



Carlynn O'Connell
Excel High School



GENERATION CITIZEN

2017 ANNUAL REPORT

OUR MISSION

Generation Citizen works to ensure that every student in the United States receives an effective Action Civics education, which provides them with the knowledge and skills necessary to participate in our democracy as active citizens.

OUR VISION

We envision a country of young people working as active and effective citizens, collectively strengthening our American democracy.

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Cover: **DAVIDSON GUERRIER**
Excel High School, Boston, MA



BEYOND THE BALLOT

Voting is an incredibly important part of the democratic experience. But, as we teach everyday in our classrooms, being an effective citizen is so much more than voting—it is living a political life. Beyond the Ballot marks our effort to transform unprecedented negativity and frustration with politics into meaningful, passionate, and sustained participation. These specific tactics are used by our young people everyday in our classrooms. We are hopeful that individuals across the country can use them for their own civic engagement journeys.

Throughout this report, we will share how Generation Citizen's students went Beyond the Ballot over the past year, highlighting classrooms that made exceptional use of these tactics.



WRITE an op-ed to a local newspaper



HOST a political gathering



ENGAGE with someone who disagrees with you



READ & subscribe to a local newspaper



LOBBY a decision maker



ATTEND and speak at a community or political board meeting

MESSAGE FROM THE BOARD CHAIR



Our American democratic values have frequently been challenged by deep divisions, but perhaps never more publicly than now as the cracks of previous divisiveness have risen dangerously to the surface, threatening our national identity. Technology is further

impacting the world at an incredible speed, creating its own moments of crisis and confronting cultural norms. Too many of our young people are standing on the sidelines feeling powerless to address the inequality, indifference, and even downright neglect, that stare them in the face. It is imperative that we restore to our youth an understanding of how they can participate in their communities and in our country in order to take control of their own destinies and empower them to be active participants in their futures.

It is often stated that the best time to plant a tree was twenty years ago. The next best time is today. Our democracy does not have the luxury of waiting and neither do our kids. Irrespective of our political leanings, it seems apparent that unless we provide our young people with knowledge about our democracy and civic process and the practical skill sets

they need to learn to engage and to advocate for themselves on issues most relevant to them, our democracy is at risk of being hijacked by marginal or extreme entities, both foreign and domestic.

At GC we are in the process of rolling out an ambitious and audacious three-year strategic plan. We are simultaneously scaling our proven Action Civics curriculum across diverse geographies, and advocating for better state education policies which mandate an action based civics education.

To those of you already on our journey with us, thank you. My hope is that you will help us educate and encourage others to get on board. To those not yet engaged with GC, we encourage you to interact and learn more about our programs, and give us the opportunity to convince you of our vision for changing the trajectory of young people's lives by making them better educated and more active participants in our democratic process.

Sincerely,

Lisa Issroff
Board Chair

BRINGING CIVICS BACK INTO THE CLASSROOM

During Generation Citizen's most impactful year to date, thousands of students across the country shared their voices, helped to inform new bills, and mobilized others in their attempts to improve their schools, cities, and states. They drafted solutions, contacted local officials, and met with police chiefs, district superintendents, mayors, council members, and the many other local decision makers who are entrusted to address our community's most pressing issues.

Our work began in 2008. Since then, we have delivered our Action Civics curriculum to more than 40,000 students in six states, becoming one of the preeminent civics education organizations in the country.

375

donors

6

offices

45%

of classrooms chose focus issues concerning criminal justice, equality, or public safety

43%

growth in program size

90%

of students believed that they could make a difference in their communities after GC

300+

#BeyondtheBallot lesson plans downloaded to bring Action Civics to even more classrooms

341

action projects completed by our students

79

projects explicitly aimed to introduce or influence legislation

35

staff members (up from 20 the previous year)

LETTER FROM OUR FOUNDER & CEO



Dear Friends,

As we conclude another year at Generation Citizen, it is more apparent than ever that the work we are engaging in to educate the next generation of young people to become active and engaged citizens in our democracy is critical. Since public schools were founded in this country,

the work to teach young people to become the next stewards of our democracy has been urgent. Now, though, regardless of where you stand on the political spectrum, the fact that we have ignored civics for too long has become ever apparent.

