

GENERATION CITIZEN

2016 ANNUAL REPORT



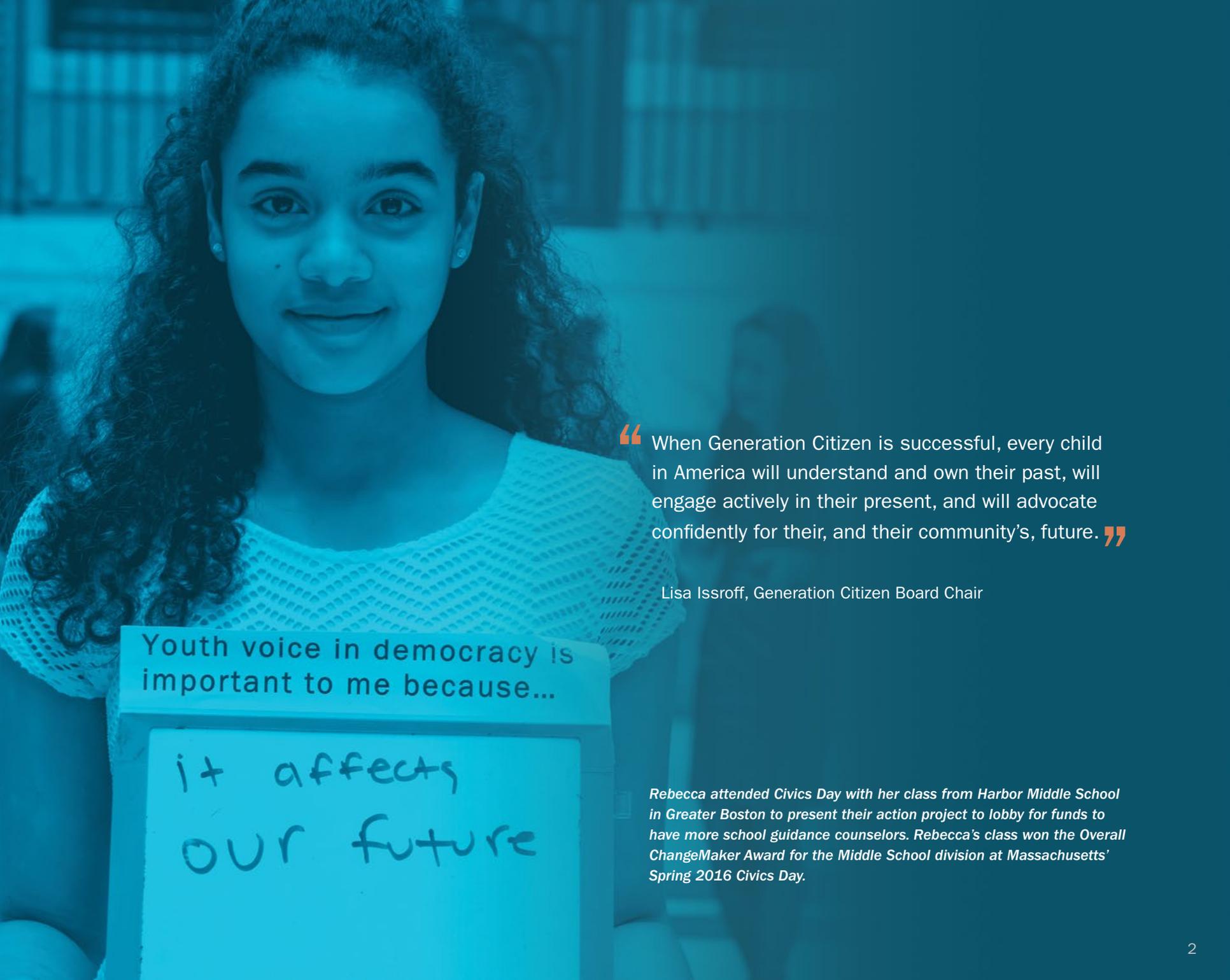


MISSION & VISION

GENERATION CITIZEN WORKS TO ENSURE THAT EVERY STUDENT IN THE UNITED STATES RECEIVES THE KNOWLEDGE AND SKILLS NECESSARY TO PARTICIPATE IN OUR DEMOCRACY AS ACTIVE CITIZENS. WE ENVISION A COUNTRY OF YOUNG PEOPLE WORKING TO COLLECTIVELY REBUILD OUR AMERICAN DEMOCRACY.

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“ When Generation Citizen is successful, every child in America will understand and own their past, will engage actively in their present, and will advocate confidently for their, and their community’s, future. ”

Lisa Issroff, Generation Citizen Board Chair

Rebecca attended Civics Day with her class from Harbor Middle School in Greater Boston to present their action project to lobby for funds to have more school guidance counselors. Rebecca’s class won the Overall ChangeMaker Award for the Middle School division at Massachusetts’ Spring 2016 Civics Day.

REFLECTION & FUTURE

To lead change, we must first teach it. The 2016 presidential election season demonstrated that Generation Citizen's mission is more relevant now than ever.

