LETTER FROM THE EXECUTIVE DIRECTOR
MISSION & VISION
THE PROBLEM
CELEBRATING 5 YEARS OF POLITICAL ACTION
ACTION CIVICS IN & BEYOND THE CLASSROOM
EDUCATING FOR DEMOCRACY: A CONVENCING WITH THE FORD FOUNDATION
ANNUAL CIVIC TECH CHALLENGE
OUR IMPACT
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Four months ago, I knew my friends were struggling, but I had no idea their struggle had a name. I know now that they’re caught in the school-to-prison pipeline. Because of Generation Citizen, I learned not only the name of this issue, but also the complex causes and major effects that are impacting my generation. I never understood that my friends’ and my problems mattered to the rest of society - I assumed that nobody cared. GC helped me recognize that I not only could, but should, be an active and engaged citizen. When I met with Senator Pat Jehlen (D-MA), she made me realize that I have power in my voice. I could express my ideas about the struggles I’ve witnessed and experienced. I learned that my opinion matters to people in power.

De’Anthony Robinson
Brighton High School,
GC Greater Boston

This year, Generation Citizen celebrated its fifth anniversary. It’s amazing to think about how far we’ve come in such a short time - from an idea, to a pilot in three classrooms in Providence, RI, to working with almost 8,000 students in four sites this past school year. Just as a democracy only works with full citizen participation, GC has only gone this far because of the dedicated people who believe deeply in our mission - from our committed staff to our devoted Board of Directors, from our tireless volunteer Democracy Coaches to our underappreciated classroom teachers. As we hit five years, the part of GC that makes me proudest is the countless people we have worked with to promote action civics nationwide.

This year was our best yet. Our program continued to improve, and students took effective action on issues ranging from police-community relations to affordable housing to teen unemployment. These are big issues, and issues that will only be solved with effective youth input. We continued to build up our organizational infrastructure, raising more money than ever before and adding more capacity in our sites. We began to make build a movement nationwide for action civics, hosting a national convening at the Ford Foundation, and preparing to release papers to make the case for why educating young people to be active citizens is necessary to address so many of the issues plaguing our country - especially increasing social inequality.

At the same time, we would be remiss in talking about the work we are doing to get young people active in the political process without addressing the overall disdain with which our collective society currently views politics. In the face of this upcoming presidential election, no one wants to talk “politics.” When we hear politics, we think gridlock. We think dysfunction. We think partisan warfare.

But at GC, we focus on the positivity of politics. The root of the word “politics” is from the Greek word “politikos,” which means, of, for, or relating to citizens.

Therefore, the definition of politics is actually, according to the Merriam Webster Dictionary, “the total complex of relations between people living in society.” Politics is, literally, about people working together to get stuff done. This real definition of politics is exciting. It’s necessary. It is the best part of living in America today - not the fantastic hoopla we see on TV and talk shows. Citizens working together as citizens to get stuff done - that’s essentially what Generation Citizen is.

Every day at GC, students are disagreeing and agreeing, working through the Advocacy Hourglass in our curriculum, figuring out their passions, and taking concrete action. They are meeting with Council Members on public transit, advocating for student voice in district decisions, testifying at legislative hearings. They are getting political.

And so, when you think of politics as this election season descends upon you, don’t get sucked into the negativity. Focus on the positive potential that we see every day at GC. For us, there is nothing as powerful as the concept of a democracy. And we work towards that every day at GC. If you’re onboard with our mission and want to help bring action civics to scale in the United States, let’s work together to “get stuff done.” You can reach me at swarren@generationcitizen.org.

To the year ahead,

Scott Warren
Co-Founder and Executive Director
Generaton 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 MISSION**

Young people want to make a difference. But they do not see institutional politics, and interacting with government, as the way to create change. Despite the influx of issues currently facing our country, young people are increasingly divorcing themselves from the political process. This is occurring despite concrete evidence of youth idealism and energy in other social, non-political arenas, and an anecdotal intensive growth in social movement activity amongst young people. In fact, the majority of young people in America care deeply about political issues like the economy, immigration, and gun violence. Yet, while over half of Millennials regularly volunteer, *even more think that the best way to make positive change is through volunteering and charities - not through political action.*

But politics still matters - it’s the best way to solve the pressing issues of our time, from the economy to immigration. And we are not teaching young people the knowledge and skills necessary to be active citizens. A recent [National Assessment of Educational Progress test demonstrated that](http://example.com) only 23% of 8th graders were proficient in civics. The recent focus on STEM education and focus on standardized testing of core subjects, while necessary in some respects, has largely pushed the discipline of civics out of the classroom. And the impact of this shows.