This past year, with this recognition becoming more clear throughout the country, GC took big steps as an organization to become a national force for good. We opened two new sites, in Central Texas, and Oklahoma City, establishing strong local roots in both. We advanced our advocacy efforts, pushing forward legislation, publishing reports, and convening stakeholders. We convened our first-ever Student Leadership Board, worked with 3,000 more students than we ever had before, improved our curriculum, and maintained a sterling quality of impact that has become the GC standard. And more support came to GC than ever before to make this happen.

Most importantly, we saw young people taking effective local action. Lobbying local officials to support solutions for affordable housing as a result of people getting pushed out of their homes. Tackling the

tricky issue of immigration, which affects so many of our students and their families. Advocating for increased resources to deal with the opioid epidemic taking root, from Lowell, MA, to the Bronx, NY.

We've been at this for eight years. We need more of these stories. We need to ensure every young person is informed, and excited, to participate in politics.

Recognizing the fierce urgency required of our current work, we also took time this year to engage our stakeholders and build a new 3-year **strategic plan**. By the end of the 3-year plan:

- We will be working with 30,000 students per year
- At least 10% of these students will be in rural areas
- We will have at least eight physical offices
- We will help to introduce legislation in at least ten states

We cannot do this alone. Over the last eight years, we have benefited from the support and belief of so many: schools, teachers, policymakers, donors. Most importantly, our students. We'll need all of you moving forward to make a real impact in the education space in the country. Together, we will all play a role in strengthening our democracy.

We've accomplished a lot to date. Now, we need to be more ambitious. We're excited for the road ahead. The necessary road ahead.

A handwritten signature in black ink that reads "Scott Warren". The signature is fluid and cursive.

Scott Warren
Co-Founder and CEO

STRATEGIC PLAN INITIATIVES

The new strategic plan poises Generation Citizen to make an even greater impact in the years to come, and lays the groundwork for our most ambitious goal: establishing a high-quality Action Civics education in every school in the country.



STRENGTHEN

Program Portfolio

We will iterate our current college volunteer Democracy Coach model and build out a Teacher-led model focused on educator professional development and support. Recognizing existing research on the efficacy of school-wide interventions, through both models we will aim to work with every student in a grade level and shift away from individual classroom partnerships. This will ensure that Action Civics becomes integral to a school's culture.



EXPAND

Program Footprint

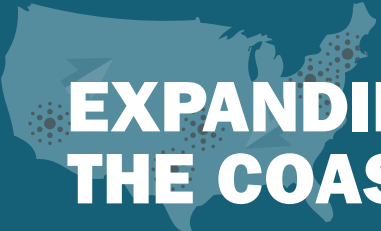
We will focus on expanding in both lesser-resourced urban and rural areas to demonstrate that Action Civics is a discipline that can be relevant in all school settings. We will learn from our expansion and develop methods to serve partners remotely.



