

**Brandeis**

THE HELLER SCHOOL  
FOR SOCIAL POLICY  
AND MANAGEMENT  
Center for Youth  
and Communities

# Promising Practices in Youth Civic and Political Engagement to Inform the Segal Citizen Leadership Program

A Research Project by Maxwell Hunsinger  
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The Eli J. &  
Phyllis N. *Segal*  
CITIZEN LEADERSHIP PROGRAM

***“When our father [Eli Segal] spoke of young people he mentored, his eyes would sparkle. He deeply believed that they could make our country better, a place where everyone can thrive. If he were alive today, he would feel more urgency than ever for the next generation to step up as citizen leaders.”***

*-Mora Segal (CEO, The Achievement Network; Chair, Segal Program Advisory Board)*

*-Jonathan Segal (Chief Content Officer, 3STEP SPORTS; Segal Program Advisory Board)*

## INTRODUCTION

The Eli J. & Phyllis N. Segal Citizen Leadership Program was created to honor the life and service of the late Eli Segal, whose prime directive was always to cultivate a sense of civic responsibility, especially among young people, and the continuing work that his wife Phyllis Segal does in instilling the values of citizen leadership in youth. The Program is more than a mentorship, more than merely "the old teach the young," but rather a collaborative Network in which lifelong Fellows and Program partners learn from and through each other, and work to take action around social justice.

According to the United States Census Bureau, voter turnout among 18-29 year olds increased by 79% from the 2014 to the 2018 election.<sup>1</sup> The Segal Program believes that youth civic and political engagement is vital for the continued future of our democracy, and many of the Fellows and partners focus on youth civic engagement. In order to shine a light on and learn from the important work being done in this field, this research project sought to explore promising practices among organizations involved in the youth civic/political engagement field.

In pursuing this research, Oregon stood out as one state that is particularly relevant to discussions about youth political engagement. Oregon has passed a number of measures, including automatic voter registration and elections conducted exclusively by mail-in ballots, and in the 2018 election, it had the highest youth turnout in the country, at 39.2%, according to CIRCLE<sup>2</sup>. It is also in Oregon that a notable youth civic engagement organization, Next Up Oregon, was founded. According to the organization, they were started “by a bunch of young leaders in a bar. They didn’t like the way politics was going and they decided to turn things around. So they bought a bus and started getting volunteers on it, to make real political change and empower a whole new generation in democracy.”<sup>3</sup>

From their humble, bus-based origin, they grew into a powerful organizing movement that incubated an organizing alliance, the Alliance for Youth Organizing (formerly the Bus

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<sup>1</sup> U.S. Census Bureau. “Behind the 2018 U.S. Midterm Election Turnout.” The United States Census Bureau, July 16, 2019. <https://www.census.gov/library/stories/2019/04/behind-2018-united-states-midterm-election-turnout.html>.

<sup>2</sup> “CIRCLE ‘2018 Youth Turnout Increased in Every State for Which We Have Data.’” CIRCLE RSS, CIRCLE, [www.civicyouth.org/2018-youth-turnout-increased-in-every-state-for-which-we-have-data/](http://www.civicyouth.org/2018-youth-turnout-increased-in-every-state-for-which-we-have-data/).

<sup>3</sup> “About Us: Who We Are at Next Up.” Next Up, [www.nextuporegon.org/about-us/](http://www.nextuporegon.org/about-us/).

Federation), which is now a “ national hub for eleven affiliates and ten youth organizing partners building young peoples’ political power coast-to-coast.”<sup>4</sup> They led the effort to pass automatic voter registration in Oregon, the first state in the United States to do it, as well as the campaigns for online voter registration, pre-registration for 16 and 17 year-olds, and paid postage for mail-in ballots. They continue to seek to improve as they grow. In reviewing their organizational methodologies, they determined that while the work they have done so far has undoubtedly been good for democratic participation as a whole, it has disproportionately helped white voters to the exclusion of communities of color. Thus, they are now focusing on learning and unlearning in a way that can build a “more equitable Oregon.”<sup>5</sup> While it’s still unclear how this will play out structurally, they have committed to being “accomplices” to marginalized individuals and groups by actively working with them instead of merely standing with them. While only one example from the many organizations across the country reviewed for and described in this report, NextUp Oregon demonstrates the value of effective youth organizing and, in the current fraught political landscape, proves that good things still can come to those who organize for them.

