriculum.

COMMITMENT TO LOW-INCOME & MINORITY STUDENTS
We work to promote civic education broadly, but emphasize work with underserved populations first.

“People don’t always listen to kids our age because they think we’re too young, but that’s not true. When Sue Vaughn, advisor to the MTA Board of Directors, visited our classroom, we spoke with someone important and she paid attention. I realized that people do hear us. Ms. Vaughn listened, had us write our ideas down, and took them back. I’m proud of my classmates for taking action to make our community safer.”

- Bay Area Student, Deniella Herren, on her efforts to improve MUNI Safety on the 14L and the 8X bus lines
GC promotes a unique way of taking action, which focuses on political action, rather than strictly service.

All of our students learn to focus their action effectively by taking concrete action towards a specific goal.

Students analyze root causes, set specific goals, determine discrete targets, and employ a variety of tactics to achieve their goals.

Rather than getting kids to volunteer at a soup kitchen, GC students analyze the root causes of why hunger exists in the first place and take effective action.
A CLASS IN HARLEM’S SUCCESS

COMMUNITY ISSUE
Neighborhood safety

FOCUS ISSUE
Safety at the bus stop across the street from school

ROOT CAUSES
Lack of police attention to student concerns

GOAL
Improve school-police relations through a liaison program, including regular communication and monthly meetings between students and precinct representative (This liaison program was successfully implemented)

TARGETS
Local NYPD Precinct Captain, school administration, student body

TACTICS
Inviting an officer to visit their eighth-grade class to present their concerns and suggestions
Conducting a survey of the student body to prove demand for liaison program
Advertising existence of the liaison program so students utilize it
THE NEXT FOUR YEARS

Stemming from our initial success, we’re excited to deepen our work locally, begin targeted advocacy work, and build up our organization, setting the stage for national systems-change. In this spirit, our long term goals are to:

» Ensure that more students in GC’s locations are receiving a quality action civics education through GC’s programs.

» Create a greater demand for action civics education across the US.

In order to fulfill these long-term goals, we will focus on the following three priorities over the next four years:

“Based on my experience as a Democracy Coach, I see youth civic engagement as the most organic means for long-term social change. Young people, so often discounted, have the best ideas and the most energy.”

- Colin Murphy, Associate Board member and former Brown University Democracy Coach
PRIORITIES

1. GC WILL DELIVER HIGH IMPACT ACTION CIVICS EDUCATION THROUGH LOCAL HUBS.
   GC will build local hubs that will serve as effective providers and incubators for action civics throughout an entire region. GC will run a suite of proven high quality, high impact programs that are effective in diverse communities across the US while enabling GC to learn about how to work with different communities. Hubs will center around a high functioning local site (focused at the city level) and will raise our visibility, build a strong reputation, and provide a local focus for regional activities. GC will also comprehensively measure the impact of these programs, ensuring they are creating long-term behavior change.

2. GC WILL BUILD DEMAND FOR ACTION CIVICS.
   GC will build demand for the importance, presence, and quality of action civics through national thought-leadership, localized advocacy, and movement building. As a key component of this priority, GC will serve as a convener in the larger youth civics education space, bringing like-minded groups together and utilizing best in class research. Since this is a completely new priority, much of the four years will be spent building out this muscle of the organization, testing out different activities, and honing in on a more long-term strategy.

3. GC WILL BUILD ORGANIZATIONAL INFRASTRUCTURE AND CAPACITY TO ALLOW FOR NATIONAL IMPACT.
   As GC becomes a truly national organization, we will intentionally create the infrastructure necessary for sustained impact and strategic growth.
Every young person in the country receives an effective action civics education to develop civic knowledge, skills, and dispositions.

Students receive high quality action civics education.

GC implements and rigorously evaluates core model: partnering college volunteers with teachers to teach an action civics curriculum.

GC develops and rigorously evaluates a variety of program models throughout a region to allow for action civics in different local contexts.

Students receive high quality action civics education. There is greater demand for education action civics.

GC ENGAGES IN STRATEGIC THOUGHT LEADERSHIP AND POLICY WORK CENTERING ON THE IMPORTANCE OF ACTION CIVICS THROUGHOUT AN ENTIRE REGION

GC BUILDS “ACTION CIVICS HUBS”, CENTERING AROUND A CITY, SERVING AS PROVIDERS AND INCUBATORS FOR EFFECTIVE ACTION CIVICS THROUGHOUT AN ENTIRE REGION

States and cities will pass policies that allow and empower young people to be politically engaged.

Districts include action civics as part of standard curriculum, and states include action civics as part of assessments.