ADVOCATE

For Action Civics

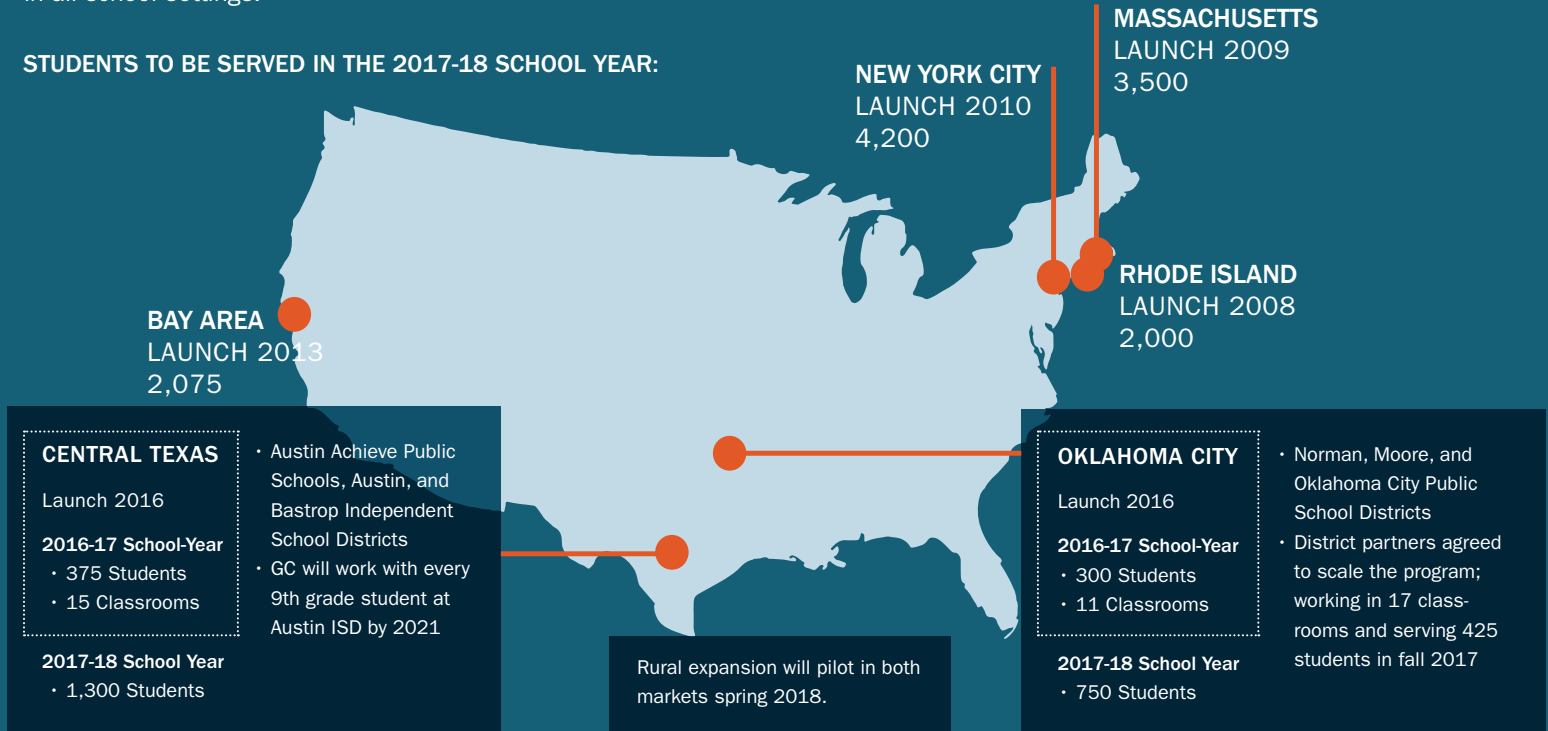
As we attempt to demonstrate that Action Civics works and that it can work anywhere, we will advocate for its implementation nationwide. We will increase our advocacy efforts at the state level by working with state Departments of Education and advocating for appropriate state legislation, policies, and regulations to promote Action Civics.



EXPANDING BEYOND THE COASTS

We reached nearly 10,000 students in the 2016-2017 academic year and successfully launched Action Civics in Oklahoma City and Central Texas. We will continue to expand our footprint, with a focus on expanding in both urban and rural areas to demonstrate that Action Civics is a discipline that can be relevant in all school settings.

STUDENTS TO BE SERVED IN THE 2017-18 SCHOOL YEAR:





CLASSROOM SPOTLIGHT

ENGAGE WITH SOMEONE WHO DISAGREES WITH YOU

Kealing Middle School | Austin, TX

KEALING MIDDLE SCHOOL in the Austin Independent School District houses a magnet program within its public school. The demographics of the two schools are very different. Despite proximity, the two groups rarely interact. When GC began, the teachers created an elective class and intentionally chose 50% magnet and 50% non-magnet students to participate.

As the class debated their focus issue, a majority of students from the magnet side were highly in favor of the issue of LGBTQ rights in Austin, while many from the non-magnet side were divided, proposing issues that felt more pressing to them, like poverty and immigration. The conversation was kind, respectful, deliberate, and thoughtful. Students were actively asking for the other side to share their opinion, students brought in research, and shared about their personal beliefs and their struggle with either issue. In the end, the class decided to focus on supporting kids who are in fear of losing their mothers to deportation.

““ *“This is it,” one teacher said, “I don’t even care if they accomplish anything on their project, the fact that they got to have that discussion at this moment is worth it.”*

DIEGO STAUFFER and **BRAELEN MILLER**

Kealing Middle School, Austin, TX



WHAT IS ACTION CIVICS?

Generation Citizen teaches and inspires young people to become active citizens in their communities by promoting and implementing an exciting new form of civic education in their classrooms: Action Civics.

ACTION CIVICS IS DEFINED BY



Student-led projects



Real-world personal issues



Political action towards lasting change



Reflection on impact and approach

THE ADVOCACY HOURGLASS is the foundation of Generation Citizen's curricular approach and depicts the process that our students learn and practice.