## RESEARCH FOCUS

The goals of this research project were to take a look at what is going on "on the ground" across the country in the field of youth civic and political engagement, to expand and enrich the Segal Program’s knowledge of developments in the field, and to document programs that could potentially be a resource for Segal Fellows and the larger Segal Network. The questions driving our research were: What are the promising practices from current and recent programs that promote youth civic and political engagement in the United States? Among these programs, what are their missions, who do they serve, how do they focus their work, and how do they build networks, skills, and social capital?

For the purposes of this project, “youth civic engagement” was defined according to the definition set forth in the American Political Science Association’s *Teaching Civic Engagement: From Student to Engaged Citizen*: “Civic and political engagement include connection to the political and community components involved and reflection upon the consequences of one’s actions. These activities also empower participants to find common means to address common concerns.... [B]oth require active rather than passive participants; that is, individuals who do more than just watch community or political developments.”<sup>6</sup>

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<sup>4</sup> “We’re Next Up: We’ve Rebranded!” Next Up, 11 Aug. 2019, [www.nextuporegon.org/2019/08/01/were-next-up-weve-rebranded/](http://www.nextuporegon.org/2019/08/01/were-next-up-weve-rebranded/).

<sup>5</sup> “Equity Statement.” Next Up, [www.nextuporegon.org/equity-statement/](http://www.nextuporegon.org/equity-statement/).

<sup>6</sup> McCartney, Alison Rios Millett. “Teaching Civic Engagement: Debates, Definitions, Benefits, and Challenges.” *Teaching Civic Engagement: from Student to Active Citizen*, by Alison Rios Millett McCartney et al., American Political Science Association, 2013, p. 14.

We prioritized this definition due to its specific focus on the context and consequences of the actions, as well as the requirement for there to be some actual action. We also included a requirement that organizations needed an explicitly political component to their actions; so movements that, for instance, solely organized on college campuses and around campus-based issues would fall out of the purview. Similarly, the dual focus on both civic and political engagement meant that any references to solely social organizations, such as youth bowling leagues, were left out, unless they had a political or action-oriented side to their work.

Overall, our criteria for including organizations in our research were that they:

- Build political awareness and encourage political action;
- Offer awareness of the community context of the organization and its actions;
- Build social capital for members and the community at large; and
- Actively engage and involve youth, emphasize the youth voice.

Organizations that met our standards but that promote discrimination based on identity or promote misinformation were excluded. The views expressed by the organizations included in this research project are their own, and inclusion of an organization does not imply endorsement.

## METHODOLOGY

This research project combined general online research with targeted surveys and interviews during June-August 2019. It started with an abbreviated literature review on youth civic engagement with key leaders in the field, such as CIRCLE and Everyday Democracy, and with conversations leveraging the expertise of the Segal Program’s Senior Leadership Team at The Center for Youth and Communities, at The Heller School for Social Policy and Management at Brandeis. This was followed by an effort to identify organizations that matched our aforementioned criteria.

Recognizing the often-interconnected nature of organizations, one of the primary methods of research involved a variation of the “snowball method,” or Respondent-Driven Sampling, whereby starting with an initial “seed” of organizations and asking each to nominate or recommend other organizations for a study, it can grow organically to reach a much larger sample size. Research was conducted on the internet, through a survey sent out asking for more information and requesting a chance for further contact, and by engaging in interviews with organizations that agreed to be contacted and were promising to provide on-the-ground perspectives from practitioners in the field.