**THE PROBLEM: YOUNG PEOPLE ARE NOT PARTICIPATING IN POLITICS**

Only 1/3 of eligible voters actually participated in the 2012 presidential election, which means that more people didn’t vote, than voted for President Barack Obama.

**OUR VISION**

We envision a country of young people working as active citizens to collectively rebuild our American democracy.

Of 179 recognized democracies around the world, the US ranks 139th in voter participation.

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

**OBAMA: 65.9 MILLION ROMNEY: 60.9 MILLION DIDN’T VOTE: 91.8 MILLION**

Voter turnout in 2012 (eligible voters)
**Trust in the federal government has dropped dramatically.** In 1973, a majority of young people believed that government would do the right thing, and today, only 20% do.

In 1973, Pew found that most young people trusted the federal government to do the right thing.

Now only 20% of millennials trust the federal government to do what is right most of the time.

So it’s no surprise that political behavior has declined, too. In the 2014 midterm elections, only 20% of 18-29 year olds voted - the lowest youth turnout on record.

**THE SOLUTION: BRINGING CIVICS BACK: ACTION CIVICS**

Generation Citizen believes every student has the right to learn how to effectively participate as citizens. We inspire civic participation through a proven Common Core-aligned action civics class that gives students the opportunity to experience real-world democracy. Through student-driven projects, youth learn how to effect policy change by engaging with local government and leaders to solve community problems.

GC students receive an effective, action-oriented civics education that promotes long-term civic engagement and builds collaboration, communication, and critical thinking skills that students will need throughout their lives. The result is passionate and responsible civic participation that will help create the more active citizenship and more responsive government of our future.
WHAT IS ACTION CIVICS?

LEARN ABOUT THE POLITICAL PROCESS BY ENGAGING IN THE POLITICAL PROCESS

01 Students debate and build consensus around an issue that personally affects them (e.g., gang violence, public transit, teen jobs, etc.)

02 Students research and analyze the root causes of their issue, and develop an action plan.

03 Students put their plans into action by meeting with legislators, writing opinion pieces, creating petitions, and informing policy.

04 Students present their action plans to community leaders and fellow classmates at Civics Day.

05 Back in the classroom, students reflect and explore concrete ways to remain active, politically engaged citizens.

Students are prepared & motivated for long-term political engagement.

WHAT IS ACTION CIVICS?

LEARN ABOUT THE POLITICAL PROCESS BY ENGAGING IN THE POLITICAL PROCESS

- Common Core & state standards-aligned
- Student-centered
- Semester-long, school-based course

01 Students debate and build consensus around an issue that personally affects them (e.g., gang violence, public transit, teen jobs, etc.).

02 Students research and analyze the root causes of their issue, and develop an action plan.

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Students are prepared & motivated for long-term political engagement.

COLLEGIATE PARTNERS

GREATER BOSTON
- Boston College
- Boston University
- Bunker Hill Community College
- Emerson College
- Harvard University
- Northeastern University
- Tufts University
- University of Massachusetts: Boston

RHODE ISLAND
- Brown University
- Bryant College
- Providence College
- Rhode Island College

NEW YORK CITY
- Columbia University/Barnard College
- Fordham University- Lincoln Center
- Fordham University- Rose Hill
- Hunter College
- New York University
- Pace University
- Wagner College

SAN FRANCISCO BAY AREA
- San Francisco State University
- University of California – Berkeley
- University of San Francisco

BY 2017 GENERATION CITIZEN WILL REACH 20,000 STUDENTS ANNUALLY.

AN EDUCATOR’S PERSPECTIVE...

Gaining the skills to meaningfully participate in our democracy is especially critical for low-income students, both because our current weak campaign finance laws allow those with money to speak louder in our democracy and because too many students from low-income families have parents who cannot vote due to their immigration status or criminal records. The ability to... engage in civic debate within their communities, and make their voices heard to elected officials are just a few of the skills Americans are called upon to use when navigating a 21st century democracy.