In an increasingly polarized country, an area of consensus between Democrats, Republicans, and independents alike is that our democracy is not working. The frustration felt across the country is warranted. There is a lot to complain about right now. At its core, democracy is about complaining. But democracy is also about taking those complaints one step further by actually participating.

Sadly, the rising disdain for politics and elected officials has led to historical levels of citizen disengagement. Less than 60% of Americans actually voted during the presidential election. These numbers are much worse during mid-terms, or primaries. Political detachment is not purely harmful theoretically: democracy works best when more people are engaged.

Generation Citizen believes that a key reason that civic participation is on the decline is because we simply are not teaching it effectively. In some cases, civics is no longer provided in schools. When it is, the most common form is through textbook learning, not through meaningful and engaging projects.

Born from an idea on a college campus in 2008, experimenting with eight college volunteers teaching action civics in local public schools in Providence, Rhode Island, Generation Citizen has grown to teach more than 30,000 young people, deploying 1,200 college volunteers, in more than 300 schools across the country from Rhode Island to Massachusetts, New York, the Bay Area, and now new programs in Oklahoma City and Central Texas.

In the coming year, Generation Citizen will provide nearly 9,000 students with the tools to make change in their lives and communities. Students leave their classrooms with the skills, knowledge and motivation to be lifelong political actors. Each classroom Generation Citizen engages is another step forward to a stronger future democracy.



ACTION PROJECT SPOTLIGHT

YOUTH HOMELESSNESS

Lexie's (front/center) 8th grade class took on the goal of persuading Berkeley City Councilmember, Jesse Arreguin, who represents the Downtown Berkeley area, to pass a resolution to fund a year-round youth homeless shelter. The existing shelter was only open six months out of the year leaving a lot of people without a place to go.

"To be honest, I was rooting for the other issue that we were debating about. I thought homelessness was too big of an issue for a class of 8th graders to handle." Throughout the semester, though, Lexie and her class began to see that if you reach out to the right people and plan the most effective tactics, then resolving a major community problem becomes possible no matter your age. Lexie was nominated by her class to present their case to the City Council. After a few months following that presentation, Lexie received the unexpected news. Their resolution passed in June of 2016 and funding will be allocated for a year-round youth homeless shelter.

The inaugural Student Leadership Board photographed at the kick-off retreat in August 2016. The first student board is comprised of eleven program alumni representing our four established regions. Lexie Tesch is a representative from the San Francisco Bay Area.

LETTER FROM THE CEO

Dear Friends,

A year ago, our Annual Report's theme was entitled, "A Positive Voice for Politics." It would be easy to say that all of the events over the course of the last year, namely the tumultuous presidential election, have complicated that motto. As we end our year, though, I am more convinced than ever that our nation's politics can be a positive force for good. Mostly because of the inspiring action I see our students taking to improve their communities every day.

Collectively, in the aftermath of this historical election, we have a lot of work to do to rebuild the foundations of our democracy. Without a doubt, this work must start in classrooms across America, teaching young people how to take effective action in the communities to address the many challenges that remain. If nothing else, the election demonstrated the vital importance of action civics in educating the next generation of youth to become informed and active citizens.

Generation Citizen did our part in furthering this critical work over the course of the last year. We worked with more than 6,000 students, who engaged in over 300 action projects, addressing local issues like police-community relations, the opioid crisis, and financial literacy. I could go on about everything we accomplished over the course of the last year to further our mission. Above all, though, I am most proud of four distinct accomplishments from the year:

WE ARE GROWING OUR IMPACT: Each year, we work to ensure that we increase our program's impact, and this year was no exception. Aided by a revamped and improved curriculum, our students did more than talk about issues they cared about—they took effective action to address the root cause of community problems. This included creating Youth Advisory Councils in Rhode Island to form liaisons

between young people and police officers, advocating for legislation to curb housing cost spikes in San Francisco, developing curriculum to address discrimination in New York, and lobbying for increased funding for Boston Public Schools. Local politics lead to progress, and our students demonstrated that throughout the year.

WE ARE GROWING OUR REACH: One of the main challenges in our national politics is that we self-segregate and people who disagree with each other do not talk to one another. We want to do our part, and are expanding to Central Texas and Oklahoma. These geographies, very different from our current coastal sites, will allow us to reach diverse populations and learn more about how to scale our work.

WE ARE MAKING THE CASE FOR ACTION CIVICS: We continue to grow our demand-building work. This year, we published a presentation making the empirical case for action civics, launched a post-election "Beyond the Ballot" campaign, and furthered the campaign to lower the voting age to 16 in local elections.

WE PUT YOUTH FRONT AND CENTER: Speaking truth to power, we created a Student Leadership Board, comprised of all-star students from our sites. These students are advising us on strategy and serving as our spokespeople.

There is a lot of work to be done to ensure that we all see politics as that positive force for change. If you need some inspiration after this election, though, step inside a Generation Citizen classroom. You will be inspired witnessing what is possible.