Overall, we reviewed the information on over 100 organizations via their websites. From this, we documented and analyzed information about the missions and programming for 85 of those organizations (available as a summary at

<https://heller.brandeis.edu/segal/about/civic-engagement.html>) and sent a follow-up survey to 85 organizations. We received additional detailed information from 11 organizations through the survey (a response rate of 13%). Of these, 3 of the most promising agreed to be interviewed, resulting in the 3 case studies contained in the Addendum.

## CROSS-ORGANIZATIONAL THEMES

Through our research three cross-organizational elements stood out as themes that many programs held in common and that fueled their success. These were:

- Pursuing issues with personal relevance to youth (including tapping into a generational identity),
- Not being defined by candidates or parties, but rather engaging youth through issues, and
- Centering youth voice.

Each of these themes is described in further detail below, with examples of organizations that demonstrate them.

**Pursuing issues with personal relevance:** Many organizations in our sample actively seek to address the issues facing the constituents whom they are trying to educate and organize, as defined and prioritized by the youth. They also tap into issues that feel relevant to young people as a generation, such as the epidemic of gun violence.

- *Example: FIERCE in New York, New York*<sup>7</sup>, is an organization dedicated to building the organizing capacities of LGBT youth of color, and they organize around issues that uniquely impact their communities. For example, campaigning against Quality of Life Laws that “disproportionately impact homeless communities and low-income communities of color, including LGBTQ youth.”<sup>8</sup>
- *Example: March for Our Lives, a national organization*,<sup>9</sup> organizes young people around the idea that, as “Generation Lockdown,” their lives are at stake when they go to school until action is taken to prevent gun violence. In this case, while the organization evolved out of the experience of the Parkland teens, their focus is on trying to prevent any future shootings anywhere in the country.
- *Example: Youth United for Change in Philadelphia, Pennsylvania*<sup>10</sup>, takes young leaders from the public-school system of and around Philadelphia and gets them to organize around the issues that are facing their schools. Among these are transformative school reform, health justice, and school climate.<sup>11</sup> They say that “the

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<sup>7</sup> FIERCE, [www.fiercenyc.org/leadership-development](http://www.fiercenyc.org/leadership-development).

<sup>8</sup> “PAW: Police Accountability Work.” FIERCE, [www.fiercenyc.org/campaigns/paw-police-accountability-work](http://www.fiercenyc.org/campaigns/paw-police-accountability-work).

<sup>9</sup> “Mission & Story.” March For Our Lives, [www.marchforourlives.com/mission-story/](http://www.marchforourlives.com/mission-story/).

<sup>10</sup> “Campaigns.” Youth United for Change, [www.youthunitedforchange.org/campaigns](http://www.youthunitedforchange.org/campaigns).

<sup>11</sup> *ibid.*

organization wants to further develop the leadership of its members by focusing on campaigns that speak directly to their immediate and long-term needs.”<sup>12</sup>

**Not being defined by candidates or parties:** Very few organizations we reviewed express a party allegiance, preferring instead to get youth engaged around issues or ideals. Even organizations who explicitly do electoral work, such as volunteering to assist with candidate’s campaigns, do it because those candidates support similar policies or platforms.

- **Example: Generation Vote (Gen Vote), a national organization,**<sup>13</sup> offers support to campaigns in the form of both training and Get Out the Vote efforts, and in connecting campaigns to other Gen Vote teams in the area who can help organize with them. But, candidates seeking the support of a Gen Vote team have to integrate their youth platform into the candidate’s platform as a precondition to getting support.<sup>14</sup>
- **Example: The Northwest Bronx Community and Clergy Coalition in New York, New York,** does not endorse or campaign for candidates in particular, but they will campaign for issues facing their community, such as combatting the school-to-prison pipeline, and instead focus on getting out the vote in general. This may be due to organizations like the Northwest Bronx Community and Clergy Coalition having 501(c)(3) non-profit status, which they would lose if they were to endorse a candidate or party, which would cause them to lose their organization’s tax-deductible status.<sup>15</sup>