I’m not sure my students could tell you what branch of government is established in Article III of the Constitution, or how many representatives there are in the House. But...they can get the answer in an instant of Googling. But by learning about our system of government in a project-based, hands-on way, my students gained the skills they will need to meaningfully participate in our democracy. They demonstrated the ability to identify a problem and then collaborate with their peers to solve it and to communicate effectively and persuasively. These skills are ones they will also need to be successful in college and in their future careers. [Action civics] gave students control over their learning. Each class got to choose the issue they worked on and could see how their learning connected to the world around them. They understood that their work products had real meaning.

At [Generation Citizen’s] Civics Day, students presented their work to policy makers. Not only did they receive feedback from “real” adults (not teachers or their parents), but they also had the chance to compare their work to that of students from other schools. It was a more powerful form of assessment than any test I have ever given.

Tara Kini, Generation Citizen Teacher
Buena Vista Horace Mann School, Bay Area
From Teaching Democracy: A Hands-On Exercise article in Education Week

OUR REACH

STUDENTS SERVED OVER TIME

Generation Citizen will be expanding to two new sites and adding new programs.
CELEBRATING 5 YEARS OF POSITIVE POLITICAL ACTION

THIS YEAR, GENERATION CITIZEN CELEBRATES ITS 5TH ANNIVERSARY AS AN OFFICIAL NON-PROFIT ORGANIZATION. IN JUST A SHORT PERIOD OF TIME, OVER 30,000 STUDENTS HAVE LEARNED TO DRIVE CHANGE THROUGH ACTION CIVICS.

AND WE’RE JUST GETTING STARTED.

2015 MARKS YEAR 2 OF GENERATION CITIZEN’S AMBITIOUS STRATEGIC PLAN

TO ADVANCE ITS MISSION OF BRINGING ACTION CIVICS TO EVERY STUDENT IN THE UNITED STATES, GENERATION CITIZEN WILL:

1. DELIVER HIGH IMPACT ACTION CIVICS THROUGH LOCAL HUBS
2. BUILD DEMAND FOR ACTION CIVICS NATIONWIDE
3. BUILD ORGANIZATIONAL INFRASTRUCTURE & CAPACITY TO ALLOW FOR NATIONAL IMPACT

The civic education space is tired. Youth civic participation is too low. And voting at the local and state levels lags far behind national elections, yet it is at the local level where leaders’ decisions have the greatest impact. There is a civic engagement gap that cuts along racial, ethnic, and socioeconomic lines in this country. But our country’s demographics are changing, and for a healthy, representative democracy, we must listen to and activate a more diverse pipeline of future leaders.

GC doesn’t just set the bar of success as students voting in the future or running for office someday – both of which can seem abstract. Instead, they’re asked to identify a problem that matters to them now in the public sphere and put a plan into action. Learning through taking action, students see, learn and practice getting something done.

Stephen Chan, The Boston Foundation
Greater Boston Board Chair
NEIGHBORHOOD SANITATION, NEW YORK

In Fall 2014, seniors from the Academy of Urban Planning (AUP) in Bushwick, Brooklyn voiced frustration with the trash lining their neighborhood’s streets. Students saw this not only as a littering issue, but as a vivid detriment to a healthy community identity and sense of pride. Through research, they learned about a “sanitation scorecard” which the city uses to assess neighborhood cleanliness. They also learned that the Department of Sanitation tool hadn’t been updated since the 1980s, when the city was much dirtier and more dangerous. Its categories were so lenient that in 2015 neglected Brooklyn neighborhoods were receiving the same designations as upscale Manhattan enclaves. Students met with Councilmember Antonio Reynoso, and pressed him to lobby for updating the scorecard. This spring, his staff sent AUP video footage of the Councilmember questioning the Department of Sanitation Commissioner at a public hearing, presenting to her the class’ research on the outdated scorecard, and informing her that he’d soon be holding a hearing of his own to address the issue.

COMMUNITY POLLUTION, RHODE ISLAND

A senior class from the Juanita Sanchez Educational Complex (JSEC), a public high school in Providence was interested in pollution, particularly in Narragansett Bay. They decided to target plastic bags, and partnered with Representative Greg Amore to introduce legislation that would ban the use of plastic bags at Rhode Island retail locations. Through this process, the students lobbied Representative Greg Amore, interviewed Representative Grace Diaz and Senator Juan Pichardo, presented their idea to Clean Water Action, and testified at the House Committee on Environment and Natural Resources. Not only did they learn how these systems operated, they also discovered that they could work within the political system of Rhode Island to create change.