Scott Warren, Co-Founder & CEO

EXPANDING BEYOND THE COASTS

STRATEGIC EXPANSION

We seek to model the inclusive, diverse democracy that we are helping our young people to create. We cannot expect others to engage effectively with individuals different from themselves if we do not do so ourselves. In 2016, we opened offices in Oklahoma and Central Texas to allow for broader representation from the many who make up our country. Both sites offer enthusiastic schools and partners on the ground eager to get started in the action civics process. We are excited to learn more about our work as we expand beyond the traditional coasts.

STUDENTS TO BE SERVED IN THE 2016-17 SCHOOL YEAR:



“ We want to increase the percentage of students in Oklahoma City public schools who are engaged in some kind of civic action, to help bring about change for their community and help make Oklahoma City a great place for everyone. I hope that with Generation Citizen we will be able to expand this someday to all of our schools, because I want every student who graduates from my school system to be engaged, passionate citizens who are going to make sure that this world is in a great place for all of us. ”

Aurora Lora, Oklahoma City Public Schools Superintendent



The Mayor of Austin, Steve Adler, spoke at the Generation Citizen Central Texas grand opening on November 9, 2016. From left to right, Mayor Adler, Board Chair Larry Schooler, CEO Scott Warren, and Site Manager Meredith Norris, along with guests.

“ As an 8th grade teacher with Generation Citizen in the classroom, my students reflected on complex issues in their community, developed real-world literacy skills, and collaboratively solved problems. They spoke with authority on bus safety, and threw around names of Board of Transportation officials like they were common knowledge. In a moment in our history where we are more aware than ever of the bubbles we live in, I could not be more proud to be bringing this work to the Heartland, helping to break down barriers and relearn how we can all work together, understand and respect differences, and re-establish the foundation of our democracy. ”

Meredith's experience with Generation Citizen was so powerful that she moved back home to start Generation Citizen in her hometown of Austin, Texas.

POLICE COMMUNITY RELATIONS

A senior class from Brighton High School in the Greater Boston area submitted an op-ed published in local outlet *digboston* to advocate for a bill that addressed racially-motivated traffic stops. The issue was personal for some of their classmates, including Desean who shared his story:

“Two friends and I were sitting in our car near the basketball court where we had just finished playing ... a police car approached and pulled up next to us. A police officer motioned for us to get out, and the next thing I knew, he had slammed us to the ground with our hands behind our backs. He then proceeded to search the vehicle. But there was nothing to be found; no drugs, no weapons, no contraband whatsoever. The officer freed us and drove away, unaffected by the incident. We, on the other hand, will remember that day vividly for the rest of our lives.”

Desean’s class research found this incident was not an outlier: 63 percent of police-civilian encounters from 2007 to 2010 targeted blacks, even though blacks make up less than 25 percent of Boston’s population according to the American Civil Liberties Union of Massachusetts. The solution the class identified was the passage of House Bill 1575 which focused on data collection and fair treatment of drivers. The class engaged in meaningful dialogue with community police officers, peers, and members of the state Senate. “Our goal was not to antagonize Massachusetts police officers or to make them less effective at doing their jobs. We sought to provide productive and fair solutions to prevent civilians from being stopped, searched, and potentially arrested based on their race alone.”

DeSean’s classmates presented their project at Spring 2016 Civics Day in Massachusetts.



WHAT IS ACTION CIVICS?

DON'T TALK ABOUT CHANGE. LEAD IT.

LEARN ABOUT THE POLITICAL PROCESS BY
ENGAGING IN THE POLITICAL PROCESS

01 | WHAT IS OUR ISSUE?

With your class, debate and build consensus around a community issue that you want to improve.



02 | WHY DOES THIS PROBLEM HAPPEN?

Use articles and interviews to research your issue and analyze its root causes.



03 | WHAT IS OUR PLAN?

Set a goal and develop a strategic action plan.



04 | HOW DO OUR ACTIONS MAKE CHANGE?

Put your plan into action! Meet with government and community leaders, write articles, create petitions, present at Civics Day, and launch other tactics.



05 | WHAT DID WE ACCOMPLISH & LEARN?

Reflect on your experience and explore opportunities to remain an engaged and active citizen.



“Everybody struggles at some point in their life, and everybody makes different choices. What matters is how we pick each other up as a community. In order for that to happen, we have to look past our judgments and see what the real problems are. Government gives us a chance to make our voices heard. I’m here to speak up for what I think is right.”

Skyliya Briggs, Student Changemaker Award Recipient Spring 2016, Rhode Island
Student Leadership Board Member

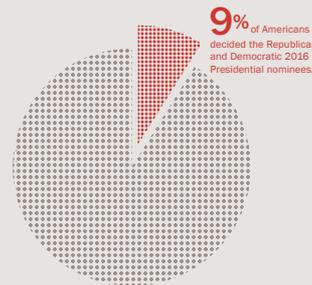
THE PROBLEM

When you turn 16, you do not automatically get to start driving. You have to prepare for the responsibility: get a learner's permit, take a class, pass a test. Yet, when you turn 18 you wake up and are allowed to participate in the democratic process. Like driving, active citizenship is learned. Generation Citizen is a driver's education course for our democracy.

An effective democracy demands a citizenry that is educated and engaged in actively communicating and collaborating with elected officials who are prepared to listen to, reflect upon, and act on the concerns of their constituents, including young people.

