TAKING GC TO THE NEXT LEVEL
2014 Annual Report
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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
GC student
Dear Friends,

The most fun part of working with Generation Citizen is how much the organization changes every year. Each new year brings new successes, new challenges, and new phases in our organizational trajectory. 2014 has been no exception. This year, we began to truly set the stage to become an organization capable of real impact. We took it to the next level.

At the macro level, this growth started with our Board of Directors, including acquiring a fantastic new Chair, Jim Ritchie. It meant scaling the capacity of our local sites, setting them up for local fundraising, and building local boards. On the organizational level, we finished an ambitious but realistic four year plan, which calls for us to deepen our impact in each of our sites, solidify our organizational structure and - perhaps most exciting for me - begin to engage in demand-building and advocacy work. Most importantly, on the program level, these changes resulted in a stronger experience for the young people we work with every day. Our improved curriculum and training led to our students taking real political action, and beginning to effect concrete change in their schools and communities.

This only happens because we have so many people invested in our mission. GC first started as an idea, a proposal sketched out on a few pieces of paper. It has grown, in size and in impact, because of all the stakeholders who now believe deeply in our mission.

A recent week serves as an illustration of the breadth of our network. On Monday, I spent all day in a Board meeting, reviewing our work in committees, and strategizing how to get GC to the next level. On Tuesday, I observed a middle-school classroom in Providence, RI, and saw students passionately discussing how to take legislative action to convert dilapidated public spaces into public housing. On Wednesday, I attended a Jeffersonian dinner hosted by one of our supporters, and discussed the merits of lowering the voting age to spur effective civics action. On Thursday, I helped work with a 4th grade class taught by one of my best friends, and saw the power of our curriculum even amongst our nation’s youngest students! And on Friday, I reviewed the week with our incredibly hard-working staff, and determined our goals for the rest of the year.

Each stakeholder, from our Board, to supporters, to teachers, to our team, to, most importantly, our students, is crucial to our work. And not by coincidence, that’s exactly how a democracy must function: with all aspects of society working together to make a collective difference.

It’s easy to be sour about the American political system. But I’d suggest that you avoid the talking heads on TV and the media polls. Witness a GC class talking about policy that affects their lives, and their plans to change it. It’s inspiring. And it’s what’s going to change the future of our democracy.

Yours in democracy,

Scott Warren
Co-Founder & Executive Director
OUR 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.
OUR VISION

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

OUR DEMOCRACY IS BROKEN.
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.

IT BEGINS WITH OUR 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.

ONLY 1/3 OF THE US POPULATION CAN NAME ALL THREE BRANCHES OF GOVERNMENT.
OBAMA: 65.9 MILLION
ROMNEY: 60.9 MILLION
DIDN’T VOTE: 91.8 MILLION

VOTER TURNOUT IN 2012 (ELIGIBLE VOTERS)

OF 172 DEMOCRACIES, THE UNITED STATES RANKS 139TH IN VOTER PARTICIPATION.
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.

OR

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 PROBLEM STARTS IN OUR SCHOOLS.
THE SOLUTION STARTS IN OUR SCHOOLS.

YOUNG PEOPLE CAN SAVE OUR DEMOCRACY - IF WE TEACH THEM.

» 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 that 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.
A STRONG FOUNDATION FOR ACHIEVING OUR AMBITIOUS STRATEGIC PLAN
In 2014, GC collaborated with various stakeholders, including Board members and supporters, school partners, college volunteers, and community leaders to design a four-year strategic plan. This plan created three key strategic priorities for the future. Read the full strategic plan.

**PRIORITIES**

1. GC will deliver high impact action civics education through local hubs.
2. GC will build demand for action civics.
3. GC will build organizational infrastructure and capacity to allow for national impact.

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. Sue Vaughn listened, had us write our ideas down, and took them back to the CAC. I'm proud of my classmates for taking action to make our community better by addressing safety on the buses.

Deniella Herren
GC Bay Area Student
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.
OUR REACH

In the 2013-14 school year, we engaged 394 DEMOCRACY COACHES from 21 colleges in 4 sites EMPOWERING 7,375 STUDENTS in 295 classes at 93 schools.