**Centering youth voice:** Most of the organizations in this study give youth agency to shape and express what matters to them on their own terms. There are varying degrees of what this looks like, on a spectrum from strongly considering what youth have to say on an issue to letting youth genuinely lead.<sup>16</sup>

- **Example: Young Invincibles, a national organization,**<sup>17</sup> works to ensure that they keep youth involved both in proposing where their focus should be through “focus groups, roundtables, events, and personal meetings” and then “provide training on how to take a leadership role in driving solutions.”<sup>18</sup>
- **Example: Sunrise, also a national organization,**<sup>19</sup> ensures that they embrace youth voice by giving leadership positions solely to people under the age of 35. They center youth, and especially marginalized youth, because “if you’re working for an underserved community you need to have those people in your leadership” so that

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<sup>12</sup> *ibid.*

<sup>13</sup> “A NEW WAY TO GET ENGAGED.” Our Model, [www.genvote.org/model.html](http://www.genvote.org/model.html).

<sup>14</sup> For more information on Generation Vote, see Addendum A

<sup>15</sup> “Staying Nonpartisan: Permissible Election Activities Checklist.” Non Profit Vote, [www.nonprofitvote.org/documents/2017/04/nonpartisan-election-activities-501c3-nonprofits.pdf](http://www.nonprofitvote.org/documents/2017/04/nonpartisan-election-activities-501c3-nonprofits.pdf).

<sup>16</sup> See <https://www.everyday-democracy.org/resources/intergenerational-equity-framework> for more information on fostering youth voice

<sup>17</sup> “Our Mission & Values.” Young Invincibles, [www.younginvincibles.org/who-we-are/our-mission-values/](http://www.younginvincibles.org/who-we-are/our-mission-values/).

<sup>18</sup> “Organizing and Outreach.” Young Invincibles, [www.younginvincibles.org/what-we-do/advocacy-community-organizing/](http://www.younginvincibles.org/what-we-do/advocacy-community-organizing/).

<sup>19</sup> “About.” Sunrise Movement, [www.sunrisemovement.org/about](http://www.sunrisemovement.org/about).



they have a say in what issues as well as solutions are considered and how they are framed.<sup>20</sup>

## PROGRAM STRATEGIES

Across the 85 organizations we reviewed in-depth and from the literature review on youth civic engagement, a number of program strategies that were common or that were viewed by organizations as particularly important to their success in the field emerged. These were:

- Facilitating youth stories
- Learning exchanges
- Cross-cultural shared programming
- Stipends for participation
- Holistic approach
- Summits
- Fellowships
- Continuing connections
- Decentralization

**Facilitating youth stories:** Organizations put an effort into giving youth a platform to share how their unique experiences intersect with the issue that they're trying to engage with.

- *Example: Climate Generation's Youth Convening Minnesota*<sup>21</sup> program teaches youth about climate change and how to tell the story of their own experience with it, and how to host a convening where they along with other community members can share their lived experience with climate change.<sup>22</sup>

**Learning exchanges:** Organizations offer their members a chance to deepen their understanding of the political engagement field more broadly by doing a learning exchange, where the members go and spend a period of time working with and learning alongside another organization in the field, which lets them see a potentially different approach and framework, as well as helping youth develop their personal networks amongst other political activists.

- *Example: Committee Against Anti-Asian Violence (CAA AV) in New York, New York,*<sup>23</sup> as part of their Asian Youth in Action program, youth do organizing work in CAA AV's organizing campaigns but also have the opportunity to go on a learning exchange with the Providence Youth Student Movement (PrYSM) in Providence, Rhode Island. As a result, they get the opportunity to learn how the other organization does and frames its work, and to meet with other people (including peers) involved in similar organizing work.

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<sup>20</sup> From interview with Sunrise, for more information see Addendum A

<sup>21</sup> "YEA! MN." Climate Generation: A Will Steger Legacy, [www.climategen.org/our-core-programs/yea-mn/](http://www.climategen.org/our-core-programs/yea-mn/).