BRIGID WHITE School One High School
Providence, RI



CLASSROOM SPOTLIGHT **What is**

LOBBY A DECISION MAKER

School One High School | Providence, RI

FOCUS ISSUE	Students were concerned about both bullying and LGBT rights
ROOT CAUSE	RI had considered legislation that would outlaw conversion therapy (therapy aimed at changing a child's orientation) in Rhode Island, but that legislation had failed the previous session
GOAL	Lobby Representatives to reintroduce the bill, and pass the measure in the upcoming 2017 Legislative Session
DECISION-MAKER	RI General Assembly Members, in particular Senator Donna Nesselbush who had sponsored the previous year's legislation
INFLUENCERS	Wendy Becker, campaign coordinator for this measure; Senator Donna Nesselbush; Local Representatives and Senators in the RI General Assembly
TACTICS	<ul style="list-style-type: none">• Met with Wendy Becker to discuss the effort to reintroduce the legislation• Held a phone call with Senator Nesselbush to encourage her to reintroduce the measure, which in January was introduced as HB 5277• Met with the Chair of the Senate Committee on Health and Human Services, Senator Josh Miller, to lobby for his support• After learning that the previous measure had failed partly because the ACLU had opposed it, students reached out to the ACLU to lobby for their support

After the semester, students continued to support the now introduced legislation. At the end of the session, the Senate had passed the bill but the House of Representatives had slightly amended the language of their measure. This meant that the bill could not be sent to the Governor to be signed into law unless one of the two chambers reconciled the differences.

Senator Miller and Senator Nesselbush, both of whom the students had met with, convinced their colleagues in the Senate to pass the House version of the bill so it could become law. The measure was then passed and signed in summer 2017 by Governor Gina Raimondo.



CLASSROOM SPOTLIGHT

HOST A POLITICAL EVENT

Lowell High School | Lowell, MA

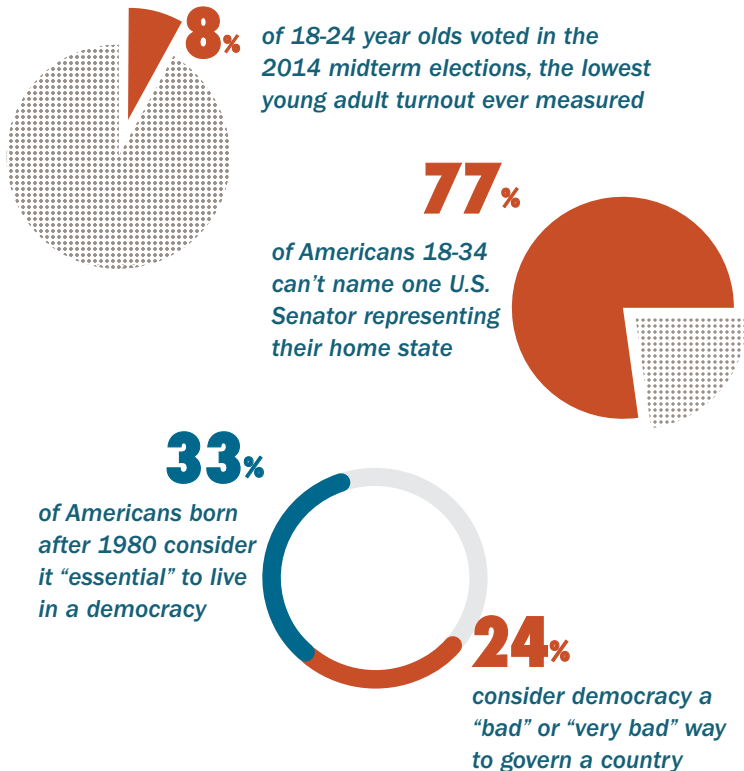
This past spring, a Generation Citizen class at Lowell High School, the second largest high school in Massachusetts, decided to take on the issue of gun violence in their community. Students organized a city-wide gun buyback program in partnership with their local government and leaders from the community. The event took place in May 2017. “Working with the police and with all of these partners taught us that we young immigrants can help make effective change in our community,” shared Phuc Nguyen, a student at Lowell High School. Their teacher, Jessica Lander, added, “The students really transformed over this whole process.

The confidence they showed was really stunning.” Action Civics is offered in all twenty 10th grade U.S. History classes at Lowell High School, including English-language-learner classrooms (ELL).

