Academics and experts in the field agree upon three indicators that best predict a student's likelihood of future civic engagement: Civic Knowledge, Civic Skills and Civic Motivation. Generation Citizen evaluates its impact through pre- and post-semester surveys of students, mid- and end-of-semester surveys for teachers and ongoing classroom observations.

We categorize Civic Knowledge as a student's ability to grasp basic civic knowledge, which includes how the governmental process works and who the players are.

We categorize Civic Skills as a student's ability to use acquired skills, including oral and written persuasive communication, group-work, and critical thinking, to effectively participate in the political process.

We categorize Civic Motivation as a student's desire to actively participate in the political process and take action on issues they care about, including actual behaviors like voting and volunteering.

Our Outcomes:
In the 2017-18 school year, some highlights of measurable successes include:
-- 76% of students gained civic knowledge over the course of the program. Teachers specifically cited students' knowledge of local and state governmental agencies and leaders as the most valuable area of growth.
-- 71% of students increased their civic skills over the course of the program, such as speaking in public and getting others to care about a problem. On end-of-semester surveys, teachers identified professional communication, critical thinking, and collaboration and teamwork as areas where students demonstrated the most growth.
-- 70% of GC students believed they have power to make a difference in their communities by the end of the semester. There was also a 49% increase in their likelihood of running for public office and a 47% increase in the likelihood students would contact their public officials in the future (self-reported).
-- Many young people engage in certain civic behaviors for the first time as a part of their participation in GC. From pre- to post-semester, there was an 175% increase in the number of students who had ever contacted a public official and a 135% increase in the number of students who had ever written an article or op-ed.
-- 73% of students would recommend GC to their friends.
-- We also saw significant increases on several of students' other program feedback indicators: 77% of respondents said GC broached interesting topics, and 81% said that they had a say in projects they worked on more than in other classes.
-- 86% of teachers rated their experience as "Good" or "Excellent" and 78% would confidently recommend partnership to others.
-- Teachers who responded to our end-of-the semester surveys noted the following as their top motivations for partnering with the program: its emphasis on students' civic development, opportunity for students' engagement with community, and emphasis on project-based learning.