GENERATION CITIZEN STUDENTS IN ACTION

COMING TOGETHER AS A COMMUNITY

Representatives from six Generation Citizen schools across NYC met with the NYC Police Department’s Deputy Commissioner for Collaborative Policing. They shared ideas developed in their GC semester and were invited to submit a proposal to build a Youth Committee in the Office of Collaborative Policing.

In Fall 2014, in the midst of national and local tension between minority communities and the police, an unprecedented number of GC classrooms chose to focus on the issue of community-police relations. GC sought to foster collaboration between classes from all over New York City on this topic.

Each class agreed that police-community relations was an issue, but there were quite divergent solutions. Classes were working toward increased police accountability through body cameras, more stringent mental health and social tolerance tests for NYPD applicants, mandating police community service hours in the neighborhoods they serve, establishing a youth advisory arm of the NYPD, and more. With such innovative solutions sprouting from so many GC classrooms, staff organized a sit-down between student leaders of each class and the Deputy Commissioner of the New York City Police Department Office of Collaborative Policing, Susan Herman.

In the meeting, Ms. Herman listened as students described their communities’ respective issues with the current state of police-neighborhood relations, and their solutions. She pressed students to think critically and analyze the potential impact of their different proposed solutions. In the end, Ms. Herman vowed to funnel students’ feedback into her office and sought to ultimately establish a youth input outlet within the NYPD. The students have kept in touch with the NYPD on this important issue.
As one of the first Democracy Coaches on the Brown University campus and a current member of the Generation Citizen Bay Area Board, I want to share a bit about my political journey. I was 17 in 2008; too young to vote in my home state of California, but eager to get involved. So I joined a Get Out the Vote campaign in Washoe County, NV, a swing county in a swing state. I engaged strangers on issues they cared about, and learned about what mattered to me along the way. Listening to their stories, I learned that democracy is ignited when we share our personal truths. One family was passionate about prioritizing public education financing; we connected when I described my struggles in an underfunded urban school. Maybe I moved some of the folks I met to vote, and their passion definitely inspired me to change things.

When I got to Brown, GC was the perfect opportunity to help diversify the voices influencing local policy. I couldn’t wait to hear my students’ opinions. But I was surprised to find that they knew little about each other and the issues impacting their community. As we started the curriculum, though, my students learned that some of their classmates faced homelessness. When things got personal, things changed in my classroom. My students became determined to help fix this problem - organizing clothing drives, educating teachers about supporting homeless students, and supplying lists of local resources targeted at homeless youth. This became their issue, because it impacted their community.

Change takes time, and GC Rhode Island students are still addressing homelessness today. They are learning to make the political process work at scale, impacting the issue at a citywide level, and to drive lasting change with more sophisticated civic action. We can help this trend continue. As a San Francisco resident and former Rhode Island Democracy Coach, I’ve seen the impact of young people taking action across the country. Action civics works. We’ve accomplished a lot so far, but our work is far from done.

**STAYING ACTIVE AFTER GENERATION CITIZEN**

**DEMOCRACY COACH ALUMNI**

Carmen Sobczak, Brown University Democracy Coach and Bay Area Board Member

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In Summer 2014, Generation Citizen piloted its Community Change Fellowship, an internship program designed to sustain civic engagement amongst graduated high school students. In Summer 2015, twenty-one high school students from GC’s NYC and Greater Boston sites were chosen through a competitive application process and placed in the offices of elected officials like New York City Councilmember Ritchie Torres, and organizations like Boston Education Justice Alliance. Fellows received professional development from GC on topics like leadership and effective research. GC plans to further develop and strengthen this program in the coming years.

This summer, I participated in Generation Citizen’s Community Change Fellowship program (CCF). I was paired with my supervisor Marlena Rose and became a Youth Organizer for Boston Education Justice Alliance (BEJA). Being a Youth Organizer for BEJA opened my view on the community. Before, I didn’t know how to put my voice out there, but after a month, I knew how I could make change on things that I believe in. This summer, we’ve been canvassing, which, I learned, means going out to a busy area and informing people about a cause. Canvassing is the most direct way to connect with a community. I’ve also learned about screen printing - one of the most cost-efficient tactics to get your message viewed by the public.

One of my favorite things that I’ve done with BEJA this summer was creating a workshop to educate students about the injustices in our school system, like inequitable funding. Learning about these injustices made me think...