“ Working together on op-ed drafts, poring over survey data to determine how to present a powerful story, practicing a presentation for the eighth time, so it’s just right: these are the types of 21st-century skills that we need. Our students need to know how to collaborate effectively, problem solve on their feet, think innovatively, and communicate their ideas clearly and powerfully. ” **JESSICA LANDER**, U.S. History teacher, Lowell High School

THE PROBLEM

Americans are turning away from politics. Especially our youngest generations.



There are many reasons for the lack of informed youth political engagement and belief in democracy. Perhaps most prominent has been the failure of our nation's schools to achieve one of their founding purposes: educating young people to be engaged, informed and responsible citizens.

While civic disengagement is prevalent nationwide, it is pronounced among young people of color and those from low-income communities, demonstrating a "civic engagement gap."

Compared with their peers in average socioeconomic status schools, students in low-income schools are:

50%

less likely to study how laws are made

30%

less likely to report having experiences with deliberative discussions in their 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.

DEMOCRACY COACH PROGRAM

Our flagship program, this model pairs college volunteers with middle and high school teachers to lead the course using a peer-to-near-peer mentorship model. The Democracy Coach volunteers offer energy and capacity to the classroom.

TEACHER-LED PROGRAM

In this model, the Action Civics curriculum is facilitated by teachers; they receive intensive educator training and support from GC staff. This approach eliminates barriers where geography, scheduling, or school preference preclude a college volunteer from being matched.

COMMUNITY CHANGE FELLOWSHIP

This stipend-paid summer internship allows program alumni to serve in government, advocacy, and community-based organizations. The Fellows receive professional development workshops throughout, and the experience develops leadership skills and advances commitment to public service.

ACTION CIVICS ADVOCACY

We lead advocacy and policy work to make the case that Action Civics should become a staple of the educational curriculum in this country, everywhere. We hold convenings, publish papers and advance demand for Action Civics education.

433

Democracy Coaches volunteered last year

25%

of the 2016-17 Action Civics courses were delivered in Teacher-Led classrooms

49

Community Change Fellows were placed in local internships in the summer of 2017

3

white papers were published making the case for Action Civics everywhere



CLASSROOM SPOTLIGHT

ATTEND AND SPEAK AT A COMMUNITY MEETING

A.P. Giannini Middle School | San Francisco, CA
Funding for Victims of Police Brutality

In Fall 2016, 8th grade students at A.P. Giannini identified police racial profiling and violence as a major issue for San Francisco youth of color. The class met and partnered with the Justice for Alex Nieto Coalition, a local advocacy group created by family and friends of Alejandro Nieto (a 28-year-old San Francisco college student who was shot by police in the park near his home in 2014). Students decided to support a proposed Public Safety and Neighborhood Services Committee ordinance that would fund a permanent memorial in honor of Alex Nieto and create the first government-sponsored memorial honoring a victim of police brutality in California.

Students organized a phone banking and letter writing campaign at school, contacting each member of the SF Board of Supervisors repeatedly to urge them to pass it. A few days after Civics Day (and before the final vote), a Supervisor reached out to the class to say she was impacted by all of the students' messages, and because of their efforts would be voting in support of the ordinance.

It ultimately passed, 9 to 1.

SANDRA MASUDA A.P. Giannini Middle School
San Francisco, CA



CIVICS DAY HIGHLIGHTS

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 OUR GENEROUS SPONSORS:

Act Blue	Hasbro	Providence Public School Department
Adler Pollock & Sheehan PC.	Hinckley Allen	Richards Rodriguez & Skeith LLP
Con Edison	Linkedin	Sanofi Genzyme
Crowe & Dunlevy Foundation	Maverick Capital Foundation	Seneca Systems
Excellence in Investing For Children's Causes Foundation	Metlife	Smooch
Fidelity	Microsoft	The James Irvine Foundation
	New York City Council	Thunder Cares
	Pillsbury	

Generation Citizen Bay Area Students at Fall 2016 Civics Day

FOCUS ISSUES 2016–2017



JUSTICE AND EQUALITY

Bullying
Teen Suicide
Police and Community Relations
Racial Profiling, Discrimination
Homelessness, Affordable Housing,
and Rent Stabilization
Immigration
Gender Inequality
LGBTQ Discrimination



HEALTH

Sex Education & Consent Awareness
Drug Abuse: Opioid Epidemic
Improving School Lunch
Food Deserts & Hunger
Mental Health Services
Teen Pregnancy
Smoking
Sanitation
Social Emotional Support for Teens



ENVIRONMENT

Water Pollution
Air Quality & Pollution
Recycling
Littering
Park Access and Maintenance in Urban
Communities