Our American democracy is rebuilt with young people as active and effective citizens.
WE MEASURE OUR IMPACT THROUGH THE LENS OF CITIZENSHIP

Generation Citizen wants to create a more engaged and informed citizenry, in which individuals feel empowered and efficacious, and society is utilizing citizen input to make more representative policy decisions. In the long-term, this will be measured through concrete individual behavior change and changed societal political outcomes.

IN THE SHORT-TERM
We measure the following outcomes to determine whether we are on the right track, and to iterate our work:

CIVIC KNOWLEDGE
A student’s ability to grasp basics civic knowledge, which is taught throughout the course. This includes understanding how the governmental process works, and who the basic players are.

CIVIC SKILLS
A student’s ability to use acquired skills to effectively participate in the political process. This includes oral and written persuasive communication, group-work, and critical thinking - all vital to being an engaged citizen…and person.

CIVIC MOTIVATION
A student’s desire to actively participate in the political process and take action on issues they care about. This includes actual behaviors, like voting and volunteering.

We measure improvements in these outcomes through comprehensive pre- and post-test surveys.

IN THE LONG-TERM
We will capture student data and measure actual behavior change:

INDIVIDUAL CHANGE
» Self-efficacy
» Civic engagement (voting, working on campaigns, community involvement)
» Academic engagement (college matriculation/completion)

SOCIAL CHANGE
» Voting rates
» Policies that take into account constituent feedback
» Success of actual GC student projects
WE ARE STARTING TO SEE RESULTS

**IMPACT ON CIVIC SKILLS** In Spring 2013, an independent research firm, Glass Frog Solutions, designed an assessment to measure development in Generation Citizen students’ civic skills (including persuasive communication and critical analysis). All students in the New York City program participated in a pre-post assessment and scores were found to have risen 1.9 points (equivalent to a .8 standard deviation), while the civic skills of students in a comparison group remained constant.

**IMPACT ON STUDENT EFFICACY** Another Glass Frog study from Spring 2013 found that participation in Generation Citizen helped students develop an increased and clearer sense of efficacy (confidence that they could impact the political process and that leaders would listen to what they have to say).

**IMPACT ON COLLEGE VOLUNTEERS** 87% of Democracy Coaches in a recent survey reported that participation in Generation Citizen altered the way they approached community service, community engagement, and civic responsibility. 91% of DCs reported that they had an excellent or very good experience with GC.
PRIORITY 1

GC WILL DELIVER HIGH IMPACT ACTION CIVICS EDUCATION THROUGH LOCAL HUBS

GC will build local hubs that will serve as effective providers and incubators for action civics throughout an entire region. GC will run a suite of proven high quality, high impact programs that are effective in diverse communities across the US while enabling GC to learn about how to work with different communities. Hubs will center around a high functioning local site (focused at the city level) and will raise our visibility, build a strong reputation, and provide a local focus for regional activities. GC will also comprehensively measure the impact of these programs, ensuring they are creating long-term behavior change.
By 2017-2018, 20,000 students annually will receive an action civics education directly from GC.

- Sites will identify a “critical mass” direct program size in a given area
- Sites will engage in activities with areas around the region
- Sites will consult with other local districts to promote action civics

GC is implementing comprehensive alternatives to the core program model.

- Each hub will pilot 1 “alternative” program model, which allows our team to work outside of our central site (this could include teacher professional development, Democracy Fellows research program, technology platform).
- Alternative program models will be comprehensively evaluated for impact

Students in GC core programs show statistically significant increase in civic skills, knowledge, motivation.

- GC will utilize a comprehensive performance measurement system for student outcomes
- GC will produce bi-annual reports that measure impact and provide recommendations for program iterations
- GC will explore the link between action civics and academic performance
- 80% of students show significant increase in key outcomes (civic knowledge, skills, and motivation)
- 90% of classes are run with fidelity to the essential elements of the GC core model

At least 85% of schools are paying for GC core program

GC has determined at least 1 alternative program model which has demonstrated significant impact and has high potential for scalability in new environments

- 80% of students show significant increase in key outcomes (civic knowledge, skills, and motivation)
- 90% of classes are run with fidelity to the essential elements of the GC core model
PRIORITY 2

GC WILL BUILD DEMAND FOR ACTION CIVICS

GC will build demand for the importance, presence, and quality of action civics through national thought leadership, localized advocacy, and movement building. As a key component of this priority, GC will serve as a convener in the larger youth civics education space, bringing like-minded groups together and utilizing best in class research. Since this is a completely new priority, much of the four years will be spent building out this muscle of the organization, testing out different activities, and honing in on a more long-term strategy.
GC will build demand for action civics