BAY AREA University of California, Berkeley University of San Francisco San Francisco State University

BOSTON Boston College Boston University Bunker Hill Community College Emerson College Northeastern University Tufts University UMass Boston

NEW YORK CITY Columbia University Fordham University Hunter College New York University Pace University Wagner College Queens College

RHODE ISLAND Brown University Bryant University Providence College Rhode Island College

BAY AREA
45 College DCs
850 Students

BOSTON
125 College DCs
2750 Students

RHODE ISLAND
80 College DCs
1175 Students

NEW YORK, NY
144 College DCs
2600 Students
OUR MODEL IN ACTION: THE ADVOCACY HOURGLASS

GC promotes a unique way of taking action, which focuses on political action, rather than strictly service. Students analyze root causes, set specific goals, determine discrete targets, and employ a variety of tactics to achieve their goals.

The 2013-14 school year saw a significant increase in policy-oriented student action projects. More classes addressed the root causes of their chosen community issues instead of focusing on surface-level symptoms, thereby promoting sustainable and systematic impact.

2014 BAY AREA ACTION PROJECT:
PAUL REVERE SCHOOL

COMMUNITY ISSUE
Neighborhood safety

FOCUS ISSUE
Safety on the 14L and 8X MUNI bus lines

ROOT CAUSES
People can easily get on and off the back doors

GOAL
Increase security at the back door of those bus lines

TARGETS
Advisor to the MTA Board of Directors, Citizens’ Advisory Council, MTA Director of Transportation, MUNI riders and drivers

TACTICS
Make posters, have an assembly, get signatures on a petition, write emails, and have meetings

SUCCESS!
The MTA Director of Transportation agreed to assign more security to the targeted bus lines.
IN THE CLASSROOM

SAYEM HOSSAIN
NEW YORK CITY, NEW YORK

“Participating in Generation Citizen taught me what it means to be a good citizen and a good person. Where I went to school in Jackson Heights has the most diverse zip code in the nation. As a result, in my school – bullying was a big problem, like many schools in NYC. It happened at lunch, after school, even during class. We knew that this was a problem not only at our school, but across the city. My class and I brainstormed what we could do to address and take action on this problem. We decided to create what we called a “diversity curriculum,” which would inform students what bullying really is, how people are affected by it, and how we can work through it by acknowledging our differences. Generation Citizen helped us get started – it was a platform that helped us understand that we could break down this problem.

We knew that to accomplish this, we needed help. We went to our school principal and to the office of Councilman Daniel Dromm, our city councilmember, who supported our idea for the curriculum. He even shared personal stories of bullying that he encountered as a former teacher. He in turn recommended our curriculum to Carmen Fariña, Chancellor of the NYC Department of Education. The course will be implemented for all students at my school next year, and the Councilman is helping us think about how to get this implemented for all NYC public schools.

Going through this process of building the curriculum and deconstructing the issue of bullying, taught me that it doesn’t matter what our differences are in terms of race or gender, we need to respect one another as human beings. Now that I’m going off to high school, I won’t be a part of Generation Citizen anymore, but I know that I have the skills to continue engaging on issues that matter to my classmates and me, and I will continue driving change for a better future.”

8th Grade GC Student at IS 230 Magnet School for Civics in the Community

“Generation Citizen taught me what it means to be a good citizen and a good person... Now that I’m going off to high school, I won’t be a part of Generation Citizen anymore, but I know that I have the skills to continue engaging on issues that matter to my classmates and me, and I will continue driving change for a better future.”
“Everyone has heard why education is important, but what they tend to forget is how important it is for the students to care about their education, and for them to feel that they have a part in it. Otherwise, it becomes something inflicted on them, irritantly, and the generation we’re educating might have no interest in educating the next one. Being a Democracy Coach is one of the best ways to convince students to take part in their education, and goes even further by teaching them what an education is for: making a difference. Of course I want to be a part of that.

Generation Citizen been very important to me ever since I participated in it as a junior in high school. I’m thrilled to be a Democracy Coach now and hope that I can make it as important to my students as it is to me! I was a GC student in 2012, and I remember what it was like to be on the other side of the classroom. Based on my memories of what worked and what didn’t work, I have some ideas about what I would want to do as a Democracy Coach, and what I would want to avoid. I also had a few projects this past year involving being a teacher to my classmates, and I felt surprisingly comfortable in that role. I’m considering going into education, policy-making, or Peace and Justice Studies, all of which play a part in the role of Democracy Coach.”