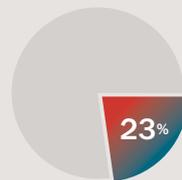
¹ Only 9% of America Choose Trump and Clinton as the Nominees, Alicia Parlapiano and Adam Pierce, New York Times, August 1, 2016.

² "Survey of Young Americans' Attitudes Toward Politics and Public Service." Harvard Institute of Politics, 29 Apr. 2015.



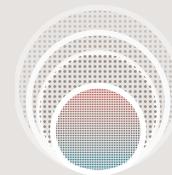
POLITICAL ENGAGEMENT IS AT A LOW POINT IN THE UNITED STATES

The New York Times reported only 9% of Americans decided the Republican and Democratic 2016 Presidential nominees.



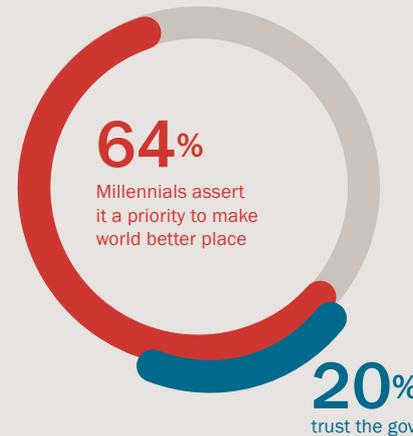
TEACHING CIVICS IS NOT A PRIORITY IN SCHOOLS

Only 23% of 8th graders were proficient in civics, the worst result second to history.



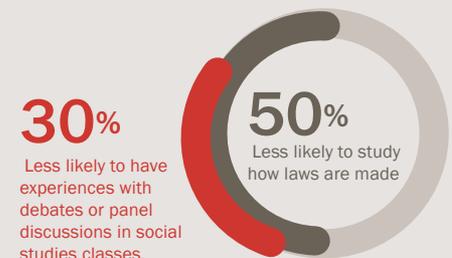
POLITICIANS THEREFORE DO NOT REFLECT YOUTH INTEREST

Politicians are incentivized to address the priorities of those loudest over the needs of all. A vicious cycle ensues, forming a democracy from which entire communities are excluded.



YOUNG PEOPLE ARE DIVORCING FROM THE POLITICAL PROCESS

Only 20% of Millennials trust the federal government to do what is right most of the time, as compared to 1973 when a Pew study found that the majority did. Contrary to this sentiment, 64% of Millennials assert that it is a priority for them to make the world a better place. Young people do not see the political system as the best way to enact change.



A CIVICS EDUCATION GAP HAS EMERGED

Young people are receiving unequal civic learning opportunities. Students in low-income schools, when compared with average socioeconomic status (SES) schools, are half as likely to study how laws are made, and 30% less likely to report having experiences with debates or panel discussions in social studies classes.

OUR SOLUTION

To lead change, we must first teach it. Generation Citizen advances its mission through the below initiatives, all of which focus on educating young people to be informed and active citizens.

ACTION CIVICS CORE PROGRAM

College volunteer Democracy Coaches pair with secondary school teachers to lead the in-school action civics course. Taught twice weekly over one semester typically in a social studies or advisory class, students debate what they would change if they were in charge of their school, city, or state. Through consensus building, the students choose one focus issue as a class. The students work together to analyze the underlying root causes of the selected issue and collaborate to develop and execute an action plan, which may involve lobbying elected officials, building a coalition, and engaging audiences through media.

TEACHER-LED MODEL

Offered in districts where school schedule, geography, or preference precludes a college volunteer Democracy Coach being matched to support the classroom. Generation Citizen provides the needed support directly to the teacher to adopt the curriculum. The promise of the teacher-led model is broader expansion into regions across the U.S. without access to college volunteers or the resources to recruit and engage them.

COMMUNITY CHANGE FELLOWS

For alumni of the school program, fellows hold stipend-paid summer internships in political, advocacy, and governmental offices and receive professional development throughout the summer and subsequent school year.

DEMAND BUILDING

We lead advocacy and policy work to build demand for action civics, so that educators, philanthropists, and policymakers alike recognize the importance of educating young people to be active citizens. Thanks to significant support from the Ford Foundation and Hewlett Foundation, we are able to lead the dialogue, hold convenings and publish papers to raise this issue to make the case that action civics should become a staple of the educational curriculum in this country everywhere.

BEYOND THE BALLOT

Beyond the Ballot is an initiative of Generation Citizen to turn the unprecedented negativity and frustration caused by the 2016 presidential election into meaningful and passionate participation. Our initiative is meant to share our efforts beyond the classroom to teach, inspire, and empower the next generation to engage with—and lead—the political system.