Giancarlo Casteneda
Margarita Muniz Academy
2015 Community Change Fellow

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“Has my education not been at its full capacity?” I was interested in my work because it related to me directly. Informing kids just like me about that injustice will inspire more kids to be a change agent, looking into local organizations and getting involved at an early age. As a Community Change Fellow, I’ve learned how to use my voice effectively!

Giancarlo Casteneda
Margarita Muniz Academy
2015 Community Change Fellow

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**STAYING ACTIVE AFTER GENERATION CITIZEN**

**THE COMMUNITY CHANGE FELLOWSHIP**

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Giancarlo Casteneda
Margarita Muniz Academy
2015 Community Change Fellow

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Generation Citizen believes that every student in the United States has the right to learn how to participate in our democracy. GC has become a leader in the democracy education movement, partnering with funders, practitioners and policymakers to ensure that effective civics education is seen as a “need to have”, not a “nice to have”, and that young people, and especially those of color and from historically marginalized communities, are taught to be engaged citizens, capable of making change in their communities and harnessing the power of government.

**BUILDING DEMAND FOR ACTION CIVICS EDUCATION**

Generation Citizen is a great program. It is a unique opportunity to get involved, to experience firsthand how our government works, and to learn how to create change. This is powerfully important, because every day, federal state and local governments make decisions about issues that affect each of our lives. In our democracy, “government” is just another name for all the things that we, the people, decide to do together.

*Senator Elizabeth Warren (D-MA)*
Greater Boston Spring Civics Day Address

**EDUCATING FOR DEMOCRACY**

In January 2015, the Ford Foundation and Generation Citizen, with support from the William and Flora Hewlett Foundation, the Spencer Foundation, and the McCormick Foundation, co-hosted a convening entitled “Educating for Democracy,” focusing on the role of schools in educating the next generation of young people to become active citizens.

The convening brought together lead scholars, practitioners, funders, and young people. It energized participants to consider why this particular moment in United States history necessitates a movement ensuring that young people learn the fundamentals of active citizenship. It led to the writing of a white paper arguing for the importance of democracy education, and the formation of working groups, formalizing recommendations to advance the field.

_The time is ripe to promote a “democracy education” field, and Generation Citizen is at the forefront of the movement._
They gave me a newfound power, and couldn’t wait for me to use it.

Next time someone my age comes to you and says “Hey, I have an idea”, don’t shoo them away, look them in the eyes and listen. Encourage her, and ask her to elaborate, play devil’s advocate, make her question herself. I now realize that; young or old, black or white, regardless of who you are, or where you come from, your voice matters, you matter, and what you can do to change your community matters.

Miaija Jawara

At Educating for Democracy, Generation Citizen alum and Community Change Fellow Miaija Jawara delivered the speech below - which was followed by a standing ovation by convening attendees. We must ensure that every student in the United States has the opportunity to learn about civic participation and develop Miaija’s confidence.

My name is Miaija. I am 16 years old, and a junior at A. Phillip Randolph High School. Being as young as I am, I’ve been told that I don’t really have a place in politics, that my voice is insignificant, that no one would ever listen. Oh, the lies they’ve told me. My voice matters a lot, and because of Generation Citizen I’ve had the opportunity to not only voice my opinion, but to have it heard. At first I was timid. After being told for so long that nothing I said mattered, suddenly I was put into this room full of adults who wanted to hear what I had say. They wanted to know my point of view and said, “Well, Miaija what would you do? How would you handle it?” They gave me a newfound power, and couldn’t wait for me to use it.

Last summer, I was working with other young people, being a part of something so unheard of that it could not be replaced by a million summer vacations spent lounging in the sun. I was at the Urban Youth Collaborative discussing the school-to-prison pipeline, and unjust, biased disciplinary codes in NYC schools. I was in the streets, making headlines shouting to the skies in hopes that Mike Brown would get the justice he deserved. I was at the Truthworker Theatre Company watching ordinary kids transform their surroundings into jail cells, re-enacting the brutalities that so many youth face in prison. I was shaking hands with Councilman Ritchie Torres. I was all over the city learning so much, and being a part of so much, that when the summer finally ended, I wished it was July again.