PUBLIC SAFETY

Sexual Harassment & Assault
Domestic Violence & Child Abuse
Gun Violence
Gang Violence
Human Trafficking
Street and Neighborhood Safety



EDUCATION AND STUDENT VOICE

School Budget: Lack of School Supplies
Equity in School Funding and Education
Quality
College Access
School to Prison Pipeline
In-School Resources for English Language
Learners
Arts Education Funding



ECONOMY, JOBS AND INFRASTRUCTURE

Youth Unemployment
College Affordability
Public Transportation Reliability

CIVIC ACTION STATS

110%

*increase in the number of our
students who have ever contacted
or met with a public official*

66%

*increase in the number of
students who have written an
article, op-ed, or letter to the
editor*

59%

*increase in interest in pursuing a
career in politics or advocacy
among the summer internship
Fellows*

837

*community members served
as Civics Day Judges*

GENERATION CITIZEN IN THE NEWS



June 20, 2017

"These Students Fought SB4 – And Now They're Getting Ready for What Comes Next."



Channel One News

May 12, 2017

"Students Tackle Real Life Issues on Civics Day"



September 21, 2017

"Learn a Thing or Two About a NY Constitutional Convention"



October 10, 2017

"Civics Education Shouldn't Put Students to Sleep"

ADVOCACY OVERVIEW

As we test that Action Civics works and can work anywhere, we have begun to advocate for its implementation nationwide. This past year, we issued reports to amplify Action Civics, led a national conversation on youth civic engagement, and advanced our progress at the state-level to incorporate Action Civics in all classrooms. As we build out our advocacy work, Generation Citizen:

- Led local and national Action Civics coalitions across the country
- Issued a report, *Action Civics in School Districts*, and concurrently established an Action Civics online community for District Leaders
- Published two white papers making the case for Action Civics: *Education Paves the Road to Sustained Democracy* and *Action Civics: Current Landscape and Rationale*
- Worked with State Senator Chandler's office to introduce legislation requiring student-led civics projects, and providing resources to educators to focus on Action Civics
- Continued momentum from our historic ballot measure campaign in San Francisco in 2016 to lower the voting age to 16. We've worked closely with youth leaders advocating in several other California cities, and in states including Colorado, Maryland, Illinois, and Washington, D.C. to advance our Vote16USA agenda
- Began a Medium blog to share regular point of view pieces from our staff, board members, and students; to date we've published 50 posts

STUDENT LEADERSHIP BOARD

Our national Student Leadership Board (SLB) ensures youth voice is prominent throughout the organization. Program alumni continue their civic leadership development, provide advice to GC on numerous initiatives, and serve as our spokespeople.



ADALBERTO TRUJILLO

John Jay College of Criminal Justice

Representing:
Bronx, NY



RYAN POSTON

Graduate of Southeast High School

Representing:
Oklahoma City, OK



DERRIS GARNER

Graduate of Southeast High School

Representing:
Oklahoma City, OK



ANNIE-JO DICKENS

Colorado River Collegiate Academy

Representing:
Bastrop, TX



EMILY LARCHER

Baruch College

Representing:
Queens, NY



NIKOLAS ROPER

Colorado River Collegiate Academy

Representing:
Bastrop, TX



CHINA YANG

Juanita Sanchez Educational Complex

Representing:
Providence, RI



ALEXANDRIA (LEXIE) TESCH

Berkeley High School

Representing:
Berkeley, CA



PATRICIA DUCOUDRAY

Representing:
Providence, RI



JULIAN VIVIESCAS

Lowell High School

Representing:
Lowell, MA



A'NIYA BANKSTON

Oakland Technical High School

Representing:
Oakland, CA



CEDRINE BRISSON

Malden High School

Representing:
Malden, MA



RUBA TARIQ

Brooklyn College

Representing:
Brooklyn, NY



RICHARD NOCON

Abraham Lincoln High School

Representing:
San Francisco, CA

IMPACT

We conduct qualitative evaluation, including interviews and focus groups, and quantitative evaluation through pre- and post-program surveys. Our evaluation focuses on three primary indicators of future civic engagement:



CIVIC SKILLS A student's ability to use acquired skills effectively to participate in the political process. This includes the ability to think critically, communicate persuasively, problem-solve, and work collaboratively.



CIVIC KNOWLEDGE A student's ability to grasp basic civic knowledge taught throughout the course. This includes understanding how the governmental process works, branches of government, and identifying the basic players.