<sup>22</sup> For more information on Climate Generation, see Addendum A

<sup>23</sup> "Asian Youth in Action." CAA AV.org, [www.caaav.org/our-work/programs/aya2017](http://www.caaav.org/our-work/programs/aya2017).

**Cross-cultural shared programming:** Organizations come together and offer their members combined programming, usually when the two organizations share a common larger identity. For instance, two organizations in immigrant communities coming together over a common immigrant organizing experience, allowing youth to see the similarities in the issues each is facing, the ways they approach them, along with the unique aspects of each.

- *Example: People Organizing to Demand Environmental and Economic Justice (PODER)<sup>24</sup> and the Chinese Progressive Association<sup>25</sup> in San Francisco, California* have a joint program called Common Roots, which strives to “Develop a model for cross-cultural youth leadership in southeast San Francisco’s working-class Chinese and Latino immigrant neighborhoods.”<sup>26</sup>

**Stipends for participation:** Organizations, especially those who want to make sure organizing does not leave out low-income youth, offer an amount of money so that youth who may not otherwise have the opportunity or who would have gone to a different field of employment can have their voice heard. This takes many different forms, but the common thread across all of them is finding ways to ensure that youth do not have to shoulder the full cost of organizing work.

- *Example: Causa Justa: Just Cause in San Francisco and Oakland, California<sup>27</sup>* has a stipend upon completion of their Education for Liberation Summer.
- *Example: Climate Generation* highlights how stipends are a critical way of ensuring that they can “support youth from low-income communities, and to recruit youth from communities underrepresented in environmental organizing who otherwise may not self-select to engage in this programming.”<sup>28</sup>

**Holistic approach:** Some organizations take an approach towards youth civic engagement that also encompasses other aspects of leadership development and general support in other parts of a young person’s life.

- *Example: Youth Uprising, in East Oakland, California,* has their YU LEAD program that develops the civic and political knowledge of members while simultaneously “ensuring they are fully prepared for college or full-time work.”<sup>29</sup>

**Summits:** A convenient way for organizations to bring youth together for an intensive but usually short (1-3 day) period of time where the youth get the chance to connect with each other and the organization can refocus its work. Summits usually include workshops and

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<sup>24</sup> “A Grassroots, Environmental Justice Organization Based in San Francisco’s Mission District.” PODER, [www.podersf.org/](http://www.podersf.org/).

<sup>25</sup> “Chinese Progressive Association.” Chinese Progressive Association, [www.cpasf.org/](http://www.cpasf.org/).

<sup>26</sup> “Common Roots.” PODER, [www.podersf.org/programs/youth-power/common-roots/](http://www.podersf.org/programs/youth-power/common-roots/).

<sup>27</sup> “Mission, Vision, and History.” Causa Justa Just Cause, [www.cjic.org/about-us/mission-history/](http://www.cjic.org/about-us/mission-history/).

<sup>28</sup> For more information on Climate Generation, see Addendum A

<sup>29</sup> “Civic Engagement.” Youth UpRising, [www.youthuprising.org/programs/civic-engagement](http://www.youthuprising.org/programs/civic-engagement).



discussions where youth can deepen their understanding of a variety of things that impact on their political engagement.

- **Example: Maine Youth Action Network, in Maine,**<sup>30</sup> sets aside intentional time during their Youth Leadership Summit for youth to network with each other and expand their roots in the world of youth organizing.

**Fellowships:** Many organizations shape their youth civic engagement efforts around fellowship programs that give youth a chance to dive deeply into the work for a specific period of time in a structured way, in many cases for 8-10 weeks over summer break for students, but in other instances they may also take place during the school year.

- **Example: Washington Bus, in Washington State,**<sup>31</sup> has a 10-week long summer program where “fellows learn how to do grassroots organizing and learn valuable leadership skills.”
- **Example: Sunrise, a national organization,** has a fellowship program that they call the Sunrise Semester that takes place over a period of months, depending on the scope of that particular fellowship and the needs of the movement, with the plan for 2020 being three-month long programs, whereas past years have had fellowships lasting as long as 6 months.<sup>32</sup>

**Continuing connections:** Keeping people connected to the organization and promoting advancement internally can give valuable insights to leaders, considering they went through the program they now lead.