Former GC Student
Tufts University Democracy Coach

“Being a Democracy Coach is one of the best ways to convince students to take part in their education, and goes even further by teaching them what an education is for: making a difference. Of course I want to be a part of that.”
In Summer 2014, Generation Citizen piloted its newest program, the Community Change Fellowship, which is designed to create opportunities for sustained civic engagement amongst graduated GC high school students. High school students participated in a competitive application process, and those selected were placed in an internship with a host organization focused on civic engagement, including the offices of elected officials like Boston City Councilmember Ayanna Pressley and NYC City Councilmember Ritchie Torres or local advocacy organizations like YouthBuild and BronxWorks for an eight-week internship. Throughout the internship, students engaged on real issues facing their communities, and received professional development and advocacy training from GC.

“I am most proud that I am now able to go to a complete stranger and talk to them about an issue worth fighting for. I will be going to political rallies and will vote in the future. I will start a student government and get involved in campaigns that help push for a better change in schools after the Community Change Fellowship.

Alexis Ramirez
NYC Community Change Fellow
(with Councilman Ritchie Torres)
BUILDING ENGAGED CITIZENS: SHORT TERM IMPACT

Generation Citizen is creating 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.

"As Michael demonstrated, he and his generation will soon be making the rules and forging the paths in government/society, so it is imperative that they have the leadership skills to do so and a safe environment to practice in the meantime.

Jessie Zimmerer
Community Change Fellowship Host
Boston City Councilor Ayanna Pressley’s Office"
This year, we took great strides towards building the capacity to measure our impact. We measure the following outcomes to determine whether we are on the right track, and to iterate our work. We measure improvements in these outcomes through a comprehensive system that includes pre- and post-test surveys of students and mid- and end-surveys of teachers. The current results demonstrate that we are on the right track, and also show us where to iterate our programming. As we continue to build our evaluation acumen, the results are not meant to serve as a green-light or red-light, but rather, showing us where we are doing well, and where we need to do better. Learn more about our impact and performance measurement system by listening to our recent Impact Webinar Briefing.

**CIVIC KNOWLEDGE**

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

70% of students demonstrated an increase in civic knowledge.

**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.

72% of students demonstrated an increase in civic skills.

**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.

67% of students demonstrated an increase in civic motivation.
PRIORIT Y 2
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. Read more about our Building Demand Priority.

“Generation Citizen is filling a void in the public education by teaching young students the one core value that a vibrant democracy needs above all else—civic leadership.”

Ritchie Torres
NYC Council Member

83% OF TEACHERS REPORTED GC ALIGNED WITH SCHOOL PRIORITIES
GETTING TEENS ON BOARD

Although GC NYC has worked with over 4% of the city’s public schools, which is a large number considering the scope of the city, we will never directly serve all 1.1 million students in the NYC Department of Education. Over the past year, we have begun exploring ways to expand youth civic engagement opportunities and training citywide.

In 2014, Generation Citizen joined, helped organize, and advanced a local grassroots “Teens on Board” campaign to amend state law to allow 16- and 17-year-olds to serve on NYC community boards, lowering the age of eligibility from 18-years-old. GC staff co-led trainings to involve young people in the coalition and prepare them for advocacy, coordinated lobbying trips to Albany, published op-eds in support of the change, testified at City Council hearings, and met with legislators to rally their support. Ultimately, the City Council passed a Resolution of Support for the bills, four of five Borough Presidents wrote Memoranda of Support, the State Senate and State Assembly passed the legislation. The bills were officially signed into law by Governor Cuomo in August 2014.

To ensure that people are adequately prepared for this role, GC is now co-hosting training sessions for interested youth in all five boroughs, with the goal of ensuring that 16- and 17-year-olds serve in community boards throughout New York City.

Read the press release about the Resolution.

“To attend a lobbying trip with no prior knowledge of what “lobbying” even means is pretty scary. My body was trembling as I thought of what I was supposed to say to advocate for Teens on Board. Yet, reaching out to GC [about participating] in the campaign was probably the best decision I’ve ever made, and going to Albany was a life-changing experience. All told, I’m elated that I was able to attend and to learn how politics works, from the inside.”

Anthony Mendez
GC NYC Student
Generation Citizen is intentionally engaging in thought leadership work, demonstrating the importance of action civics for both empowering individuals and improving society. We did this in the past year by both getting articles published on our work, and writing opinion pieces on the importance of action civics.

“For many reasons, including the rise of standardized testing and the stipulations of No Child Left Behind, civics education has been largely pushed out of schools’ curricula. Yet, the Commission on Youth Voting and Civic Knowledge, in a recent report, acknowledges that even a strong civics education program is no silver-bullet solution for increasing youth participation – an effective approach must be multi-faceted.”

Read the full City Limits op-ed.