CIVIC DISPOSITIONS 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, contacting decision makers, and volunteering, as well as agency, like believing in one's self to make a difference in the community.

WE HAVE SEEN GAINS IN ALL THREE INDICATORS IN OUR MOST RECENT IMPACT ASSESSMENTS.

72% *of students improved Civic Skills. Most notable areas of growth were collaboration, critical thinking, public speaking, and outreach to and engagement with adults*

62% *of students improved Civic Dispositions*

80% *of students cultivated Civic Knowledge*

“ Students became better at listening to others and acknowledging other points of view. ”

MS. BLEVINS, GC teacher,
Moore, OK

“ We had to work with people we didn’t necessarily like sometimes, and it showed me a lot about being patient and thinking before I speak. Seeing a difference in our community has shown me that I want to do more things like that. ”

NIKOLAS ROPER, GC student alumnus and Student
Leadership Board member, Bastrop, TX

“ Learning the differences between systemic causes and individual causes was a game changer for our students, not just for their work with the GC curriculum but in their social/emotional development as people. ”

MS. ANDERSON, GC teacher
Boston, MA

DERRIS GARNER Student Leadership
Board, Oklahoma City

THIS ACADEMIC EXPERIENCE AFFORDS A MULTITUDE OF BENEFITS TO THE STUDENT IN ADDITION TO EQUIPPING THEM TO ENGAGE CIVICALLY.

Civic activities undertaken during high school are related to significantly higher odds that individuals graduate from college in later years.

81% of high school dropouts said they would have been less likely to do so if they received more experiential learning. GC teachers report that the student-driven perspective resonates most profoundly with the students who are typically least well-served in a traditional classroom.

Students who receive both traditional and interactive civics score highest on assessments and demonstrate high levels of twenty-first century skills such as critical thinking, news comprehension, and work ethic.



CLASSROOM SPOTLIGHT

READ THE LOCAL NEWS

Southeast High School | Oklahoma City, OK

RYAN POSTON, a recent graduate of Southeast High School in Oklahoma City, has now found his voice as an advocate for Action Civics. He is serving his first year as a Generation Citizen Student Leadership Board member and remains very involved following his experience working on his class' focus issue. His class decided to address the issue of human trafficking after reading the local news and realizing this issue was affecting their local community.

“ I was so quiet all year, I don't think my teacher even knew I could speak (and she said the same thing). But when we started making progress on our issue and I realized that human trafficking was happening in my school, I thought about the young girls in my family and wanted to make sure we did something.” ”

Democracy Coach **JESSICA ENSEY** with
12th grade student at Southeast High
School, Oklahoma City, OK



CLASSROOM SPOTLIGHT

WRITE AN OP-ED FOR A LOCAL NEWSPAPER

Port Richmond High School | Staten Island, NY
Opioid Overdose And Drug Education

At Port Richmond High School on Staten Island, students focused on the issue of opioid addiction and overdose. Staten Island has the highest rate of overdose deaths involving prescription painkillers in New York, NY, and the second highest involving heroin. After researching the issue, the students determined that one of the root causes for the epidemic was a lack of education about opioids. The students' advocacy goal was to pass state legislation to improve New York State's health education curriculum to include more explicit information about opioids and heroin.

As one of their tactics, the students created a public service announcement for their school about the consequences of opioid addiction. The students' project and PSA was included in a special news segment on *Staten Island Live*.

Democracy Coach **SARAH CAMPBELL
TUCKER** with 8th grade students at
Nathanael Greene Middle School

SCHOOLS & COLLEGE PARTNERS

CLASSROOM PARTNERS



TEACHERS



COLLEGE VOLUNTEER 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
 Saint Mary's College of CA

MASSACHUSETTS

Boston University
 Boston College
 Emerson College
 Northeastern University
 Tufts University

OKLAHOMA

Oklahoma City University
 University of Central Oklahoma
 University of Oklahoma

RHODE ISLAND

Brown University
 Providence College

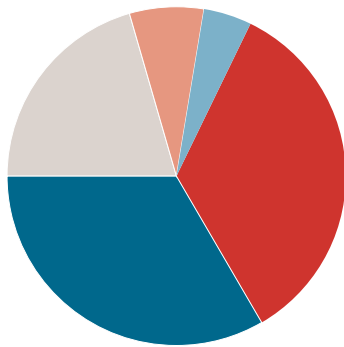
NEW YORK

Baruch College
 Fordham University
 Rose Hill
 Hunter College
 John Jay College of Criminal Justice
 Medgar Evers College
 New York University
 Pace University
 Queens College
 Wagner College