- **Example: CAAAV in New York, New York** has former members run their Asian Youth in Action member program.
- **Example: Poder in Action in Arizona**<sup>33</sup> is led by organizers who started out as volunteers in the organization.

**Decentralization:** Some organizations have a very free-form organizational structure, where a small group of interested volunteers can form a local hub/chapter and organize in the name of the larger organization.

- **Example: Sunrise, a national organization,** holds the “three-activist rule,” where any group of three or more interested volunteers can form their own Sunrise hub after completing the training and pledging to uphold Sunrise’s principles.<sup>34</sup>

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<sup>30</sup>MYAN. “Program Overview.” MYAN, [www.myan.org/program-overview/](http://www.myan.org/program-overview/).

<sup>31</sup>“Leadership Development.” The Washington Bus, [www.washingtonbus.org/what-we-do/leadership-development/](http://www.washingtonbus.org/what-we-do/leadership-development/).

<sup>32</sup> For more information on Sunrise, see Addendum A

<sup>33</sup>“Programs.” Poder in Action, [www.poderinaction.org/our-programs-1](http://www.poderinaction.org/our-programs-1).

<sup>34</sup> For more information on Sunrise, see Addendum A

## NEXT STEPS AND UTILIZING THIS INFORMATION

The information compiled in this research project will be utilized in a number of ways and is accessible to a public audience. The Segal Program will share the report and the details on the organizations reviewed with those in its 600+ person network of Segal Fellows and partners who focus on youth civic engagement to help inform and deepen their work. It will also seek to learn from and form strategic partnerships with organizations whose missions align with its work.

The Center for Youth and Communities has shared this report as a working paper on its website and included a chart of the 85 organizations reviewed, with overview information that may be useful to those wanting to learn more about promising practices taking place in the field.

## QUESTIONS NOT ADDRESSED

During this research project, some issues fell outside of our purview. For instance, we reviewed and spoke with organizations about what they felt was effective in their work, we did not assess whether the organizations being researched are actually objectively effective. Some organizations publish annual “impact reports,” but many, especially smaller organizations, do not. We also did not address what makes an organizational sustainable and how to tell where in its organizational cycle an organization is. Finally, and related to organizational sustainability, we did not address who is providing funding for these organizations. While these questions are of interest, they were not covered in our research or analysis.

## ACKNOWLEDGEMENTS

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## ADDENDA

### Addendum A: Case Studies

### Addendum B: Additional Resources

For summary information about the 84 organizations researched, visit

<https://heller.brandeis.edu/segal/about/civic-engagement.html>

(Webpages cited below were accessed between June-September 2019)

## ADDENDUM A: CASE STUDIES

These case studies were drawn from in-depth interviews with 3 organizations that provided information available beyond their websites and survey responses.

**Generation Vote:** Generation Vote started as a unique way to connect youth and local political campaigns in New York State, and it is now working on developing teams in other states across the country. Generation Vote teams are based on college campuses and consist of a core of “5-14 students who are each trained in a specific campaign activity (field, policy, comms, etc.) and who then work with a wider group of volunteers.”<sup>35</sup> These teams engage in a “student opinions research effort, which is done in order to get a detailed understanding of the local issues that matter to young people and then build a policy platform which can be adopted by local candidates, who then work with our team to drive youth turnout for the election.”<sup>36</sup> In this way, they serve as a gateway for local candidates to “authentically engage with young people,” and for young people to engage with candidates.<sup>37</sup> As part of their expansion goals, they plan to pilot a need-based stipend program to get more voices involved. They also plan to pilot an online webinar and classroom series to make their training more accessible. Their “largest transferable insight is the need to authentically connect policy issues to candidates for local office, and build that connection by actively listening to and soliciting the ideas of young people.”<sup>38</sup>