Generation Citizen needs to be in every high school in the country. We are the going to inherit this government. If you go into any school, I guarantee that you will find kids who envision themselves as the President, or Secretary of State. We know what we want to do, we just don’t know where to go. Not every student is as lucky as I was to be able to have GC come to my classroom and make me question what I once thought was normal. Not every student gets to do this, but they should. With as many ideas as we have, and all the solutions that my peers and I proposed this summer, I can’t imagine what it’d be like if the entire nation’s high schoolers were this enthusiastic about wanting change.

Since Educating for Democracy, Miaija has become a local leader of the Urban Youth Collaborative’s “Dignity in Schools” campaign, was recently featured on Democracy Now speaking about the school-to-prison pipeline, and appeared as a panelist at a New York University School of Law workshop on sex ed policies.
MEASURING THE IMPACT OF ACTION CIVICS

Generation Citizen uses three primary metrics, recognized by lead researchers in the field as indicative of long-term civic participation, to evaluate students’ civic learning and likelihood of future political engagement. Our 2014-15 results indicate that we are, in many ways, on track, and also highlight where we must continue to iterate our programming.

In Fall 2014, Generation Citizen launched its first Civic Tech Challenge in Boston in partnership with Microsoft. This year, the “CTC” goes bi-coastal, connecting Generation Citizen students to tech innovators in both the Bay Area and Boston. Developers, designers, marketers, data scientists and creative problem-solvers from top tech companies and technology education programs will help students take their action projects to the next level.

These “hackteams,” of Generation Citizen students and technologists, present their innovative solutions to a judging panel, and an audience consisting of the region’s most influential finance, service, and startup companies.

Our 2014 honoree and keynote was Jeff Bussgang of Flybridge Capital Partners. The 2015 Boston keynote is New Urban Mechanics, and the Bay Area’s keynote is Jen Pahlka, Founder and CEO of Code for America.

THANKS TO OUR CIVIC TECH CHALLENGE SPONSORS

70% OF STUDENTS DEMONSTRATED AN INCREASE IN CIVIC KNOWLEDGE

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.

73% OF STUDENTS DEMONSTRATED AN INCREASE IN CIVIC SKILLS

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.

69% OF STUDENTS DEMONSTRATED AN INCREASE IN CIVIC MOTIVATION

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.
FROM THE PRESS

GENERATION CITIZEN & THE GROWING FIELD OF DEMOCRACY EDUCATION

BOSTON GLOBE

Learning civics from a textbook is like learning how to drive by reading the owner’s manual of your car. Instead, we should give young people the opportunity to get behind the wheel and experience democracy firsthand. Programs and curriculums such as Generation Citizen are great models.

Ray Lincoln Karp, Roslindale, Member of the Legislature’s Special Commission on Civic Engagement and Learning, who has more than a decade of experience promoting civic education in the Boston area.

THE VILLAGE VOICE

Generation Citizen, along with other community organizations and leaders, spearheaded a grassroots campaign supporting a bill reducing the (NYC) community board age limit from eighteen to sixteen years old. The bill, which also allots up to two seats on each community board for the younger set, only just passed last summer. (Sarah) Andes said it’s gratifying to see any applications come in, but she hopes that eventually two teenagers will sit on each of New York City’s 59 community boards.

Christine Chung.

THE HILL

...In order to both create a more equitable education system, and promote a better democracy, we need to start by better educating our young people to be active citizens. The vast array of problems inflicting our democracy, from inequality to increasing polarization, requires the cumulative efforts of our entire democracy. Starting with young people.

Scott Warren, Generation Citizen Co-Founder & Executive Director with Peter Levine, Associate Dean for Research at Tufts College, CIRCLE (The Center for Information and Research on Civic Learning and Engagement)

PROVIDENCE JOURNAL

As a youngster, I figured I had a pretty good handle on civics. I mean, I could nearly recite the entire 1976 “Schoolhouse Rock!“ segment, “I’m Just a Bill.” But if you spend a little time on Smith Hill or Capitol Hill, you quickly realize there’s more to how the legislative process works in real life. So it’s good to see that a nonpartisan nonprofit called Generation Citizen is now giving high school and middle school students some real-world experience in identifying issues, conducting research, marshaling support and pressing for action.

Edward Fitzpatrick, Journal Columnist

ALBUQUERQUE JOURNAL

In our democracy today, young people turn 18 and are expected to suddenly participate in democracy, despite having little to no experience in making decisions about the public structures that affect them the most. We don’t do this with other fundamental skills. Young people learn to drive before receiving their driver’s licence and work in internships before beginning a profession. We do our best to teach necessary skills in young people as future adults. But we fail to do this for civic engagement.