FINANCIALS

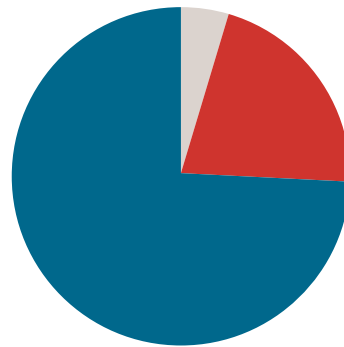
In the 2017 fiscal year (July 1-June 30), Generation Citizen raised \$2,505,404 and spent \$2,751,586. The deficit reflects multi-year accrual revenue awarded and fully included in our 2016 fiscal year audited financials.

Comparatively, in the previous fiscal year, \$2,020,529 was raised and \$1,540,554 spent. The forecast for fiscal year 2018 is projected to reach \$4 million in revenue and \$3.2 million in expenses.



REVENUE

● Foundations	31%
● Individuals	34%
● Corporate	8%
● Program Services	6%
● Govt Revenue	21%
TOTAL	\$ 2,505,404



EXPENSES

● Program	\$2,034,608 (74%)
● Fundraising	\$588,889 (21%)
● Administration	\$128,089 (5%)
TOTAL	\$ 2,751,586

SUPPORTERS

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

\$100,000+

David and Laurie Hodgson
Ford Foundation
Issroff Family Foundation
New York City Council
William & Flora Hewlett Foundation

\$50,000 – \$99,999

Foundation for Civic Leadership
James Irvine Foundation
Laura and John Fisher
Mary and Jerome Vascellaro
Pinkerton Foundation
Stavros Niarchos Foundation
The Gray Foundation

\$25,000 – \$49,999

BayTree Fund
Con Edison
Elizabeth W. Smith
F.A.O. Schwarz Family Foundation
Gary Blank
Joan Sorensen
Seth Sprague Educational and Charitable Foundation
W. Clement & Jessie V. Stone Foundation
Wellington Management Foundation
Westly Foundation

\$10,000 – \$24,999

Anonymous
ActBlue
Andra and John Ehrenkranz
Andy Offit
Anne Lovett
Cassie Murray and Bill Plapinger
Charles Butt
Tracy Lehman
David Flink
Fidelity Investments
Hasbro Children's Fund
John and Letitia Carter
Rockdale Foundation
Libby and Craig Heimark
LinkedIn

Maverick Capital Foundation
Microsoft
Nellie Mae Education Foundation
Otto H. York Foundation
Randy and Genie Norris
Randee and Glenn Warren
Seneca Systems
Shield Ayres Foundation
Stanley S. Langendorf Foundation
Sylvia Brown
Theodore Edson Parker Foundation

\$5,000 – \$9,999

Anonymous
Anonymous
Ed Cohen
Chris Maddox
Corey and John Fowler
Creative Artists Agency
Cynthia Ryan
David Jamail
Jason Fish
Kirkpatrick Foundation
Kunal Modi
Mandi White-Ajmani
Margaret Poster
Nicholas Josefowitz
Pillsbury Winthrop Shaw
Pittman LLP
Ravi Venkataraman
Recurrent Energy
Richard Katzman
Richard Steel
Sanofi Genzyme
Shelly London
Sue and Stephen Mandel
Susy Wadsworth
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CHANGEMAKER SPOTLIGHT

CARLA DURAN CAPELLAN

Carla Duran Capellan (above center) graduated from Lowell High School in May 2016. Carla served a year term as a National Generation Citizen Student Leadership Board member during her freshman year of college while simultaneously acting as a Democracy Coach in Ms. Lander's three U.S. History classes this past spring semester at Lowell. Her level of service is the gold star for what is possible once you give a young person the tools to lead in their community.

Carla accepted an award at the 2017 Spring Civics Day and shared, "Through this program, I realized that being an immigrant didn't have to stop me from having a voice. That I, too, could make a change in my community. That a 4'11, ELL student who once had trouble understanding her teachers in class could advocate for policy changes at her school and make it a better place for her peers." Carla paid this experience forward to lead three classes who tackled issues of youth homelessness, gun violence, and hunger.

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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 a Civics Day
(May & December)



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 development@generationcitizen.org.

10th graders from Lowell High School present their focus issue to mitigate gun violence in their local community through a gun buy back program



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