<https://www.genvote.org/>

**Climate Generation:** Climate Generation is a Minnesota-based organization that emerged from the powerful eyewitness experiences of climate change of its founder, polar explorer Will Steger, and they maintain that emphasis on youth’s personal experiences with climate change. Climate Generation, as the name implies, is focused on equitable solutions to climate change to deal with “economic, social, and racial disparities.”<sup>39</sup> They structure their youth programming in the form of youth-adult partnerships, and the “staff take a co-mentorship role, not just as a coach or facilitator, but we also are clear that youth can teach

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<sup>35</sup> Shor, Garrett. Email interview. 12 August 2019

<sup>36</sup> *ibid.*

<sup>37</sup> “A NEW WAY TO GET ENGAGED.” Generation Vote, [www.genvote.org/model.html](http://www.genvote.org/model.html).

<sup>38</sup> Goodspeed, Sarah. Email Interview. 15 August 2019

<sup>39</sup> “Our Mission & Vision.” Climate Generation: A Will Steger Legacy, [www.climategen.org/who-we-are/our-mission-and-vision/](http://www.climategen.org/who-we-are/our-mission-and-vision/).



us. We aren't just presenting information and resources for them to implement, but for them to really shape and take ownership of how they lead peer education and organizing."<sup>40</sup> Their programming is not only centered on but shaped by youth leaders. "[Their] staff are focused on building trusting relationships, centering identity in youth organizing, and using thoughtful navigation and facilitation of group dynamics. This means content and more traditional programming work may evolve slower, but ultimately at a deeper level than youth would otherwise engage with it when they can bring their full selves to this work."<sup>41</sup> Climate Generation also mentions how "stipends are critical to be able to support youth from low-income communities, and to recruit youth from communities underrepresented in mainstream environmental organizing, who otherwise may not self-select to engage in this programming" and they have provide a stipend for the "core" youth advisory group.<sup>42</sup> In keeping with their legacy of being a vehicle for the telling of personal climate change stories, Youth Convening Minnesota is a Climate Generation program that--over 7 months-- teaches high school youth about climate change and how to facilitate a community convening, where people from the community come together to speak about how climate change impacted them, combine that with the science behind it, and plan for local solutions. Beyond this, "Our youth programming also benefits from leveraging our other program areas including a network of educators and community engagement team to provide wraparound support for youth at their schools, in their classrooms, in their communities, and in advocacy spaces to extend their leadership across other program opportunities. Our long-standing relationships and reputation help make youth-led programming possible to evolve year to year around the strengths and interests of each year's Core team while maintaining consistency through other program areas."<sup>43</sup> Climate Generation also provides resources and trainings for educators on how to integrate climate change into their curriculums. <https://www.climategen.org/>

**Sunrise Movement:** Sunrise is a grassroots movement of young people organizing for climate justice. They are a national, decentralized movement. One of their core organizing principles is that any group of 3 people can form a Sunrise hub, as long as they agree to follow the Sunrise Principles. Among these principles is that leadership positions are reserved for people under the age of 35, with people over that age able to participate as allies and support in other ways. Sunrise has an online 3-part orientation series at the end of which members are ready to transition immediately into a leadership position. Sunrise is a genuinely youth led movement, and "trusts its constituency."<sup>44</sup> It's a social and cultural movement before an action movement, with the efforts to drive culture leading into the actions instead of the opposite approach. That means that for instance "they will stop to talk about racial justice and how that impacts on climate change, and then take the actions

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<sup>40</sup> Goodspeed, Sarah. Email interview. 15 August 2019

<sup>41</sup> *ibid.*

<sup>42</sup> *ibid.*

<sup>43</sup> *ibid.*

<sup>44</sup> Richard, Kyle. Personal interview. 15 August 2019.