**Priority 2**

**GC WILL BUILD DEMAND FOR ACTION CIVICS**

**Coalition Building**
- GC leads coalitions of districts, schools, and philanthropists alike in recognizing the importance of action civics.
  - GC will convene local and national groups at least annually to promote action civics
  - GC will utilize coalitions to research and delineate highly specific local and national advocacy agendas
  - Local and national coalitions have and are enacting comprehensive advocacy plans
  - Local coalitions are active in each hub

**Policy Work**
- GC hubs are promoting local policy initiatives directly leading to schools focusing on action civics, and society recognizing the importance of youth voice.
  - GC will research the existing political landscape
  - GC will determine the effective components of a local action civics policy
  - GC will develop and use best-practice metrics for measuring impact of policy efforts
  - GC will hire a full-time Director of Policy
  - GC has played a lead role in passing mission-aligned legislation
  - GC is regularly consulted by policy makers to craft civic education policy

**Thought Leadership**
- GC is communicating the importance of action civics for empowering individuals and improving society.
  - GC will compile and disseminate local impact studies to demonstrate the importance and feasibility of action civics in local contexts across the country.
  - GC will hire a full-time Director of Communications
  - GC receives local and national media attention quarterly
  - GC is seen as a national leader on civics education and engagement and is regularly consulted as experts
  - Local and national political and education leaders speak about the importance of action civics.
PRIORIT 3

GC WILL BUILD ORGANIZATIONAL INFRASTRUCTURE AND CAPACITY TO ALLOW FOR NATIONAL IMPACT

As GC becomes a truly national organization, we will intentionally create the infrastructure necessary for sustained impact and strategic growth.
PRIORITY 3
GC WILL BUILD ORGANIZATIONAL INFRASTRUCTURE AND CAPACITY TO ALLOW FOR NATIONAL IMPACT

CULTURE OF EVALUATION AND ACCOUNTABILITY
GC has a culture of continual improvement, using evaluation and data to drive our work.

» GC will build high-functioning data collection processes for ongoing learning across all organizational functions

» GC values will be integrated into all aspects of work

4 YEAR GOALS

DRIVE TOWARDS SUSTAINABILITY
National office and local sites have sustainable infrastructure to achieve programmatic and operational goals and set the stage for increased scale.

» Sites will develop diverse revenue streams through advisory boards and robust pipelines of local supporters

» GC will provide “sales training” for staff which includes mapping school funding structures and demonstrating the program’s value-add

» GC will hire a Director of Development

4 YEAR ACTIVITIES

SYSTEMS IN PLACE TO FOCUS ON LONGITUDINAL IMPACT
GC has systems in place for staying in contact with GC alumni and evaluating longitudinal impact and behavior change.

» GC will develop a comprehensive system to collect contact information for long-term tracking

» GC will engage alumni in activities to foster ongoing connection to the organization

4 YEAR OUTCOME BENCHMARKS

» All staff are meeting or exceeding performance goals

» Staff regularly use short and long-term data to inform programming, advocacy, and fundraising decisions

» National team raises sufficient funds for innovative pilots and growth

» All local sites raise their full annual budget

» Fee for service represents a meaningful percentage of GC’s revenue stream

» GC has developed a cash reserve of at least 3 months of cash on hand

» A significant number of student alumni are in contact with GC after program

» Longitudinally, students show behavior change as measured by increased civic engagement
SCALE AND INVESTMENT

Generation Citizen will grow significantly in order to fulfill these priorities. In order to become a more sustainable organization, a more significant portion of the budget will be allocated to local sites. This money will also be raised by local sites, through a combination of fee-for-service (revenue from schools) and local fundraising (dependent on local foundations, corporations, and individuals). Transitioning the bulk of fundraising to local sites will make GC more sustainable over the long-term.

The national operating costs will focus on growth (both in terms of deepening our impact locally, and expanding to new sites) as well as investing in new infrastructure (like our demand-building activities). National fundraising will occur through large-scale philanthropy.
AVERAGE PERCENTAGE OF LOCAL BUDGETS RAISED LOCALLY
GC taught me that I don’t have to wait for someone to do it for me. I can create change myself. When I go to high school, I will recommend that my school participate in GC because the program can help make a lot of change in the community.

- 8th grader Trinity Meade from the Harbor School in Dorchester at Civics Day in Boston
INVESTMENT IN STRATEGIC PLAN

The total cost of this strategic plan, which will take Generation Citizen to the next level and poise the organization for national growth, is $12,050,000. We are looking for multi-year commitments that will help us attain this ambitious, but attainable, target. GC will be engaging investors to raise these funds over a tiered timeframe.