Rep. Javier Martínez / Democrat, Albuquerque with Scott Warren, Generation Citizen Co-Founder & Executive Director

SAN FRANCISCO EXAMINER

Whether it was extending the right to women, people of color or those under the age of 21, the opposition always argued that these Americans were not capable or informed enough to make voting decisions... Or that they were already represented by their husbands, masters or parents. In the debate over allowing younger Americans to vote, these same arguments are being repeated. Yet they still ring hollow. Our democracy was founded on the principle that each person’s right to vote is self-evident, regardless of whether they aced or failed their high school civics class.

Nick Josefowitz, BART board of directors, San Francisco, and Generation Citizen Bay Area Board Member with Scott Warren, Generation Citizen Co-Founder & Executive Director.

SUPPORT & REVENUE

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FINANCIAL OVERVIEW

GC increased its revenue substantially this year, through a combination of increased local fundraising and the addition of significant new national donors, including the Ford Foundation, and the William and Flora Hewlett Foundation. Our local sites raised approximately half of our revenue in 2015, close to a 20% increase over 2014. Site Directors drove this increase through partnering with local boards, increasing fee for service income by 50%, and securing new foundation and corporate income.

Local expenses increased modestly by $100K over FY14. These increases included deeper investments in fundraising capacity through our site directors, and the hiring of a new Managing Director who brought additional capacity in terms of financial management and staff oversight. We also took on new national demand-building initiatives through partnering with the Ford Foundation to host a convening and create a set of working groups focused on building demand and access to effective civics education.

We increased number of students served modestly, while decreasing direct program expenses slightly. This was due to greater economies of scale in delivery, the addition of teacher-led programming in NY and RI, and timing of a few staff transitions. Through careful management of overall spending, we were able to finish the year with a modest surplus of revenue over expense. We are projecting a mostly level expense budget for this year and increased revenue; enabling GC to take important growth steps at the national and site level in the years ahead.

EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>FY2014</th>
<th>FY2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>$583,293</td>
<td>$557,724</td>
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<tr>
<td>Direct Program Expenses</td>
<td>$43,157</td>
<td>$42,383</td>
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<tr>
<td>School and Teacher Support</td>
<td>$19,062</td>
<td>$15,615</td>
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<tr>
<td>Democracy Coach Support</td>
<td>$26,847</td>
<td>$38,709</td>
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<tr>
<td>Evaluation and Curriculum</td>
<td>$611,684</td>
<td>$576,000</td>
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<tr>
<td><strong>TOTAL Direct Program Expenses</strong></td>
<td><strong>$1,456,361</strong></td>
<td><strong>$1,361,431</strong></td>
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<tr>
<td>Administrative Expenses</td>
<td>$139,943</td>
<td>$208,735</td>
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<tr>
<td>Fundraising Expenses</td>
<td>$194,062</td>
<td>$316,747</td>
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<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td><strong>$1,791,174</strong></td>
<td><strong>$1,886,961</strong></td>
</tr>
</tbody>
</table>
OUR NATIONAL BOARD OF DIRECTORS

NAME | AFFILIATION | LOCATION | JOINED
--- | --- | --- | ---
Gary Blank | SVP Public Affairs & Policy, Fidelity Investments | Boston, MA | 2015
David Flink | Co-Founder & Chief Executive Officer, Eye to Eye | New York, NY | 2015
Tom Fry | Managing Director, Draper Richards Kaplan Foundation | Boston, MA | 2012
Julie Hudman | Principal, Julie Hudman Group | Los Angeles, CA | 2015
Lisa Issroff | Vice Chair, Issroff Charitable Foundation | New York, NY | 2013
Louise Langheier | Executive Director, Peer Health Exchange | San Francisco, CA | 2009
Andrew Offit | Special Advisor to the Mayor of Somerville | Boston, MA | 2012
Thomas J. Panitz | Managing Director, DebtX | New York, NY | 2012
Margaret Poster | Chief Operating Officer, Willkie, Farr & Gallagher LLP | New York, NY | 2014
Sylvia Rousseau | Professor of Clinical Education, USC Rossier School of Education | Los Angeles, CA | 2015
Matthew Segneri | Director, Social Enterprise Initiative at Harvard Business School | Boston, MA | 2012
Yanev Suisse | Founder, SineWave Ventures | Washington, DC | 2013
Mary Vasecklaro | Chair, Community Volunteer in Arts and Education | San Francisco, CA | 2010
Scott Warren | Co-Founder and Executive Director, Generation Citizen | New York, NY | 2009