Beyond the Ballot Toolkit

6 WAYS TO TAKE ACTION IN YOUR COMMUNITY



#BeyondtheBallot
www.BeyondtheBallot2016.org

 <p>Engage in conversations with people who DISAGREE with you</p> <p><i>Find</i> people who come from different backgrounds and hold diverse perspectives</p> <p><i>Engage</i> those who disagree with your position to understand why they hold their perspectives, in order to further develop your own argument</p> <p><i>Listen</i> to others and be open to disagreeing, compromising, and changing your position</p>	 <p>Read & subscribe to a LOCAL NEWSPAPER</p> <p><i>Identify</i> one or more local newspapers in your community</p> <p><i>Bookmark</i> the newspaper website, sign up for regular updates to be sent to your email, and follow them on social media. Even consider getting it in print!</p> <p><i>Read</i> articles about issues you care about and ones that are new to you</p>	 <p>Lobby a DECISION MAKER</p> <p><i>Identify</i> relevant local decision-makers who can impact the issue you care about (e.g. assemblyperson, mayor, superintendent)</p> <p><i>Get in touch</i> by calling them directly, arranging a face-to-face meeting, or sending a letter or email</p> <p><i>Share</i> your research, argument, and proposed solution to convince them to support your position and take action to affect the issue</p>
 <p>Write an OP-ED for a LOCAL NEWSPAPER or blog</p> <p><i>Identify</i> a newspaper or blog whose readers would be interested in your issue and editors to whom you can submit</p> <p><i>Write</i> an op-ed that draws readers into caring about the issue, explains why the issue is a problem, addresses opposing arguments, and offers a solution</p> <p><i>Submit</i> your op-ed</p>	 <p>Attend and SPEAK at a COMMUNITY or POLITICAL BOARD MEETING</p> <p><i>Identify</i> a community or political board (e.g. school committee, city council) and see when its meetings are held</p> <p><i>Research</i> the agenda for an upcoming meeting</p> <p><i>Draft</i> a testimony to give at the meeting that includes a little about yourself, your position on the issue, an overview of possible opposing arguments, and the specific action you want to see taken to address the issue</p> <p><i>Attend</i> the meeting, give your testimony and listen to the positions of other attendees</p>	 <p>Host a POLITICAL GATHERING</p> <p><i>Create</i> a vision for the gather considering the ultimate goal of the convening, the format that will best help you accomplish the goal (e.g. a dinner, an assembly, a town hall, a panel discussion) & potential speakers and key guests</p> <p><i>Arrange</i> the gathering logistics including space, time, participant and guest invitations</p> <p><i>Create</i> a schedule and prepare appropriate content for the gathering</p> <p><i>Host</i> the event!</p>

CIVICS DAY HIGHLIGHTS

Civics Day is the end-of-semester finale. Like a science fair for civics, students present their class action plans and preliminary outcomes to volunteer Judges who include public officials and other community members. Recognition is given to stand-out projects, teachers, Democracy Coaches and student leaders.

Civics Day is made possible thanks to generous sponsors: ActBlue, Boston Cares, Boston Private, Chevron, ConEdison, Fidelity Investment, Genzyme, Massport, MFS, Microsoft, SANOFI, State Farm, Voatz, Wells Fargo, and the Westly Foundation.



FOCUS ISSUES 2015-2016



JUSTICE AND EQUALITY

Police and Community Relations
Bullying
Discrimination, Racism, Gender Issues
Affordable Housing
Child Homelessness
LGBTQ Awareness



HEALTH

Sex Education
Teen Pregnancy
Post-Traumatic Stress Disorder among Veterans
Mental Health Services
Access to Affordable, Healthy Foods
Improving School Lunches
Smoking
Teen Suicide Prevention



PUBLIC SAFETY

Youth Violence and Gang Violence
Safe Streets and Street Harassment
Sexual Abuse in Schools
The Opioid Crisis
Public Transportation Affordability, Reliability and Safety
Gun Control
Child and Domestic Abuse
Gang Prevention



ENVIRONMENT

Reducing Plastic Use
Water Conservation
Litter and Illegal Dumping



EDUCATION AND STUDENT VOICE

Student Voice in School Budget and Local Government
Life Skills Education
Equitable School Funding
Student Loan Forgiveness
College Access and Affordability



ECONOMY AND JOBS

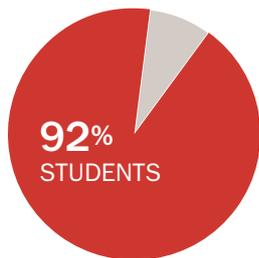
Youth Unemployment
Job Training for Teens
Employment Opportunities for People With Disabilities

IMPACT

Generation Citizen's action civics curriculum promotes long-term civic engagement and builds students' collaboration, communication, and critical thinking skills. Impact is measured through pre- and post-semester surveys completed by the students and teacher. We measure three key indicators of long-term habits of civic engagement: civic skills, civic knowledge, and civic motivation.

In the long-term, our impact will be measured through concrete individual behavior change and changed societal political outcomes. We are pleased to share that Kei Kawashima-Ginsberg, Director of the Center for Information and Research on Civic Learning and Engagement (CIRCLE), joined Generation Citizen's National Board of Directors this year and will be actively facilitating the strategy for measuring the impact of Generation Citizen's in-classroom program.

150% of students who had contacted or met with a public official by the end of the program from those who had ever done so at the beginning of the program
INCREASE



believe citizens can effect local change by voting upon completing the course



recognized that GC improved their communication skills and valued that the experience allowed them to work collaboratively with diverse individuals



CIVIC KNOWLEDGE: "I Know Or Understand..."