- FY 15: $2,048,000
- FY 16: $2,708,000
- FY 17: $3,400,000
- FY 18: $3,894,000
NATIONAL OPERATING BUDGET

NATIONAL OPERATING EXPENSES

LOCAL HUBS OPERATING EXPENSES

FY13
439,487
333,513
FY14
761,788
643,212
FY15
573,000
944,000
FY16
973,524
1,443,195
FY17
1,035,206
1,900,193
FY18
1,217,155
2,254,997
CHALLENGES

GC recognizes that various challenges may exist to fulfilling this plan, including:

**DEVELOPMENT** This plan will require us to greatly enhance our development systems and outcomes, including significantly prioritizing local fundraising. We believe that if we demonstrate a compelling vision, this level of fundraising will be possible, but have also created contingency plans.

**TALENT** Strong people, on our team and our Board, are necessary to make this plan work. We plan to put significant resources into finding, retaining, and training the right people.

**AN UNCERTAIN EDUCATIONAL CLIMATE** For success, we are very dependent on schools. The current climate is challenging - schools are under tremendous pressure, which sometimes means it is difficult to create time in the day for action civics. We plan to spend significant resources ensuring we are seen as strategic partners to schools, not just an add-on program.

**ULTIMATE OUTCOMES** As we mature, our actual outcomes will become more important. We see evaluation as iterative - we will use it to continually improve our programs, seek to understand which elements of our programming are vital to impact, and learn where we need to improve.

Generation Citizen should keep up the exemplary work. Teaching responsible citizenship should become a priority within all American public schools.

- Generation Citizen Teacher
We are tremendously excited about this plan and feel that it will set GC up for the next stage of growth as we seek to achieve transformative scale. In four years, GC will:

» Have a total annual budget of $3.4 million, with the requisite systems in place to ensure organizational stability
» Have transitioned the majority of fundraising to local sites
» Have ensured that revenue-generating activities are a core part of the organization.
» Have started significant demand-building activities and be seen as the pre-eminent action civics organization in the country
» Demonstrate powerful outcome-oriented evaluation results that prove the individual and societal benefits of action civics education

This plan positions Generation Citizen to prove impact locally to set the stage for systemic change and transformational scale.
# A DEDICATED BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>NAME</th>
<th>AFFILIATION</th>
<th>LOCATION</th>
<th>YEAR JOINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCOTT WARREN</td>
<td>Executive Director, Generation Citizen</td>
<td>New York, NY</td>
<td>2009</td>
</tr>
<tr>
<td>ROBERT G. FLANDERS, JR.</td>
<td>Hinckley, Allen and Snyder</td>
<td>Providence, RI</td>
<td>2012</td>
</tr>
<tr>
<td>TOM FRY</td>
<td>Draper Richards Kaplan Foundation</td>
<td>Boston, MA</td>
<td>2012</td>
</tr>
<tr>
<td>LISA ISSROFF</td>
<td>Issroff Charitable Foundation</td>
<td>New York, NY</td>
<td>2013</td>
</tr>
<tr>
<td>LOUISE LANGHEIER</td>
<td>Executive Director, Peer Health Exchange</td>
<td>San Francisco, CA</td>
<td>2009</td>
</tr>
<tr>
<td>ANDREW S. OFFIT</td>
<td>Special Adviser to the Mayor of Somerville</td>
<td>Newton, MA</td>
<td>2012</td>
</tr>
<tr>
<td>KATIE PAKENHAM</td>
<td>Director, Network Management, New Profit</td>
<td>Boston, MA</td>
<td>2010</td>
</tr>
<tr>
<td>THOMAS PANITZ</td>
<td>Managing Director, DebtX</td>
<td>New York, NY</td>
<td>2012</td>
</tr>
<tr>
<td>JAMES J. RITCHIE</td>
<td>CPA &amp; Corporate Board Director</td>
<td>Philadelphia, PA</td>
<td>2014</td>
</tr>
<tr>
<td>(Chairperson)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATTHEW SEGNERI</td>
<td>Bennet and Midland</td>
<td>New York, NY</td>
<td>2012</td>
</tr>
<tr>
<td>YANEV SUISSA</td>
<td>NEA Venture Capital</td>
<td>Washington, DC</td>
<td>2013</td>
</tr>
<tr>
<td>MARY VASCELLARO</td>
<td>Community Volunteer in Arts and Education</td>
<td>San Francisco, CA</td>
<td>2010</td>
</tr>
</tbody>
</table>
CLOSING THE CIVIC ENGAGEMENT GAP AND BUILDING STRONGER COMMUNITIES ONE STUDENT AT A TIME

GenerationCitizen.org . Find us on Twitter & Facebook