LOCAL BOARD CHAIRPERSONS

NAME | AFFILIATION | LOCATION | JOINED
--- | --- | --- | ---
Stephen Chan | Chief of Staff, The Boston Foundation | Boston, MA | 2014
Silvia Mahan | COO, Cor Media | San Francisco, CA | 2015
Betsy Shimberg | Director, K-12 Education Programs at Sweater Center for Public Service, Brown University | Providence, RI | 2014

OUR SUPPORTERS

THANK YOU TO OUR GENEROUS SUPPORTERS
FISCAL YEAR 2015: JULY 1, 2014 - JUNE 30, 2015

$100,000+
- Draper Richards Kaplan Foundation
- William and Flora Hewlett Foundation

$50,000 - $99,999
- The Catalog for Giving of New York City
- Ford Foundation
- John Hancock Financial Services, MUK Summer Scholars

$25,000 - $49,999
- Ellen Horm Foundation
- Laura and John Fisher Foundation
- The Issroff Family Foundation
- Wellington Management Foundation
- The White Family Foundation

$10,000 - $24,999
- Anonymous
- Con Edison
- Fidelity Investments
- Libby and Craig Hemark
- Herb Block Foundation
- Microsoft
- The Rhode Island Foundation
- Joan and Paul Sorensen State Farm 2015 Good Neighbor Citizenship Grant
- Office of New York City Council member
- Richard Torres Office of New York City Council member
- Mark Levine

$5,000 - $9,999
- Anne Lovett
- Anonymous
- Richard C. Barker
- The Bay and Paul Foundations
- Mark Chmiele
- Edwin Cohen
- David Crane
- Steven and Roberta Denning
- Colgate Palmolive
- Jason Fish
- General Electric
- Genzyme
- Hyde and Watson Foundation
- John Hancock Financial Services, MUK Summer Scholars
- Nick Josephowiz
- Richard Katzman
- Shelly London
- Nancy Lublin
- MFS Management
- Cassie Murray and Bill Plapinger
- Thomas Panitz
- Margaret Poster
- Regan Remillard
- James Ritchie
- Cristina Russell
- Sasaki Associates
- Brandy Shipp
- Richard Steel
- TUGG
- Yesware
- WeWork
- Eastern Bank Foundation
- Cynthia Eches
- David Ehrlich
- Robert Flanders
- David Futini
- Michael Gallagher
- Andrew Given
- Brian Goldsmith
- Grasshopper
- Josie Green
- Michael Grinstein
- Hinckley and Allen
- Leslie and George Hume
- I.F. Hummingbird Foundation
- Investors Foundation

$100,000+
- Douglas Jensen
- Kevin Kroen
- Sue Lehmann
- Mintz Levin
- Office of New York City Council member
- Mark Levine
- Sherif Nada
- Navigant Consulting
- Lisa Neary
- Cara Macksoud
- Silvia Mahan
- Pamela Mann
- Stephanie Morimoto
- Old Mutual
- Carol Ostrow
- Judy Pace
- Ben Pinczewski
- PricewaterhouseCoopers
- Steven Rattner
- Research Engineering & Manufacturing, Inc.
- Carmen Rodríguez
- The San Francisco Foundation
- Ethan and Elisa Schreiber
- Vijay Singh
- State Street Foundation
- Tina Sutorious
- Gary Syman
- Lou Tamposi
- Melissa Vail
- Nick Way

$500 - $999
- Fredric Andres
- Nina and Mark Angelo
- Oliver and Martha Bennett
- Anaita Bhattacharyya
- Tref Borden
- Jeffrey Bussgang
- Tom Byrne
- Karl Coisou
- Joel Copperman
- Melanie Dubbecco
- Alison Eichler
- Elliot Epstein
- Kristin Ford
- Jascha Franklin-Hodge
- Christopher Freda
- Google
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- Alan Harlem
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- Julie Hudman
- Swaneet Hunt
- Luciana Jabur
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DON'T TALK ABOUT CHANGE.
LEAD IT.