- How government is organized
- The difference between individual-level and systems-level problems
- Who holds local political power
- Ways to take political action, beyond voting
- The steps and rules around voting



CIVIC MOTIVATION: "I Believe That..."

- Government influences my daily life
- Change can be made through the political system
- Collaboration and compromise are valuable
- I belong to a group or community
- I am persistent
- I have the power to make a difference in my community
- It is my responsibility to help improve my community
- I must balance my freedoms with my responsibility to others



CIVIC SKILLS: "I Am Good At..."

- Organizing and working in groups
- Considering and respectfully responding to points of view different from my own
- Using evidence to constructing clear and strong arguments
- Speaking or writing persuasively about an issue
- Asking for help
- Leading others
- Reflecting on and improving my own learning

ACTION PROJECT SPOTLIGHT

FUNDING FOR SCHOOL DISREPAIR

The 8th grade class of Roger Williams Middle School in Providence, RI, contacted Mayor Jorge Elorza to share their recommendations on how to address their school's state of disrepair. Mayor Elorza responded and took an in-person meeting to hear them out. After the presentation, Mayor Elorza went into a highly complex explanation about city finances to provide insight as to why there may be challenges to fix the school. The 8th graders kept up with him, not missing a beat. They asked Mayor Elorza thoughtful questions including the role of the state to help pay for school construction, whether tax increases or new jobs could help pay for the problem, and what their role as 8th grade students could be in continuing to advocate.

100%

retention rate of classroom partners in Rhode Island in the 2015-2016 school year



YOUTH VOICE IN ACTION

GENERATION CITIZEN'S DEMOCRACY EDUCATION YOUTH SUMMIT

The Democracy Education Youth Summit convened young people ages 13-18 engaged in politically focused organizations from 17 states in August 2016. Topics covered: increasing youth political participation, tactics to elevate their own stories of political engagement, and ways to respectfully disagree with one's peers. After the summit, participants formed a Youth Advisory Board to stay connected, collaborate, and continue to participate in their respective communities and beyond.

“Many youth, they're not politically active. We can change that, and that's what it was all about [at the Democracy Education Youth Summit].”

Diego Salazar, of Texas, shared his experience in the Waco Tribune. This was Diego's first time in New York City. His Criminal justice teacher Lori Palladino has seen Salazar's growth firsthand, and the August summit helped Salazar come back to school with a new level of maturity, she said.

GENERATION CITIZEN'S STUDENT LEADERSHIP BOARD RETREAT

Generation Citizen's Student Leadership Board (SLB) launched this summer with 11 students selected for membership to represent each of Generation Citizen's sites. The Board members identified projects to undertake this year: to refine the student board structure, application, and selection process; create a guide to supporting students for Democracy Coaches; develop a set of strategies and resources that schools can choose from to introduce GC to their students; and determine ways to get young people connected to the organization. The members will also participate in program activities throughout the year, like helping with Civics Day and Democracy Coach training, and participate in speaking events as they arise.

The Student Leadership Board Retreat and the Democracy Education Youth Summit were made possible by the generosity of the Nellie Mae Foundation.

THE VOTE16USA CAMPAIGN

Launched in December 2015 with the release of our white paper, “Young Voices at the Ballot Box: Advancing Efforts to Lower the Voting Age,” the campaign supports municipal level efforts to extend voting rights to 16- and 17-year-olds in local elections and promotes the idea on a national level. In November 2016, San Francisco featured the nation's first ballot measure to lower the voting age in a major city. We supported a youth-led campaign that earned 170,000 votes to finish with 48%. In Berkeley, CA, voters overwhelmingly approved a ballot measure to extend voting rights to 16- and 17-year-olds for school board elections. Both campaigns encouraged the school districts to realize the importance of effective civics education. It is clear that voters are ready to seriously consider this idea, and we will work with youth leaders around the country to build on this past year's momentum in the years to come.

GENERATION CITIZEN STUDENT LEADERSHIP BOARD



ADALBERTO TRUJILLO

Guttman Community College
Representing: Bronx, NY
Grade: College Sophomore

“We need young leaders to take action to make a change in their community. With the power of their voice and actions, anything is possible.”



ALEXANDRIA (LEXIE) TESCH

Berkeley High School
Representing: Berkeley, CA
Grade: 9th grade

“We are the voices. We are the future. We are the change makers. Together we can work on improving our government and our country, one step at a time.”



ARNAB SIKDAR

Baruch College
Representing: Queens, NY
Grade: College Sophomore

“It doesn’t take high-powered men and women to make a difference. Anyone can make a difference in their community.”



ASHLEY LOPEZ DISHME

Lowell High School
Representing: Lowell, MA
Grade: 12th

“Generation Citizen helped me learn that we have to work towards the change we want. It has impacted me personally by helping me realize I want to be a leader to make the needed change.”



CARLA M. DURAN CAPELLAN

Middlesex Community College
Representing: Lowell, MA
Grade: College Freshman

“Our communities should prioritize developing young leaders because we are the voice of tomorrow. We have to teach young kids how the politics work.”