that will fix that afterwards.”<sup>45</sup> As a result, there is a continuing effort to get “consensus from the youth on what the undergirding problems from climate change are.”<sup>46</sup> Sunrise hosts regional summits to bring youth activists together to network and build community across the movement, and also to attend discussions on strategies for growing and planning actions. Sunrise also hosts internal calls for hub coordinators and people interested in starting hubs where hub coordinators and potential hub coordinators can learn from each other and celebrate each other’s work. Sunrise also has a fellowship program, where a dedicated group of volunteers will drop everything for up to eight months, receive a need-based stipend, and in some cases live in movement houses while they work to further the work of Sunrise in a variety of different ways, from intensively working to grow their hub, to supporting the infrastructure of the Sunrise fellowship for 2020.<sup>47</sup>

<https://www.sunrisemovement.org/about>

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“It's Here – Sign up for Sunrise Semester.” Action Network, [www.actionnetwork.org/forms/im-interested-in-sunrise-semester-2020](http://www.actionnetwork.org/forms/im-interested-in-sunrise-semester-2020).

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Richard, Kyle. Personal interview. 15 August 2019.

Shor, Garrett. Email interview. 12 August 2019.

## ADDENDUM B: ADDITIONAL RESOURCES

*Teaching Civic Engagement: From Student to Active Citizen* (American Political Science Association)- A compendium of essays on civic engagement and pedagogy, the introduction and the first essay, *Teaching Civic Engagement: Debates, Definitions, Benefits, and Challenges* provided the summary of civic and political engagement that was used for this research project. The other essays in the volume provide instruction on various approaches towards teaching political engagement.

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<sup>45</sup> *ibid.*

<sup>46</sup> *ibid.*

<sup>47</sup> “It's Here – Sign up for Sunrise Semester.” Action Network, [www.actionnetwork.org/forms/im-interested-in-sunrise-semester-2020](http://www.actionnetwork.org/forms/im-interested-in-sunrise-semester-2020).

<http://web.apsanet.org/teachingcivicengagement/wp-content/uploads/sites/9/2016/10/TeachingCivicEngagementBW.pdf>

Teen Empowerment’s “Teen Empowerment Model”- Teen Empowerment’s full model for how they do youth engagement work, which includes insights into how they constructively provide both criticism and praise structurally.

<https://docs.google.com/document/d/1EwnqvjXyuq8sEFIDlOHkQpQl1-9ljxPXeHaAKEykSd4/edit?usp=sharing>

Youth on Board “Organizational Assessment Checklist”- A quick checklist for organizations to go over to evaluate their inclusion of youth in leadership.

[https://docs.wixstatic.com/ugd/c8aa42\\_b5b4903e19d645efbbb8a66d8501d166.pdf](https://docs.wixstatic.com/ugd/c8aa42_b5b4903e19d645efbbb8a66d8501d166.pdf)

Youth on Board “Tips from Young People on Good Youth/Adult Relationships”- A collection of important things for adults supporting youth organizing to consider.

[https://docs.wixstatic.com/ugd/756302\\_oabfc9e07cc844eab56a62cd95cae560.pdf](https://docs.wixstatic.com/ugd/756302_oabfc9e07cc844eab56a62cd95cae560.pdf)

Everyday Democracy “Intergenerational Equity Framework”- A list of suggestions on how to engage people regardless of, but respectful of, their age.

<https://www.everyday-democracy.org/resources/intergenerational-equity-framework>

Movement Strategy Center “Bringing it Together”- A research project on youth organizing groups focusing more structurally on how they are building partnerships with each other and the broader resource environment of youth organizing, as well as how they are working internally.

[https://movementstrategy.org/b/wp-content/uploads/2005/01/MSC-Bringing\\_It\\_Together.pdf](https://movementstrategy.org/b/wp-content/uploads/2005/01/MSC-Bringing_It_Together.pdf)

“The Asian American Racial Justice Toolkit”- A toolkit containing both workshops and the experience of the organizations who contributed to it, used by many organizations to help build a racial justice framework.

<https://www.asianamtoolkit.org/the-toolkit>

“Resource List for Teaching Civics and Government”- Three lesson plans on civics and government, as well as a list of resources for teaching the topic.

<https://www.everyday-democracy.org/resources/resources-teaching-civics-and-government>