The Department of Education, in fact, has housed civics education under the Office of Safe and Drug Free Schools, explicitly stating that civics is valuable chiefly as a means to safer schools, not as the linchpin to a more engaged electorate. The reality is that if we actually want a better functioning democracy, just as we promote in our efforts abroad, we need a more informed and active citizenry at home.”

Read the full The Hill op-ed.

“No Generation Citizen class is ever the same, because each group of students selects its own local problem to study and then puts together an action plan to address it. The issues range from bullying to public housing to unemployment to public transit, but the Generation Citizen curriculum has built-in steps for everyone. Spell out the root cause. Create a specific goal to target that root cause. Identify the people with the power to carry out the goal. Figure out the best tactics for influencing those people. Find allies.”

Read the full National Journal article.

“Before getting a driver’s license, Americans must get a permit, take classes and ultimately take a driver’s test. We need a driver’s education course for our democracy, and it must take place in the institution that touches every young American — our schools.”

Read the full NY Daily News op-ed.
ENGAGING OUR COMMUNITY: CIVIC TECH CHALLENGE

In November 2014, Generation Citizen hosted the Civic Tech Challenge in partnership with Microsoft. Boston’s biggest tech innovators teamed up with passionate high school students from the Generation Citizen program to “hack” solutions to Boston’s biggest community problems. This included creating an application to track current pieces of legislation relevant to student projects, and creating a dashboard to monitor the different ways students could get in touch with public officials.

We were honored to be joined by Keynote Speaker and Honoree, Jeff Bussgang of Flybridge Capital Partners, and a Judging Panel of prominent tech innovators, including Boston’s Chief Information Officer Jascha Franklin-Hodge. Over 200 guests attended the event to support this collaboration between technology leaders and the city’s young civic leaders. The event promises to be the first of many times in which GC works to more broadly engage the tech space in student civic learning.

“GC has in common with the technology sector and the civic tech movement a core belief that problems can be solved and anyone can be problem-solvers. The GC community can both learn from technologists in helping our students improve their process and effectiveness as civic problem-solvers.”

Gillian Pressman
GC Greater Boston Site Director

THANKS TO OUR CIVIC TECH CHALLENGE SPONSORS
As GC becomes a truly national organization, we will intentionally create the infrastructure necessary for sustained impact and strategic growth.

“Joining Generation Citizen’s board and subsequently assuming its chair role, has led to one of the most exciting and fulfilling experiences of my life. Contagious is the energy exerted by the team toward this very critical mission. In their wisdom, our Founding Fathers bestowed the gift of democracy, Generation Citizen’s goal is to see that gift used by every citizen. I’m impressed by the results achieved by Scott and his amazing team thus far, and can’t wait to see what happens next.”

Jim Ritchie
GC Board Chair
As GC matures, we became more intentional about growing our organizational infrastructure. In the last year, this included adding Site Directors in each of our sites, who are responsible for local strategy, fundraising, and advocacy. Moving forward, we hope to build our operational acumen, and ultimately create a specific policy and advocacy branch in the organization.

We have significant experience in senior management, with team members having managed operations at organizations like Teach for America, Peace First, and Strong Women Strong Girls, and a Board of Directors that has the passion and experience to take us to the next level.

Our organizational chart, filled with each position, as of the end of 2014 is below:
GC’s revenues and expenses have grown rapidly in the last two years, as we have significantly ramped up our fundraising and earned income, and also made investments in staff capacity to increase the number of students we serve and prepare for our strategic growth plan. Our revenue has increased every year, though our FY 2014 revenue numbers are understated due to a $190,000 grant from the John S. and James L. Knight Foundation that was received at the end of FY 2013 and primarily spent during FY 2014. Due to this discrepancy, and some of our necessary investments for scale, expenses slightly exceeded revenue in FY 2014.

Our program expenses grew over 50% in FY 2014, reflecting the addition staff at the local level and the hiring of a new National Director of Programs, in order to maintain high quality while expanding students served from 6000 in 2013 to 7375 in 2014. GC also made substantial investments in evaluation in 2013 and 2014, with support from the Knight Foundation and Rita Allen Foundation, to enable continued improvements in program quality and to help us prepare for expansion in our sites and nationally.

GC has a strong plan in place for increasing revenue in FY 2015 to set the stage for sustained growth. We are on track to bring in over $115K in earned income this year and increase foundation, corporate, and individual dollars at the site level and nationally to $1.7 million.