FERNANDO GARCIA

Juanita Sanchez
Educational Complex
Representing: Providence, RI
Grade: 11th

“Everyone’s opinion matters, without political participation this country would not be as free as it is now because our voices wouldn’t be heard.”



LAILA DOLA

High School For Health Professions and Human Services
Representing: Queens, NY
Grade: 9th

“We all have a leader inside of us, and it is time that you take out that leader inside of you and put it out there in the world because the world is in need of your leadership. Don’t hide anymore. It’s time that you come out and take over. It’s time for a change!”



MADDIE JOHNSON

Sacred Heart Cathedral Preparatory
Representing: San Francisco, CA
Grade: 9th

“We have to prioritize teaching young leaders how to make positive differences in our communities. We will not always be able to rely on elder age groups to keep our democracy running, which is why it is important to have strong civics education.”



REBECA PEREIRA

Malden High School
Representing: Malden, Massachusetts
Grade: 10th

“Today’s youth are taking charge of civic engagement and if we are invested, we can make America’s future much brighter because what we do now will affect what happens in the future.”



SERENITY HALL

Encinal High School
Representing: Alameda, CA
Grade: 9th

“During my semester with GC I have learned to advocate for what I believe in and stand against what I think is wrong. I also learned how to use my voice to make changes in my community.”



SKYLIYA BRIGGS

Highlander Charter School
Representing: Providence, RI
Grade: 10th

“I joined the Student Leadership Board because I thought I could make an impact on youth voice in my community and school. I want to let them know that they have their own voice and ideas to make change in a constructive way.”

AWARD & RECOGNITIONS



December 9, 2015

“Campaign to Lower Voting Age to 16 in Local Elections Ignites a Debate”



November 9, 2016

“Don’t Let this Election Ruin Politics for You”



November 16, 2016

“Teaching Civics in an Age of Trump”



May 19, 2016

“Close the Political Participation Deficit” by William ‘Mo’ Cowan & Scott Warren



November 7, 2016

“The case for allowing 16-year-olds to vote”

“Unlike a typical government high school class, Generation Citizen’s curriculum asks students to identify local issues in their communities, then work together — and with community members — to find solutions.”



October 17, 2016

“NYC Teacher Talks: ‘The Learning is Really on Them’”

“This is a curriculum where the students are really put into the driver’s seat to find the issues in their own communities that they would like to take action on.”



November 16, 2016

GC Rhode Island was awarded a **Medallion Award from the Rhode Island Secretary of State** recognizing the organization’s dedication and excellence in delivering high quality civic education to students in the state.



BROWN

Scott Warren was named the Taubman Fellow and Social Entrepreneur In Residence at Brown University for the coming spring 2017 semester.

GENERATION CITIZEN NEW YORK IS AWARDED \$500,000 FROM THE NEW YORK CITY COUNCIL

“The future of our city depends on an engaged and knowledgeable population who understand their civic duty, and civic education is essential to maintaining such a population.” New York City Council Speaker Melissa Mark-Viverito expressed in the announcement awarding \$500,000 by the New York City Council to expand Generation Citizen. This significant investment will allow to more than double the number of students served and Democracy Coaches recruited in the 2016-2017 school year.

New York City Speaker Melissa Mark-Viverito spoke with students at Generation Citizen school partner The Young Women’s Leadership School of East Harlem in the Fall of 2016.



CIVIC TECH CHALLENGE 2016 HIGHLIGHTS

Thanks to presenting sponsor support from Microsoft, Generation Citizen's annual Civic Tech Challenge hosts a day-long hackathon to create solutions for some of the community's toughest problems. Young people from the Generation Citizen action civics program connect with developers, digital marketers, graphic designers, data analysts and more to build civic tech innovations that accelerate their ability to advance change on local issues. The event is held in Boston and the Bay Area.

Joining Microsoft in sponsor support this year were ActBlue, Ariel Group, the Boston Foundation, Boston Private, Eckert Seamans, LinkedIn, Mintz Levin, Sasaki, Seneca Systems, Virtual Towns and Schools, the Westly Foundation, and WeWork.

SAN FRANCISCO BAY AREA HIGHLIGHTS

A combined forty technologist volunteers and 8th graders from Hoover Middle School strategized together to produce tech-based solutions to advance the classes' action projects. In one day, teams addressed affordable housing and tenant rights, gender equality, block scheduling, school lunch, cyberbullying, and youth homelessness. Tech solutions ranged from data visualization, survey aggregation, websites, and multimedia.

MASSACHUSETTS HIGHLIGHTS

Through data visualizations and digital storytelling campaigns, teams helped students focus on the following goals: addressing the challenge of affordable housing in Boston by lobbying for more subsidized housing and a just cause eviction policy, advocating for expansion of the Boston Police Department body camera pilot, and establishing a forum for ongoing dialogue between policemen and community members.

THANKS TO OUR HONOREES

Diane Hessian (Massachusetts): Serial Entrepreneur, Investor, Former CEO of Startup Institute, Founder & Chair of C Space; and **Chris Anderson** (San Francisco Bay Area): CEO, 3-D Robotics; Founder, DIY Drones; and former Editor in Chief, WIRED Magazine

At the Civic Tech Challenge in the Bay Area, 8th graders from Hoover Middle School in San Francisco strategize with volunteer technology professionals to advance their community action project.