**FISCAL YEAR 2014: JULY 1, 2013 - JUNE 30, 2014**

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<th>SUPPORT AND REVENUE</th>
<th>FY2013</th>
<th>FY2014</th>
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<td>Individuals</td>
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<td>Foundations</td>
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<td>In-Kind (Volunteer Labor)</td>
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<td>TOTAL REVENUE</td>
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<td>Personnel</td>
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<td>Direct Program Expenses</td>
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<td>School and Teacher Support</td>
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<td>Democracy Coach Support</td>
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<td>Evaluation and Curriculum</td>
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<td>In-Kind (Volunteers)</td>
<td>$409,200</td>
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<td>TOTAL Direct Program Expenses</td>
<td>$963,729</td>
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<td>Administrative Expenses</td>
<td>$91,601</td>
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<td>TOTAL EXPENSES</td>
<td>$1,183,114</td>
<td>$1,791,174</td>
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REVITALIZING OUR DEMOCRACY: LONG TERM IMPACT

As a young organization, by capturing student data, developing strategies to remain in contact with students, and tracking student action projects overtime, we are laying the groundwork to measure actual behavior change that will revitalize our democracy:

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

SOCIETAL CHANGE
» Voting rates
» Policies that take into account constituent feedback
» Success of actual GC student projects

“ This past summer I was fortunate enough to intern at the White House. I met some of the most incredible individuals from diverse backgrounds and I was able to see some of the inner workings of federal government. It was truly a privilege. Before my time in Washington, however, I volunteered with a nonprofit organization that gave me perspective to service, an organization that made this all possible – Generation Citizen.

Elliot Kim
Former UMass Democracy Coach
Read Elliot’s full blog post.”
# NATIONAL BOARD OF DIRECTORS

<table>
<thead>
<tr>
<th>NAME</th>
<th>AFFILIATION</th>
<th>LOCATION</th>
<th>YEAR JOINED</th>
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<tbody>
<tr>
<td>ROBERT G. FLanders</td>
<td>Partner, Hinckley, Allen and Snyder</td>
<td>Providence, RI</td>
<td>2012</td>
</tr>
<tr>
<td>TOM FRY</td>
<td>Managing Director, Draper Richards Kaplan Foundation</td>
<td>Boston, MA</td>
<td>2012</td>
</tr>
<tr>
<td>LISA ISSROFF</td>
<td>(Vice Chair) Issroff Charitable Foundation</td>
<td>New York, NY</td>
<td>2013</td>
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<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>
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<tr>
<td>KATIE PAKENHAM</td>
<td>Director, Network Management, New Profit</td>
<td>Boston, MA</td>
<td>2010</td>
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<tr>
<td>THOMAS PANITZ</td>
<td>Managing Director, DebtX</td>
<td>New York, NY</td>
<td>2012</td>
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<tr>
<td>MARGARET POSTER</td>
<td>Chief Operating Officer, Willkie Farr &amp; Gallagher LLP</td>
<td>New York, NY</td>
<td>2014</td>
</tr>
<tr>
<td>JIM RITCHIE</td>
<td>(Chair) CPA and Corporate Board Director</td>
<td>New York, NY</td>
<td>2014</td>
</tr>
<tr>
<td>MATTHEW SEGNERI</td>
<td>Director, Social Enterprise Initiative at Harvard Business School</td>
<td>New York, NY</td>
<td>2012</td>
</tr>
<tr>
<td>YANEV SUISSA</td>
<td>Venture Capitalist, New Enterprise Associates</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>
<tr>
<td>SCOTT WARREN</td>
<td>Executive Director, Generation Citizen</td>
<td>New York, NY</td>
<td>2009</td>
</tr>
</tbody>
</table>

# LOCAL BOARD CHAIRPERSONS

<table>
<thead>
<tr>
<th>NAME</th>
<th>AFFILIATION</th>
<th>LOCATION</th>
<th>YEAR JOINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEPHEN CHAN</td>
<td>(Greater Boston Board Chair) Chief of Staff, The Boston Foundation</td>
<td>Boston, MA</td>
<td>2014</td>
</tr>
<tr>
<td>BETSY SHIMBERG</td>
<td>(RI Board Chair) Director, K-12 Education Programs at The Swearer Center</td>
<td>Providence, RI</td>
<td>2014</td>
</tr>
<tr>
<td>BRANDI SHIPP</td>
<td>(NYC Board Chair) SVP of Marketing, Corr Jensen</td>
<td>New York, NY</td>
<td>2014</td>
</tr>
</tbody>
</table>
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» Laurie Mandy
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» Pamela Mann
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