SCHOOLS & COLLEGES PARTNERS

We believe that our democracy will work best if everyone participates. We feel that we will best be able to achieve our mission by focusing our work and resources on eliminating the civic engagement gap. To address the civic engagement gap, 90% of our school partners have a majority of students on free-or-reduced lunch.

CLASSROOM PARTNERS



DEMOCRACY COACHES



2016-2017 COLLEGE PARTNERS:

CENTRAL TEXAS

- Huston-Tillotson University
- St. Edward's University
- University of Texas at Austin

SAN FRANCISCO BAY AREA

- Mills College
- San Francisco State University
- University of California, Berkeley
- University of San Francisco

MASSACHUSETTS

- Boston University
- Boston College
- Emerson College
- Northeastern University
- Stonehill College
- Tufts University

OKLAHOMA

- Oklahoma City University
- University of Central Oklahoma
- University of Oklahoma

RHODE ISLAND

- Brown University
- Providence College

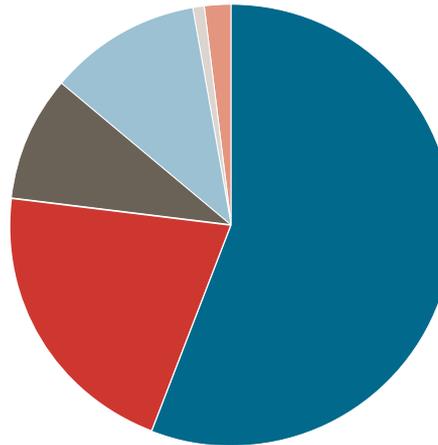
NEW YORK

- Hunter College
- Fordham University
- New York University
- Pace University
- Wagner College

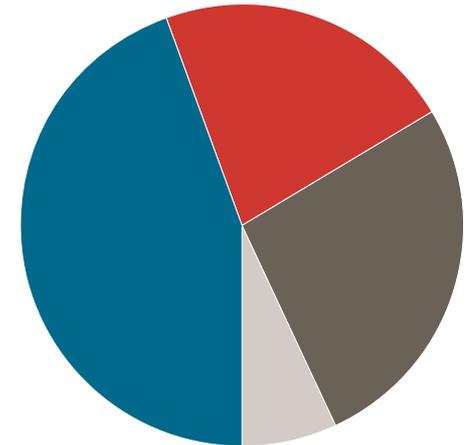
FINANCIALS

In the 2016 fiscal year (July 1-June 30), Generation Citizen raised \$2,020,529 and spent \$1,540,554. 44% went to direct program costs and 22% to demand-building activities.

Comparatively, in the previous fiscal year, \$1,347,998 was raised and \$1,291,027 spent. The forecast for fiscal year 2017 is projected to reach \$3 million in revenue and \$2.5 million in expenses.



REVENUE



EXPENSES

● Foundations	\$ 1,131,048
● Individuals	\$ 428,289
● Corporate	\$ 186,006
● Program Services	\$ 220,310
● Govt Revenue	\$ 19,450
● Event Revenue	\$ 35,426
TOTAL	\$ 2,020,529

● Program	\$684,839
● Demand-Building	\$339,629
● Fundraising	\$410,582
● Administration	\$105,505
TOTAL	\$1,540,554

SUPPORTERS

Showing for fiscal Year 2016: July 1, 2015 - June 30, 2016

We are profoundly grateful to receive financial support from many stakeholders, including corporations, foundations, public agencies and generous individuals.

\$100,000+

Ford Foundation

James Irvine Foundation

William & Flora Hewlett
Foundation

\$50,000-\$99,999

Andy Offit

David and Laurie Hodgson

Foundation for Civic Leadership

Issroff Family Foundation

Mary and Jerome Vascellaro

Pinkerton Foundation

State Farm

\$25,000-\$49,999

BayTree Fund

David Flink, Hunt Alternatives

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Seth Sprague Educational and
Charitable Foundation

The Gray Foundation

Wellington Management
Foundation

\$10,000-\$24,999

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F.A.O. Schwarz Family Foundation

Fidelity

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Scholars)

Libby & Craig Heimark

Microsoft

New York City Council

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Richard Steel

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Foundation

Van Beuren Charitable Foundation

Wells Fargo

Anonymous

\$5,000-\$9,999

ActBlue

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Bay Area Community Resources

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\$1,000-\$4,999

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DON'T TALK ABOUT CHANGE. **LEAD IT**

TAKE ACTION WITH GENERATION CITIZEN

Solutions are only possible when we work together. Join us to prepare the next generation to be the leaders for tomorrow. Here's how you can lead change with Generation Citizen:



ATTEND OR JUDGE
CIVICS DAY



VISIT A CLASSROOM



HOST A GENERATION
CITIZEN GATHERING



JOIN A GENERATION CITIZEN
BOARD

To learn more about how you can take action with Generation Citizen, please email info@generationcitizen.org.



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